



RESEARCH ARTICLE

The Degree of Practicing Strategic Leadership By Academic Leaders At The University of Tabuk From the Point of View of Faculty Members

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ABSTRACT

The study aimed to determine the degree of practice of strategic leadership by academic leaders at Tabuk University in its dimensions (strategic orientation, human capital investment, organizational culture, organizational control) from the perspective of faculty members, and to reveal statistically significant differences between the Average responses of sample members regarding the dimensions of the study attributed to the following demographic variables: (gender, specialization, academic rank). The study relied on the descriptive approach in its survey style, and the questionnaire tool. The study community consisted of all faculty members at the main headquarters at Tabuk University in its two parts during the academic year 1446 AH, numbering (890) members. The sample was selected using the stratified random method and numbered (269) members. The study concluded that the overall average of the degree of academic leadership practice at Tabuk University for strategic leadership from the point of view of faculty members was high, with an arithmetic mean of (3.61), and there were statistically significant differences at the level of $(0.05 \geq \alpha)$ between the average ranks of the study sample members' responses regarding the total dimensions of strategic leadership at Tabuk University, according to the gender variable, in favor of (males), the specialization variable, in favor of (scientific), and the academic rank variable in favor of (associate professor-professor). The study recommended continuing to implement the strategic academic leadership development program, and increasing the number of beneficiaries of this program from academic leaders inside and outside Tabuk University; To support knowledge sharing and develop creative skills among university employees, and to create a unit affiliated with the University Agency for Educational Affairs within the university's organizational structure, whose tasks are to attract national competencies and distinguished capabilities in all specializations according to a study of the needs of academic departments and the university's strategic direction, and to work on improving the quality of work life for all university employees, making the work environment an attractive environment that encourages and stimulates innovation, and supporting academic leaders to participate with university employees in their determination training needs, and Emphasizing learning from mistakes as a source of learning, and not repeating them, and the interest of academic leaders in the university in holding activities that enhance job affiliation, especially with regard to taking into consideration the ideas and suggestions presented by university employees.

INTRODUCTION

After the launch of Saudi Vision 2030, there have been changes and developments in all fields, which has created intense competition among universities to keep pace with this change and obtain competitive positions locally and globally, with a focus on preparing qualified human capital that meets the needs of the labor market, contributes to serving the community, and achieves

sustainability. This competition imposes major challenges, which has made it necessary to have leadership capable of facing these challenges and bringing about strategic change that contributes to achieving the highest levels of performance and reaching sustainable excellence.

Universities are organizations of economic, social, political, and cultural value that contribute to the stability of society and its development towards a sustainable future through building and transferring knowledge and preparing human capital that can achieve its goals and strategies. (King & Mitchell, 2022: 77)

Al-Zahrani's study (2018) showed that universities contribute to achieving Vision 2030 by improving the level of educational and community services, and adapting to internal and external environmental changes, in a way that ensures continuous improvement and achieving sustainable excellence. He pointed out that Kefalak (2024: 6) argues that this requires universities to have organizational flexibility, openness to change, and academic leadership that follows leadership styles that focus on innovation, risk-taking, and strategic change, while influencing employees to accept and implement change.

Academic leadership is the foundation for building the university's value and sustainability, as it balances the university's goals with the employees' goals by listening to them, knowing their goals, and solving their problems, which contributes to strengthening their loyalty to the university, in addition to facing financial challenges, forming partnerships with different sectors, developing educational programs that attract students and investors, attracting employees, enhancing transparency, and providing a supportive climate for decision-making. (Churchill & Chard: 2021: 25-31)

Strategic leadership is one of the leadership approaches that has the ability to bring about strategic change in the organization, deal with rapid changes, the ambiguous and difficult environment, face challenges, and keep pace with global developments, due to its ability to predict the future, build strategy, influence the behaviors, ideas, and feelings of employees towards achieving it, invest human capital, produce knowledge, support innovation, and manage operations effectively to achieve the highest levels of strategic performance, and create a supportive environment. (Hitt et al, 2019: 386).

The importance of strategic leadership in universities lies in enhancing competitiveness by relying on strategic analysis to understand the university and determine its position in the competitive environment, and to know what educational services distinguish it, and thus determine a strong identity for it. (Nahak & Ellitan, 2022: 1444).

The necessity for academic leaders to follow the strategic leadership approach comes from the fact that the issue of predicting the future of the university and setting the vision is an essential task for academic leaders who seek to achieve sustainable excellence, build a culture that encourages teamwork, participation, knowledge sharing and decision-making, and shift from the operational perspective to the strategic perspective, and practice emotional intelligence to motivate employees and sharpen their spirits (Saleh and Ibrahim, 61:2019).

Hence, the importance of academic leaders in universities practicing strategic leadership to achieve sustainable excellence, which is one of the goals of Saudi Vision 2030, and to achieve global competition. This study aims to determine the degree of academic leaders at Tabuk University practicing strategic leadership from the point of view of faculty members.

Problem of Study:

Saudi Arabia's Vision 2030 aspires to reach global status, and has set one of its goals to have at least five Saudi universities among the top 200 international universities by 2030 (Vision 2030).

Al-Sharif's study (2022) confirms that the transformation of emerging Saudi universities into world-class universities came at a low level, and the obstacles to this transformation were high.

Accordingly, Saudi universities should strive for change and adopt modern approaches to leadership to achieve Vision 2030 and reach global status. The strategic leadership approach is one of the most important approaches that provide leaders with a set of intellectual, analytical and human skills, and strive to establish an information base that helps in determining the strategic direction and formulating the strategy (Ghazi, 10: 2022).

Tabuk University is one of the emerging universities in the Kingdom of Saudi Arabia that seeks to compete globally and achieve advanced positions. This is why there is a need for strategic leadership, as it focuses on the future and keeping pace with global, regional and local developments. It seeks to achieve sustainable excellence by building a strategy based on strategic thinking and analyzing the internal and external environment, linking the university to society, exploiting resources and investing human capital with an interest in producing knowledge, innovations and knowledge sharing to enhance performance, creating a supportive organizational culture, and applying organizational oversight.

Many studies have revealed that strategic leadership has a positive impact towards achieving sustainable excellence, the most important of which are: Al-Harthi's study (2019), Khalil et al.'s study (2017), in addition to its positive role in managing change in universities as stated in Makhdoum's study (2021), and it has an important role in investing in human capital as stated in Khairi and Al-Saeedi's study (2022).

Madi's study (2016) confirmed that the strategic practices and intellectual skills of academic leaders improve the quality of work life at the university, and thus the overall level of performance of the university improves. In Ghaleb's study (2023), it confirmed that strategic leadership has a positive impact on the strategic performance of the university.

A study showed Yasin & Tahir (2013) Academic leaders who follow strategic leadership in the university are more successful because they rely on strategic thinking in ambiguous and complex situations.

Despite the importance of academic leaders practicing strategic leadership in Saudi universities, they face some challenges, as indicated by the study of Al-Essa and Al-Shahri (2020), represented by the low flexibility of some financial policies related to implementing strategic plans and the lack of time available as a result of being preoccupied with many procedures and operational details. The study of Al-Aklabi (2018) also showed that university employees realize that strategic leadership practices in the university require greater guidance, attention and effort regarding building a positive organizational culture that supports strategic planning in the university. The study of Abdul-Razzaq et al. (2021) showed that the requirements for strengthening strategic leadership for heads of academic departments in private universities in Riyadh were at an average level.

Based on the above, there is a need for academic leaders at Tabuk University to follow the strategic leadership approach to develop performance and support the application of strategic thinking at the university, in addition to formulating a strategy to achieve sustainable excellence, motivating employees to achieve it, building a supportive organizational culture, and forming control systems. Thus, the university reaches global centers; therefore, this study comes to determine the degree of practice of academic leaders at Tabuk University for strategic leadership from the point of view of faculty members, and the study problem is defined by the following questions:

What is the degree to which academic leaders at Tabuk University practice strategic leadership in its dimensions (strategic direction, human capital, organizational culture, organizational control) from the point of view of faculty members?

Are there statistically significant differences at the level of ($\alpha \geq 0.05$) Between the average responses of the study sample members regarding the degree of practice of strategic leadership by academic leaders at Tabuk University in its dimensions, is it attributed to the following variables: (gender, specialization, academic rank)?

Objectives of study:

The study aims to:

To reveal the degree of practice of strategic leadership by academic leaders at Tabuk University in its dimensions: (strategic orientation, human capital investment, organizational culture, organizational control) from the point of view of faculty members.

Detection of statistically significant differences at the level of ($\alpha \geq 0.05$) between the average responses of the study sample members regarding the degree of practice of strategic leadership by

academic leaders at Tabuk University in its dimensions is attributed to the following variables: (gender, number of years of experience, academic rank).

Importance of the study:

Theoretical importance:

It addressed the strategic leadership approach, which is one of the most important modern approaches to leadership that contributes to achieving sustainable excellence for universities.

Enriching the scientific library at Tabuk University and the Arab library, enhancing the cognitive aspect of strategic leadership, and benefiting researchers in the field of strategic leadership.

Practical importance:

The results of this study may help academic leaders at Tabuk University to apply strategic leadership, enhance strengths and address weaknesses in the practice of strategic leadership to ensure the achievement of sustainable excellence.

Study limitations:

Objective limit:

The study was limited to determining the degree of practicing strategic leadership in its following dimensions: (strategic orientation, human capital investment, organizational culture, organizational control).

spatial limit:

Tabuk University, headquartered in Tabuk.

Time limit:

It was applied in the first semester of the academic year 1446 AH - 2024 AD.

Study terms:

Strategic Leadership (Strategic leadership):

It is defined as formulating the organization's strategy by building a strategic vision for the organization, a mission, and strategic goals by adopting strategic thinking as an approach, and emotional intelligence as a practice to motivate employees to implement the strategy, involve them in decision-making, and enhance the organization's value to obtain a competitive advantage and maintain its sustainability (Saleh and Ibrahim, 2019: 65).

