

# TRAINING AND DEVELOPMENT AS A MEDIATING VARIABLE IN THE RELATIONSHIP BETWEEN LEADERSHIP SKILLS AND JOB PERFORMANCE EFFICIENCY IN THE GOVERNMENT SECTOR IN QATAR

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## Abstract

The study aims to identify the extent to which training, and development mediate the relationship between leadership skills and job performance. An analytical approach was used, using a questionnaire to a sample of (191) employees within government institutions in the State of Qatar. The results showed: Leadership skills are highly available within Qatari government sector institutions, ranked as follows: (Individual skills - Human skills - Technical skills). The level of job performance among government sector employees in Qatar is very high, as employees cooperate with their team to complete tasks on time and continuously improve their performance to keep pace with modern developments. The reality of the application of training and development within government sector institutions in the State of Qatar was high. There is a statistically significant correlation between leadership skills and job performance, as well as training and development. The study also concluded that the training and development variable partially mediates the relationship between leadership skills and job performance. The study recommended the need to train leaders to develop their skills and keep pace with modern developments. It also recommended focusing on training workshops to continuously develop government sector employees, which contributes to improving institutional performance.

**Keywords:** Technical Skills, Human Skills, Personal Skills, Modern Developments.

## 1.INTRODUCTION

Today, we live in an era characterized by speed because of the technological and modern developments in the field of information technology. This, in turn, has led to rapid changes and developments in various fields and sectors through the constant pursuit of innovation, creativity, and modernization. Consequently, this has created a constant need for leadership skills that keep pace with these developments and are capable of innovation, creativity, and improvement to enhance the performance capabilities of various employees, thereby achieving the desired goals and strengthening the ability to change and face problems.

It is worth noting that the concept of leadership is one of the concepts that will continue to receive attention at all levels, due to its implicit and explicit impact on others and its ability to ensure the success or failure of work and institutions. Leadership plays a major and decisive role in the lives of individuals and communities. Therefore, there is a constant and growing need in various communities and businesses for skilled leaders who are able to organize, develop, and manage organizations, thus achieving the desired improvement in the internal performance level of employees (Ishtiwie, 2018, p. 66).

Leadership can be described as the deliberate practice of influencing by an individual over a group of others within an organizational context. This is achieved through building relationships, implementing structures, and providing guidance. Therefore, the leader must possess a set of skills necessary for effective management, such as comprehensive communication, interpersonal interactions with others, the ability to inspire and teach subordinates, and the ability to guide and direct the team in carrying out duties. Leadership is a dynamic process in which one person exercises influence over others to achieve a specific goal, while providing direction and guidance in a way that fosters cohesion and unity within the institution (Cai, 2023).

Leadership skills also play a major role and have a direct impact on the job performance of employees on one hand, and on the other hand, they have a decisive role in the performance and sustainability of the organization, whether it is governmental or private. Leadership works to achieve the necessary development for building the institution and has a direct effect on the operation of various organizations, to distribute necessary roles and facilitate communication processes, which in turn ensures the optimal use of labor, thus improving performance and achieving the required competencies for work (Abu Jazar, 2022, p. 243).

Today, organizations face many challenges that stand in the way of achieving their goals and threaten their survival and continuity. Therefore, they have become in need of focusing on training and development strategies for their

employees to improve the job performance of all members and enhance their skills and capabilities in a way that benefits the organization and achieves the objectives it seeks. Development and training also play an important and prominent role in raising the capabilities of organizations and making them able to compete, especially in light of these rapid changes and the need for various organizations to adapt to them, in order to improve individuals' abilities and make them more capable of facing these changes through modern methods and techniques that enhance their performance and achieve both short-term and long-term goals of the organization (Ateeq, 2023, p. 2–3).

From this perspective, we find that leaders play a crucial role in influencing employee performance, as they play a decisive role in creating and fostering a culture of knowledge sharing within the organization. When knowledge is shared, inexperienced or new employees will have access to intellectual resources and acquire job-related knowledge, which may lead to better job performance (Swanson et al., 2020).

