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The Impact of Behavioral Motivations and Learning on the Preparation of the Second Tier of Security Leaderships

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ARTICLE DETAILS	ABSTRACT
Article History <i>Published Online: June 2025</i>	<p>The study aims to analyze the impact of behavioral motivations and learning mechanisms on preparing the second tier of security leadership at the UAE Ministry of Interior, with a focus on the effect of intrinsic and organizational incentives in enhancing leadership efficiency. The research employed a descriptive-analytical approach using a questionnaire distributed to a sample of 400 officers of various ranks. The questionnaire included multiple scales to measure motivations, behaviors, and learning mechanisms, and the data were analyzed using SPSS software. The results indicated a statistically significant positive relationship between the variables, with a correlation coefficient ($r = 0.45$) at a significance level ($p < 0.01$). This finding suggests that enhancing motivations and improving learning mechanisms contribute significantly to increasing the readiness of emerging leaders. Moreover, variance analysis revealed that the implementation of continuous training programs and the development of periodic evaluation mechanisms improve the efficiency of second-tier leadership preparation, thereby enhancing security performance and ensuring an effective response to growing challenges. The study recommends the necessity of adopting comprehensive incentive policies based on modern scientific principles that support the development of leadership competencies and sustain long-term security performance. The findings also highlight that investment in specialized training programs and improvements in the work environment are essential pillars for ensuring continuity and leadership development in security institutions, ultimately achieving higher levels of safety and operational efficiency.</p>
Keywords Behavioral motivations Learning Security leadership Second-tier preparation Training	
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1. INTRODUCTION

The police force is distinguished from other state sectors by the heavy burdens it bears. While the smooth functioning of work is a fundamental goal that all state institutions strive to achieve, in the police force, it is considered a national imperative. This is due to the evolution of the security function, which has transcended its traditional concept that prevailed until recent years. The concept of security has expanded to encompass all variables that affect human life and the level of well-being. Security has become intertwined with all societal activities. This expansion in the operational systems of police sectors, in particular, necessitates that these organizations and apparatuses be managed with efficiency and effectiveness regarding the second tier of leadership (Al-Hijawi, 2024). While studies by management scholars and administrative law jurists have focused on shedding light on the role of the director (the administrative head) in managing the organization and extensively discussed the leadership styles of directors, the role of the deputy director (the second tier of leadership) has not received the same level of attention. This may be attributed to the perception of the deputy director as being akin to subordinates in various organizational roles (Al-Oraifi & Kashkousha, 2019).

The police have always been, and will continue to be, responsible for carrying out various tasks, measures, and procedures aimed at achieving specific objectives, primarily the preservation of public order and security within the state. These tasks and measures have evolved alongside the development of human societies in various economic, scientific, political, and technical aspects (Abdelmalek, 2019). The practice of policing requires a set of knowledge, skills, and attitudes that must be present in a security officer. These elements represent the fundamental inputs for any development or modernization processes in security work, ensuring that performance keeps pace with contemporary and anticipated future changes (Adegoke, 2021).

The problem of the study arises amidst the rapid changes in the security environment and the significant transformations witnessed by state institutions. The preparation of a second tier of security leadership is considered a strategic necessity to ensure the continuity of effective leadership and the achievement of desired security objectives. However, a noticeable shortfall exists in preparing cadres capable of assuming future leadership responsibilities, leading to a gap in the continuity of performance and security achievements. This necessitates an investigation into the factors that hinder the effective preparation of this tier of leadership. This shortfall can be attributed to several factors, most notably the reluctance of current leaders to prepare their successors due to fears of losing control and authority. Hence, the need arises for an in-depth study to assess the availability of a second tier of security leadership and to investigate the essential requirements and determinants necessary to elevate leaders' performance from an ordinary level to one of high achievement. The study aims to analyze the impact of behavioral motivations and learning mechanisms on the preparation of the second tier, and to derive a comprehensive framework for qualifying these leaders in a manner that aligns with contemporary demands and current security challenges. This, in turn, will contribute to strengthening leadership continuity and achieving exceptional security outcomes.

1.1 Research questions

The study main question can be translated as:

1. To what extent do security institutions possess a second tier of leadership capable of assuming future responsibilities, and what are the necessary requirements and determinants for preparing these leaders and transitioning them from a level of ordinary performance to one of high achievement?"
2. What are the reasons that have necessitated the focus on forming, preparing, and effectively selecting the second tier of security leadership?
3. What are the criteria and stages for selecting the second tier of leadership? And what is the role of current leaders in shaping this tier?
4. What are the obstacles, enablers, and requirements necessary for preparing and qualifying the second tier of security leadership?
5. How can an effective security plan be developed to establish the second tier of leadership and achieve the desired objectives?
6. What are the key proposals and recommendations that can be offered to prepare and develop the second tier of security leadership to enhance security performance?

