University Strategic Leadership between Reality and Expectations: Israa University as a Model

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Abstract: The study aimed to focus attention on University strategic leadership between reality and expectations at Israa University as a model in Gaza. The study was applied to staff in employees in administrative and academics positions at Israa University totaling 240 employees with a collected sample size of 50 employees. The analytical descriptive approach was used and the acquisition of secondary data from books, journals and web pages and the collected primary data through self - administrated questionnaire and analyzed using SPSS. The study concluded with a number of results: (Strategic Orientation) achieved a degree of (Medium) with a percentage of (67.2%). Human and social capital, Organizational culture, Strategic leadership) achieved high percentage among respondents. The study reached a number of recommendations, the most important of which are: The need for Israa University to focus on the various requirements of determining the strategic orientation leadership for their direct role in improving the quality of the educational service of universities. The necessity of the university administration to reinforce the modern administrative concepts related to performing their duties in general, and the concepts of strategic leadership and the quality of educational service in particular through holding training programs and brainstorming sessions with specialists, which contributes to raising the efficiency and skill of university leaders. Expanding the delegation of powers to employees in supervisory positions in Israa University and involving them in decision-making, to be able to respond appropriately to changes and emergency conditions, take advantage of available opportunities, and confront potential threats

Keywords: Strategic, Leadership, Israa University, Universities, Gaza, Palestine.

1. INTRODUCTION

In recent decades, the topic of strategic leadership has become increasingly relevant for professionals, whether they are individuals or corporations, where strategic leadership has taken over all political, financial and economic organizations, whether at the international or local level. Companies have seen several rapid and successive changes in the last quarter of the twentieth century. Strategic leadership is able to develop a clear and appropriate strategic vision based on strategic objectives according to an appropriate organizational culture. The goal of strategic leadership is to develop employees, which is characterized by values, ethics, innovation and flexibility. This provide continuous changing and development that leads to distinction and exclusivity at the local and global level. (Gad & Muhammad., 2012).

Strategic leadership has an active role in developing universities to achieve their strategic goals, and giving them the ability to ensure their survival, development and growth, and to adapt to contemporary environmental events and changes, through their ability to influence and their superior flexibility in dealing with events (AL-Mrba, 2008: 2).

Strategic leadership is concerned with capabilities of creating a sense of purpose and direction, critical enablers that allow interaction with key internal and external stake holders in pursuit of high performance (House & Aditya 1997). Carter & Greer (2013) view of strategic leadership is anchored on the thinking and visionary capabilities of strategic leadership whose aim is to create an organization that is transformative.

The university has become an aspiration for the rising peoples to achieve their aspirations and goals, and it has become the main gate through which contemporary societies implement the bridge of progress and progress that leads to the highest and highest levels of pride and dignity to a fertile land of science and technology that prevails in today's world. The university is no longer independent from its environment. Rather, it has become a societal institution that affects and is influenced by the political, economic and social conditions of society, and reflects the developments experienced by this society. (Alayoubi et al., 2020)

In this paper, we have explored what it was that effective and successful strategic leaders do and we have described strategic leadership practices according to Hitt Model.

2. PROBLEM STATEMENT

In spite of the long history of research on leadership, social scientists, primarily organization behavior scholars, have only recently begun to single out strategic leadership as a focus of attention (Boal and Schultz, 2007). In the meanwhile, the practice of "strategic leadership" appears to be animated by persistent myths, sometimes created by the trade press, other times by the personal experience of leaders. These myths' as (Hambrick, 2005) reminds us poignantly, invite critical scholarly scrutiny.

During our review of previous studies, we found that the concept of strategic leadership is not clear to many organizations and companies, including universities, and there is confusion about the role and importance of the strategic leader.

Our purpose in investigating strategic leadership was prompted by our perception that many schools and universities' leaders didn't invest greatly in strategic efforts.

Moreover some studies that have studied The reality of the performance of the university leaders (as Study of Rajab & Mabrouk , 2007) indicates a number of problems that eliminate the efficiency and effectiveness of those leaders and describe their performance as weak and routine, these problems have led some researchers(Mohammad,2000 ; Rajab & Mabrouk , 2007) to confirming the need to apply a style of leadership strategy to avoid these problems, such as: 1- Weakness of interest involving in the strategic planning process (planning, implementation and evaluation) and limiting it to academic leaders which only believes in its own skills exclusively in the management of strategic planning processes (Mohammed awad, 2013) , absence of scientific planning for the work of the university leaders, which is wasted effort, wasted money and disrupts the development process of administrative university(Abdul Razak, 2006) and Lack of understanding of the university leaders to manage crises , disasters and sudden and serious events that may occur in their universities as a result of their lack of awareness of the dimensions of the university crisis and its causes and ways to deal with it.(Mohammed, 1999: Yusuf, 2008) . These were some problems that leaders in universities suffer from, which causes us to emphasize in our study on the need to apply the pattern of strategic leadership and identify its practices in order to avoid such problems. So, we decide in this paper to highlight on the strategic leadership and its concept, role, importance, practices, obstacles and how can to be an effective strategic leader.

