The Effectiveness of Strategic Management in Improving the Organizational Creativity of Faculty Members in Jordanian Universities from the Point of View of Academic Leaders and Proposals for Their Development

Dr. Rawan kheder yousef abu shaqra[1]

Abstract

The study aimed to reveal the effectiveness of strategic management in improving the organizational creativity of faculty members in Jordanian universities from the point of view of academic leaders and proposals for their development, and to achieve the objectives of the study, the researcher prepared a tool consisting of (43) paragraphs distributed over two fields: the practice of strategic management, and organizational creativity. The study population consisted of all faculty members in Jordanian universities (Jordanian, Hashemite, Al al-Bayt, Science and Technology, Al-Yarmouk), from whom a simple random sample of (438) academic leaders was selected during the summer semester of the year (2021-2022). The results of the study showed a strong and positive correlation between the variables, and that the practice of strategic management has a statistically significant positive impact on improving organizational creativity in Jordanian public universities from the point of view of academic leaders, and there are differences due to the administrative functional variable and in favor of the dean's job title and in favor of humanitarian colleges, and there are differences due to the academic rank variable and in favor of the academic rank of the associate professor and the rank of assistant professor. The study recommended that academic leaders in universities should be encouraged to encourage interest in innovation and improve organizational creativity by academic leaders to improve the way they work and carry out the required tasks.

Introduction

University leadership is the cornerstone of the process of development, change and reform, and the leaders of higher education institutions play leadership roles on which the success of institutions in performing their mission and achieving their goals depends, it is necessary for the leader to be well qualified, 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 institutions, so it is necessary to develop and integrate them into the higher education system, and the current educational development has proven that the development of leadership in universities has not a choice, even a necessity, aimed at helping them develop the leadership skills needed for future leadership.

---

[1] Deparment of Educational foundations and Administration, faculty of educational sciences the Hashamite University, Zarqa, Jordan

Educational administration is currently facing many challenges facing the world, which necessitates the need to make radical changes in ways of thinking and problem-solving methodology with maximum accuracy and effectiveness (Moawad, 2017), and one of the most important ways that enable educational administration to achieve excellence is to adopt strategic management as one of the most important long-term strategies that have the ability to identify and set long-term goals that can be achieved and adopt modern, diverse and successful methods and means (Aboudi, 2010), strategic planning is the top of the intellectual and applied pyramid, which is a continuation of the development of strategic planning, and its goal is to highlight the achievement of creativity and raise productive efficiency (Al-Muqaddim, 2018), and is a modern management approach aimed at bringing about radical changes in administrative patterns and developing strategic capacity and performance in the institution (Paul, 2009). Hence, the need to apply strategic management in universities in order to develop new management strategies to reach high rates of performance, work to improve the quality of outputs and reach high rates of production and provide the required service with the required quality, organizational creativity is considered one of the modern administrative approach, which focuses on activating the surrounding environment, and working to create modern ideas that are characterized by creativity and work on their approach, in all its policies, procedures and processes that occur in the institution (Madani, 2017). Robbins (2001) also pointed out that it is a process to create modern and sophisticated creative ideas and in pursuit of change that are applicable and that play the largest role in achieving the development of all administrative and production processes. Sutanto (2017) stressed that it is the process of creating ideas for the development of the service provided by adopting a modern management style to reach a different level from the rest of the competing and advanced individuals, creative institutions strive hard to develop their administrative strategies and adopt many modern administrative approaches that aim to achieve and develop the organizational environment through their adoption of creative ideas such as strategic management, in order to achieve and improve the job performance of all individuals working in the institution and faculty members (Abu Rumman, 2012). From the above, the researcher notes the importance of adopting strategic management in higher education institutions and knowing its effectiveness in achieving organizational creativity for all individuals working in the educational institution, which requires all these institutions to work on activating them to reach a high level of performance.

It is clear that the science of strategic management is one of the educational administrative sciences, as Jones (2016) defined it as depicting the future visions of the organization, drawing its mission, determining its long-term goals, and determining the dimensions of the expected relations between it and its environment, in a way that contributes to identifying the opportunities and risks surrounding it, and its distinctive strengths and weaknesses, with the aim of making, reviewing and evaluating strategic decisions affecting the long term. Al-Zahrani (2021) pointed out that strategic management is the body authorized to make fundamental and strategic decisions, while Sutanto (2017) pointed out its ability to analyze all the challenges facing management represented by the great acceleration in the business environment, increasing competitiveness, a lack of material and human resources, and many challenges facing educational institutions such as technological changes in the global reality and the transition to knowledge societies. Lucy (2017) asserts that it helps the university administration to improve and develop its performance by balancing efficiency and effectiveness in performance, and Ansoff (2019) confirmed that it helps it unify people's behavior by encouraging collaborative work, which in turn reduces organizational conflicts in educational institutions. Therefore, strategic management has important dimensions in university institutional work, where Thabet (2013) pointed out that each educational institution seeks to achieve its goals, survival, continuity and growth in its products despite the different nature of those goals and the size of those activities and

procedures, and these goals are not achieved in isolation from the existence of a strategic management capable of achieving the ambitions of the organization, as successful institutions are those that rely on strategic leadership that is characterized by future vision and the ability to read events and developments to ensure continuity and growth.

The importance of strategic management in education

Nickols (2000) and Wilkinson, et al. (2007) confirmed that strategic management works to provide continuous and regular growth for educational institutions of all kinds, schools and universities, and become more responsive to the needs of the local community and all individuals, which increases the effectiveness of the institution, achieves more efficient and effective production, predicts the future and emphasizes the control of goals, provides it with a method and method for reviewing plans and results, determines performance and responsibility measures (accounting), and a database that enables to predict the effects of change and the effects of external forces, and make decisions in state of assurance, which reduces risks and risks, and it works to improve the ethical values of employees and all individuals working in it, including teaching and administrative staff, as a result of transparency, clarity, guidance and supervision, provides satisfaction for employees, and allows active participation that allows the provision of unique and distinct perspectives that make employees and stakeholders more responsible to become more committed to common goals and more belonging, it also helps to allocate resources better. Kamal (2021) pointed out that the application of strategic management in education is very important, and by developing future plans and challenging the methods of their application, and knowing the weaknesses and strengths, with the aim of making strategic decisions, following them up permanently and reviewing them, and the importance of strategic management in education is based on its ability to develop and change the educational system and make it more flexible to be able to keep pace with developed societies and countries, as its importance lies in education as one of the most important administrative processes, whose effects are reflected in all educational outputs and outcomes, and (Warda, 2016) stressed its importance in educational institutions as it works to develop the habit of thinking about the future, improve the level of internal efficiency of educational institutions, develop research capabilities and improve the educational environment, strategic management is an essential step to reduce problems and control the internal and external environmental factors affecting the performance of individuals within educational institutions, and the ability of any educational institution to achieve long-term plans lies in its effective strategic management at all levels.

Battah (2006) states that the importance of strategic management lies in building an educational institutional strategy that achieves success and prosperity in the long term, and enhances continuous competitive advantage, and that strategic management is linked to the success of institutions in their work and the achievement of their goals, while the loss of strategic management makes the organization lose focus in the long term, and the ability to deal with different types of individuals inside and outside the organization and coordination with parties that did not have interaction before, and promote the commitment and participation of all individuals working in it as administrators and educators, affirm the ethical model in internal institutional relations, and serve as the representative of the educational institution, and its negotiator in dealing with relevant external agencies, bodies and institutions, and to monitor and understand consciously and informed the internal and external educational institutional environment locally and globally in order to make smart and rational decisions about the feasibility of institutional activities and investments, and increasing the organization's ability to respond visibly and balanced to the challenges and opportunities of this environment, Ackermann (2011) states that it gives meaning, logic and significance to the turmoil and ambiguity of the environment, and provides a vision that allows the organization to develop and innovate, and to create a learning process that is characterized by becoming and that achieves

institutional competitive advantage and reducing costs by clarifying the general frameworks for continuous improvement and development.