1.2 Study hypotheses

This study proposed three main hypotheses as illustrated below:

- **First Hypothesis:** There is a positive, statistically significant relationship between the level of behavioral motivations and internal drive of individuals and the quality of preparing the second tier of security leadership. It is assumed that higher levels of intrinsic motivation and drive contribute to the development of competencies among secondary leaders, thereby enabling them to assume leadership responsibilities effectively.
- **Second Hypothesis:** Continuous learning and professional training and development programs play a positive role in improving the quality of preparing the second tier of security leadership. It is anticipated that modern and continuous learning mechanisms will equip leaders with the knowledge and skills necessary to address contemporary security challenges, thereby positively reflecting on their leadership performance.
- **Third Hypothesis:** Behavioral motivation interacts with learning processes in a way that together they form a stimulating factor for preparing the second tier of security leadership with higher efficiency. That is, the higher the levels of intrinsic motivation and effective learning mechanisms, the greater the levels of achievement and performance among secondary leaders, thereby contributing to leadership continuity and the development of institutional performance.

2. LITERATURE REVIEW

2.1. Fundamental concepts for preparing the second tier of security leaderships

2.1.1. First subheading: The concept and importance of preparing the second tier of security leaderships

Managing an organization is a continuous and integrated endeavor, fraught with challenges and constant changes. This necessitates the provision of good and exceptional management, supported by sound leadership. Consequently, there has been a growing focus on developing a methodology to establish foundational principles, rules, and organizational, intellectual, technical, scientific, and other mechanisms aimed at building future leaders across all organizations. This process is defined as: "a continuous effort aimed at developing managerial behavior and enhancing the ideas and perspectives of managers through the knowledge, skills, and information they acquire. It also seeks to deepen their ability to manage using scientific methods, employ the arts of business management, apply scientific decision-making techniques, and effectively and successfully meet the challenges of modern management" (Ibrahim, 2023). Keep in mind that preparation takes two forms depending on whether it occurs before or after appointment which are: **First, Pre-Appointment Preparation:** which is the domain of specialized schools, institutes, or colleges, which represented a stage within the educational process where students are provided with the knowledge and culture that qualify them to occupy certain positions (Hassab El-Naby, 2016). **Second, Post-appointment preparation or training** which existed alongside pre-appointment preparation, as it is imperative not to focus on one aspect at the expense of the other. Instead, both aspects should be interconnected. Post-appointment preparation and training must be governed by controls that ensure its effectiveness, including the following which are: **First**, post-appointment preparation and training are not conducted using a single method; rather, these methods vary depending on the nature of the employee's role. For post-appointment training

to be effective, it must be practical and conducted in a manner that equips the individual with the necessary knowledge, skills, and experiences to handle the responsibilities of their job. The training should also be advanced in its scientific content and methods. Also, the performance of trainees should also be followed up to assess the extent of the benefits they have gained from the training. **Second**, post-appointment training should be continuous, beginning at the start of the employee's career and persisting throughout their professional advancement (Sundjoto, 2023).

The concept of the second tier of leadership has occupied the minds and thoughts of current leaders, particularly regarding how to identify, qualify, and develop it, as well as understanding its essence and selection criteria (Al-Buwardi and Al-Shumailan, 2024). The term "second tier" is used across all administrative levels in civilian or security agencies, from the top of the organizational hierarchy to its base. The definition of the second tier of security leadership varies from one thinker to another and from one writer to another (Al-Oraifi & Kashkousha, 2019). To add more, talent management is a targeted process aimed at identifying (discovering) individuals with leadership qualities early on (talents), placing them in a suitable (motivating) environment, and equipping them with all the necessary tools and authorities to pursue a distinguished leadership career path. Within this definition, talent or competency management encompasses the following three elements which are: identifying talents, involving them in shaping and executing their professional future, and retaining them within a motivating work environment (Turyadi et al., 2023). To illustrate more, the goal here is to identify talent management programs that achieve both individual and institutional success. Talent management focuses on promising talents expected to grow significantly, with their knowledge, skills, abilities, and attributes developing over time, thereby becoming a continuously increasing added value. This can only be achieved through three things which are: early identification of talents at all levels and the development of long-term programs for their growth, recognizing that talent management is not limited to vertical development but also includes horizontal development, meaning expanding knowledge, skills, and abilities related to the current role, and leveraging available talents at the same organizational level through collaboration in tasks (participation in various team projects), and all what is needed is individuals with advanced capabilities to take on higher roles (Murray & Holmes, 2021). Additionally, the second tier of leadership is referred to as the "second-in-command" within the organization. This individual is responsible for overseeing all operations of the departments and units under the organization (excluding advisory bodies and those directly supervised by the director) (Safar, 2017). Also, the second tier of leadership is also referred to as the "second-in-command" within the organization. This is the successful individual whose qualities, knowledge, experience, and sound judgment enable them to play an effective role in their organization and make them capable of stepping into the role of the first-in-command at any time (Adegoke, 2021).

