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Research Article

Quality Of Academic Decision-Making At King Khalid University In Light Of Strategic Intelligence Dimensions: A Field Study

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ABSTRACT

The current study aimed to identify the quality of academic decision-making in light of strategic intelligence dimensions, specifically focusing on the dimensions of future vision, motivation, and partnership from the perspective of academic leaders. The study sample consisted of 52 academic leaders at King Khalid University. A descriptive method was used, with a questionnaire as the research tool. The results indicated statistically significant differences in the responses of the study sample regarding the motivation dimension as part of the strategic intelligence dimensions in developing the process of academic decision-making among academic leaders, depending on the variable of academic rank, in favor of the assistant professor category. The results also showed that the future vision among academic leaders at King Khalid University ranked as "high," with an overall mean score of 4.14 and a standard deviation of 0.63. The standard deviations ranged between 0.75 and 0.916. The motivation level among academic leaders at King Khalid University also ranked as "high," with a mean score of 4.1197 and a standard deviation of 0.625. Similarly, partnership among academic leaders at King Khalid University ranked as "high," with an overall mean score of 4.0500 and a standard deviation of 0.63478. Based on the results, several recommendations can be made, including conducting workshops and training courses for professors at King Khalid University to support their ability to make academic decisions, focusing on training programs that encourage university professors to develop their leadership behavior, and the necessity for university leaders to utilize strategic intelligence skills to enhance the quality of educational services at King Khalid University.

Keywords: Academic Decision-making Quality, Strategic Intelligence.

Introduction:

Today, educational organizations and institutions worldwide witness numerous activities within the educational environment, which have undergone rapid changes, in addition to increasing competition due to various environmental changes, especially those accompanying the information revolution. This has significantly impacted academic practices and the nature of organizational relationships within these institutions, leading to the adoption of new management approaches that focus on providing educational institutions with future vision, foresight, systemic thinking, all of which are driven by strategic intelligence.
Educational institutions play a crucial and vital role in societies, as their success greatly contributes to providing fertile ground for growth and progress across various sectors. This necessitates their adaptation to the uncertainties, complexities, and lack of certainty surrounding their contemporary environment. They must reassess their internal environment to align it with the external environmental factors in a manner that achieves stability and balance, thus intelligently striving for excellence and innovation (Abdullah, 2018).
Hence emerged the concept of strategic intelligence, which represents the most successful method and approach for institutions. Through it, institutions can maintain their position, understand their future, and empower leaders and academics to sense available opportunities and adapt to the changes surrounding the institution (Maccoby & Scudder, 2011).

Strategic intelligence is considered one of the modern leadership styles characterized by a clear future vision and a quest for effectiveness in the organization based on the relationship between the available goal and purpose, with flexibility to achieve integration and coordination between the organization and its environment through embracing innovation and creativity to achieve desired goals (Al-Khatib, 2022).
Several studies have highlighted the importance of strategic intelligence among academic leaders in educational institutions. Al-Majali's study (2020) emphasized its importance for educational leaders in setting strategies and future plans. Similarly, Boulajouz and Boumsabah's study (2017) concluded that strategic intelligence plays a crucial role in the quality of institutional decisions, setting future plans, and providing quality means for operational objectives through foresight of future challenges.
Strategic intelligence is characterized by a set of objectives, which can be summarized as follows: (Saleh et al., 2010) providing early predictions and warnings about threats surrounding organizations and taking preventive measures, offering purposeful ideas that transform innovations and inventions into tradable commodities, enhancing the mission of collecting and analyzing information about the external environment, and enabling the organization to establish alliances in the research and development field (Imran, 2015, p. 1287).
Moreover, Ateris's study (2017) concluded that strategic intelligence enables leaders to monitor and analyze variables and challenges, provide information about the internal and external environment, manage opportunities and threats through foresight and management of the future. Jaffar (2017) emphasized that strategic intelligence is one of the most important modern approaches that attract the attention of institutions, requiring institutional leaders to possess it due to its effective role in informing decision-making with information in light of available opportunities and challenges faced by the institution, aiming to enhance performance levels and direct the institution towards achieving its long-term goals.

The dimensions of strategic intelligence are represented as follows (Abdo, 2017; Al-Khatib, 2022):
1. Future Vision: Vision is a description of a better future image that the organization aspires to surpass its current conditions in one or more aspects of this image (Obaid, 2009, p. 39).
2. Partnership: It involves the ability of the organization to establish strategic alliances with other organizations. It is known that individuals who possess emotional intelligence are capable of forming friendships with others (Qasim, 2011, p. 47).
3. Motivation: It is the practice of academic leaders aiming to influence employees by stimulating their motivations, desires, and needs to satisfy them and make them ready to provide their best performance to achieve the organization's goals (Al-Amri & Al-Ghalbi, 2011, p. 491).
Additionally, the quality and efficiency of the educational process system are dependent on the quality, efficiency, and effectiveness of school leadership, which are among its most important elements and the starting point for its success. School leadership represents the safety valve for the educational process and the most important element for improving the performance and raising the level of the educational institution (Orsun, 2016). Al-Shammari (2017) also pointed out that one of the most important factors for the success and efficiency of a school is having strong leadership. The productivity of some schools compared to others is attributed to the efficiency of their leadership. Therefore, the success of the educational system in achieving its goals and objectives or enhancing its achievement depends primarily on the efficiency and effectiveness of school leadership and the capability of the elements (Al-Dlaeen, 2015).
Al-Zalimi (2014) mentions that the role of strategic intelligence in making many important decisions that contribute to improving performance and leadership effectiveness has become clear to outstanding leaders. It is important for them to be characterized by strategic intelligence. Its importance lies in obtaining information that contributes to decision-making and planning to achieve goals in educational institutions.
Academic decision-making is defined by Banna, Adel, and Abdelmaqsoud (2022) as "choosing the best available alternatives to reach the appropriate academic decision. This choice is made after comprehensive and analytical study of all aspects of the problem and the subject of the decision." It is defined by Maqlad and Hala (2020) as "choosing between two or more available alternatives in academic situations after considering the consequences of each alternative and its ability to achieve the desired goals." Abbadi and Hettatah (2018, p. 119) define it as "the administrative process that relies on overlapping methodical steps and procedures to solve problems, study academic issues, and analyze them with the aim of issuing a decision or series of decisions while establishing standards and controls to ensure the implementation of these decisions." Hassan and Jabal (2016, p. 466) define academic decision-making as "a process involving several methodical steps to solve a problem faced by the university, or to study a case for the university's development, which ends with making the decision and setting the standards responsible for its implementation." Wang and Patel (2006, p. 124) define it as "the process of the student choosing the preferred alternative from a group of options based on specific criteria." (In Maqlad, Hala, 2020, p. 125).

