

The Effectiveness Of Training And Development Programs In Enhancing Leadership Skills And The Role Of Personal Traits From The Perspective Of Qatar University Students

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ABSTRACT

This study aimed to investigate the impact of training and development programs on enhancing leadership skills among Qatar University students. It focused on identifying specific leadership traits, examining the correlation between personal characteristics and program effectiveness, and their role in advancing Qatar's National Vision 2030.

The study employed a descriptive-analytical approach, using a questionnaire as the primary data collection tool. A random sample of 200 students was selected from the university community, and the questionnaires were distributed electronically, targeting various student activity groups and clubs.

The findings indicated that training and development programs were generally effective, with high scores achieved in goal attainment, clarity of objectives and content, and encouragement of active participation. This reflects students' satisfaction with the efficacy and inclusivity of these programs. Moreover, the study demonstrated a positive impact of these programs on the cultivation of essential leadership skills. Specifically, students expressed keen interest in enhancing communication, inspiration, and empathy skills, alongside developing confidence in decision-making and adaptability in overcoming challenges. In terms of personal traits, students exhibited strengths such as attention to detail, collaborative ability, and a thirst for knowledge, all of which positively influenced their engagement with the training and development program.

The study concluded with several recommendations, including raising awareness among Qatari students about the national development strategy and its role in realizing the National Vision 2030. It emphasized the significance of participation in training programs due to their potential positive impact on students' future professional lives. Furthermore, the study proposed integrating a comprehensive training plan encompassing courses, programs, and lectures within student activities at Qatar University.

Keywords: training and development programs, leadership skills, traits, Qatar University

1. Introduction

Investing in human capital is a strategic priority for the State of Qatar and one of the main pillars for achieving the country's National Vision 2030. This is pursued by building a base of Qatari competencies endowed with knowledge, creativity, and innovation, capable of keeping up with scientific and technological advancements and acquiring practical skills that enable them to face the challenges of today's world. This is achieved by enhancing the quality of academic, vocational, and technical education to meet labor market demands in the fields of industry, technology, and health, and by establishing advanced research centers that promote innovation in energy and environmental sectors (QNDS3, n.d). In the context of the country's continuous development and change, there is a strong focus on nurturing leadership skills among university students, as this is vital for fostering innovation, progress, and achieving the national development goals set by the state.

To achieve this future vision, it is essential to build a generation of university students who can make decisions, solve problems, and have a positive impact on society. When they enter the workforce, the leadership skills acquired during their university years contribute to improving productivity, fostering innovation, and finding creative solutions to challenges faced by business institutions. Additionally, possessing leadership skills enhances students' roles in assuming social and ethical responsibilities and contributing to societal development (Al-Baladi, 2020).

With the advancements in educational institutions worldwide, universities have taken on a role beyond academics, focusing on developing students' skills such as decision-making, problem-solving, time management, effective communication, and planning. This is to ensure that they play an active role in societal development. The university stage is crucial in shaping students' social and leadership personalities, highlighting the increasing importance of the university's role in fostering students' intellectual growth and leadership qualities. The goal is to equip them with essential skills through training and development programs that help enhance professional competence, improve productivity, and adapt to technological changes. These programs also serve as a means of transferring applied knowledge to ensure success in the rapidly changing local and global environments through the exchange of expertise and ideas with highly skilled individuals (Mohammed, 2023).

This study will explore the expected effectiveness of leadership skills development through training and development programs for students at Qatar University, along with the various dimensions of their impact on students' academic, personal, and professional growth, as they are in a critical transitional phase preparing for entry into the labor market. The study will also examine the Big Five personality traits, which include openness, agreeableness, conscientiousness, extraversion, and emotional stability, and their relationship with career life (Neal et al., 2011).

1.2 Statement of the Problem

The State of Qatar places significant importance on university students, considering them a key human resource for development and active contributors to the country's developmental goals. Expanding opportunities and options for these students, and preparing a knowledgeable national workforce, is essential for progress in line with the country's economic growth. With the increasing presence of foreign labor in recent years and their occupation of vital positions in state institutions, it has become necessary to motivate and develop Qatari youth to assume key roles in all fields of economic and social development. Therefore, young people need training and leadership development, which are crucial elements in shaping their personalities at this critical stage of life, enabling them to be active participants in society. This is particularly important as students' personalities mature and develop during their university years, considering personal differences in abilities, interests, and ambitions (Elsharnouby et al., 2023).

There is a need to highlight the importance of leadership skills for university students, as these skills play a significant role in future leadership opportunities after graduation and in enriching the Qatari labor market with young talents who will contribute to achieving Qatar's Vision 2030. This vision aims to empower Qatari citizens to occupy positions in both the private and public sectors by adopting a policy of Qatarization and enhancing their leadership roles while implementing the national development strategy (Elbanna et al., 2023). The study problem centers on the need to understand the effectiveness of the leadership training and development programs offered by Qatar University to help students develop leadership skills such as planning, communication, problem-solving, decision-making, teamwork, effective communication, and strategic thinking. These are essential skills for Qatari youth during their university years before entering the labor market and professional life, enabling them to face the economic, political, and technological challenges that all countries encounter. Additionally, the study will explore the importance of personal traits such as openness to experiences, discipline, emotional expressiveness, and emotional stability in shaping students' personalities and preparing them for the labor market.

This research will examine the importance of preparing university students for the labor market and developing their leadership skills to meet the needs of the public and private sectors in Qatar for competent leaders. It will also evaluate the role and effectiveness of current development and training programs at the university and their impact on developing students' leadership skills, enhancing their role within the university community, and fostering leadership behaviors as they transition to the labor market. Furthermore, the study will explore how personal traits are refined, strengths identified, and these traits leveraged through leadership roles in student clubs and participation in organizing university events (Soria et al., 2019).

Training programs have become a cornerstone of sustainable development, based on the philosophy that competent leadership is the foundation of organizational success. Building leaders with strategic thinking, team management, and decision-making skills is essential for meeting future challenges (QNDS3, n.d).

The significance of this research lies in its contribution to the scientific field, given the scarcity of studies in Qatar that focus on the effectiveness of training and development programs and the development of leadership skills among Qatari university students. It also considers the role of personal traits in refining leadership skills, preparing students to play an active role in their future professional lives, and entering the labor market.