2.1.2. Second subheading: Criteria for selecting the second tier of leaderships

For an institution to achieve excellence, it must possess confidence and a willingness to experiment with new approaches while engaging others in the leadership process. Accordingly, leadership development programs should encompass a wide range of competencies and specializations. Achieving this goal necessitates the dedication of significant time, effort, and energy, along with patience, increased attention, and thoughtful consideration of the institution's future leadership (Al-Qahtani et al., 2019). To clarify more, there are many keys criteria for selecting leaders, which can serve as a reference in choosing second-tier leadership who will assume responsibilities in the future as discussed by (Al-Majali, 2022). These criteria are: **First, Competency Criterion:** which is one of the oldest and most widely recognized scientific selection criteria, primarily based on measuring competency. However, the assessment of competency has varied depending on whether it is evaluated quantitatively or qualitatively. **Second, Effectiveness Criterion:** which is based on how an organization achieves its objectives and the methods it employs to meet the needs and demands of the public. It also considers the impact of these methods and the speed at which results are realized. **Third, Public Interest Criterion:** which assessed the administrative progress by evaluating the extent to which the decisions and actions taken by management align with the public interest and contribute to the achievement of societal goals as a whole, rather than serving a particular group exclusively. It is founded on two fundamental principles: democracy and objectivity. Democracy requires that the organization remain attuned to the public interest and strive to fulfill it for all citizens across various geographical regions. Objectivity, on the other hand, necessitates that the organization employs a scientifically grounded and impartial approach in decision-making to ensure the realization of the public good (Metz, 2020). Given that leaders are the primary architects and executors of decisions, their selection directly impacts the effectiveness and integrity of this process (Al-Majali, 2022). **Fourth, The Criterion of Functional Specialization:** which is related to reinforced by contemporary administrative performance to assess the level of progress in administrative bodies. It relies on functional specialization, the more specialized the administrative bodies are, requiring specialization among employees within these bodies, the more administrative progress is achieved (Li, 2019). This criterion is also linked to the selection of leaders, emphasizing the necessity for leaders to specialize in the field for which they are chosen (Al-Mutlaq, 2022).

2.2. Behavioral determinants for preparing the second tier of security leaderships

2.2.1. First subheading: The impact of motivations on preparing the second tier of security leaderships

The motives behind security work in the police field differ from those driving other jobs in various sectors and ministries of the state. When comparing different motivations, it is essential to note that the reason, stimulus, and incentive in security work are distinct from those in other sectors. This is because most of the work within the Ministry of Interior, compared to other ministries, takes place under extraordinary conditions, in a unique environmental climate, and in unfamiliar and unpredictable circumstances (Al-Tamimi & Saeed, 2021). This perspective also confuses the concepts of reason, stimulus, and incentive within the Ministry of Interior with those in other state ministries. While it suggests that a reason or stimulus may originate from within the individual or from the external environment, making it broader in scope than an incentive—which always comes from outside the individual—it overlooks an important aspect (Al-

Harithi, 2020). In the police community, the goal that drives a particular behavior or performance must be clear to every police leader (Saeed, 2013). However, over time, this will enhance his standing in the performance improvement rankings and reduce the time and effort previously spent on reorganization, redirection, and issuing strict orders necessary for the proper functioning of security operations. Upon closer examination, the psychology of goals and motivation should emphasize that subordinates perform their duties because they genuinely want to, not because they are forced to do so (Al-Shahyawin et al., 2018).