In the current study, strategic leadership means procedurally: It is the academic leadership at Tabuk University that has the ability to determine the strategic direction using strategic thinking, invest human capital in what serves the implementation of the strategy, and create an organizational culture that supports creativity and innovation, which achieves sustainable excellence.

Academic leaders:

Academic leaders are defined as individuals who hold administrative positions of an academic nature at the university, represented by the university president, deans, their deputies, and heads of academic departments. They are directly responsible for managing the administrative process within the university in an effort to achieve its goals (Qashash and Al-Sufi, 2023: 184).

In the current study, it means procedurally: They are the academics specialized in the administration of Tabuk University, and they are the university president, university vice presidents, college deans, college vice presidents, department heads, and department heads.

Theoretical framework of the study:

The concept of strategic leadership:

Recently, employees have become suspicious and uncertain about the future of their organization, their job, and their personal future, which necessitated the need to add the characteristic of strategy and strategic thinking to leadership, and to add the concept of strategic change and understanding its causes and its impact on the internal and external environment. From this standpoint, the concept

of strategic leadership was adopted in the organization for its ability to prepare for what is expected to happen in the future by building a strategy that represents a framework for work, and linking all activities to it, based on strategic thinking, and ensuring the participation of all employees in building the strategy, clarifying tasks and responsibilities, and motivating them to implement it. Thus, employees transform from contractors in the organization to committed members in a purposeful organization. Among the most important pioneers of this approach are Jacobs and Jack 1990, Durker 1999, Kotter 1999, and Buckingham and Clifton 2001 (Al-Azma, 31:2012).

There are many definitions of strategic leadership in the relevant literature. It has been defined as the ability to predict, envision, and maintain flexibility while empowering others to bring about strategic change.(Hitt, et al, 2019: 386).

It is also known as: leadership of the organization, not leadership within the organization, to bring about strategic change in it, and create a strategic climate that motivates workers to implement this change. It is one of the methods of leaders at the upper management levels in the organization (Rashwan, 20:2019).

It is defined as the ability of leaders to shape the future that organizations aspire to, provide the elements of success that ensure the achievement of what they aspire to, benefit from all opportunities, forces and positive elements, and put in place systems capable of confronting the negative elements that affect the current and future status of the organization (Ghazi, 11:2022).

In light of the previous definitions, we conclude that strategic leadership is based on a set of skills and practices that are specific to leadership at the upper levels, which thinks beyond achieving the goal to lead the organization towards achieving sustainable excellence, starting with determining the strategic direction using strategic thinking to build the strategy, optimal investment of human capital with the ability to build an organizational culture that supports achieving the strategy, and applying organizational control.

The importance of strategic leadership:

The importance of strategic leadership is evident in formulating and implementing effective strategies that achieve sustainable excellence, linking the organization to society by building strategic partnerships, and forming new relationships with relevant parties. It contributes to monitoring the internal and external environment and understanding it consciously, which enhances sound decision-making and developing the organization's vision and mission. In addition, strategic leadership enhances strategic awareness and supports the continuity of vital, renewable processes to achieve strategic consistency and ensure sustainable growth and development (Al-Thabeti, 2023: 13-14).

It also contributes to directing employees within a clear strategic framework, and developing their competencies and capabilities in line with the strategic objectives (Kilan and Jassim, 647:2023).

Strategic leadership is characterized by its ability to build an organizational culture based on creativity, openness to change, and risk-taking, while promoting an environment that motivates employees to generate and implement innovative ideas, and providing the necessary support to achieve this. It also encourages continuous learning, knowledge production, and sharing, while adhering to ethical behavior to enhance performance and bring about changes that contribute to improving competitiveness.(Ferede, et al, 2024: 21).

The importance of strategic leadership is highlighted in bridging the gap between strategy and its implementation, by directing various activities, establishing mechanisms to monitor implementation, and setting performance standards.(Tipuric,2022:65)).

Dimensions of strategic leadership:

There are many models explaining the dimensions of strategic leadership in the literature, due to the multiple roles played by the strategic leader. The most famous of these is the model (Hitt et al., 2019), where it was classified into: strategic direction, core competencies, human and social capital management, organizational culture, ethical practices, strategic controls, and it was relied upon in this study for the following reasons:

The most comprehensive model of strategic leadership dimensions.

Its connection to the practices of academic leaders in universities, which are implementing the university's vision, investing in human capital, providing an organizational culture that supports the implementation of the vision, and applying organizational control.

The most applied models in recent previous studies that dealt with strategic leadership in universities.

Its applicability.

To facilitate their measurement, the dimensions of core competencies, human capital management, and social were changed to the dimension of human capital investment, and the dimensions of organizational culture and ethical practices were merged into the dimension of organizational culture, so that the dimensions of strategic leadership in this study are: strategic direction, human capital investment, organizational culture, and organizational control. The following is an explanation of each of them:

3.1. Strategic direction:

It is a long-term perspective that defines the organization's behavior, and a systematic approach that defines actions to improve strategic performance. It represents a set of behaviors and attitudes that work to bring about strategic change, and it also expresses how strategic goals are achieved (Abdul-Razzaq et al., 2019: 75).

The strategic leader achieves sustainable excellence by building and developing a strategy that increases the value of the organization and provides above-average returns to satisfy stakeholders, relying on a global mindset to be able to compete in turbulent and uncertain environments, and analyzing the internal and external environment to identify the organization's core resources, capabilities and competencies. Thus, the vision and mission are developed and shared with employees; because they affect and are affected by the organization's performance, so the strategic leader seeks to meet their interests to gain their support. (Hitt et al, 2019: 27).

From the above, the practices of the strategic leader at the university are clear in the dimension of strategic orientation, which are as follows: building the organization's strategy based on analyzing the internal and external environment, knowing the available potentials and capabilities, identifying the needs of employees, society and the university, and then setting a strategic vision, determining strategic goals and motivating employees to work to achieve them.

3.2. Investing in human capital:

The organization's employees are a source of sustainable excellence, due to their ability to implement the strategy and exploit the organization's resources and capabilities. They represent the organization's human capital, and therefore the strategic leader seeks to invest in it to achieve the highest levels of performance.

Human capital is the sum of experiences, knowledge, and skills possessed by employees, and investing in it is an investment in those experiences, knowledge, and skills. It also increases creativity, is important in building positive relationships inside and outside the organization, enhancing productivity, and increasing job affiliation (Shataha, 2019: 72-74).

The strategic leader is interested in investing in human capital for several reasons, which are as follows: achieving job affiliation, increasing interest in implementing strategic goals, cooperation between employees in various administrative units, achieving quality in performance, creating an appropriate climate for creativity, developing trust between him and employees, and defining roles and responsibilities. Its conditions are as follows: linking the investment goal to strategic goals, the needs of the organization, and employees, taking into account available capabilities, surrounding circumstances, possessing tools and means for implementation, involving all employees, spreading the culture of quality, supporting creativity and innovations, giving employees powers, flexibility in implementation, and commitment to ethical values (Abu Al-Wafa, 2023: 15-16).

Preparing leaders is a basic requirement for the sustainability of the organization, and the strategic leader seeks to qualify and prepare them to lead the organization in the future, by developing their

skills, capabilities and knowledge, and by selecting individuals who have the characteristics that qualify them for leadership, and their distinguished performance, and then training them in leadership according to global methodologies, to reach leaders who possess a self-construction, intellectual and leadership that enables them to implement the organization's strategic plan effectively (Nassef, 2023: 32-33).

From the above, it is possible to identify the practices of the strategic leader in the dimension of investing human capital at the university in training employees on skills that support performance development, providing education to acquire information and knowledge, setting employment standards to attract competencies, providing incentives to high-performing employees to retain them, empowering employees, and enhancing self-control, which leads to increasing the level of performance, and preparing leaders to maintain the sustainability of the university.

3. 3. Organizational culture:

Organizational culture represents a competitive advantage for the organization, an independent and distinct approach to thinking, alignment, and addressing various problems, and a unified way of thinking among employees that controls their feelings, emotions, attitudes, values, and behavior, shapes their personalities, and affects strategic performance (Abdul Razek et al., 2019: 71).

One of the most important ways for a strategic leader to develop or change culture is to analyze the current culture, compare it to the desired culture, identify the cultural gap, and then develop a comprehensive change program that includes values, quality culture, performance support, teamwork, organizational education, achieving job belonging, and community service (Armstrong, 2020: 150).

The most important strategic leadership practices in the dimension of organizational culture at the university can be identified in building an organizational culture that supports strategic changes and enhancing employees' acceptance of adopting this culture, defining organizational values, adhering to ethical values and working to disseminate them, affirming the university's identity by holding cultural activities, spreading the culture of comprehensive quality, creating an environment that supports creativity, innovation and knowledge sharing, enhancing teamwork and providing channels of communication between everyone, and enhancing community responsibility and job affiliation.

3.4. Regulatory control:

Organizational control is defined as formal, information-based procedures that a strategic leader uses to maintain or change strategy, help build credibility, demonstrate the value of the strategy, and promote strategic change. It relies on two types of control: financial control, which focuses on short-term financial results, and strategic control, which focuses on strategic actions, not their results. The strategic leader balances financial control and strategic control to support the decision-making process in the organization.(Hitt, et al, 2019: 404).

The most important practices of strategic leadership in the dimension of organizational control are as follows: ensuring that strategic objectives are achieved in accordance with the strategy, setting performance standards for evaluation, correcting deviations in performance, monitoring strategic plans and making changes when needed, monitoring financial performance using various methods, and achieving a balance between the two types of control. It also provides the strategic leader with an assessment of its human capital and addressing its deficiency.

