

## **The Reality of Applying Sustainable Leadership Strategies Among Academic Leaders in Public and Private Jordanian Universities from the Point of View of Faculty Members**

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### **Abstract**

*The study aimed to identify the reality of applying sustainable leadership strategies among academic leaders in public and private Jordanian universities from the point of view of faculty members. To achieve the objectives of the study, the researcher prepared a tool consisting of (37) items distributed over five areas: sustainability of strategic planning, sustainability of human resources leadership, sustainability of human resources investment, preservation of financial and human resources, social responsibility and the environment. The study sample reached (310) faculty members. They were selected randomly for the year (2022-2023 AD). The results showed that the reality of implementing sustainable leadership strategies in Jordanian universities was to a moderate degree. There are statistically significant differences attributable to the gender variable and in favor of females, there are statistically significant differences attributable to the university type variable and in favor of private universities, there are statistically significant differences attributable to the academic rank variable and in favor of the professor, and there are statistically significant differences attributable to the experience variable and in favor of experience (more than 10 years), and the study recommended the necessity of employing sustainable leadership strategies among academic leaders.*

**Keywords:** *Strategies, Sustainable Leadership, Academic Leaders, Jordanian Public and Private Universities.*

### **Introduction**

The world at the present time faces intense competition to deal with all variables that require all institutions to work in a team spirit, and joint coordination in various fields, as workers need to work voluntarily in the right direction, in light of the malevolent competition in the work environment and the pressures accompanying it, and higher education institutions adopt modern leadership styles all attention to achieve competitive advantage, and this is represented in universities that are considered pioneers of change, but academic leaders in those universities cannot The rapid and successive changes that the world has witnessed in the recent period in various economic, political, social and educational fields are among the challenges that have affected all societies, resulting in increased attention to educational institutions so that they can achieve their goals efficiently and effectively and reach the level where they can keep pace with developments constantly (Awadallah, Aidarous, and Mikha'il 2019). The educational system is also one of the most important systems on which people are based to achieve their ambitions, which prompted countries to take education as a primary goal for change

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and access to progress and development, and here shows the role of the leadership style used to achieve the desired goals Al-Shteiwi (2017), and Abu Zwaiter (2009) confirms that leadership is the process of influencing individuals and directing them to achieve the goals and objectives of the institution, and based on current developments, the leadership style must comply with the requirements of individuals in the institution as a factor affecting their performance and abilities to achieve the goals (Mohammed Sayed, 2008). Following modern leadership styles in educational institutions gives a high competitive advantage that ensures the quality of education (Al-Sarhi, 2016), and confirms (Al-Saud, 2009) that academic leaders in higher education institutions are those who possess characteristics that enable them to advance educational institutions, achieve goals and increase production. Bajouda (2010) adds that the school leader is the first and highest role in reaching the goals of the educational process, as educational leadership is the essence of administrative work and the basic criterion for the success of the educational institution for its direct impact on the educational process (Al-Kurdi, 2004). Many Arab studies have also confirmed that traditional patterns in leadership do not keep pace with the developments of the educational process in light of the rapid changes, and that administrative leadership is one of the basic criteria for the success of educational institutions, and that educational institutions need to raise the level of competencies and capabilities of graduates through continuous modernization and development of leadership practices, especially with regard to the field of sustainability (Al-Khudair, 2021).

Sustainable leadership is one of the modern leadership styles that aim to participate all individuals and distribute roles to them after ensuring their abilities and skills that enable them to perform business and reach excellence in achieving goals, which is a leadership style that lasts and continues between individuals and does not deplete human and material resources and does not harm the environment and the surrounding society and seeks to achieve justice among employees in the institution. A study (binti Zulkiffli, 2016) suggested that sustainable leadership can be seen as leadership that works to find a sustainable path that can be accepted and adopted. Al-Rashidi and Al-Azmi (2017) believe that this leadership style depends on adopting long-term outcomes, and this is done through a clear vision of reform in schools, the sustainability of learning and success, and its impact on the environment and society, through the development of human resources, activating collective participation, and striving to keep abreast of developments continuously. Younis (2017) stressed that sustainable leadership is to guide workers in educational institutions towards values and ethics to improve and raise the level of educational practices and thus deepen the learning process and reach excellence in performance while preserving material and human resources, sustainable leadership is a deep learning that lasts, spreads and reaches everyone and achieves the current and future benefit of others (Hargreaves & Fink, 2006) Sustainable leadership is concerned with all aspects of the educational process to build educational institutions oriented towards a sustainable future, and this type provides best practices that It can be followed to benefit from human and material resources and achieve success and continuous improvement, which is a new leadership style that aims to coordinate and cooperate between human efforts and develop their capabilities to meet challenges, and exploit the available resources in a way that makes them able to achieve the goals of the institution with the highest degree of efficiency and thus keep pace with rapid changes, as one of the modern trends that have the largest role in providing solutions to all the problems that may appear in higher education institutions to provide all solutions regarding the issues of poor performance and lack of competence among academic leaders in traditional educational institutions, (Nthuni, 2015), this modern administrative approach came to get rid of criticism of traditional leadership patterns that are not commensurate with the development of the educational process in light of these challenges, and to get rid of all challenges that may lead to obstruction of work The importance of applying sustainable leadership in higher education institutions also shows its greater role in developing

performance in the sector, professional and academic development of faculty members and raising the level of educational performance of students (Bakhsh, 2021).

Sustainable leadership is one of the modern management concepts that can be applied in all educational institutions and many definitions of sustainable leadership have been defined by (Kalkavan, 2015) as a management concept intended to increase effectiveness and results achieved, which is leadership that requires a long-term perspective for decision-making, and the development of institutional creativity aimed at developing the workforce, as defined by the Institute of Sustainable Leadership (2011) as all individuals who are able to carry out any process of change by enhancing and deepening their awareness of themselves and in their relationship with Others and those around them from the world and for you through their reliance on modern and new ways of vision and thinking that lead to innovative solutions and their role in experimenting with all creative ideas and sustaining organizational development for all organizational structures and administrative levels in light of sustainable sequences and paths.

Younis (2017) mentioned many jobs, the most prominent of which have the largest role in achieving sustainable leadership within educational institutions, the most important of which is preparing advanced educational leadership to develop prestigious future leadership, investing all available resources, supporting workers, professional development, and providing trainers who can be leaders and consultants for the educational process by helping others in the educational process (Pinar & Girard, 2008).

**Sustainable leadership strategies:** Sustainable leadership dealt with many strategies and dimensions that would distinguish and differentiate between sustainable and unsustainable leadership practices in organizations, as identified by Avery (2011) many strategies, as follows:

**Sustainability of strategic planning:** Awadallah, Aidarous, and Mikha'il (2019) stressed that it is one of the most important features in which the individual can distinguish between sustainable and unsustainable institutions through the adoption of strategic plans characterized by being long-term, and (Semine, 2019) stressed that one of the most important competencies necessary to achieve sustainable leadership is the ability to focus and seek long-term planning to achieve the goals of educational institutions and achieve the interest of other individuals by adopting sustainability practices, as confirmed (Conway, 2015) that leadership capacity building requires that it be planned, gradual, strategic, deliberate, and based on a long-term period of time, and be based on leadership development and meeting the needs of all working individuals.

