

**A Proposed Framework for Developing the Efficiency of  
Leadership in Promising Saudi Universities in Light of  
Institutional Accreditation: University of Bisha as a Model**

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## **A Proposed Framework for Developing the Efficiency of Leadership in Promising Saudi Universities in Light of Institutional Accreditation: University of Bisha as a Model**

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### **Abstract**

The study aimed to identify the efficiency level of leadership in promising Saudi universities in light of programmatic accreditation, using University of Bisha as a model, and to propose a development plan to enhance performance efficiency. A descriptive approach was adopted, and the researcher developed a questionnaire consisting of six dimensions: planning, teamwork, organizational culture, professional development and support, difficulties and obstacles, and solutions and proposals. The tool was verified for scientific accuracy and consisted of 55 items in its final version. It was administered to a random sample of 41 leadership members. The results indicated high levels in the dimensions of planning, teamwork, organizational culture, and professional development and support, while the dimension of difficulties and obstacles was very high. Based on these results, a proposed framework was formulated for developing the competencies of leadership in promising Saudi universities in light of programmatic accreditation. The research concluded with several recommendations, including adopting the proposed framework and conducting future studies.

**Keywords:** Efficiency, University Leadership, Institutional Accreditation.

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## **Introduction**

The Kingdom of Saudi Arabia, represented by the Ministry of Education, has placed great emphasis on keeping pace with global transformations in educational philosophy and has highlighted the role of leadership in all educational institutions as a driver of change and development. Enlightened leadership in education is the core engine of educational reform and plays a crucial role in leading society and the nation toward advancement and progress. Building developed nations requires preparing generations of leaders in various fields, equipped with knowledge and skills to contribute to national development.

Leadership is considered the essence of administrative work, as it plays a pivotal role in the success of educational administration. Many scholars argue that leadership is the heart of the administrative process and the key to effective management. Enlightened leadership enhances dynamism and serves as a motivating force for achieving institutional goals (Al-Nasser, 2015, p. 56).

Educational institutions, especially those in higher education, face rapid changes and challenges in achieving various characteristics that help them establish their presence—such as institutional and programmatic accreditation. This not only enhances their outcomes. Vision 2030 has charted a roadmap for university leadership, with one of its key goals being the improvement of the quality of higher education. This calls for transforming some roles within university administrative leadership. Promising universities, in particular, operate in highly complex administrative environments marked by diverse organizational cultures, different orientations and various stakeholders. According to Al-Otaibi (2017), Saudi universities face several administrative shortcomings, notably centralized management, which has led to numerous challenges due to a lack of alignment with modern global administrative trends.

The Human Capability Development Program (2021–2025), under Vision 2030, emphasizes the development of essential and future skills and traits of all citizens. It defines the characteristics of globally competitive citizens, such as being proactive learners, creative and analytical thinkers, collaborative and communicative, courageous and

resilient, flexible and positive, disciplined and proficient, tolerant and balanced, technologically literate, financially literate, proud of their identity, and physically and mentally healthy (Vision 2030 – Saudi Arabia).

University of Bisha's attainment of institutional accreditation reflects its commitment to enhancing its academic outcomes and securing programmatic accreditations for all of its academic programs. These rankings rely on multiple indicators—depending on the ranking body—such as quality of education, faculty excellence, and other indicators that characterize competitiveness in particular (Al-Qahtani, 2019, p. 103).

### **Research Problem:**

Performance efficiency is a key indicator of institutional performance and quality. In fact, it is one of the most important criteria for assessing institutional work quality and a major indicator of national progress. Efficiency helps in balancing programs with performance, structuring the workforce, assigning administrative tasks in a way that facilitates analyzing deviations and weaknesses, promoting competitiveness among leaders, and evaluating productivity over time in order to reveal how far job objectives are achieved and how far management is efficient. It also plays a vital role in developing leadership through modern strategies such as recruitment, training, motivation, and evaluation (Hassain & Dafrou, 2013; Saleh, 2015).

Improving leadership efficiency first requires identifying current efficiency levels and assessing how well tasks and responsibilities are performed. It also involves evaluating the achievement of organizational goals to formulate future action plans. Efficiency is about increasing productivity, minimizing costs, saving time, and reducing effort through modern operational methods that raise performance level and help organizations meet their goals consciously and effectively (Al-Balushi, 2016).

Some studies indicated that Saudi universities have not kept pace with global advancements in planning and organizing programs that directly focus on university leadership development programs. Leadership efforts often remain fragmented and lack formal structuring. This results in weak training and motivational systems, reduced work

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motivation, poor leadership skills, and limited ability to steer institutional operations toward achieving strategic goals and competitive capability. For instance, Hamroun (2011) found out that leadership at the University of Tabuk demonstrated medium performance in goal setting, performance planning, directing conditions for performance, performance execution, performance evaluation, and performance improvement and development. Al-Otaibi (2017) indicated that leadership at King Abdulaziz University continues to rely on traditional administrative practices and is not aligned with contemporary management trends; leaders are not selected based on their academic seniority at the university.