Previous studies:

A number of Arab and foreign studies that addressed the topic of strategic leadership were reviewed, and they were presented in order from oldest to newest, as follows:

Muhammad and Al-Faqih (2011):

The study aimed to identify the degree to which heads of academic departments at Najran University in the Kingdom of Saudi Arabia practice the dimensions of strategic leadership. In addition to identifying proposed mechanisms to develop their performance in light of the strategic leadership approach, it relied on the descriptive approach with its analytical style, and the questionnaire as a tool for collecting data. The community consisted of faculty members, and the sample was selected

through a comprehensive survey. The results of the study showed that the practice of strategic leadership by heads of academic departments was high, with an arithmetic mean of (3.47).

Al-Sarhan and Al-Harasheh (2012):

The study aimed to identify the degree of academic leaders' practice of strategic leadership and its relationship to job performance among faculty members at Al al-Bayt University in Jordan. The descriptive approach was used in its survey and analytical styles, and the questionnaire tool was used to collect data. The community consisted of faculty members, deans, vice deans, and heads of academic departments at Al al-Bayt University. The sample was selected using a stratified random method. The results showed that the academic leaders' practice of strategic leadership at Al al-Bayt University in Jordan was at an average level.

Thabet and Al-Muzain (2013):

The study aimed to identify the degree of practice of strategic leadership by deans of colleges in Palestinian universities in Palestine from the point of view of faculty members. The study relied on the descriptive approach with its analytical style, and the questionnaire as a tool for collecting data. The community consisted of faculty members in the faculties of education, commerce, and science at the following universities: the Islamic University, Al-Azhar University, and Al-Aqsa University in the Gaza Strip governorates. The sample was selected using a simple random method. The results of the study showed that the practice of strategic leadership by deans of colleges in Palestinian universities from the point of view of faculty members was high with an arithmetic mean of (3.62).

(Yasin & Tahir, 2013):

The study aimed to determine the relationship between strategic leadership and the success of leaders in Malaysian and American universities. It relied on the descriptive approach and the questionnaire as a tool for collecting information and data. The community consisted of university professors from (31) colleges in Malaysian universities and the United States of America. The sample was selected using the stratified random method. The results of the study confirmed that successful leaders use strategic leadership more than less successful leaders.

(Koukpaki, 2013):

The study aimed to determine the extent to which the concept of strategic leadership is appropriate in developing and improving higher education in an African university in the Republic of Benin, located in West Africa. The method is descriptive in its analytical and exploratory styles. I relied on interviews to collect information. The community consisted of leaders at the university, and a purposive sample of (20) leaders was chosen. The results concluded that strategic leadership is important in developing the university, and identified three characteristics of the strategic leader, which are clarification, generalization, and awareness.

(Hidayah et al, 2015):

The study aimed to identify how to develop strategic leadership in higher education institutions in Jakarta, Indonesia, and to analyze the dimensions of strategic leadership and how it affects them. The quantitative approach was used in its survey method, and the questionnaire was used as a tool for collecting information and data. The community consisted of academic leaders at the Faculty of Economics and Management in Jakarta, Indonesia, and the sample was selected using the stratified random method. The results of the study confirmed that effective strategic leadership is the basis for success in the process of strategic management of a turbulent environment that is difficult to predict. The most influential dimensions of strategic leadership were identified in the following order: the leader must be a strategic expert, be a change agent, and have the ability to build a clear vision and mission for the organization.

(Khalil et al. (2017) :

The study aimed to reveal strategic leadership and its role in improving the competitive advantage of Egyptian universities in Egypt. The community consisted of faculty members and their assistants. The sample was selected using a simple random method and its number was (378) faculty members and assistants. The results of the study showed that the availability of strategic leadership and

competitive advantage in Egyptian universities was at a moderate level, and there is a positive relationship between strategic leadership and competitive advantage in Egyptian universities.

(Abdo et al. (2017):

The study aimed to identify the strategic leadership practices in university colleges in the Gaza Strip governorates in Palestine. The descriptive approach was used in its analytical style, and the questionnaire was used as a tool for collecting data. The community consisted of all senior management managers in university colleges in the Gaza governorates. The sample was selected using a comprehensive survey method and its number reached (100) managers. The results of the study showed that the strategic leadership practices of senior management in university colleges in the Gaza Strip governorates were of a high degree.

Al Zahrani (2018):

The study aimed to identify the degree of practicing strategic leadership in its dimensions at Umm Al-Qura University in the Kingdom of Saudi Arabia, and to analyze and test the impact of strategic leadership dimensions in developing organizational learning capabilities. The descriptive approach was adopted with its analytical style, and the questionnaire tool was used to collect data. The community consisted of faculty members and academic leaders (deans, vice deans, and heads of academic departments) at Umm Al-Qura University. The sample was selected using a stratified random method, and their number reached (364) academic members and leaders. The results showed that the practice of strategic leadership at Umm Al-Qura University was high with an arithmetic mean of (3.86).

Al-Harhi's (2019)

the study aimed to identify the degree of strategic leadership practice at Taif University in the Kingdom of Saudi Arabia. The degree of achieving competitive advantage in the university from the point of view of faculty members, and determining the relationship between the degree of practicing strategic leadership and the degree of achieving competitive advantage at Taif University. It relied on the descriptive approach in its survey and correlation styles, and the questionnaire as a tool for collecting data. The community consisted of faculty members at Taif University, and the sample was selected using the stratified random method. The results showed that the academic leaders at Taif University practiced strategic leadership at a moderate level.

(Ali & Zulkipli, 2019):

The study aimed to conceptualize, validate, and confirm a model of strategic leadership practices for education leaders in Malaysian vocational colleges. The quantitative approach was used in its survey and analytical styles, and it relied on (structural equation modeling).SEM) as a tool, and the study population consisted of Malaysian vocational colleges, and the sample was selected using the stratified random method. The results showed that the level of educational leaders' practice of strategic leadership in Malaysian vocational colleges was high, and seven practices of strategic leadership were identified: 1- Strategic orientation. 2- Strategic alignment. 3- Strategic intervention. 4- Strategic thinking. 5- Absorptive capacity. 6- Ability to change. 7- Leadership wisdom, and confirmed that the model was valid and empirically reliable.

Study of Al-Namlan and Al-Rababa (2020)

The study aimed to identify the level of application of strategic leadership practices at Qatar University. It relied on the descriptive approach with its analytical style, and the study used the questionnaire as a tool for collecting data. The community consisted of leaders at Qatar University, and the sample was selected using a comprehensive survey method, and its number reached (169) leaders. The results of the study showed that the level of strategic leadership practices at Qatar University was high.

of the servant (2021): The study aimed to identify the level of application of strategic leadership in the College of Business Administration at Taibah University in the Kingdom of Saudi Arabia, and to identify the perceptions of the organization's employees regarding the processes of applying strategic leadership, change management, and the relationship between them, and to determine the requirements for developing the level of application of strategic leadership, and improving the

efficiency of the change process. It relied on the descriptive approach with its survey method, and the questionnaire as a tool for collecting data. The community consisted of male and female employees of the College of Business Administration. The sample was selected using a comprehensive survey method and its number reached (31) male and female employees. The study reached several results, the most important of which was that employees' perceptions of the level of strategic leadership application were average.

(Chow, 2021):

The study aimed to find out how deans at private universities in California, USA, applied strategic leadership to maintain the organization during the Covid-19 pandemic. It relied on the descriptive approach, on the interview as a tool for collecting data and information, and the community consisted of academic and administrative deans in private universities in California, and a purposive sample was selected, numbering (5) deans and administrators. The results of the study proved that deans at private universities in California succeeded in managing crises and change due to the application of strategic leadership practices in addition to their extensive experience.

(Mazibuko, 2022):

The study aimed to reveal the role of strategic leadership in directing the performance of higher education institutions from the perspective of public technical and vocational education and training colleges in KwaZulu-Natal, South Africa. It relied on the descriptive approach with its survey method, and the interview as a tool for collecting data and information. The study community consisted of (2) department heads, (7) college directors, and (22) deputy directors. The sample was chosen intentionally. The results of the study showed a weak level of strategic leadership role, which led to poor performance of public colleges.

(Gore & Kanyangale, 2022):

The study aimed to identify a realistic strategic leadership framework for research and practice in universities in Zimbabwe in Africa, The descriptive approach was used in its analytical style, and the document analysis tool. The community consisted of 138 articles in peer-reviewed journals between 2010 and 2022. The sample was selected by sorting and filtering, and its number reached 33 articles. The results showed that university strategic leadership requires individual and organizational capabilities, teamwork, and a comprehensive vision of the future in turbulent times. It includes three competencies for leading oneself as a strategic leader, which are: 1- Strategic thinking, 2- Personal social relationships, 3- Ethical competence, in addition to five capabilities at the organizational level, which are: 1- Determining and following up on direction. 2- Leading strategy and results. 3- Flexibility in leading strategic change. 4- Investing in human capital. 5- Promoting a culture of entrepreneurship and flexibility

Al-Qahtani and Al-Badrani's (2023):

The study aimed to determine the degree of practice of the dimensions of strategic leadership by the managers of administrative units at King Khalid University in the Abha region of the Kingdom of Saudi Arabia. The descriptive approach was used in its survey style, and the questionnaire was applied as a tool for collecting data. The community consisted of managers of administrative units, and the sample was selected using the simple random method, and its number reached (153) managers. The results showed that the practice of the administrative unit managers at King Khalid University of the dimensions of strategic leadership came at a high degree with an arithmetic mean of (4.01).

Al-Shalabi and Qaddour (2023):

The study aimed to measure the degree of strategic leadership practice in Jordanian private universities from the point of view of faculty members. The descriptive approach was used in its survey style, and the questionnaire was used as a tool for collecting information and data. The community consisted of faculty members, and the sample was selected using the stratified random method, and its number reached (103) members. The results showed that the practice of strategic leadership came at a high level with an arithmetic mean of (3.88).