As for the strategic management objectives in education, Ayoub (2013) referred to it by projecting the present on the future, trying to assume reality in a way that accommodates future changes, dealing with the future and its variables flexibly, facing future problems that will face the educational institution through early warning and in a timely manner, formulating and understanding the strategic objectives of the institution clearly, and drawing the best ways to achieve them with the lowest time and lowest cost, and designing the institution's purpose, vision and core values, not ignoring the important elements of the institution, including faculty members and administrative staff, and the need to involve them in the formulation of future decisions, and to enhance the institution's contributions to the social environment in order to achieve the purposes and requirements of society, and prepare the educational institution by making all the required adjustments to be able to deal with the external environment efficiently and effectively. (Davied, 2012) create correspondence between the goals and objectives of the institution so that the learning institution, after working to remove the contradiction between the goals and objectives that it seeks to achieve (Henna, 2012) and find an objective evaluation to make a judgment on the efficiency of management, and strategic management aims to create a system of strategic management consisting of specific steps and procedures, proving and confirming to individuals working in the educational institution the importance of the general curriculum in solving problems, and its objectives are to encourage employees through participatory and collaborative work and to create effectiveness in decision-making (Al-Meligy, 2019). Al-Ajla (2009) states that the development of a culture of creativity in institutions provides them with the ability to respond to the variables of the surrounding environment, which makes the organization in a stable position, as it has the readiness to face these changes in a way that does not affect the conduct of organizational processes, but rather leads to improving the organization's services for the benefit of the organization and the individual, and it contributes to the development of the intellectual and mental abilities of workers in the organization by providing them with the opportunity to choose those capabilities and the optimal use of financial resources through the use of scientific methods that keep pace with modern developments, and the culture of creativity creates a balance between the various development programs, and the material and human capabilities available to provide them with the opportunity to search for new things in the field of work and the continuous updating of work systems in accordance with the surrounding changes.

Wiliams (2001) states that there are several factors that contribute to stimulating organizational creativity, including: organizational culture that facilitates internal and external environmental integration, identifying resources that contribute to stimulating and supporting creativity, designing work teams that help transfer information and commitment at work, and the presence of social support to support creative ideas by employees and supervisors. Juniper (2001) also stated that there are some things that would stimulate creativity within institutions, including encouraging workers to learn, acquiring specialized skills to take difficult things and out of the ordinary, avoiding criticism and ridicule for wrong ideas, emphasizing that failure is synonymous with learning and seizing opportunities, and emphasizing cooperation rather than competition among new workers, and rewarding workers for effective performance at work, which spreads motivation that supports the culture of creativity.

Elements of strategic management in higher education institutions

It showed the most basic elements on which strategic management is based, which are future plans, long-term goals, analysis of the most important strengths and weaknesses in the educational institution, developing the most important alternatives to that, analyzing the educational situation fully (Gad Al-Rab, 2016), knowing the most important financial

and material resources necessary to achieve goals, and adopting modern leadership patterns, such as leadership in change, which seeks to achieve innovation in the face of all environmental variables surrounding the institution (Al-Ahmari, 2017).

With regard to the most important prerequisites for achieving and applying strategic management in higher education institutions and achieving organizational creativity for their individuals, several studies have indicated, such as Huang, B. E., Sardeshmukh, S., Benson, J., & Zhu, Y. (2019) Therefore:

–   Setting the required goals during the academic year: These goals are determined in a participatory, cooperative and decentralized manner based on the departments of colleges, deanships and all departments, and are set systematically, such as setting goals, available capabilities, allocating material and human resources, and all basic and necessary criteria for evaluating performance, and taking into account priorities related to individuals, departments and departments.

–   Formulate and develop public policies, taking into account the general principles and rules necessary for application, in order to achieve and direct the work that helps achieve the desired goals that have been formulated, so as to help managers and employees in the educational institution to know what is required of them and thus achieve and implement the strategy correctly and properly.

–   Designing the organizational structure appropriately and appropriately through the diversity and difference of simple strategies that are not complicated in the structure and organizational structures and their different applied conditions.

–   The existence of effective, appropriate and morally and financially supportive management of the operations and all internal activities in the educational institution in order to achieve the implementation of the strategy in a manner consistent with all processes and internal activities and to ensure their integration and consistency in a correct and proper manner, so that the focus is on building basic standards for measuring performance, and the system of incentives and motivation so that this is taken into account in the application of its strategy, and the development of competencies and leadership capabilities.

Organizational innovation in higher education institutions

Organizational innovation in higher education institutions is one of the essential and necessary components that reflect on the performance of all working individuals and improve their levels. Al-Mughairiya and Al-Omari, Ismail, (2021) The study of the creative behavior of individuals and creative practices in higher education institutions is a remarkable development in the outlook and orientations of educational institutions in terms of its belief in modernity, development and renewal. (Hamad and Hussein, 2018), and the largest role to promote creativity in achieving competitive advantage and achieving innovation in all fields and working to achieve the requirements of society. Wolfe, R. A. (1994) also pointed out that there are changes in the processes and all administrative procedures related to evaluation programs, the follow-up of modernity and originality, the development of educational reality, generating new ideas and implementing modern concepts in the university work environment to achieve all organizational goals (Al-Enezi, 2022). In the same context, Tbeishat (2020) defined one of the human processes to solve problems, which is that phenomenon that begins with generating ideas, goes through multiple stages, affects and is affected in the environment surrounding the institution, and develops the internal organization of the institution to solve problems to find services and products characterized by seriousness and originality and carried out by individuals within a collective work within the institution, and reflects positively on the performance of the institution. The continued survival of institutions in this competitive era is essential and depends on the elements of creativity and innovation, and this can be achieved with the help of the creative workforce (Kremer, 2019) and that

the creativity of the employee is the development of the novel and its application are applicable ideas, and his creativity depends on the culture of the organization, so the senior management of all institutions tends to search for different ways to improve culture, Duan, S., Liu, Z., & Che, H. (2018). During this fact, if the environment is not suitable for employees, creativity cannot be achieved, and while the environment is not conducive to creativity, this will affect employee creativity in organizational policy (Zhang, 2019).

Factors affecting organizational creativity

There are many factors that affect organizational creativity, as Malik (2019) stressed the role of senior management and strategic management in particular and their full commitment to achieving organizational innovation, as it emphasized the factors represented by the culture of the institution, the provision and allocation of resources, the challenge, the presence of work teams, and institutional support, Amable (1998) points out the need for senior management to focus on the role of personal incentives and the appropriate organizational climate and to provide support for creative work, and the existence of effective, appropriate and supportive management morally and financially for the processes and all internal activities in the educational institution, in order to achieve the implementation of the strategy in a manner consistent with all internal processes and activities and to ensure their integration and consistency in the correct manner.

As a result of the researcher's review of many previous studies on the subject of the study, Al-Enezi (2022) conducted a study aimed at identifying the relationship between organizational culture, organizational capital, and organizational creativity among faculty members at the Northern Border University of Saudi Arabia, and the study population consisted of faculty members at the university, who numbered (110) faculty members, and to achieve the objectives of the study, the researcher used the descriptive correlational approach, and the results of the study indicated the existence of a positive correlation relationship, and there were no differences in favor of the job title.