This development aims to promote continuous learning, ongoing training, and keeping up with the developments of the era. The leader also has a positive role in enhancing the efficiency of job performance and achieving the necessary development to ensure its continuity. Leadership plays a decisive role in directly influencing employee performance, knowledge sharing, enhancing effective participation, and developing the competencies needed to face any changes or challenges that may occur in the future. From the above, we find that this era is full of changes and challenges, which have created a need for leadership skills capable of development and training, thereby enhancing the job performance of employees, achieving the goals sought by any organization, and improving the institution's outputs. Hence, this research seeks to investigate the role of training and development as an intervening variable in the relationship between leadership skills and job performance efficiency among employees in the government sector within the State of Qatar.

## 2. LITERATURE REVIEW

### 2.1. Training and Development

Training and development are essential pillars for enabling individuals to acquire new knowledge, skills, and abilities that enable them to perform their duties efficiently and effectively. They are viewed as coordinated efforts by organizations to empower employees to successfully complete their jobs, not only by providing them with information, but also by developing their professional behaviors to meet required standards. Training represents a planned experience aimed at equipping employees with specific abilities and attitudes, in addition to transferring the technology necessary to practice work professionally. Studies indicate that training and development contribute to raising performance and increasing productivity by improving skills and knowledge, instilling self-confidence, and enhancing the ability to work in stressful situations with less supervision or guidance, as well as instilling loyalty and belonging to the organization (Raymond et al., 2016). Training has also been found to have a positive impact on job satisfaction, as it helps meet employee needs and develop their capabilities in line with the organization's vision, which is reflected in their overall performance (Okechukwu, 2017; Chaudhary & Bhaskar, 2016).

Training and development programs are strategically important, representing a long-term investment to ensure outstanding performance and promote organizational growth. They contribute to increasing employee retention rates by providing ongoing support and training, which reduces rehiring costs. They also lead to improved work performance by addressing shortcomings and pursuing professional development, which is reflected in improved production quality and customer satisfaction. Training also helps increase productivity by enabling employees to focus on creative tasks and reduce recurring errors. It also fosters a positive work culture based on cooperation and integrity and maintains employee continuity by equipping them with the skills necessary to confidently face work challenges, reduce errors, and improve the quality of output (Basbous, 2023, p. 120).

The objectives of training and development are defined by two main axes: The first relates to the organization and includes administrative objectives, such as reducing the burden on supervisors and achieving institutional flexibility by raising the level of knowledge and skills. The second includes procedural objectives, which focus on the optimal use of human resources and ensuring that capabilities are aligned with changing business requirements. The third includes economic objectives, which aim to increase production efficiency, reduce costs, and enhance competitiveness. The fourth includes technical objectives, which address operational issues, reduce waste, and conserve resources (Al-Sayrafi, 2007; Abdul Karim, 2017; Gharib, 2023). The second axis concerns the individual, as training contributes to improving performance, reducing accidents, supporting personal and professional development, increasing self-confidence, and achieving job stability in a safer and more sustainable environment (Abdul Karim, 2017, p. 182). To formulate an effective training and development strategy, systematic steps must be followed, beginning with analyzing the organization's strategy to ensure its alignment with overall objectives. This is followed by examining external factors, including competition and economic and technological trends. This is followed by an assessment of the internal environment to determine training needs. This is followed by developing a training and development plan that includes the necessary policies, programs, and budgets. Finally, the plan is regularly reviewed and updated to keep pace with changes (Dawabsheh, et al., 2019).

Organizations face multiple challenges in implementing training and development plans, including a lack of clarity in strategic vision, weak senior management interest, legislative restrictions, a deficient corporate learning culture, a lack of technical infrastructure, leadership's lack of conviction in the value of training, and weak job analysis procedures, which hinder the identification of real training needs (Mohamed, 2018). To enhance employee performance, studies recommend creating performance tracking records, conducting periodic evaluations, setting clear timelines, selecting the most qualified for critical tasks, designing targeted training programs to address weaknesses, providing continuous feedback, implementing human resources policies transparently, building an attractive work environment, and encouraging collaboration and participation, while considering investment in training and development as a strategic option to ensure the sustainability of the organization's success (Basbous, 2023, p. 121).

## 2.2. Leadership Skills

Leadership is one of the essential pillars that distinguishes successful organizations from others that struggle to achieve their goals. It represents the center of gravity in the administrative process and the primary source of guidance and influence in the work environment (Ashtawi, 2018, p. 70). Many researchers have likened the role of leadership to that of the brain in the human body, regulating coordination between various units and adjusting performance to meet the changing environment surrounding the organization. From this perspective, leadership is not simply a functional position; rather, it is an ongoing, interactive process that requires an integrated blend of intellectual, skill, and human capabilities.