Therefore, the researcher finds it necessary to focus on improving efficiency in promising Saudi universities by diagnosing current realities, enhancing leadership capabilities, and raising performance standards to enable leaders to play their roles in effecting continuous change that aligns with Saudi Arabia's interest in university educational development. This is in light of the Vision 2030, which aims to provide equal opportunities, equip citizens with the necessary skills, and empower them to pursue their goals. In light of the foregoing, the problem of the present study takes the form of the following questions:

**Research Questions:**

The study addresses the following questions:

1. What is the level of leadership efficiency in terms of planning to achieve the university's vision, mission, and goals?
2. What is the level of leadership efficiency in fulfilling tasks and responsibilities in a teamwork spirit?
3. What is the level of leadership efficiency concerning the organizational culture in promising Saudi universities?
4. What is the level of leadership efficiency in professional development, support, and communication between staff and leadership in promising Saudi universities?
5. What are the main challenges and obstacles facing administrative leadership in promising Saudi universities?
6. What are the suggested solutions and opinions for improving leadership performance in promising Saudi universities?

7. What is the proposed framework for developing leadership efficiency in promising Saudi universities in light of institutional accreditation, with University of Bisha as a model?

### **Research Objectives:**

The study seeks to:

1. Identify leadership efficiency in planning to achieve the vision, mission, and goals.
2. Identify leadership efficiency in fulfilling tasks and responsibilities and working as a team.
3. Identify leadership efficiency concerning organizational culture in promising Saudi universities.
4. Identify leadership efficiency in professional development, support, and communication between staff and leadership in promising Saudi universities.
5. Identify the challenges and obstacles facing administrative leadership in promising Saudi universities.
6. Explore proposed opinions and solutions for improving administrative leadership performance in promising Saudi universities.
7. Develop a proposed framework for enhancing the leadership efficiency of promising Saudi universities in light of institutional accreditation, using University of Bisha as a model.

### **Research Significance**

The significance of the present study lies in:

#### **Theoretical Research Significance**

The significance of the present study lies in:

1. Highlighting the cognitive importance of studying the variables related to the efficiency of leadership in promising Saudi universities, by emphasizing that those interested in and responsible for university leadership performance must not remain distant from ongoing developments and changes in a rapidly evolving world filled with accelerating events, knowledge, and sciences, especially when it involves issues concerning university leadership and the vital field of higher education.

2. The scarcity of studies focusing on leadership in promising Saudi universities across different administrative levels. The research also sheds light on the role and importance of conscious and strategic management in evaluating and enhancing leadership efficiency based on specific standards and in diagnosing weaknesses and building suitable plans and strategies to elevate their leadership performance.

### **Practical Research Significance**

1. Utilizing the findings of the research in the practical and scientific development of plans aimed at improving the administrative efficiency of university leadership and achieving tangible goals for leadership members at University of Bisha.
2. Building a proposed framework for improving the performance efficiency of administrative leadership, which may serve as a foundational pillar for development in light of programmatic accreditation.
3. Applying the recommendations of this research in real-world university contexts to improve administrative leadership performance in light of institutional accreditation at universities.

### **Research Limitations**

The current research is bound by the following limitations:

- **Topical Limitation:** The research focuses on identifying the current performance of university leadership and the challenges and obstacles they face, through a purpose-built questionnaire, along with a proposed framework for improving leadership performance in light of institutional accreditation.
- **Human Limitation:** The research is limited to the leadership members of the colleges at University of Bisha, administrative unit managers within supporting deanships, and directors of affiliated agencies.
- **Temporal Limitation:** The research is limited to the second semester of the academic year 1446 AH.



- **Geographical Limitation:** Promising Saudi universities, with University of Bisha as a model.

## **Research Terminology**

- **Efficiency**

Al-Mutairi (2015) defines efficiency as: “The ability to perform the required task with the least possible cost in terms of skill, capability, competence, and performance quality, using the available resources of the organization” (p. 7).

The researcher defines efficiency as the ability of university leaders at University of Bisha to perform their duties skillfully, competently, and with quality.

**Operational Definition:** In this research, efficiency is the degree scored by respondents (university leadership) on the questionnaire developed for this purpose.

- **Leadership:**

Masoudan (2007) defines leadership as: “A mutual influence process to direct behavior toward achieving a common goal that everyone agrees upon and believes in, thus interacting in a way that strengthens group cohesion and guides it toward goal achievement” (p. 284).

The researcher defines university leadership as the activity practiced by leaders in decision-making, issuing directives, and supervising others administratively, using authority, influence, and appeal to achieve a specific goal.

The researcher also defines *leadership performance development* in Saudi universities as the set of leadership practices aimed at professional improvement and competency enhancement across all leadership levels and responsibilities to create meaningful change in university management and help it achieve its goals. It targets deans, vice-deans, department heads, and directors of administrative units in supportive deanships in Saudi universities.

- **Institutional Accreditation**

According to the Council for Higher Education Accreditation (CHEA, 2022), accreditation is: “An external quality review process

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used by higher education to evaluate colleges, universities, and academic programs to ensure and improve quality.”