Al-Najjar (2022) conducted a study aimed at identifying the impact of strategic management practice in Palestinian higher education institutions, and revealing whether there were differences between the responses of the study sample consisting of (74) academic leaders at Istiqlal University about the extent of strategic management practice at Al-Istiqlal University, and to achieve the objectives of the study, the researcher used the analytical approach, and the results of the study showed that there is a significant and distinctive impact of the practice of strategic management in higher education institutions in general, and the results showed that the university has a future vision with its human and material resource needs.

Nawaz (2021) conducted a study aimed at shedding light on the basics of organizational policy and organizational creativity and their negative and positive effects on attitudes related to the work of a faculty member in universities, and to achieve the objectives of the study, a survey was conducted through a questionnaire that was applied to the study sample of (100) faculty members, in addition to faculty members and administrators from various public universities in Sindh province, and the results of the study reached some important work related to trends and policy results, and the results showed that administrative perceptions Strategic management has a significant impact on employee behavior, organizational creativity and overall performance.

Al-Mughairiyah, Al-Omari and Ismail (2021) conducted a study aimed at identifying the role of talent management in achieving organizational creativity in public universities in the Sultanate of Oman from the point of view of the administrators working in them, and to achieve the objectives of the study, the descriptive survey approach was used, and the study population consisted of all employees at Sultan Qaboos University, which

numbered (804) of its employees, and a sample of (157) was selected, the results of the study showed that the level of organizational creativity came to an average degree, and there were statistically significant differences attributed to gender in favor of males and job titles and in favor of a section head.

Oleh Serbin (2021) also conducted a study aimed at identifying the role of university libraries in achieving creative industries through the application of strategic management in Ukrainian universities, where the study was conducted taking into account previous experience through analysis and organization of the regulatory framework, information and analytical materials on this topic, and to achieve the objectives of the study, personal interviews were conducted with librarians, and the results of the study showed that financial resources are insufficient to finance university libraries, and that they created a financial resource through the activation of strategic management, providing innovative information and implementing creative projects, all libraries have development strategies in which their mission is formalized in three strategies.

Al-Rashidi (2020) conducted a study aimed at identifying the reality of organizational creativity in Kuwait universities, and to achieve the objectives of the study, the researcher used the descriptive approach, the tool was distributed to the study sample, numbering (185) members, the results of the study showed that the level of organizational creativity came to a medium degree, and there were statistically significant differences due to the gender variable, and there were no differences in the responses of the study sample due to the academic rank variable.

Abu Aqla (2017) conducted a study aimed at identifying the reality of the application of strategic management in Yemeni higher education institutions in accordance with the European model of excellence, indicating the most important obstacles facing its application in those institutions, knowing the most important requirements, and developing a proposed vision for the application of strategic management in Yemeni higher education institutions in accordance with the standards of the European model of excellence, and to achieve the objectives of the study, the researcher used the descriptive approach, the study sample consisted of academic and administrative leaders at Sana'a University and the University of Science and Technology, and the results of the study showed that the application of strategic management came to a medium degree, and the presence of obstacles to a large degree to the application of strategic management, and the presence of differences in the responses of the study sample about the reality of the application of strategic management attributed to the variable of the university, age and experience, and the absence of statistically significant differences for the variable of gender, qualification and job.

Morsi (2014) also conducted a study aimed at identifying how to develop administrative practices for heads of academic departments at the Faculty of Girls Ain Shams in the light of the entrance to strategic management, and to achieve the objectives of the study, the researcher used the descriptive approach, which was applied to the study sample of (262) faculty members, and the results of the study showed that there is no statistically significant compatibility between the strategic management and the organizational structure of the university, and there are statistically significant differences due to the variable of job title and in favor of the head of the department.

Henna (2012) conducted a study aimed at identifying the requirements of the application of strategic management from the point of view of faculty members at the Faculty of Education at Damascus University, and to achieve the objectives of the study, the researcher used the descriptive approach and was applied to the study sample of (132) faculty members at the Faculty of Education at Damascus University, and the results showed that the importance of applying the requirements of strategic management came to a high degree, and the presence of statistically significant differences due to the scientific qualification, and the absence of statistically significant differences in the

importance of the application of Strategic management requirements depending on experience.

Al-Hilali (2008) conducted a study aimed at identifying the concept of strategic management and its relationship to future planning, total quality management and innovative thinking, and the most prominent challenges facing the application of strategic management in higher education institutions, and the results showed that there are statistically significant differences between the degree of importance and the degree of availability, in favor of the degree of importance in the vocabulary of the study, and the existence of differences in the variable of the type of university, in favor of public universities. The result of reviewing previous Arab and foreign studies showed that they agreed on the importance of the subject of the study as it is one of the modern topics, which shed light on the effectiveness of strategic management in improving organizational creativity, following the approach used, and standing on the theoretical literature, which dealt with digital learning resources.

Study Problem

As a result of the nature of the researcher's work in one of the Jordanian universities, she felt that the effectiveness of strategic management in improving the organizational creativity of faculty members is one of the modern administrative concepts that aim to improve performance and manage reciprocal relations between workers in different departments and administrations, and for this reason, higher education institutions are exposed to many changes that make us seek to think about the long term for these institutions, and in line with the adaptation and change that accompanies these institutions with the rapid transformation and development, which makes us adopt Modern management concepts, it requires the search for administrative concepts that you can face, such as organizational creativity, as it is one of the main factors for achieving successes, and the reason is due to the failure of educational institutions to achieve their goals and the absence of a strategic management methodology, which has many advantages and contributions in facing these pressures, as recommended by the study of Al-Mughairiyah, Al-Omari and Ismail (2021), and the study of Morsi (2014), which confirmed that the exercise of university leaders their administrative responsibilities according to the approach to strategic management, to gain them skills that help them transform from president to leader, the university's efficiency in achieving its goals depends on the administrative and academic competence of the heads of the department councils in its colleges, the quality and efficiency of academic leaders are determined by their abilities and preparations towards achieving the college's goals and using the strategic management approach, which was confirmed by the study of Al-Rashidi (2020) of the need to study the impact of strategic management in university institutions and its impact on other functional variables and on the educational and administrative staff, and the study of Al-Enezi (2022), which stressed the importance of the role of organizational creativity in higher education institutions, as it is affected by many internal factors of educational institutions, the most important of which are strategic management and organizational leadership, which contributes to achieving competitive advantage and high performance for faculty members and workers, raising the efficiency of the educational process, and increasing production efficiency, the problem of the current study was identified in trying to investigate the effectiveness of strategic management in improving the organizational creativity of faculty members in Jordanian universities from the point of view of academic leaders and propose solutions for their development. The researcher saw the need to conduct this study, and therefore this study answered the following questions:

Study Questions:

The first question: "What is the effectiveness of strategic management in improving the level of organizational innovation in Jordanian universities from the point of view of academic leaders?

Second question: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the arithmetic means of the effectiveness of strategic management in improving organizational creativity in Jordanian universities from the point of view of academic leaders due to demographic variables (job title, college, academic rank).

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

−   Revealing the effectiveness of strategic management in improving the level of organizational innovation in Jordanian universities from the point of view of academic leaders.

−   Revealing the role of the effectiveness of strategic management in improving organizational creativity in Jordanian universities from the point of view of academic leaders due to demographic variables (job title, college, academic rank).

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

−   Contribute to providing a conceptual framework on the effectiveness of strategic management in improving organizational creativity in Jordanian universities from the point of view of academic leaders in Jordanian public universities.

−   It is useful in applying new strategies to improve the performance of university administrations, enhance the level of leadership, improve organizational creativity, and reconsider their strategies and plans in order to improve the sustainability of higher education and overcome all obstacles.

−   Its importance lies in the need for higher education institutions to adopt this administrative style due to its greater role in drawing up the university's plans, policies, vision and mission on the basis of a scientific methodology based on the multiplicity of factors and surrounding changes.

