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Effects of Leadership Style, Skills, and Human Resource Development on Employee Performance

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Abstract

This study examines the effects of leadership style, skills, and human resource development on employee performance at the Regional Secretariat of Bombana Regency. A quantitative cross-sectional design was used. The target population comprised 79 employees; a census approach was attempted, and 78 usable questionnaires were returned and analyzed. Data were collected through questionnaires and examined using multiple linear regression with SPSS version 24. The results show that leadership style ($\beta = 0.292$; $p = 0.012$), skills ($\beta = 0.297$; $p = 0.011$), and human resource development ($\beta = 0.299$; $p = 0.009$) each have positive and statistically significant effects on employee performance. The model is significant overall ($F = 46.076$; $p < 0.001$) and explains 65.1% of the variance in employee performance ($R^2 = 0.651$; adjusted $R^2 = 0.637$). Human resource development has the largest standardized coefficient, although the difference among the three coefficients is small. The findings indicate that employee performance is best supported through an integrated approach to leadership, employee skills, and systematic human resource development.

Keywords: Leadership Style, Skills, Human Resource Development, Employee Performance

INTRODUCTION

Employee performance is a central indicator of organizational effectiveness. In public sector organizations, performance is reflected not only in the achievement of work targets but also in service quality, accountability, collaboration, and the ability to adapt to changing administrative demands. Consequently, efforts to improve performance require human resource management practices that strengthen individual capabilities while creating organizational conditions that support employees in carrying out their responsibilities effectively.

The Regional Secretariat of Bombana Regency performs an important coordinating and administrative role in regional government. Its effectiveness therefore depends on employees who can work professionally, responsibly, and consistently. In this context, leadership style, employee skills, and human resource development are particularly relevant. Leadership provides direction and support, skills enable employees to translate work demands into effective action, and human resource development provides a systematic mechanism for strengthening capabilities over time.

Leadership style shapes how employees receive direction, support, participation opportunities, and responsibility. Situational leadership theory emphasizes that effective leadership requires adjustment to employee readiness, capability, and task conditions. Hersey and Blanchard (1988) describe leadership approaches that vary in the degree of direction and support provided to employees.

Empirically, Nuhiya et al. (2024) found that situational leadership had a positive and significant effect on employee performance in Helumo District. This evidence suggests that leadership practices that fit employee conditions can contribute to stronger performance in public organizations.

Skills are another important determinant of employees' ability to perform their duties. Katz (1974) distinguishes technical, human, and conceptual skills as complementary capabilities required for effective organizational performance. Technical skills support task execution, human skills facilitate communication and cooperation, and conceptual skills help employees understand problems and organizational priorities more broadly. Putri et al. (2025) found that work skills had a positive and significant effect on employee performance, while Sriwahyuni et al. (2025) reported a positive and significant effect of competence on employee performance in a provincial legislative secretariat.

Human resource development provides a structured means of improving and sustaining employee capability. Smith (1988) and Swanson and Holton (2009) conceptualize human resource development as a systematic process that supports learning, development, and organizational effectiveness. In practice, this process may include education, training, career development, empowerment, and work involvement. Empirical studies in public organizations have reported positive and significant effects of human resource development on employee performance, including Stevania et al. (2025), La Hamid et al. (2025), and Amaliah et al. (2025).

Despite these findings, the existing evidence remains fragmented across different organizational settings and often focuses on individual predictors rather than an integrated model. Research has examined situational leadership, skills or competence, and human resource development in various public and private organizations, but evidence that evaluates leadership style, skills, and human resource development simultaneously within a regional secretariat remains limited. This creates an empirical integration gap, particularly for the Regional Secretariat of Bombana Regency.

The study also addresses a contextual gap. Evidence from other government organizations, including organizations in Southeast Sulawesi, cannot automatically be generalized to the Regional Secretariat of Bombana Regency because organizational structures, work demands, leadership patterns, and employee characteristics may differ. The contribution of this study is therefore to test the three predictors within one model in a specific regional-government setting and to compare their relative standardized contributions to employee performance.

