

The Role of Social Skills in Enhancing Institutional Performance: An Empirical Study of the Sharjah Police Sciences Academy

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Citation: Alnaqbi, H. H. (2025). The Role of Social Skills in Enhancing Institutional Performance: An Empirical Study of the Sharjah Police Sciences Academy, *Journal of Cultural Analysis and Social Change*, 10(4), 3804-3818. <https://doi.org/10.64753/jcasc.v10i4.3664>

Published: December 25, 2025

ABSTRACT

This study examines The Role of Social Skills in Enhancing Institutional Performance in the Sharjah Police Sciences Academy. The research uses a descriptive-analytical method to thoroughly describe and analyze the situation with both quantitative and qualitative data. The study was conducted with 100 faculty and administrative members of the academy, who were all part of the sample from the total population using a questionnaire as a tool of the study. Results showed that 88.6% of participants believe that developing social skills positively impacts their performance. This improvement comes from training sessions and better communication. The study suggests including social skills training in the programs for new employees to enhance communication and teamwork. The findings call for more research on social skills within the Police Academies to continue improving institutional excellence.

Keywords: Social Skills Development - Institutional Performance - Institutional Excellence - Professional Social Relationships – Communication Skills.

INTRODUCTION

Since ancient times, humans have lived in communities, fostering social relationships among individuals that included rights and obligations aimed at maintaining security and stability within society. This social interaction necessitated mechanisms to regulate human behavior, leading to the establishment of legal rules to govern this behavior. Law, in its various branches, protects individual and state rights and organizes society to achieve the common good and safeguard freedoms and private interests (Ibrahim et al, 2017).

Despite the desire for independence, building successful relationships requires awareness and openness, as humans cannot live in isolation. Social skills include moral support, politeness, expression of love, trust, and shared interests. These skills are essential for acquiring and maintaining friendships. Successful relationships depend on aligning goals and teamwork (Jantarachot, C., & Lalaeng, C., 2023).

Research Problem

The research problem arises from the significant role played by the security institution in fostering social relationships within work teams. This role aims to reinforce the fundamental principles that protect the individual's relationship with the institution. The study seeks to highlight the various roles of the security institution in preventing chaos within it, thus maintaining internal security and stability and achieving institutional excellence.

The research problem can be summarized in the main question: **What is the role of social skills in enhancing performance in security institutions?**

Research Questions

1. How can differences in social skills development and institutional excellence be identified according to demographic factors (gender, qualification)?
2. What is the relationship between social skills development and institutional excellence in security institutions?
3. Can institutional excellence be predicted through the development of social skills?

Research Hypotheses

- **Hypothesis 1:** There are no statistically significant differences (at $\alpha \leq 0.05$) in the development of social skills and institutional excellence according to demographic factors (gender, qualification).
- **Hypothesis 2:** There is no statistically significant relationship (at $\alpha \leq 0.05$) between social skills development and institutional excellence.
- **Hypothesis 3:** There is no statistically significant predictive effect (at $\alpha \leq 0.05$) of institutional excellence through social skills development.

4. Significance of the Study

- **Theoretical Significance:** This study is significant, as modern security institutions have increasingly focused on various forms of social skills to achieve a successful team. Social skills are essential for the community, necessitating precise study to determine the fundamental directions set by the security institution.
- **Practical Significance:** The practical significance lies in providing recommendations to enhance social skills among employees in security institutions through the human resources.

RESEARCH METHODOLOGY

The study employs a descriptive analytical approach aimed at describing the study subject and examining the phenomenon as it exists in reality, both qualitatively and quantitatively. Through this methodology, the researcher assesses the capability of the Sharjah Police Sciences Academy to promote social relationships, thereby enhancing academic excellence and increasing satisfaction among students and staff.

Study Boundaries

- **Time Boundaries:** The study was conducted during 2024.
- **Human Boundaries:** The study is applied to the human resources department at the Sharjah Police Sciences Academy.
- **Subject Boundaries:** The study focuses on the variables of social skills and their impact on performance quality in the security institution.
- **Spatial Boundaries:** Sharjah Police Academy, United Arab Emirates, Sharjah.

7. Study Population

The study population consists of all the employees at the Sharjah Police Academy. The study Sample consists of 100 employees of the Academy that were selected by Random Sampling to ensure that the sample is representative of the population and that the results are not unduly influenced by bias.

Definitions of Terms

- **Social Skills:** Provide individuals with feelings of happiness, security, and psychological comfort, resulting in a balanced personality both mentally and physically (Gravina et al, 2021).
- **Institutional Excellence:** The skill in managing an institution and achieving results based on core practices, including focus on results, customer care, leadership, goal stability, process management, individual engagement, continuous improvement, innovation, mutual benefit from partnerships, and shared social responsibility (Edward, Y. R., & Purba, K., 2020).
- **Security Excellence:** The ability to provide timely and appropriate security services consistently, outperforming other organizations, and fostering innovative ideas among security staff to combat crime at its source, with continuous participation from all police departments and the public (Al-Shurouqi, 2018).
- **Security Institution:** An organization established to achieve specific tasks, such as providing services according to organizational standards in its field, or a regulatory body tasked with maintaining public security and monitoring any deficiencies (Mohamed, 2020).