There are many factors that influence decision-making, including the following:
1. Organization's Goals: Any decision made must ultimately lead to achieving the goals of the organization, institution, or community in which the decision is made. The organization's goals serve as the main guiding axis for all its operations.

2. Prevailing Culture in Society: The culture of society, especially the value system, is an important factor related to the decision-making process. The organization does not operate in isolation but rather engages in its activities within society, considering its realities and available information.
3. Behavioral Factors: The decision-maker's behavioral framework can be defined in three aspects:
- The first aspect relates to the individual's psychological motives and their rationality, which can explain the individual's psychological behavior in decision-making.
- The second aspect concerns the individual's psychological environment, which is the primary source that guides the person to choose among the alternatives available.

From the above, the importance of strategic intelligence and its role in the quality of academic decision-making becomes clear, as it serves as a tool for gathering the necessary information and data for quality decision-making. Hence, the idea of this research emerged, which focuses on the quality of academic decision-making in the light of the dimensions of strategic intelligence through a field study at King Khalid University.

Research Problem:

Despite the support for academic decision-making by the Ministry of Higher Education, there is a need for the dimensions of strategic intelligence to contribute to its application in decision-making quality. This stems from the future directions of the Ministry of Higher Education towards empowering universities by granting them more authority and flexibility in their operations to help them achieve their goals. The Ministry of Higher Education has delegated certain authorities to Saudi universities and their deputies as needed, and the universities exercise these powers and issue the necessary decisions for their implementation (1437).
Despite the increasing interest in Saudi Arabia in developing the education system, reflected in the rise in education spending, the level of performance quality has not reached the desired level. Al-Maliki's study (2015) confirmed that despite the quantitative and qualitative development achieved by the education system in Saudi Arabia, it still faces some obstacles that hinder its progress towards achieving its goals and affect its responsiveness to development plans.
The results of many local studies have shown the difficulties and obstacles that universities face in the process of academic decision-making quality and among them is Al-Ghamdi's study (2020), which found a lack of necessary information for making appropriate decisions. Additionally, a study by Al-Zahir (2005) aimed to uncover a number of societal and regional challenges facing higher education institutions, requiring the development of academic performance for faculty members. The study affirmed several global trends concerned with developing the higher education sector and indicated that university faculty members perform various roles that cannot be fixed but rather change according to the needs of beneficiaries and educational situations, as well as developments in both internal and external environments. The study provided recommendations, including focusing on faculty members starting from the precision of selection, then preparation, and continuous attention to enabling them to develop their scientific and professional capabilities.
From the foregoing, the need to study the quality of academic decision-making in the light of the dimensions of strategic intelligence has become imperative amidst rapid changes and developments. Decision-makers in educational institutions must possess qualities and characteristics that help them achieve excellence in performance. Due to universities' need for quality academic decision-making, based on scientific foundations and consideration of internal and external circumstances of the educational environment, this aids in facing future challenges, adapting to them, and achieving excellence. Hence, the research idea emerged to answer the following questions:

Study Questions:

The study attempted to answer the following questions:
1. What is the level of quality of academic decision-making in the light of the dimension of strategic intelligence (future vision) from the perspective of academic leaders?
2. What is the level of quality of academic decision-making in the light of the dimension of strategic intelligence (motivation) from the perspective of academic leaders?
3. What is the level of quality of academic decision-making in the light of the dimension of strategic intelligence (partnership) from the perspective of academic leaders?
4. Are there statistically significant differences in the responses of the research sample regarding the dimensions of strategic intelligence (future vision, motivation, partnership) in developing the process of academic decision-making among academic leaders for research variables (position, academic qualification, years of experience)?

Study Objectives:

The study aimed to achieve the following objectives:
1. Identify the quality of academic decision-making in the light of the dimensions of strategic intelligence, specifically the dimension of future vision, from the perspective of academic leaders.
2. Identify the quality of academic decision-making in the light of the dimensions of strategic intelligence, specifically the dimension of motivation, from the perspective of academic leaders.