**Sustainable Human Resources Investment:** Sustainable leadership seeks to promote, develop and develop human resources, as well as focus on creative talents and competencies and ensure their investment, by attracting active leaders who support the development and building of academic capabilities and the development of learning communities (Al-Burajji, 2019).

**Social and Environmental Responsibility:** It seeks to enhance social responsibility, enhance the participation of local community institutions, and actively participate with local community activities, based on the vision of the educational institution in its service to the local community, due to the role of sustainable leadership in creating a better future for the university through the development of education, capabilities and competencies of sustainable leadership in a positive way (Davis, 2006).

**Sustainability of Human Resources Leadership:** Lucia-2017 stressed that leadership must be distributed to all individuals working in educational institutions, and with the need to assign all employees in the educational institution to participate through joint responsibility, distributed among working individuals, because everyone is required to participate by adopting continuous and permanent improvement plans within the educational institution, and emphasizing ensuring their participation in taking

responsibility and flying skills, competencies and academic experiences for all working individuals.

Previous studies showed the importance of the subject of the study, as the study of (Al-heila, Amal Abdul Majeed Abdul Qader, and Al-Arqawi, Samer Muhammad Hasan, 2019), which aimed to reveal the relationship and impact between the application of sustainable leadership and the achievement of technical innovation in the Palestinian pharmaceutical companies. Which used the descriptive analytical approach, and the study population consisted of workers in supervisory positions in (5) companies, numbering (155) people, the researchers used the comprehensive inventory method and (133) questionnaires were retrieved, the results showed the availability of sustainable leadership principles to a medium degree and the level of technical innovation obtained approval to a medium degree, and the existence of a relationship between sustainable leadership and the promotion of technical innovation, and the existence of an impact between sustainable leadership and technical innovation for the following dimensions: (sustainability of learning and success, sustainability of leadership of others, preservation of human and material resources, social justice), while (active integration with the environment) had little impact.

Al-Khudair (2021) conducted a study aimed at identifying the concept of sustainable leadership and its most important requirements. The most prominent practices in the Netherlands to develop the performance of sustainable leadership in public education were the use of the descriptive survey approach, and the results of the study showed that one of the most important requirements for sustainable leadership is the integration of all elements of the educational institution in a process of continuous improvement.

Al-Ardan (2020) conducted a study aimed at identifying the reality of sustainable leadership performance in emerging Saudi universities, which aimed to determine the reality of the performance of academic leaders in academic universities in emerging Saudi universities in the light of sustainable leadership, and to achieve the objectives of the study, the researcher used the questionnaire to collect the questionnaire data, and the study sample consisted of (315) faculty members, and the results of the study showed that the degree of reality of the performance of academic leaders in the light of sustainable leadership came to a medium degree.

The study (Simanskiene, L., Zuperkiene, E., & Pauzuoliene, J, 2016) aimed to compare the reality of the application of sustainable leadership in state-owned organizations and private sector organizations in Lithuania, the researchers employed the descriptive approach and the questionnaire was used, and employing the method of non-random selection of the sample, where (5142) employees working in a variety of organizations working in many fields were invited to participate in the research, (311) questionnaires were retrieved with complete answers from individuals working in organizations in different fields, mostly in the fields of Services, trade, education and industry, and the data were collected using a questionnaire consisting of four main dimensions: the extent to which the organization harmonizes with the environment, commitment to the legal obligations of the organization, nurturing the organizational culture and mutual relations in the organization, controlling performance and observing the application of quality principles in the organization. The results of the study showed that participants in mainly state-owned organizations disagreed that the leaders of organizations focus on the development and promotion of organizational values, and that organizational values do not correspond to the personal values of employees. It can be said that business organizations or private sector organizations were more guided by the principles of sustainable leadership than state-owned organizations in Lithuania.

Stavropoulou, A. M. (2015) conducted a study aimed at revealing the relationships between national culture, organization-level creativity and sustainable leadership, and leaders' perceptions of future outcomes based on the cultural dimensions identified by

Hosted. A descriptive research methodology based on the survey was used with an online questionnaire, which was applied to a sample of (133) employees working in private organizations in Sweden and Greece, the research tool was prepared to include the dimensions of the prevailing national culture, creativity at the level of organizations, and leaders' perceptions of future results. A scale of (15) phrases prepared by "Makan Waholt" was used to measure participants' perceptions of the extent to which their leaders practice sustainable leadership behaviors. The results of the study showed that the national culture is weakly associated with creativity at the level of organizations in the work environment that is not linked to sustainable leadership, and that sustainable leadership is not linked to leaders' perceptions of future results.

Aleixo Azeiteiro (2018) conducted a study aimed at building a conceptual perception of higher education institutions in terms of constraints related to sustainable leadership in Portugal. The study aimed to realize the concepts of sustainable leadership and the role of higher education institutions in sustainable development and the most important obstacles to achieving this, and to achieve the objectives of the study, the researchers used the interview as a tool for the study, as it was applied to a sample of (20) people in higher education institutions in Portugal, and the results of the study showed a lack of financial resources for funding allocated to sustainable leadership, and that faculty members were not familiar with the concept of sustainable leadership in higher education institutions.

Ghanem (2016) conducted a study aimed at presenting the concept of sustainable leadership as one of the main pivotal concepts that help institutions to achieve sustainability, and in light of the availability of an environment of uncertainty and disclosure of the actual reality of the application of sustainable leadership at the University of Sadat City and through the adoption of the model (Avery & Bridgestore for sustainable leadership) and to achieve the objectives of the study, the researcher designed a questionnaire consisting of six areas, and the study sample consisted of (96) faculty members, and the results of the study showed that foundational practices are the most influential The point of view of faculty members, and that the level of sustainable leadership practice was average, and there were no differences in the responses of the study sample due to gender and specialization variables.

Lambert (2012) conducted a study aimed at identifying the sustainable leadership program that she proposed in order to develop the work of higher education directorates in the southeast, where the study population consisted of all the directors of higher education colleges (65) and to achieve the goal of the study, the researcher used the descriptive approach, and the results of the study found that there is clear support in principle for developing a framework for sustainable leadership for higher education colleges.