−   The results of this study contribute to providing suggestions or desired results that contribute to improving organizational creativity in Jordanian universities from the point of view of academic leaders in public universities from the point of view of faculty members.

−   Demonstrating its positive role in improving and developing organizational creativity and human intelligence by adopting multiple methods among faculty members within universities via adopting strategies based on strategic management.

−   The importance of the study in directing educational institutions to meet the needs of society and increasing their ability to achieve competition between higher education institutions in neighboring countries.

−   Assist decision-makers in higher education to adopt strategies that will enhance the application of strategic management and improve the level of organizational creativity of individuals within higher education institutions.

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 public and private universities in Jordan during the summer semester of the academic year (2021/2022).

– Objective determinant (procedural): The results of the study were limited to the sincerity and stability of the study tool used, which was prepared and developed by the researcher, and was represented by the preparation of a questionnaire consisting of (43) paragraphs distributed over two areas: the practice of strategic management and organizational creativity in the light of the study variables (job title, college, academic rank).

Terminological and procedural definitions of study terms

– Effectiveness: Barnard defined effectiveness as "the degree to which an organization can reach and achieve its goals".

– Strategic management: Thompson and Westerkland defined it as "setting the future plans of the organization, determining its long-term goals, and choosing the appropriate pattern for the implementation of the strategy".

– Organizational Creativity: Empowering employees by giving them more freedom at work, participating in decision-making, and supporting their abilities and creative skills.

– Academic leaders: are deans of faculties and heads of departments who improve the organizational creativity of faculty members in Jordanian universities.

Method and procedure:

The following is a description of the study population and sample, the study tool, methods for verifying its validity and stability, study variables, and statistical treatments that were used to reach the results.

Study methodology: The researcher used the quantitative analytical survey method to collect and analyze data in order to answer the questions of the study, as this approach is the most appropriate for such studies.

Study population: The study population consisted of all academic leaders in Jordanian public universities, which numbered (2038) academic leaders, according to the statistics of the Ministry of Higher Education and Scientific Research for the academic year (2021-2022).

Study sample: To achieve the objectives of the study, a sample of (438) academic leaders from five Jordanian universities (Jordanian, Hashemite, Al al-Bayt, Science and Technology, and Al-Yarmouk) was selected from the study population during the summer semester of the year (2021-2022), and the sample members were selected in a simple random way, and Table (1) shows their distribution according to the demographic variables of the study sample members

Table (1) Distribution of study sample according to their demographic variables

Study variables	Categories	Number	Percentage %
Job Title	Dean	88	20.1
	Deputy Dean	94	21.5
	Assistant Dean	76	17.4
	Head of Department	180	41.1
	Total	438	100.0
College	Humanism	212	48.4
	Scientific	226	51.6

Study variables	Categories	Number	Percentage %
	Total	438	100.0
Academic Rank	Professor doctor	43	9.8
	Associate Professor	205	46.8
	Assistant Professor	190	43.4
	Total	438	100.0

Study Tool: The study tool was developed to reveal "the effectiveness of strategic management in improving the organizational creativity of faculty members in Jordanian universities from the point of view of academic leaders and proposals for their development", the impact of achieving. The indicators of truthfulness and stability have also been verified, and in light of the researcher's access to the theoretical literature and previous studies related to the study (Al-Enezi, 2022), and a study (Warda, 2016), where a questionnaire was built to reveal "the effectiveness of strategic management in improving the organizational creativity of faculty members in Jordanian universities from the point of view of academic leaders," it was adopted in its application on the five-point Likert scale: (for the following levels: (and gives (5), large and gives (4), medium and gives (3), few and gives (2), very few and gives (1) to answer those paragraphs.

This tool consisted of two parts:

A.   Personal data representing the members of the study sample was collected from academic leaders in Jordanian universities.

B.   The effectiveness of strategic management in improving organizational creativity: This section includes a questionnaire "The effectiveness of strategic management in improving the organizational creativity of faculty members in Jordanian universities from the point of view of academic leaders" and includes (43) items in their initial form, distributed into three fields, namely: formulating and determining the strategic directions of the university (13) items, and the second field: analysis of internal and external strength factors (environmental analysis) of the university (14) items, and the third field: Analysis of internal and external force factors (environmental analysis) of the university, which numbered (16) items.

Authenticity of the tool (questionnaire): To verify the indicators of the validity of the tool (questionnaire), the following indicators of truthfulness were extracted:

A.   Honesty of arbitrators: To verify the apparent truthfulness of the content of the tool (questionnaire), it was presented in its initial form to a group of arbitrators with competence and experience from faculty members in Jordanian public and private universities in order to verify the validity and accuracy of the content of the scale and to express their opinions about it in terms of: (clarity of paragraphs, linguistic wording, and suitability to measure what they were developed for), and by adding, modifying or deleting paragraphs as they deem appropriate. All their observations were taken into account, and the linguistic reformulation of the paragraphs agreed upon by a minimum of (80%) was agreed upon by the arbitrators as a criterion for judging their validity and to keep the paragraphs unanimously agreed upon by the arbitrators without modification.

B.   Honesty of the construction of the both study tools: To verify the validity of the construction of the study tool (questionnaire), it was applied to an exploratory sample consisting of (30) academic leaders from academic leaders in Jordanian public universities from the study community and outside the target sample, with the aim of identifying the extent of the internal structural honesty and the extent of the contribution of its constituent paragraphs, as the values of the Pearson correlation coefficients were

extracted between the paragraphs and the total degree of the part to which they belong, as shown in Table (2):

Table (2) Correlation coefficients between the paragraphs of the study tool (questionnaire) and the total score of the part to which they belong

Strategic Management Practice			Organizational Creativity		
Paragraph number	Correlation coefficient	Significance level	Paragraph number	Correlation coefficient	Significance level
1	0.696**	0.000	21	0.620**	0.000
2	0.620**	0.000	22	0.616**	0.000
3	0.681**	0.000	23	0.711**	0.000
4	0.753**	0.000	24	0.795**	0.000
5	0.774**	0.000	25	0.741**	0.000
6	0.695**	0.000	26	0.703**	0.000
7	0.725**	0.000	27	0.792**	0.000
8	0.771**	0.000	28	0.710**	0.000
9	0.703**	0.000	29	0.802**	0.000
10	0.746**	0.000	30	0.646**	0.000
11	0.718**	0.000	31	0.694**	0.000
12	0.799**	0.000	32	0.655**	0.000
13	0.777**	0.000	33	0.758**	0.000
14	0.747**	0.000	34	0.788**	0.000
15	0.769**	0.000	35	0.732**	0.000
16	0.755**	0.000	36	0.766**	0.000
17	0.793**	0.000	37	0.740**	0.000
18	0.728**	0.000	38	0.530**	0.000
20	0.695**	0.000	39	0.616**	0.000
			40	0.613**	0.000
			41	0.685**	0.000
			42	0.716**	0.000
			43	0.633**	0.000

* 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 the correlation coefficients of the paragraphs of strategic management practice with the total score ranged between (0.620-0.799), and all values were statistically significant at the level of ($\alpha = 0.01$). Also, the values of the correlation coefficients of the paragraphs of organizational creativity with the total score ranged between (0.530-0.802), and all these values were statistically significant at the level of ($\alpha = 0.01$).

Stability of the tool (questionnaire): To verify the stability of the study (questionnaire), it was applied to a survey sample consisting of (30) academic leaders from the study population and outside the target sample, and the values of the internal consistency stability coefficients of the paragraphs were extracted using the equation (Cronbach-Alpha), and Table (3) shows the values of the internal consistency stability coefficients of the tool paragraphs.

