

The Role of Organizational Development in Achieving the Competitive Advantage of University of Hail as one of the requirements of The vision of the Kingdom of Saudi Arabia 2030

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Abstract— The current study aimed to identify the role of organizational development (curricula - strategies) in achieving the competitive advantage of the University of Hail as one of the requirements of the Kingdom's Vision 2030, and to achieve this goal the study used the descriptive method. The study reached a number of results, the most important of which are: Hail University has a high degree in applying the curricula of organizational development practices, and a medium degree in applying organizational development strategies. It also achieved a high degree in its ability to achieve a competitive advantage. A positive correlation with statistical significance at the level of (0.01) was found between the application of curricula and strategies for organizational development at the University of Hail and its ability to achieve competitive advantage as one of the requirements of the Kingdom's Vision 2030 as seen by the academic leaders. The strategy of values and re-education was the one that most contributed to predicting the amount of impact on the ability to achieve the competitive advantage of the University of Hail as one of the requirements of the Kingdom's 2030 vision, followed by the strategy of strength - oppression and finally the career approach, and at the end of the study it was recommended that for the success of the competitive advantage at the University of Hail, more reliance should be placed on the career approach in organizational development processes by developing the philosophy, mission, goals and strategies of the organization in response to changes in the surrounding environment.

Keywords— Organizational Development, Achieving the Competitive Advantage, University of Hail

I. INTRODUCTION

THE world is witnessing successive challenges in an era in which developments are continuing and enhanced by technical and technological changes. Perhaps one of the most prominent challenges facing educational institutions, especially university education in the Kingdom of Saudi Arabia, is the role that has been placed upon them in achieving the Kingdom's ambitious vision 2030, as organizational development is one of the active factors in supporting the axis of an ambitious nation through effective governance by strengthening The ability of the education and training system to meet the requirements of development and the needs of the labor market, as well as the axis of a vibrant society through an environment full of improvement and development of the educational environment. University education is an important source for national competitiveness because of its role in industrial development and generating added value. In order for the economy to be competitive and productive, there must be a strong and effective educational system that is distinguished by quality and aims to build a distinguished human capital base that seeks national prosperity [1]. Organizational development represents a change strategy and a scientific and applied method that depends on changing the behavior of individuals and groups and depends on technology, and aims to develop the capabilities of individuals to solve work problems and develop performance methods [2]. Organizational development aims to increase the effectiveness of the organization and develop the latent capabilities of its employees through a series of behavioral scientific interventions activities, which are implemented in cooperation with the members of the organization to help them find ways to improve work, and achieve the goals of the institution and its workers[3]. Improving activities, work tasks, jobs, departments, services or outputs, technology used, power

relations and communications, relations between the institution and other institutions, as well as procedures and methods of work, and opportunities for renewal and innovation for research, training and consulting [4]. The importance of Organizational Development is centered in that it is a planned and intended educational approach that provides leaders with the techniques and skills required to deal with the rapid challenges imposed on organizations and enables them to control the situation with appropriate efficiency. Through its multiple techniques that play the role of influencing power in the balance between stagnation and dynamism, and it is one of the approaches to creating the future that depends on the principle of building a vision and moving from theory to practice through current goals and reaching the image of the future [5]. University education institutions have become obligated to exercise competitive advantages, such as striving for excellence and superiority over other universities, and this requires change and development in the philosophy and vision of university education that is no longer far from the difficulties and changes facing the economy. The competitive advantage of each university appears through the current professionalism in education and the forces of globalization that make the university move towards the market according to economic theory [6].

Organizational development requires the management of the institution to respond to the external opportunities and internal strengths of the institution, which is what specialists in strategic management called the competitive advantage, achieving the competitive advantage of Saudi universities, the excellence of graduates, and the harmonization of outputs. Education and training with the needs of the labor market is one of the sober goals of Vision 2030, which is closely related to the axis of the thriving economy. Reflects community confidence in it [7]. Historical experience confirms that any university institution, regardless of its Potential or capabilities, cannot maintain its competitive position and continue it if it adopted traditional methods and strategies in the era of technological revolution and economic globalization, Since achieving differentiation, continuity responding to external changes is one of the most important goals of organizational development in institutions, which in its entirety represents achieving a competitive advantage, the problem of the study is determined in the following main question: What is the role of organizational development (approaches - strategies) in achieving the competitive advantage of the University of Hail as one of the requirements The Kingdom's vision 2030?