This research emphasizes to researchers and stakeholders the importance of involving youth in achieving the country's future plans and implementing the Qatarization policy to realize the state's Vision 2030. This will be achieved by preparing leaders capable of addressing the challenges and changes we face in a rapidly changing

world. When designing and developing training programs, it is crucial to focus on developing the practical and scientific skills required by the labor market. These programs should also foster personal abilities and technical competencies, ensuring that Qatari university students are rich in leadership skills and practically experienced when they assume professional positions after graduation. Training programs should also consider individual differences and personal variations among students (Tran, 2013).

The research objectives aim to explore the impact of training and development programs on leadership skill development among Qatar University students, identify desired leadership skills before graduation, analyze the influence of personal traits on skill development, and examine how student leadership contributes to Qatar's National Vision 2030. The corresponding research questions inquire about the effects of current programs on skill development, desired leadership skills pre-graduation, personal traits affecting skill development, and the specific skills driving Qatar's national vision.

1.3 Research Hypotheses

1. There is a statistically significant positive relationship between training and development programs and the development of leadership skills among Qatar University students.
2. There is a statistically significant positive relationship between personal traits and the development of leadership skills among Qatar University students.
3. There is a statistically significant positive relationship between training and development programs and the development of leadership skills, taking into account the personal traits of Qatar University students.

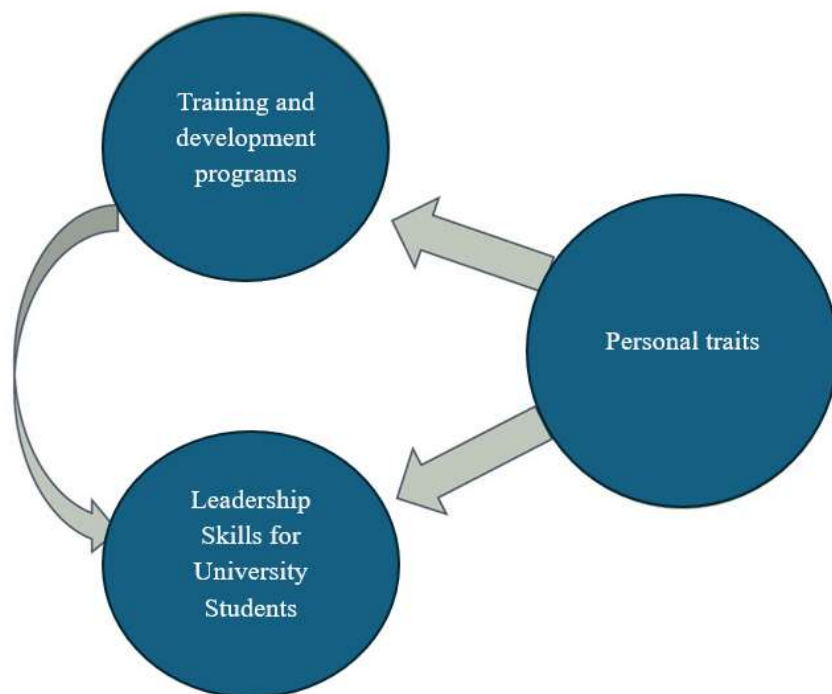


Fig 1: Research farmwork

2. Theoretical Framework of the Study

2.1 Training and Development Programs

Training and development programs are a series of activities designed to transfer knowledge, develop skills, or change behavior. These activities are conducted by competent trainers to achieve personal or professional goals within a specific timeframe. The importance of training lies in increasing the trainee's efficiency through learning communication skills, teamwork, and presenting ideas and discussions, which in turn develop critical thinking skills, increase self-confidence, and strengthen personality. These programs also include evaluation tests to measure the progress of trainees (White & Guthrie, 2015).

Training and development programs are fundamental components of human resource development strategies. Given their importance, the impact of training and development programs can be explained through the theory of reinforcement and punishment. B. F. Skinner developed the theory of reinforcement and punishment (operant conditioning), which is based on the idea that human behaviors can be strengthened or weakened by the consequences that follow them. Positive reinforcement is used for desirable behavior, and negative reinforcement is used to discourage undesirable behavior through learning and sequential repetition to achieve the desired outcomes, as well as punishment for unwanted behavior. This theory emerged in the 1950s and has been continuously developed, eventually being applied to students in schools through educational tools and

curricula (Skinner, 2014). It has also been employed in Organizational Behavior Management (OBM), a field of organizational psychology that seeks to change employee behavior through training and development to enhance required skills such as technical skills, communication, leadership, and time management in order to improve organizational performance (Soomro et al., 2020).

Leadership training programs, in particular, are designed to enhance and develop leadership skills in the trainee, providing them with the tools necessary to achieve success in their work. These programs also aim to improve performance in a specific area or develop personal skills in the trainee, translating their training experiences into practical behavior in real-life situations (Anderson, 2023).

These programs include learning transformational leadership skills, which involve creative thinking, innovation, building strong relationships, and working within a team, all of which contribute to effectively changing individuals and organizations. They also include management and organizational skills, teaching the trainee how to develop a strategic vision to achieve sustainable change.

There are various ways to participate in leadership training programs, which include the following (Institute of Public Administration, 2024):

- **Training Courses:** These are educational programs aimed at improving skills and knowledge in a specific area within a defined period of time. They are delivered by specialized trainers and are considered interactive learning tools, involving discussions, work exercises, and practical application activities.
- **Workshops:** These educational programs focus on participation and interaction and are considered an effective way to transfer knowledge and develop skills in a practical and applied context. They take a short amount of time, ranging from one to three hours, and allow the trainee to immediately practice the skills they have learned.
- **E-Learning and Distance Learning:** These training programs enable participants to learn online without the need for in-person attendance. They offer the advantage of learning from any country in the world with a flexible schedule, and participants can gain experience through interaction and participation on an online platform.
- **Organizational Leadership Programs:** These activities are designed to develop the management and leadership skills of an organization by understanding and comprehending its internal systems and organizational structure. These programs aim to enhance the efficiency of managers and leaders, enabling them to face challenges.
- **Job Training Programs:** These training programs aim to improve skills and knowledge in a specific job field.
- **Personal Development Programs:** These are training activities aimed at improving personal skills and self-development, as well as achieving a balance between personal and professional life. They are designed according to individual needs.
- **Administrative Training Programs:** These are training programs designed to improve skills and knowledge in the field of management.
- **Leadership and Innovation Training Programs:** These programs aim to develop and enhance an individual's ability to lead a team and think creatively at work, which helps achieve excellence and advancement in the workplace.