The current study agreed with most of the previous studies in terms of the scientific method used, and related to the subject of the study, including the aim of revealing the relationship and impact between the application of sustainable leadership and the achievement of technical innovation in Palestinian pharmaceutical companies, as in a study (Al-Heila and Al-Arqawi, 2019), a study (Al-Khudair, 2021), a study aimed at identifying the concept of sustainable leadership, and its most important requirements, and a study (Al-Ardan, 2019), which aimed to identify the reality of sustainable leadership performance in emerging Saudi universities, and a study (Simanskiene, L., Zuperkiene, E., & Pauzuoliene, J, 2016), which aimed to compare the reality of the application of sustainable leadership in state-owned and private sector organizations in Lithuania, and the study of Stavropoulou, A. M. (2015), which aimed to reveal the relationships between national culture, organizational creativity, sustainable leadership, and leaders' perceptions of future outcomes based on the cultural dimensions identified by "Hosti, and the study of Aleixo Azeiteiro, 2018, which aimed to build a conceptual perception of higher education institutions in terms of obstacles related to sustainable leadership in Portugal, and the study (Al-Ghanem, 2016), and a study that aimed to

present the concept of sustainable leadership as among the main pivotal concepts that help institutions achieve sustainability, and reveal the actual reality of the application of sustainable leadership at the University of Sadat City and through the adoption of the model (Avery and Bridgestore for sustainable leadership). And the study (Lambert, 2012), which aimed to identify the sustainable leadership program that she proposed, and the researcher benefited from previous studies in enriching the general framework and theoretical background of the current study, in light of the theoretical frames of reference for those studies, and choosing the appropriate scientific method and determining its procedures, as well as identifying research tools and steps followed in their preparation.

#### Study Problem:

The problem of the study emerged from the nature of the researcher's work in university teaching, and university leadership is considered the cornerstone in the process of development, change and reform, which is the responsibility of the leaders of higher education institutions and the success of these institutions in performing their mission and achieving their goals, and it was necessary for the leader to be characterized by leadership qualification, and to have a set of qualities that distinguish him from the employees of the institution, because leadership is a key factor in improving the management and performance of those institutions, so it is necessary to work on developing the current educational leadership system in universities by anticipating and planning for the future needs, creating a work environment to qualify and encourage individuals to develop their skills and openness towards change, optimizing the use of material and human resources, directing policies to satisfy the needs of beneficiaries inside and outside the university, supporting a sustainable professional culture for all, and optimizing the employment of technologies at the university and localizing them within the work environment. Therefore, universities have the paramount role in developing universities and maintaining a balance between the changes of the times, and the many challenges that characterize the current century, and between the development and need of university leadership for a combination of administrative and leadership skills (Black, 2015), The problem of the current study was identified in an attempt to investigate the reality of the application of sustainable leadership strategies among academic leaders in Jordanian public and private universities from the point of view of faculty members, and a study (Hawala and Al-Mutairi, 2019) pointed to the importance of the role of sustainable leadership in to maintain the university culture and high morale of all working individuals. Hence, the researcher believes that there is an urgent need to acquire sustainable leadership and acquire its skills, learn and apply them in the educational field in light of the world's trend today towards sustainable development, and despite the global interest in the subject of sustainable leadership, there is a scarcity of studies and research that dealt with this concept, specifically in higher education institutions in universities and colleges. The problem of the study was to reveal "the reality of the application of sustainable leadership strategies among academic leaders in Jordanian public and private universities from the point of view of faculty members", the researcher considered the need to conduct this study, and for this, the study answered the following questions:

#### Study Questions:

The first question: "What is the reality of applying sustainable leadership strategies among academic leaders in public and private universities from the point of view of faculty members?"

The Second Question: Are there statistically significant differences at the level of statistical significance ( $\alpha = 0.05$ ) between the arithmetic means of the responses of the study sample members regarding the reality of applying sustainable leadership strategies among academic leaders in public and private universities from the point of view of

faculty members, according to the variables of "gender, academic rank, university type, and experience"?

Objectives of the Study: The current study aimed to achieve the following

- Revealing the reality of applying sustainable leadership strategies among academic leaders in public and private universities from the point of view of faculty members.
- Revealing the reality of the application of sustainable leadership strategies among academic leaders in public and private universities from the point of view of faculty members, according to the variables of gender, academic rank, type of university, and experience.

The Importance of the Study: The current study gains its importance through the following

- The theoretical importance of the study, as it contributes to providing a conceptual framework on the reality of applying sustainable leadership strategies among academic leaders in Jordanian public and private universities from the point of view of faculty members.
- It is hoped that this study will benefit the Ministry of Higher Education in implementing new strategies to enhance the level of sustainable leadership in universities, and reconsidering its strategies and plans in order to improve the sustainability of higher education and overcome all obstacles.
- The results of this study contribute to providing suggestions or desired results that contribute to improving the reality of the application of sustainable leadership strategies among academic leaders in public and private universities from the point of view of faculty members.
- Helps those in charge of university administration to identify the most prominent programs and strategies used in leadership, identify the most prominent obstacles, work to overcome them, reconsider programs, plans, philosophy and management patterns followed in universities, and take the necessary measures in order to overcome obstacles.

Study limits: The results of this study are determined by a set of limits, namely

- Human, spatial and temporal determinants: This study was applied to faculty members in Jordanian public and private universities during the first semester of the academic year (2022–2023).
- Objective (procedural) determinant: The results of the study were limited to the sincerity and stability of the measurement tool used in the study, which the researcher prepared and developed, and was represented by the preparation of a questionnaire consisting of (37) items distributed over five areas: sustainability of strategic planning, sustainability of human resources leadership, sustainability of human resources investment, preservation of financial and human resources, social responsibility and the environment in light of the study variables (gender, academic rank, type of university, and experience).

Terminological and Procedural Definitions of Study Terms

- Strategy: The roots of the term strategy go back to the Greek origin "Strategia" and means "the art of management or leadership", which is a long-term plan to reach a goal, and is a skill necessary to achieve success in war, politics, business, industry, or sports, and is also known as the smart use of resources by a specific system of business in order.
- Sustainable leadership: It is defined by (Rosland Ann Hardie, 2011) as leadership that supports the positive impact on employees in a way that ensures the sustainability of

the level of achievement of tasks and responsibilities and thus achieving the goals of the organization, and the researcher defines it procedurally as the degree of application of sustainable leadership strategies among academic leaders in Jordanian public and private universities, which is expressed as a result of their responses to the paragraphs of the tool contained in the study, which the researcher designed.

- Academic leaders: Al-Najjar (2012) defines it idiomatically as the individuals entrusted with all administrative work at the university in addition to their work as academics, represented by (Dean of the Faculty, Head of the Department), where they possess a set of skills, experiences, abilities and methods that qualify them to perform administrative tasks in order to achieve the goals and vision of the university, procedurally intended in this study all faculty members assigned to manage colleges and departments in public and private universities in the northern region, and they are the respondents to the questionnaire prepared for this purpose.

**Method and Procedures:** The following are a description of the study population and sample, the study tool, methods of verifying its validity and stability, study variables, and statistical treatments that will be used to reach the results.

**Study Methodology:** The researcher used the descriptive analytical method to collect data, as it is the most appropriate for the purposes of the study.