Previous Studies

1. **Bakai, A. (2020).** "Measuring the Impact of Professional Stress Sources on Social Relationships in the Workplace."

This study explored the impact of professional stress on social relationships among employees in public service institutions, involving 83 employees. It found moderate levels of professional stress and negative social relationships, recommending appropriate organizational environments and training programs to alleviate stress.

2. **Bashiwa, L. (2018).** "Marvels of Institutional Excellence."

This study highlights practices that enhance institutional excellence, such as innovation, effective leadership, and the necessary tools and strategies for organizational transformation.

3. **Al-Shurouqi, K. (2018).** "Impact of Human Resource Management Practices on Institutional Excellence in the Sharjah Police Sciences Academy, Bahrain."

This study underscores the role of human resource management in achieving institutional excellence, showing high levels of excellence in leadership and service provision but identifying areas for improvement in human resource planning.

4. **Gokel, O., & Dagli, G. (2017).** "Effects of Social Skill Training Program on Social Skills of Young People."

This study investigated the impact of a social skill training program on the social skills of young military recruits in Cyprus, demonstrating significant positive effects on participants' social skills.

5. **Bin Zaf, J. (2015).** "Human Relations and Their Impact on Worker Performance in the Institution: A Field Study."

This study examined the role of human relations in enhancing worker performance, applied to employees of the electricity and gas distribution company, showing that good relations with supervisors facilitate employee expression and participation in decision-making, enhancing responsibility and institutional goals.

Commentary on Previous Studies

The reviewed studies encompass both literary and practical research, focusing on administrative practices for institutional excellence and the importance of social skills in security institutions. This study is unique in its direct investigation of the relationship between social skills and institutional excellence in security institutions in the UAE, highlighting the role of these institutions in developing social skills.

This study is distinguished by its unique focus on the interplay between social skills development and institutional excellence within the context of security institutions. Unlike previous research, which often emphasizes general management practices or the impact of social skills in broader organizational settings, our study specifically examines the direct influence of social skills on performance excellence in security institutions. Moreover, it investigates the role of these institutions in fostering social skills, an area that has received limited attention in existing literature.

Chapter 2: The Nature of Social Skills

Social skills and communication are fundamental components of human relationships, significantly influencing thought processes and appropriate behavior, especially in various situations with colleagues within a security organization. This leads to achieving cohesive and high performance among security personnel. The importance of these skills is highlighted by social intelligence, which refers to the ability to think and act appropriately in different social contexts. Social skills are among the key indicators of social intelligence, determined by an individual's capacity to communicate effectively with others to build successful personal and professional relationships.

1. Concept of Social Skills

The term "social skills" describes an individual's social competence and their response to various situations. Social skills refer to the ability to perform behaviors that are essential for effective social interactions.

Definitions of social skills vary, reflecting different perspectives. From a behavioral standpoint, social skills are defined as "socially acceptable behaviors practiced by individuals to establish successful relationships" (Abdulmuhsin, 2015). From a cognitive perspective, they are described as "innate readiness developed through learning to succeed in social interactions" (Sultan, 2018). From a social perspective, social skills are "the ability to express affection, assist, and cooperate with others" (Mohamed, 2021). Reviewing these definitions reveals that social skills enable individuals to interact positively and achieve social harmony, varying with different situations. They aim to enhance successful social relationships, allowing individuals to work effectively with others.

2. Importance of Social Skills

Social skills are essential for human life as a social being, playing a central role in enhancing personal and social growth and development. Studies confirm that social relationships and their skills contribute to achieving social and psychological harmony for individuals. Social skills are crucial non-cognitive abilities significantly impacting success at both practical and personal levels. These skills enhance an individual's social competence and enable effective interaction with others, whether in family, educational, or professional contexts. Social skills help build positive and sustainable relationships, improve behavioral performance in various life situations (Mohamed, 2020).

Social skills include the ability to communicate effectively, use verbal and non-verbal communication wisely, and positively influence others to achieve personal and professional goals. They also enhance an individual's capacity to handle challenges and conflicts effectively and contribute to improved mental health and social adjustment, thereby enhancing overall quality of life (Michael, 2021).

3. Characteristics of Social Skills:

Social skills are characterized by their connection to various variables and are influenced by multiple factors contributing to their formation and development. These factors relate both to the individual and to the characteristics of the surrounding social environment. The effectiveness of an individual's social skills is determined by their ability to interact effectively in various situations, reflecting their diversity and comprehensiveness in social interactions with the environment and surrounding individuals (Al-Yusuf, 2016). To elucidate the types and classifications of social skills and the influencing and controlling factors, the researcher divides the study into the following sections:

Researchers in sociology have shown significant interest in social skills, but varying definitions have led to a range of perceptions regarding their components. Generally, social skills, with their subcomponents, represent a significant psychological variable reflecting mental health and social competence (Al-Yusuf, 2016).