The importance of training lies in the acquisition of the skills and knowledge necessary for performing tasks more efficiently, reducing mistakes, and learning practices that help complete tasks effectively. Additionally, training helps individuals use modern technologies efficiently and keep pace with technological changes, which are required by the job market for greater competence and effectiveness. The development of personal and leadership skills, such as effective communication, strategic planning, foresight, decision-making, and problem-solving, also enhances career advancement opportunities and motivates employees to innovate and think creatively (Boyd & Williams, 2010).

2.2 Leadership Skills Development

Leadership is defined as the ability to influence others and guide their behavior toward achieving common goals, which includes making sound decisions, setting a clear vision, and creating effective strategic plans (Johansen, 2015).

Studies by Alghamdi & Al-Hattami (2018) and Al-Baladi (2020) highlighted the importance of effective leadership and the necessary skills leaders must possess. These include effective communication with others, strategic thinking and planning, decision-making and problem-solving, emotional intelligence, teamwork, time management, and prioritization. All of these skills are tools that help a leader succeed in various aspects of life, both professionally and personally.

The following are leadership skills that can be developed among university students through training to build effective and successful leaders (Alimbekova et al., 2016; Martinez et al., 2019; Al-Mukhlafi, 2019):

- **Effective Communication:** The ability to clearly and transparently convey ideas. Communication can be verbal, through speaking, or non-verbal, such as body language, emails, or visual messages. A leader must be

skilled in public speaking, as well as being a good listener to achieve effective communication with the rest of the team.

- **Strategic Thinking:** A mental process possessed by those who can think outside the box when making difficult decisions, considering achievable goals and plans. A leader must be able to plan and analyze all available data and information accurately to guide the team toward success.
- **Decision-Making Ability:** The ability of a leader to analyze the information available to them and make a clear and appropriate decision at the right time. It requires selecting the best solution from available alternatives and understanding the problems to minimize mistakes, ensuring success for both the leader and their organization.
- **Adaptability:** A leader must be flexible and adaptable to rapid changes, continuously learning new skills to keep pace with external developments and decision-making. Failure should be seen as an opportunity to learn and move forward toward achieving goals.
- **Creativity and Innovation:** A leader should possess creative thinking skills to achieve the organization's goals, leading to success, overcoming challenges, and establishing excellence in the marketplace.
- **Time Management:** This is the process of organizing tasks by priority and importance, completing them on time, focusing on time-wasting factors, and working to avoid them. It also involves tracking the progress of tasks while allocating time for rest. Proper time management leads to effective leadership and successful achievement of goals.
- **Credibility:** The ability of a leader to see and accept themselves, including their strengths and weaknesses, which helps them influence others. A credible leader remains true to their values without imitating others.
- **Responsibility:** A leader must be willing to take responsibility for the consequences of their decisions or the actions of their subordinates or team. They must act wisely in difficult situations.
- **Integrity:** This generally means being upright, free from faults, and avoiding suspicion. A leader must possess these qualities to gain the trust of their subordinates and treat them fairly, contributing to the creation of a comfortable and positive work environment.
- **Teamwork and Relationship Building:** A leader must be skilled in working with a team, managing conflicts, and fostering a spirit of cooperation among team members. Building effective social relationships allows the leader to influence others and achieve organizational goals. They should also have a positive attitude, accept constructive criticism, and take advice from team members.

2.3 Personal Traits of the Individual

Personal traits are defined as a set of physical and mental characteristics, as well as social habits, that distinguish one person from another based on the external influences they have been exposed to in their environment, including family upbringing and life circumstances. These traits are considered acquired factors that affect an individual's personality (Neal et al., 2011).

There are also inherited biological factors such as height, body shape, skin and hair color, and facial features, as well as physiological factors controlled by hormones and the nervous system, which can lead to stress and anxiety. These factors influence a person's psychological reactions to various personal and professional life situations, leading to differences in performance and personal achievements between individuals (Roberts & Woodman, 2017).

Psychologists Robert McCrae and Paul Costa agreed that traits serve as a measure of an individual's personality, and no two people can have identical personalities, even if they share similar traits. They categorized personal traits according to different life domains, describing characteristics that a person striving for success in a specific field should possess. These traits provide social and psychological insights that help others understand the person (McCrae & Costa, 1996).

The two psychologists proposed a model for measuring personal traits, which they developed into one of the most widely used theories in personality studies, known as the "Big Five Personality Traits." The model consists of the following traits (Birt, n.d.):

- **Openness to Experience:** This refers to a person's willingness to explore and try unconventional things. Individuals who score high in this trait tend to be curious, creative, mentally flexible, imaginative, and interested in arts and culture (Tomšik, 2018). They are open to experiencing new and unique things, while those with low levels of openness prefer routine and avoid change.
- **Conscientiousness:** This trait is associated with organization, personal discipline, responsibility, and dedication to work. Individuals who score high in this trait are reliable, meticulous, organized, committed to their goals, and capable of planning, decision-making, and paying attention to detail (Bidjerano & Dai, 2007). Those with lower levels of conscientiousness tend to be disorganized, fail to complete tasks, and struggle to achieve their goals.
- **Extraversion:** This trait reflects the extent to which an individual is inclined to interact energetically and actively with others and their social environment (Neal et al., 2011). Individuals who score high in extraversion typically enjoy social interaction, have high ambitions, and gain positive energy from engaging with others.

- **Agreeableness:** This trait measures a person's level of cooperation, tolerance, and altruism in interactions with others, as well as their desire to avoid conflicts. Individuals who score high in agreeableness are generally kind, socially peaceful, and avoid confrontations with others (Lounsbury et al., 2019).
- **Neuroticism:** This trait is related to emotional instability and measures the extent to which an individual experiences negative emotions. Individuals who score high in neuroticism may have less emotional stability and are more prone to anxiety, stress, and complaining. Conversely, those who score lower in neuroticism tend to be calmer and more emotionally stable (Al-Maliki, 2022).

When studying the impact of the Big Five personality traits on university students, it is found that they exhibit high levels of enthusiasm and openness. They are dedicated and motivated to study, striving for academic success. They are more willing to explore new subjects and ideas, build positive social relationships, and engage in socially and culturally diverse interactions. They are also more inclined to experiment with new techniques and methods for time management, making them more effective, which leads to improved academic and personal performance. They enjoy participating in various social activities and are determined to develop their personal and social skills. Students who are more cautious, with good planning, organization, and time management skills, succeed in enhancing their academic performance (Lounsbury et al., 2019).