3. Assess the quality of academic decision-making in the light of the dimensions of strategic intelligence, particularly the dimension of partnership, from the perspective of academic leaders.
4. Uncover statistically significant differences in the responses of the research sample regarding the role of strategic intelligence through dimensions (foresight, future vision, motivation, partnership) in developing the process of academic decision-making among academic leaders for research variables (position, academic qualification, years of experience).

Study Significance:

Theoretical Significance:

The importance of the research is linked to the significance of the topic, as the quality of academic decision-making in the light of the dimensions of strategic intelligence, an area with limited scientific research in the Arabic language, especially in the field of higher education (academic leadership). This research might be the first attempt - to the extent of the researcher's knowledge - at the level of the Kingdom of Saudi Arabia.

1. Relative scarcity - to the extent of the researcher's knowledge - in research and studies linking strategic intelligence and developing the quality of academic decision-making.
2. It is hoped that the study will provide a scientific addition to the Saudi and Arabic educational library by offering the addition of the quality of academic decision-making in the light of the dimensions of strategic intelligence within the modern trends and approaches in the third millennium.

Practical Significance:

1. Keeping pace with the trends and development plans, represented in the Saudi Arabia Vision 2030, to achieve excellence and move towards globalism in developing the quality of academic decision-making among academic leaders.
2. The results of this study may contribute to attracting the attention of academic leaders in Saudi Arabia to the importance of applying strategic intelligence in the process of academic decision-making quality and adoption.

1. Future Vision:

Defined by Al-Karkhi (2014, p. 131) as "a mental image that the organization aspires to and urges steps to reach it in the future through a long journey, which does not seem real now but will become a reality in the future."

The research defines it procedurally as the practices, activities, and plans undertaken by academic leaders to achieve an ideal mental image drawn in advance for the future of the study.

2. Motivation (Ability to motivate others):

Defined by Al-Nuaimi (2008) as the ability to push and motivate others to believe in a common goal based on visions and perceptions that should be implemented, requiring knowledge of the methods and techniques that stimulate others and drive their motivation towards the goal.

The research defines it procedurally as the methods and techniques adopted by academic leaders to motivate department members to achieve the study's goals.

3. Partnership:

Defined by Saleh et al. (2010) as the establishment of alliances and the building of internal and external partnerships.

The research defines it procedurally as the scientific processes and procedures undertaken by school leaders to activate partnerships with the local community and provide them with opportunities to participate in decision-making.

Study Boundaries:

The current study was limited to the following determinants:

- Objective boundary: The quality of academic decision-making in light of the dimensions of strategic intelligence through dimensions (future vision, motivation, partnership) was a field study at King Khalid University.
- Human boundary: Academic leaders at King Khalid University (deans, vice-deans, department heads).
- Spatial boundary: King Khalid University.
- Temporal boundary: The second semester of the academic year 1444 AH - 2023 CE.

Study Methodology and Procedures:

Firstly, Study Method: This study adopted the descriptive-analytical method, which relies on collecting, analyzing, and interpreting facts and information.

Secondly, Study Population: The population consists of academic leaders at King Khalid University (deans, vice-deans, department heads) for the academic year 1444 AH - 2023 CE, totaling (60) leaders.

Thirdly, Study Sample: The study sample was selected randomly from academic leaders (deans, vice-deans, department heads) at King Khalid University. Fifty-two leaders were selected, representing 86% of the original study population (60), which is the appropriate number according to the application of the Stevphen Thompson equation for determining the sample size. The returned questionnaires were (52).

The questionnaire was distributed electronically, and the retrieved results (52) questionnaires are illustrated in Figures (1, 2, 3) and Table (1) distributing the research sample according to the research variables as follows:

Table (1): Distribution of Sample Individuals According to Research Variables.

Variable	Variable level	Number	Percentage
Position	Head of the Department	29	55.8
	Vice Dean	13	25.0
	Dean	10	19.2
Degree	Professor	28	53.8
	Associate Professor	18	34.6
	Assistant	6	11.5
Colleges	Humanitarian	33	63.5
	Scientific	13	25.0
	Health	6	11.5
Total		52	100.0

Fourthly, Research Tool:
1. Designing the Research Tool: The tool, which is the questionnaire on strategic intelligence, was constructed based on the research strategies embodied in the theoretical framework, following a review of previous studies related to the topic and the guidance of the academic supervisor and the opinions of the referees. The design of the questionnaire went through the following stages:
- The initial concept of the questionnaire was developed, including preliminary information about the sample individuals, as well as statements related to each axis of the questionnaire.
- The initial concept was presented to the supervisor for refinement before the questionnaire was ready for expert review.
- The questionnaire in its preliminary form consisted of two sections as follows:
- The first section: Preliminary data included demographic characteristics such as current job position and years of experience.
- The second section: The questionnaire axes included three axes with a total of (29) statements distributed as follows:
- The first axis: Future vision (10 statements).
- The second axis: Motivation (9 statements).
- The third axis: Partnership (10 statements).

Responses will be provided according to a five-point Likert scale (very weak, weak, moderate, strong, very strong).
After designing the questionnaire, it was necessary to ensure its validity and reliability, and thus its suitability for application.

2. Validity of the Research Tool:
The validity of the research tool was verified through the following methods:
A. Face validity of the tool (validity of referees): The face validity of the research tool was verified by presenting it to a group of referees with expertise and experience in educational administration at King Khalid University. Their opinions were sought regarding:
- The suitability of the tool for measuring the phenomenon under study.
- The relevance of the statements to the intended axes.
- The clarity of statement formulations to be somewhat uniform.
- The deletion of statements that do not align with the questionnaire axes and the addition of any statements that fit the axes.