**Study Population and Sample:** The study population consisted of all faculty members in public and private universities in the Northern Region during the academic year (2022–2023). A sample of (310) faculty members from the study population was randomly selected during the first semester, as shown in Table (1):

Table (1): Distribution of Study Sample Members

Study variables	Categories	Iteration	Ratio
<b>Gender</b>	<b>female</b>	127	41.0%
	<b>male</b>	183	59.0%
	<b>Total</b>	310	100.0%
<b>Academic Rank</b>	<b>Professor</b>	65	21.0%
	<b>Associate Professor</b>	88	28.4%
	<b>Assistant Professor</b>	157	50.6%
	<b>Total</b>	310	100.0%
<b>University Type</b>	<b>Governmental</b>	134	43.2%
	<b>Private</b>	176	56.8%
	<b>Total</b>	310	100.0%
<b>Experience</b>	<b>Less than 5 years</b>	94	30.3%
	<b>5 to 10 years old</b>	102	32.9%
	<b>More than 10 years</b>	114	36.8%
	<b>Total</b>	310	100.0%

**Study Tools:** By referring to the theoretical literature and reviewing previous studies related to the subject, the study scale "The reality of applying sustainable leadership strategies among academic leaders in Jordanian public and private universities from the point of view of faculty members" was developed in the form of a questionnaire. The scale included (37) items distributed over five areas: First: the field of sustainability of strategic planning, consisting of (8) items. Second: The field of sustainability of human resources investment, which consists of (8) paragraphs. Third: The field of sustainability of the preservation of material and human resources, which consists of (9) paragraphs. Fourth: The field of sustainability of human resources leadership, consisting of (6) paragraphs. Fifth: The field of social and environmental responsibility, which consists of (6) paragraphs. The resolution was designed according to the Likert pentagonal scale (very large, large, medium, few, very few).



A. Virtual Content Truthfulness: To verify the apparent truthfulness of the scale content, the tool was presented to a group of (18) arbitrators from the faculty members of Jordanian universities with competence and experience, in order to identify the suitability of the paragraphs to the field to which they belong, the linguistic integrity and their formulation, and the clarity of their meanings, and all the observations of the arbitrators were taken into account, and an amendment to the paragraphs that were unanimously agreed upon by (80%) of the arbitrators as a minimum as a criterion for judging them.

B. Honesty of construction: To verify the validity of construction, the scale was applied to a survey sample of faculty members in Jordanian universities consisting of (30) faculty members, with the aim of identifying the sincerity of the internal consistency of the tool and the extent of the contribution of its constituent paragraphs, by calculating the Pearson correlation coefficient between the paragraphs and the total degree of the field to which they belong, Table (2) shows:

Table (2): Correlation Coefficients of the Paragraphs of the Study tool with the Total Degree of the field to Which it Belongs

Sustainability of Strategic Planning			Sustainability of HR Investment		Sustainability of the preservation of material and human resources	
Paragraph number	Correlation coefficient	Significance level	Correlation coefficient	Significance level	Correlation coefficient	Significance level
1	0.57**	0.000	0.67**	0.000	0.78**	0.000
2	0.67**	0.000	0.65**	0.000	0.68**	0.000
3	0.74**	0.000	0.59**	0.000	0.69**	0.000
4	0.63**	0.000	0.75**	0.000	0.80**	0.000
5	0.60**	0.000	0.78**	0.000	0.75**	0.000
6	0.67**	0.000	0.69**	0.000	0.71**	0.000
7	0.59**	0.000	0.73**	0.000	0.67**	0.000
8	0.70**	0.000	0.79**	0.000	0.66**	0.000
9					0.60**	0.000
Correlation of the domain with the overall score of the scale = (0.90**)			Correlation of the domain with the overall score of the scale = (0.90**)		Correlation of the domain with the overall score of the scale = (0.93**)	
Sustaining HR Leadership			Social and environmental responsibility			
Paragraph number	Correlation coefficient	Significance level	Correlation coefficient	Significance level		
1	0.71**	0.000	0.71**	0.000		
2	0.68**	0.000	0.70**	0.000		
3	0.63**	0.000	0.68**	0.000		
4	0.67**	0.000	0.75**	0.000		
5	0.66**	0.000	0.63**	0.000		
6	0.74**	0.000	0.76**	0.000		
Correlation of the domain with the overall score of the scale = (0.90**)			Correlation of the domain with the overall score of the scale = (0.87**)			

\* Statistically significant at the level of ( $\alpha = 0.05$ ).

\*\* Statistically significant at the level of ( $\alpha = 0.01$ ).

Table (2) shows that the values of correlation coefficients between paragraphs with the total score of the field to which they belong, ranged between (0.57-0.80) with the degree on the field. It also shows that the values of the correlation coefficients between the domains and the total score of the scale ranged between (0.87 – 0.9331), which indicates a high degree of internal consistency between the domains and the scale. All values were statistically significant at the level of ( $\alpha = 0.01$ ) and this indicates a degree of validity on the paragraphs of the scale.

Stability of the Scale: To ensure the stability of the scale, it was applied to an exploratory sample consisting of (30) faculty members from the study population, and the stability coefficients of the paragraphs of the scale were calculated using the internal consistency method through the Cronbach's alpha equation, and Table (3) shows that.

Table 3: Values of Cronbach's Alpha Internal Consistency Stability Coefficients

#	Domains	Cronbach Alpha	Number of paragraphs
1	Sustainability of Strategic Planning	0.83	8
2	Sustainability of HR Investment	0.86	8
3	Sustainability of the preservation of material and human resources	0.90	9
4	Sustaining HR Leadership	0.80	6
5	Social and environmental responsibility	0.81	6
<b>The scale as a whole</b>		<b>0.94</b>	<b>37</b>

Table (3) shows the values of the stability coefficients for the fields on the sustainable leadership scale ranged between (0.80-0.90), while the value of the stability coefficient for the items of the scale as a whole was (0.94). These values are suitable for the purposes of the present study.

- The score on the scale was determined in three levels. Through the following equation:

Category length = (highest value of the alternative – minimum value of the alternative) / number of scores.

$$= (5-1)/3 = 1.33 \text{ Class length of paragraph}$$

Therefore, the scores (1-2.33) became low, (2.34-3.67) medium, and (3.68-5.00) high.

Study Variables:

First: Independent Variables

- Gender Variable: It has two categories (male, female).
- University type Variable: It has two categories (governmental, private).
- Academic Rank Variable: It has three levels (Professor, Associate Professor, Assistant Professor).
- Variable Experience: It has three levels (less than 5 years, 5 to 10 years, more than 10 years).

Second: Dependent Variables (Continuous):

- The reality of applying sustainable leadership strategies among academic leaders in public and private universities from the point of view of faculty members.

Statistical Processing: The Cronbach-Alpha equation was used to confirm the stability of the study tool, the Pearson correlation coefficient was used to find the validity of the internal consistency of the tool's paragraphs, the use of arithmetic averages and standard deviations, the calculation of frequencies and percentages, and the analysis of quadruple variance known as (3 WAY MANOVA).