3. RESEARCH QUESTIONS

The problem of the study was to answer the following questions:

Q1-: To what extent is the strategic direction determined as a strategic leadership practice at Israa University - Gaza?
Q2-: To what extent are competencies exploited and maintained as a strategic leadership practice at Israa University?
Q3-: To what extent is human and social capital is developed as a strategic leadership practice at Israa University?
Q4-: To what extent is the organizational culture promoted as a strategic leadership practice at Israa University?
Q5-: What the reality of applying strategic leadership practices at Israa University – Gaza?
Q6-: Do personal and functional data (gender, age group, academic degree, job title) of employees at Israa University affect the application of strategic leadership practices at Israa University – Gaza?

4. RESEARCH OBJECTIVES

This paper aims to achieve the following objectives;

− Knowing the extent of determining the strategic direction at Israa University – Gaza.

− Revealing the extent of exploiting and maintaining competences at Israa University – Gaza.

− Determining the extent of developing human and social capital at Israa University – Gaza.

− Finding out the extent of promoting the organizational culture at Israa University – Gaza.

− Highlighting the reality of applying strategic leadership practices at Israa University – Gaza.

− Detection of the differences in applying strategic leadership practices due to personal and functional data of employees at Israa University – Gaza.

5. RESEARCH IMPORTANCE

The importance of the study is shown by the benefit that will be given to:

5.1 Scientific (Theoretical) Importance:

− Highlighting the concept and importance of strategic leadership.

− Providing a clear understanding of the dimensions and practices of strategic leadership.

− Contributing to directing the attention of researchers to conduct more empirical studies in this field.

− The study is considered one of the first studies – as far as the researcher know - that dealt with strategic leadership as an empirical study at Israa University in Gaza.

5.2 Practical (Applied) Importance:

− Providing real opportunities for Israa University in particular and Palestinian universities in general to learn about the positives of applying and enhancing strategic leadership practices.

− Helping decision makers to develop strategic plans through adopting strategic leadership practices for the advancement of their universities and organizations.

6. RESEARCH HYPOTHESIS

Ho$_1$: There is an application of strategic leadership practices at Israa University- Gaza.
Ho$_2$: There is a statistically significant effect at $(0.5 \geq \alpha)$ of personal and or functional data (Gender, Age Group, Academic Qualification, Job Title) of employees at Israa University on achieving strategic leadership practices at Israa University.

7. RESEARCH VARIABLES DEFINITIONS

- **Strategic Leadership**: is multifunctional, involves managing through others and helps organizations cope with change that seems to be increasing exponentially in today's globalized environment (Huey, 1994).

- **The Operational Definition**: Strategic leadership is a leader's potential to visualize, plan, lead and make

the best utilization of the organization's resources to execute strategic goals in an efficient and effective manner aiming at organizational change.

8. STUDY LIMITS AND SCOPE

The scope of the study shall be as follows:

- **Human Limit**: The human frontiers are represented by all employees (employees, administrators, academics) at Israa University- Gaza.

- **Institutional Limitation**: The study was limited to Israa University- Gaza.

- **Objective Limits**: The study focused on University Strategic Leadership between Reality and Expectations: Israa University as a Model

- **Time Limits**: This study was implemented in 2021 and therefore represents the reality at this time.

9. PREVIOUS STUDIES

- Study of (Alayoubi et al., 2020) aimed to identify the strategic leadership practices and their relation to improving the quality of educational service in the Palestinian universities in Gaza Strip. The researcher used the analytical descriptive method. The study population consists of all the supervisors working in three universities in Gaza Strip (The Islamic University, Al-Azhar University, and Al-Aqsa University). A random sample of 177 employees was selected by 50% of the study population. The researcher used the questionnaire as a data collection tool. The results of the study showed a strong and statistically significant relationship between strategic leadership practices (strategic orientation, investment of strategic capabilities and talents, development of human capital, strengthening organizational culture, emphasis on ethical practices, implementation of balanced regulatory control) and improvement of quality of educational service, Responsiveness, safety, empathy) in Palestinian universities. The study recommended that Palestinian universities should take into account the various dimensions of strategic leadership practices and develop their university capacities, including strategic orientation, investment of strategic capabilities and talents, development of human capital, strengthening organizational culture, emphasis on ethical practices and implementation of balanced regulatory control. Educational service for universities.

- The Study of (Nthini, 2013) aimed to find out the impact of strategic leadership on the performance of commercial and financial companies.it was conducted on 37 managers who are responsible for strategy or human resource management. The study was able to obtain their responses within 48 companies are all commercial and financial companies in Kenya, and

one of the most important results that it found a strong positive relationship between strategic leadership practices and customer satisfaction especially after the strategic direction.

- The Study of (Lear, 2012) aimed to identify the relationship between strategic leadership and its dimensions (strategic orientation, Core competencies, human capital, organizational culture, ethical practices and balanced oversight) and the strategic compatibility. The study was applied to 35 managers in senior management, in addition to 350 a member of the department heads and supervisors in six companies among the 200 companies rated as high performers in South Africa, one of the most important findings of the study: There is a positive relationship between leadership Strategy and strategic compatibility in order to achieve development in the level of institutional performance, as well as the practices the six strategic leadership has a positive relationship with high organizational performance.