Necessary revisions were made based on the suggestions provided, and the criterion for agreement was set at 80% or higher. Thus, the number of questionnaire statements became 29 distributed across the three questionnaire axes in their final form, consisting of two sections, as explained.

The questionnaire in its preliminary form consisted of two sections as follows:
• The first section: Preliminary data included demographic characteristics such as current job position and years of experience.
The second section: The questionnaire axes included three axes with a total of (29) statements distributed across the following axes:
1. The first axis: Future vision (10 statements).
2. The second axis: Motivation (9 statements).
3. The third axis: Partnership (10 statements).

The research tool was applied to the sample through official communications initiated by the dean of the College of Education to facilitate the researcher's task. The researcher followed up through personal communication and various electronic means. The questionnaire was distributed multiple times using all electronic means to academic leaders at King Khalid University until the required and suitable number for statistical analysis was obtained. The responses of the sample individuals were categorized according to the degree of agreement on the five-point Likert scale (very weak, weak, moderate, strong, very strong). The response degree on the five-point Likert scale was determined as follows: a score of (1) for very weak response, a score of (2) for weak response, a score of (3) for moderate response, a score of (4) for strong response, and a score of (5) for very strong response, based on the following categories as shown in Table (3).

B) Internal Consistency Reliability of the Research Tool with Total Score (Internal Structure):

The internal consistency reliability for each axis of the questionnaire was calculated by computing Pearson correlation coefficients between the scores of each statement within the axis and the total score of the axis to which the statement belongs, as follows:

A. Internal reliability coefficients for each statement with the dimension to which the statement belongs were calculated as follows:

1) Axis of Future Vision:

Pearson correlation coefficients were calculated between the scores of each statement within the axis and the total score of the first axis, which is Future Vision.

Table (3) illustrates the correlation coefficients between the scores of each statement within the axis and the total score of the first axis to which they belong.

Variable	1	2	3	4	5	6	7	8	9	10	Total
1	1										
2	.630**	1									
3	.529**	.542**	1								
4	.596**	.573**	.618**	1							
5	.537**	.643**	.637**	.631**	1						
6	.579**	.603**	.561**	.526**	.650**	1					
7	**632.	.524**	.627**	.621**	.659**	.704**	1				
8	.559**	.442**	.497*	.628**	.462**	.652**	.722**	1			
9	.711**	.580**	.558**	.644**	.510**	.559**	.725**	.756**	1		
10	.612**	587**	.429**	.539**	.492**	.538**	.558**	.570**	.579**	1	
Total	.801**	.767**	.749**	.798**	.779**	.807**	.860**	.799**	.839**	.739**	1

Statistically significant at the 0.01 level

From Table (3), it is evident that all statements related to the first axis, Future Vision, and the total score of the axis to which the statement belongs are statistically significant at the 0.01 level, with correlation coefficients ranging between 0.7 and 0.8.

Second Axis: Motivation:

The correlation coefficient between the scores of each statement of the axis and the total score of the second axis, which is motivation, as shown in Table (4).

Table (4) shows the correlation coefficient between the scores of each statement of the axis and the total score of the second axis, motivation.

Variable	11	12	13	14	15	16	17	18	19	Total
11	1									
12	.648**	1								
13	.590**	.669**	1							
14	.530**	.659**	.576**	1						
15	.575**	.508**	.682**	.631**	1					
16	.564**	.505**	.674**	.570**	.687**	1				
17	.558**	.505**	.729**	.548**	.721**	.699**	1			
18	.240	.439**	.589**	.445**	.427**	.548**	.509**	1		
19	.279*	.293*	.490**	.366**	.373**	.381**	.410**	.444**	1	
Total	.730**	.760**	.879**	.772**	.823**	.824**	.827**	.669**	.581**	1

Statistically significant at the 0.01 level

From Table (4), it is apparent that all statements related to the second axis, Motivation, and the total score of the axis to which the statement belongs are statistically significant at the 0.01 level, with correlation coefficients ranging between 0.5 and 0.8. This result indicates that the statements of the axis are reliable and measure what they are intended to measure.

Third Axis: Participation

The correlation coefficient between the scores of each statement of the axis and the total score of the third axis, which is participation, as shown in Table (5).

Table (5) illustrates the correlation coefficient between the scores of each statement of the axis and the total score of the third axis, participation.

Variable	20	21	22	23	24	25	26	27	28	29	Total
20	1										
21	.517**	1									
22	.558**	.518**	1								
23	.600**	.601**	.509**	1							
24	.691**	.558**	.657**	.512**	1						
25	.553**	.611**	.444**	.746**	.647**	1					
26	.624**	.560**	.650**	.675**	.741**	.685**	1				
27	.425**	.595**	.534**	.524**	.746**	.580**	.607**	1			
28	.513**	.566**	.481**	.493**	.651**	.617**	.643**	.724**	1		
29	.528**	.544**	.431**	.626**	.631**	.656**	.653**	.660**	.779**	1	
Total	.737**	.753**	.722**	.777**	.858**	.813**	.858**	.815**	.821**	.823**	1

Statistically significant at the 0.01 level

From Table (5), it is evident that all statements related to the third axis, Participation, and the total score of the axis to which the statement belongs are statistically significant at the 0.01 level, with correlation coefficients ranging between 0.7 and 0.8. This result indicates that the statements of the axis are reliable.