Some believe that the components of social skills can be determined based on their fundamental characteristics, which include:

1. **Behavioral Components:** Relate to observable activities performed by the individual in interaction situations.
2. **Cognitive Components:** Relate to the individual's awareness of social norms and their ability to understand verbal and non-verbal behavior (Bashwah, 2019).

Influencing Factors on Social Skills:

Social skills are affected by a variety of factors, related to individual characteristics, the other party, or the context of the interaction. The individual's social skills are determined by their ability to interact socially with different situations effectively. The key influencing factors according to Omer, G., & Gokmen, D. (2017) include:

1. **Gender:** Social skills impact differ between males and females, with females generally quicker at language learning and emotional signal reading, while males tend to suppress emotions. This difference highlights the significance of gender in analyzing social interactions.
2. **Age:** Age affects social maturity, with children acquiring social skills progressively. Life experiences contribute to shaping their behavior.
3. **Socialization:** The family and school play a crucial role in teaching social norms and defining roles, which enhances social skills development.
4. **Peer Groups:** Peer groups, especially during adolescence, contribute to shaping an individual's social values and norms.
5. **Customs and Traditions:** Customs and culture influence individual behavior, aiding in understanding the social norms guiding conduct.
6. **Personal Traits:** Personal traits such as self-confidence and emotional intelligence play a crucial role in successful social interactions.
7. **Occupation:** Social skills significantly influence individual behaviors within work environments, emphasizing the role of profession in developing these skills.

The researcher concludes that diverse life experiences, from childhood and socialization to family environment, significantly impact an individual's interactive behaviors and attitudes. These influences include friends and peer groups with shared interests. Furthermore, personal experiences and traits play a vital role in determining social behaviors, and the nature of one's work and profession greatly influences the development of social skills, making them a crucial factor in shaping social behaviors.

Chapter 3: The Nature of Performance at Security Institutions

Security performance refers to the components that enhance employee performance in security institutions, which constitute the overall success of the institution in performing its security role effectively. Due to the importance of performance, researchers and specialists have studied it extensively because of its significant impact

on both individuals and organizations. Institutions seek to enhance employee performance through continuous training and motivation to achieve objectives according to specific quantitative and qualitative standards (Sultan, 2018). Performance is influenced by several factors, and to clarify the concept of security performance, its evaluation methods, and the factors affecting it, the researcher has divided this section into the following subsections:

1. The Concept of Security Performance and Its Evaluation Elements

Employees in security institutions are expected to perform their security duties according to the methods and procedures specified within the institution. The security performance of employees is a key factor in determining the overall efficiency of the organization, as it includes achieving planned objectives.

- **Definition of Performance Linguistically:** In language, performance is derived from the verb "to perform," which means to accomplish or complete a duty or task optimally (Peixoto & Muniz, 2022).

- **Definition of Performance Technically:** Technically, performance is defined as the achievement of conditions or circumstances that reflect certain results of individual behavior. It differentiates between behavior, which represents activities, and performance, which combines behavior and achievement (Sultan, 2018).

Evaluating security performance is an objective process of measuring what has been accomplished compared to the targeted level, both quantitatively and qualitatively. To determine the performance level of individuals in security institutions, it is essential to understand the factors that influence it (Dimitriadis & Koning, 2022). The elements of evaluating security performance include:

- **Abilities:** Personal characteristics used to perform the job.
- **Effort:** Physical and mental energy exerted in performance.
- **Task Perception:** Directing efforts towards critical activities to perform tasks.

These elements together are represented by the equation: $\text{Job Performance Determinants} = \text{Actual Effort} \times \text{Actual Abilities} \times \text{Task Perception}$.

Researchers distinguish between three main elements affecting job performance (Deshpande, & Munshi, M. 2020):

- **Desire:** The need driving an individual to pursue satisfaction in the work environment, reflecting motivation made up of needs and situations.
- **Ability:** The technical competence of the employee, including technical knowledge, skills, and role clarity.
- **Work Environment:** Includes both physical and moral conditions such as relationships with superiors and colleagues.

The researcher has concluded that performance in security work is a complex process affected by the interaction of various factors. Key factors include personal characteristics of individuals, the work environment, social surrounding factors, as well as institutional systems, leadership styles, team cohesion, and the physical and moral environment. Additionally, the techniques used and the alignment between job requirements and the capabilities of employees in the organization play a crucial role in determining the quality of security performance.

Performance evaluation is the process of analyzing and assessing patterns and levels of employee performance to determine their current and future competency. Performance reflects the actual behavior leading to the achievement of planned objectives effectively (Shiras, 2017).

2. Factors Affecting Performance Measurement:

Performance measurement is influenced by a set of internal and external factors, which are explained as follows:

1. **External Factors Affecting Performance:** External factors include economic, social, cultural, technological, political, and legal variables (Astuti, & Hazryansyah, 2024). These factors affect performance either by improving it or presenting threats that require adaptation.