The following sub-questions have been raised as well:

1. What is the level of application of organizational development practices (Approaches - strategies) from the viewpoint of the academic leaders of the university?
2. What is the level of the university's ability to achieve competitive advantage from the viewpoint of the academic leaders?
3. Is there a difference in the application of organizational development practices (Approaches - strategies) from the viewpoint of the academic leaders of the university

according to some variables (position - academic rank - experience)?

4. Is there a relationship between some variables (position - academic rank - experience) and the university's ability to achieve competitive advantage from the viewpoint of the university's academic leaders?

2. Literature Review

2.1. The 2030 vision of the Kingdom for university education:

The 2030 vision of the Kingdom included all developmental paths and paid special attention to human development through the interest in education at all stages, but it placed upon Saudi universities a huge responsibility in the rehabilitation of human cadres capable of keeping pace with the changes that the Kingdom is witnessing in all fields during the coming years Through upgrading the quality of education and its outputs in the highest quality standards in the educational process with the necessity for continuous improvement of the provided academic services and programs, strengthening community partnership, activating partnership with the private sector, improving cooperation mechanisms and highlighting the role of universities in their three main functions of education, research and community service [8]. Among the goals of the 2030 vision related to education: to consolidate positive values, build an independent personality for the people of the country, provide citizens with the knowledge and skills necessary to meet the needs of the future labor market, develop youth skills and make good use of them, solutions of at least five Saudi universities from the top 200 international societies, obtain a classification Advanced in global indicators of educational attainment, preparing developed Approaches based on basic skills, developing talent and building personality, establishing partnerships with agencies that provide training opportunities for graduates locally and internationally, developing job standards for all educational sources [9].

By analyzing the goals of the Kingdom's 2030 vision for higher education, which are in line with the goals of higher education contained in the policy document of higher education in the Kingdom, it becomes clear that these goals together seek to achieve the competitive advantage of Saudi universities.

2.2. Organizational development:

It is the positive plan that aims to develop the performance of the institution with its various components and elements and thus improve it and transfer it from one stage to another more effective, successful and appropriate to the environment variables. . Organizational development has many justifications that motivate institutions to follow and implement it, including failure of management to achieve its goals, separation between employees and management, central management style in dealing with workers, and the inability to compete [10]. Lack of a previous mental model for strategic organization management, failure of the organization's organization to respond to the requirements of the external environment, failure of the organization's communication channels, flawed organizational structures, weak

organizational culture [11];[12] that the requirements of organizational development: Public awareness of the value of academic work, awareness of the requirements of the fields of work, integration between evaluation work, planning, improvement, and the promotion of common interests, and the recognition that any individual in the institution is a teacher, allocates more attention to the components of effective leadership, then a broader vision of excellence. the most important obstacles to organizational development are technical obstacles, followed by administrative, then organizational, and strategic obstacles [13].

2.3. Approaches to organizational development:

One of them is the functional: it is defined in developing the philosophy of the institution, its mission, goals and strategies, as the institution undertakes this development in response to the changes of the surrounding environment. Behavioral: which focuses on the individuals involved in the work in two basic aspects: the physical change of individuals by laying off some workers or replacing them with others or a gradual modernization of workers by developing employment standards. Or the qualitative change of individuals: by focusing on raising skills and developing capabilities or modifying patterns of behavior, trends and expectations through training systems or the application of rules for organizational rewards and penalties [14].

- **Structural:** Focuses on developing the organizational structure of the organization. Structural development takes place through the redistribution of responsibilities and the grouping of jobs, the redesign of communication methods and the flow of power and responsibility channels, in addition to the creation of other organizational units or exclusion, and the consequent modifications in other elements of the organization - individuals, policies, capabilities, systems and procedures [15].

- **Technological:** Here, emphasis is placed on using modern technologies with the aim of increasing productivity, reducing the cost of maintenance and improving production quality. The field of technology is no longer limited to production activity, but includes administrative activity [2-341].

2.4. Organizational development strategies:

are represented in: The strategy of rationality and practical application: depends on the use, dissemination and exchange of information for decision-making assuming that the rational choice of individuals for the most efficient method prevails [16]. This strategy is based on this type of management thinking that sees a person as being rational and that he will implement the proposed change if he is convinced that he will benefit from it [17].

- **Values and Re-Learning Strategy:** This strategy recognizes the needs of individuals in the organization, the current values, status and aspirations, and what these values have a strong influence on individuals' behavior and performance. This strategy assumes that changing values and behavior comes from the learning process. This strategy relies on the fact that human behavior and actions are affected by values, customs and traditions, and that a change in behavior will only occur when an individual changes his values and standards [18].