****Study Tool Stability:****

The stability of the questionnaire was ensured by calculating stability using the following methods:

A. Cronbach's Alpha Method: The stability coefficient was calculated for the three axes using Cronbach's alpha method, which is the best and most common method for measuring questionnaire stability, as shown in Table (6).

Table (6) Stability Coefficients of the Research Tool.

Axis	**Cronbach's alpha coefficient**	**number of statements**
the first	0.935	10
the second	0.911	9
the third	0.936	10
Total	0.969	29

From Table (6), it is evident that the stability coefficient values for the questionnaire domains in the first axis, which measures Future Vision, exceed the minimum acceptable threshold of the stability coefficient (0.6) for all statements in the first axis, "Future Vision," indicating internal consistency stability (Cronbach's Alpha = 0.935). This indicates the presence of stability indicators for this axis, allowing the application of the tool with its first axis to the primary study sample. Additionally, the stability coefficient value for the second axis, "Motivation," using Cronbach's Alpha internal consistency stability method is 0.911, indicating the presence of stability indicators for this axis, allowing the application of the tool with its second axis to the primary study sample. Similarly, the stability coefficient value for the third axis, "Participation," using Cronbach's Alpha internal consistency stability method is 0.936, indicating the presence of stability indicators for this axis, allowing the application of the tool with its third axis to the primary study sample. It is evident from the table that the total stability coefficient for the questionnaire axes is 0.969, indicating internal consistency stability of the questionnaire.

- **Fifth: Study Tool Correction Scale:**

The response level was determined using a Likert five-point scale, where a score of (1) indicates "Very Weak," (2) indicates "Weak," (3) indicates "Average," (4) indicates "High," and (5) indicates "Very High." This was based on the following categories as shown in Table (7).

Table (7) Criterion for Assessing the Quality of Academic Decision-Making in Light of the Dimensions of Strategic Intelligence

Arithmetic Mean	Rank
Less than (1(to less than 1.8))	Very Low
From (1.8) to less than (2.6)	Low
From (2,6) to less than (3,4)	Medium
From (3,4) to less than (4,2)	High
From (20.4) to (5)	Very High

Research Results and Discussion

This chapter presents the study's findings obtained through the analysis of data collected by applying the questionnaire to a sample from the study population. The study results and their discussion are presented below, following the sequence of the study questions, recommendations, and proposed research as follows:

Study Results, Discussion, and Interpretation:

Answering the first question, which addresses, "What is the level of academic decision-making quality in light of the dimensions of strategic intelligence, specifically the Future Vision dimension, from the perspective of academic leaders?" To answer this question, the arithmetic mean and standard deviation of the statements of the first axis in the questionnaire, which measures the quality of academic decision-making through the Future Vision dimension from the perspective of academic leaders, were calculated. Table (8) illustrates this.

Table (8) Arithmetic Means, Standard Deviations, Percentages, and Frequencies for the Responses of Academic Leaders on the First Axis (Future Vision) in the Questionnaire.

No		Statement		Very High	High	Medium	Low	Very Low	Arithmetic Mean	Standard Deviation	Degree	Rank
1		Academic leaders have a comprehensive vision for their future work.	Number	23	22	6	1	------	4.29	.7500	Very High	1
			%	44.2	42.3	11.5	1.9	------				
2		Academic leaders unite their efforts to achieve the desired goals.	Number	20	24	6	2	------	4.19	.7930	High	4
			%	38.5	46.2	11.5	3.8	------				
3		Academic leaders depend on their vision in making appropriate decisions	Number	13	29	9	1	-----	4.04	.7130	High	6
			%	25	55.8	17.3	1.9	-----				
4		Academic leaders turn their vision into reality.	Number	14	29	7	2	------	4.06	.7520	High	7
			%	26.9	55.8	13.5	3.8	------				
5		Academic leaders continually address issues affecting their future.	Number	22	20	10	-----	-----	4.23	0.757	Very High	3
			%	42.3	38.5	19.2	-----	-----				
6		Academic leaders have the ability to persuade	Number	21	23	6	1	1	4.19	.8640	High	4

		university staff to commit to their vision.	%	40.4	44.2	11.5	1.9	1.9				
7		Academic leaders are developing alternative plans for some of their goals.	Number	19	20	11	1	1	4.06	.9160	High	7
			%	36.5	38.5	21.2	1.9	1.9				
8		Academic leaders think systemsically.	Number	15	25	11	-----	1	4.02	.8280	High	8
			%	28.8	48.1	21.8	------	1.9				
9		Academic leaders are effective in serving employees.	Number	20	23	7	1	1	4.15	.8720	High	5
			%	38.5	44.2	13.5	1.9	1.9				
10		Academic leaders benefit from the experiences of other universities	Number	26	16	9	1	------	4.25	.7380	Very High	2
			%	50.0	30.8	17.3	1.9	------				
Total									4.1481	6357..0	High	

From the above table, it is evident that the Future Vision among academic leaders at King Khalid University ranked as "High," with a general arithmetic mean for the total score of the field (4.14) and a standard deviation value of (0.63). The standard deviation values ranged between (0.75 - 0.916). The statement "Academic leaders have a comprehensive vision for their future work" ranked first with an arithmetic mean of (4.29), followed by "Academic leaders benefit from the experiences of other universities" with an arithmetic mean of (4.25), both ranked as "Very High." Meanwhile, the arithmetic means for other statements ranged between (4.04 - 4.23), with the statement "Academic leaders think systematically" ranking last with an arithmetic mean of (4.02).