2.2.2. Second subheading: The role of learning in preparing the second tier of security leaderships

Today's organizations are in a constant state of development, and the skills individuals acquire may become outdated after a certain period due to continuous advancements in various fields. To succeed in this dynamic environment, individuals must master a wide range of skills quickly and continuously. There are specific characteristics and traits of security skills that distinguish them from others, which can be seen as "Dual-nature capabilities" which can be summarized as indicated by Al-Ammar (2023) as two types of elements which are: First, elements of a scientific and objective nature, derived from the scientific knowledge studied by security personnel, which is acquired through security studies. Second, elements of a practical and applied nature, resulting from the knowledge gained through daily life experiences, accumulated expertise, and practical application in the field. To clarify more, most security skills are characterized by their ability to embody the key defining features of their holder's personality, as they are a self-generated outcome of that individual's scientific and practical knowledge. They serve as a reflection of all contributing factors, indicating and expressing the individual's capabilities. These abilities and skills have a relative nature, changing according to temporal and spatial conditions as well as the personality of the security officer. Also, security skills are also non-hierarchical, meaning they are not strictly tied to the officer's rank to the extent that they consistently increase as the officer ascends the administrative hierarchy. To add more, among the essential skills that leaders should possess, based on various opinions and perspectives which are: **First, The technical skills:** This skill is of great significance for the leader, as they are in direct contact with their subordinates who carry out the work. Technical skill refers to specialized knowledge in a particular branch of science and the ability to perform effectively within that field of specialization (Al-Habdan, 2021). **Second, Communication skills:** It is manifested in the leader's ability to understand his work, his ability to distribute work within the organization fairly, set performance rates and measures, achieve coordination among all different activities and units, prepare and develop human competencies, simplify methods and procedures, and carry out monitoring processes to verify that tasks are accomplished in the best possible manner. It refers to the ability of the person in charge to understand his work and achieve a balance between the organization's goals and the needs of his subordinates (Abdillah et al., 2025). **Third, Self-Skills:** From this, it can be concluded that there are certain qualities a leader is expected to possess, though they vary from one leader to another depending on the nature of the work and the type of tasks assigned. Self-skills include some of the traits and abilities necessary to build the personality of individuals to become leaders, and they give rise to four groups of sub-skills, which are: physical traits, mental abilities, initiative and innovation, and self-control (Aldana et al., 2019). **Last, Human Skills:** This refers to the leader's ability to deal with people in general, and with his subordinates in particular, and to coordinate their efforts and work in a team spirit (Awashreh & Sayyad, 2023).

Today's organizations are in a constant state of development, and the skills that an individual acquires amid ongoing advancements in various fields may become outdated after a certain period. For an employee to succeed today, they must master a large number of skills quickly and continuously, and be aware of the need to update old work methods in order to learn to perform the new tasks necessitated by development (Cordner, 2023). Institutions, administrative organizations, and security apparatuses spend generously in all countries around the world to develop and train their personnel for several reasons, including the increasing complexity and expansion of administrative tasks, and the growing demand for competent workers and specialized experts to face global, economic, social, and cultural challenges (Brown & Li, 2023).

2.2.3. Third subheading: The relationship between behavioral trends and the preparation of the second tier of leadership

It is of utmost importance that a security leader possesses a foundation for dealing with subordinates, situations, and achieving goals based on self-confidence. To reach a high level of self-confidence, the security leader's orientations must sometimes rely on the principles of honesty and at other times on the rules of sincerity, with the aim of establishing equitable relationships with the parties involved in the leadership process based on trust and mutual cooperation (Filstad & Karp, 2021). The question revolves around the most motivating means to drive a subordinate to merge into a crucible of voluntary cooperation and contribution, driven by a genuine desire instilled by the founders regarding the principles of loyalty and belonging to the security leader, with the utmost possible energy (Filstad et al., 2020). And due to the importance of enthusiasm for security leadership, and in pursuit of its creation and existence, it is imperative that genuine faith and a sincere desire to grasp the character that modern crimes have adopted through scientific techniques and unconventional methods be present (Hassan & Jiang, 2021). Thus, promising security leadership is one that views the world with an optimistic perspective—referred to as realistic optimism, which means acknowledging the difficulty of various security situations while maintaining a genuine commitment to principles and ethics (Hoggett et al., 2019).

2.3. Previous studies

2.3.1. The role of strategic leadership in building second-tier leaders: An applied study on the management of the security Organization in civil aviation at the airport of the state of Kuwait (Al-Ammar, 2023).

This study addressed the role of strategic leadership in building second-tier leaders, focusing on the security sector in civil aviation as one of the vital fields that requires constant readiness to face changing security challenges. The current study benefits from these findings by drawing on the applied model in the aviation security sector to broaden the scope of research to other security institutions.

2.3.2. Requirements for preparing second-tier leaders at King Abdullah University City for female students in Riyadh (Bin Dakhil Allah, 2022).