Ghalib's study (2024):

The study aimed to identify the degree of practicing the dimensions of strategic leadership in the University of Taiz branch in Turbah from the point of view of academic and administrative leaders in the Republic of Yemen. The method is descriptive in its survey and analytical styles, and the questionnaire is a tool for collecting information and data. The community consists of administrative and academic leaders, and the sample was selected through a comprehensive survey. The results showed that the degree of practicing strategic leadership was low with an arithmetic mean of (2.23).

(Lengingiro et al, 2024):

The study aimed to identify the impact of strategic leadership on the organizational performance of universities in Kenya, East Africa. The descriptive approach was used, and the questionnaire and interview were adopted to collect data. The community consisted of department heads and deans in 6 universities. The sample was selected randomly and its number for the questionnaire was (187) department heads, and for the interview (5) deans. The results showed a strong positive relationship between strategic leadership and organizational performance.

The current study benefited from previous studies in: defining the study problem, building the theoretical framework, building the study tool, and linking the results of the current study to previous studies. It was distinguished by the fact that it addressed the strategic leadership approach, one of the most important approaches to modern leadership that enables the leader in the university to achieve sustainable excellence for it.

Study procedures:**STUDY METHOD:**

The current study followed the descriptive survey approach in describing the degree of practice of strategic leadership by academic leaders at Tabuk University in each of the first dimension: strategic orientation, the second dimension: human capital investment, the third dimension: organizational culture, and the fourth dimension: organizational control, from the point of view of faculty members at Tabuk University. The descriptive approach is one of the most famous and most used study approaches in descriptive studies in particular, as it provides a lot of data and information about the phenomenon to be measured or the subject of the study.

Study community:

The study community consisted of all faculty members at Tabuk University, who were on the job during the application of the study tool during the academic year 1446 AH, numbering (128) professors, (307) associate professors, and (455) assistant professors, thus the total community was (890).

Study sample:

To obtain an adequate sample size from the study population, it may be necessary to: It was completed Applying the Stephen Thompson equation, The minimum size of the representative sample was (269) faculty members at Tabuk University, where the questionnaire was distributed to the study community electronically, in a random stratified manner according to the gender variable, until the required number of community members responded to the study tool, i.e. until the responses reached (269) responses, representing (30.2%) of the study community size. The study used the stratified random sample method to draw the sample from the study community, which is one of the scientifically acceptable probability samples.

The questionnaire was distributed randomly to the study sample, which numbered (269) male and female faculty members from both branches at Tabuk University, electronically at the following link: <https://forms.gle/5JMRxfM79mDFRZXW9> Where all sample members responded to the study tool. The following table shows the distribution of study sample members according to study variables:

Table (1) Distribution of the study sample of faculty members at Tabuk University, according to the variable (gender, specialization, academic rank)

percentage	number	Variable Categories	Independent variables
64.3%	173	male	Sex
35.7%	96	feminine	
100%	269	Total	
62.8%	169	scientific	Specialization
37.2%	100	theoretical	
100%	269	Total	
52.1%	140	assistant professor	Academic Rank
30.1%	81	Associate Professor	
17.8%	48	Mr	
100%	269	Total	

Study tool:

In light of the primary objective of the study, a questionnaire was constructed as a research tool. This questionnaire, after being standardized, consisted of (40) statements distributed over four dimensions: the first dimension (strategic orientation), the second dimension (investment in human capital), and the third dimension (organizational culture), and the fourth dimension (organizational control).

In addition For the previous dimensions there were some independent variables.:It included three variables, which were treated as independent variables:Gender (male, female), specialization (scientific, theoretical), and academic rank (assistant professor, associate professor, professor)

4.1. Honesty Study tool:

It was verified by:

Content truth or apparent truth:

To verify the validity of the content of the study tool, and to ensure that it serves the objectives of the study, it was presented to (13) arbitrators from faculty members in Saudi universities, and they were asked to consider the adequacy of the study tool, and to express their opinion on it, in terms of: the suitability of the paragraph to the content, and to consider the adequacy of the study tool in terms of the number of paragraphs, their comprehensiveness, and the diversity of their content, or any comments they deem appropriate with regard to modification, change, or deletion according to what the arbitrating professor deems necessary, and the arbitrators' comments and suggestions were studied, and amendments were made, in order to ensure the apparent validity and content validity of the tool, and it was considered that the tool is valid for measuring what it was designed for.

Internal consistency validity of the study tool statements:

After making the amendments suggested by the arbitrators to the initial version, the questionnaire became composed of (40) statements. To ensure the validity of the formative structure of the study tool after completing the arbitration procedures, it was applied to a survey sample of the study community, amounting to (30) (faculty members at Tabuk University), and then extracting the validity coefficients of the structure by calculating the Pearson correlation coefficient. Pearson Correlation between each statement and the dimension contained therein using the Statistical Package for Social Sciences (SPSS) program; in order to show the extent of the consistency of the statements with the field contained therein. The following is a presentation of the axes of the study tool:

Table (2) Pearson correlation coefficients between each statement and the dimension contained therein

The fourth dimension: regulatory control		The third dimension: organizational culture		The second dimension: investing in human capital		The first dimension: strategic orientation	
Correlation coefficient	Phrase number	Correlation coefficient	Phrase number	Correlation coefficient	Phrase number	Correlation coefficient	Phrase number
0.89**	1	0.86**	1	0.88**	1	0.82**	1
0.93**	2	0.71**	2	0.89**	2	0.94**	2
0.92**	3	0.91**	3	0.91**	3	0.86**	3
0.65**	4	0.90**	4	0.86**	4	0.87**	4
0.93**	5	0.88**	5	0.66**	5	0.81**	5
0.92**	6	0.92**	6	0.92**	6	0.83**	6
0.88**	7	0.90**	7	0.79**	7	0.89**	7
0.80**	8	0.90**	8	0.86**	8	0.67**	8
0.92**	9	0.87**	9	0.87**	9	0.85**	9
0.91**	10	0.87**	10	0.93**	10	0.77**	10

(**) means significant at a significance level of (0.01)

The results in the previous table show that the values of the correlation coefficients for the statements of the first dimension: strategic orientation, with the total score (for the dimension) ranged between (0.94**-0.67**) at the significance level (0.01), which indicates the suitability of these statements for measuring strategic orientation.

The results in the previous table also show that the values of the correlation coefficients for the phrases of the second dimension: human capital investment, with the total score (for the dimension) ranged between (0.93**-0.66**) at the significance level (0.01) or less, which indicates the suitability of these phrases for measuring human capital investment.

The results also indicate that the values of the correlation coefficients for the phrases of the third dimension: organizational culture, with the total score (for the dimension) ranged between (0.92**-0.71**) at the significance level (0.01) or less, which indicates the suitability of these phrases for measuring organizational culture.

The results also indicate that the values of the correlation coefficients for the phrases of the fourth dimension: organizational control, with the total score (for the dimension) ranged between (0.93**-0.65**) at the significance level (0.01) or less, which indicates the suitability of these phrases for measuring organizational control.

In light of the results of internal consistency, no statement was deleted from the study tool.

Construct validity of the dimensions of the study tool:

To verify the construct validity of the study tool dimensions and then calculates Pearson correlation coefficients. Pearson Correlation between these dimensions and the total questionnaire, using the Statistical Package for Social Sciences (SPSS) program The following is a presentation of the correlation coefficients between the questionnaire dimensions and the total questionnaire as follows:

Table (3) Correlation coefficients between questionnaire dimensions Total questionnaire

Total questionnaire	The fourth dimension: regulatory control	The third dimension: organizational culture	The second dimension: investing in human capital	The first dimension: strategic orientation	Dimensions and total questionnaire	
0.94	0.82	0.90	0.89	1	Pearson's correlation coefficient	The first dimension: strategic orientation
0.01	0.01	0.01	0.01		Statistical significance	

Total questionnaire	The fourth dimension : regulatory control	The third dimension: organizational culture	The second dimension: investing in human capital	The first dimension: strategic orientation	Dimensions and total questionnaire	
0.96	0.86	0.92	1		Pearson's correlation coefficient	The second dimension: investing in human capital
0.01	0.01	0.01			Statistical significance	
0.97	0.88	1			Pearson's correlation coefficient	The third dimension: organizational culture
0.01	0.01				Statistical significance	
0.94	1				Pearson's correlation coefficient	The fourth dimension: regulatory control
0.01					Statistical significance	
1					Pearson's correlation coefficient	Total questionnaire

The previous table indicates that the correlation coefficients ranged between (0.97) and (0.82), It is statistically significant at the significance level.(0.01), which indicates the strength of internal consistency between the dimensions of the study tool, and thus the tool is considered valid for what it was designed to measure.

4.2. Questionnaire reliability:

The stability of the tool was verified using Cronbach's alpha coefficient (Cronbach's Alpha), After applying the questionnaire to the survey sample and transcribing the responses, the reliability was calculated using the Cronbach's alpha equation. Cronbach's Alpha" to identify the stability of dimensions and the questionnaire as a whole, and the following table shows that:

Table (4) Values of the stability coefficients for the questionnaire dimensions, and the questionnaire as a whole, using the Cronbach's alpha method.

Values of the stability coefficient	Number of phrases	The axis	M
0.95	10	The first dimension: strategic orientation	1
0.83	10	The second dimension: investing in human capital	2
0.97	10	The third dimension: organizational culture	3
0.76	10	The fourth dimension: regulatory control	4
0.91	40	Total questionnaire	

The previous table shows that the values of the stability coefficients for the total of the first dimension: strategic orientation, came to a value of (0.95), and the stability coefficient for the total of the second dimension: human capital investment reached (0.83), and the third dimension: organizational culture reached (0.97). The fourth dimension: organizational control (0.76), and as it is clear that the value of the stability coefficient of the questionnaire as a whole (the four dimensions combined) reached (0.91), which It indicates that the study questionnaire has an appropriate reliability coefficient, and the reliability of the results that the questionnaire will produce when applied can be trusted.