These results align with the findings of Azadi et al. (2021), which indicated a statistically significant positive relationship between the strategic intelligence of managers and the job performance of university employees. Additionally, a study by Sadik (2021) found a statistically significant negative correlation between strategic intelligence and organizational creativity. Moreover, Qasim's study (2019) indicated a significant effect of strategic intelligence elements on the quality of strategic decisions in private Jordanian universities. The current study's results are consistent with the findings of previous studies reviewed in the current study.

The researcher interprets this as one of the main tasks of selecting academic leaders being the ability to choose and articulate a future vision clearly. Clarity of future vision contributes to effectiveness in making correct decisions, which leads to achieving integration and coordination between the university and the local and global community through innovation and creativity to achieve short-term and long-term goals, positioning King Khalid University at the forefront.

Answer to the Second Question and Discussion:

This question addresses the level of academic decision-making quality in light of the dimensions of strategic intelligence, specifically the Motivation dimension, from the perspective of academic leaders. To answer this question, the arithmetic mean and standard deviation of the statements of the second axis in the questionnaire, which measure the quality of academic decision-making through the Motivation dimension from the perspective of academic leaders, were calculated. This is illustrated in Table (9).

Table (9) Arithmetic Means, Standard Deviations, Percentages, and Frequencies for the Responses of Academic Leaders on the Second Axis (Motivation) in the Questionnaire.

No	Statement		Very High	High	Medium	Low	Very Low	Arithmetic Mean	Standard Deviation	Degree	Rank
11	Academic leaders can guide their staff to adopt their strategies.	Number	26	16	9	1	-----	4.29	0.825	Very High	1
		%	50	30.8	17.3	1.9	-----				
12	Academic leaders are motivated to perform their work efficiently.	Number	18	27	-------	6	1	4.17	0.785	High	3
		%	34.6	51.9	-----	11.5	1.9				
13	Academic leaders provide employees with incentives and rewards.	Number	17	21	11	2	1	3.98	0.939	High	7
		%	32.7	40.4	21.2	3.8	1.9				
14	Academic leaders instill in employees a sense of responsibility.	Number	18	28	5	------	1	4.19	0.768	High	2
		%	34.6	53.8	9.6	------	1.9				
15	Academic leaders encourage staff to act in accordance with the university's vision.	Number	19	22	9	1	1	4.10	891.0.	High	5
		%	36.5	42.3	17.3	1.9	1.9				
16	Academic leaders seek to improve the performance of university employees.	Number	20	23	7	1	1	4.15	872.0.	High	4
		%	38.5	44.2	13.5	1.9	1.9				
17	Academic leaders motivate employees to perform their work effectively.	Number	15	29	6	2	------	4.10	7480.	High	5
		%	28.8	55.8	11.5	3.8	------				
18	Academic leaders allow employees to participate in decision-making.	Number	16	26	9	1	------	4.10	748.0.	High	5
		%	30.8	50.0	17.3	1.9	------				

19	Academic leaders try to implement employees' suggestions about the problems they face.	Number	12	30	9	-----	1	4	767.0.	High	6
		%	23.1	57.7	17.3	-----	1.9				
Total								4.1197	0.625	High	

From the above table, it is evident that Motivation among academic leaders at King Khalid University ranked as "High," with a general arithmetic mean for the total score of the field (4.1197) and a standard deviation value of (0.625). The standard deviation values ranged between (0.7485 - 0.936). The statement "Academic leaders possess a comprehensive vision for their future work and are capable of guiding their employees to develop their strategies" ranked first with an arithmetic mean of (4.29), and it was rated as "Very High." It was followed by the statement "Academic leaders instill a sense of responsibility in their employees" with an arithmetic mean of (4.19), also rated as "High." The arithmetic means for other statements ranged between (4 - 4.17). The statement "Academic leaders provide incentives and rewards to employees" ranked last with an arithmetic mean of (3.98).

These results align with the study by Qasim (2019), which indicated a statistically significant effect of the strategic intelligence elements (foresight, systematic thinking, future vision, partnership, and motivation) on the quality of strategic decisions in private Jordanian universities. The results also correspond to the findings of the study by Abdullah, Shahinar, and Al-Awawdeh (2018), which showed a statistically significant effect of strategic intelligence and its dimensions (foresight, systematic thinking, future vision, motivation, and partnership) on academic decision-making quality.

The researcher interprets this as university leaders at King Khalid University prioritize understanding what motivates individuals and drives them to achieve desired goals. Employees in the university are encouraged to take responsibility, and the importance of providing incentives is recognized. Efforts are made to provide motivation for university leaders by encouraging them to participate in achieving competitive advantage and to develop clear visions and strategies for providing incentives to those who deserve them.

Answer to the Third Question and Discussion:

This question addresses the level of academic decision-making quality in light of the dimensions of strategic intelligence, specifically the Partnership dimension, from the perspective of academic leaders. To answer this question, the arithmetic mean and standard deviation of the statements of the third axis in the questionnaire, which measure the quality of academic decision-making through the Partnership dimension from the perspective of academic leaders, were calculated. This is illustrated in the following Table (10).