The Education and Training Evaluation Commission (ETEC, 2025) defines it as: “A recognition granted by ETEC that the educational institution possesses a clear vision, mission, and an activated strategic plan aligned with national directions, along with governance systems that ensure administrative effectiveness and efficiency, clear policies and procedures for academic program design and approval, and sufficient financial, infrastructure, and technical resources to support its activities.”

### **Theoretical Framework and Previous Studies**

#### **Concept of Educational Leadership**

Educational leadership is the process of motivating and directing the talents and energies of teachers, students, and their parents toward achieving shared educational goals. In the U.S., this term is commonly used interchangeably with “school leadership,” and in the U.K., it has replaced the term “educational administration.” Al-Sharari (2009) notes that leadership is essential in various administrative fields such as organization, planning, and supervision. Leadership is at the core of the administrative process due to its role in motivating subordinates, guiding them, and unifying their efforts toward achieving institutional goals.

Bedeiwi (2012) argues that without leadership, it is impossible to transform objectives into results. Productive elements become ineffective, and planning, organizing, and supervision lose their impact. Leadership behavior is what stimulates individuals to pursue and accomplish set goals.

Al-Saoub (2013) explains that the importance of educational leadership derives from its connection with administration, as it makes the latter more dynamic and effective, administration being the practical implementation of public policy.

William (2011) defines it as: “An extraordinary force that marks the line between success and failure in whatever you do for yourself or any group you belong to” (p. 8).

Bedeiwi (2012) defines it as: “The process through which an individual guides, influences, and regulates the thoughts, feelings, and behaviors of others” (p. 24).

From these definitions, the researcher concludes that leadership is the ability to motivate and inspire a group, unlock their potential, and direct them toward achieving desired goals enthusiastically and effectively. It is the distinguishing ability of a leader to guide others in a way that earns their loyalty and respect, while fostering cooperation toward a specific goal.

### **Characteristics and Skills of a Leadership Personality:**

Al-Sharari (2009) states that key characteristics of leadership include: Academic excellence and quick wit; responsibility and commitment; self-confidence and humility; ambition, strong judgment, and decisiveness; strong personality, wisdom in managing affairs; reliability and trustworthiness, contribution and dedication; ability to inspire and positively influence others; effective persuasion and goal setting; appreciation of what others do.

Riyad (2010) identifies some leadership skills, including:

**First, Cognitive Skills:** These skills include specialized knowledge in fields such as history, politics, and sociology.

**Second, Mental Skills (Intelligence):** Memory, verbal fluency (speaking, negotiation), listening, comprehension, interpreting others' opinions, self-learning, persuasion, creativity, and innovation.

**Bedeiwi (2012) adds other skills of modern leadership:**

1. Initiative and risk-taking.
2. Visionary insight.
3. Empowering employees.
4. Leading learning.

### **Conditions for Developing Leadership Skills:**

Al-Tamami (2011) explains that leadership skills can be developed through, *inter alia*, willingness and readiness to acquire specific skills, embodying leadership role models, analytical capabilities based on knowledge and experience, and participation in decision-making, implementation, and evaluation

### **Concept of Efficiency**

Abdullah (2014) defines efficiency as: "The degree of achieving the goals of a specific job function. Performance reflects both objectives and

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the means to attain them, linking organizational activities to their intended outcomes” (p. 59).

Saleh (2015) defines it as: “Doing tasks correctly. Efficiency refers to the relationship between resources and results. It reflects the quantity of inputs, in terms of raw materials, finances, and people, needed to achieve a specific level of output or a sought goal. It’s about maximizing benefit at the lowest possible cost, i.e., achieving the highest degree of the sought goal” (p. 94).

According to Al-Qudah (2010), efficiency yields the best returns or institutions from optimal use of resources. This involves setting clear and objective performance criteria and making adjustments to enhance efficiency, which is measured by the time required to complete tasks, cost minimization, and achieving results

Hassanain and Dafrour (2013) state that efficiency comprises three dimensions:

1. **Theoretical Knowledge:** This refers to the compatibility of a set of closely related and integrated information within a reference framework that allows the institution or individual to perform activities based on scientific foundations and principles, avoiding randomness or chaos. Theoretical knowledge is a fundamental basis for achieving success in any work.
2. **Practical Knowledge (Practices):** This refers to the ability to conduct work in a practical manner according to predetermined goals. Practical knowledge does not exclude theoretical knowledge and is often developed through experience.
3. **Behavioral Knowledge:** This refers to the set of abilities an individual or group possesses to deal with various material and human elements within an institution. It encompasses behavior, identity, management, and preparation.

### **Obstacles to Efficiency:**

There are several obstacles to achieving efficiency, as indicated by the low service quality caused by poor efficiency, which leads to client dissatisfaction. According to Zaila’ (2013), the reasons include:

1. Lack of clear vision and short-sightedness in management, resulting in hasty planning and rushed, unstudied decision-making.