Accordingly, this study aims to analyze the partial and simultaneous effects of leadership style, skills, and human resource development on employee performance at the Regional Secretariat of Bombana Regency. The findings are expected to contribute empirical evidence to public-sector human resource management and to provide practical direction for improving employee performance through integrated leadership, skills development, and human resource development practices.

METHOD

This study employed a quantitative cross-sectional design to analyze the effects of leadership style, skills, and human resource development on employee performance. Data were collected once during the research period through questionnaires administered to employees of the Regional Secretariat of Bombana Regency.

The target population consisted of 79 employees of the Regional Secretariat of Bombana Regency. A census approach was used by inviting all members of the population to participate. Of the 79 employees approached, 78 returned complete questionnaires that were suitable for analysis; therefore, the final analytical sample comprised 78 respondents.

Primary data were obtained from respondents' questionnaire responses concerning leadership style, skills, human resource development, and employee performance. Secondary information was

used only to describe the research setting and organizational context and was not treated as part of the statistical dataset.

The model included three independent variables—leadership style (X1), skills (X2), and human resource development (X3)—and one dependent variable, employee performance (Y). Leadership style was measured through instruction, consultative, participative, and delegative dimensions based on Hersey and Blanchard (1988). Skills were measured through technical, human, and conceptual skills based on Katz (1974). Human resource development covered education, training, career development, empowerment, and work involvement, referring to Smith (1988) and Swanson and Holton (2009). Employee performance was operationalized through work-result dimensions—quantity, quality, time, and cost—and work behavior aligned with the ASN BerAKHLAK values of service orientation, accountability, competence, harmony, loyalty, adaptability, and collaboration, in accordance with the Regulation of the Minister of Administrative and Bureaucratic Reform of the Republic of Indonesia No. 6 of 2022.

All variables were measured using questionnaire items on a Likert scale. Before hypothesis testing, the instrument was evaluated for validity and reliability. Item validity was assessed using Pearson product-moment correlation, with items considered valid when the correlation coefficient was at least 0.30 or $p < 0.05$. Reliability was evaluated using Cronbach's alpha, with a minimum criterion of 0.60.

Data were analyzed using multiple linear regression with SPSS version 24. The t-test was used to evaluate the partial effect of each independent variable, while the F-test was used to evaluate the simultaneous significance of the model. The coefficient of determination (R^2) and adjusted R^2 were used to assess the proportion of variance in employee performance explained by the predictors. Statistical significance was evaluated at $\alpha = 0.05$.

RESULTS AND DISCUSSION

Results

Respondent Characteristics

The study analyzed 78 employees of the Regional Secretariat of Bombana Regency. Respondent characteristics were summarized by gender, age, educational attainment, and work experience, as presented in Table 1.

Table 1. *Characteristics of Respondents*

Characteristics	Category	Frequency	Percentage (%)
Gender	Male	36	46.15
	Female	42	53.85
Age	25–40 years	21	26.92
	41–50 years	46	58.97
	51–56 years	11	14.10
Education	Senior High School	11	14.10
	Diploma	3	3.85
	Bachelor's degree	44	56.41
	Master's degree	20	25.64
Work Experience	3–10 years	11	14.10
	11–20 years	50	64.10
	21–33 years	17	21.79
Total		78	100

Source: Primary data processed, 2026.

The respondents were predominantly female (53.85%), while 46.15% were male. Most respondents were aged 41–50 years (58.97%), followed by 25–40 years (26.92%) and 51–56 years (14.10%). More than half held a bachelor's degree (56.41%), and 25.64% held a master's degree. In terms of work experience, 64.10% had worked for 11–20 years, indicating that the sample was dominated by employees with substantial organizational experience.

Validity and Reliability Test

Instrument validity was assessed using Pearson product-moment correlations between each item score and its total construct score. All items met the established validity criterion ($r \geq 0.30$ or $p < 0.05$) and were retained for analysis.

Reliability testing showed Cronbach's alpha values of 0.931 for leadership style, 0.940 for skills, 0.940 for human resource development, and 0.935 for employee performance. All coefficients exceeded the 0.60 criterion, indicating satisfactory internal consistency of the instruments.