After completing the calculation of the validity and reliability of the questionnaire, the questionnaire became in its final form, consisting of (40) statements distributed over four dimensions. The

response to each statement was designed according to the five-point Likert scale, and the following table shows the estimated weights corresponding to each response:

Table (5) shows the estimated weights of the response alternatives for each of the questionnaire statements.

Very low	Low	Medium	High	Very high	Response alternatives Phrase type
1	2	3	4	5	Positive

The total score on the scale expresses the sum of the estimated weights obtained by the degree of practice of academic leaders at Tabuk University for strategic leadership from the point of view of faculty members at Tabuk University, in all phases of the tool. Thus, the lowest score for the answer in the tool is (40) and the highest score is (200).

Determine the standard for interpreting the results collected from the questionnaire application:

To determine the standard for judging the arithmetic averages of the responses of the study sample individuals to the questionnaire statements, which means: The point or range that, if the examinees' responses reach it, they pass the assessment category for this range, as the process of determining this degree is considered one of the basic matters in constructing educational standards. Based on this, the arithmetic averages reached by the study can be evaluated, and they will be dealt with to interpret the data as follows, as in the following table:

Table (6) Data interpretation scale to comment on the results

Arithmetic mean	Response level
Less than 1.80	Very low
1.80-less than 2.60	Low
2.60-less than 3.40	Medium
3.40-less than 4.20	High
4.20- 5	Very high

These values were calculated according to the following steps:

It was completed Calculate the range ($5-1=4$) and then divide it by the number of cells in the scale to get the length of the cell corresponding to each estimate, ($4/5=0.8$) Then this value is added to the lowest value in the scale or the beginning of the scale, which is the whole one, to form the first category, then add the length of the category each time to form the second category, then the category that follows it, This criterion was presented to the arbitration committee, and they all expressed their approval of it and its suitability for the purposes and objectives of the current study.

Statistical processing methods:

To achieve the objectives of the study and analyze the collected data, several appropriate statistical methods were used using the Statistical Package for the Social Sciences (SPSS). Statistical Package for Social Sciences, abbreviated as (SPSS 24), and the following statistical measures were used:

Frequencies and percentages were used to identify the demographic characteristics of the study sample individuals.

Pearson's correlation coefficient to determine the internal consistency of the paragraphs and axes of the study tool.

Cronbach's alpha coefficient of reliability to determine the reliability of the study tool.

The square root of the reliability coefficient (Cronbach's alpha) to identify the indicators of self-honesty of the study tool.

Arithmetic means and standard deviations to describe the degree of practice of strategic leadership by academic leaders at Tabuk University from the perspective of faculty members at Tabuk University.

Mann-Whitney test (Mann-Whitney); to reveal the significance of the differences between the two averages, and this is addressed in studying the differences between the responses of the study sample members regarding the four dimensions that measure (the degree of practice of academic leaders at Tabuk University of strategic leadership from the point of view of faculty members at Tabuk University) according to the variable (gender, specialization).

Kruskal-Wallis test (Kruskal-Wallis Test); to reveal the significance of differences between more than two averages, and this is addressed in studying the differences between the responses of the study sample members regarding the four dimensions that measure (the degree of practice of academic leaders at Tabuk University of strategic leadership from the point of view of faculty members at Tabuk University) according to the variable (academic rank).

Presentation and discussion of results

The following is a presentation of the results reached by the study according to the sequence of its questions:

Results related to the first question:

Its text is:

What is the degree to which academic leaders at Tabuk University practice strategic leadership from the point of view of faculty members at Tabuk University, according to the total of each dimension of the questionnaire, and the total of the questionnaire?

To answer this question The arithmetic means, standard deviations, rankings, and evaluation scores were calculated based on the study sample individuals' response to the total of each dimension of the questionnaire and the total questionnaire. This can be explained in the following table:

Table (7) Arithmetic means, standard deviations, ranking and statement of the degree of verification, according to the response of the study sample individuals to the total of each dimension of the questionnaire and the total questionnaire.

Dimension order	Verification degree	Standard deviation	Arithmetic mean	Axes	M
1	High	0.90	3.75	First dimension: strategic orientation	1
4	High	1.02	3.52	Dimension Two: Investing in Human Capital	2
2	High	1.02	3.61	The third dimension: organizational culture	3
3	High	1.00	3.58	Dimension 4: Regulatory Control	4
High		0.94	3.61	Total questionnaire	

The previous table shows that the total degree of achievement of the questionnaire to reveal the degree of practice of strategic leadership by academic leaders at Tabuk University from the point of view of faculty members at Tabuk University, who represent the study sample, came with an arithmetic mean of (3.61), a standard deviation of (0.94), and a rating of (high). It is the fourth level out of five levels on which the sample was surveyed. This result may be attributed to the academic leaders' pursuit of achieving sustainable excellence. Building a culture that encourages teamwork, participation, knowledge sharing, decision-making, shifting from an operational perspective to a strategic perspective, and practicing emotional intelligence to motivate employees and inspire them. In addition to the efforts of Tabuk University to define tasks for academic leaders that are largely consistent with the roles of the strategic leader, then implementing the academic leadership development program within the strategic academic leadership path, which led to the development of strategic leader skills among academic leaders.

This result is consistent with the results of the study (Muhammad and Al-Faqih, 2011), which concluded that the practice of strategic leadership by heads of academic departments at Najran University in the Kingdom of Saudi Arabia was at a high level, and with the results of the study (Thabit and Al-Muzain, 2013), which concluded that The study showed that the practice of strategic leadership by deans of colleges in Palestinian universities was at a high level. With the results of the study (Al-Zahrani, 2018), which concluded that the practice of strategic leadership at Umm Al-Qura University came at a high level, With the study of (Abdo et al., 2017) Which showed that the practice

of strategic leadership by senior management in university colleges in the Gaza Strip governorates came at a high level, and with the results of the study (Al-Namlan and Al-Rababa, 2020), whose results showed The level of strategic leadership practices at Qatar University was high., With the results of the study (Al-Qahtani and Al-Badrani, 2023), the results of which concluded thatThe practice of the administrative unit managers at King Khalid University of the dimensions of strategic leadership was at a high level. And with the results of the study (Al-Shalabi and Qaddour, 2023), the results of which reached The practice of strategic leadership in Jordanian private universities came at a high level..

This result differs from the results of the study (Al-Sarhan and Al-Harashah, 2012), which concluded that the academic leaders' practice of strategic leadership at Al-Bayt University in Jordan was at an average level, and from the results of the study (Al-Harathi, 2019), which concluded that the degree of academic leadership practice at Taif University was average, and from the study (Khalil et al., 2017), which concluded that The availability of strategic leadership in Egyptian universities was at an average level. With the results of the study (Makhdoom, 2021), the results of which reached Employees' perceptions of the level of strategic leadership application at Taibah University were average. And with the results of the study (Ghalib, 2024), the results of which reached The degree of strategic leadership practice at Taiz University is low..

The previous table also shows that the first rank in terms of approval of the degree of practice of academic leaders at Tabuk University for strategic leadership from the point of view of faculty members at Tabuk University who represent the study sample was obtained by (the first dimension: strategic orientation), as the arithmetic mean on this dimension as a whole was (3.75), with a standard deviation of (0.90), and a grade of (high).This result may be attributed to the academic leaders' awareness of the strategic direction by adopting an organized approach that improves strategic performance, helps academic leaders follow clear mechanisms in implementing the university's strategy, and the academic leaders' efforts to build strategic partnerships with various sectors in society.

as The previous table also shows that the last rank in terms of approval of the degree of practice of strategic leadership by academic leaders at Tabuk University from the point of view of faculty members at Tabuk University who represent the study sample, was obtained by (the second dimension: investment in human capital), as the arithmetic mean on this axis as a whole was (3.52), with a standard deviation of (1.02), and a grade of (high);This result may be attributed to the encouragement of academic leaders working at the university to continuous learning, the use of various motivational methods to encourage academic excellence, to increase creativity and build positive relationships inside and outside the university and to enhance productivity.

This result was consistent with the results of the study (Al-Harathi, 2019), with the results of the study (Al-Namlan and Al-Rababa, 2020), with the results of the study (Al-Naqeeb and Hussein, 2023), which concluded that the dimension of strategic orientation came in first place, with the results of the study (Al-Amri, 2021), with the results of the study (Al-Shalabi and Qaddour, 2023), which concluded that the dimension of strategic orientation came in first place, and human capital came in last place, and with the results of the study (Abdo et al., 2017), with the results of the study (Nashwan et al., 2023), and with the results of the study (Ghalib, 2023), whose results showed that the dimension of human capital development came in last place.

The arithmetic means, standard deviations, rankings, and evaluation scores were calculated based on the study sample individuals' response to each of the dimensions' statements and the total dimensions. This can be explained in the following tables:

Table (8) Arithmetic means, standard deviations, ranking, and statement of the degree of verification, according to the response of the study sample members to each statement of the first dimension: strategic orientation, and the total of the first dimension.

Rank	Degree	Standard deviation	Arithmetic mean	Phrases	M
1	High	0.97	4.06	Directing academic leaders to achieve the university's vision and mission	2

2	High	0.91	4.05	Academic leaders rely on the university's strategic directions as a guide in determining their work.	1
3	High	1.06	3.83	Academic leaders follow clear mechanisms in implementing the university strategy.	3
4	High	1.08	3.83	Academic leaders seek to build strategic partnerships with various sectors of society.	6
5	High	1.11	3.81	Academic leaders support research that contributes to serving society.	5
6	High	1.05	3.76	Encourages academic leaders to use strategic thinking in achieving the university's strategy.	4
7	High	1.08	3.74	Academic leaders are keen to identify the characteristics of university graduates in light of	9
8	High	1.06	3.59	Academic leaders are committed to sustainability standards.	8
9	High	1.13	3.52	Academic leaders leverage global expertise to define their practices to achieve sustainable excellence.	7
10	Medium	1.28	3.33	Academic leaders work to improve the quality of work life for all university employees.	10
	High	0.90	3.75	Dimension 1: Strategic Orientation	

The previous table shows that the degree of (the academic leadership at Tabuk University practicing strategic leadership in relation to the first dimension: (strategic orientation), from the point of view of faculty members at Tabuk University, came in general with a rating of (high), as the arithmetic mean was (3.75), with a standard deviation of (0.90), and the arithmetic means of the statements ranged between (4.06-3.33), and the standard deviations of the statements ranged between (1.28) and (0.91), and thus the statements indicating the achievement of this axis came with a level of (the academic leadership at Tabuk University practicing strategic leadership in relation to the first dimension: strategic orientation) with a degree ranging between (high) and (medium).