2. Lack of clear planning strategies, leading to an inability to develop and the presence of unclear goals, transforming efficiency from a solution to a problem itself.
3. Lack of continuous evaluation of efficiency, leading to neglect of this aspect, weakened service quality, and reduced productivity.
4. A focus on procedural and formal aspects dominated by routine practices, regardless of their negative impact due to rigidity and lack of flexibility.
5. Failure to place the right person in the right position. Appointing individuals based on relevant experience and qualifications plays a crucial role in achieving efficiency. The prevalence of financial and administrative corruption also undermines effective management.
6. Lack of transparency within the administrative system, resulting in excessive secrecy of operations and leading to problems such as distrust, lack of clarity, and poor performance accountability.

#### **The Role of the Administrative System in Achieving University Leadership Efficiency:**

Lack of a proper administrative structure in a university leads to discontinuity in work and confusion of responsibilities. Achieving performance efficiency therefore requires re-evaluating the university's administrative organizational structures and clearly defining roles and responsibilities.

Achieving university leadership efficiency entails implementing what Saleh (2015) outlines as follows:

1. Administrative principles such as directing, executing, and monitoring.
2. The principle of accountability.
3. Development of strategic and future-oriented plans.
4. Establishing a feedback system for all administrative units in the university.

Thus, the researcher concludes that the university plays a central role in enhancing leadership efficiency by providing an attractive work environment that contributes to improving performance.

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## **Institutional Accreditation:**

The quality assurance system in the educational process aims to elevate educational performance by ensuring that institutions meet agreed-upon standards that ensure and improve performance quality. These systems issue evaluative judgments confirming that educational institutions and their academic programs meet defined and accredited standards. They ensure continuous development and keep pace with local and global changes in their field of specialization. (Al-Nasser, 2015, p. 74)

## **Objectives of Institutional Accreditation for Higher Education Institutions:**

According to the Education and Training Evaluation Commission (ETEC, 2025), the objectives of institutional accreditation include:

1. Enhancing and maintaining the quality of higher education.
2. Ensuring that institutional programs meet developmental needs.
3. Ensuring that institutional outputs possess globally competitive skills.
4. Aligning with international standards and professional requirements.
5. Raising the level of professional performance.

## **Second: Previous Studies**

### **Studies Addressing Variables Related to University Leadership Efficiency:**

Al-Hazmi (2022) aimed to identify the extent to which academic leaders in Saudi universities apply the dimensions of sustainable leadership from the perspective of faculty members. The study also aimed to identify the requirements necessary for developing academic leadership in light of sustainable leadership. The descriptive method was used, and a questionnaire was administered to a random sample of faculty members from Umm Al-Qura University, King Abdulaziz University, and Taif University. The study concluded that the degree of application of sustainable leadership dimensions was generally medium, while the level of need for the requirements to develop academic leadership was generally high. The organizational requirements received a very high need score, while the personal requirements for the leader were also rated as highly needed. A proposed framework for developing academic leadership based on sustainable leadership was constructed.

Al-Harbi (2021) aimed to identify the requirements for developing the performance of academic leaders in Saudi universities in the following areas: building trust, building and communicating a vision,

achieving alignment, and talent development. The descriptive method and a questionnaire were used with a sample of 358 academic leaders. The findings showed that the importance of practicing leadership competencies was very high. Based on the results, a proposed model for developing the performance of academic leadership in Saudi universities was developed based on the University of Florida's leadership competency model.

Al-Ghamdi (2020) aimed to assess the current state of competence management among female school principals in Al-Baha Region and its relationship with achieving dimensions of institutional excellence. The descriptive method and a questionnaire were used, targeting 162 school principals. Results indicated a high level of competence management among the principals.

#### **Studies Addressing Variables Related to Institutional Accreditation:**

Al-Fawwaz (2024) aimed to identify international standards for enhancing the efficiency of university systems and their role in achieving competitive advantage. The descriptive method and a questionnaire were used with a sample of 50 faculty members. The results indicated a high level of application of international standards. No significant differences were found related to gender, years of experience, or academic rank.

Al-Warthan (2022) aimed to examine the role of institutional accreditation in improving the performance of Saudi universities. The descriptive method and a questionnaire were used with a purposive sample of 318 faculty members involved in quality and accreditation at public universities that had received full institutional accreditation. Results showed all standards were rated very highly. No statistically significant differences were found based on academic rank.

Al-Dossari (2022) aimed to explore the extent of the availability of leadership standards in Saudi universities from the perspective of Islamic education, specifically at Shaqra University. The descriptive method and a questionnaire were used with a sample of 92 faculty members distributed by gender, prior administrative experience, and academic rank. Results indicated that the personal standards for selecting university leaders were rated highly, and there were significant differences based on academic rank in favor of higher ranks.

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Hamdan (2020) aimed to examine how education in Saudi universities could be developed through the application of Total Quality Management (TQM) principles in higher education. The analytical descriptive method was used by analyzing literature related to administrative thought and TQM in higher education, particularly in Saudi Arabia. The study concluded that a specific, operational definition of TQM in higher education is essential and that its proper application would yield numerous benefits for universities.

**Based on the review of previous studies, the researcher benefited in the following ways:**

- Defining the study's objectives, research questions, and theoretical framework.
- Determining the research sample, appropriate methodology, and data collection tool (questionnaire) and its dimensions.
- Selecting suitable statistical analysis methods.
- Structuring and discussing the research findings.