Table (3) Internal consistency stability coefficients Cronbach alpha

Part	Cronbach Alpha Coefficient	Number of Paragraphs
Strategic Management Practice	0.832	20
Organizational Innovation	0.874	23
The tool as a whole	0.907	43

Table (3) shows the values of the internal consistency stability coefficients (Cronbach alpha) for the paragraphs on the practice of strategic management and the paragraphs of organizational innovation, as the value of the coefficient of stability of internal consistency (Cronbach alpha) for the paragraphs of the practice of strategic management as a whole (0.832). The value of the coefficient of stability of internal consistency of the paragraphs of organizational innovation as a whole (0.874). These values are good for the purposes of the current study, in light of what previous studies have indicated.

Study instrument correction criterion

The following statistical scale was used: The statistical model with absolute gradation was adopted in order to launch judgments on the arithmetic means of the study tool, its dimensions and paragraphs of its dimensions, so that each of the paragraphs is given one degree of the five degrees (very large, large, medium, few and very few), which represent 1, 2, 3, 4, 5, as follows: (Odeh, 2010), and these degrees were also reflected in the negative paragraphs and for the purposes of judging the values of the arithmetic averages of the paragraphs, the following equation was used:

$$\frac{\text{Maximum of alternatives - Minimum for alternatives}}{\text{Number of levels}} = \frac{1-5}{3} = 1.33$$

The following table shows the standard values for judging the arithmetic averages of the responses of the study members on the paragraphs of the study tools

Strategic Management	Category Arithmetic Medians
High	3.68 – 5
Medium	2.34 – 3.67
Low	1 – 2.33

Study variables:

First: Independent variables:

Job title, and has four levels: (Dean, Deputy Dean, Assistant Dean, Head of Department).

College, and has two categories: (scientific, humanitarian).

Academic rank, and has three levels: (Assistant Professor, Associate Professor, Professor).

Second: Dependent Variables:

–   Practice of strategic management: The degree of effectiveness of strategic management in improving the organizational creativity of faculty members in Jordanian universities, which is expressed in the arithmetic averages of the estimates of the sample members on the paragraphs and areas of the questionnaire.

–   Organizational creativity, which is expressed in the arithmetic averages of the estimates of the sample members on the paragraphs and areas of the questionnaire.

Statistical processing: Linear regression analysis coefficients were extracted, multiple triple variance analysis test (MANOVA) was used, Scheffé's test was used for dimensional comparisons, Cronbach's alpha equation was used to find internal consistency stability coefficients, and Pearson's correlation coefficient was used to find the internal consistency honesty coefficient.

Presentation and discussion of results: The study aimed to identify "The effectiveness of strategic management in improving the organizational creativity of faculty members in Jordanian universities from the point of view of academic leaders and proposals for their development", and to achieve these goals, this study answered its questions and discussed the results, which are as follows:

The results related to the first question, which states: "How effective is strategic management in improving organizational innovation in Jordanian public universities from the point of view of academic leaders"? To answer the question, the linear regression coefficient was used to reveal the effectiveness of strategic management in improving organizational creativity in Jordanian public universities from the point of view of academic leaders, and accordingly the values of the linear regression coefficients and its square and the amount of interpretation of the change in those coefficients were extracted, and Table (4) shows that:

Table (4) Linear regression coefficients for the effectiveness of strategic management in improving organizational innovation in Jordanian public universities from the point of view of academic leaders

R	R^2	R^2 Modified	Standard error in estimation	Change Statistics				
				Change in R^2	F the calculated change	The degree of freedom of the numerator	The degree of freedom of the denominator	Statistical significance
.799ª	.639	.638	.199	.639	771.923	1	436	.000

a Forecaster: Strategic Management Practice

Dependent Variable: Organizational Creativity

Table (4) shows the results of the linear regression model summary of the effectiveness of strategic management practice in improving organizational creativity in Jordanian public universities from the point of view of academic leaders, as the value of the correlation coefficient between the independent and dependent variables was (R = 0.639), which indicates a strong and positive correlation between the variables, the researcher attributes the reason for this to the sincerity of the tool that was designed for this and the real response to the study sample of academic leaders from faculty members in Jordanian universities, and that the regulations and instructions are proceeding in the correct form, which would achieve what the strategic administration aspires to in raising the level of

organizational creativity for faculty members, students and all individuals working in it, and then raise the level of teaching performance of faculty members, achieve competitive advantage in higher education institutions, improve the upgrading of the level of the educational process and educational outcomes, and achieve quality in efficiency and productivity of universities, and that most faculty members are fully aware of the strategic ability, and it is assumed that an introductory dictionary specialized in strategic management should be developed, which includes all the concepts related to its distribution to all employees, to contribute to their place in the practice of the administrative style, as confirmed (Al-Enezi, 2022) in his study that there is a positive correlation between organizational creativity among faculty members at the Northern Border University, he explained that the reason for this is due to the cooperation between the members of the same institution, which leads to organizational creativity within the university, and thus achieve harmony between people, and then the occurrence of organizational creativity for faculty members and all employees, he also stressed (Al-Hilali, 2008) that the use of the strategic management approach in higher education institutions requires more attention to provide requirements such as taking into account the current technological development, and the availability of the requirements of the internal environment of the college, as well as choosing the appropriate strategies for the college and taking into account the benefit of those with previous experience in the development processes, and has shown the importance and keenness of the university to involve its employees when making decisions related to the application of strategic management, it also shows the need to pay more attention to the subject of evaluation, especially in the field of the performance of the administrative apparatus in the light of predetermined objectives, and the results of this question differed with the results of the study (Al-Najjar, 2022), which aimed to identify the impact of strategic management practice in Palestinian higher education institutions, the results showed a significant and distinctive impact of the practice of strategic management in higher education institutions in general, and the results of this question agreed with the results of a study (Abu Aqla, 2017), which aimed to identify the reality of the application of strategic management in Yemeni higher education institutions in accordance with the European model of excellence and to indicate the most important obstacles facing its application in those institutions, and to know the most important requirements and develop a proposed vision for the application of strategic management in Yemeni higher education institutions in accordance with the standards of the European model of excellence, as the results of the study showed that the application of strategic management came to a medium degree, the results of this question differed with the results of a study (Morsi, 2014), which aimed to identify how to develop administrative practices for heads of academic departments at the Faculty of Girls affiliated to Ain Shams University in the light of the approach to strategic management, and the results showed that there is no compatibility between strategic management and the organizational structure of the university, also, the direct impact of the dimensions of strategic management represented in the formulation and determination of strategic directions, the dimension of human and financial resources, the prevailing organizational culture, and strategic planning on the organizational creativity of faculty members and its dimensions in achieving excellence, creativity and innovation, and the competitive advantage of the educational institution, this is what the study proved through the results of this study, which proved the strength of this relationship, the results of this study did not differ with the results of previous studies due to the lack of a research study in the nature of the correlation between the two variables, which is unique to this study. The study (Nawaz, 2021) confirmed that strategic management has a significant impact on employee job behavior, organizational creativity and overall performance, and therefore to some important work related to trends and policy outcomes, and also revealed that management perceptions, strategic management has a significant impact on employee job behavior, organizational creativity, and overall performance, and a study (Oleh Serbin, 2021) confirmed the degree of providing financial resources through activating strategic management, providing innovative information

resources and implementing creativity for all projects in educational institutions, and that the value of the coefficient of determination ($R^2 = 0.284$), that is, the effectiveness of strategic management has explained (28.7%) of the total variation in improving organizational innovation in Jordanian public universities, and the significance of this effect is confirmed by the value (F) of the impact model, which amounted to (104.514) with a level of significance (0.000), which indicates the suitability of the model for regression testing, and that the relationship between the variables follows the linear model, and this value is considered a function at the level of significance ($\alpha=0.05$). The values of the standard and non-standard regression coefficients of the predictive variables were also extracted, in addition to the test values (t), and the statistical significance and Table (5) illustrates this:

Table (5) Standard and non-standard regression coefficient values

	Non-standard coefficients		Standard coefficients	t-value	Statistical significance
	B	Standard error	Beta		
(Constant)	.757	.082		9.229	.000
Strategic Management Practice	.703	.025	.799	27.784	.000

Dependent Variable: Organizational Creativity

Table (5) shows that the practice of strategic management has a statistically significant positive impact at the level of significance ($\alpha = 0.05$) in improving organizational creativity in Jordanian public universities from the point of view of academic leaders, where the beta value was ($\beta = 0.799$), and the value of the T-test was (t = 27.784) and statistically (0.000), indicating that an increase or change of one standard unit in strategic management practice is offset by an increase or change of (0.799) standard units in organizational innovation.