Linguistically, the word "leadership" is used to denote the opposite of "driving," as a person leads the animal from the front while driving it from the back. "Leader" refers to someone who takes the initiative and directs others, while "leader" refers to horses that are led, not ridden. Technically, leadership is a dynamic process based on interaction between the leader and their followers, aiming to influence and motivate them to achieve specific goals through the ability to persuade, inspire, and organize efforts toward common objectives (Ashtawi, 2018). In defining leadership skills, Al-Shaer (2016) indicated that they are a set of personal, cognitive, and technical traits and abilities that enable a leader to perform their duties with ease, precision, and speed to achieve goals. Ashtawi (2028) sees them as a reflection of a manager's behavior in dealing with employees, which impacts their level of organizational performance. Shatnawi (2022) defined leadership skills as the capabilities and qualities a leader must possess and acquire, enabling them to influence the behavior of their followers and enhance their satisfaction.

Leadership tasks are manifested in several pivotal roles, most notably: clearly defining responsibilities to ensure clarity of roles and inspire the team to achieve common goals; Positively influencing individuals through behavior modification, skill development, enhanced self-confidence, and broadened horizons of thought; achieving individual and collective goals, while finding consensual solutions when interests conflict; and coordinating and integrating team activities to ensure harmony and avoid conflict (Sa'al, 2023).

Theoretical and field developments have revealed the limitations of traditional theories—such as trait and situational theories—in explaining leader behavior and the elements of their success. This has prompted recent studies to focus on essential skills that represent the pillars of contemporary management. Foremost among these is the ability to make decisions effectively, a pivotal skill that impacts organizational performance and extends to planning, organizing, and policy formulation (Kanaan, 2009, p. 388), while also monitoring implementation and ensuring results (Al-Ajami, 2010). This is followed by effective communication as a strategic tool to inspire individuals, boost morale, and ensure coordinated efforts (Abu Karim, 2009). Management by Objectives (MBO) represents a contemporary approach that focuses on results by setting clear goals and enhancing collaboration between the leader and the team, supporting strategic thinking, and achieving the corporate vision (Al-Ajami, 2010, p. 333). Time management also emerges as a fundamental pillar for prioritizing and organizing resources, while change management is essential to keep pace with ongoing transformations through updating strategies and procedures (Kanaan, 2009, p. 154).

Contemporary leadership faces growing challenges, including the complexity of administrative processes resulting from local and international institutional expansion, increased levels of specialization, changing individual roles, and intensified government oversight requirements. Accelerating economic and social change requires high flexibility and the ability to make adaptive decisions. Challenges also include achieving optimal productivity as an indicator of economic and social performance, in addition to adhering to corporate social responsibility, which balances profitability with societal obligations and enhances transparency for stakeholders (Arqoub, 2018).

In terms of leadership styles, the dictatorial style is characterized by the concentration of power in the leader's hands and unilateral decision-making. It is effective in crises or disciplined work environments, but it can lower morale and weaken employee autonomy (Awad, 2013; Issa, 2020, pp. 17-18). The free-lance style grants broad autonomy to team members, making it suitable for qualified teams. However, it can lead to low productivity and chaos if administrative control is absent (Munir, 2008; Farah, 2017). The democratic style relies on participation and delegation of authority, enhances trust and belonging, and develops employee skills. However, it can slow decision-making due to excessive consultation (Bani Salama, 2020; Farah, 2017). Leadership skills are divided into four main groups: technical skills, which include mastering work and understanding its details, policy development, strategic planning, role distribution, and utilizing administrative tools (Hari, 2020; Abdel Wahab, 2013; Boulif, 2022). human skills, which focus on positive interaction with individuals, understanding their attitudes, resolving conflicts, and creating a democratic work

environment (Qandil, 2012; Boulif, 2022). intellectual skills, which include analytical, creative, and strategic abilities that enable the leader to connect the various parts of the organization and make scientifically based decisions (Ashtawi, 2018). Finally, personal skills, which refer to the leader's ability to effectively apply specialized knowledge and utilize modern technologies to achieve accomplishments and increase productivity (Abu Jazar, 2022, p. 244).