2. **Internal Factors Affecting Performance:** Internal factors pertain to organizational elements that can be controlled, including:

- **Technical and Professional Factors:** Professional qualifications and job-technology compatibility.
- **Human Factors:** Includes employee structure, age, gender, qualifications, and reward systems.

Studies show that the most important factor for achieving high performance comes from the institution itself rather than the surrounding environment.

3. Measuring Security Performance

Measuring and evaluating security performance aims to assess the efficiency of employees and their contribution to completing tasks, as well as evaluating their behaviors while working (Astuti & Hazryansyah, 2024). It is also known as performance or competency evaluation, and it aims to analyze individual performance in terms

of psychological, physical, behavioral, intellectual, and technical attributes to identify strengths and weaknesses, enhance the former, and address the latter to ensure organizational effectiveness.

Performance evaluation is a periodic process to measure employee performance, identify strengths to support, and address weaknesses to achieve institutional excellence.

Benefits of Measuring Security Performance: Includes clarifying objectives and measurement methods, facilitating job description, overcoming complaints about unrealistic objectives, motivating timely corrective actions, which enhances integrity and reduces corruption.

Performance Indicators:

- **Individual Performance Indicators:** Do not reflect organizational performance due to the diversity of security activities. Specific indicators should be adopted for measurable activities such as civil defense and specific specialties (Alhalabi, 2016).

- **Performance Evaluation in Security Organizations:** Begins with establishing basic standards according to organizational goals. The evaluation aims to drive activities toward achieving objectives, prevent negative deviations, correct paths, and avoid future repetition of shortcomings (Edward & Purba, 2020).

4. Steps to Measure Security Performance:

Performance evaluation and measurement require several stages or steps, outlined as follows:

1. **Breaking Down General Objectives into Operational Objectives:** Administrative objectives in institutions are often general and qualitative, making measurement difficult. Therefore, general objectives should be broken down into quantitative operational objectives, facilitating the preparation of performance standards (Abdulmohsen, 2015).

2. **Formulating Performance Standards for Operational Objectives:** This stage requires setting performance standards for each operational objective as a fundamental step. Some activities may face difficulties in setting standards, requiring the competence and creativity of those involved.

3. **Measuring Actual Achievements:** This stage starts with designing follow-up models, where actual performance for each activity is recorded, whether at the job level or organizational divisions.

4. **Comparing Actual Achievements with Performance Standards:** Achievements are compared with the previously set standards. The clearer and more quantitative the standards, the easier the evaluation, which helps in identifying performance deviations (Kuswati, 2020).

5. **Diagnosing Deviations and Proposing Corrective Actions:** Identifies the causes of deviations and responsible parties, facilitating solutions to problems causing deviations, whether human or technical (Peixoto & Muniz, 2022).

The researcher views the stages of performance measurement and evaluation as a sequential process contributing to identifying strengths and weaknesses in institutional performance. By analyzing positives and negatives, concerned parties can identify factors influencing overall institutional performance. To ensure accurate and reliable results, these stages must be conducted based on precise methodological and scientific principles. In the context of enhancing security performance, it is recommended to seek effective strategies that include developing institutional systems and motivating employees, contributing to sustainable improvements in institutional performance.

The Impact of Social Skills on Performance Excellence in Security Institutions

Social skills are a multidimensional component, encompassing the ability to send, receive, and organize personal information in various communicative situations, whether verbal or non-verbal. These skills are an integral part of human social nature, as individuals cannot live in isolation from society. Additionally, social skills play a crucial role in enhancing interaction among individuals within the work environment, significantly contributing to improving job performance. Based on this, it is essential to study the impact of these skills on the development and improvement of employee performance in security institutions, where they can significantly contribute to achieving institutional goals and enhancing operational efficiency.

In the modern work environment, individuals face ongoing challenges requiring effective interaction with others, both within and outside the work environment. In large organizations with thousands of employees of varying job levels and educational, social, and cultural backgrounds, it is essential for each individual to establish professional relationships known as work relationships. For this reason, developing social skills and experience in dealing with others and enhancing communication skills is a fundamental part of strengthening relationships between individuals and between them and other groups (Michael, 2021).

According to Halabi's definition (2016), social skills are considered acquired behaviors reflecting an individual's ability to interact with others in socially acceptable and valuable ways. These skills consist of two main components: the cognitive component and the performance component. The cognitive component refers to an individual's knowledge of social principles and standards that help translate into expected behaviors. The performance

component relates to the individual's ability to implement this knowledge through verbal and non-verbal behavior and apply it to improve relationships with others.

The following are some factors contributing to enhancing social skills among individuals (Bakkai, 2020):

- **Active Listening:** Reflects an individual's capacity to focus on the speaker and respond appropriately.
- **Effective Communication:** The ability to exchange information clearly and precisely, leading to the development of effective relationships.

- **Conflict Resolution:** The capacity to manage and resolve conflicts effectively within the workplace.