### **Research Methodology and Procedures**

#### **I. Research Methodology:**

The current study adopted the descriptive analytical method, which aims to describe the study variables to draw conclusions that help analyze, understand, judge, and manage the studied phenomenon (Abu Allam, 2011, p. 245).

#### **II. Research Population:**

The research population consists of all administrative leaders at the University of Bisha for the academic year 1446 AH. The following table describes the population:

Table (1): Research Population Description

<b>Category</b>	<b>Number</b>	<b>Percentage</b>
University Vice Presidents	15	12 %
College Deans	12	10 %
Vice Deans	24	19.5 %
Department Heads	72	58.5 %
<b>Total</b>	<b>123</b>	<b>100 %</b>



### III. Research Sample:

The study sample consisted of administrative leaders who responded to the link sent by the researcher. The number of respondents was 41 leaders, forming a random sample (based on accessibility), representing 33 % of the population. The following table shows the sample characteristics:

**Table (2): Research Sample Characteristics**

Gender	Number	Percentage	Leadership Role	Number	Percentage
Male	23	56 %	Program Coordinator	14	34 %
Female	18	44 %	Department Head	19	46 %
			Vice Dean	5	12 %
			Dean or Higher	3	8 %
<b>Total</b>	<b>41</b>	<b>100 %</b>			

### IV. Research Tools:

Due to the lack of a ready-made tool suited to the study's objectives, the researcher developed her own research instrument. The process of designing the tool involved:

#### **Leadership Competence Scale at the University:**

The researcher developed the University Leadership Competence Questionnaire based on various sources, including:

- A review of leadership theories in terms of dimensions, fields, and related theories, as well as previous studies such as Al-Subaie (2024), Al-Hazmi (2022), Salman (2021), Al-Harbi (2021), and Al-Ghamdi (2020).
- The questionnaire was structured into six dimensions, with statements as follows:
  1. **Planning:** 10 statements.
  2. **Teamwork:** 10 statements.
  3. **Organizational Culture:** 10 statements.
  4. **Professional Development and Support:** 10 statements
  5. **Challenges and Obstacles:** 20 statements.
  6. **Solutions and Suggestions:** 20 statements.

Thus, the questionnaire consists of 80 statements covering all six dimensions.

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**Psychometric Properties of the Research Tool:**

**Validity:**

Validity refers to the extent to which a tool measures what it is intended to measure (Al-Assaf, 1995, p. 134). The researcher verified the validity of the tool using two types:

**Face Validity:**

The researcher ensured face validity by distributing the questionnaire to a group of five experts in educational leadership and planning. They were asked to provide feedback on the relevance of the statements to each dimension, and on the appropriateness of the scientific and educational phrasing. Based on their suggestions, some statements were rephrased to better suit the study population, and one statement from each of the first, second, and fourth dimensions was removed. Thus, face validity was confirmed.

**Internal Consistency:**

Internal consistency was verified by calculating the correlation between each statement's score and the total score of its corresponding dimension. A random sample of 20 responses from the main sample was used, and Pearson's correlation coefficient was applied. Table 3 presents the correlation coefficients and their significance:

Table 3: Statement-Dimension Correlation Coefficients (n = 20)

Statement	Dim. 1	Dim. 2	Dim. 3	Dim. 4	Dim. 5	Dim. 6
1	.555**	.821**	.642**	.863**	.671**	.684**
2	.750**	.792**	.751**	.809**	.739**	.786**
3	.580**	.509**	.553**	.811**	.250	.858**
4	.725**	.641**	.368*	.759**	.813**	.858**
5	.318*	.792**	.711**	.831**	.910**	.616**
6	.858**	.825**	.520**	.696**	.858**	.906**
7	.799**	.719**	.743**	.045	.936**	.926**
8	.745**	.663**	.889**	.870**	.850**	.837**
9	.931**	.715**	.820**	.701**	.773**	.972**
10		.537**		.889**		.906**
11				.746**		.805**

Statement	Dim. 1	Dim. 2	Dim. 3	Dim. 4	Dim. 5	Dim. 6
12				.796**		.928**
13				.664**		.976**
14				.964**		.934**
15				.914**		.934**
16				.817*		.976**
17				.804*		.888**
18				.946**		.616
19				.900**		.685
20				.743*		.792*

Note: \*\* is significant at 0.01, \* is significant at 0.05

The above table shows that all statements had statistically significant correlations with dimensions at 0.05 or 0.01, except for statement (7) of the fourth dimension and statement (3) of the fifth dimension, which were thus removed. The total number of statements became 55. Therefore, the tool demonstrated internal consistency.

Additionally, the correlation between each dimension and the total score was calculated and is shown below:

Table 4: Dimension-Total Score Correlation (n = 20)

Dimension	Correlation with Total Score
1. Planning	.762**
2. Teamwork	.947**
3. Organizational Culture	.947**
4. Professional Development and Support	.900**
5. Challenges and Obstacles	.887**
6. Solutions and Suggestions	.760**

Note: \*\* is significant at 0.01

The table indicates that there is a statistically significant and positive correlation relationship between the score of each dimension and the total score of the tool, which is significant at 0.01. These results show that the dimensions measure what they were intended to.