### **2.3. Job Performance**

Job performance is one of the fundamental pillars of contemporary management, representing the actual indicator of individuals' ability to carry out their duties and achieve organizational goals efficiently and effectively. It has been defined in the literature as the process of analyzing and evaluating employees' competence in performing their duties, their behavior at work, and their ability to assume responsibilities (Al-Sabaa, 2017).

Job performance represents the level of employee competence in performing their work and their job behavior. It is measured through a formal system aimed at continuous and systematic evaluation of performance over specific time periods. It is also defined as the results achieved by an employee in performing their duties and tasks in accordance with the expectations of the organization's management. Al-Shihab (2017) adds that job performance is demonstrated through work results, adherence to rules and guidelines, and the level of personal interactions. He identifies three basic dimensions for measuring it: accuracy, mastery, and technical expertise, along with organizational skills and error reduction, as well as the amount of work completed, professional knowledge, dedication to attendance, and timely completion of tasks.

Job performance is based on multiple dimensions that determine the efficiency of employees in meeting job requirements. These include accuracy, which reflects an employee's ability to perform tasks according to established standards to ensure error-free achievement of objectives (Yaqani, 2019). Speed, which represents an employee's ability to complete tasks within the specified timeframe while maintaining quality, as speed and accuracy are essential elements for increasing productivity (Yaqati, 2019, p. 15). Work completed reflects an employee's commitment to completing tasks, influenced by factors such as management styles, organizational climate, and experience (Abu Shafi, 2020, p. 12). Performance also includes efficiency, which refers to employees' ability to achieve desired results. High performance is associated with rewards and promotions, while low performance requires corrective action (Hilal, 2019). Effectiveness, which refers to an organization's ability to utilize resources efficiently and adapt to circumstances to achieve objectives, is also included (Al-Hasban, 2019).

Job performance consists of three basic elements: the amount of effort, which represents the physical or mental effort expended while performing tasks; the quality of effort, which relates to the level of mastery, accuracy, and the extent to which work conforms to required standards; and the performance style, which reflects the way tasks are executed and the employee's ability to solve problems and make decisions (Qatanani, 2019). Job performance is of paramount importance to the success of organizations, as it contributes to achieving organizational goals and increasing operational efficiency. It also supports institutional development and sustainability by promoting innovation and adapting to market changes. It also reveals employees' latent capabilities and skills, enabling them to be optimally utilized to serve the organization's goals (Al-Shihab, 2017; Al-Khalayleh, 2019).

Criteria for measuring job performance include accuracy in task execution, speed of completion, efficiency in the use of resources, high productivity, economic feasibility, rapid response to challenges, innovation, and customer satisfaction with the services provided (Halsah, 2020). Determining performance levels also requires a set of requirements, most notably a thorough analysis of job descriptions, the definition of clear performance standards, the implementation of continuous monitoring to improve performance, and the provision of training and development programs to enhance skills (Qatnani, 2019). Performance evaluation metrics vary from financial measures such as profitability and return on investment; non-monetary measures such as social responsibility, innovation, and customer satisfaction; to composite measures that combine both types, such as the balanced scorecard; and quality of service, which relates to ease of use of services and accuracy of information (Al-Hasban, 2019).

Job performance levels are also affected by technical factors, including technological advancements, the quality of raw materials, work design, and production methods (Youssef, 2018, p. 12), as well as human factors related to skills, experience, motivation, and the desire to work. The integration of technical and human factors leads to increased performance and efficient achievement of goals (Qatnani, 2019, p. 14).

## **3. METHODOLOGY**

### **.1. Research Design**

The research relied on the analytical approach during this study in order to identify the extent of the availability of leadership skills (personal skills - technical skills - human skills) within the government sector institutions in the State of Qatar, the reality of the application of training and development in a number of government institutions in the State of Qatar, the level of job performance of employees in the government sector within Qatar, and the correlational approach was used in order to identify the extent of the existence of a statistically significant correlation between the three variables (leadership skills - performance efficiency - training and development) in a sample of employees in the Qatari government sector, and to examine the extent to which training and development mediate the relationship



between leadership skills and job performance efficiency from the point of view of employees in the government sector within Qatar.