- The Study of (Serfontein, 2010) aimed to identify the impact of strategic leadership in its dimensions (work, cohesion and discipline) on the operational strategy, which includes the strategic orientation as the most important determinants of institutional excellence, as well as performance. The study was applied to 118 executives or senior management team.it obtain their responses from 118 companies among the 200 leading companies ranked by the South African Finance magazine, it is category of managers which exercise strategic leadership in their organizations. One of the most important results that have been reached there is a positive relationship between strategic leadership and strategic direction, and good practice strategic leadership contributes to the development of the performance of organizations, as well as the existence of a strong positive relationship between leadership strategy and strategic areas.

- The Study of (Jooste & Fourie, 2009) aimed to know the role of strategic leadership in its dimensions (strategic orientation, balanced control, Organizational culture, ethical practices, core competencies - human capital and social capital) in the effective application of the strategy. The study was applied to 71 managers from 930 managers it obtained their responses from 200 leading companies in South Africa as ranked by Finance magazine. The most important results of the study: the existence of a positive relationship between strategic leadership and the effective implementation of the strategy, since the strategic leaders are responsible for the success of the implementation of the strategy, and the lack of the employees' understanding of the strategy is the most important obstacle to the implementation of the strategy

- The Study of (Lee and Chen, 2007) aimed to determine the correlation between strategic leadership and its dimensions (the pursuit of the challenge and the desire to control) and between the implementation of the work, the study was applied to 158 managers from the senior management team work in 10 small and medium-sized enterprises in Taiwan. The study found a positive relationship interchangeability between strategic leadership and business execution, in addition to the ability of strategic leadership to develop process of doing business in the surveyed organizations.

10. THEORETICAL FRAMEWORK

10.1 Strategic Leadership

Today's universities operate in a climate of great change, along with increased responsibilities and accountability from Internal and external customers. This has resulted in calls for a new kind of leadership working to help the university to improve educational services and face more challenges, called strategic leadership (Alalfy & Elfattah, 2014), All organizations despite their size, activity, goals and the nature of their work, will seek to stay and continue growth, these goals will not be achieved without the existence of strategic leader that is able to achieve the ambitions of the organization. Successful organizations that count of strategic leadership which is distinguished by vision of future and capacity of reading the evens and outcomes that is sufficient of continuance and growth of the organization (Almurabaa, 2012, p.24).

1. **The Concept of Strategic Leadership:** The field of strategic leadership which focuses on the way top-level leaders (i.e., executives) have an impact on organizational performance through their leadership. One of the seminal works in strategic leadership illustrates the importance of strategic leadership by asserting that organizations are a reflection of their top leader (Kelly and mark, 2013).

   Strategic leadership as one of kind of leadership is the process of developing visions, creating executable plans, making strategically consequential decisions, stimulating and motivating followers, and engaging in supportive exchanges with peers and subordinates given volatile, uncertain, complex, and ambiguous environments of organizations (Zoogah, 2009).

   Kotelnikov (2001) Defined as "the vision, direction, the purpose for growth, and context for the success of the higher education institutions, strategic leadership also initiates 'outside-the-box' thinking to generate future growth".

   Strategic leadership relates an organization's ideologies, identity, mission and view of the macro environment system to its differentiated core competencies. "Relates" implies that the leadership vision is not identical to the strategic elements (Worden, 2003).

House and Aditya (1997) offered a definition of strategic leaders: "as managers who have overall responsibility for university," locating strategic leadership at the nexus of managers and universities.

Strategic leadership of a visionary leaders are primarily future-oriented, proactive and risk-taking. These leaders base their decisions and actions on their beliefs and values, and try to share their understanding of a desired vision with others in the university. (Glenn and Mehdi, 2009).

2. **Roles of Strategic Leaders in University:** Providing strategic leadership is an important role for the university for example (Bass, 2007: Rajab & Mabrouk, 2007):

   - Understand the nature of their available university environment, the services that present it to community.
   - How to manage change in good times and bad times.
   - How to use authority and accountability.
   - How to shape an effective management team of diverse competencies and interests.
   - Ability of the university goals and strategies.
   - Develop structures, processes, controls and core competencies for the university, choose leaders.
   - Provide direction with respect to university strategies.
   - Maintain an effective organizational culture.
   - Deal with ambiguity, complexity, and information overload requiring adaptability and a sense of timing.

3. **Functions of Strategic Leaders:** In this section, we discuss the eight main functions of strategic leadership that we extracted from the literature.

   - **Making strategic decisions:** It means making decisions on strategic changes and the overall direction of the firm.

     Engaging with external stakeholders: It means representing the firm and managing relationships between the firm and both public and private entities. Strategic leaders build and manage relationships outside the firm and represent the image of the firm to external parties.

   - **Performing human resource management activities:** It means making decisions regarding personnel selection and dismissal, setting compensation, and personnel evaluation and development. Strategic leaders make decisions regarding the selection, evaluation, compensation, and development of other organization members.

   - **Motivating and influencing:** It means motivating organizational members, establishing follower trust and a unified workforce, serving as a role model, shaping the firm's culture, and communicating a vision.

- **Managing information:** It means processing strategic information and distributing it to the different areas and hierarchical levels of the organization. Strategic leaders gather, process, and use the information available in both internal and external environments (Kaplan, 2008; Nadkarni & Chen, 2014).