The results related to the second question, which states: "Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the arithmetic circles of the effectiveness of strategic management in improving organizational creativity in Jordanian universities from the point of view of academic leaders due to demographic variables (job title, college, academic rank)"? To answer this question, the values of the arithmetic averages and standard deviations of the responses of the study subjects on the practice of strategic management and improving organizational creativity in Jordanian public universities were calculated from the point of view of academic leaders, according to variables (job title, college, and academic rank), and Table (6) shows this.

Table (6) Arithmetic averages and standard deviations of individuals' responses to the effectiveness of strategic management and improving organizational creativity in Jordanian public universities from the point of view of academic leaders, according to variables (job title, college, and academic rank)

Study variables	Categories		Strategic Management Practice	Organizational Creativity
Job Title	Dean	Arithmetic mean	3.32	3.11
	N=88	Standard deviation	0.38	0.36
	Deputy Dean	Arithmetic mean	3.24	3.08

	N=94	Standard deviation	0.35	0.29
	Assistant Dean	Arithmetic mean	3.16	2.95
	N=76	Standard deviation	0.40	0.35
	Head of Department	Arithmetic mean	3.18	2.97
	N=180	Standard deviation	0.37	0.31
	Total	Arithmetic mean	3.22	3.02
	N=438	Standard deviation	0.38	0.33
College	Humanity	Arithmetic mean	3.40	2.98
	N= 212	Standard deviation	0.37	0.34
	Scientific	Arithmetic mean	3.23	3.05
	N= 226	Standard deviation	0.38	0.32
	Total	Arithmetic mean	3.22	3.02
	N=438	Standard deviation	0.38	0.33
Academic Rank	Professor doctor	Arithmetic mean	3.02	2.86
	N=43	Standard deviation	0.54	0.52
	Associate Professor	Arithmetic mean	3.24	3.05
	N=205	Standard deviation	0.34	0.28
	Assistant Professor	Arithmetic mean	3.24	3.02
	N=190	Standard deviation	0.36	0.32
	Total	Arithmetic mean	3.22	3.02
	N=438	Standard deviation	0.38	0.33

Table (6) shows that there are apparent differences between the arithmetic averages of individuals' responses to the practice of strategic management and improving organizational creativity in Jordanian public universities, according to variables (job title, college, and academic rank). To show the significance of the differences statistically between the arithmetic averages, the triple variance analysis test was used for the dependent variables (3 Way MANOVA) on the total score, and Table (7) shows this:

Table (7) The results of the multivariate triple variance analysis (MANOVA) for the responses of the study subjects on the practice of strategic management and improving organizational creativity in Jordanian public universities according to variables (job title, college, and academic rank)

Contrast Source / Variable	Dependent Variables	Sum of Squares	Degrees Freedom	Medium Squares	F Value	Statistical Significance
Administrative function Wilks' Lambda=0.962	Strategic Management Practice	1.311	3	.437	3.224	.023*
F =2.781 Sig =0.011	Organizational Creativity	1.538	3	.513	4.991	.002*

Contrast Source / Variable	Dependent Variables	Sum of Squares	Degrees Freedom	Medium Squares	F Value	Statistical Significance
College Hotelling's =0.017 F =3.674 Sig =0.026	Strategic Management Practice	.593	1	.593	4.400	.037*
	Organizational Creativity	.514	1	.514	5.006	.026*
Academic Rank Wilks' Lambda=0.965 F =3.808 Sig =0.004	Strategic Management Practice	1.641	2	.820	6.053	.003*
	Organizational Creativity	1.185	2	.592	5.769	.003*
Error	Strategic Management Practice	58.411	431	.136		
	Organizational Creativity	44.259	431	.103		
Adjusted Total	Strategic Management Practice	61.731	437			
	Organizational Creativity	47.696	437			

* Statistically significant at the level of (α = 0.05).

Note from Table (7):

1.   The existence of statistically significant differences at the level of significance (α = 0.05) between the averages of individuals' estimates on the total degree of strategic management practice due to the variable of administrative function, as the value of the test (f) on the total score was (3.224) and the level of significance (0.023), and this value is statistically significant at the level of (α=0.05), and the differences came in favor of the job title of the Dean compared to the different job titles (Deputy Dean, Assistant Dean, Head of Department), and the presence of statistically significant differences at the level of (α = 0.05) between the averages of individuals' estimates on the total degree of organizational creativity attributed to the administrative function, as the value of the test (f) on the total score (4.991) and the level of significance (0.002), this value is statistically significant at the level of (α = 0.05) and the differences came in favor of the job title of the dean compared to the different job titles (dean, deputy dean, assistant dean, head of the department), the researcher attributes this result to the awareness of academic leaders in universities with different job titles (professor, associate professor, assistant professor) of the importance, role and effectiveness of the application of modern administrative thought represented in this study in strategic management, and its greater role and its link to the promotion and development of organizational creativity for them, their interest and keenness in the application of strategic management, organizational creativity, and the university's keenness and interest in spreading awareness of the concept of strategic management, the most important factors affecting them are that the functions performed by deans, heads of departments and teachers are complex functions, and common between the university and its administration and the academic and administrative

departments of both kinds, as the preparation and design of plans for university programs are carried out in cooperation with the university administration, and the tasks of implementation, application and follow-up are transferred to deans, heads of departments and the rest of the employees, the results of this question differed with the results of a study (Henna, 2012), which indicated that there are differences and came in favor of the College of Education, and it is believed that strategic management is an unclear concept for employees, and the requirements of strategic management cannot be applied in the absence of knowledge, understanding and know-how, and that the objective of strategic management at this stage is to implement all strategies, which include objectives and drawing plans and policies, a study (Al-Mughairiya and Al-Omari, 2021), which showed that there are statistically significant differences in the responses of the study sample towards the role of talent management in the development of organizational creativity with its axes according to the different job title, and the researcher attributes this to the different job names and their nature and their impact on achieving organizational creativity in the university institution, as one of the basic criteria for achieving organizational creativity, the results of the study (Morsi, 2014), which aimed to identify how to develop administrative practices for heads of academic departments at the Faculty of Girls, Ain Shams University, in the light of the strategic management approach, which indicated the existence of statistically significant differences in the job title and in favor of the head of the department, this indicates that the administrative functions of academic leaders (heads of departments) in the absence of full knowledge that the functions performed by heads of departments and teachers are operational functions, noting that the preparation and design of plans for university programs are centrally carried out in the university administration, and the tasks of implementation, application and follow-up are transferred to deans, heads of departments and the rest of the employees, it agreed with the results of the study (Al-Enezi, 2022), which aimed to identify the relationship between organizational culture and organizational capital, and organizational creativity among faculty members at the Northern Border University of Saudi Arabia, which indicated that there were no differences in the response of the study sample due to the favor of the job title, and it confirmed that the dynamic nature and high entrepreneurial spirit and innovation among faculty members, and the adoption of the initiative, which contributes significantly to the achievement and development of organizational creativity, and it agrees with the study of (Abu Aqla, 2017), which aimed to reveal the reality of the application of strategic management in Yemeni higher education institutions according to the European model, and the absence of statistically significant differences in favor of the job variable, the value of the (f) test on the overall score was (0.768) and at the level of significance (0.513), and this value is not statistically significant at the level of ($\alpha = 0.05$). Also, there were statistically significant differences at the level of ($\alpha = 0.05$) between the arithmetic averages of individuals' estimates on the total degree of organizational creativity due to the variable of the administrative function, the statistical value of the (f) test on the total score was (4.645), with a significance level of (0.004), and this value is statistically significant at the level of ($\alpha = 0.05$), the differences came between the members of the administrative function (deputy dean) and the members of the administrative function (assistant dean), and the differences were in favor of the deputy dean with a higher arithmetic average, and the differences between the members of the administrative function (assistant dean) and the members of the administrative function (head of department), and the differences were in favor of a department head with a higher arithmetic average.