- **Empathy:** Understanding and sharing the feelings of others, fostering better interpersonal relationships.

Social skills contribute to improving performance in security institutions through (Bohannah, 2018):

1. **Enhancing Teamwork:** Effective social skills lead to better collaboration and coordination among team members, essential for achieving institutional goals.

2. **Facilitating Effective Communication:** Clear and efficient communication enhances information flow and reduces misunderstandings.

3. **Improving Conflict Management:** Social skills assist in resolving conflicts, leading to a more harmonious work environment.

4. **Boosting Employee Morale:** Good social interactions contribute to higher job satisfaction and motivation among employees.

The impact of social skills on performance is substantial, as they influence how employees interact with each other and with clients, contributing to overall institutional effectiveness. This impact can be observed through improved operational efficiency, enhanced team dynamics, and better conflict resolution within security institutions.

The researcher concludes that social skills are crucial for improving performance in security institutions. Employees with high social skills contribute positively to their work environment, enhancing overall institutional effectiveness and achieving security goals. Therefore, it is recommended to focus on developing these skills through training programs and practical experience, which will contribute to the overall success of security institutions.

Chapter 4: Field Study of Social Relations and Their Impact on Performance Excellence in Security Institutions

Following the theoretical study, it was essential to complement it with an applied aspect to enhance the achievement of the research objectives and hypotheses. This chapter addresses the strategies and methodologies of statistical analysis of data derived from the questionnaire, in addition to the methodology employed in the study and the data collection approach used. It also highlights the study population and provides a precise statistical analysis of its five dimensions, using T-tests and t-table values to validate the research hypotheses. Furthermore, the Cronbach's alpha coefficient will be measured to ensure the reliability of the questionnaire tool and the correlation coefficient will be calculated to interpret the statistical significance between the questionnaire variables.

1. Design Steps and Applied Dimensions

STUDY METHODOLOGY

This study adopts a descriptive-analytical methodology, involving proposed programs for implementation in security institutions to assess their capacity to enhance social relations and increase citizen satisfaction.

Study Sample

A diverse sample of 100 employees from the original study population was selected, including faculty members and administrative staff at the Sharjah Police Sciences Academy of both genders (male and female). Their ages range from 25 to 60 years, and they hold educational qualifications of Bachelor's, Master's, and Doctorate degrees to ensure optimal results.

Characteristics of the Study Sample

The sample characteristics include information about the respondents in terms of their workplace, field of work, age distribution, and educational qualifications.

Table (1): Distribution of Sample Members by Their Variables
Comprehensive Distribution Table

Category	Percentage	Number
Police Officer	5%	5
Sergeant	4%	4
First Sergeant	4%	4
Assistant	5%	5
First Assistant	18%	18
Lieutenant	7%	7
First Lieutenant	12%	12
Captain	10%	10
Major	10%	10
Lieutenant Colonel	5%	5
Colonel	4%	4
Brigadier	4%	4
Civilian	12%	12
Less than 25 years	22%	22
25-35 years	58%	58
36-45 years	19%	19
More than 45 years	1%	1
Male	73%	73
Female	27%	27

Below Secondary	3%	3
Secondary	32%	32
University	42%	42
Postgraduate/Master's	23%	23

From Table (1), it is evident that the distribution of military ranks is relatively diverse, ranging from 2% to 20%, indicating a varied sample. Approximately 22% of the sample is under 25 years old, and 58% are between 25 and 35 years, the largest group. While 19% are between 36 and 45 years old, and 1% are over 45 years. Additionally, 73% of the sample are male and 27% female. In terms of educational qualifications, 3% have less than secondary education, 32% hold a secondary qualification, 42% have university degrees, and 23% possess postgraduate degrees or master's qualifications. This indicates that a higher level of education enhances awareness of the importance of developing social skills in distinguishing the security institution, enabling management to achieve its goals through policies and strategies for developing social skills.

Study Tool

The researcher used a paper-based questionnaire to collect information from the respondents. The questionnaire was chosen for its suitability in revealing the impact of developing social skills on the distinction of the security institution and assessing its quality in the face of challenges. The questionnaire is a tool designed to gather data through predefined questions distributed to the study sample. Through this tool, the researcher posed questions to the respondents to collect the necessary data for completing the research.

Content of the Questionnaire

The questionnaire consisted of several sections, aiming to measure the levels of awareness and readiness of employees in the Sharjah Police Sciences Academy to achieve excellence in security institutions through the development and enhancement of their social skills. Specifically, the questionnaire included the following dimensions:

1. **Personal Data:** Personal data and general information about the respondent, such as military rank, years of service, gender, age, and educational qualification.
2. **Dimension 1:** The extent of leadership understanding and perception of social skills in the security institution (8 items).
3. **Dimension 2:** The availability of requirements for developing social skills among employees (6 items).
4. **Dimension 3:** The reality of social skills among employees (9 items).
5. **Dimension 4:** The reality of performance excellence in among employees. (11 items).