Study Results and Discussion: This study aimed to reveal "the reality of the application of sustainable leadership strategies among academic leaders in Jordanian public and private universities from the point of view of faculty members" by answering the following questions:

The Results Related to the First Question, Which Stated: "What is the reality of the application of sustainable leadership strategies among academic leaders in public and private universities from the point of view of faculty members? To answer the first question, the arithmetic averages, standard deviations, rank and degree were calculated for the reality of applying sustainable leadership strategies among academic leaders in public and private universities from the point of view of faculty members in general and for each field, and Table (4) shows that

Table (4): Arithmetic Averages and Standard Deviations of the Reality of the Application of Sustainable leadership Strategies Among Academic leaders in Public and Private Universities from the Point of View of Faculty Members in Descending Order

#	Domains	Arithmetic mean	Standard deviation	Rank	Grade
1	Sustainability of Strategic Planning	3.82	0.54	1	High
3	Sustainability of the preservation of material and human resources	3.72	0.67	2	High
2	Sustainability of HR Investment	3.65	0.60	3	Medium
4	Sustaining HR Leadership	3.57	0.65	4	Medium
5	Social and environmental responsibility	3.55	0.67	5	Medium
	<b>Overall score of the Scale</b>	<b>3.67</b>	<b>0.43</b>		<b>Medium</b>

Table (4) shows that the total arithmetic mean of the reality of the application of sustainable leadership strategies among academic leaders in public and private universities from the point of view of faculty members was (3.67) with a standard deviation of (0.43), and a medium degree. The researcher attributes this result to the fact that Jordanian universities are moving in the right direction towards the sustainability of education and following the method of continuous improvement of human elements and financial resources and maintaining them to achieve sustainable leadership, reduce costs and achieve the greatest achievements. This result agreed with the results of the study of Al-Ardan (2019), and the results and study of Al-Ghanem (2016), where the field of "sustainability of strategic planning" came in first place with an arithmetic mean (3.82) and a standard deviation (0.54) and a high degree, and the researcher attributes the reason for this to the university's keenness to involve local community institutions in the process of changes and training programs for its graduates, and its relentless pursuit to develop positive trends on issues related to the environment, and the field of "sustainability of preserving material and human resources" came in second place with an arithmetic mean (3.72) and a standard deviation (0.67). In third place is the field of "Sustainability of Human Resources Investment" with an arithmetic mean (3.65) and a standard deviation of (0.60) and a medium degree, and in fourth place is the field of "Sustainability of Human Resources Leadership" with an arithmetic mean (3.57) and a standard deviation (0.65) and a medium degree, and in the last rank is the field of "Social and Environmental Responsibility" with an arithmetic mean (3.55) and a standard deviation of (0.55) and a medium degree. The following is a presentation of the arithmetic mean and standard deviations for each of the paragraphs in descending order for each area, and Table (5) illustrates this:

Table (5) Arithmetic Averages and Standard Deviations of the Reality of the Application of Sustainable leadership Strategies Among academic leaders in Public and Private Universities from the Point of View of Faculty Members in Descending Order on Each field

#	PARAGRAPH	ARITHMETIC MEAN	STANDARD DEVIATION	RANK	GRADE
1	The university seeks to update the strategy to raise the level of faculty members' capabilities continuously	4.21	0.83	1	HIGH
2	The university works to integrate long-term plans and short-term plans in a coordinated manner	3.90	0.95	2	HIGH
3	The university adopts long-term plans that seek to achieve the development of faculty members.	3.82	1.02	3	HIGH
6	The university balances short-term and long-term strategic planning.	3.81	1.02	4	HIGH
5	The university directs its employees to continuous improvement in their work.	3.78	0.99	5	HIGH
7	The university administration is interested in developing students' higher thinking skills.	3.73	1.10	6	HIGH
8	The university benefits from the experiences of other universities and learns from them.	3.72	0.99	7	HIGH
4	The university builds long-term goals of short-term goals to achieve sustainable development.	3.58	1.19	8	MEDIUM
<b>TOTAL DEGREE IN THE FIELD OF STRATEGIC PLANNING SUSTAINABILITY</b>		<b>3.82</b>	<b>0.54</b>		<b>HIGH</b>
1	The university distributes the powers of work clearly and transparently to everyone according to their abilities and potentials.	3.77	1.05	1	HIGH
2	The university seeks continuous improvement of faculty members in line with the university's vision and mission.	3.69	1.01	2	HIGH
5	The university enhances the leadership capabilities of the university staff	3.69	1.07	3	HIGH
6	The university is keen to train and develop faculty members continuously.	3.69	1.10	4	HIGH
7	The university works to develop faculty members in a variety of ways.	3.65	1.11	5	MEDIUM
8	The university pursues the professional growth of faculty members related to the achievement of goals	3.65	1.13	6	MEDIUM
4	The university encourages collaboration and decision-making processes among faculty.	3.57	1.04	7	MEDIUM
3	The university motivates faculty members to pursue what is new in the field of specialization	3.45	1.14	8	MEDIUM
<b>THE OVERALL DEGREE OF THE FIELD OF HUMAN RESOURCES INVESTMENT SUSTAINABILITY</b>		<b>3.65</b>	<b>0.60</b>		<b>MEDIUM</b>
4	The needs of faculty members are monitored and identified	4.17	0.91	1	HIGH
5	The university's service and strategies are developed based on the desire of faculty members	3.88	1.05	2	HIGH
9	The opinions and suggestions of faculty members and administrators are listened to.	3.76	1.06	3	HIGH
7	The University supports the knowledge and skills required for sustainable development	3.72	1.07	4	HIGH
3	Faculty members are encouraged to attend conferences and seminars.	3.67	1.12	5	MEDIUM
6	Academic leadership in universities is continuously developed.	3.66	1.13	6	MEDIUM
1	All technological means related to retrieving information are provided when needed.	3.61	1.16	7	MEDIUM
8	The University stimulates and provides support for creativity and innovation and makes appropriate decisions on stakeholder participation.	3.61	1.12	8	MEDIUM
2	The expertise of surrounding and parallel universities is used.	3.45	1.20	9	MEDIUM

#	PARAGRAPH	ARITHMETIC MEAN	STANDARD DEVIATION	RANK	GRADE
<b>THE OVERALL DEGREE OF SUSTAINABILITY OF THE PRESERVATION OF MATERIAL AND HUMAN RESOURCES</b>		<b>3.72</b>	<b>0.67</b>		<b>HIGH</b>
2	An academic leader has the ability to understand, motivate and support others.	3.72	1.11	1	<b>HIGH</b>
4	He communicates with others in all directions to communicate within the university and its hopes	3.64	1.10	2	<b>MEDIUM</b>
5	Provide faculty members with feedback on their performance to improve it and enhance strengths.	3.62	1.10	3	<b>MEDIUM</b>
3	The academic leader is applied fairly to all employees.	3.60	1.10	4	<b>MEDIUM</b>
6	Establishes a clear structure for the delegation of authority and tasks to faculty members.	3.56	1.13	5	<b>MEDIUM</b>
1	The university is keen to benefit from the experiences of others in developing institutional work	3.29	1.24	6	<b>MEDIUM</b>
<b>OVER ALL DEGREE IN THE FIELD OF HR LEADERSHIP SUSTAINABILITY</b>		<b>3.57</b>	<b>0.65</b>		<b>MEDIUM</b>
6	The university encourages faculty members to participate and integrate with local community institutions.	3.65	1.11	1	<b>MEDIUM</b>
2	The university encourages faculty and staff to develop positive attitudes around issues related to the environment.	3.58	0.99	2	<b>MEDIUM</b>
4	The university offers awareness programs for different groups of the local community	3.56	1.19	3	<b>MEDIUM</b>
1	The university interacts with social and national events in the local community.	3.55	1.11	4	<b>MEDIUM</b>
5	The university involves local community institutions in the process of changes and training programs for its graduates	3.53	1.12	5	<b>MEDIUM</b>
3	The university uses social media in the process of communicating with the local community.	3.42	1.22	6	<b>MEDIUM</b>
<b>TOTAL DEGREE IN THE FIELD OF SOCIAL AND ENVIRONMENTAL RESPONSIBILITY</b>		<b>3.55</b>	<b>0.67</b>		<b>MEDIUM</b>