### 3.2. Research Sample

By analyzing the data in **Table.1** regarding the characteristics of the research sample, it becomes clear that the sample consists of 191 employees in government institutions in the State of Qatar. Males represent the largest percentage (71.2%) compared to females (28.8%), reflecting the male dominance of government jobs in the Qatari environment. In terms of age group, the largest percentage is concentrated in the 36–45 age group (49.2%), followed by the 30–35 age group (22.5%), then the over 45 age group (19.9%), and finally the under 30 age group (8.4%). This indicates that most sample members are in the 36–45 age group, which is often the most experienced and job-stable group.

Regarding educational level, many respondents held a university degree (64.4%), followed by postgraduate studies (Master's/PhD) (26.7%), while a high school diploma constituted the lowest percentage (8.9%), reflecting the sample's high educational level. Regarding of experience, the largest percentage (73.8%) had more than 10 years of experience, followed by those with 5–10 years (18.3%), and finally those with less than 5 years of experience (7.9%), indicating that most of the sample had extensive experience. Regarding job grade, employees constituted the highest percentage (50.8%), followed by department heads (39.8%), while assistant department heads accounted for the lowest percentage (9.4%).

**Table 1. Demographic Characteristics of the Sample Participants**

Characteristics		n (369)	%
Gender	Male	136	71.2
	Female	55	28.8
Age	Less than 30 years	16	8.4
	30 – 35 years	43	22.5
	36 – 45 years	94	49.2
	Over 45 years	38	19.9
Education Level	High school	17	8.9
	University / College	123	64.4
	Master / PHD	51	26.7
Experience	Less than 5 years	15	7.9
	5 – 10 years	35	18.3
	More than 10 years	141	73.8
Job grade	Employee	97	50.8
	Assistant Head of Department	18	9.4
	Head of Department	76	39.8
Total		191	100%

### 3.2. Data Collection and Analysis

The research relied on a measurement tool, a questionnaire, designed to suit the research objectives. It consisted of two main sections. The first section covered demographic data for the study sample, including variables such as gender, age, educational level, years of experience, and job title. The second section included three main axes. The first axis measured leadership skills and consisted of (15) items divided into three sub-dimensions: personal skills (5 items), technical skills (5 items), and human skills (5 items). The second axis measured job performance and consisted of (5) items. The third axis measured training and development and consisted of (5) items. All questionnaire items were answered using a five-point Likert scale, with responses ranging from (strongly agree = 5 points) to (strongly disagree = 1 point).

To verify the validity of the tool, internal consistency validity was used by calculating the correlation coefficient of each item with the total score for the axis or dimension to which it belongs. The results showed that the correlation coefficients for all items ranged between 0.82 and 0.92, all of which were statistically significant at a significance level of 0.01. This indicates that the tool possesses a high degree of validity and reliability in measuring the study variables, **Table 2**.

The reliability of the tool was verified using Cronbach's alpha coefficient. The reliability coefficient for the first axis (leadership skills) was 0.97, for the second axis (job performance) 0.80, and for the third axis (training and development) 0.92. The reliability coefficient for the questionnaire was 0.96. These values indicate a high level of reliability that makes the tool suitable for research use and generalization of results, **Table 3**.

After collecting data from the study sample, which consisted of (191) employees in government institutions in the State of Qatar, it was entered and analyzed using SPSS-V.25. A set of statistical methods was used, including

calculating arithmetic means and standard deviations to identify the trends in the sample members' responses. On the questionnaire items, Pearson's correlation coefficient was used to study the relationship between variables, in addition to regression coefficient analysis to examine the effect of the mediating variable on the relationship between the independent and dependent variables.

**Table 3. Instrument Validity**

Characteristics	Dimension	Items	r (min–max)	Sig
<b>Leadership Skills</b>	Self-Skills	5	0.80 – 0.89	p < 0.01
	Technical Skills	5	0.82 – 0.89	p < 0.01
	Human Skills	5	0.89 – 0.92	p < 0.01
<b>Job Performance</b>	-	5	0.67 – 0.80	p < 0.01
<b>Training &amp; Development</b>	-	5	0.87 – 0.89	p < 0.01

Note: All correlations were significant at p < 0.01, indicating that the instrument has high internal consistency.