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**Reliability:**

Reliability was tested using the split-half method to evaluate the consistency between the two halves of the tool. Table 5 presents the reliability coefficients of the tool:

Table 5: Reliability Coefficients via Split-Half Method

Dimension	Guttman	Cronbach's Alpha	Reliability via Split-Half Method		Reliability Level
			Pearson Coefficients	Correction Coefficients	
Planning	.856	.892	.762	.865	High
Teamwork	.771	.801	.629	.772	High
Organizational Culture	.974	.724	.949	.974	High
Professional Development & Support	.824	.637	.758	.862	High
Challenges and Obstacles	.984	.949	.979	.989	High
Solutions and Suggestions	.978	.951	.995	.998	High

This table shows that all coefficients between the two halves of the dimensions or the tool were significant at a high level, indicating high reliability of the tool.

**Description of the final version of the Leadership Efficiency tool:**

The finalized of the Leadership Efficiency tool includes six dimensions:

- **Planning:** 9 statements
- **Teamwork:** 9 statements
- **Organizational Culture:** 10 statements
- **Professional Development and Support:** 8 statements
- **Challenges and Obstacles:** 19 statements
- **Solutions and Suggestions:** 20 statements

The total number of statements was 55 (all positively worded). The highest score would be 275, and the lowest score would be 55, with a hypothetical mean score of 165. It is to be noted that the scale is five-point (strongly agree, agree, somewhat agree, disagree, strongly disagree), taking the following grades, respectively (5, 4, 3, 2, 1).

### Statistical Methods:

The SPSS-24 software was used for data analysis and processing to reach results, as follows:

1. Frequencies and percentages to describe the study population and sample
2. Pearson, Spearman-Brown, Cronbach's Alpha, and Guttman for validity and reliability
3. Means and standard deviations to interpret results

### Presentation and Interpretation of Results:

The results of the research will be interpreted by presenting the text of the question, then its results, and finally interpreting those results in light of previous studies.

### First Research Question: What is the level of leadership efficiency in planning in light of program accreditation?

To answer this question, the researcher calculated the means and standard deviations for each statement and the overall score of the planning dimension. The results are shown in Table 6.

Table 6: Means and Standard Deviations for Planning Dimension Statements

Statement No.	1	2	3	4	5	6	7	8	9	Total
Mean	4.5	4.0	4.0	3.7	3.7	3.7	3.8	4.1	4.1	35.8
Std. Dev.	.53	.76	.76	1.16	1.03	1.16	.83	.83	.83	5.54
Level	Very High	High	High	High	High	High	High	High	High	High

To judge the significance of the level of each statement, the researcher relied on the cut-off scores according to the approved five-point scale, and as shown in Table (7).

Table 7: Cut-Off Scores for Levels

Mean Range	Level
4.20 – 5.00	Very High
3.40 – 4.19	High
2.60 – 3.39	Medium
1.80 – 2.59	Below medium
Less than 1.79	Low

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Based on Table (7), the level of university leadership efficiency was determined according to the first dimension related to planning, and Table (6) shows the means, deviations, and level of each statement. We find that all statements of the first dimension were at a high level, except for statement No. (1), which was at a very high level. As for the overall mean score of the dimension, it was at a high level, and the researcher interprets it as a good indicator, but not what is hoped for and required from university leadership. Planning is an essential element of any leadership work that has administrative requirements. The importance increases in that this university has achieved institutional accreditation as University of Bisha, and it has also obtained programmatic accreditation for some of its programs and seeks to achieve programmatic accreditation for all its educational programs. This result is consistent with Al-Mughairiya (2022) and Suleiman (2021) and differs from Al-Harbi. (2021) and Al-Ghamdi (2020).

### **Second Research Question: "What is the level of leadership efficiency in relation to teamwork?"**

To answer this question, the researcher calculated the means and standard deviations for each statement and for the overall score of the dimension. The results are shown in Table (8).

**Table (8) Means and Standard Deviations for Teamwork Dimension Items**

Statement No.	1	2	3	4	5	6	7	8	9	Total
Mean	4.625	4.125	4.125	4.125	4.375	3.875	4.375	4.125	3.750	4.12
Std Dev	0.518	0.641	0.835	0.835	0.744	1.246	0.744	0.641	1.035	5.209
Level	Very High	High	High	High	Very High	High	Very High	High	High	High

Based on the cutoff levels in Table (7), the level of leadership efficiency related to teamwork (Table 8) is mostly high, except for statements (1) and (5) and (7), all of which scored very high. The overall mean of the dimension was high, which is a positive indicator but not optimal. Teamwork is a foundational leadership requirement, especially for academic leadership in institutions striving for program accreditation.

The result aligns with the studies of Al-Mughairiya (2022) and Suleiman (2021), but not with Harbi (2021) or Ghamdi (2020).