Table (10): Arithmetic Means, Standard Deviations, Percentages, and Frequencies of Academic Leaders' Responses on the Third Axis of the Questionnaire (Partnership)

No	Statement		Very High	High	Medium	Low	Very Low	Arithmetic Mean	Standard Deviation	Degree	Rank
20	Academic leaders promote collaboration among staff.	Number	18	28	6	-----	-----	4.23	0.645	Very High	1
		%	34.6	53.8	11.5	-----	-----				
21	Academic leaders achieve organizational adaptation	Number	15	26	11	-----	-----	4.08	0.710	High	3
		%	28.8	50.0	21.2	-----	-----				
22	Academic leaders build an organizational culture for their employees.	Number	16	23	12	1	-----	4.04	0.791	High	4
		%	30.8	44.2	23.1	1.9	-----				
23	Academic leaders develop the entrepreneurial spirit among employees	Number	14	28	9	1	-----	4.06	0.725	High	5
		%	26.9	53.8	17.3	1.9	-----				

24	Academic leaders share strategic partnerships with relevant organizations.	Number	14	26	10	2	-----	4.00	0.792	High	7
		%	26.9	50	19.2	3.8	-----				
25	Academic leaders take partnership as a way out of various crises.	Number	12	28	11	1	-----	3.98	0.727	High	8
		%	23.1	53.8	21.2	1.9	-----				
26	Academic leaders are interested in establishing partnerships with competing universities.	Number	18	24	8	1	-----	4.10	0.869	High	2
		%	34.6	46.2	15.4	1.9	-----				
27	Academic leaders seek to improve communications with global universities.	Number	18	20	10	4	1	4.00	0.929	High	7
		%	34.6	38.5	19.2	7.7	1.9				
28	Academic leaders share their expertise with other universities	Number	18	19	13	2	-----	4.02	0.874	High	6
		%	34.6	36.5	25.0	3.8	-----				
29	The partnership enables academic leaders to benefit from shared resources.	Number	16	23	10	3	-----	4.00	0.863	High	7
		%	30.8	44.2	19.2	5.8	-----				
Total								4.0500	0.63478	High	

The table above indicates that the level of partnership among academic leaders at King Khalid University ranked as "High," with a general arithmetic mean for the total score of the field being 4.0500 and a standard deviation of 0.63478. The standard deviation values ranged between 0.710 and 0.929. The statement "Academic leaders enhance cooperation among employees" ranked first with an arithmetic mean of 4.23, also rated as "High." It was followed by the statement "Academic leaders prioritize forming partnerships with competing universities" with an arithmetic mean of 4.1, also rated as "High." The arithmetic means for other statements ranged between 4 and 4.08. The statement "Academic leaders utilize partnership as a method to address various crises" ranked last with an arithmetic mean of 3.98.

These results align with the study by Sadek (2021), which found a statistically significant positive correlation between strategic and creative intelligence. They also correspond with the study by Azadi et al. (2021), which found a statistically significant positive relationship between intelligence and managerial performance, as well as with Saudi and Al-Aoun's study (2020), which found a high level of interest from Jordanian university administrations in strategic intelligence dimensions in general.

The researcher interprets these results as indicating that King Khalid University is making significant efforts to form partnerships with other competing universities, both locally and globally. University leaders prioritize forming partnerships and strategic alliances with all other universities. They strongly believe in the importance of strategic partnerships, especially with more advanced foreign universities, to exchange experiences and skills.

Fourth Question:

This question aims to determine whether there are statistically significant differences in developing the quality of academic decision-making based on the variables of position, colleges, and academic degree.

To answer this question, a one-way ANOVA test was conducted to discover whether there are statistically significant differences in developing the quality of academic decision-making according to the variables of position, age, and colleges.
Firstly, the variable of position:

Table (11): One-Way ANOVA Results According to the Position Variable

Dimensions	Position	arithmetic mean	standard deviation	P-value	probability value	statistical significance
Future vision	Dean	4.2100	.36347	.965	.388	Not statistically significant
	Vice Dean	4.3308	.65241			
	Head of the Department	4.0448	.69518			
Motivation	Dean	4.0444	.51905	.372	.691	Not statistically significant
	Vice Dean	4.2479	.70002			
	Head of the Department	4.0881	.63716			
Partnership	Dean	4.0900	.61905	.669	.517	Not statistically significant
	Vice Dean	4.2077	.61164			
	Head of the Department	3.9655	.65644			

Table (11) shows the results of the one-way analysis of variance (ANOVA), from which we can infer the lack of statistically significant differences for the dimension of future vision of academic leaders according to the position variable, as the \(F \) value was (0.952) with a probability value of (0.388). Similarly, for the dimension of motivation, the \(F \) value was (0.372) with a probability value of (0.691), and for the dimension of partnership, the \(F \) value was (0.669) with a probability value of (0.517). Additionally, the table illustrates the high mean values for the deputy position across all three dimensions: future vision (4.3), motivation (4.2), and partnership (4.2) out of 5.
These results align with the findings of Zogby (2009), which indicated that the roles of presidents of Jordanian public universities, their deputies, deans of faculties, and heads of departments in the academic decision-making process are numerous and varied. Presidents and their deputies tend to follow the scientific method in the academic decision-making process.
The results of this study differ from those of Razeh (2018), which found statistically significant differences in the responses of the research sample regarding the level of practicing the academic decision-making process and the degree of availability of knowledge management requirements in Yemeni universities attributed to the variable of academic rank between the professor and associate professor categories in favor of the professor, and between the associate professor and assistant professor categories in favor of the associate professor.
The researcher interprets this by stating that King Khalid University strives to equip all its employees, especially academic leaders, with strategic intelligence skills and works on involving them in developing a clear vision. The university also seeks to identify factors that increase the motivation of its employees, whether through material or moral incentives, to enable them to make appropriate academic decisions.