Correction of the Study Tool

The study utilized the five-point Likert scale to ensure precision in responses, where a response of 5 indicated "Strongly Agree" and a response of 1 indicated "Strongly Disagree."

Table (5): Classification of the Five-Point Likert Scale (Relative Weight)

Classification	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Score	5	4	3	2	1

According to the five-point Likert scale, the variable representing choices (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) is an ordinal scale, with the interval length calculated by dividing the number of intervals (4) by the number of options (5), resulting in a class width of 0.80.

Table (6): Weighted Mean Classification According to the Five-Point Likert Scale

Classification	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Weighted Mean	4.20 to 5	3.40 to 4.19	2.60 to 3.39	1.80 to 2.59	1 to 1.79

Table (6) shows the weighted mean for the five-point Likert scale after calculating the class width, which equals 0.80.

2. Statistical Treatments

The Statistical Package for Social Sciences (SPSS) was used for statistical data processing to address the research questions. The statistical treatments included:

1. **Percentages:** To describe the characteristics of the study population concerning functional variables and to determine respondents' reactions to the study dimensions.
2. **Cronbach's Alpha Test:** To calculate the reliability coefficients of the questionnaire and the reliability of each dimension of the study.
3. **Measures of Central Tendency and Dispersion:** Including mean and standard deviation to measure values and weights of the six study dimensions.
4. **Linear Regression Test (ANOVA).**
5. **Pearson Correlation Coefficient:** To indicate the relationships among the study variables.

Reliability Analysis Using Cronbach's Alpha

To ensure the reliability of the questionnaire, Cronbach's Alpha was calculated for each of the four sections as well as for the overall questionnaire. This analysis helps determine the internal consistency of the items within each section, ensuring that the questionnaire is a reliable measurement tool.

Table 4: Reliability Coefficients of Questionnaire Sections and Total Score Using Cronbach's Alpha

Section Number	Section Title	Cronbach's Alpha
1	Understanding and Perception of Leadership	0.645
2	Availability of Requirements for Social Skills Development	0.742
3	Current Social Skills of Employees in Human Resources	0.758
4	Current Excellence in Security Performance in Human Resources	0.636
Total Questionnaire Score		0.797

The table above presents the reliability coefficients for each section of the questionnaire as well as for the total score. Each section's Cronbach's Alpha value is above the generally accepted threshold of 0.60, indicating acceptable to good reliability.

Table 5: Mean, Standard Deviation, and Percentage of Items in the First Section

Item No.	Item Description	Mean	Std. Deviation	Result	Percentage	Rank
1	The leadership in the security institution recognizes the importance of social skills.	4.89	0.304	Strongly Agree	97.8%	1
2	Security agencies provide subordinates with opportunities to develop social skills among employees.	4.58	0.494	Strongly Agree	91.6%	2
3	The management cares about moral aspects that support relationships among employees.	4.48	0.535	Strongly Agree	89.6%	4
4	The institution seeks to create good and positive relationships among employees.	4.49	0.566	Strongly Agree	89.8%	3
5	The security institution adopts strategies to improve social skills among employees.	4.47	0.550	Strongly Agree	89.4%	5
6	The security institution organizes training courses related to improving social skills.	4.47	0.566	Strongly Agree	89.4%	5
7	The institution encourages employees with effective social skills.	4.49	0.535	Strongly Agree	89.8%	3

8	The institution's management cares about social cohesion among employees.	4.41	5.575	Strongly Agree	88.2%	6
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The responses suggest a positive perception of the leadership's understanding and efforts to enhance social skills, highlighting the institution's commitment to fostering a socially cohesive and skilled workforce. These findings underline the importance of continued support and development of social skills as a strategic priority within the security institution.

The research study also explored the availability of requirements for developing social skills within the administration. This section examines how well the administration supports and encourages social skills among employees, contributing to a cohesive and effective working environment.

Table 6: Mean, Standard Deviation, and Percentage of Items in the Second Section

Item No.	Item Description	Mean	Std. Deviation	Result	Percentage	Rank
1	The administration contributes to improving the cohesion among employees.	4.41	0.511	Strongly Agree	88.2%	5
2	The administration strives to develop and encourage social skills among employees.	4.43	0.515	Strongly Agree	88.6%	3
3	The leadership exhibits emotional control regarding employees' mistakes.	4.42	0.530	Strongly Agree	88.4%	4
4	The administration helps employees present themselves confidently in social interaction situations.	4.42	0.530	Strongly Agree	88.4%	4
5	The administration aids employees in understanding and being aware of behavior control standards.	4.53	0.500	Strongly Agree	90.6%	1
6	The administration conducts training courses to activate social skills among employees.	4.51	0.535	Strongly Agree	90.2%	2

The responses suggest that the administration effectively contributes to the development and enhancement of social skills, supporting a socially cohesive and capable workforce. These findings emphasize the importance of continued administrative support and training initiatives to maintain and improve social skills within the institution.

The third objective of the study examines the current state of social skills among employees in the Human Resources. This section presents the respondents' perspectives on various aspects of social skills, emphasizing the importance of emotional control, effective communication, and social interaction within the workplace.