Statement No. (2) "Academic leaders' orientation towards achieving the university's vision and mission" came in first place with an arithmetic mean of (4.06), a standard deviation of (0.97), and a grade of (high). In second place came statement No. (1) "Academic leaders rely on the university's strategic directions as a guide for determining their work." With an arithmetic mean of (4.05), a standard deviation of (0.91), and a (high) rating; the reason for this may be the academic leaders' awareness of the impact of employee performance on achieving the university's vision and mission, and the academic leaders' awareness at Tabuk University that the university's strategic directions were built after conducting an environmental analysis of the university, thus determining its strengths, weaknesses, opportunities, and threats surrounding it, and thus the necessity of relying on strategic directions as a guide for the university in determining its work, and to achieve the university's vision and mission, in addition to Tabuk University's efforts to define tasks for academic leaders that achieve its strategic direction, such as: implementing initiatives in accordance with the university strategy, and providing guidance to university employees to ensure raising levels of job performance.

The result was consistent with the results of the study (Koukpaki, 2013), whose results showed that one of the characteristics of a strategic leader is clarity. It includes the ability to define roles and responsibilities, and link them to the vision and strategic objectives.

As for the phrases that received the lowest ranks, phrase number (7) "Academic leaders employ global expertise in determining their practices to achieve sustainable excellence." With an arithmetic mean of (3.52) and a standard deviation of (1.13), it came in ninth place, the penultimate, and with a (high) rating. It may be attributed to the academic leaders' efforts to keep up with developments; in a way that guarantees their continuity, growth, and working with a global mentality.

In the tenth and last place came the statement (10) "Academic leaders work to improve the quality of work life for all employees at the university." With an arithmetic mean (3.33), a standard deviation (1.28), and an evaluation score of (average), the result may be attributed to the academic leaders' awareness of the impact of work life on enhancing employee performance, but they need to exert more effort in improving the quality of work life for employees.

Regarding the second dimension (human capital investment), the arithmetic means, standard deviations, ranking, and evaluation degree were calculated, according to the response of the study sample members to each statement of the second dimension: human capital investment, and the total of the second dimension. This can be explained in the following table:

Table (9) Arithmetic means, standard deviations, ranking, and statement of the degree of verification, according to the response of the study sample members to each statement of the second dimension: human capital investment, and the total of the second dimension.

Rank	Degree	Standard deviation	Arithmetic mean	Phrases	M
1	High	1.02	3.87	Academic leaders apply regulations and systems that support the protection of innovations and intellectual property rights.	8
2	High	1.09	3.83	Academic leaders encourage patenting of innovations.	7
3	High	1.13	3.65	Academic leaders encourage university staff to engage in continuous learning.	1
4	High	1.20	3.59	Academic leaders use a variety of motivational techniques to encourage academic excellence.	9
5	High	1.18	3.46	Academic leadership provides opportunities for professional growth for all university employees.	2
6	High	1.23	3.43	Academic leadership develops leadership skills for university staff.	10
7	Medium	1.22	3.38	Academic leaders work to attract distinguished talents and capabilities.	5
8	Medium	1.14	3.33	Academic leaders are interested in developing creative skills among university employees.	6
9	Medium	1.18	3.33	Academic leaders help university staff learn from mistakes.	3
10	Medium	1.26	3.29	Academic leadership supports the participation of university staff in identifying their training needs.	4
	High	1.02	3.52	Dimension Two: Investing in Human Capital	

The previous table shows that the degree of (the academic leaders at Tabuk University practicing strategic leadership in relation to the second dimension: investing human capital), from the point of view of faculty members at Tabuk University, came in general with a rating of (high), as the arithmetic mean was (3.52), with a standard deviation of (1.02), and the arithmetic means of the statements

ranged between (3.87-3.29), and the standard deviations of the statements ranged between (1.26) and (1.02), and thus the statements indicating the achievement of this axis came with a level of (the academic leaders at Tabuk University practicing strategic leadership in relation to the second dimension: investing human capital) with a degree ranging between (high) and (medium)..

Statement No. (8) "Academic leaders apply regulations and systems that support the protection of innovations and intellectual property rights" came in first place with an arithmetic mean of (3.87), a standard deviation of (1.02), and a grade of (high). In second place came statement No. (7) "Academic leaders encourage the registration of patents for innovations." With an arithmetic mean of (3.83), a standard deviation of (1.09), and a rating of (high); the reason for this may be the keenness of the academic leaders at Tabuk University on the employees, and the efforts they make to reach a group of innovations and creativity, which makes them encourage them to register patents and innovations due to their awareness of the existence of regulations and systems that support the protection of innovations, intellectual property rights, and patents.

As for the phrases that received the lowest ranks, phrase No. (3) "Academic leaders help university employees learn from mistakes" came in ninth place, the penultimate, with an arithmetic mean (3.33) and a standard deviation (1.18), and in tenth and last place came phrase (4) "Academic leaders support the participation of university employees in determining their training needs" with an arithmetic mean (3.29), a standard deviation (1.26), and a rating of (average). This result may be attributed to the fact that academic leaders are aware that mistakes are a source of learning, and realize the importance of employees' participation in determining their training needs, but they tend to apply laws to university employees in the event of any mistakes from them, and follow different methods in determining training needs, such as relying on performance evaluation and the requirements for achieving strategic goals.

Regarding the third dimension (organizational culture), the arithmetic means, standard deviations, ranking, and evaluation degree were calculated, according to the response of the study sample members to each statement of the third dimension: organizational culture, and the total of the third dimension. This can be explained in the following table:

Table (10) Arithmetic means, standard deviations, ranking, and statement of the degree of verification, according to the response of the study sample members to each statement of the third dimension: organizational culture, and the total of the third dimension.

Rank	Degree	Standard deviation	Arithmetic mean	Phrases	M
1	High	0.92	3.96	Academic leaders work to promote the values of the university.	1
2	High	1.08	3.86	Academic leaders are keen to spread the culture of quality in the university.	5
3	High	1.20	3.77	Academic leaders set an example in practicing professional ethics.	8
4	High	1.11	3.71	Academic leaders seek to enhance social responsibility at the university.	4
5	High	1.10	3.70	Academic leaders are interested in activating knowledge sharing among employees through the system of committees and councils at the	7
6	High	1.20	3.53	Academic leaders are keen to provide an environment for effective communication between all university units.	6
7	High	1.22	3.51	Academic leaders seek to establish the concept of teamwork at the university.	3
8	Medium	1.21	3.38	Academic leaders provide an environment that encourages innovation.	2

Rank	Degree	Standard deviation	Arithmetic mean	Phrases	M
9	Medium	1.22	3.36	Academic leaders take into consideration the ideas and suggestions presented by university employees.	9
10	Medium	1.23	3.36	The university's academic leadership is interested in holding activities that enhance job affiliation.	10
	High	1.02	3.61	The third dimension: organizational culture	

The previous table shows that the degree of (the academic leaders at Tabuk University practicing strategic leadership in relation to the third dimension: organizational culture), from the point of view of faculty members at Tabuk University, came in general with a rating of (high), as the arithmetic mean was (3.61) with a standard deviation of (1.02), and the arithmetic means of the statements ranged between (3.96-3.36), and the standard deviations of the statements ranged between (1.22) and (0.92), and thus the statements indicating the achievement of this axis indicate that the level of (the academic leaders at Tabuk University practicing strategic leadership in relation to the third dimension: organizational culture) came with a degree ranging between (high) and (medium)..

Statement No. (1) "Academic leaders work to enhance the university's values" came in first place with an arithmetic mean of (3.96), a standard deviation of (0.92), and a grade of (high). In second place came statement No. (5) "Academic leaders are keen to spread the culture of quality in the university." With an arithmetic mean of (3.86), a standard deviation of (1.08), and a rating of (high); this result may be attributed to the keenness of academic leaders to spread the culture of quality in the university. To reduce administrative processes, achieve mastery in work, facilitate procedures, increase productivity, and continuous improvement. This requires academic leaders to work to promote the university's values, whether at the organizational or individual level.

As for the phrases that received the lowest ranks, phrase No. (9) "Academic leaders take into consideration the ideas and suggestions presented by university employees" with an arithmetic mean (3.36) and a standard deviation (1.22) came in ninth and penultimate place, with an (average) rating. In tenth and last place came phrase (10) "Academic leaders at the university are interested in holding activities that enhance job affiliation" with an arithmetic mean (3.36) and a standard deviation (1.22) as well, with an (average) rating. The reason for this may be the desire of some leaders to show their control over matters within the university; given that they occupy the highest level within the organization, and thus they are the ones who have sufficient knowledge of what is going on inside it, which makes them less interested in taking into consideration the ideas and suggestions presented by university employees, and they view their own opinions only as being correct, and their lack of interest in improving the quality of work life led to a lack of Activities that promote job belonging.

Regarding the fourth dimension (organizational control), the arithmetic means, standard deviations, ranking, and evaluation degree were calculated, according to the response of the study sample members to each statement of the fourth dimension: organizational control, and the total of the fourth dimension. This can be explained in the following table:

Table (11) Arithmetic means, standard deviations, ranking, and statement of the degree of verification, according to the response of the study sample individuals to each statement of the fourth dimension: organizational control, and the total of the fourth dimension.