- **Overseeing operations and administration:** It means managing the development and implementation of structure and procedures, monitoring different areas, and delegating. Strategic leaders can be the architects of the organizational structure (Beckman & Burton, 2008; Miller & Dröge, 1986), set conditions to support learning processes (Hannah & Lester, 2009), and put procedures in place to monitor other organizational members (Wowak et al., 2015).

- **Managing social and ethical issues:** It means steering the firm's moral behavior and controlling illegal behaviors of the firm. In turn, these behaviors and initiatives have important implications for stakeholders, firm reputation, and performance (Zahra et al., 2005).

- **Managing conflicting demands:** It means attending to conflicting needs of different internal and external stakeholders and resolving conflicting strategic issues, how strategic leaders reconcile and pursue conflicting goals and directions for the firm, such as exploration and exploitation or long- and short-time horizons (Lavie et al., 2010; Smith & Tushman, 2005).

4. **The Importance of Strategic Leadership:** Glenn and Mehdi (2009) stated that the presence of a strategic leader leads to a number of outcomes for universities for example:

- These leaders tend to pay particular attention to building their university resources, capabilities and competencies in order to gain appropriate, sustained competitive advantages. Strategic leaders know that focusing on the short term and forgetting about core competencies in the face of changing circumstances and a turbulent environment are likely to lead to organizational failure.

- Strategic leaders view human capital as an important factor in innovation and the creation of core competencies, and they expend considerable effort sustaining the health of this resource (human capital).

- Universities led by strategic leaders are more successful in learning, both at the individual and group levels. Studies have shown that both the managerial and visionary aspects of leadership are essential for university - wide learning initiatives to succeed.

- Strategic leadership of the universities helps to bridge the gap between strategy formulation and strategy implementation by putting an equal emphasis on path finding and culture-building and delivery of value to the customer. This requires radical paradigm shifts towards both people and customers that will virtually turn the universities upside down and inside-out (Nicholls, 1994).

- Future focused - a strategic leader operates with a far-reaching timetable, integrating short-term results and a long-term focus.

- Change oriented - a strategic leader is often a driver of organizational change (Beatty and Hughes, 2005) confirm strategic leadership. They enhance the long-term viability of their universities through the articulation of a clear vision and, at the same time, maintain a satisfactory level of short-term financial stability. And they accomplished this while maintaining relatively smooth day-to-day operations.

5. **Strategic Leadership Practices:** There are many contributions and intellectual models that addressed the topic of strategic leadership practices, the most famous of which is the model (Hitt, et al, 2011) and appeared in the book "Strategic Management: Competitiveness and Globalization" and identifies six practices for effective strategic leadership (Eslam, 2017); (Al-Qanu`, 2017); (Abdul, 2016); (Rahima, 2012); (Al-Fayhan and Jalab, 2006):

- **Determining Strategic Direction**: that is, developing a long-term strategic vision for the strategic intent that in turn reflects the personal views of the inspiring leader. If the strategic leader is able to clarify his personal view and share his subordinates in it, he gets their support for his strategic vision, which makes the strategic intent a privacy of the leader's privacy, and at the time Himself something common and understandable to everyone.

- **Exploiting and Maintaining Core Competencies**: refers primarily to the core ability to the organization's resources and its employability, which is a source of its competitive advantage compared to its competitors.

- **Developing Human Capital**: Human capital refers to a group of individuals who possess skills and knowledge that contribute to increasing the economic value of business organizations and in line with this destination, the individuals working in all organizations today represent a capital resource that needs investment.

- **Sustaining Effective Organizational Culture**: Organizational culture is a comprehensive concept of everything related to the aspects of life in the organization, and focusing on its essential and

behavioral dimensions Together as a way to achieve a state of harmony between thought and action according to what is known as the cultural fabric, which in turn is one of the dimensions of management ethics.

- **Emphasizing Ethical Practices**: Ethics refers to the basic principles that govern the process of interaction between individuals working on the one hand and the organization on the other hand, as well as the principles that govern the process of interaction between the organization and related external parties.

- **Establishing Strategic Control**: means organizational oversight, those measures that managers depend on in order to maintain organizational activities or cause changes in their patterns. Thus, regulatory oversight contributes to achieving adaptation to environmental variables. Regulatory control consists of two types: financial control and strategic control. An effective strategic leader is the one who balances these two types of oversight in his pursuit of the organization's strategic intent.

6. Obstacles of Strategic Leadership at Universities

Universities that have not adequately developed strategic leadership skills in their leaders may run into four kinds of problems:

- Lack of strategic clarity and focus is one common problem that occurs when organizational leaders fail to make tough decisions that clarify both what will be done as well as what will not be done. The lack of strategic clarity and focus prevents people from seeing their part in achieving goals (Rajab & Mabrouk, 2007).

- Limited perspective sometimes universities leaders focus on short-term success at the expense of long-term viability (Rajab & Mabrouk, 2007).

- It can be very difficult for them to shift focus and do something different. Short-term success is important, but if the organization consistently disregards the long term, it will suffer. There's palpable frustration among universities leaders such as director, vice reactor, deans, department chairs etc.(Molly,2013).