**Table 4. Reliability Coefficients (Cronbach's Alpha)**

Construct	Items	Cronbach's $\alpha$
<b>Leadership Skills</b>	15	0.97
<b>Job Performance</b>	5	0.80
<b>Training &amp; Development</b>	5	0.92
<b>Overall Instrument</b>	25	0.96

Note: All  $\alpha$  values exceed the recommended threshold of 0.70, indicating high internal reliability.

## 4. RESULTS

### 4.1. Descriptive analysis

To measure the dimensions of leadership skills (intrapersonal skills, technical skills, and interpersonal skills) in government sector institutions in Qatar, descriptive analyses (arithmetic mean and standard deviation) were conducted. The results showed that the level of leadership skills availability was generally high (M = 4.03, SD = 0.896) at 80.64%. Interpersonal skills ranked first (M = 4.16, SD = 0.845, 83.27%), followed by interpersonal skills (M = 4.10, SD = 0.976, 82.01%), while technical skills ranked last (M = 3.83, SD = 0.994, 76.65%), **Table 5**.

The results showed that the reality of training and development in government sector institutions in the State of Qatar was high (M = 3.96, SD = 0.839, 79.3%). The item "Relying on Valuable Information Sources" had the highest mean (M = 4.01, SD = 0.875), while the item "Selecting Competent Trainers" ranked last (M = 3.93, SD = 1.01), **Table 6**.

The results indicated that the level of job performance of government sector employees in Qatar was very high (M = 4.55, SD = 0.474, 91%). The item "Cooperating with the team to accomplish work" had the highest mean (M = 4.66, SD = 0.537), while the item "Completing tasks on time" had the relatively lowest mean (M = 4.46, SD = 0.614), despite remaining at a very high level, **Table 7**.

**Table 5. Descriptive Results of Leadership Skills Dimensions**

Dimension	Mean	S. D	Level	Relative Weight (%)	Rank
First Dimension: Self Skills	4.16	0.845	Very High	83.27	1
Second Dimension: Technical Skills	3.83	0.994	High	76.65	2
Third Dimension: Human Skills	4.10	0.976	High	82.01	3
Overall Axis	4.03	0.896	High	82.01	-

**Table 6. Descriptive Results of Training & Development**

	Dimension	Mean	S. D	Level	Relative Weight (%)	Rank
1	The necessary training sessions and workshops are provided to improve our performance.	3.95	1.040	Very High	79.2	3

2	The organization ensures the selection of competent trainers to deliver training courses.	3.93	1.010	High	78.6	5
3	The latest tools and methods are used during training courses to keep up with recent developments in the field.	3.98	0.873	High	79.7	2
4	Valuable information sources are relied upon during the conducted training sessions.	4.01	0.875	High	79.9	1
5	Training sessions are implemented based on the team's knowledge gaps to enhance expertise and provide necessary skills.	3.94	0.933	High	78.9	4
<b>Overall Axis</b>		<b>3.96</b>	<b>0.839</b>	<b>High</b>	<b>79.3</b>	

**Table 7. Descriptive Results of Job Performance**

	<b>Dimension</b>	<b>Mean</b>	<b>S. D</b>	<b>Level</b>	<b>Relative Weight (%)</b>	<b>Rank</b>
1	I complete the tasks assigned to me within the specified time.	4.46	0.614	Very High	88.8	4
2	I contribute to the decision-making process with full integrity.	4.47	0.779	Very High	89.3	5
3	I cooperate with my team to complete tasks on time.	4.66	0.537	Very High	93.2	1
4	I strive to continuously improve my performance to keep pace with modern developments.	4.61	0.589	Very High	91.8	2
5	I adhere to the approved work laws and regulations within the organization.	4.59	0.581	Very High	91.8	3
<b>Overall Axis</b>		<b>4.55</b>	<b>0.474</b>	<b>Very High</b>	<b>91</b>	

#### 4.2. Deductive analysis

To examine the correlation between leadership skills, with its three dimensions (self-skills, technical skills, and human skills), and both job performance efficiency and training and development among employees in the Qatari governmental sector, Pearson's correlation coefficient was employed. The results indicated a statistically significant correlation between leadership skills and their dimensions with job performance. The Pearson correlation coefficient between the overall leadership skills variable and job performance was 0.40. The correlation coefficient between the first dimension (self-skills) and job performance was 0.37, between the second dimension (technical skills) and job performance was 0.38, and between the third dimension (human skills) and job performance was 0.39. All correlations were statistically significant at the (0.01) significance level, which is lower than the (0.05) threshold, **Table 8**.

