

# The level of practicing forward-looking leadership among academic leaders from the perspective of faculty members at Taif University

By

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**Abstract-** The study aimed to identify the level of practicing forward-looking leadership among academic leaders at Taif University from the perspective of faculty members. The study sample consisted of (181) faculty members, who were selected by a random stratified method. To achieve the objectives of the study, the researchers used the descriptive survey method, by developing a questionnaire for this purpose consisting of (38) paragraphs distributed over (four) areas. The results showed that the level of practicing forward-looking leadership among academic leaders at Taif University from the perspective of faculty members was highly rated, with no statistically significant differences attributed to the variable of gender, academic rank, or experience).

**Keywords:** forward-looking leadership, academic leaders, Taif University, faculty members.

## Introduction:

Considering the developments and challenges faced by university institutions, and in view of the educational institutions' need for academic leaders who possess 21st century skills by being efficient and effective in making optimal use of available resources, many modern administrative trends have emerged, including forward-looking leadership. Forward-looking leadership focuses on building the future vision in a way that improves productivity, efficiency, and effectiveness through its effective use, and employing it with the aim of achieving the strategic goals of universities, enhancing their creativity and innovation skills, directing leaders towards it because of their role in building and activating strategic directions in supporting the future of education, discovering Problems before they occur, recognizing opportunities and challenges, and investing in human resources, which helps improve processes that directly affect the effectiveness and efficiency of educational leaders to build their future with creativity and integration (Al-Amiri, 2020).

Several leadership approaches have emerged based on contemporary developments, including forward-looking leadership. Since the future flutters on the wings of opportunities and challenges, we contemplate the opportunities, so it is necessary for the leader to pay appropriate attention to the challenges, specially that must be prepared for in advance, so that the future can be achieved successfully.

The term forward-looking leadership is one of the best administrative approaches that contribute to developing the

organization and achieving its future aspirations. Leaders must also pay attention to the human staff, as the human element is the focus and basis of development in any organization, including university institutions. Human beings are an asset of the organization, and planning work and meeting needs is part of the comprehensive strategic plan and managing them in a way that achieves their social and humanitarian desires is the way to achieve the organization's goals (Al-Zaher, 2011).

The term forward-looking represents the leader's view of the future, to anticipate future developments that may affect his organization by benefiting from past and present experiences with the aim of predicting future events, Jibreen (2018). This is why we find that the importance of leading institutions from a forward-looking perspective emerges from leading the planning process as a method for studying the future and providing information that provides planners with various forms and features of the future, possible alternatives, and the optimal choice of those alternatives. It also enables planners to move leadership from its past and present framework to accurately anticipate the possible and desired future, to prepare for it and its requirements and challenges so as not to be surprised by difficulties and problems that lead to falling behind its era, Al-Suwaidan and Basharhabeel, (2003).

Considering this, the forward-looking leader, as referred to by McCrimmon (2011), is the person who has a wonderful future dream and writes it in a distinctive and inspiring style. Some writers have proposed important strategies to help leaders adopt an effective forward-looking leadership style.

Anyone who contemplates the nature of current life and the work of organizations, including educational organizations, will find that the speed of change and development is the overwhelming characteristic of our current era, which has forced everyone, especially the leaders of organizations, to pay attention to forward-looking, change, and improvement within their organization constantly, Jibreen (2018).

Hence, and based on the above, this study shed light on the importance of forward-looking leadership as one of the modern leadership trends to confront the changes and challenges facing higher education institutions, given the support and guidance it provides to academic leaders.

Considering a careful review of studies related to the topic of the current study, the researchers found some previous studies related to the topic of the current study, arranged from oldest to newest according to their chronological sequence as follows:

The study by Mpa (2015) aimed to highlight the role of forward-looking leadership in activating the application of innovative practices for managing higher education institutions in Zimbabwe. The study used one of the qualitative research tools, which is: Case study: The study used semi-directed personal interviews as a tool for collecting information, and applied a qualitative questionnaire that included a set of open-ended questions designed by the researchers. The study sample consisted of (37) participants from employees of (5) universities. The results revealed the prominent role played by forward-looking leadership in activating the application of the following important innovative practices: Making and taking appropriate participatory decisions to face the challenges of the future, and contributing to transforming universities into learning organizations that provide the opportunity for all their employees to learn without exception. Taylor et al. (Taylor, Comelius & Colvin, 2014) conducted a study that aimed to verify the effectiveness of the conceptual model of the relationship between forward-looking leadership for the future and the organizational effectiveness of various institutions, where the descriptive analytical approach was used by applying three questionnaires. The study population consisted of employees of non-profit institutions spread across the United States of America, where the study was applied to a random sample consisting of (356) participants from employees of (52) of those institutions. The results showed the effectiveness of the proposed conceptual model of the relationship between forward-looking leadership for the future and the organizational effectiveness of various institutions, as it enjoys high levels of validity, reliability, and standardization from a psychometric perspective. Bryman (2007) conducted a study that aimed to shed light on the educational importance of forward-looking leadership for the future as one of the effective leadership practices of higher education institutions from a global, comparative perspective, where the content analysis methodology was used.

The results showed the importance of forward-looking leadership as one of the most important effective leadership practices for higher education institutions applied at the level of academic departments in universities in different countries of the world, which usually includes various leadership behaviors, including : Clarity of the desired directions and strategic vision, and the application of forward-looking leadership practices for the future, in addition to effective communication about the desired directions of the academic departments in the long term in the future, being credible and becoming an ideal role model attracted by all employees, and creating a positive collective work climate in the academic departments.

The study by Al-Zahrani and Al-Sharif (2022) aimed to identify the level of availability of the dimensions of forward-looking leadership among academic leaders at Umm Al-Qura University from the point of view of members of the study community and the level of availability of dimensions of organizational citizenship among administrative employees at

Umm Al-Qura University from the point of view of members of the study community. The study was applied to a sample of (320) employees at Umm Al-Qura University, and the questionnaire was used as a tool for collecting data. The most prominent results of the study were that the level of availability of the dimensions of forward-looking leadership among academic leaders at Umm Al-Qura University was at a high level, that the level of availability of the dimensions of organizational citizenship among administrative employees was at a very high level, and that there is a strong positive correlation between the level of availability of the dimensions of forward-looking leadership among academic leaders at Umm Al-Qura University, and the level of dimensions of organizational citizenship among administrative employees at Umm Al-Qura University. There are statistically significant differences in the level of availability of dimensions of forward-looking leadership among academic leaders at Umm Al-Qura University according to the gender variable (males/females) in favor of males over females, and according to the variable number of years of experience in favor of those with more experience. Al-Amiri (2020) conducted a study aimed to know the relationship between the level of availability of future forward-looking competencies among academic leaders and their role in activating the strategic directions of King AbdulAziz University. It also aimed to identify the level of availability of future forward-looking competencies among academic leaders from the point of view of faculty members. The study used the descriptive, correlational approach. The study used the questionnaire as a tool to collect information from the study sample. The study sample consisted of all faculty members working at the main center at King AbdulAziz University.

The study reached several results, the most important of which are the competencies of forward-looking thinking among academic leaders at King AbdulAziz University at a moderate level, the competencies of forward-looking communication among academic leaders at a moderate level, the competencies for building a forward-looking vision at a moderate level, and the competencies for building a forward-looking culture at a moderate level, and the competencies of a forward-looking leader and change agent among academic leaders at a moderate level. The study indicated that there is a very high, direct correlation between the level of availability of future forward-looking competencies among academic leaders and academic staff and the degree of their activation of the strategic directions of King AbdulAziz University.

Abu Saalik's study (2022) aimed to know the level of practicing forward-looking leadership and its relationship to the level of application of the Kaizen strategy among department heads at the Hashemite University. To achieve the objectives of the study, the researchers relied on the descriptive, correlational approach. The results of the study indicated that the degree of practicing forward-looking leadership was at a high degree, at the

level of all fields, and at a high degree in all fields except for the field of risk management, which was at a moderate level. There are no statistically significant differences according to the responses of the study sample regarding the degree of practice of forward-looking leadership due to the variables (gender, graduation university, college, practical experience, academic rank).

The results also indicated that the level of application of the Kaizen strategy was high, and that there were no statistically significant differences between the responses of the study sample according to the variables (gender, university, college graduation, practical experience, academic rank). The study also indicated that there is a positive, statistically significant correlation between the degree of practicing forward-looking leadership and the level of application of the Kaizen strategy among heads of academic departments at the Hashemite University.