This study examined the basic requirements for preparing second-tier leaders within higher education institutions, with a special focus on King Abdullah University City in Riyadh. The importance of this study lies in providing a reference framework that helps the current research understand the factors influencing the preparation of leaders within both academic and security institutions. By analyzing the results of this study, the current research can benefit from identifying the organizational factors that contribute to the development of second-tier security leaders, in addition to highlighting the training and empowerment mechanisms that can be adopted to enhance effective leadership in security institutions in the UAE.

2.3.4. Understanding the theories and interventions of motivation in organization development (Marczak & Yawson, 2021).

This study discussed modern theories in organizational motivation, focusing on how behavioral incentives affect the development of leadership in institutions. It reviewed a set of motivational models, such as expectancy theory, self-enhancement theory, and intrinsic motivation theory, and explained how these models can be employed to improve leadership performance.

2.3.5. Police executive leadership: An empirical and theoretical exploration of police chief performance (Brown & Li, 2023).

This study addressed executive leadership in the police sector, focusing on the factors that affect the performance of police leaders at both theoretical and practical levels. This study provides an analytical perspective that can be utilized in the current research to understand the nature of security leadership and its impact on preparing second-tier leaders.

2.3.6. Efficient and effective leadership in law enforcement: Characteristics and behaviors of effective police Leaders (Modise, 2023).

This study reviewed the characteristics and behaviors of effective security leaders, focusing on the importance of integrity, discipline, and data-based decision-making in enhancing effective leadership within police institutions. The current study benefits from these findings in developing a comprehensive model for preparing security leadership, by focusing on the essential skills that future security leaders must possess. This study also helps clarify the leadership criteria that can be adopted in security institutions in the United Arab Emirates to ensure the achievement of high levels of professionalism and discipline among emerging leaders.

3. METHODOLOGY AND ANALYSIS

3.1. Study population and sample

The field study was conducted on police officers working in the UAE Ministry of Interior across various ranks. The sample included executive and administrative leaders to ensure that the results reflect the real impact of behavioral motivations and learning on preparing second-tier security leaders. The sample size comprised 400 participants, and 400 valid survey questionnaires were collected for statistical analysis, providing an accurate database to examine the relationship between behavioral factors and learning in the context of preparing security leaders.

3.2. The design of the survey questionnaire and the study variables

The questionnaire was designed to include a set of statements that measure the attitudes of the sample members towards the study variables. Its preparation was based on a comprehensive review of previous studies related to the research topic, which helped in drafting an initial survey. Afterwards, the questionnaire was presented to eight adjudicating professors from various universities, and it underwent the necessary modifications according to their recommendations until the final version was reached. The questionnaire included the following parts and axes: First part: General Data which included some of the basic demographic characteristics of the study sample, such as age, rank, educational qualification, years of experience, type of job, in addition to the job title. Second part: Measures which consisted of four main dimensions to measure the opinions and attitudes of the sample towards the study variables, as follows: The first scale which related to the impact of behavioral motivations and learning on the preparation of second-tier security leaders (Y), consisting of fifteen statements, and it is the dependent variable. The second scale which related to the administrative factors affecting behavioral motivations and learning in the preparation of second-tier security leaders (X1), and it includes three sub-dimensions: Administrative leadership, which contained five statements (X11), Organizational culture, which contained five statements (X12), and Institutional incentive systems, which contained five statements (X13). However, the third scale which related to the organizational factors affecting behavioral motivations and learning in the preparation of second-tier security leaders (X2), and it includes three sub-dimensions: Training needs planning, which contained five statements (X21), Career path development, which contained five statements (X22), and Performance evaluation, which contained five statements (X23). While the fourth scale which related to the behavioral factors affecting the preparation of second-tier security leaders (X3), and it includes three sub-dimensions which are: Motivations, consisting of five statements (X31), Learning, consisting of five statements (X32), and Attitudes, consisting of five statements (X33). Keep in mind that, the second, third, and the fourth scales represented the independent variables in the study, as they contribute to explaining the relationship between behavioral motivations, learning, and the preparation of second-tier security leaders. Additionally, the questionnaire was designed using a five-point Likert scale, with responses coded according to the following weighted scores with respect to the respondents agreement levels which are: I agree very little (1), I agree slightly (2), I moderately agree (3), I agree greatly (4), I strongly agree (5).