Rank	Degree	Standard deviation	Arithmetic mean	Phrases	M
1	High	1.10	3.68	Academic leaders review the university strategy annually in light of follow-up results.	9
2	High	1.10	3.65	Academic leadership balances strategic and financial oversight at the university	10
3	High	1.02	3.64	Academic leaders implement control systems that serve the implementation of the university's	1

Rank	Degree	Standard deviation	Arithmetic mean	Phrases	M
4	High	1.06	3.61	Academic leaders monitor the implementation of goals to correct the course.	2
5	High	1.11	3.59	Academic leadership relies on university performance evaluation criteria.	4
6	High	1.10	3.55	Academic leaders implement specific procedures to govern the university's oversight processes.	5
7	High	1.07	3.53	Academic leadership exercises operational level oversight of the university's short-term activities and	6
8	High	1.16	3.53	Academic leadership promotes self-control among university staff.	8
9	High	1.13	3.50	Academic leadership balances the oversight and independence necessary to perform university	3
10	High	1.11	3.46	Academic leadership varies from using methods such as (comprehensive, surprise, selective, continuous or periodic supervision)	7
High		1	3.58	Dimension 4: Regulatory Control	

By examining the previous table, it becomes clear that the degree of (the academic leadership at Tabuk University's practice of strategic leadership in relation to the fourth dimension: organizational control), from the point of view of faculty members at Tabuk University, came in general with a rating of (high), as the arithmetic mean was (3.58) with a standard deviation of (1), and the arithmetic means of the statements ranged between (3.68-3.46), and the standard deviations of the statements ranged between (1.16) and (1), and thus the statements indicating the achievement of this axis indicate that the level of (the academic leadership at Tabuk University's practice of strategic leadership in relation to the fourth dimension: organizational control) came with a rating of (high)..

Statement No. (9) "Academic leaders review the university's strategy annually in light of the follow-up results" ranked first with an arithmetic mean of (3.68), a standard deviation of (1.10), and a grade of appreciation.(high)In second place came statement No. (10) "Academic leadership balances between strategic oversight and financial oversight at the university" with an arithmetic mean of (3.65), a standard deviation of (1.10), and a (high) rating. The reason for this may be the academic leadership's awareness that the academic leadership's failure to balance between strategic oversight and financial oversight at the university may result in financial errors, and thus exposure to legal action. Also, the academic leadership's annual review of the university's strategy in light of the follow-up results helps in keeping up with developments and everything new that occurs in the local, regional, or global community.

In the tenth and final place came the phrase (7) "The diversity of academic leadership in using methods such as (comprehensive, sudden, selective, continuous, or periodic supervision) in the university" with an arithmetic mean of (3.46), a standard deviation of (1.11), and a rating of (high);This result may be attributed to the academic leadership's support for creativity by granting independence in performing work at the university. This results in academic leaderships diversifying their use of methods such as: comprehensive, sudden, selective, continuous, or periodic supervision at the university.

Results related to the second question: Its text is:

Are there statistically significant differences at the significance level ($0.05 \geq \alpha$) Between the average responses of faculty members at Tabuk University, regarding the degree to which academic leaders at Tabuk University practice strategic leadership, is it attributed to the variables (gender, specialization, and academic rank)?

To identify the differences between the responses of the study sample members of the faculty members at Tabuk University, regarding the degree of practice of strategic leadership by the academic leaders at Tabuk University, according to the variable (gender), the Mann-Whitney test was conducted. (mann-whitney); to determine the significance of the differences between the responses of the study individuals, and the following table shows that:

Table (12) Mann-Whitney test results to determine the significance of differences between the responses of the study individuals from the faculty members at Tabuk University, regarding the degree of practice of strategic leadership by the academic leaders at Tabuk University, according to the variable (gender)

Statistical significance	Mann Whitney test value	Total ranks	Average Rank	number	Sex	Axes
0.04	2.05	24871.0	142.1	175	male	The first dimension: strategic orientation
		11444.0	121.7	94	feminine	
0.05	1.98	24828.0	141.9	175	male	The second dimension: investing in human capital
		11487.0	122.2	94	feminine	
0.01	2.61	25208.0	144.0	175	male	The third dimension: organizational culture
		11107.0	118.2	94	feminine	
0.01	2.81	25329.5	144.7	175	male	Dimension 4: Regulatory Control
		10985.5	116.9	94	feminine	
0.01	2.53	25161.0	143.8	175	male	Total questionnaire
		11154.0	118.7	94	feminine	

The previous table shows that there are statistically significant differences at the level of ($0.05 \geq \alpha$) Between the average ranks of the responses of the study sample individuals from the point of view of the faculty members at Tabuk University, regarding the degree of practice of strategic leadership by the academic leaders at Tabuk University, in (the first dimension: strategic orientation, the second dimension: human capital investment, the third dimension: organizational culture, the fourth dimension: organizational control, and the total questionnaire) between the category (male and female), in favor of (males), where the statistical value of the (Mann-Whitney test) reached (2.53), and its statistical significance was (0.01), which is a statistically significant value. Which means that the study sample of faculty members at Tabuk University did not agree according to the variable (gender) about (the total questionnaire). Whereas (males) see that there is a realization of the degree of practice of academic leaders at Tabuk University of strategic leadership on the ground at a higher level than females; and the reason for this may be that the majority of leaders are males, which made them try to show that they have the ability to develop strategic solutions to confront problems and challenges, and that they seek to spread positivity while investing in human capital by developing and training it.

This result was consistent with the results of the study (Thabet and Al-Muzain, 2013), and the study (Al-Shalabi and Qudour, 2023), the results of which concluded that there are statistically significant differences between the responses of the study sample attributed to the gender variable.

This result differs from the results of the study (Abdo et al., 2017), the results of the study (Muhammad and Al-Faqih, 2011), and the results of the study (Al-Sarhan and Al-Harashseh, 2012). With the results of the study (Makhdoom, 2021), With the results of the study (Ghalib, 2024), the results of which showed that there are no statistically significant differences between the responses of the study sample attributable to the gender variable..

To identify the differences between the responses of the study sample members of the faculty at Tabuk University, regarding the degree of practice of strategic leadership by academic leaders at

Tabuk University, according to the variable (specialization), the Mann-Whitney test was conducted.(mann-whitney); to determine the significance of the differences between the responses of the study individuals, and the following table shows that:

Table (13) Mann-Whitney test results to determine the significance of differences between the responses of the study individuals from the faculty members at Tabuk University, regarding the degree of practice of strategic leadership by the academic leaders at Tabuk University, according to the variable (specialization)

Statistical significance	Mann Whitney test value	Total ranks	Average Rank	number	Specialization	Axes
0.03	2.20	24168.5	143.0	169	practical	The first dimension: strategic orientation
		12146.5	121.5	100	theoretical	
0.13	1.53	23756.5	140.6	169	practical	The second dimension: investing in human capital
		12558.5	125.6	100	theoretical	
0.08	1.73	23878.0	141.3	169	practical	The third dimension: organizational culture
		12437.0	124.4	100	theoretical	
0.01	2.68	24466.0	144.8	169	practical	The fourth dimension: regulatory control
		11849.0	118.5	100	theoretical	
0.04	2.08	24098.0	142.6	169	practical	Total questionnaire
		12217.0	122.2	100	theoretical	

The previous table shows that there are statistically significant differences at the level of ($0.05 \geq \alpha$) Between the average ranks of the responses of the study sample individuals from the point of view of the faculty members at Tabuk University, regarding the degree of practice of strategic leadership by the academic leaders at Tabuk University, in (the first dimension: strategic orientation, and the fourth dimension: organizational control, total questionnaire) between the category (practical and theoretical), in favor of (practical), where the statistical value of (Mann-Whitney test) reached (2.08), and its statistical significance was (0.04), which is a statistically significant value. Which means that the study sample of faculty members at Tabuk University did not agree according to the variable (specialization) about (total questionnaire).Whereas those with (practical) specialization see that there is a realization of the degree of practice of academic leaders at Tabuk University of strategic leadership on the ground at a level greater than (theoretical specialization); and the reason for this may be that the nature of study within these specializations imposes on them knowledge of the current situation and the hoped-for reality in their field and determining a strong identity for them, and relying on strategic planning in their work.

This result is consistent with The result of the study (Thabet and Al-Muzain, 2013), and The results of the study (Abdo et al., 2017), which showed that there are statistically significant differences between the responses of the study sample attributed to the variable of specialization.

It differs from the study of (Muhammad and Al-Faqih, 2011) and (Al-Sarhan and Al-Harashseh, 2012), whose results showed that there are no statistically significant differences between the responses of the study sample attributable to the variable of specialization.

To identify the differences between the responses of the study sample members of the faculty at Tabuk University, regarding the degree of practice of strategic leadership by the academic leaders at Tabuk University, according to the variable (academic rank), the Kruskal-Wallis test was conducted (Kruskal-Wallis Test); to determine the significance of the differences between the responses of the study individuals, and the following table shows that:

Table (14) Results of the Kruskal-Wallis test to determine the significance of the differences between the responses of the study individuals from the faculty members at Tabuk University, regarding the degree of practice of strategic leadership by the academic leaders at Tabuk University, according to the variable (academic rank)

Statistical significance	Kruskal-Wallis test value	Average Rank	number	Academic Rank	Axes
0.03	6.87	123.10	140	assistant professor	The first dimension: strategic orientation
		148.60	81	Associate Professor	
		146.77	48	Mr	
0.01	10.32	120.39	140	assistant professor	The second dimension: investing in human capital
		150.65	81	Associate Professor	
		151.20	48	Mr	
0.02	7.64	122.47	140	assistant professor	The third dimension: organizational culture
		149.62	81	Associate Professor	
		146.89	48	Mr	
0.34	2.18	128.92	140	assistant professor	The fourth dimension: Regulatory control: Regulatory control
		138.33	81	Associate Professor	
		147.10	48	Mr	
0.03	6.81	123.12	140	assistant professor	Total questionnaire
		147.68	81	Associate Professor	
		148.25	48	Mr	

By examining the previous table, it is clear that there are statistically significant differences at the level of $(0.05 \geq \alpha)$ Between the average ranks of the responses of the study sample individuals from the point of view of the faculty members at Tabuk University, regarding the degree of practice of strategic leadership by the academic leaders at Tabuk University, in (the first dimension: strategic orientation, the second dimension: investment in human capital, the third dimension: organizational culture, and the total questionnaire, the total questionnaire) between the categories of (academic rank), The reason for this may be that most of the leaders are professors, which makes them want to demonstrate that they possess intellectual, analytical and human skills and can establish an information base that helps Tabuk University in its strategic direction, strategy formulation, measurement, implementation and control.