Table (5) shows that the value of the total arithmetic mean of the field of (sustainability of strategic planning) reached (3.82) with a standard deviation of (0.54) and a high degree. Paragraph (1) ranked first in the field, which stated "The university seeks to update the strategy to raise the level of faculty members' capabilities continuously", with an arithmetic mean (4.21) and a standard deviation (0.83) and a high degree, and in the last place came paragraph (4), which stated "The university builds long-term goals of short-term goals to achieve sustainable development", with an arithmetic mean (3.54) and a standard deviation (1.19) with an average degree.

It is clear from the table that the value of the total arithmetic mean for the field of (sustainability of human resources investment) was (3.65) with a standard deviation of (0.60) and a medium degree. Paragraph (1) came in first place in the field, which stipulated "the university distributes the powers of work clearly and transparently to everyone according to their abilities and potentials", with an arithmetic mean (3.77) and a standard deviation (1.05) and a high degree, while in the last place came paragraph (3), which stipulated "The university motivates faculty members to follow what is new in the field of specialization", with an arithmetic mean (3.45) and a standard deviation (1.14) and an average degree.

It also shows that the value of the total arithmetic mean for the field of (sustainability of the preservation of material and human resources) was (3.72) with a standard deviation of (0.67) and a high degree. Paragraph (3) came in first place in the field, which stated "The needs of faculty members are monitored and identified", with an arithmetic mean (4.17)

and a standard deviation (0.91) and a high degree, while in the last place came paragraph (2), which stipulated "The experiences of surrounding and parallel universities are benefited", with an arithmetic mean (3.45) and a standard deviation (1.20) and an average degree.

The researcher attributes the reason for this to the pursuit of university administrations to achieve professional growth for faculty members to improve their performance and in order to achieve real achievements, and to include sustainability practices in educational curricula. It also shows that the value of the arithmetic mean for the field of (sustainability of human resources leadership) was (3.57) with a standard deviation of (0.65) and a medium degree. Paragraph (2) ranked first in the field, which stated that "the academic leader has the ability to understand, motivate and provide continuous support to others", with an arithmetic mean (3.72) and a standard deviation (1.11) and a high degree, and in the last place paragraph (1), which stated "The university is keen to benefit from the experiences of others in developing institutional work", with an arithmetic mean (3.29) and a deviation (1.24) and an average degree. The table also shows that the value of the arithmetic mean for the field of (social and environmental responsibility) was (3.55) with a standard deviation of (0.67) and a medium degree. Paragraph (6), which stipulates "The university urges faculty members to participate and integrate with local community institutions", came in first place in the field, with an arithmetic mean (3.65) and a standard deviation (1.11) and an average degree, and in the last place paragraph (3), which stated "The university uses social media in the process of communicating with the local community", with an arithmetic mean (3.42) and a deviation (1.22) and an average degree.

Second: The Results Related to the Second Question, Which Stated: "Are there statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the arithmetic means of the responses of the study sample members on the reality of applying sustainable leadership strategies among academic leaders in public and private universities from the point of view of faculty members according to the variables of gender, type of university, academic rank, and experience?" To answer the second question, the arithmetic averages and standard deviations of the responses of the study sample members were calculated on the reality of applying leadership strategies. Sustainable among academic leaders in public and private universities according to variables (gender, type of university, academic rank, and experience) as shown in Table (6):

Table (6): Arithmetic Averages and Standard Deviations of Individuals' Responses to the Reality of Applying Sustainable Leadership Strategies among Academic Leaders in Public and Private Universities According to Study Variables

Variable	Levels		Sustainability of Strategic Planning	Sustainability of HR Investment	Sustainability of the preservation of material and human resources	Sustaining HR Leadership	Social and environmental responsibility	The scale as a whole
Gender	Females N=127	Arithmetic mean	3.95	3.75	3.88	3.69	3.46	3.77
		Standard deviation	0.49	0.54	0.48	0.59	0.75	0.35
	Male N=183	Arithmetic mean	3.73	3.57	3.62	3.49	3.61	3.61
		Standard deviation	0.56	0.62	0.76	0.68	0.61	0.46
	Total N=310	Arithmetic mean	3.82	3.65	3.72	3.57	3.55	3.67
		Standard	0.54	0.60	0.67	0.65	0.67	0.43

Variable	Levels		Sustainability of Strategic Planning	Sustainability of HR Investment	Sustainability of the preservation of material and human resources	Sustaining HR Leadership	Social and environmental responsibility	The scale as a whole
University Type	Government N= 134	Arithmetic mean	3.69	3.53	3.56	3.44	3.44	3.54
		Standard deviation	0.60	0.62	0.76	0.71	0.66	0.47
	Private N= 176	Arithmetic mean	3.92	3.74	3.84	3.67	3.63	3.77
		Standard deviation	0.47	0.57	0.57	0.59	0.67	0.36
	Total N=310	Arithmetic mean	3.82	3.65	3.72	3.57	3.55	3.67
		Standard deviation	0.54	0.60	0.67	0.65	0.67	0.43
Academic Rank	professor N=65	Arithmetic mean	4.01	3.84	3.98	3.78	3.74	3.88
		Standard deviation	0.50	0.59	0.48	0.48	0.75	0.36
	Associate Professor N=88	Arithmetic mean	3.75	3.56	3.64	3.55	3.53	3.62
		Standard deviation	0.48	0.53	0.59	0.64	0.60	0.39
	Assistant Professor N=157	Arithmetic mean	3.78	3.62	3.66	3.49	3.48	3.62
		Standard deviation	0.58	0.63	0.76	0.70	0.66	0.45
Total N=310	Arithmetic mean	3.82	3.65	3.72	3.57	3.55	3.67	
	Standard deviation	0.54	0.60	0.67	0.65	0.67	0.43	
Experience	Less than 5 years N=94	Arithmetic mean	3.70	3.43	3.53	3.34	3.40	3.49
		Standard deviation	0.59	0.61	0.69	0.69	0.58	0.43
	5 to 10 N=102	Arithmetic mean	3.81	3.79	3.76	3.65	3.45	3.71
		Standard deviation	0.53	0.61	0.71	0.63	0.80	0.44
	More than 10 years N=114	Arithmetic mean	3.93	3.70	3.84	3.69	3.76	3.79
		Standard deviation	0.49	0.52	0.60	0.60	0.56	0.36
Total N=310	Arithmetic mean	3.82	3.65	3.72	3.57	3.55	3.67	
	Standard deviation	0.54	0.60	0.67	0.65	0.67	0.43	