3.3. Statistical processing methods

The researcher used the SPSS statistical software package, Ver. 17, to analyze the data derived from the survey questionnaire, employing a number of appropriate statistical methods, which include: Cronbach's alpha coefficient to measure the reliability of the questionnaire, T-test and its significance level to measure discriminant validity, Frequency and percentage analysis to describe the study sample, Dispersion measures (means and standard deviations) to assess the attitudes of the study sample, Analysis of variance (ANOVA Test) to

determine the correlational relationships between variables, and Linear regression analysis to measure the various effects of the study variables on the preparation of security leaders. Also, the reliability and validity of the questionnaire were tested using a number of statistical methods, including Cronbach's alpha coefficient, which showed a high level of reliability and discriminant validity, thereby reflecting the trustworthiness and accuracy of the extracted data.

3.4. Measuring reliability using Cronbach's Alpha Coefficient

The researcher measured reliability using Cronbach's alpha coefficient, where its value ranges from zero to one, and the closer it is to one, the higher the degree of reliability. The following table 1 shows the reliability coefficients for the study variables.

Table 1. The reliability coefficients for the study variables

Variables	Number of items	Alpha coefficient (α)
The effect of behavioral motivations and learning in preparing the second class (Y)	15	91.1%
Administrative leadership (X11)	5	80.3%
Organizational culture (X12)	5	61.2%
Institutional incentive systems (X13)	5	73.9%
Training needs planning (X21)	5	82.2%
Career development (X22)	5	66.9%
Performance evaluation (X23)	5	84.9%
Motivations (X31)	5	77.7%
Learning (X32)	5	92.3%
Attitudes (X33)	5	84.4%
Total stability (Total)	50	89.9%

High values of the reliability coefficient indicate the reliability of the questionnaire and its ability to measure variables accurately. These results confirm that the tools used in the research possess a high degree of internal consistency, which enhances the strength of the statistical analysis based on them.

3.5. Testing the study hypotheses

3.5.1. Test of the first sub-hypothesis of the first main hypothesis

Regard testing the first sub-hypothesis of the first main hypothesis which indicated that "There is a statistically significant effect of behavioral motivations in achieving the effectiveness of preparing the second class of security leaders in the United Arab Emirates", the results of the correlation analysis showed a positive and statistically significant relationship between behavioral motivations and the effectiveness of preparing the second class of security leaders at a significance level of 0.01, with a Kendall correlation coefficient of 0.135, indicating a substantial relationship between the two variables. Also, the results of the variance analysis showed a significant effect of behavioral motivations on the effectiveness of preparing the second class of security leaders, with an "F" test value of 451.211 at a significance level of 0.01, indicating that enhancing behavioral motivations among employees contributes to improving the efficiency of preparing security leaders. Based on the above, the first sub-hypothesis is confirmed, indicating that behavioral motivations play a crucial role in improving the readiness of security leaders and developing their leadership skills.

3.5.2. Test of the second sub-hypothesis of the first main hypothesis

Regard testing the second sub-hypothesis of the first main hypothesis which indicated that "There is a statistically significant effect of learning in achieving the effectiveness of preparing the second class of security leaders in the United Arab Emirates", the results of the correlation analysis showed a positive and statistically significant relationship between learning and the effectiveness of preparing the second class of security leaders, with a Kendall correlation coefficient of 0.451 at a significance level of 0.01, indicating the strength of the relationship between the two variables. Also, the results of the variance analysis revealed a statistically significant positive effect of learning on the effectiveness of preparing the second class of security leaders, with an "F" test value of 514.033 at a significance level of 0.01. Based on the above, the second sub-hypothesis is confirmed, indicating that enhancing learning opportunities and continuous development contributes to improving the readiness of alternative security leaders.

3.5.3. Test of the third sub-hypothesis of the first main hypothesis

Regard testing the third sub-hypothesis of the first main hypothesis which indicated that "There is a statistically significant effect of attitudes in achieving the effectiveness of preparing the second class of security leaders in the United Arab Emirates", the correlation analysis confirmed a positive and statistically significant relationship between organizational attitudes and the effectiveness of preparing the second class of security leaders, with a Kendall correlation coefficient of 0.665 at a significance level of 0.01. Also, the results of the variance analysis showed that institutional attitudes have a positive and significant effect on preparing the second class of security leaders, with an "F" test value of 452.157 at a significance level of 0.01, indicating that enhancing positive attitudes supports the development of a more efficient security leadership. Based on the above, the results confirm the validity of the third sub-hypothesis, as it shows that organizational attitudes play a key role in improving the efficiency of emerging leaders and enhancing their ability to face security challenges.

3.5.4. Test of the first main hypothesis

Regard testing the first main hypothesis which indicated that "There is a statistically significant effect of behavioral determinants in achieving the effectiveness of preparing the second class of security leaders in the United Arab Emirates", the results of the correlation analysis showed positive relationships between the elements of behavioral determinants (motivations, learning, attitudes) and the effectiveness of preparing the second class of security leaders. Also, the variance analysis revealed a significant effect of these factors, with an "F" test value of 5.131 at a significance level of 0.01. Accordingly, the results confirm the validity of the first main hypothesis, proving that behavioral determinants play a key role in improving the effectiveness of preparing emerging security leaders in the United Arab Emirates.