#### **Comment on Previous Studies:**

By reviewing previous studies related to the topic of the current study, it is noted that it is similar to the study of (Mpa, 2015), the study of Taylor et al. (Taylor, Comelius & Colvin, 2014), the study of (Bryman, 2007), the study of Al-Zahrani and Al-Sharif (2022), and Abu Saalik's study (2022).

In terms of methodology, the current study is similar in using the descriptive approach to the study of Taylor et al. (Taylor, Comelius & Colvin, 2014), the study of Al-Zahrani and Al-Sharif (2022), and the study of Abu Saalik (2022), and it differs with the study of (Mpa, 2015), which used the case study approach.

The current study also agrees with previous studies in its use of the questionnaire, such as the study (Mpa, 2015), the study of Taylor et al. (Taylor, Comelius & Colvin, 2014), the study of Al-Zahrani and Al-Sharif (2022), and Abu Saalik's study (2022).

What distinguishes the current study from previous studies is that it addressed the degree of practicing forward-looking leadership among academic leaders from the point of view of faculty members through its use of the descriptive approach, and in its application at Taif University.

#### **The study problem and its questions:**

Educational institutions face many challenges imposed on them by many variables, which requires leaders with the ability to anticipate the future and believe in the importance of change in order to keep pace with the changes, adapt to them, and confront the various challenges through advance preparation in order to achieve the desired goals.

Many studies, such as the study of Abu Saalik (2022), Al-Amri (2020), and Mpa (2015), have confirmed the importance of studying forward-looking leadership.

Hence, this study came to shed light on the degree of practicing forward-looking leadership among academic leaders at Taif University from the viewpoint of faculty members by answering the following questions:

1. What is the degree of forward-looking leadership practice among academic leaders at Taif University from the point of view of faculty members?

2. Are there statistically significant differences at the significance level ( $0.05 \geq \alpha$ ) in the degree of practicing forward-looking leadership among academic leaders at Taif University from the point of view of faculty members due to the variables (gender, experience, academic rank)?

#### **Objectives of the Study**

1. Identifying the degree of practicing forward-looking leadership among academic leaders at Taif University from the point of view of faculty members.
2. To determine whether there are statistically significant differences in the degree of practicing forward-looking leadership among academic leaders at Taif University from the point of view of faculty members due to variables of (gender, experience, and academic rank).

#### **The importance of the study:**

**Theoretical importance:** The importance of the study lies in terms of the importance and modernity of the topic, as it is one of the first Arab studies, to the researchers' knowledge, that dealt with the degree of the practice of forward-looking leadership among academic leaders at Taif University from the point of view of faculty members, in addition to benefiting university leaders from learning about a new leadership style, it will also work to enrich the theoretical literature related to the subject of the study in terms of previous studies and the practical results that will be reached.

**Practical importance:** It is expected that the results of this study will provide specialists in the Ministry of Education with a clear vision of the degree to which academic leaders practice forward-looking leadership and encourage academic leaders to adopt the forward-looking leadership style. In addition, Arab libraries benefited from the results of this study as a main reference on forward-looking leadership.

#### **Terminology of Study:**

##### **Forward-looking Leadership:**

(Kahan, 2010) defined it as the ability to express the blend of core values that include intuitive and mental inclination surrounded by a sense of trust and preference and cognitive capital, through which one can create an important impact on others, by conveying ideas through words that carry trust, hope, and a spiritual bond between the leader and the followers.

##### **Faculty members:**

People who devote themselves to academic work at Taif University in Saudi Arabia and hold a PHD degree in a field of knowledge and hold the academic rank of professor, associate professor, and assistant professor.

**Taif University:** It is an educational institution of higher education that performs the functions of teaching, scientific research, and community service.

#### **Study Limitations:**

- **Objective limitation:** The study was limited to the degree of practicing forward-looking leadership among academic leaders at Taif University from the point of view of faculty members.

- **The human limitation:** This study was applied to faculty members at Taif University who are at work for the academic year (2023 AD).
- **Time limit:** The study was implemented during the academic year (2023 AD).
- **Spatial limit:** The application of the questionnaire was limited to Taif University in Saudi Arabia.
- **Measurement limit:** The study was limited to using the questionnaire for this purpose.

#### Study Methodology:

A descriptive survey research methodology was used to suit the nature of the current study.