2. The existence of statistically significant differences at the level of significance ($\alpha = 0.05$) between the averages of individuals' estimates on the total degree of strategic management practice attributed to the college variable, as the value of the test (f) on the total score (4.400) and the level of significance (0.037), and this value is statistically significant at the level of ($\alpha = 0.05$). The differences came in favor of humanitarian colleges, and there were statistically significant differences at the level of ($\alpha = 0.05$)

between the averages of individuals' estimates on the total degree of organizational creativity attributed to the college, as the value of the test (f) on the total score (5.006) and the level of significance (0.026) and this value is statistically significant at the level of (α = 0.05) and the differences came in favor of humanitarian colleges, the researcher attributes this to the absence of differences between university employees in their responses to the impact of strategic management on improving organizational creativity in all three areas of the questionnaire, it shows the similarity of responsibilities carried out by colleges, which always come from the university administration, and the role of colleges is limited to implementing what comes from above, and this reflects that there is a separation between the university administration and colleges in the field of strategic management, and this indicates that there is no difference in the strategic management of the university and its employees, whether academic staff or administrative staff, and considering that they are subject to all circumstances in the work environment of different types of jobs, administrative and academic, this result was consistent with the results of a study (Al-Najjar, 2022), where he believes that all employees at Al-Istiqlal University are subject to all policies, the same law and the same service system at all administrative levels, it disagreed with the results of the study (Abu Aqla, 2017), which aimed to identify the reality of the application of strategic management in Yemeni higher education institutions according to the European model of excellence and to indicate the most important obstacles facing its application in those institutions, which showed that there were differences in the responses of the study sample about the reality of the application of strategic management attributed to the university variable, while it showed that the application of strategic management was facing many obstacles that limit its application due to the difference in systems, regulations and laws in scientific colleges from humanity.

3.   The existence of statistically significant differences at the level of significance (α = 0.05) between the averages of individuals' estimates on the total degree of strategic management practice due to the academic rank variable, as the value of the test (f) on the total score (6.053) and the level of significance (0.003), and this value is statistically significant at the level of (α = 0.05). The differences came in favor of the academic rank of associate professor compared to the rank of professor, and in favor of the rank of assistant professor compared to the rank of professor, and there were no differences between the ranks of assistant professor and associate professor, and there were statistically significant differences at the level of (α = 0.05) between the averages of individuals' estimates on the total degree of organizational creativity attributed to the academic rank, the value of the test (f) on the total score was (5.769) and the level of significance (0.003), and this value is statistically significant at the level of (α = 0.05), and the differences came in favor of the academic rank of associate professor compared to the rank of professor, and in favor of the rank of assistant professor compared to the rank of professor, and there were no differences between the rank of assistant professor and associate professor.

The researcher attributes this result to the fact that the study sample of academic leaders in universities are familiar with the concept and significance of strategic management and organizational creativity, which pushes them to identify all areas of benefit from organizational creativity and strategic management in the performance of their tasks, the results of this study agreed with (Al-Rashidi, 2020), which aimed to identify the reality of organizational creativity in Kuwaiti universities, and the results of the study showed that there were statistically significant differences, and there were no differences in the responses of the study sample due to the academic rank variable, which confirmed that there is no difference in attracting creators and the practice of academic leaders for organizational creativity, it disagreed with the results of the study (Al-Najjar, 2022) that there are differences in the responses of the study sample due to the academic rank of their different scientific degrees in teaching loads or carrying out scientific research and

studies and their indifference to what the university does outside the scope of their interests, note that university teachers do not participate in tasks outside departments or colleges except at the invitation or assignment of the university's senior management, and this is what rarely happens, which makes them outside the strategic planning process, as the value of the (f) test on the total score was (2.404) and the level of significance (0.092), and this value is not statistically significant at the level of ($\alpha = 0.05$). There were no statistically significant differences at the level of ($\alpha = 0.05$) between the averages of individuals' estimates on the total degree of organizational creativity due to the academic rank variable, as the value of the test (f) on the total score was (0.139) and at the level of significance (0.870), and this value is not statistically significant at the level of ($\alpha = 0.05$).

Recommendations: In light of the findings of the study, the researcher recommends the following:

−   The need to adopt the principle of equal opportunities in appointments and the attraction of faculty members and pay attention to their development of specialized courses funded by the university towards employing strategic management in improving organizational creativity.

−   The need to work on preparing and training academic leaders in formulating the objectives of the university and increasing its ability to analyze its content and benefit from its experiences to achieve the goals.

−   Continuous endeavor to raise awareness of all working individuals by showing the role and importance of strategic management in achieving motivation and raising the academic level of faculty members in universities.

−   The need to provide higher education institutions with modern technological techniques in the university educational system and to provide them with the latest computerized programs.

−   The need to develop policies for faculty members and employees in senior administrations to improve the role of strategic management in improving the organizational creativity of faculty members in Jordanian universities.

References

Aboudi, Zaid Mounir. (2010). Strategic Management. Jordan - Amman: Kunooz House for Knowledge, Publishing and Distribution.

Abu Aqla, Ahmad al-Tayeb, Muhammad. (2017). Application of Strategic Management in Yemeni Higher Education Institutions According to the European Model, Unpublished PhD Thesis, International University of Africa, Sana'a, Yemen.

Abu Rumman, Khaled Ali. (2012). The impact of strategic management on the performance of sports talent management in Jordanian professional sports institutions. Amman Arab University Journal for Research, 6(1), 446-463.

Ackermann, F. & Eden, C. (2011). Strategic Management of Stakeholders: Theory and Practice. Long Range Planning, 44 (1) :179-196.

Al-Ahmari, Shamsa Ali Saad. (2017). The Learning Organization: An Introduction to Developing the Leadership Role in Schools. Jordan - Amman, Al-Hamid Library House.

Al-Ajla, Tawfiq Attia Tawfiq (2009). Administrative creativity and its relationship to the job performance of public sector managers. (Unpublished Master's Thesis), Islamic University of Gaza, Palestine.

Al-Enzi, Atallah. (2022). The relationship between organizational culture, organizational capital and organizational creativity among faculty members at the Northern Border University. Journal of the College of Education. Wasit University, 46(3):415-430.

Al-Hilali, Mustafa Abd Al-Azim. (2008). Introduction to strategic management and the requirements of its application in the faculties of Mansoura University, Journal of Specific Education Research, Mansoura University. 3(12), 45-82.

Al-Madani, Al-Durayri; Ahmed, Ismail. (2017). The role of knowledge management in the development of organizational creativity. Journal of Studies for Social Research. University of the martyr Hamat Al-Khodr. 4(12), 149-162.