3.5.5. Test of the first sub-hypothesis of the second main hypothesis

Regard testing the first sub-hypothesis of the second main hypothesis which indicated that "There is a statistically significant effect of training programs in achieving the effectiveness of preparing the second class of security leaders in the United Arab Emirates", the results showed a statistically significant correlation between training programs and the effectiveness of preparing the second class of security leaders at a significance level of 0.01, with a Kendall correlation coefficient of 0.422, indicating a substantial relationship between the two variables. Also, the results of the variance analysis revealed a significant effect of training programs on the effectiveness of preparing the second class of security leaders, with an "F" test value of 487.444 at a significance level of 0.01, indicating that developing training programs enhances the efficiency of preparing security leaders. Accordingly, the results confirm the validity of the first sub-hypothesis, indicating that effective planning of training programs contributes to achieving greater effectiveness in preparing the second class of security leaders.

3.5.6. Test of the second sub-hypothesis of the second main hypothesis

Regard testing the second sub-hypothesis of the second main hypothesis which indicated that "There is a statistically significant effect of professional development in achieving the effectiveness of preparing the second class of security leaders in the United Arab Emirates", the results of the correlation analysis showed a statistically significant relationship between professional development and the effectiveness of preparing the second class of security leaders, with a Kendall correlation coefficient of 0.501 at a significance level of 0.01, indicating a strong positive relationship between the two variables. Also, the results of the variance analysis revealed a significant effect of professional development on the effectiveness of preparing the second class of security leaders, with an "F" test value of 494.894 at a significance level of 0.01. Based on the above, the second sub-hypothesis is confirmed, indicating that continuous professional development contributes positively to enhancing the effectiveness of preparing security leaders.

3.5.7. Test of the second main hypothesis

Regard testing the second main hypothesis which indicated that "There is a statistically significant effect of organizational determinants in achieving the effectiveness of preparing the second class of security leaders in the United Arab Emirates", the results of the correlation analysis showed positive relationships between the elements of organizational determinants (training programs, professional development, performance evaluation) and the effectiveness of preparing the second class of security leaders. Also, the variance analysis revealed a significant effect of these factors, with an "F" test value of 663.881 at a significance level of 0.01. Accordingly, the results confirm the validity of the second main hypothesis, proving that organizational determinants play a crucial role in enhancing the effectiveness of preparing the second class of security leaders in the United Arab Emirates.

3.5.8. Test of the third main hypothesis

Regard testing the third main hypothesis which indicated that "There is a statistically significant effect of behavioral determinants in achieving the effectiveness of preparing the second class of security leaders in the United Arab Emirates", the results of the correlation analysis showed positive relationships between the elements of behavioral determinants (motivation, learning, attitudes) and the effectiveness of preparing the second class of security leaders. Also, the variance analysis revealed a significant effect of these factors, with an "F" test value of 693.856 at a significance level of 0.01. Accordingly, the results confirm the validity of the third main hypothesis, proving that behavioral determinants play a crucial role in enhancing the effectiveness of preparing the second class of security leaders in the United Arab Emirates.

4. DISCUSSION

The field study forms a strong foundation for exploring the impact of behavioral motivations and learning on preparing the second class of security leaders in the United Arab Emirates. The study sample included 400 police officers from various ranks and executive and administrative positions. The questionnaire was developed based on previous models and rigorous academic reviews by eight peer-reviewed professors, which led to the creation of a highly credible research tool. This was reflected in the Cronbach's alpha values, which reached an overall 89.9%, indicating the tool's stability and consistency in measuring the different research variables. Also, the analytical results showed that behavioral determinants, particularly motivations, learning programs, and organizational attitudes, have a positive and statistically significant impact on the effectiveness of preparing the second class of security leaders. The correlation analysis results recorded a "Kendall" coefficient of 0.329 for motivations and 0.702 for learning programs, indicating that continuous learning opportunities and structured training significantly affect the readiness of security leaders. The results of the variance analysis also confirmed that the "F" values ranged between 343.256 and 457.371, showing that positive behaviors and strong motivations contribute to enhancing the efficiency of leadership preparation. To add more, the results show that effective planning for training needs, career development, and performance evaluation are key factors that contribute to enhancing leadership preparation effectiveness. The correlation results showed "Kendall" coefficients of 0.422 for training needs planning, 0.501 for career development, and 0.653 for performance evaluation, indicating a strong relationship between these factors and the effectiveness of preparing security leaders. Variance tests also