- **Power and Subjugation Strategy:** This strategy focuses on economic and political procedures and arrangements, and on the moral force in changing one's behavior. Strategy involves forcing individuals to bring about change, and these strategies require different uses of external and internal forces. An organization can implement one or more strategies to achieve organizational development that seeks to improve the status quo of the organization [17].

2.5. Competitive advantage and justifications for universities' interest in achieving it:

This means the institution's performance of its activities in a more efficient and effective manner, making it unique and distinct in creating additional value over the rest of its competitors. It cannot be achieved in their performance and activities. The reasons for competitiveness varied, including the multiplicity of opportunities in the global market, the abundance of information on the teaching and learning outcomes of each university, the graduate characteristics therein, as well as the indicators and results of the National Center for Measurement. Moreover, the evaluation, specification of each profession in accordance with the national framework for the classification of qualifications. This is in addition to the flow of research results, technical developments, acceleration of various creativity and innovation processes, a knowledge economy based on sources of knowledge, and recent strategic trends in managerial thought that seek distinction and build academic reputation and the status of universities, and increase interest in the human element as intellectual capital and maximize the importance of knowledge and its formation [19]. The multiplicity of options in the labor market to attract and employ graduates from various local and international destinations, the emergence of international standards and global classifications imposed by the globalization culture of university education, and the multiplicity of national, regional and international competitiveness in light of the development of technology and the increase in job opportunities in the global market as a result of the liberalization of international trade and the emergence of new needs. For service recipients [6].

2.6. Approaches to achieving competitive advantage in universities:

For university education to carry out its functions and roles to meet the needs of society and achieve the aspirations of its members, it must undergo an effective planning process that contributes to finding scientific and practical solutions to many of the problems that university education and society suffers from, as well as increasing the internal and external efficiency of universities and improving their outputs Quantitatively, qualitatively, and other benefits that can be gained from successful educational planning, which includes a meaningful future outlook in anticipating the needs of society from educational outcomes [19]. Achieving future needs by managing and employing available and possible resources. The university as an educational institution prepares its students in light of local and international standards and to be modern in all components of the educational system, including a university professor, student and curriculum that meets the

aspirations of current and future students and the needs of the labor market. The university, as a research institution, prepares researchers and technicians who prepare the scientific base on which effective and purposeful scientific research is based through research teams working within strategies and plans with clear goals and milestones for the advancement of different sectors of society. The university, as a social institution, must participate in the community with the outputs it provides capable of achieving the aspirations of society and developing awareness among its members of the importance of scientific research, investing in it, and playing an effective role in solving community problems [20]. Community service is the third function of universities, it determines the needs of individuals and institutions in society, and establishes programs and activities that meet these needs, and the concept of this function is crystallized in a scientific activity that works to spread knowledge outside the university. With the aim of creating behavioral and developmental changes in the surrounding community. By spreading scientific thought about the academic environment and raising public awareness of the role of education in evaluating community institutions and problems, and providing solutions and alternatives [21].

3. Methodology:

Since the current study is a quantitative study, the tool, which is designed to fulfill the purposes of the study, is a closed questionnaire; This research design is suitable for studies that seek to obtain a numerical description of the opinions of a population by studying a sample of this population.

3.1 The study population:

in this research is determined by all academic leaders at the University of Hail (Vice President, Dean, Deputy Dean, Head of Department) in the various colleges and deanships, which number 265 academic leaders according to the reports of the [22]. The sample of the study was (120) Academic leaders at Hail University, including the Vice President, Dean, Vice Dean of the College, and Head of Department, have different leadership experiences and academic ranks.

3.2 The Research Tools:

The two researchers prepared an electronic questionnaire that contains three sections. The first section collects demographic information about the participants, designed with multiple options, including the position that has been classified into (Vice President, College Dean, Vice Dean, Department Head), Academic. The rank, which was classified into (Assistant Professor - Associate Professor - Professor), and experience that was classified to (less than two years). From 2 years to less (4 years - more than 4 years). The second section contains information about organizational development, which aims to determine the level of organizational development (curricula and strategies) as seen by the academic leaders at the University of Hail, and it includes (29) sentences distributed on two main axes. First: The Organizational Development Curriculum includes (20) sentences distributed with (5) phrases for each approach, which are (functional - behavioral - structural - technical). Second: Strategies for organizational development. It includes (9) phrases distributed into three sentences for each strategy, namely (maturity and