Table 2. *Validity and Reliability of the Research Instruments*

Variable	Item Validity	Cronbach's Alpha	Reliability Decision
Leadership Style (X1)	All items valid	0.931	Reliable
Skills (X2)	All items valid	0.940	Reliable
Human Resource Development (X3)	All items valid	0.940	Reliable
Employee Performance (Y)	All items valid	0.935	Reliable

Source: Primary data processed using SPSS version 24.

Multiple Linear Regression Results

Multiple linear regression was used to test the partial and simultaneous effects of leadership style, skills, and human resource development on employee performance. The main results are summarized in Table 3.

Table 3. *Multiple Linear Regression Results*

Relationship	Standardized Coefficient (β)	p-value	Decision
Leadership Style → Employee Performance	0.292	0.012	Significant
Skills → Employee Performance	0.297	0.011	Significant
Human Resource Development → Employee Performance	0.299	0.009	Significant
R	0.807	F-value	46.076
R^2	0.651	p-value (F)	<0.001
Adjusted R^2	0.637	N	78

Source: Primary data processed using SPSS version 24.

Leadership style ($\beta = 0.292$; $p = 0.012$), skills ($\beta = 0.297$; $p = 0.011$), and human resource development ($\beta = 0.299$; $p = 0.009$) each showed positive and statistically significant effects on employee performance. Human resource development had the largest standardized coefficient, followed closely by skills and leadership style; however, the differences among the three coefficients were small.

The model produced $R = 0.807$ and $R^2 = 0.651$, indicating that leadership style, skills, and human resource development jointly explained 65.1% of the variance in employee performance. The adjusted R^2 of 0.637 provides a more conservative estimate after accounting for the number of predictors. Accordingly, 34.9% of the variance in employee performance was not explained by the predictors included in the model.

The simultaneous test yielded $F = 46.076$ with $p < 0.001$. Because the model was statistically significant at $\alpha = 0.05$, leadership style, skills, and human resource development jointly contributed significantly to explaining variation in employee performance. Thus, the simultaneous-effect hypothesis was supported.

Discussion

The Simultaneous Effect of Leadership Style, Skills, and Human Resource Development on Employee Performance

The regression model shows that leadership style, skills, and human resource development jointly have a statistically significant effect on employee performance at the Regional Secretariat of Bombana Regency ($F = 46.076$; $p < 0.001$). The model explains 65.1% of the variance in performance, indicating that the three factors make a substantial combined contribution within the organizational context examined.

This combined contribution can be understood through the complementary roles of the three predictors. Leadership provides direction and organizational support, skills enable employees to translate work expectations into effective task execution, and human resource development strengthens those capabilities through learning and development. The simultaneous result should therefore be interpreted as evidence that the predictors jointly contribute to performance within the model, rather than as evidence of a statistical interaction among them.

The finding is particularly relevant in a public organization, where employees are expected to complete administrative and technical tasks while also demonstrating accountability, service orientation, collaboration, and adaptability. Strengthening only one aspect may therefore be insufficient. Leadership practices need to be supported by adequate employee capabilities and by development systems that help employees maintain and update those capabilities as organizational demands change.

The result is consistent with prior studies that identify leadership and human resource development as important predictors of employee performance in public organizations. Nuhiya et al. (2024) reported a positive and significant effect of situational leadership, while Stevania et al. (2025) found a positive and significant effect of human resource development. The present study extends this evidence by examining leadership style, skills, and human resource development within a single model at the Regional Secretariat of Bombana Regency.

Practically, the result suggests that performance improvement should be managed as an integrated human resource agenda. Leadership development, competency-based skills strengthening, and systematic education, training, career development, empowerment, and employee involvement should be aligned with organizational priorities rather than implemented as separate initiatives.

The Effect of Leadership Style on Employee Performance

Leadership style has a positive and statistically significant effect on employee performance ($\beta = 0.292$; $p = 0.012$). This result indicates that leadership practices involving instruction, consultation, participation, and delegation are positively associated with employee performance within the model.

The relationship can be explained by the role of leadership in clarifying expectations and matching the level of direction and support to employee needs. Employees differ in task complexity, capability, and independence. Excessive direction may restrict initiative among experienced employees, whereas insufficient guidance may create uncertainty for employees who still require support. Leadership effectiveness therefore depends on the ability to adapt behavior to work conditions and employee readiness.