On the other hand, students with high levels of neuroticism are more prone to stress and anxiety when faced with academic and life challenges. This makes them in need of strategies for managing stress and anxiety to cope with personal pressures and academic challenges. In contrast, those with high levels of agreeableness and acceptance of others are better able to adapt to emotional challenges and collaborate with others to overcome problems in university life (Tomšik, 2018).

After studying the impact of personality traits on university students, it is possible to design more effective leadership training and development programs that enhance students' leadership skills. These programs should focus on fostering innovation, renewal, and creative thinking in leadership, encouraging students to generate new solutions to challenges, and guiding them towards analyzing ideas and experiences in ways that increase their ability to make smart, informed decisions. This encourages students to explore opportunities for self-development and anticipate future trends. Leadership programs should also include the development of self-organization and time management skills, helping students to set and achieve goals. Additionally, they should focus on enhancing collaboration, emotional intelligence, and social skills to build positive social relationships with others, work effectively in teams, and positively influence others through commitment and discipline in their work. Furthermore, students should be taught strategies for stress management, emotional resilience, and psychological flexibility in thinking to face challenges (Neal et al., 2011).

3. Research Methodology

3.1 Research Design

The descriptive-analytical method was adopted, which relies on the collection and analysis of quantitative data. This approach aims to understand the impact of training and development programs on the enhancement of leadership skills among students, identify key leadership skills required in the job market, and analyze the effect of personality traits on the effectiveness of these programs. This methodology allows for estimating the relationship between different variables and analyzing their impact on the development of leadership skills.

Descriptive analysis was used to summarize the key characteristics of the participants and the data related to training and development programs and acquired leadership skills. This analysis provided a comprehensive overview of the study sample, along with key statistical measures such as means, standard deviations, and frequency distributions for various variables.

3.2 Research Population

The research population was selected from students at Qatar University to capitalize on their university years and enrich them with leadership skills before entering the workforce. The study population consists of all Qatar University students who have completed their first year of studies, estimated to be around 22,000 students. This population represents a great diversity in academic and cultural backgrounds, providing a rich environment for understanding the impact of training and development programs on leadership skills in a diverse academic context. Qatar University offers a variety of programs to its students, including leadership skills, diplomacy in everyday life, life coaching in the field of social responsibility, stress management, emotional intelligence, time management, event organization and management, business communication skills, leadership charisma, customer service skills, and train-the-trainer programs, among others (Training Programs, 2024).

3.3 Research Sample

A representative sample was chosen using simple random sampling based on the widely recognized Krejcie and Morgan formula, a method commonly employed in data collection platforms globally (SurveyMonkey, 2024). The formula used to determine the sample size is as follows: Where 'n' denotes the sample size, 'z' signifies the 95% confidence level (1.96), 'p' indicates the proportion of the characteristic in the population (0.5), and 'd'

represents the margin of error (0.05). With a student population of around 22,000 at Qatar University and a study sample of 102, the calculated sample size for a population of 22,000 students should ideally be 100. Following a four-week distribution period in March and June 2024, 102 complete surveys were collected and analyzed. This sampling method was selected for its suitability in quantitative studies, ensuring a fair chance for each element in the population to be chosen and resulting in a simple random sample that accurately mirrors the study population's characteristics. Consequently, this method yields a statistically significant sample that can be confidently generalized, with the randomness of respondent selection guaranteeing unbiased and objective data collection across all community segments. The survey specifically targeted enrolled students at Qatar University identified for their potential involvement in entrepreneurial activities at the nation's primary educational institution. Distribution of the survey to this group was conducted in close coordination with the Institutional Survey Research Department to encourage broad participation. Ethical approval for the study was obtained from the Institutional Review Board Committee at Qatar University (No. 1-2168557), and prior to responding to the survey questions, all participating students provided explicit online consent.

3.4 Research Tools

A questionnaire was used as the main data collection tool. The questionnaire consists of four main sections:

Demographic data: including gender, age, major, and academic year. The study sample included 60 male students and 38 female students, reflecting a higher participation rate among males (61%) compared to females (39%). The study sample shows varied distribution across academic years, with 21% of participants in their second year, 24% in their third year, and 55% in their fourth year or beyond. The students in the sample were almost evenly distributed across the four age groups included in the study: 20% were under 20 years old, 34% were between 21 and 25 years old, 11% were between 26 and 30 years old, and 34% were over 30 years old.

Participation in Training Programs: This section includes questions about the number of training programs the students participated in, their satisfaction with them, and their evaluation of the programs' impact on developing their leadership skills. The questionnaire items were developed based on studies by Wong et al. (2012), Gibbs & Coffey (2004), and Boyd & Williams (2010).

Acquired Leadership Skills: This section aims to assess the leadership skills that students gained or developed as a result of their participation in the training programs. The questionnaire items were developed based on studies by Al-Otaibi and Al-Bahiri (2022), Al-Asmary (2014), and EL Moussely et al. (2023).

Personality Traits: The students' personality traits were measured using the Big Five Personality Traits model, which includes openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability. The questionnaire items were developed by analyzing each of the five traits as described in the model by John, O. P., & Srivastava, S. (1999).

The questionnaire was designed based on the research objectives, ensuring that the questions were clearly and accurately formulated. The questionnaire was reviewed by a group of researchers and the research supervisor to ensure its content validity. Additionally, it was piloted with a group of students to ensure the clarity of the questions. The questionnaire was revised based on the feedback received. It was then electronically distributed to the targeted student sample via social media. The collected questionnaires were analyzed using the SPSS statistical analysis program.

4. Data Analysis and Discussion of Results

In this section of the research, we will present and analyze the results based on the data collected from the questionnaires regarding the impact of training and development programs on the enhancement of leadership skills among students at Qatar University. We will discuss the impact of these programs from the students' perspective, as well as identify the required leadership traits and the effect of personal traits.

4.1 Reliability Testing of the Measurement Tool

To ensure the reliability of the questionnaire used in this study, the internal consistency of the measurement tool was tested using Cronbach's alpha coefficient. Cronbach's alpha is a widely used measure to evaluate the internal consistency of questionnaire items, with an acceptable value generally considered to be 0.60 or above. Cronbach's alpha indicates the degree of consistency in participants' responses to the questionnaire items; a higher value suggests a high level of internal reliability.