strategy of practical implementation - values and strategy of re-education - strategy of power and repression), and the third section contains information on the competitive advantage of the university: It aims to determine the university's level in achieving competitive advantage as seen by leaders. Academics at the University of Hail. It consists of (30) sentences distributed in three dimensions (achieving a competitive advantage in the field of scientific research - achieving a competitive advantage in the field of teaching - achieving a competitive advantage in the field of community service). The questionnaire was corrected according to Likert's five-point scale, by selecting one of several (strongly agree, agree, somewhat agree, disagree, strongly disagree) in each of the questionnaire statements, and it was corrected on a scale (1, 2, 3, 4, 5) for positive expressions, and (1, 2, 3, 4, and 5) for negative expressions.

3.3 Validity:

The validity of the tools was confirmed by Construct validity, which is the validity of internal consistency, by finding the coefficient of Pearson correlation between the degree of each phrase and its dimension. Which showed a positive correlation at the level of significance (0,01), which indicates the validity of the tools.

3.4 Reliability:

The Reliability of the tools was calculated using the Alpha Cronbach method. The value of the Cronbach alpha coefficient for the Organizational Development Questionnaire and the Competitive Advantage Questionnaire was (0.847) and (0.829), respectively, which are high and acceptable values and confirm the consistency and reliability of the tools.

4. Result and Discussion:

4.1. The descriptive results of the study indicated that:

Table1. Demographic characteristics of participants

Variables	N	Percent
Academic leadership type		
Department heads	72	60
College Vice Dean	36	30
Deans	6	5
University vice presidents	6	5
Total	120	100
Assistant Professor	72	60
Associate Professor	30	25
Professor	18	15
Total	120	100
Years of Experience		
Less than two years	48	40
From 2-4 years	24	20
More than 4 years	48	40
Total	120	100

Table (1) shows the academic leadership type percentage, The department heads in the study sample was 60%, the percentage of College Vice Deans was 30%, the percentage of deans 5%, and the percentage of university vice presidents 5%. , The highest percentage in the study sample was 60% of

Assistant Professor, 25% was Associate Professor, and 15% for the rank of professor, leaders with less than two years and more than four years of experience. The highest percentage in the study sample was 40% of leaders with less than two years and more than four years of experience. As for those whose

experience ranged from two to four years, their percentage was 20%.

4.2. The level of approaches to organizational development as perceived by academic leaders at the University of Hail:

Table 2: The level of approaches to organizational development as perceived by academic leaders at the University of Hail

	Low		Medium		High		Std. Deviation	Mean
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
functional approach	-	-	24	%20	96	%80	3.57124	21.0500
behavioral approach	6	%5	60	%50	54	%45	4.42871	18.5000
structural approach	6	%5	36	%30	78	%65	4.39413	19.9500
technical approach	-	-	12	%10	108	%90	3.30774	21.5000
Approaches to Organizational Development	6	%5	24	%20	90	%75	14.93853	81.0000

The level of application of the organizational development approaches, the functional approach, the structural approach, and the technical approach as perceived by the academic leaders at the University of Hail is high. The result is in agreement with their results indicating that the degree of achieving organizational development in the university was

high, while the level of application of the behavioral approach was medium [23].

4.3. The level of organizational development strategies as perceived by the academic leaders at the University of Hail:

Table 3: The level of organizational development strategies as perceived by the academic leaders at the University of Hail

	Low		Medium		High		Std. Deviation	Mean
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
rationality and practicality Strategy	6	%5	72	%60	42	%35	2.56020	12.0000
Values and Re-education Strategy	6	%5	65	%54.2	49	%40.8	3.04608	11.7731
strength and Repression Strategy	12	%10	66	%55	42	%35	3.02052	11.4500

The level of application of organizational development strategies (rationality and practicality - values and re-education - strength and repression) as perceived by the academic leaders at the University of Hail is average. The result is in agreement with their results indicating that the degree of achieving the

organizational structure and organizational culture in Saudi universities came to a moderate degree. [24].

4.4 The level of achieving competitive advantage as perceived by the academic leaders at the University of Hail as one of the requirements of Saudi Arabia Kingdom's 2030 vision.