Al-Meligy, Ahmed; Abd Al-Raouf Saleh (2019). Managing Negotiation Strategies and Tactics. Egypt - Cairo. House of Knowledge and Faith.

Al-Moqaddam, Mustafa Salah Muhammad. (2018). Strategic Management. Alexandria: Faculty of Commerce – Alexandria University.

Al-Mughairiyah, Yousra; Al-Omari, Ayman; Ismail, Omar (2021). The Role of Talent Management in Achieving Organizational Innovation in Public Universities in the Sultanate of Oman, Sultan Qaboos University, Journal of Arts and Social Sciences, 13(1), 97-113.

Al-Najjar, Issa; Yahya, Khairiya. (2022). The Impact of Strategic Management Practice in Palestinian Higher Education Institutions, Al-Istiqlal University. As a Model – A Field Study, Palestine Technical University Journal for Research, 5(10): 125-145.

Al-Rashidi, Fawaz Dhim. (2020). The reality of organizational creativity among administrators in Kuwaiti higher education institutions in light of contemporary global trends: a field study on workers in Kuwaiti higher education institutions, Journal of Educational and Psychological Sciences, 20(4), 106-117.

Al-Zahrani, Abd Al-Wahid. (2021). The degree of application of strategic management in secondary schools in the Beja region from the point of view of teachers, Journal of the Faculty of Education, 1(3), 198-233.

Amabile, M, Teresa. (1998) How to kill creativity, Harvard Business Review, vol,76, no,5, pp,76-87

Ansoff H. I, Daniel, K, A. O. Lewis, R H, Rick A. (2019). Implanting Strategic Management, 3rd Ed., Palgrave Macmillan, Switzerland.

Ayoub, Al-Badri, (2013). Modern Trends of School Administration in the Development of Teaching Leadership, 1st Edition, Dar Al-Thaqafa for Publishing and Distribution, Amman, Jordan.

Battah, Ahmed, (2006). Contemporary Issues in Educational Administration, Jordan - Amman: Dar Al-Shorouk for Publishing and Distribution.

David, F., & David, F. R. (2012). Strategic management: A Competitive advantage approach, concepts and cases. Pearson–Prentice Hall.

Duan, S., Liu, Z., & Che, H. (2018). Mediating influences of ethical leadership on employee creativity. Social Behavior and Personality: An International Journal, 46(2), 323–337.

Gad Al-Rab, Sayed Muhammad. (2016). Strategic Management: Egypt – Cairo, Al-Gawhary Foundation for Technical Binding.

Henna, Fadel. (2012). Requirements for the application of strategic management from the point of view of faculty members in the Faculty of Education, Damascus University, Damascus University Journal, 4(28), 88-112.

Huang, B. E., Sardeshmukh, S., Benson, J., & Zhu, Y. (2019). The Role of Creativity and High Performance Work Systems in Public Sector Performance. Academy of Management Proceedings, 2019(1), 11108.

Hussein, Wissam Ali; Hamad, Amer. (2018). The role of the talent management process in enhancing organizational creativity, Tikrit Journal of Economic and Administrative Sciences.

Jones, Gareth and Hull, Charles, (2016). Strategic Management an Integrated Entrance, translated by Rifa'i Rifa'i and Muhammad Abd Al-Mutaal, Dar Al-Mars, Al-Riyadh.

Junipers, Dean. (2001), "Human Resource and Creativity ". Work Study, Vol. 45, No.6, pp. 15-22.

Kremer, H., Villamor, I., & Aguinis, H. (2019). Innovation leadership: Best-practice recommendations for promoting employee creativity, voice, and knowledge sharing. Business Horizons, 62(1), 65–74

Kung, Lucy (2017). Strategic Management in The Media: Theory to Practice. Los Angleles: Sage

Malik, O. F., Shahzad, A., Raziq, M. M., Khan, M. M., Yusaf, S., & Khan, A. (2019). Perceptions of organizational politics, knowledge hiding, and employee creativity: The moderating role of professional commitment. Personality and Individual Differences, 142, 232–237

Moawad, Salah Al-Din. (2017). Using the Strategic Management Approach in Raising the Efficiency of Senior Management in Higher Education Institutions in Egypt, Journal of Specific Education Research, 48: (131-150).

Morsi, Nawal Helmy. (2014). Developing Administrative Practices for University Leaders in the Light of the Strategic Management Approach, Journal of the Faculty of Education, Egypt, 7(50), 233-306.

Nawaz .m, Nesa, n,Makhdoom.(2021). The Role of Organizational Politics, its Impact on Employee Job Attitude and Creativity: Exploration and Implications for the Higher Education Institutions, International Review of Management and Business Research, Vol. 10 Issue.183-191

Nedelea, S. & Paun. L, (2009). The Importance of the Strategic Management Process in the Knowledge-Based Economy. Review of International Comparative Management, 10(1): 95-105.

Nichols, K. (2000). Strategic planning in higher education: A guide for heads of institutions, senior managers and members of governing bodies. Higher Education Funding Council for England (HEFCE). Recuperado de http://www. hefce. ac. uk/pubs/hefce/2000/00_24. pdf.

Odeh, Ahmad, (2010), Measurement and Evaluation in the Teaching Process, Dar Al-Amal for Publishing and Distribution, 1st Edition, Jordan - Amman.

Qasimi, Kamal; Lwashni, Sumaya. (2021). Management Contribution to a Governance Strategy in Achieving Governance in Higher Education Institutions, Unpublished Master's Thesis, Mohamed Boudiaf University, M'sila, Algeria.

Robbins, S.P. (2001), Organizational Behavior, 9th ed., Prentice Hall, New Delhi.

Sutanto, E. M. (2017). The Influence of Organizational Learning Capability and Organizational Creativity on Organizational Innovation of Universities in East Java, Indonesia. Asia Pacific Management Review, 22 (3), 128-135.

Sutanto, E.M. (2017), "The influence of organizational learning capability and organizational creativity on organizational innovation of universities in East Java, Indonesia", Asia Pacific Management Review, Vol. 22No. 3, pp. 128-135

Tabishat, Nawaf Nahar. (2020), The Role of Organizational Innovation in the Development of Independent Public Institutions in the Hashemite Kingdom of Jordan, Arab Journal of Management, 4(3): 81-112.

Thabet, Raed, (2013). The Degree of Practice of Strategic Leadership by Deans of Faculties in Palestinian Universities and its Relationship to Developing the Performance of Faculty Members, Unpublished Master's Thesis, Islamic University, Gaza, Palestine.

Volodymyr Bugrov, Maksym W. Sitnicki, Oleh Serbin (2021). Strategic management of creative industries: A case study of university information institutions, Problems and Perspectives in Management, Volume 19, Issue 2, 453-467

Warda, Marqaq, (2016). The reality of strategic management in higher education, a field study at the Souidani Boujemaa Complex, University of May 8, 1945, a model list, an unpublished master's thesis in sociology, the People's Democratic Republic of Algeria.

Wilkinson, R.B., Taylor, J.S., Peterson, A., & Machado-Taylor, M.D.L. (2007). A Practical Guide to Strategic Enrollment Management Planning in Higher Education, Educational Policy Institute. Online Submission.

Williams, S. (2001). Increasing employee's creativity by training their managers. Industrial and Commercial Training, 33(2), 63-68.

Wolfe, R. A. (1994). Organizational innovation: Review, Critique and Suggested 37(48).73-109 Research Directions. Journal of Management Studies, 31(3), 405-431.

Zhang, Q., Sun, S., Zheng, X., & Liu, W. (2019). The Role of Cynicism and Personal Traits in the Organizational Political Climate and Sustainable Creativity. Sustainability, 11(1), 257.