Table 7: Mean, Standard Deviation, and Percentage of Items in the Third Section

Item No.	Item Description	Mean	Std. Deviation	Result	Percentage	Rank
1	Calmness and emotional control in social interaction situations and work pressure.	4.52	0.534	Strongly Agree	90.4%	2
2	Achieving interactive social communication among employees.	4.68	0.502	Strongly Agree	93.6%	1
3	Conducting impromptu conversations in social interaction situations.	4.41	0.511	Strongly Agree	88.2%	6
4	Difficulty speaking in front of leadership and all employees.	4.46	0.549	Strongly Agree	89.2%	3
5	Using signals and gestures to clarify what is being said.	4.36	0.534	Strongly Agree	87.2%	9
6	Feeling comfortable when around people of different military ranks.	4.37	0.552	Strongly Agree	87.4%	8
7	Understanding or decoding the verbal and non-verbal behavior of others.	4.44	0.532	Strongly Agree	88.8%	5
8	The institution seeks out experienced and competent individuals to fill senior positions.	4.45	0.549	Strongly Agree	89%	4

9	Ability to understand the social context and act appropriately according to the situation.	4.40	0.558	Strongly Agree	88%	7
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The findings suggest that employees possess strong social skills, particularly in terms of interactive communication and emotional control. These skills are crucial for maintaining a positive and effective working environment, underscoring the importance of continuous development and support for social skills within the administration.

The fourth objective of the study focuses on evaluating the state of security performance excellence within the Human Resources. This section presents respondents' opinions on various performance aspects, emphasizing the ability to execute tasks effectively, understanding job duties, and overall work efficiency.

Table 8: Mean, Standard Deviation, and Percentage of Items in the Fourth Section

Item No.	Item Description	Mean	Std. Deviation	Result	Percentage	Rank
1	Employees are distinguished by their ability to execute information and orders.	4.43	0.621	Strongly Agree	88.6%	6
2	Thorough understanding of job duties, authorities, and responsibilities assigned to them.	4.52	0.5100	Strongly Agree	90.4%	2
3	Sharjah Police Sciences Academy employees can take responsibility for their misconduct.	4.49	0.551	Strongly Agree	89.8%	3
4	Employees always participate in completing work despite problems or obstacles.	4.47	0.595	Strongly Agree	89.4%	4
5	Employees perform their duties well, knowing what is required and expected of them.	4.52	0.534	Strongly Agree	90.4%	2
6	Academy employees have sufficient authority to perform their work to the highest quality possible.	4.68	0.502	Strongly Agree	93.6%	1
7	Security performance is characterized by efficiency, accuracy, and speed.	4.35	0.4100	Strongly Agree	87%	8
8	The error rate in the performance and behavior of Sharjah Police Sciences Academy employees has decreased.	4.41	0.512	Strongly Agree	88.2%	7
9	Security performance in the Academy is distinguished by rapid response.	4.44	0.532	Strongly Agree	88.8%	5
10	Security performance is distinguished by solidarity among employees.	4.47	0.534	Strongly Agree	89.4%	4

These findings suggest that employees in the Human Resources are well-equipped and capable of performing their duties efficiently and accurately. The high levels of agreement across all items underline a strong performance culture, which is essential for achieving security performance excellence. This emphasizes the need for continued support and development of employees' skills and capabilities to maintain and enhance this high standard of performance.

3. Testing the Study Hypotheses

Hypothesis 1: There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the development and excellence of the security institution according to social skills in the security institution based on demographic factors (gender, qualification).

Testing Hypothesis 1: To test the first null hypothesis, which states that there are no statistically significant differences at the level of 0.05 in the views of the study sample according to demographic factors (gender, qualification) in the development of social skills in the security institution, the following results were obtained as shown in the table below:

Table 9: Chi-Square Test Value for Independent Variable (Gender) with Dependent Variable (Development of Social Skills)

Item No.	Item Description	Sig (2-tailed)
2	Achieving interactive social communication among staff	0.871

From Table 9, which measures the Chi-square coefficient for the independent variable (gender) and its relationship with the dependent variable (development of social skills), it is observed that the Sig value is 0.871, which is greater than 0.05. Thus, we accept the null hypothesis that there is no statistically significant relationship between gender and the development of social skills among employees at the Sharjah Police Sciences Academy.

Table 10: Chi-Square Test Value for Independent Variable (Educational Qualification) with Dependent Variable (Development of Social Skills)

Item No.	Item Description	Sig (2-tailed)
2	Achieving interactive social communication among staff	0.152

From Table 10, which measures the Chi-square coefficient for the independent variable (educational qualification) and its relationship with the dependent variable (development of social skills), it is observed that the Sig value is 0.152, which is greater than 0.05. Thus, we accept the null hypothesis that there is no statistically significant relationship between educational qualification and the development of social skills among employees at the Sharjah Police Sciences Academy.

Hypothesis 2: There is no statistically significant relationship at the significance level ($\alpha \leq 0.05$) between the development of social skills and the excellence of the security institution.