Table 1: Cronbach's Alpha Coefficient

Questionnaire axes	Number of phrases	Cronbach's alpha coefficient
The impact of the effectiveness of the training programs that Qatar University students underwent.	10	0.919
Leadership skills that are believed to have developed due to the training programs that students underwent at the university.	13	0.932

Personality traits: Extraversion	6	0.626
Personality traits: Agreeableness	4	0.715
Personality traits: Conscientiousness	8	0.792
Personality traits: Neuroticism	6	0.691
Personality traits: Openness	3	0.035

Table 1 above shows that Cronbach's alpha for all sections of the questionnaire exceeds the acceptable value of 0.60, indicating that the measurement tool has high internal consistency and reliability in measuring the studied variables. Specifically, the section "Impact of Training Program Effectiveness" recorded a Cronbach's alpha of 0.919, indicating a strong correlation and consistency among the items in measuring the impact of training programs. For the section "Leadership Skills Believed to Have Developed Due to Training Programs," the Cronbach's alpha value was 0.932, the highest among all sections, reflecting the questionnaire's accuracy in measuring this aspect and the strong correlation of its items. For the section on "Personality Traits," Cronbach's alpha values for four out of the five traits exceeded the minimum acceptable threshold of 0.60, ranging from 0.626 for Extraversion to 0.792 for Conscientiousness, indicating good internal consistency for each trait individually.

It should be noted that Cronbach's alpha was not calculated for the trait "Openness" due to an insufficient number of items measuring this trait in the questionnaire, as a sufficient number of items is required to ensure accurate estimation.

The high Cronbach's alpha results reinforce the reliability of the questionnaire and its ability to collect accurate data on the impact of training programs, leadership skills, and personality traits among Qatar University students, thus enhancing the accuracy and credibility of the research and providing a solid foundation for future studies.

4.2 Participation in Training Programs

Figure 1 below shows the students who have participated in training programs. The results reflect that the majority of students (87%) have undergone some form of training, indicating a clear awareness of the importance of training in enhancing their leadership skills. This may suggest that the university offers training programs that meet the needs of most students. Conversely, the 12.9% of participants who have not undergone training may reflect either a lack of interest or inability to access these programs. There may be various reasons, such as a lack of information or awareness about available training opportunities, time constraints, or personal disinterest.

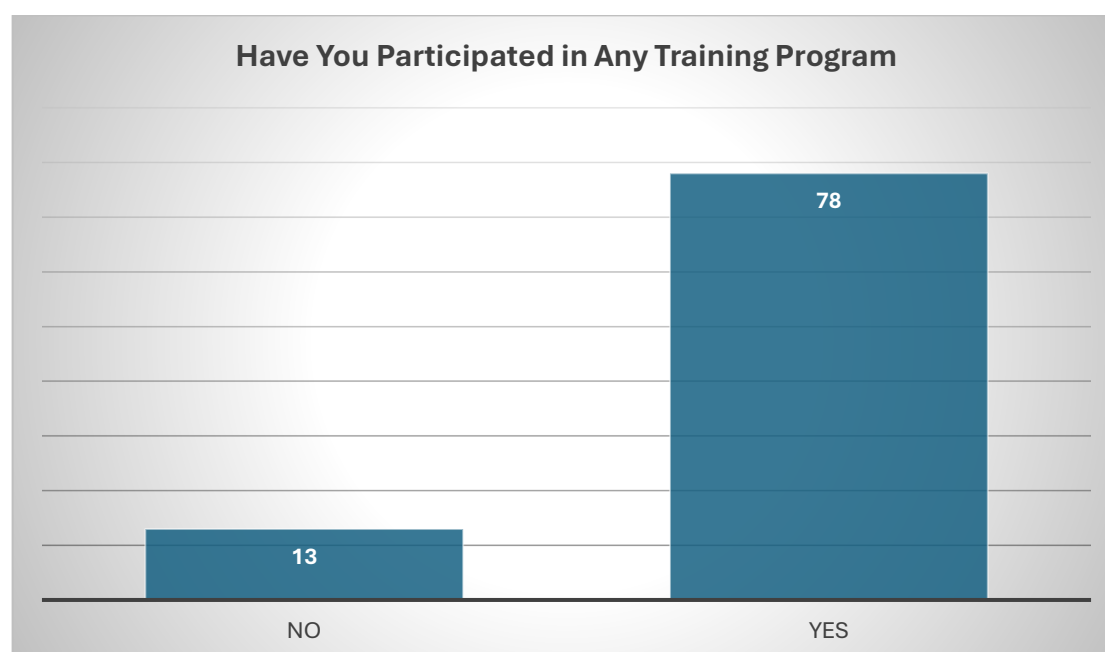


Figure 2: Have You Participated in Any Training Program (Prepared by the author)

Figure 3 below illustrates the number of training programs attended by Qatar University students. The results show that the majority of students (51%) have participated in fewer than 3 training programs. This may be due to time constraints, busy academic schedules, or because students in earlier stages may not yet fully recognize the importance of training. Twenty-two percent reported participating in a moderate number of programs (3-6), reflecting a moderate level of interest in skill development through training. Only 4% of participants indicated they attended between 7 and 10 training programs, suggesting a small percentage are engaged in intensive training. Meanwhile, 23% of students attended more than 10 training programs, indicating a clear

commitment from these students to developing leadership skills and a strong recognition of the value of training.