### **Third Research Question: What is the level of leadership efficiency regarding organizational culture?**

Table (9) Means and Standard Deviations for Organizational Culture Dimension

Statement No.	1	2	3	4	5	6	7	8	9	10	Total
Mean	3.75	4.25	4.00	4.12	4.37	4.12	4.12	4.12	4.37	4.00	41.2
Std Dev	1.28	0.89	0.76	0.83	0.74	0.99	0.83	0.99	0.52	0.53	5.47
Level	Very High	High	High	High	Very High	High	Very High	High	High	High	High

Table (8) shows that the statements of the dimension of organizational culture were distributed between very high in statement (1) and statement (5) and statement (7), and high in all other statements. The mean score of the dimension was high, which is also a good indicator, but it does not achieve the university's goal in light of its obtaining institutional accreditation, because the requirement of organizational culture at work is one of the skills by which leadership efficiency is measured, and it is assumed that the leader has it because it is an indicator that he has knowledge and skills that facilitate his work with others and is aware of everything new in terms of knowledge in his field of work. This result is consistent with Al-Mughairiya (2022) and Suleiman, and the researcher did not find a study that shows different results.

### **Fourth Question: What is the level of leadership efficiency regarding professional development, support, and communication?**

To answer this question, the researcher extracted the averages and standard deviations for all paragraphs and for the total of the dimension, and the results were as in Table (10).

Table (10) Means and Standard Deviations for Professional Development and Support Dimension

Statement No.	1	2	3	4	5	6	7	8	Total
Mean	4.25	4.38	4.25	3.75	4.13	4.00	3.88	3.88	4.01
Std Dev	0.89	0.92	0.71	1.16	0.83	0.76	1.13	1.13	5.44
Level	Very High	Very High	Very High	High	High	High	High	High	High

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Based on the levels of the cut-off as mentioned previously, the level of efficiency of university in terms of the fourth dimension of development, support and communication was identified. In the table, most of the statements were at a high level except for three statements: statement (1), and statement (2) and statement (3) which has a very high score. The mean score of the overall dimension was high, which is also a good indicator . It is a basic requirement in any leadership work that works within the university work team and in light of obtaining institutional accreditation. There is no study that agrees with this result; Al-Harbi's (2021) has different results.

### **Fifth Question: What are the obstacles and challenges facing administrative leadership in promising Saudi universities?**

Table (11) Means and Standard Deviations for Obstacles and Challenges Dimension

Statement No.	Mean	Std Dev	Level	Statement No.	Mean	Std Dev	Level
1	4.50	0.756	Very High	11	4.25	1.165	Very High
2	4.25	0.865	Very High	12	3.50	1.414	Medium
3	3.63	1.408	High	13	3.88	1.246	High
4	4.00	1.414	High	14	3.88	1.356	High
5	3.88	1.356	High	15	4.00	1.195	High
6	4.13	1.126	High	16	4.13	0.991	High
7	4.00	1.069	High	17	3.75	1.165	High
8	4.25	0.886	Very High	18	3.75	1.165	High
9	3.25	1.282	Medium	19	4.13	1.246	High
10	3.63	1.302	High				
Total	3.93	5.223	High				

Based on the previous cut-off levels, the researcher identified the level of efficiency of university leaders of the fifth dimension: difficulties and obstacles. Table (11) shows that three statements had a very high score, namely statement (1), and Statement (2) and statement (11) . Moreover, there are two statements which had a medium score, namely statement (9) and statement (12). The rest of the statements had a high score. The mean score of the overall dimension was high, which is



an indicator that requires analyzing the statements that constituted difficulties and obstacles and finding solutions to reduce them. The researcher will seek, through the proposed framework included in the sixth objective, to develop practical solutions to reduce the level of difficulties and obstacles suffered by administrative leaders, specifically with reference to University of Bisha.

**Sixth Question: What are the opinions and proposed solutions for improving the performance of administrative leadership in the university?**

To answer this question, the researcher calculated the mean scores and standard deviations for all statements and for the whole dimension, and the results were as in Table (12).

Table (12) Means and Standard Deviations for Proposed Solutions Dimension

Statement	Mean	Std Dev	Level	Statement	Mean	Std Dev	Level
1	4.88	0.354	Very High	11	4.13	1.246	High
2	4.63	0.518	Very High	12	4.25	1.165	Very High
3	4.50	0.756	Very High	13	4.25	0.886	Very High
4	4.50	0.756	Very High	14	4.50	0.926	Very High
5	4.63	0.744	Very High	15	4.75	0.463	Very High
6	4.63	0.744	Very High	16	4.25	0.886	Very High
7	4.50	0.756	Very High	17	4.13	1.246	High
8	4.38	0.744	Very High	18	4.63	0.744	Very High
9	4.38	0.916	Very High	19	4.63	0.744	Very High
10	4.63	0.744	Very High	20	4.38	0.916	Very High
Total	89.5	13.88	Very High				

Based on the previous cutoff levels, the research identified the level of leadership efficiency in universities in terms of the sixth dimension: the opinions and proposed solutions for improving administrative leadership performance. As shown in the table above, all statements had a very high score, except for statement (17) which had a high score. The overall mean score of the dimension was very high, indicating that the university's administrative leadership is fully aware of

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the strategies that contribute to development and the enhancement of their leadership and administrative roles. These proposed solutions will be used to develop a framework for improving leadership performance.