Table (6) shows that there are apparent differences between the arithmetic averages of the responses of the study members on the reality of applying sustainable leadership strategies among academic leaders in public and private universities according to variables (gender, university type, academic rank, and experience) and to know the significance of the differences statistically, a multivariate quadruple variance analysis (4-

Way MANOVA) was used for the fields and the total degree of the scale and Table (7) shows that:

Table (7): Results of Multiple Quadruple Variance Analysis (MANOVA) for the Responses of study Subjects on the Reality of Applying Sustainable leadership Strategies Among Academic leaders in Public and Private Universities According to the Study Variables

<b>Contrast Source/Variable</b>	<b>Domains</b>	<b>Sum of squares</b>	<b>Degrees Freedom</b>	<b>Medium squares</b>	<b>F value</b>	<b>level Significance</b>
<b>Sex</b> <b>Hotelling's =0.073</b> <b>F =4.373</b> <b>Sig =0.001</b>	<b>Sustainability of Strategic Planning</b>	2.929	1	2.929	11.272	.001*
	<b>Sustainability of HR Investment</b>	1.462	1	1.462	4.602	.033*
	<b>Sustainability of the preservation of material and human resources</b>	3.820	1	3.820	9.544	.002*
	<b>Sustaining HR Leadership</b>	2.074	1	2.074	5.447	.020*
	<b>Social and environmental responsibility</b>	1.775	1	1.775	4.331	.038*
	<b>Overall score of the scale</b>	1.264	1	1.264	8.804	.003*
<b>University Type</b> <b>Hotelling's =0.067</b> <b>F =4.028</b> <b>Sig =0.001</b>	<b>Sustainability of Strategic Planning</b>	2.712	1	2.712	10.439	.001*
	<b>Sustainability of HR Investment</b>	2.569	1	2.569	8.084	.005*
	<b>Sustainability of the preservation of material and human resources</b>	4.193	1	4.193	10.476	.001*
	<b>Sustaining HR Leadership</b>	2.655	1	2.655	6.971	.009*
	<b>Social and environmental responsibility</b>	1.931	1	1.931	4.711	.031*
	<b>Overall score of the scale</b>	2.857	1	2.857	19.897	.000*
<b>Academic Rank</b> <b>Wilks' Lambda = 0.915</b> <b>F =2.742</b> <b>Sig =0.003</b>	<b>Sustainability of Strategic Planning</b>	2.838	2	1.419	5.462	.005*
	<b>Sustainability of HR Investment</b>	2.523	2	1.262	3.970	.020*
	<b>Sustainability of the preservation of material and human resources</b>	4.943	2	2.472	6.176	.002*
	<b>Sustaining HR Leadership</b>	3.725	2	1.863	4.891	.008*
	<b>Social and environmental responsibility</b>	3.693	2	1.847	4.505	.012*
	<b>Overall score of the scale</b>	3.430	2	1.715	11.945	.000*
<b>Experience</b> <b>Wilks' Lambda = 0.856</b> <b>F =4.825</b> <b>Sig =0.000</b>	<b>Sustainability of Strategic Planning</b>	2.422	2	1.211	4.662	.010*
	<b>Sustainability of HR Investment</b>	5.672	2	2.836	8.925	.000*
	<b>Sustainability of the preservation of</b>	4.004	2	2.002	5.002	.007*



Contrast Source/Variable	Domains	Sum of squares	Degrees Freedom	Medium squares	F value	level Significance
	material and human resources					
	Sustaining HR Leadership	5.984	2	2.992	7.858	.000*
	Social and environmental responsibility	7.431	2	3.716	9.065	.000*
	Overall score of the scale	3.960	2	1.980	13.789	.000*
<b>Error</b>	Sustainability of Strategic Planning	78.723	303	.260		
	Sustainability of HR Investment	96.287	303	.318		
	Sustainability of the preservation of material and human resources	121.269	303	.400		
	Sustaining HR Leadership	115.377	303	.381		
	Social and environmental responsibility	124.191	303	.410		
	Overall score of the scale	43.508	303	.144		
<b>Adjusted total</b>	Sustainability of Strategic Planning	90.978	309			
	Sustainability of HR Investment	110.322	309			
	Sustainability of the preservation of material and human resources	140.561	309			
	Sustaining HR Leadership	131.541	309			
	Social and environmental responsibility	139.608	309			
	Overall score of the scale	56.479	309			

\*Significant at the level of ( $\alpha \leq 0.05$ ).

Table 7 shows the following:

1. The existence of statistically significant differences at the level of ( $\alpha = 0.05$ ) between the estimates of the study members on all areas attributed to the gender variable, as the statistical values of the test (F) on the fields ranged between (4.331 - 11.272) and the level of significance ranged between (0.001 - 0.038) which is less than (0.05), and all these values are statistically significant at the level of ( $\alpha = 0.05$ ) on all fields. The existence of statistically significant differences between the estimates of the study members on the total score of the scale is due to the difference in the gender variable, as the statistical value of the (F) test on the scale as a whole was (8.804) and the level of significance (0.003), and this value is statistically significant at the level of significance ( $\alpha = 0.05$ ). The differences were in favor of females with a higher arithmetic mean than males across all domains and the overall score of the scale. The researcher attributes this result to the fact that the faculty members in the various faculties of the university are formed from faculty members who are assigned to manage the colleges in the departments, and they are (Dean of the Faculty, Assistant Deans for Strategic and

Academic Planning, Accreditation, Quality and Scientific Research, Heads of Departments) and they seek to achieve more successes, and they are responsible for creating positive work environments in order to build trust among everyone to help them accomplish the tasks entrusted to them, and to provide a cooperative teamwork environment, especially in administrative cooperation, and to implement the requirements of the colleges as a situation Strategic plan and formulation of college policy and research cooperation between faculty members, providing logistical support in terms of publishing and material provision from research bodies and international institutions, and the continuous pursuit of holding training courses and workshops for faculty members to employ the latest teaching strategies and electronic technologies in employing them in the classrooms, and strengthening community relations, strengthening partnership with the local community, providing courses and workshops that help them provide job opportunities and overcome pockets of poverty and unemployment, choosing life steps that contribute to providing family stability, and involving them in setting the vision, mission and goals of the university and its colleges, and the results of this question came in favor of female administrative faculty members, and the researcher attributes this to the fact that females are more synchronized, fast in achievement and punctuality. This result is consistent with the results of the study of Lambert (2012), and differs with the results of the study of Aleixo Azeiteiro (2018), and the results of the study of Ghanem (2016), which showed that there were no differences in the responses of the study sample due to gender and specialization variables.