To detect the direction of the differences, the Mann-Whitney test was used. Mann-Whitney) to indicate the significance of the differences between the responses of the study individuals regarding their assessment of the degree of practice of strategic leadership by the academic leaders at Tabuk University (specific to the first dimension: strategic orientation, the second dimension: investment in human capital, the third dimension: organizational culture, and the total questionnaire), from the point of view of the faculty members at Tabuk University, according to the variable of academic rank.

Table (15) Mann-Whitney test results (Mann-Whitney) to indicate the significance of the differences between the responses of the study individuals regarding their assessment of the degree of practice of strategic leadership by the academic leaders at Tabuk University, regarding (the first dimension, the second dimension, the third dimension, and the total questionnaire) from the point of view of the faculty members, according to the variable of academic rank.

Statistical significance	Mann Whitney test value	Total ranks	Average Rank	number	Academic Rank	Axes
0.01	2.52	14386.0	102.8	140	assistant professor	The first dimension: strategic orientation
		10145.0	125.2	81	Associate Professor	
0.11	1.58	12717.5	90.8	140	assistant professor	
		5048.5	105.2	48	Mr	
0.80	0.26	5212.5	64.4	81	Associate Professor	
		3172.5	66.1	48	Mr	
0.01	2.93	14198.5	101.4	140	assistant professor	The second dimension: investing in human capital
		10332.5	127.6	81	Associate Professor	
0.03	2.17	12526.0	89.5	140	assistant professor	
		5240.0	109.2	48	Mr	
0.72	0.36	5191.5	64.1	81	Associate Professor	
		3193.5	66.5	48	Mr	
0.01	2.62	14340.5	102.4	140	assistant professor	The third dimension: organizational culture
		10190.5	125.8	81	Associate Professor	
0.09	1.71	12675.0	90.5	140	assistant professor	
		5091.0	106.1	48	Mr	
0.94	0.08	5249.5	64.8	81	Associate Professor	
		3135.5	65.3	48	Mr	
0.02	2.41	14437.5	103.1	140	assistant professor	Total questionnaire
		10093.5	124.6	81	Associate Professor	
0.08	1.72	12669.5	90.5	140	assistant professor	
		5096.5	106.2	48	Mr	
0.71	0.37	5189.5	64.1	81	Associate Professor	
		3195.5	66.6	48	Mr	

The previous table shows that there are statistically significant differences at the level of $(0.05 \geq \alpha)$ Between the average ranks of the responses of the study sample individuals from the perspective of

faculty members, regarding the reality of the practice of academic leaders at Tabuk University of strategic leadership, in (the first dimension: strategic orientation) between the category of (assistant professor and associate professor), where the statistical value of (Mann-Whitney test) reached (2.52), and its statistical significance was (0.01), which is statistically significant. This means that the study sample of faculty members from the category of (Assistant Professor and Associate Professor) differed regarding (the reality of the first dimension: strategic orientation), in favor of faculty members from the category of (Associate Professor) who had the highest average rank, which reached (125.2), which is higher than the rank of Assistant Professor., This may be attributed to the attempt of the higher academic ranks to improve the reality of the practice of strategic leadership by academic leaders at Tabuk University. Regarding its ability to use strategic thinking to achieve the university's strategy and conduct research that contributes to serving the community.

The previous table shows that there are statistically significant differences at the level of ($0.05 \geq \alpha$) Between the average ranks of the responses of the study sample individuals from the perspective of faculty members, regarding the reality of the academic leadership practice at Tabuk University for strategic leadership, in (the second dimension: investing in human capital) between the category of (assistant professor and associate professor), where the statistical value of (Mann-Whitney test) reached (2.93), and its statistical significance was (0.01), which is statistically significant. This means that the study sample of faculty members from the category of (Assistant Professor and Associate Professor) differed regarding (the reality of the second dimension: investing in human capital), in favor of faculty members from the category of (Associate Professor) who had a higher average rank, which amounted to (127.6), which is higher than the rank of Assistant Professor., This may be attributed to the attempt of the higher academic ranks to improve the reality of the practice of strategic leadership by academic leaders at Tabuk University. In terms of its ability to provide professional growth opportunities for all university employees, and support the participation of university employees in identifying their training needs.

The previous table also shows that there are statistically significant differences at the level of ($0.05 \geq \alpha$) Between the average ranks of the responses of the study sample individuals from the perspective of faculty members, regarding the reality of the academic leadership practice at Tabuk University for strategic leadership, in (the second dimension: investing human capital) between the category (assistant professor and professor), where the statistical value of the (Mann-Whitney test) reached (2.17), and its statistical significance was (0.03), which is statistically significant. This means that the study sample of faculty members from the category of (Assistant Professor and Professor) differed regarding (the reality of the second dimension: investing in human capital), in favor of faculty members from the category of (Professor) with the highest average rank, which reached (109.2), which is higher than the rank of Assistant Professor., This may be attributed to the attempt of the higher academic ranks to improve the reality of the practice of strategic leadership by academic leaders at Tabuk University. Regarding its ability to attract distinguished talents and capabilities.

The previous table shows that there are statistically significant differences at the level of ($0.05 \geq \alpha$) Between the average ranks of the responses of the study sample individuals from the perspective of faculty members, regarding the reality of the practice of strategic leadership by academic leaders at Tabuk University, in (the third dimension: organizational culture) between the category of (assistant professor and associate professor), where the statistical value of the (Mann-Whitney test) reached (2.62), and its statistical significance was (0.01), which is statistically significant. This means that the study sample of faculty members from the category of (Assistant Professor and Associate Professor) differed regarding (the reality of the third dimension: organizational culture), in favor of faculty members from the category of (Associate Professor) who had the highest average rank, which reached (125.8), which is higher than the rank of Assistant Professor., This may be attributed to the attempt of the higher academic ranks to improve the reality of the practice of strategic leadership by academic leaders at Tabuk University. In terms of its ability to promote the university's values and provide an environment that encourages innovation.

The previous table also shows that there are statistically significant differences at the level of ($0.05 \geq \alpha$) Between the average ranks of the responses of the study sample individuals from the perspective of faculty members, regarding the reality of the academic leadership practice at Tabuk University for strategic leadership, in (the total questionnaire) between the category of (assistant professor and associate professor), where the statistical value of (Mann-Whitney test) reached (2.41), and its

statistical significance was (0.02), which is statistically significant. This means that the study sample of faculty members from the category of (Assistant Professor and Associate Professor) differed regarding (the reality of the total questionnaire), in favor of faculty members from the category of (Associate Professor) who had the highest average rank, which reached (124.6), which is higher than the rank of Assistant Professor., This may be attributed to the attempt of the higher academic ranks to improve the reality of the practice of strategic leadership by academic leaders at Tabuk University. Regarding taking into consideration the ideas and suggestions presented by university employees.

This result was consistent with the study of (Muhammad and Al-Faqih, 2011), whose results showed that there were statistically significant differences between the responses of the study sample attributed to the variable of academic rank.

The result differed from the results of the study (Al-Sarhan and Al-Harashah, 2012), and the results of the study (Thabit and Al-Mazin, 2013), and the results of the study (Abdo et al., 2017), and the results of the study (Al-Shalabi and Qaddour, 2023), which concluded that there are no statistically significant differences between the responses of the study sample attributed to the variable of academic rank.

Recommendations:

Continuing the implementation of the Strategic Academic Leadership Development Program, and increasing the number of beneficiaries of this program from academic leaders inside and outside Tabuk University; to support knowledge sharing and develop creative skills among university employees.

Establishing a unit affiliated with the University Agency for Educational Affairs within the university's organizational structure, whose tasks are to attract national competencies and distinguished capabilities in all specializations, according to a study of the needs of the academic departments and the university's strategic direction.

Working to improve the quality of work life for all university employees, making the work environment an attractive one that stimulates and encourages innovation, by continuing to improve the university's technological infrastructure and giving them more opportunities to participate in decision-making.

Academic leaders support the participation of university employees in identifying their training needs, and emphasize learning from mistakes as a source of learning, and not repeating them, thus ensuring their performance is distinguished.

The interest of the university's academic leadership in holding activities that enhance job affiliation, especially with regard to taking into consideration the ideas and suggestions presented by university employees, which increases their self-confidence and helps in preparing a second generation of leaders.

Suggestions:

Conduct a study similar to the current study on different universities in the Kingdom of Saudi Arabia, and compare its results with the current study.

Conducting a study similar to the current study applied to other educational sectors other than Tabuk University, such as the Education Department in Tabuk Region, such as conducting a study entitled "The Degree of Practicing Strategic Leadership by Public Education School Principals in Tabuk City from the Teachers' Point of View."

Conducting a study on the relationship between the degree of strategic leadership practice at Tabuk University and other variables related to administrative excellence at Tabuk University, such as conducting a study entitled "The degree of strategic leadership practice and its relationship to competitive advantage at Tabuk University."

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