- some strategic leaders need order, stability, control the details of the work being performed, setting and using goals as motivational tools, and they may have difficulty showing empathy when dealing with employees (Glenn and Mehdi ,2009).

- These were some problems that may eliminate the effectiveness of the strategic leadership style in universities, which must be taken into account when starting the application.

7. The Characteristics of an Effective Strategic Leader:
In order to be an effective strategic leader, we suggest that school leaders need to (Quong & Walker, 2010):

- Be futures oriented and have a futures strategy.

- Base their focused leadership actions and their decisions on evidence, and invest in and be led by research.

- Get things done, which means to have the reputation as a person of action and achievement, someone who can be relied upon to deliver outcomes.

- Open new horizons, which mean to be innovative, receptive to initiatives and to be a leader of transition.

- Ensure that they are fit to lead, which is all about planning and working on their wellbeing – fit leaders' are resilient and reliable in times of stress and rapid change.

- Know how to be good partners and be seen by staff to be good people to partner with in dealing with issues and in moving into the future.

- Do the 'next' right thing, which means to be ethical and values driven and to have a reputation for leading a school that instils values in children.

10.2 Israa University-Gaza (ISUG)

Israa University-Gaza (ISUG) is an academic institution which established in 2014, working under the supervision of the Ministry of Education and Higher Education, to serve the people and particularly those who live in Gaza Strip.

Israa University aims to largely and efficiently contribute to the affordable quality learning, knowledge development and scientific research at the national, regional and international levels toward sustainable human development, good governance, stability and economic growth.

Accordingly, it has achieved the first place as of "Best Quality Performance in a competition organized by MOHE". Recently the university was awarded the certificate of ISO 9001-2015. It is also a member of many local, national, and international entities and associations such as International Union of Universities (IUU), Association of Arab Universities (AAU), Islamic Universities League (IUL), and Universal Union for Scientific Institutions (UUSI).

The university has a variety of faculties namely: Law, Administrative and Financial Sciences, Medical Sciences, Humanities, Engineering, and Information Systems.

It also offers diploma from the Faculty of Intermediate Studies. It narrows the gap between theory and practice through highly qualified academics to graduate qualified students who will be able to meet the needs of the labor market and contribute effectively towards building the future of their societies.

In addition, ISUG provides a safe and effective learning environment for its students through its well-established facilities that directly serve them such as (University Library, Community Service Center, Continuing Education, Museum, Scientific Laboratories, Conference Hall, Medical Clinic, Psychiatric Clinic, and Legal Clinic). ISUG staff include faculty, alumni, friends, growing list of international and domestic academic, corporate, and government partners who share its commitment to providing a unique and affordable higher education to the Palestinian youth both males and females.

As part of its commitment to making education affordable to everyone in Palestine, ISUG offers a 50% to 100% tuition waivers and scholarships to almost 85% of its students. In the same vein, students who maintain a GPA of 3.6 or above during their study at the university also receive a full scholarship.

By developing the work and implement the aspired university plans and programs, a permanent headquarter at Al-Zahra city in a 40 dunums (40000 sqm) wide with the most up to date engineering designs and equipped with all needed materials. Furthermore, the university has a temporary headquarter at Yafa Street-Gaza. This quarter includes a number of lecture halls, laboratories, and conference hall as well as many university facilities in 4000 meter wide

11. STUDY DESIGN AND METHODOLOGY

11.1 Study Methodology: For analyzing data, the researchers depend on descriptive analysis method as a study methodology. Descriptive analysis focuses on describing the phenomenon, determining patterns in the data in order to provide answer to the questions that related to who, what, where, when, and to what extent. It is considered as a fundamental for almost every study project as it offers what can be known about capacities, needs, methods, practices, policies, populations, and settings in a way that is appropriate to a particular study question (Loeb et al., 2017). The researchers depend on the poll and use main program Statistical Package for the Social Sciences (SPSS 26).

11.2 Data Sources: The study followed the analytical/descriptive approach in addition to the statistical analysis.

The data collected from the primary and secondary resources. The secondary resources include the use of books, journals, statistics and web pages. The primary data collected by using questionnaires that developed specifically for this study. Many of measurement tools "questionnaires" used by other researchers were adapted, translated, combined and modified to fit the purpose of this study ended up in developing one questionnaire distributed.

11.3 Population and sample size: Study population represents the cases or group of members that the researcher studying (Saunders, Lewis, & Thornhill, 2009).

In the current study, the researchers focused on staff in employees in administrative positions at Israa University, and the questionnaire was distributed to all staff, and it was retrieved (50).

11.4 Data Measurement: In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this study, scale 1-5 is used, where1 represents the highest degree of disagreement, and 5 represents the highest degree of agreement. The numbers assigned to the importance (1, 2, 3,4, 5).

Table 1: Measurement Scale

Item	Strongly Disagree				Strongly agree
Scale	1	2	3	4	5

11.5 Validity of the Questionnaire

- **Internal Validity**: Internal validity of the questionnaire is measured by the correlation coefficients between each item in one field and the whole field.