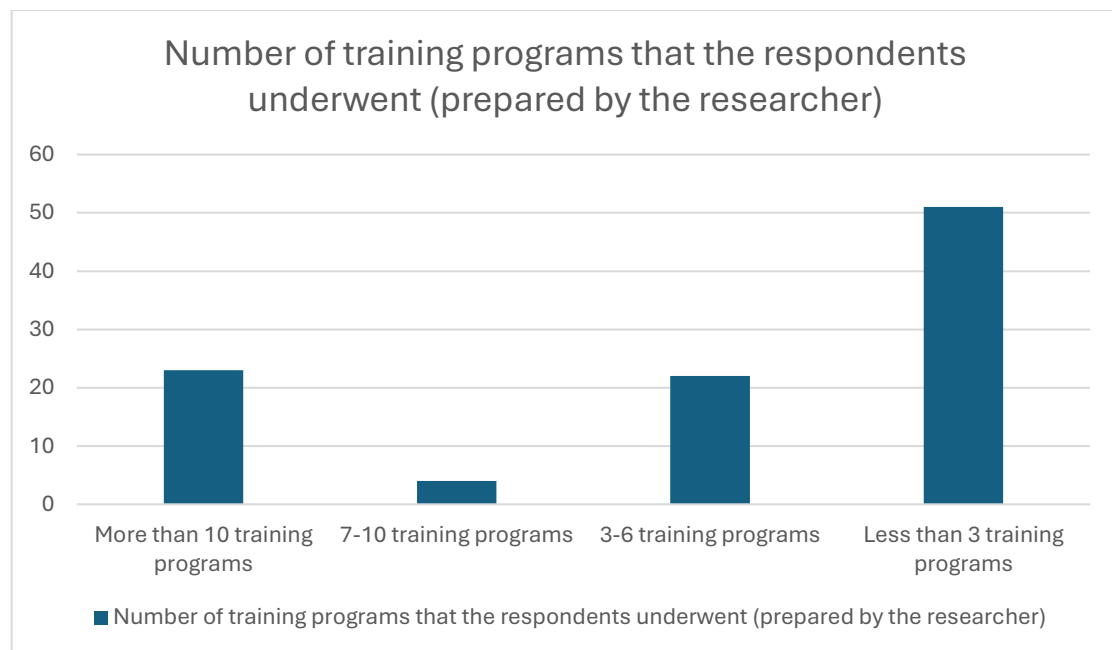


Fig 3: Number of training programs that the respondents underwent (prepared by the researcher)

4.3 Personal Data

Table 2 below presents the personal data of the respondents from Qatar University. The sample consisted of 60 male students and 38 female students, reflecting a higher participation rate among males (61%) compared to females (39%). The study sample shows a varied distribution across academic years, with 21% of participants in their second year, 24% in their third year, and 55% in their fourth year and beyond. The students in the sample were almost evenly distributed across the four age categories included in the study: 20% under 20 years, 34% between 21 and 25 years, 11% between 26 and 30 years, and 34% over 30 years.

Table 2: Personal Data of Respondents

Feature	Category	No.	%
Gender	Male	60	61%
	Female	38	39%
Academic Stage	2nd year	21	21%
	3rd year	23	24%
	4th year and above	54	55%
Age	18-20 years	20	20%
	21-25 years	34	34%
	26-30 years	11	11%
	30+ years	34	34%

Table 3 below shows that the number of training programs attended by students varies based on gender, academic year, and age group. More than half of the males (58%) attended fewer than 3 training programs, while 21% attended more than 10 programs, indicating a clear variation in male students' commitment to training. Some focus on a limited number of programs, while others show an interest in intensive training. Among females, 39% attended fewer than 3 programs, while a larger percentage (27%) attended more than 10 programs, indicating a clear trend among many females towards intensive training. Regarding academic year, 56% of second-year students attended fewer than 3 programs, suggesting they are still in the early stages of their training journey and may not yet fully appreciate the importance of comprehensive training. Eighty-six percent of third-year students attended fewer than 3 programs, reflecting a limited commitment to training at this stage. Over two-thirds of fourth-year students and beyond attended 7 or more training programs, indicating a strong recognition of the importance of training in skill development before graduation. Concerning age groups, 63% of students aged 18-20 attended fewer than 3 programs, reflecting a lack of focus on training. Eighty-three percent of the 21-25 age group attended fewer than 3 programs, indicating limited commitment to training. Among the 26-30 age group, 55% attended fewer than 3 programs, but a notable 27% attended 3-6 programs. Finally, 59% of students over 30 years old attended more than 10 programs, suggesting greater interest in ongoing training among older age groups.

Table 3: Number of Training Programs Attended by Participants Based on Personal Characteristics

Characteristics		Less than 3 programs	3 - 6 programs	7 - 10 programs	More than 10 programs
Gender	Males	(58%)	(19 %)	(2%)	(21%)
	Females	(39%)	(24%)	(9%)	(27%)
Academic Stage	2nd year	(56%)	(33%)	(6%)	(5%)
	3rd year	(86%)	(14%)	(0%)	(0%)
	4th year and above	(34%)	(22%)	(6%)	(38%)
Age	18 - 20 years	(63%)	(26%)	(5%)	(6%)
	21 - 25 years	(83%)	(17%)	(0%)	(0%)
	26 - 30 years	(55%)	(27%)	(9%)	(9%)
	Over 30 years	(13%)	(22%)	(6%)	(59%)

4.4 Effectiveness of Training Programs

Table 4 below shows a positive evaluation from Qatar University students regarding the effectiveness of the training programs they underwent, with mean scores ranging between 3.71 and 3.84, reflecting overall satisfaction. Specifically, the evaluation of the planned goals of the training programs had a mean of 3.71 (standard deviation 0.853), indicating successful achievement. The results also showed good alignment between the program duration and content (mean 3.74, standard deviation 0.807). The presentation style of the program received a high rating, with a mean of 3.84 (standard deviation 0.786), indicating clear goals and content, encouraging active participation and experience sharing. Regarding practical aspects, students noted the realism and effectiveness of the training methods used (mean 3.71, standard deviation 0.749) and the quality of practical applications (mean 3.73, standard deviation 0.852). In terms of leadership skill development, the results showed that the training was beneficial (mean 3.73, standard deviation 0.963) and that the training programs were effective and comprehensive (mean 3.73, standard deviation 0.836). Students also showed readiness for future job roles (mean 3.72, standard deviation 0.903).

Overall, the general mean of the results (3.74, standard deviation 0.646) reflects a high level of satisfaction and consistency in students' evaluations of the training programs, confirming their effectiveness in achieving their goals and developing leadership skills among Qatar University students.

Table 4: Effectiveness of Training Programs Attended by Qatar University Students

Phrase	No.	Mean	Standard deviation
The objectives of the planned training programs were successfully achieved	97	3.71	0.853
The duration of the training program is well aligned with its objectives and the content it covers	97	3.74	0.807
The method of delivering the training program adequately explains the objectives and content	97	3.84	0.786
The method of delivering the program encourages participants to participate effectively and exchange experiences	97	3.74	0.881
The training method used is realistic and practical	97	3.71	0.749
The practical applications used in the training program were of high-quality standards	97	3.73	0.852
The training method is appropriate to the learning process expected from the training program	97	3.71	0.816
The training I received was useful for developing leadership skills	97	3.73	0.963
In general, it can be said that the training programs I received at the university are effective and comprehensive	97	3.73	0.836
I believe that the training courses have prepared me for future job roles	96	3.72	0.903
Overall average	95	3.74	0.646

4.5 Development of Leadership Skills

Table 5 below shows a noticeable improvement in leadership skills among Qatar University students due to the training programs, with mean ratings ranging between 3.68 and 3.93. The average evaluation of effective communication skills, the ability to inspire and motivate, empathy with team members, and problem-solving ranged between 3.74 and 3.77, reflecting a positive impact of the training on these skills. Results also showed

improvements in decision-making confidence (mean 3.79), collaboration ability (mean 3.84), and initiative-taking ability (mean 3.85).