This interpretation is consistent with the situational leadership perspective of Hersey and Blanchard (1988), which emphasizes adjustment of leadership behavior to employee conditions. Instruction provides clarity when stronger direction is needed; consultation combines direction with two-way communication; participation encourages employee involvement; and delegation provides greater autonomy when employees are capable of assuming responsibility.

Through these mechanisms, leadership may support performance by reducing ambiguity, strengthening involvement, and increasing responsibility. Clear direction can help employees understand expected results, while consultation and participation can improve understanding and

commitment. Appropriate delegation can also encourage ownership of work while maintaining accountability.

The finding is consistent with Nuhiya et al. (2024), who reported a positive and significant effect of situational leadership on employee performance in Helumo District. It is also consistent with Akmar et al. (2025), who found that leadership significantly affected employee performance in a public-sector organization in Southeast Sulawesi. These comparable findings strengthen the relevance of leadership for public organizations while adding evidence from the Regional Secretariat of Bombana Regency.

For the Regional Secretariat of Bombana Regency, leadership improvement should therefore focus not only on increasing the frequency of instructions but also on improving leaders' ability to consult employees, involve them in relevant decisions, and delegate responsibilities according to employee capability and task requirements.

The Effect of Skills on Employee Performance

Skills have a positive and statistically significant effect on employee performance ($\beta = 0.297$; $p = 0.011$). This finding indicates that employees' technical, human, and conceptual capabilities are positively associated with their ability to carry out organizational responsibilities effectively.

Skills provide the practical capacity to translate organizational expectations into work outcomes. Even when employees receive clear direction, effective execution depends on their ability to understand tasks, select appropriate methods, solve problems, communicate with colleagues, and adapt their actions to specific work situations.

The three skill dimensions play complementary roles. Technical skills support accurate and efficient completion of specific tasks. Human skills support communication, cooperation, and coordination, while conceptual skills help employees understand problems from a broader organizational perspective and connect individual responsibilities with organizational objectives.

The positive result suggests that performance depends on a combination of these capabilities rather than on technical knowledge alone. An employee may be technically proficient but still encounter performance difficulties when collaboration or broader problem interpretation is required. Conversely, strong interpersonal skills cannot fully compensate for inadequate technical or conceptual capability.

The finding is consistent with Katz (1974), who identifies technical, human, and conceptual skills as core managerial capabilities. It is also consistent with Putri et al. (2025), who found that work skills positively and significantly affected employee performance, and with Sriwahyuni et al. (2025), who reported a positive and significant effect of competence on employee performance in a public-sector setting.

The contribution of the present study lies in demonstrating the relevance of these skill dimensions within a regional-government secretariat, where employees must combine administrative competence with communication, coordination, and understanding of organizational priorities.

Accordingly, the Regional Secretariat of Bombana Regency should identify the skill requirements of different positions and align training, coaching, knowledge development, and job assignments with those requirements. Skills development is likely to be more useful when employees have opportunities to apply newly acquired capabilities in actual work situations.

The Effect of Human Resource Development on Employee Performance

Human resource development has a positive and statistically significant effect on employee performance ($\beta = 0.299$; $p = 0.009$). Among the three predictors, it has the largest standardized coefficient, although the difference from skills and leadership style is small.

Human resource development can be understood as a continuous process for maintaining and strengthening employee capability as work requirements, technology, procedures, and public expectations change. Development activities provide opportunities for employees to acquire new

knowledge, improve existing skills, prepare for greater responsibilities, and participate more actively in organizational processes.

In this study, human resource development includes education, training, career development, empowerment, and work involvement. Education broadens knowledge, training strengthens task-specific capabilities, career development prepares employees for future responsibilities, empowerment provides opportunities for initiative and responsibility, and work involvement strengthens employee participation in organizational activities.

The positive effect may reflect the importance of closing gaps between current employee capabilities and organizational competency requirements. Employees who receive relevant development opportunities are better positioned to respond to work changes and to apply their capabilities to organizational tasks.