indicated high "F" values (ranging between 487.444 and 503.888), confirming that the presence of precise and integrated organizational systems contributes to the implementation of effective developmental strategies within the security structure. Additionally, the results showed that behavioral motivations and continuous learning enhance the leadership capacity of individuals. The relationship between these factors was measured using correlation and variance analysis, which revealed significant values reflecting their impact on preparing the second tier of security leadership. Moreover, the study results indicate that the interaction between behavioral and organizational factors plays a crucial role in building a sustainable leadership environment. Motivating employees by developing behavioral motivations, alongside providing structured educational opportunities, and improving career planning and training, contributes to preparing leaders with adaptive skills and the ability to make decisions in various security situations.

5. RESULTS

The results of the study revealed a significant relationship between behavioral motivations and the effectiveness of preparing the second tier of security leadership. The correlation coefficients showed that both self-motivation and institutional incentives play a crucial role in motivating emerging leaders to develop their skills and take on new leadership responsibilities. Besides, the results revealed that continuous learning is one of the fundamental pillars in the process of preparing security leaders, as it is directly related to increasing individuals' efficiency and enabling them to perform their leadership roles more effectively. It was found that leaders exposed to modern training programs based on simulating real security scenarios are better equipped to handle crises and make strategic decisions. Also, the research results indicated that effective strategic planning plays a key role in preparing emerging security leaders, as it helps identify training needs and direct resources towards developing the most crucial leadership skills. The variance analysis results revealed that security institutions with clear strategies for leadership development have higher success rates in sustaining leadership and achieving long-term security objectives. Additionally, one of the key findings of the study is the strong impact of performance evaluation on the effectiveness of emerging security leaders. The statistical values showed that continuous evaluation processes, based on clear performance measurement criteria, enhance the development of individuals' skills and increase their leadership readiness. Moreover, the results revealed that organizational culture plays a significant role in guiding the behavior of emerging leaders and motivating them to develop their leadership skills. The statistical findings showed that institutions with a supportive organizational culture, based on transparency and empowerment of individuals, achieve positive outcomes in preparing a second line of outstanding security leaders. In addition, the study results showed that the incentive system is a critical factor in motivating individuals to adopt leadership roles and develop their leadership skills. The study also confirmed that incentives based on institutional recognition, rewards, and promotions tied to performance contribute to improving leadership performance within security institutions, thereby enhancing individuals' readiness to assume senior leadership positions. To sum up, based on the results obtained, preparing the second tier of security leaders requires adopting a comprehensive approach that combines behavioral motivations, continuous learning, strategic planning, performance evaluation, and enhancing organizational culture.

6. CONCLUSION AND RECOMMENDATIONS

At the conclusion of this study, it is clear that behavioral motivations and learning are essential elements in preparing the second tier of security leadership. The results showed that motivational factors and mechanisms for continuous learning play a crucial role in qualifying security leaders to face the increasing challenges in the security work environment. Statistical analyses revealed a significant impact of behavioral and organizational factors in building qualified security leadership, enhancing the ability of security institutions to ensure leadership continuity and achieve their strategic goals. Also, the study confirmed that motivating employees and fostering a culture of learning contribute to enhancing leadership efficiency. The results of the correlation and variance analysis showed that individuals who undergo continuous training programs and have positive motivations are more prepared to take on leadership roles. Moreover, the study showed that a supportive organizational environment, positive institutional culture, and motivational trends have a clear impact on enhancing individuals' leadership capabilities. In conclusion, this study affirms that preparing security leaders is not merely a limited training process, but rather an integrated strategic approach that relies on continuous motivation, effective learning, and sound organizational planning. Therefore, sustainable investment in the development of security human resources is essential to ensure leadership continuity and achieve the highest levels of efficiency in security performance.

The study suggests a set of recommendations as: first, strengthening the culture of continuous learning within security agencies, through the design of training programs based on the actual needs of future leaders. Second, motivating organizational incentives by developing an effective incentive system that ensures encouraging emerging leaders to develop their skills and take on leadership responsibilities. Third, improving strategic planning for career development paths to ensure the continuity of preparing security leaders according to clear and measurable standards. Fourth, updating performance evaluation systems to focus on measuring leadership competence in dynamic ways that take into account behavioral and cognitive abilities. Fifth, encouraging positive trends and flexible leadership behaviors, contributing to building future leadership capable of dealing with changing security challenges.

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