**Seventh Question: What is the proposed framework to enhance the efficiency of leadership in promising Saudi universities in light of institutional accreditation? (Case Study: Bish University)**

To answer this question, the findings of the Fifth Question (obstacles and challenges facing leaders) and the Sixth Question (development and improvement of leadership efficiency) were utilized. The implementation steps of the proposed framework are as follows:

**First: Justifications for Developing a Future Framework for Enhancing University Leadership Efficiency**

The results of the first four goals showed that each of these four goals had a high score. The first goal is to identify the reality of leadership efficiency in terms of planning for achieving the vision, mission, and goals. The second goal is related to teamwork and working as a team. The third goal is the organizational culture at work. The fourth goal is professional development and support. These results do not represent the required level that Saudi universities are striving for, including University of Bisha in particular, especially since it is one of the promising universities. It has obtained institutional accreditation, and many of its programs have obtained full accreditation, whether in the College of Engineering, the College of Education, or the College of Arts. The rest of the programs are striving to obtain full accreditation. Therefore, the level that university administrative leaders are supposed to be at should be very high and distinguished, because excellence in the work of leaders is reflected in many fields in the university, including excellence in the university's outputs and its acquisition of a competitive characteristic among local and international universities.

**Second: Goals of Developing a Framework to Enhance Leadership Efficiency in Light of Institutional Accreditation**

The primary aim of this research is to develop a framework for enhancing the efficiency of university leadership within the context of institutional accreditation. Derived from this are several sub-goals that

serve both the University of Bisha and other promising Saudi universities. The following is a clarification of these goals:

1. Enhancing leadership competencies related to planning, teamwork, organizational culture, and all forms of professional development, in line with institutional accreditation requirements and Vision 2030 for higher education.
2. Promoting positive leadership traits that support leadership development, serve the educational process, benefit the local community (e.g., initiatives, community participation, research contributions), and help produce graduates with exceptional leadership qualities.
3. Developing mechanisms to assess and sustain leadership traits within universities and fostering continuous communication among leaders to promote professional growth and support.
4. Investing in university leaders as both academic and administrative figures by building a leadership profile unique to institutional leaders, distinguishing them from leaders in other sectors.
5. Ensuring quality in selecting university leaders by placing them in roles that match their leadership profiles, potentially qualifying them for higher positions and contributing to the development of educational institutions.

### **Third: Foundations of the Proposed Framework**

#### **(1) Local Foundations**

The Saudi education policy emphasizes the importance of developing leadership performance, aligning educational outcomes with national development plans, and training all personnel to meet modern educational demands.

#### **(2) Theoretical Foundations**

1. Keeping pace with modern administrative leadership thinking to ensure the sustainability of institutions by adopting effective leadership models.
2. Advancing education and improving outcomes by developing leadership practices grounded in scientific principles, empowering learning communities, delegating authority, building trust, fostering creativity, and encouraging flexibility among leaders.

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3. Preparing a new generation of university leaders capable of innovation in diverse work environments through effective selection, continuous training, and moving away from rigid, centralized leadership to a more cooperative and participatory model.

**Fourth: Requirements for Implementing the Proposed Framework**

1. Enhancing trust between staff and university leadership, promoting active participation, information sharing, agreement on goals and achievements, delegation of some tasks to lower-level leaders, and fair task distribution.
2. Updating organizational administrative structures, encouraging young leadership, and integrating horizontal, flexible teams into traditionally hierarchical systems to handle specific tasks and goals efficiently.
3. Monitoring and evaluating university leaders to include the ability to employ their leadership skills in managing university work in a manner that achieves flexibility in the time and place of work completion, as well as creativity in the means of completing that work, to achieve quality levels that exceed expectations according to the standards announced by the university institution and in light of the indicators and standards of institutional accreditation.
4. Analyzing the internal environment of the university, identifying influential factors, and anticipating opportunities and threats, developing plans to overcome hypothetical problems in the university institution.

**Recommendations:**

Based on the findings of this study, several recommendations are provided to help enhance the efficiency of leadership in promising Saudi universities, using University of Bisha as a model. They are as follows:

1. The study recommends that University of Bisha, along with other Saudi universities, adopt the proposed framework for enhancing the efficiency of university leadership in accordance with institutional accreditation standards.
2. To establish effective criteria and foundations to monitor the development of university leaders and their achievements, particularly

regarding their personal leadership traits during training workshops and courses.

3. To establish institutional partnerships aimed at developing and training leaders according to their areas of specialization.
4. Continuously raise awareness about the importance of developing a leadership trait system for university leaders to enable them to effectively propose initiatives and creative solutions in situations that require original and innovative decision-making.

**Proposals:**

This present study recommends conducting the following studies:

1. The effectiveness of a cognitive-behavioral program in developing creative leadership personality traits among university affiliates
2. The factors to creative leadership personality traits in light of certain variables.

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