To test the extent to which training, and development mediates the relationship between leadership skills and job performance among employees in the Qatari government sector, multiple regression analysis was applied.

First, the analysis revealed a significant effect of the independent variable (leadership skills) on the mediating variable (training and development). The regression coefficient ( $B = 0.58$ ), the correlation coefficient (0.62), and the F value (119) were at a significance level less than 0.001, with leadership skills explaining 38% of the variance in training and development ( $R^2 = 0.38$ ), **Table 9,10**.

Second, it was found that leadership skills significantly influence the dependent variable (job performance). The overall regression coefficient ( $B = 0.21$ ), the correlation coefficient (0.40), and the F value (35.4) were at a significance level less than 0.001, explaining 16% of the variance in job performance ( $R^2 = 0.16$ ), **Table 11,12**.

Third, when the mediating variable (training and development) was introduced into the model, the effect of leadership skills on job performance remained significant but decreased to ( $B = 0.19$ ), while the effect of training and development on job performance was significant ( $B = 0.10$ ,  $p < 0.05$ ). The F value was (0.27) with  $R^2 = 0.23$ , all of which are statistically significant, **Table 13,14**.

The results show that the direct effect value decreased from (0.21) to (0.19) when the mediating variable was present, while the indirect effect value was (0.10), which is a statistically significant value. This indicates that training and development partially mediates the relationship between leadership skills and job performance efficiency, **Figure 1**.

**Table 8. Pearson's correlation coefficient results between the research variables**

<b>Dimension</b>	<b>Training &amp; Development</b>	<b>Job Performance</b>
First Dimension: Self Skills	0.37 **	0.54 **

Second Dimension: Technical Skills	0.38 **	0.65 **
Third Dimension: Human Skills	0.39 **	0.58 **
Overall Axis: Leadership Skills	0.40 **	0.62 **

\*\* at a significance level of 0.01

**Table 9. Effect of the Independent Variable on the Mediator**

R	R Square	Adjusted R Square	F	Sig
0.62	0.39	0.38	119	0.000

**Table 10. Coefficients, Effect of the Independent Variable on the Mediator**

Leadership Skills	B	SE	$\beta$	t	Sig
	0.58	0.053	0.62	10.9	0.000

**Table 11. Effect of the Independent Variable on the Dependent**

R	R Square	Adjusted R Square	F	Sig
0.40	0.16	0.15	35.4	0.000

**Table 12. Coefficients, Effect of the Independent Variable on the Dependent**

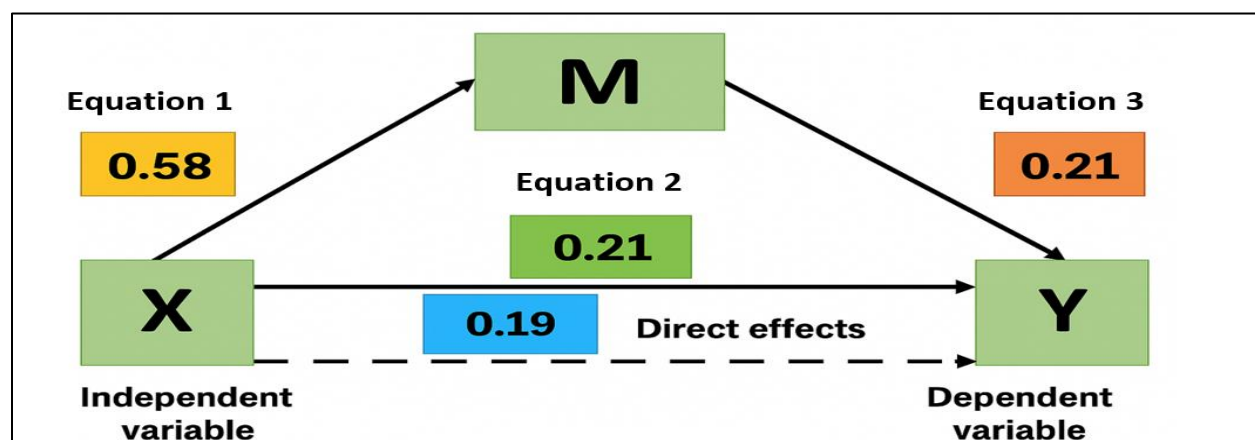
Leadership Skills	B	SE	$\beta$	t	Sig
	0.21	0.35	0.40	5.95	0.000