Table 2: Correlation coefficient of each item the Strategic Orientation

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1–	The university has a long-term vision based on a careful analysis of the internal and external environment	0.861**	0.000
2–	The vision clearly reflects the ideal mental image that the university seeks to reach.	0.667**	0.000
3–	The university administration works on the participation of all employees in the development of the strategic vision	0.795**	0.000

4–	The mission of the university is flexible and adaptive	0.846**	0.000
5–	The university's mission is clear and precise	0.825**	0.000
6–	The university's mission is convertible into clear plans, policies and work programs	0.851**	0.000
7–	The university's strategic goals and objectives are consistent with its mission.	0.829**	0.000
8–	All parties participate in the formulation of goals and objectives responsible for achieving them	0.803**	0.000

** Correlation is significant at the 0.01 level

Table clarifies the correlation coefficient for each item of the Strategic Orientation and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

Table 3: Correlation coefficient of each item the Competencies

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1–	The university selects employees with outstanding qualifications and abilities	0.725**	0.000
2–	The university administration uses the appropriate incentives under the employees to increase their achievement	0.715**	0.000
3–	The university administration rewards the employee who presents new ideas that serve the work.	0.854**	0.000
4–	The university administration cares about reducing the university staff's sense of organizational alienation.	0.750**	0.000
5–	The university administration alleviates the psychological state caused by failure to achieve.	0.668**	0.000
6–	The university administration organizes periodic meetings with employees to identify the problems they face at work and to develop appropriate solutions to them.	0.776**	0.000
7–	The university administration alleviates the psychological state caused by failure to achieve.	0.802**	0.000
8–	The university administration organizes periodic meetings with employees to identify the problems they face at work and to develop appropriate solutions to them.	0.799**	0.000

** Correlation is significant at the 0.01 level

Table clarifies the correlation coefficient for each item of the Competencies and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

Table 4: Correlation coefficient of each item the Human and social capital

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1–	The university administration holds continuous training courses and programs to develop the human cadre.	0.748**	0.000
2–	The university administration provides the material and technical capabilities necessary to develop the skills of the human cadre.	0.701**	0.000
3–	The university administration believes in the importance of training courses in increasing achievement and developing work.	0.818**	0.000
4–	The university administration interests in creative work in the advancement and promotion of the career cadre.	0.698**	0.000
5–	Senior leadership trains lecturers on creative thinking methods.	0.769**	0.000
6–	The university administration seeks to consolidate internal and external social relations that help employees to accomplish the tasks assigned to them.	0.712**	0.000
7–	Academic leaders encourage communication channels with faculty members.	0.594**	0.000
8–	Senior leaders delegate a lot of authority to workers to facilitate work.	0.527**	0.000

9–	Availability of flexible working hours that helps university employees to accomplish their tasks.	0.807**	0.000

** Correlation is significant at the 0.01 level

Table clarifies the correlation coefficient for each item of the Human and social capital and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

Table 5: Correlation Coefficient of each item the Organizational Culture

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1–	The university administration encourages employees to act freely and independently.	0.636**	0.000
2–	The university administration pays attention to new and unfamiliar ideas from employees.	0.672**	0.000
3–	The university administration encourages employees to work as a cooperative team.	0.749**	0.000
4–	The university culture supports initiatives that achieve competitive advantage over other universities.	0.779**	0.000
5–	The university's culture encourages taking calculated risks while pursuing entrepreneurial opportunities.	0.821**	0.000
6–	The university administration seeks to identify the shortcomings and weaknesses in its work.	0.777**	0.000
7–	The university administration takes into account justice in dealing with employees.	0.766**	0.000
8–	The university administration devotes the bulk of its attention to strengthening and building trust among employees.	0.752**	0.000
9–	The organizational structure is designed in a way that ensures the assimilation of the use of modern technologies.	0.791**	0.000

** Correlation is significant at the 0.01 level

Table clarifies the correlation coefficient for each item of the Organizational culture and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the items of this field are consistent and valid to be measure what it was set for.

– **Structure Validity**: For measuring the validity of the questionnaire structure, the researchers depend on the statistical test (structure validity test), which depends on testing the validity of each field and the validity of the whole questionnaire. In other words, the test examines the correlation coefficient amongst one field and all the fields of the questionnaire that have the same level of scale.

Table clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at α = 0.05, so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the study.

Table 6: Structure Validity of Strategic leadership

Field	Pearson Correlation Coefficient	P-Value (Sig.)
Strategic Orientation	0.841**	0.000
Competencies	0.774**	0.000

Human and social capital	0.683**	0.000
Organizational culture	0.815**	0.000

** Correlation is significant at the 0.01 level

11.6 Reliability of the Questionnaire

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (George and Mallery, 2006). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient (George and Mallery, 2006). To insure the reliability of the questionnaire, Cronbach's Coefficient Alpha should be applied.

– **Cronbach's Coefficient Alpha**

Cronbach's alpha (George D. & Mallery, 2006) is designed as a measure of internal consistency, that is, do all items within

the instrument measure the same thing? The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for the questionnaire.

Table 7: Cronbach's Alpha for the Questionnaire

Field	No. of Items	Cronbach's Alpha
Strategic leadership	34	0.941

Table shows the values of Cronbach's Alpha the questionnaire. For the fields. Cronbach's Alpha which indicates an excellent reliability of the entire questionnaire.