2. The existence of statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the estimates of the study members on all fields attributed to the variable of the type of university, as the statistical values of the (F) test on the fields ranged between (4.711 – 10.476) and the level of significance ranged between (0.001 – 0.031) which is less than (0.05), and all these values are statistically significant at the level of ( $\alpha = 0.05$ ) on all fields. The existence of statistically significant differences between the estimates of the study members on the total degree of the scale is due to the difference in the variable of the type of university, as the statistical value of the test (F) on the scale as a whole (19.897) and the level of significance (0.000), and this value is statistically significant at the level of significance ( $\alpha = 0.05$ ). Where the differences were in favor of private university members with a higher arithmetic average than the government on all areas and the overall score of the scale. The researcher attributes this result to the fact that it came in favor of private universities because private universities seek to distinguish the job performance of faculty members and achieve progress and success to obtain accreditation by adopting many human resources programs, anticipating future needs, planning for the success of the institution and enabling it to achieve the successes of educational programs and provide more future visions for it, and creating an encouraging work environment that qualifies and encourages faculty members in optimal competition towards achieving a fruitful work environment, and employing technologies in The university, openness towards change, controlling and developing the administrative system in it, upgrading the level of students, treating the problems of students and institutions benefiting from the graduates of these institutions, and raising the level of performance of all administrators and faculty members working in it. Private universities have become an important role in meeting the requirements of sustainable development, in the economic aspect, their role is clearly shown through the scientifically and practically qualified cadres they provide entrusted with the task of planning, developing and implementing economic development to address various economic problems such as the phenomenon of unemployment and fighting financial corruption in all its forms, and universities have contributed to developing and improving the lives of societies and increasing their well-being by enabling them to exploit their resources in an efficient manner and in a manner that takes into account the share of future generations of these resources, in addition to supporting programs and plans. The results of this question are

consistent with the results of the study of Lambert (2012), and differ with the results of the study (Simanskiene, L., Zuperkiene, E., & Pauzuoliene, J, 2016).

3. The existence of statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the estimates of the study members on all fields attributed to the variable of academic rank, as the statistical values of the test (F) on the fields ranged between (3.970 - 6.176) and the level of significance ranged between (0.001 - 0.031) which is less than (0.05), and all these values are statistically significant at the level of ( $\alpha = 0.05$ ) on all fields. The existence of statistically significant differences between the estimates of the study members on the total score of the scale is due to the difference in the variable of academic rank, as the statistical value of the test (F) on the scale as a whole (11.945) and the level of significance (0.000), and this value is statistically significant at the level of significance ( $\alpha = 0.05$ ). Where the differences were between the members of the academic rank (professor) on the one hand and the members of the rank (associate professor) and (assistant professor) on the other hand, and the differences came in favor of the members of the rank (professor) with a higher arithmetic average on the fields and the total degree of the scale. There are no differences between members of the academic rank (associate professor) on the one hand and (assistant professor) on the other. The researcher attributes this result to the fact that it came in favor of Professor doctor (the highest rank) as he has extensive experience as a result of the university currency years, which exceeded more than fifteen years, and has the ability to analyze and design in the work environment and determine the activities and tasks that make up the job, and contributes to developing a perception of all the functional and leadership tasks of each member of the teaching staff, and can choose the appropriate staff for work, and possesses physiognomy job evaluation, and evaluation of the performance of employees, it also contributes to human resources planning, assisting in strategic change and possessing training skills, providing faculty members with information and skills that gain them mastery in performing and implementing work, developing the skills, knowledge and experience of university workers and increasing their efficiency in order to increase the productivity of educational institutions, achieve their goals, solve their problems, increase the motivation of faculty members and the ability to work, enhance the university's competitiveness, and use modern technologies effectively and help all employees to feel safe, secure and integrated In the work environment, improving communication and communication skills between them and subordinates, retaining scientific competencies that help achieve the university's goals and the continuity of the institution's success and excellence, and high productivity, and to ensure the continuation of the work of academic competencies in the institution, there must be programs and strategies to deal with them and ensure the continuity of their work, and not to shift their thinking to search for better job opportunities, especially providing a suitable work environment financially, psychologically and socially, using appropriate motivation methods, planning the career path to achieve security and job satisfaction for academics, and developing their academic and professional growth opportunities. They are distinguished by the spirit of a distinguished leader who has strategic and administrative directions adept in dealing with all his colleagues at work and has a clear vision for the future, and has the ability in accreditation programs for all bachelor's, master's and doctoral levels, and has the ability to conclude agreements with universities and local, regional and international bodies in the field of research and graduate studies and improve university services, and his keenness on the academic and personal development of the faculty member, and achieve high indicators in the performance of faculty members and university employees only. Global rankings. This finding is consistent with the results of the study of Al-Khudair (2021), and differs with the results of (Al-Heila and Al-Arqawi, 2019), and the results of Lambert's study (2012).

4. The existence of statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the estimates of the study members on all fields attributed to the variable of experience, as the statistical values of the test (F) on the fields ranged between (4.662 -

9.065) and the level of significance ranged between (0.000 - 0.007) which is less than (0.05), and all these values are statistically significant at the level of ( $\alpha = 0.05$ ) on all fields. The statistical value of the (F) test on the scale as a whole was (13.789) and the significance level (0.000), and this value is statistically significant at the significance level ( $\alpha = 0.05$ ). Where the differences between members of experience (less than 5 years) on the one hand and members of experience (more than 10 years) and (from 5 to 10 years) on the other hand, and the differences came in favor of members of experience (more than 10 years) with a higher arithmetic average on the fields and the total degree of the scale. The differences between members of experience (less than 5 years) on the one hand and individuals of experience (more than 10 years) on the other hand, and the differences came in favor of individuals with experience (more than 10 years) with a higher arithmetic average on the areas of (sustainability of human resources investment, sustainability of maintaining material and human resources, and sustainability of human resources leadership) and the overall score of the scale. There are no differences between members of experience (less than 5 years) on the one hand and (more than 10 years) on the other hand in the areas of (sustainability of strategic planning and social and environmental responsibility), and the researcher attributes this result to the fact that those who have more than (10) years of experience This came according to the important roles of the administrative leader (Dean of the College, Head of Department) The most experienced as it seeks to develop the individual and institutional capabilities of the college or university necessary for success, such as helping faculty members to develop, and support Meaningful and deep knowledge, skills and attitudes required by sustainability, and the promotion of practices that will facilitate the orientation of educational institutions towards sustainability, through the establishment of a communication network to enhance cooperation with the community to achieve common visions and goals for a sustainable future, and to translate these values and practices must involve all employees, evaluate regularly, and be consistent with sustainable education policies, and building sustainable professional development by spreading the culture of quality among leaders and employees of educational institutions and among faculty members, to keep pace with developments in the university environment and society to improve the level of performance in the shortest possible time and with the least effort. These results are consistent with the results of the Al-Khudair study (2021) and the study of Stavropoulou, A. M. (2015), and differ with the results of the study of Al-Ardan (2020).

Recommendations: In light of the findings of the study, it recommends the following recommendations:

- The need for Jordanian public and private universities to pay attention to improving and developing the performance of academic leaders, training them to possess higher skills in administrative performance, and promoting sustainable practices.
- The need for Jordanian private universities to focus on those with lower academic ranks and experience at the university, and to hold training courses to possess higher skills in administrative performance to achieve sustainable leadership in universities.
- The need to develop an accurate system for the follow-up and evaluation of sustainable leadership and the preparation of a strategic plan by the Ministry of Higher Education that includes many practices to achieve sustainable leadership in Jordanian universities.

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