**Table 13. The Effect of the Mediating Variable on the Dependent Variable in the Presence of the Independent Variable**

R	R Square	Adjusted R Square	F	Sig
0.47	0.23	0.22	0.27	0.000

**Table 14. The Effect of the Mediating Variable on the Dependent Variable in the Presence of the Independent Variable**

B	SE	$\beta$	t	Sig
0.10	0.043	0.19	2.33	0.02
0.19	0.046	0.33	4.03	0.000



**Figure 1: Regression Equation for Research Variables.**



## 5. DISCUSSION

The current study aimed to identify the availability of leadership skills (intrapersonal skills, technical skills, and human skills) within government sector institutions in the State of Qatar. It also examined the implementation of training and development in a number of these institutions, assessed the level of job performance of their employees, and identified the nature of the correlation between the three variables (leadership skills, performance efficiency, and training and development). It also explored the degree to which training, and development mediated the relationship between leadership skills and job performance efficiency.

The results showed that the sample's responses regarding the availability of leadership skills were high (mean = 4.03, standard deviation = 0.896), with interpersonal skills achieving the highest mean (4.16), followed by intrapersonal skills (4.10), and then technical skills (3.83). These results indicate that leaders in government sector institutions possess distinct abilities in communication, problem-solving, and adopting new ideas, in addition to fostering a spirit of cooperation among employees. This result is consistent with the findings of Bolivia's (2022) study, which confirmed the high level of leadership skills in national insurance institutions and their association with job performance. It also aligns with the findings of Ishtawi's (2018) study, which showed that educational institutions in Palestine apply technical, human, and intellectual skills to a high degree, which enhances performance.

Regarding job performance, the results indicated a high level among government sector employees, who demonstrated effective cooperation with work teams, sought to improve their performance, and kept pace with developments, while adhering to work laws and regulations. This result is consistent with what Amos and Natamba (2015) and Nguyen (2020) indicated that job performance is positively related to training and development factors and is supported by effective leadership skills.

The results also showed that the implementation of training and development in the Qatari government sector was high, with a reliance on up-to-date information, advanced training methods and techniques, and the provision of workshops to improve performance. This result is consistent with the study by Gharib (2023), which demonstrated the role of training and development in human resource development, and with the study by Al-Awad (2024), which highlighted the effectiveness of training programs in enhancing leadership skills and personal qualities.

On the other hand, the study revealed a statistically significant correlation between leadership skills and job performance (correlation coefficient = 0.40). This result is consistent with the findings of Ashtawi (2018) and Bolivia (2022), which indicated a strong correlation between leadership skills and performance levels. The results also showed a strong correlation between leadership skills and training and development (correlation coefficient = 0.62). This result is consistent with what Amos and Natamba (2015) and Nguyen (2020) indicated, stating that training and development contribute to enhancing leadership skills and improving performance.

Finally, the results of the regression analysis indicated that training and development partially mediated the relationship between leadership skills and job performance, with a total effect of 0.21 and a direct effect of 0.19, indicating that part of the impact of leadership skills on performance is mediated by training and development. This is consistent with Al-Kuwari's (2024) study on the role of leadership skills as a mediating factor in achieving excellence, reinforcing the importance of investing in training programs as a strategic tool for improving organizational performance.

## 6. CONCLUSION

The study concluded that government sector institutions in the State of Qatar enjoy a high level of leadership skills across all three dimensions (individual skills, technical skills, and human skills). Individual skills emerged as the most prevalent dimension, followed by human skills, then technical skills. The results also showed that the job performance of employees in these institutions is very high, and that training, and development programs are implemented effectively and rely on modern methods that support performance improvement.

Statistical analyses revealed a significant correlation between leadership skills and job performance, and between leadership skills and training and development. Training and development also played a partial mediating role in enhancing the impact of leadership skills on job performance. These results highlight the importance of investing in developing leadership skills and intensifying ongoing training programs, which contribute to improving performance and achieving institutional goals in the government sector.

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