Although flexibility was rated the lowest (mean 3.68), other skills such as time management (mean 3.72), openness to others' opinions (mean 3.93), calmness under pressure (mean 3.82), creativity (mean 3.73), and appreciation of others' efforts (mean 3.80) showed significant improvement.

Overall, the general mean of the results (3.78) reflects a good improvement in leadership skills among students, confirming the effectiveness of the training programs in enhancing leadership competencies and preparing them for future leadership roles.

Table 5: Leadership Skills Believed to Have Developed Due to Training Programs Attended by Students at the University

Phrase	No.	Mean	Standard deviation
Ability to communicate effectively with team members	3.74	3.74	0.934
Ability to inspire and motivate others	3.74	3.74	0.853
Empathy for team members	3.76	3.76	0.787
Problem solving skills	3.77	3.77	0.822
Confidence in decision making	3.79	3.79	0.865
Ability to collaborate and work well within a team	3.84	3.84	0.870
Flexibility in the face of challenges	3.68	3.68	0.884
Time management skills	3.72	3.72	0.928
Accept and learn from the opinions of others	3.93	3.93	0.750
Ability to remain calm and composed under pressure	3.82	3.82	0.804
Creativity and innovative thinking	3.73	3.73	0.819
Show appreciation and recognition for team members' efforts	3.80	3.80	0.799
Taking initiative	3.85	3.85	0.694
Overall average	3.78	3.78	0.619

4.6 Personal Traits

Table 6 below provides a detailed analysis of the personal traits of Qatar University students by measuring their prominence in a range of personal qualities. The results reveal that students exhibit a set of positive traits that enhance their academic and professional success. Notably, students demonstrated high accuracy in their work, with an average rating of 4.04, indicating their commitment to delivering quality work and attention to detail. Cooperation was also clearly evident, with an average rating of 4.00, reflecting their ability to work effectively within a team and achieve common goals.

Additionally, students showed high perseverance in completing tasks, with an average rating of 4.01, demonstrating their commitment and continued effort to achieve their goals. Other positive traits included reliability, with an average rating of 3.97, indicating they are trustworthy and dependable in performing assigned tasks. They also displayed a high level of tolerance (mean = 3.95) and efficiency in task completion (mean = 3.90).

Students' excellence was not limited to traditional traits but extended to creativity and innovation, with an average rating of 3.81, indicating their ability to think outside the box and offer new solutions to problems. They also demonstrated an ability to handle pressure and challenges, with a mean rating of 3.80 for staying calm in difficult situations and 3.54 for handling stress. However, the results also indicated areas where students could improve, such as a tendency towards disorganization (mean = 2.62) and easy susceptibility to stress (mean = 3.16). Focusing on these aspects in professional development programs could further enhance students' performance.

Table 6: Personal Traits of Qatar University Students

Trait	No	Mean	Standard deviation
Extraversion	98	3.65	0.517
Agreeableness	97	3.92	0.547
Conscientiousness	96	3.65	0.551
Neuroticism	98	3.17	0.568
Openness	98	3.50	0.514

Table 6 above shows the personal traits of Qatar University students, displaying their mean scores (and standard deviations) in five main traits: Extraversion (3.65, 0.517), Agreeableness (3.92, 0.547), Conscientiousness (3.65, 0.551), Neuroticism (3.17, 0.568), and Openness (3.50, 0.514). The table indicates that students tend to exhibit moderate to high levels of Extraversion and Agreeableness (above 3.5), suggesting that they are social, cooperative, and empathetic. They also show a moderate level of Conscientiousness, indicating they are somewhat responsible and organized. In terms of Neuroticism, students show a moderate level (below 3.5), suggesting they are not excessively anxious but are not completely calm in all situations. For Openness, students show a moderate level, indicating they are somewhat open to new experiences but not

highly adventurous. Overall, the table presents a positive picture of the personal traits of Qatar University students, with opportunities for improvement in some areas.

Table 7: Correlation Coefficients Between Training Programs, Leadership Skills, and Personal Traits

Phrase	extroversion	Agreeableness	Conscientiousness	Neuroticism	Openness	Training programs
Programs	0.366**	0.415**	0.399**	0.264**	0.096	1.000
Skills	0.561**	0.511**	0.512**	0.323**	0.228*	0.689**

Note: * Significant at 0.05 level, ** Significant at 0.001 level

Table 7 above shows the Pearson correlation coefficients between training programs, leadership skills, and personal traits of Qatar University students. The results indicate a strong positive statistically significant relationship between the effectiveness of training programs and the development of leadership skills (0.689), meaning that increased effectiveness of training programs is associated with significant improvement in students' leadership skills. Regarding personal traits, the table shows positive statistically significant correlations between some personal traits and the effectiveness of training programs, as well as between personal traits and leadership skills. For example, Conscientiousness (0.399), Agreeableness (0.415), and Extraversion (0.366) are positively correlated with the effectiveness of training programs, suggesting that students with these traits benefit more from the training programs. In terms of leadership skills, there is a strong positive correlation between Conscientiousness (0.512), Agreeableness (0.511), and Extraversion (0.561) with leadership skills, indicating that these traits significantly contribute to the development of leadership skills among students. Interestingly, Neuroticism and Openness do not show a statistically significant correlation with the effectiveness of training programs (0.096 and 0.264, respectively), suggesting that these traits may not directly influence the extent to which students benefit from training programs. However, Openness is positively correlated (0.228) with leadership skills, indicating that openness to new experiences may contribute to the development of some aspects of leadership skills.

Overall, the results highlight the importance of training and development programs in enhancing leadership skills among Qatar University students and emphasize the significant role of certain personal traits, such as Conscientiousness, Agreeableness, and Extraversion, in this relationship.