#### Study Population:

The study population consisted of (1,593) member of all faculty members at Taif University with the rank of (professor, associate professor, and assistant professor) according to the official statistics of Taif University for the academic year (2023 AD).

#### Study Sample:

The study sample consisted of (227) faculty members working at Taif University for the academic year (2023 AD).

They were selected by random stratified method from the total study population by Roasofa sample sisecalculator, and they constitute approximately (14.24%) of the study population as in Table (1)

**Table (1) Frequencies and Percentages According to Study Variables**

Categories		Repetition	The ratio
Gender	Male	52.4	119
	Female	47.6	108
Experience	10 years or less	53.3	121
	More than 10 years	46.7	106
Academic rank	Professor	17.2	39
	Associate Professor	27.8	63
	Assistant Professor	55.1	125
the total		100.0	227

to reveal the degree of practicing forward-looking leadership among academic leaders at Taif University from the point of view of faculty members, consisting of (38) paragraphs distributed over four areas: (competitive ability and administrative excellence, risk management, managing plans according to future needs, adaptation, and flexibility).

#### Validity of the Study Tool:

##### First: Apparent Validity

To verify the apparent validity of the study tool, it was presented to (12) arbitrators of specialists at Taif University and Umm Al-Qura University, for arbitration with the aim of verifying the suitability of the tool's paragraphs and its suitability for the purposes of the study, and any comments and amendments they deemed appropriate, and their comments were taken into account in a way that contributes to achieving the objectives of the study.

The researchers adopted (90%) of the arbitrators' consensus, and based on these amendments, the study tool became finally composed of (38) paragraphs, distributed among the study's axes.

##### Second: Construct Validity

To extract the implications of the construct validity of the scale, the correlation coefficients of the scale's paragraphs with the total score were extracted in an exploratory sample from outside the study sample consisting of (20) faculty members, where the scale's paragraphs were analyzed and the correlation coefficient of each of the paragraphs was calculated.

The correlation coefficient here represents an indication of the validity of each paragraph in the form of a correlation coefficient between each paragraph and the total score on the one hand, and between each paragraph and its connection to the field to which it belongs, and between each field and the total score on the other hand. The correlation coefficients of the paragraphs with the tool ranged between (0.38-0.86), and with the field (0.46-0.95). Table No. (2) and (3) show this belong.

#### Study Tool:

To achieve the objectives of the study, the researchers reviewed the theoretical literature and previous studies.

A questionnaire was developed to collect data from sample members, consisting of two parts. The first part: A questionnaire

**Table (2)**  
Correlation coefficients between paragraphs, the total score, and the field to which they belong.

Paragraph number	Correlation coefficient With the field	Correlation coefficient With the field	Paragraph number	Correlation coefficient With the field	Correlation coefficient With the field	Paragraph number	Correlation coefficient With the field	Correlation coefficient With the field
1	.77**	.62**	14	.51**	.47**	27	.72**	.72**
2	.74**	.54**	15	.46**	.77**	28	.76**	.81**
3	.69**	.66**	16	.65**	.70**	29	.75**	.75**
4	.66**	.75**	17	.58**	.49**	30	.59**	.60**
5	.54**	.43*	18	.75**	.81**	31	.56**	.49**
6	.63**	.71**	19	.51**	.49**	32	.63**	.70**
7	.52**	.44*	20	.76**	.68**	33	.59**	.65**
8	.76**	.66**	21	.51**	.68**	34	.54**	.41*
9	.64**	.64**	22	.79**	.86**	35	.43*	.53**
10	.60**	.59**	23	.73**	.84**	36	.54**	.44*
11	.38*	.38*	24	.67**	.64**	37	.49**	.39*
12	.61**	.49**	25	.64**	.81**	38	.63**	.75**
13	.58**	.51**	26				.54**	.47**

**Table (3)**  
Correlation coefficients between the domains and the total score.

darajat alkulia	Risk management	The field of adaptation and flexibility	Competitive ability and administrative excellence	Managing plans according to future needs	Forward-looking leadership
Risk management	1	1			
The field of adaptation and flexibility	.811**	.694**			
Competitive ability and administrative excellence	.551**	.732**	1		
Managing plans according to future needs	.780**	.938**	.397*	1	1
Forward-looking leadership	.918**	1	.707**	.877**	
	1	.694**			

**Stability of the Study Tool:**

To ensure the stability of the study tool, it was verified using the test-retest method by applying the scale and re-applying it after two weeks to a group from outside the study sample consisting of (25) faculty members. Then the Pearson correlation coefficient was calculated between their estimates in Both times. The reliability coefficient was also calculated using the internal consistency method according to the Cronbach alpha equation, and it ranged between (0.90-0.92). Table No. (4) shows the internal consistency coefficient according to the Cronbach Alpha equation and the repetition reliability of the domains and the tool as a whole. These values were considered appropriate for the purposes of this study.