The Thereby, it can be said that the researchers proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.

11.7 Test of Normality

Table shows the results for Kolmogorov-Smirnov test of normality, the p-value for each variable is greater than 0.05 level of significance, then the distributions for these variables are normally distributed. Consequently, parametric tests should be used to perform the statistical data analysis.

Table 8: Kolmogorov-Smirnov Test

Field	Kolmogorov-Smirnov	
	Statistic	P-value
Strategic leadership	0.565	0.907

11.8 Statistical Analysis Tools

The researchers used data analysis both qualitative and quantitative data analysis methods. The Data analysis made utilizing (SPSS 26). The researchers utilize the following statistical tools:

- Kolmogorov-Smirnov test of normality.
- Pearson correlation coefficient for validity.
- Cronbach's Alpha for Reliability Statistics.
- Frequency and Descriptive analysis.
- Analysis of Variance.
- One Way ANOVA.
- T- test

12. DATA ANALYSIS AND HYPOTHESES TESTING

12.1 Personal and Functional Data

Table 9: Personal and Functional Data

Personal and functional data (N=50)		Frequency	Percent
Gender	Male	35	70.0
	Female	15	30.0
The Academic Qualification	Bachelor	14	28.0
	Master Degree	20	40.0

	Ph. D.	16	32.0
The Age Group	less than 30 years	2	4.0
	30- less than 40	29	58.0
	40- less than 50	15	30.0
	50 and more	4	8.0
Job Title	University President Assistant	1	2.0
	Dean	5	10.0
	Manager	13	26.0
	Head of the Department	12	24.0
	Staff	19	38.0

The study sample varied in terms of gender, age group, academic qualification, and job title, due to the nature of the university's field of work and the application of the study to the academic and administrative side of the university.

13. ANALYSIS

Q1-: To what extent is the strategic direction determined as a strategic leadership practice at Israa University - Gaza?

13.1 Analysis of Strategic Orientation

Table 10: Strategic Orientation

No.	Item	Mean	S.D	Proportional mean (%)
1-	The university has a long-term vision based on a careful analysis of the internal and external environment	3.52	0.931	70.4
2-	The vision clearly reflects the ideal mental image that the university seeks to reach.	3.72	0.73	74.4
3-	The university administration works on the participation of all employees in the development of the strategic vision	3.36	0.875	67.2
4-	The mission of the university is flexible and adaptive	3.38	1.028	67.6
5-	The university's mission is clear and precise	3.18	1.063	63.6
6-	The university's mission is	3.24	0.981	64.8

No.	Item	Mean	S.D	Proportional mean (%)
	convertible into clear plans, policies and work programs			
7–	The university's strategic goals and objectives are consistent with its mission.	3.16	0.976	63.2
8–	All parties participate in the formulation of goals and objectives responsible for achieving them	3.36	0.921	67.2
	All items	**3.36**	**0.764**	**67.2**

It appears from the previous table that (Strategic Orientation) achieved a degree of (Medium) with a percentage of (67.2%).

Q2-: To what extent are competencies exploited and maintained as a strategic leadership practice at Israa University?

13.2 Analysis of Competencies

Table 11: Competencies

No.	Item	Mean	S.D	Proportional mean (%)
1–	The university selects employees with outstanding qualifications and abilities	3.88	0.659	77.6
2–	The university administration uses the appropriate incentives under the employees to increase their achievement	3.94	0.682	78.8
3–	The university administration rewards the employee who presents new ideas that serve the work.	3.86	0.729	77.2
4–	The university administration cares about reducing the university staff's sense of	3.74	0.723	74.8

No.	Item	Mean	S.D	Proportional mean (%)
	organizational alienation.			
5–	The university administration alleviates the psychological state caused by failure to achieve.	3.64	0.693	72.8
6–	The university administration organizes periodic meetings with employees to identify the problems they face at work and to develop appropriate solutions to them.	3.56	0.787	71.2
7–	The university administration alleviates the psychological state caused by failure to achieve.	3.68	0.844	73.6
8–	The university administration organizes periodic meetings with employees to identify the problems they face at work and to develop appropriate solutions to them.	3.6	0.782	72
	All items	**3.73**	**0.563**	**74.6**

It appears from the previous table that (Competencies) achieved a degree of (High) with a percentage of (74.6%).

Q3-: To what extent is human and social capital is developed as a strategic leadership practice at Israa University?

13.3 Analysis of Human and Social Capital

Table 12: Human and Social capital

No.	Item	Mean	S.D	Proportional mean (%)
1–	The university administration holds continuous training courses and programs to develop the human cadre.	3.98	0.685	79.6
2–	The university administration	3.9	0.647	78

No.	Item	Mean	S.D	%
	provides the material and technical capabilities necessary to develop the skills of the human cadre.			
3–	The university administration believes in the importance of training courses in increasing achievement and developing work.	3.9	0.678	78
4–	The university administration interests in creative work in the advancement and promotion of the career cadre.	3.76	0.822	75.2
5–	Senior leadership trains lecturers on creative thinking methods.	3.86	0.783	77.2
6–	The university administration seeks to consolidate internal and external social relations that help employees to accomplish the tasks assigned to them.	3.76	0.591	75.2
7–	Academic leaders encourage communication channels with faculty members.	3.92	0.695	78.4
8–	Senior leaders delegate a lot of authority to workers to facilitate work.	3.84	0.618	76.8
9–	Availability of flexible working hours that helps university employees to accomplish their tasks.	3.54	0.952	70.8
All items		3.82	0.471	76.4

It appears from the previous table that (Human and Social Capital) achieved a degree of (High) with a percentage of (76.4%).