Table 8: Results of Simple Regression Analysis Measuring the Impact of Training Programs on Leadership Skills

Variables	β value	t	Sig.
Fixed	1.437	5.008	.000
Training Programs	.626	8.290	.000

Table 8 above shows the results of the simple regression analysis aimed at measuring the impact of training programs on leadership skills. The correlation coefficient value ($R = 0.652$) indicates a moderate positive relationship between training programs and leadership skills, meaning that as the effectiveness of training programs increases, so do the leadership skills of students. This relationship is reinforced by the coefficient of determination ($R^2 = 0.425$), which indicates that 42.5% of the variance in leadership skills can be explained by the effectiveness of training programs. The statistical significance of the regression coefficient (Sig. = 0.000) confirms that this relationship is not due to chance but is a true statistically significant relationship.

Overall, the results of the simple regression analysis indicate that training programs have a positive and significant impact on the development of leadership skills among students, thus supporting the first hypothesis.

Table 9: Results of Multiple Regression Analysis Measuring the Impact of Training Programs on Leadership Skills and the Effect of Personal Traits

Variables	β value	t	Sig.
Constant	-0.355	-0.827	0.411
Training Programs	0.446	5.950	0.000
Extraversion	0.081	0.827	0.411
Agreeableness	0.026	0.276	0.783
Conscientiousness	.0.172	1.266	0.209
Neuroticism	0.080	0.603	0.548
Openness	0.319	2.733	0.008

Summary of the Model: $R = 0.772$, $R^2 = 0.596$, Adjusted $R^2 = 0.568$, Standard Error of Estimate = 0.41239, F-value for ANOVA = 0.000

Table 9 above presents the results of the multiple regression analysis aimed at measuring the effectiveness of training programs on the development of leadership skills among Qatar University students, while considering the role of personal traits. The results indicate that training programs have a positive and direct impact on leadership skills development, with a positive and statistically significant regression coefficient ($\beta = 0.446$, $p <$

0.001). This means that increased effectiveness of training programs is directly associated with improved leadership skills among students.

Among the personal traits, Openness shows a positive and statistically significant effect on leadership skills development ($\beta = 0.319$, $p = 0.008$), indicating that students who are more open tend to develop better leadership skills. However, other personal traits (Extraversion, Agreeableness, Conscientiousness, and Neuroticism) did not show a statistically significant impact on leadership skills development in this model.

Overall, the model explains 59.6% of the variance in leadership skills ($R^2 = 0.596$), reflecting a good fit of the model to the data. The F-value (20.939) and statistical significance ($p < 0.001$) confirm that the model as a whole is statistically significant, meaning that the variables included in the model collectively contribute significantly to explaining the variance in leadership skills.

These results indicate that the first and second hypotheses are accepted, and the third hypothesis is partially accepted with the trait of Openness but rejected for other personal traits (Extraversion, Conscientiousness, Neuroticism, and Agreeableness). Training and development programs at Qatar University significantly contribute to the development of leadership skills among students, and Openness plays an important role in this relationship. However, other personal traits did not show a statistically significant effect in this model, suggesting the need for further studies to explore the relationship between other personal traits and leadership skills development in different contexts.

5. Results

This study aimed to assess the impact of training and development programs on the development of leadership skills among Qatar University students, focusing on identifying targeted leadership traits, examining the relationship between personal traits and the effectiveness of these programs, and their role in achieving Qatar National Vision 2030. The study yielded the following results:

- There is a statistically significant positive relationship between training and development programs and the development of leadership skills. These programs were generally effective, with high averages in achieving and clarifying goals and content and encouraging active participation, reflecting students' satisfaction with the effectiveness and comprehensiveness of these programs. The results indicate a positive impact of these programs on developing the required leadership skills.
- There is a statistically significant positive relationship between personal traits, except for Openness, and training and development programs. Students demonstrated excellence in traits such as work precision, ability to cooperate, and curiosity for learning, which positively impact their benefit from training and development programs.
- There is a statistically significant positive relationship between the trait of Openness and leadership skills development, unlike other personal traits: Extraversion, Neuroticism, Agreeableness, and Conscientiousness. Students showed a particular desire to develop targeted leadership skills such as communication, inspiration, empathy, decision-making confidence, and flexibility in facing challenges.

These results align with Qatar National Vision 2030, where designing training programs tailored to students' needs and enhancing their leadership traits contribute to better preparing them for future challenges and success in their careers. This is a key factor in the vision aimed at strengthening human resources capable of leading the future across various sectors and achieving the national vision.

6. Conclusion

In light of the study's findings, the researcher concludes the following:

1. Raising awareness among Qatari students about the national development strategy and its contribution to achieving the National Vision 2030, and the necessity of participating in training programs due to their positive outcomes on future professional lives.
2. Increasing focus on scientific research related to the effectiveness of training and development programs in developing leadership skills.
3. Raising awareness among educators about the role of personal traits by organizing seminars and conferences that bring together experts in education and psychology to discuss the importance of personal traits in the educational process.
4. Including training programs within the academic curriculum that focus on developing personal traits such as emotional intelligence and problem-solving, to increase students' awareness of their importance.
5. Incorporating a training plan that includes courses, programs, and lectures focusing on leadership skills through student activities at Qatar University.
6. Enhancing students' personal traits that aid in developing leadership skills by using modern scientific methods in designing training programs.
7. Encouraging Qatari students to develop their leadership skills by including leadership and management subjects in their curriculum at all educational stages.
8. **Impact and Scientific Contribution of the Study** The current study addressed the effectiveness of training and development programs in developing leadership skills for Qatar University students and

examined the role of personal traits in the relationship between training and skill development. This differs from previous studies, which examined variables individually, and no previous study combined all three variables. The researcher benefited from previous studies in clarifying the concept of variables in the theoretical framework. There was also a gap in studying the variables addressed in this research, which is the development of leadership skills through training programs for Qatari students and the impact of personal traits. This research is needed to prepare Qatari youth to enter the labor market according to the third national development strategy launched in January of this year, which seeks to achieve Qatar National Vision 2030.

The researcher recommends increasing scientific research related to the trait of Openness, one of the Big Five personality traits, as the results showed no effect on training programs, necessitating a search for scientific reasons. Additionally, the results demonstrated a strong effect of Openness on leadership skills, requiring scientific study to understand the reasons for this effect and how to invest it in developing leadership skills in individuals.

Furthermore, focusing on scientific research related to the five personality traits: Extraversion, Neuroticism, Conscientiousness, Agreeableness, and Openness, and ensuring all questions addressing each trait are tested on students, as this study included only 27 questions.

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