**Table (4)**  
Cronbach's alpha internal consistency coefficient and repeat reliability of the domains and the total score.

Domain	Repeat Reliability	Internal Consistency
Competitive ability and administrative excellence	0.91	0.82
Risk management	0.90	0.70
Managing plans according to future needs	0.88	0.80
The field of adaptation and flexibility	0.92	0.89
Forward-looking leadership	0.90	0.93

**Correcting the Study Tool:**

The study tool, in its final form, consisted of (38) paragraphs, with the respondent placing a sign (✓) in front of each paragraph to indicate the extent to which what is contained in the paragraph matches what suits him and the extent of his written conviction according to the five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree), which are represented numerically (5, 4, 3, 2, 1) respectively. Since the scale consists of (38) paragraphs, the lowest score that the examinee can obtain is (38) and the highest score is (195). The arithmetic averages for the reality of applying knowledge management and the requirements for its development have been classified as follows: (1.00 - 2.33) low. (2.34 - 3.66) Medium. (3.67 - 5.00) high.

**Study Implementation Procedures:**

- The theoretical literature and previous studies were reviewed and relied upon in preparing the study tool in its initial form. Then we ensure its validity and stability by applying it to a survey sample, in addition to the honesty of the arbitrators and considering their opinions and observations.
- The researchers verified the stability of the study tool by applying it to a random sample from outside the scope of the study sample, consisting of (20) faculty members, and then calculating the (Cronbach Alpha) coefficient for internal consistency. After verifying and confirming the validity and stability of the research tool, it was applied to A sample of faculty members at Taif University.
- The study tool was compiled, the data was transcribed computer-wise, and then appropriate statistical analyzes were performed and the results were extracted and discussed.

**Study Variables:**

**Gender:** has two levels (male, female)

**Experience:** has two levels (10 years or less, more than 10 years).

**Academic rank:** has three levels (professor, associate professor, assistant professor).

**Statistical Processors:**

- To answer the first question, arithmetic means and standard deviations were extracted.
- To answer the second question, the arithmetic means, standard deviations, and three-way analysis of variance were extracted.

**Study results and discussion:**

**Results of the first question and their discussion: What is the degree of practicing forward-looking leadership among academic leaders at Taif University from the point of view of faculty members?**

To answer this question, the arithmetic means and standard deviations of the degree of practicing forward-looking leadership at Taif University were extracted from the viewpoint of faculty members, and Table (5) shows this.

**Table (5) Arithmetic means and standard deviations for the degree of forward-looking practice at Taif University from the viewpoint of faculty members, arranged in descending order according to the arithmetic means.**

Rank	No.	Domain	SMA	Standard Deviation	Level
1	4	Competitive ability and administrative excellence	3.99	.613	High
2	2	Adaptation and flexibility	3.83	.666	High
3	3	Managing plans according to future needs	3.71	.588	High
4	1	Risk management	3.63	.408	Medium
		<b>Forward-looking leadership</b>	3.79	.472	High

Table No. (5) shows that the degree of practicing forward-looking leadership at Taif University from the perspective of faculty members at Taif University on the tool as a whole came with an arithmetic mean of (3.79), and a standard deviation of (.472), with a high rating. The arithmetic averages of the responses of the study sample members on all fields of study ranged between (3.99-3.66). The researchers attribute this to the forward-looking vision possessed by the academic leaders at Taif University, which enabled them to clarify it to the workers, and thus strive to achieve it because of their belief in it.

The field of competitiveness and administrative excellence came in first place with an arithmetic average of (3.99) and a standard deviation of (.613) with a high rating. The researchers attribute this to the keenness of academic leaders to encourage faculty members to keep pace with global developments in the field of academic work to achieve competitiveness and administrative excellence.