Q4-: To what extent is the organizational culture promoted as a strategic leadership practice at Israa University?

13.4 Analysis of Organizational Culture

Table 13: Organizational Culture

No.	Item	Mean	S.D	Proportional mean (%)
1–	The university administration encourages employees to act freely and independently.	3.34	0.772	66.8
2–	The university administration pays attention to new and unfamiliar ideas from employees.	3.44	0.861	68.8
3–	The university administration encourages employees to work as a cooperative team.	3.46	0.838	69.2
4–	The university culture supports initiatives that achieve competitive advantage over other universities.	3.38	0.901	67.6
5–	The university's culture encourages taking calculated risks while pursuing entrepreneurial opportunities.	3.36	1.102	67.2
6–	The university administration seeks to identify the shortcomings and weaknesses in its work.	3.78	0.79	75.6
7–	The university administration takes into account justice in dealing with employees.	3.72	0.784	74.4
8–	The university administration devotes the bulk	3.84	0.766	76.8

		Mean	S.D	Proportional mean (%)
	of its attention to strengthening and building trust among employees.			
9–	The organizational structure is designed in a way that ensures the assimilation of the use of modern technologies.	3.68	0.913	73.6
	All items	**3.55**	**0.646**	**71**

It appears from the previous table that (Organizational culture) achieved a degree of (High) with a percentage of (71.0%).

Q5-: What the reality of applying strategic leadership practices at Israa University – Gaza?

13.5Analysis of Strategic Leadership

Table 14: Strategic Leadership

Field	Mean	S.D	Proportional mean (%)
Strategic Orientation	3.36	0.764	67.2
Competencies	3.73	0.563	74.6
Human and social capital	3.82	0.471	76.4
Organizational culture	3.55	0.646	71
Strategic leadership	3.62	0.481	72.4

It appears from the previous table that (Strategic leadership) achieved a degree of (High) with a percentage of (72.4%)?

Q6-: Do personal and functional data (gender, age group, academic degree, job title) of employees at Israa University affect the application of strategic leadership practices at Israa University – Gaza?

To answer this question, the differences were examined by statistical methods, where (T-test) was used in (Gender), and (One Way ANOVA) was used in (The Age Group, The Academic Qualification, Job Title).

Table 15: Effect of Personal and Functional Data

Personal and Functional Data	Variable	Test	Value	Sig.
Gender	Strategic Leadership	T- Test	1.373	0.176
The Age Group	Strategic Leadership	One Way ANOVA	0.250	0.861
The Academic Qualification	Strategic Leadership	One Way ANOVA	0.229	0.796
Job Title	Strategic Leadership	One Way ANOVA	1.732	0.160

Through the results in the previous table, it appears that there are no statistically significant differences for the average response of the study sample about (Strategic leadership) in the following personal and functional variables (Gender, The Age Group, The Academic Qualification, Job Title), because the value of (Sig.) is greater than 0.05.

14. RESULTS

- (Strategic Orientation) achieved a degree of (Medium) with a percentage of (67.2%).
- (Competencies) achieved a degree of (High) with a percentage of (74.6%).
- (Human and social capital) achieved a degree of (High) with a percentage of (76.4%).
- (Organizational culture) achieved a degree of (High) with a percentage of (71.0%).
- (Strategic leadership) achieved a degree of (High) with a percentage of (72.4%).
- There are no statistically significant differences for the average response of the study sample about (Strategic leadership) in the following personal and functional variables (Gender, The Age Group, The Academic Qualification, and Job Title).

15. CONCLUSIONS

In this study we wanted to focus our attention on strategic leadership, its importance, its practices and the effect of the application of strategic leadership in Israa University as a model Palestinian Universities in their academic and managerial practices and we have clarified its role in improving the abilities of universities leaders to deal with more issues and challenges that face Palestinian Universities in general and Israa University in particular.

Also we have concluded that the most commonly applied strategic leadership practices at Israa University included strategic direction, competences, human and social capital and organizational culture.

All these strategic leadership practices were considered to be important since none of them could be implemented in isolation.

Israa University showed its success in exercising its strategic role and it considered it a necessity to implement these practices to realize corporate goals and to effectively survive in an environment that was dynamic.

16. RECOMMENDATIONS

- The need for Israa university to focus on the various requirements of determining the strategic orientation

leadership for their direct role in improving the quality of the educational service of universities

- The necessity of the university administration to reinforce the modern administrative concepts related to performing their duties in general, and the concepts of strategic leadership and the quality of educational service in particular through holding training programs and brainstorming sessions with specialists, which contributes to raising the efficiency and skill of university leaders.

- Expanding the delegation of powers to employees in supervisory positions in Israa University and involving them in decision-making, to be able to respond appropriately to changes and emergency conditions, take advantage of available opportunities, and confront potential threats.

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