Testing Hypothesis 2: To test the second null hypothesis, which states that there is no statistically significant relationship at the significance level ($\alpha \leq 0.05$) between the development of social skills and the excellence of the security institution, the following results were obtained as shown in the table below:

Table 11: ANOVA Test for Hypothesis 2

Sig	F Value	Mean Square	df	Sum of Squares
0.001	78.805	78.805	1	78.805
		10.769	115	841.519
Total			116	920.325

The previous tables show that the Sig value from the ANOVA table is 0.001, which is less than 0.05, indicating that we reject the null hypothesis and accept the alternative hypothesis. There is a statistically significant relationship between the development of social skills and the excellence of the security institution.

Hypothesis 3: There is no statistically significant impact at the significance level ($\alpha \leq 0.05$) between predicting institutional excellence through the development of social skills.

Testing Hypothesis 3: To test the third null hypothesis, which states that there is no statistically significant impact at the significance level ($\alpha \leq 0.05$) between predicting institutional excellence through the development of social skills, the following results were obtained as shown in the table below:

Table 15: Descriptive Statistics for Items in the Fourth and First Sections

Variable	Mean	Std. Deviation	Sample Size
Items of Section 1	36.3419	2.240	100
Items of Section 3	44.7436	2.484	100

Table 16: Correlation Coefficient

Items of Section	Pearson Correlation	Sig (1-tailed)
Section 1	1.00	---
Section 4	0.231	0.006

Table 18: ANOVA Test for Hypothesis 3

Sig	F Value	Mean Square	df	Sum of Squares
0.012	31.100	6.488	1	31.100
		4.793	115	551.224
Total			116	582.325

The previous tables show that the Sig value in the ANOVA linear regression test is 0.012, indicating that we reject the null hypothesis and accept the alternative hypothesis. There is a statistically significant impact between predicting institutional excellence and developing social skills.

CHAPTER 5: RESULTS AND CONCLUSION

The statistical analysis results indicate no significant differences between gender (male or female) and the development of social skills among employees at the Sharjah Police Science Academy. This reflects the Academy's commitment to non-discrimination in this area, as evidenced by a sig value of 0.871, which is greater than 0.05, proving that all employees deserve equal development opportunities without discrimination.

Similarly, the analysis results for educational qualifications show no significant differences in its impact on institutional excellence through the development of social skills, with a sig value of 0.152. This necessitates providing such development to all individuals regardless of their educational qualifications.

Through linear regression analysis, a statistically significant relationship was found between the social skills development programs offered by the Academy and achieving institutional excellence, with a sig value less than 0.05. This underscores the importance of prioritizing social skills development, such as self-control and effective communication, to achieve institutional excellence.

CONCLUSIONS AND RECOMMENDATIONS

To fully benefit from this study and achieve its objectives, it is essential to discuss the results obtained through data analysis conducted in previous chapters, along with the recommendations we propose:

CONCLUSIONS:

- The theoretical framework highlights the significant role of social skills in shaping thinking and behavior in various situations, particularly in social relations with colleagues and achieving effective communication.
- Social skills differ from soft skills and social intelligence. They are individual behaviors socially accepted for optimal interaction, unlike social intelligence, which is the ability to sense others. Soft skills enhance an individual's efficiency and job performance.
- There is a consensus among respondents on the positive reality of social skills development in the Sharjah Police Sciences Academy, achieved through training courses and improving social development and communication skills.
- Measuring security performance is crucial within the security institution to understand the performance level through quantitative measures, aiming to identify necessary steps and future plans to achieve desired performance and enhance security performance.
- The Sharjah Police Sciences Academy adopts policies and strategies for developing social skills among employees, as evidenced by respondents' answers, particularly those related to reduced error rates in employee performance.
- The study confirms the presence of aware leadership in the Sharjah Police Sciences Academy that values social skills development, indicating a future vision that promotes these skills through more training courses and effective measures to reinforce and enhance these values and skills.
- The Sharjah Police Sciences Academy has the necessary requirements for social skills development, as indicated by all respondents, including social assistance programs, training programs, motivation programs, participation, delegation of authorities for temporary decisions, and holding employees accountable for their decisions.

RECOMMENDATIONS:

- Due to the variety of activities within security institutions, including the Sharjah Police Sciences Academy, it is challenging to establish uniform performance indicators. Therefore, different indicators are needed depending on the security activity.
- Conducting ongoing training courses for Security institutions employees to continuously develop their social interaction skills and achieve high performance in the security institution through specialists in psychology, education, and leadership.
- Periodical evaluation of the performance of employees by the Human Resources Departments in the security institutions to guide them, identify performance deficiencies, and work on improvement and advancement.
- Developing and innovating laboratories to measure and develop social skills among employees.
- Establishing operation rooms dedicated to exchanging exceptional security expertise regionally and internationally to achieve security excellence.

- Conduction of related studies to social skills, such as examining the reality of social skills among employees of security institutions.

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