The field of adaptation and flexibility came in second place with an arithmetic average of (3.83) and a standard deviation of (.666) with a high rating. The researcher attributes this to the commitment of academic leaders to their roles and responsibilities of supervising and controlling the daily work in their departments, as well as following up on daily transactions, in addition to their ability to adapt to the circumstances and variables surrounding the work. And develop flexible plans that can be changed.

The field of preparing plans according to future needs came in third place with an arithmetic average of (3.71) and a standard deviation of (.588.) with a high rating. The researchers attribute this to the academic leaders' possession of a clear future vision that can be applied on the ground, in addition to the involvement of faculty members in developing future plans as they are an active component in developing plans that lead to achieving job satisfaction for them and striving to achieve it.

While the field of risk management came in fourth place with an arithmetic average of (3.63) and a standard deviation of (.408) with a high rating. The researchers attribute this to the fact that risk management is not within the specialty and responsibility of academic leaders. The researchers also attribute this to the presence of a risk management that fully performs its tasks including developing evacuation plans and ensure the effectiveness of the university's alarm systems.

This result is consistent with the result of the (Mpa, 2015) study, which emphasized the prominent role played by forward-looking leadership in activating the application of the following important innovative practices: making appropriate participatory decisions to meet the challenges of the future.

The results of the current study are also consistent with the result and study of Al-Zahrani and Al-Sharif (2022), which concluded that the degree of availability of the dimensions of forward-looking leadership among academic leaders at Umm Al-Qura University was at a high degree, and the study of Abu Saalik (2022), which showed that the degree of practicing forward-looking leadership was at a high degree.

**Results of the second question and their discussion: Are there statistically significant differences in the degree of practicing forward-looking leadership among academic leaders at Taif University from the point of view of faculty members due to the variable (gender, academic rank, and experience)?**

To answer this question, the arithmetic averages, and standard deviations of the degree of practicing servant leadership at Taif University were extracted from the perspective of faculty members according to the variables of gender, experience, and academic rank. Tables (6) and (7) show this.

**Table No. (6) Arithmetic averages and standard deviations for the degree of practicing forward-looking leadership at Taif University according to the variables of gender, experience, and academic rank.**

Variable	Categories	Arithmetic Average	Standard Deviation	Number
Gender	Male	3.80	.652	119
	Female	3.77	.536	108
Experience	10 years or less	3.71	.530	121
	More than 10 years	3.88	.658	106
Academic Rank	Assistant professor	3.71	.681	39
	Associate professor	3.68	.444	63
	Professor.	3.87	.630	125

Table (6) shows an apparent difference in the arithmetic averages and standard deviations for the degree of practicing servant leadership at Taif University due to the different categories of the variable, gender, experience, and academic rank. To demonstrate the significance of the statistical differences between the arithmetic averages, a three-way analysis of variance was used, as in Table (7).

**Table No. (7): Three-way analysis of variance of the effect of gender, experience, and academic rank on the degree of practicing forward-looking leadership at Taif University**

Variance Source	Total Boxes	Degrees of Freedom	Boxes Average	F Value	Statistical Significance
Gender	165	1	165	.466	.496
Experience	.121	1	.121	.340	.560
Academic Rank	.223	2	.112	.314	.731
Fault	78.844	222	.355		
Total	80.986	226			

It is clear from Table No. (7) that there are no statistically significant differences attributed to the variable (gender, academic rank, and experience). The researchers attribute this to the fact that academic leaders practice forward-looking leadership to a large degree regardless of gender, academic rank, or experience. Academic leaders involve faculty members in developing forward-looking plans, regardless of their gender, and holding leadership positions is not linked to the rank of the faculty member. The researchers also attributes this to the long experience that academic leaders acquired through their work at the university, which enabled them to exercise forward-looking leadership.

This result is consistent with the result of Abu Saalik's study (2022), which showed that there are no statistically significant differences according to the responses of the study sample regarding the degree of practice of forward-looking leadership due to the variables (gender, university, graduation, college, work experience, and academic rank).

This result differs from the result of the study of Al-Zahrani and Al-Sharif (2022), which showed the presence of statistically significant differences regarding the degree of availability of the dimensions of forward-looking leadership among academic leaders at Umm Al-Qura University according to the gender variable (males/females) in favor of males over females, and according to the variable number of years of experience in favor of those with highest experience.

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