Table (12): One-Way ANOVA Results According to the Faculty Variable

Dimensions	college	arithmetic mean	standard deviation	P-value	probability value	statistical significance
Future vision	Scientific	4.1077	.60754	.046	.955	Not statistically significant
	Health	4.2000	.36332			
	Humanitarian	4.1545	.69556			
Motivation	Scientific	4.1197	.63093	.060	.942	Not statistically significant
	Health	4.0370	.59490			
	Humanitarian	4.1347	.64655			
Partnership	Scientific	3.8923	.60341	.873	.424	Not statistically significant
	Health	4.3000	.37417			
	Humanitarian	4.0667	.67946			

Table (12) presents the results of the one-way analysis of variance (ANOVA), from which we can infer the lack of statistically significant differences for the dimension of future vision of academic leaders according to the faculty variable, as the \(F \) value was (0.046) with a probability value of (0.955). Similarly, for the dimension of motivation, the \(F \) value was (0.06) with a probability value of (0.924), and for the dimension of partnership, the \(F \) value was (0.873) with a probability value of (0.424).
The table also illustrates the higher mean values for health colleges in terms of the dimension of future vision (4.3) and partnership (4.2), and higher mean values for scientific and humanities colleges (4.1) in terms of the dimension of motivation. These results are consistent with the findings of Al-Zahrani and Al-Issa (2021), which indicated no statistically significant differences between strategic intelligence and the characteristics of the

study sample, according to academic qualifications and job sector, while there were statistically significant differences for the requirements of strategic intelligence application according to academic qualifications and job sector.

The researcher interprets this as all faculties of King Khalid University, especially the health faculties, possess a clear vision for achieving further progress and advancement in the university. This clear vision stems from Vision 2030, through which the Kingdom of Saudi Arabia aims to uplift Saudi society and prioritize health, humanitarian, and social aspects to achieve sustainable development.

Thirdly: Academic Degree Variable:

Table (13): One-Way ANOVA Results According to the Academic Degree Variable

Dimensions	Degree	arithmetic mean	standard deviation	P-value	probability value	statistical significance
Future vision	Professor	4.1714	.44544	1.176	.317	Not statistically significant
	Assistant Professor	4.2333	.72680			
	Associate Professor	3.7833	1.03231			
Motivation	Professor	4.1627	.46010	5.422	.007	Not statistically significant
	Assistant Professor	4.2901	.60875			
	Associate Professor	3.4074	.93139			
Partnership	Professor	4.1286	.41798	3.100	.054	Not statistically significant
	Assistant Professor	4.1222	.72319			
	Associate Professor	3.4667	.96264			

Table (13) presents the results of the one-way analysis of variance (ANOVA) for the academic degree variable. From this, we infer the presence of statistically significant differences for the dimension of motivation, where the \(F \) value was (5.422) with a statistically significant probability value (\(.007\)), less than \(0.05\). However, there were no statistically significant differences for the dimensions of future vision and partnership, with \(F \) values of (1.176) and (3.100) respectively, and probability values of (\(.317\) and \(.054\)) respectively. The table also shows higher mean values for assistant professors in terms of motivation (4.29), followed by professors (4.16), and associate professors (3.4) respectively.

These results are consistent with the findings of Razeh (2018), which found statistically significant differences between the responses of the research sample regarding the level of practicing the academic decision-making process and the degree of availability of knowledge management requirements in Yemeni universities attributed to the university variable between Sana'a University and Dhamar University in favor of Sana'a University. And between Dhamar University and Ibb University in favor of Dhamar University, and for the academic rank variable between the professor and associate professor categories in favor of the professor, and between the associate professor and assistant professor categories in favor of the associate professor, and for the current job variable between deans and vice-deans in favor of deans, and between vice-deans and department heads in favor of vice-deans.

The researcher interprets this result as assistant professors being more motivated to make academic decisions because they are more enthusiastic and eager to gain more experience in order to influence others by stimulating motivations, desires, and needs to satisfy them and make them ready to offer their best.

To understand the reasons for the differences, post hoc comparisons (Scheffe) and graphical representations were performed to clarify the nature of the statistically significant differences:

Table (14): Scheffe Post Hoc Test Results

Motivation according to the academic degree variable	Differences in means	Probability value	Statistical significance
Professor------ Associate Professor	.12743	.767	Not statistically significant
Assistant Professor----- Professor	.75529*	**.020**	Statistically significant
Assistant Professor---- Associate Professor	.88272*	**.009**	Statistically significant

Table (14) reveals that the statistically significant differences in motivation among academic leaders according to the academic degree variable are attributed to the difference between assistant professors and professors with a difference of (0.755) and a probability value of (0.02), and also between assistant professors and

associate professors with a difference of (0.882) and a probability value of (0.009), both of which are statistically significant (less than \(0.05\)). However, the difference between professors and associate professors was not statistically significant (\(0.767\)), greater than \(0.05\). From the foregoing results, we conclude that there are statistically significant differences between the responses of the research sample regarding the dimension of motivation as an aspect of strategic intelligence in developing the quality of academic decision-making among academic leaders according to the academic degree variable, in favor of the assistant professor category.

Study Recommendations:

In light of the findings, several recommendations can be made, including the following:

- Organizing workshops and training courses for professors at King Khalid University to support their ability to make academic decisions.
- Focusing on training programs that encourage university professors to develop their leadership behavior.
- The necessity for university leadership to employ strategic intelligence skills to improve the quality of educational services at the university.

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