This finding is consistent with Stevania et al. (2025), who reported a positive and significant effect of human resource development on employee performance at the Regional Secretariat of Nganjuk Regency. Similar results were reported by La Hamid et al. (2025) at the Ambon National Search and Rescue Agency and by Setiawan et al. (2025), who found positive and significant effects of education, training, and career development on ASN performance.

The result is also consistent with Amaliah et al. (2025), who found a positive and significant partial effect of human resource development on employee performance in a government organization in Southeast Sulawesi. The similarity of findings across these settings supports the relevance of systematic employee development while the present study provides organization-specific evidence for the Regional Secretariat of Bombana Regency.

The slightly larger standardized coefficient for human resource development should be interpreted cautiously. The coefficients for human resource development ($\beta = 0.299$), skills ($\beta = 0.297$), and leadership style ($\beta = 0.292$) are very close. Therefore, the result does not establish human resource development as a universally dominant determinant; it only indicates the largest relative standardized contribution among the three predictors in this specific model and sample.

The practical implication is that education, training, career development, empowerment, and employee involvement should be aligned with actual job and competency requirements. Development activities should be evaluated in terms of their relevance to performance needs so that they function as strategic capability-building mechanisms rather than as routine administrative programs.

CONCLUSION

This study concludes that leadership style, skills, and human resource development have positive and statistically significant effects on employee performance at the Regional Secretariat of Bombana Regency. Leadership style ($\beta = 0.292$; $p = 0.012$), skills ($\beta = 0.297$; $p = 0.011$), and human resource development ($\beta = 0.299$; $p = 0.009$) are each significant predictors, while the model is significant simultaneously ($F = 46.076$; $p < 0.001$). The model explains 65.1% of the variance in employee performance ($R^2 = 0.651$; adjusted $R^2 = 0.637$).

These findings imply that performance improvement should be pursued through an integrated strategy. Leaders need to balance instruction, consultation, participation, and delegation; employee development should strengthen technical, human, and conceptual skills; and human resource development programs should align education, training, career development, empowerment, and work involvement with organizational needs. Because the standardized coefficients are similar, the three areas should be treated as complementary priorities rather than as mutually competing interventions.

The study has several limitations. It was conducted in a single public-sector organization, used a cross-sectional design, and relied on questionnaire-based perceptions, which limits the generalizability of the findings and does not permit strong causal inference. Future studies should involve multiple

government organizations, use longitudinal or multi-source data where feasible, and examine additional factors such as organizational culture, work motivation, work environment, and organizational commitment.

DECLARATIONS

Author Contributions. *Roslia* contributed to the conceptualization of the study, data collection, data analysis, and preparation of the manuscript. *Yusuf* contributed to the research methodology, data interpretation, and critical revision of the manuscript. *Wahyuniati Hamid* contributed to the review and refinement of the manuscript. *Usman* contributed to supervision, interpretation of the findings, and critical revision of the manuscript. All authors reviewed and approved the final version of the manuscript and agreed to be accountable for all aspects of the work.

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Conflict of Interest. The authors declare that they have no conflict of interest related to the research, authorship, or publication of this article.

Use of Artificial Intelligence. Generative artificial intelligence was used to a limited extent as a language and writing support tool, particularly for proofreading, improving grammar, and refining the clarity and readability of the manuscript. AI was not used to collect or analyze data, determine the research methodology, interpret the statistical results, or generate the study's conclusions. The authors remain fully responsible for the accuracy, originality, interpretation, and final content of the manuscript.

Ethical Approval and Informed Consent. The study involved the collection of primary data through questionnaires administered to employees of the Regional Secretariat of Bombana Regency. Participation was voluntary, and respondents were informed about the purpose of the study and the use of the collected data for research purposes. Informed consent was obtained from the respondents prior to their participation. The authors also ensured the confidentiality and anonymity of the information provided by the respondents.

Data Availability. The data used in this study were collected through questionnaires administered to employees of the Regional Secretariat of Bombana Regency. Due to confidentiality and privacy considerations, the individual-level questionnaire data are not publicly available. Aggregated data and other information necessary to understand the analysis may be made available by the corresponding author upon reasonable request, subject to applicable confidentiality and institutional requirements.

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