Table 4: The level of achieving competitive advantage as perceived by the academic leaders at the University of Hail as one of the requirements of Saudi Arabia Kingdom's 2030 vision

	Low		Medium		High		Std. Deviation	Mean
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
The field of scientific research	6	%5	66	%55	48	%40	13.78079	59.6500
the field of teaching	-	-	36	%30	84	%70	7.53546	41.3000
the field of community service	6	%5	66	%55	48	%40	4.93385	18.6000
achieving competitive advantage	6	%5	42	%35	72	%60	25.76587	119.5500

The level of achieving competitive advantage as perceived by academic leaders at the University of Hail as one of the requirements of Saudi Arabia Kingdom's 2030 vision in the field of teaching is high, The results of the present study are consistent with the results of both [25];[26].The results also are in agreement with the results indicating that the university achieved an average level in the field of scientific research and

community service from the point of view of academic leaders [27]; [28]; [29].

4.5 The relationship between organizational developments (approaches - strategies) in achieving the competitive advantage of University of Hail as one of the requirements of the Kingdom's 2030 vision

Table 5: The correlation between organizational developments (approaches - strategies) in achieving the competitive advantage of University of Hail as one of the requirements of the Kingdom's 2030 vision

	functional approach	behavioral approach	structural approach	technical approach	Approaches to Organizational Development	rationality and practicality Strategy	Values and Re-education Strategy	strength and Repression Strategy
The field of scientific research	.966**	.829**	.901**	.888**	.938**	.913**	.953**	.864**
the field of teaching	.940**	.795**	.855**	.779**	.884**	.886**	.913**	.851**
the field of community service	.963**	.782**	.908**	.887**	.926**	.934**	.928**	.892**
achieving competitive advantage	.976**	.826**	.906**	.872**	.938**	.926**	.954**	.882**

** . Correlation is significant at the 0.01 level (2-tailed).

There is a positive correlational relationship statistically significant at a level of 0.01 between the application of approaches and strategies for organizational development at the University of Hail as perceived by academic leaders and the university's ability to achieve competitive advantage in the fields of scientific research, teaching and community service as one of the requirements of Saudi Arabia Kingdom's 2030 vision.

The results of the present study are in agreement with the results indicating that in the presence of a positive correlation between the university's degree of strategic planning practices and the degree of achieving global competitive advantage,

Table 6: The Multiple stepwise regression analysis of development approaches and strategies in achieving the competitive advantage of University of Hail as one of the requirements of the Kingdom's 2030 vision

Variables	R	R2	F	Sig	B	STED. Deviation	Beta	T	sig
functional approach	.976a	.953	2359.097	0.000	6.696	5.6	0.928	12.025	0.000
strength and Repression Strategy	.978b	.957	1297.739	0.000	-2.383	5.4	0.278	-4.951	0.000
Values and Re-education Strategy	.981c	.962	960.265	0.000	2.674	5.1	0.315	3.628	0.000

The strategy of values and re-education is the most contributing factor in predicting the amount of impact on the ability to achieve the competitive advantage of the University of Hail as one of the requirements of the Kingdom's 2030 vision, followed by the strategy of strength and repression and finally the functional approach, where the value of the (R²) reached (0.962), (0.957), (0.953), all of them are statistically significant at (0.001). This result is in agreement with the results indicated that the organizational culture, which

Table 7: The Variation in the application of organizational development practices (approaches - strategies) at the University of Hail as perceived by academic leaders according to position

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig
functional approach	Between Groups	93.700	3	31.233	2.544	.060
	Within Groups	1424.000	116	12.276		
	Total	1517.700	119			
behavioral approach	Between Groups	231.600	3	77.200	4.260	.007
	Within Groups	2102.400	116	18.124		
	Total	2334.000	119			
structural approach	Between Groups	344.300	3	114.767	6.815	.000
	Within Groups	1953.400	116	16.840		
	Total	2297.700	119			
technical approach	Between Groups	176.400	3	58.800	6.060	.001
	Within Groups	1125.600	116	9.703		
	Total	1302.000	119			
Approaches to Organizational Development	Between Groups	2874.600	3	958.200	4.694	.004
	Within Groups	23681.400	116	204.150		
	Total	26556.000	119			
rationality and practicality Strategy	Between Groups	28.000	3	9.333	1.440	.235
	Within Groups	752.000	116	6.483		
	Total	780.000	119			
Values and Re-education Strategy	Between Groups	50.215	3	16.738	1.843	.143
	Within Groups	1044.659	116	9.084		

such as organizational development. It is a major component of strategic planning [27]. The most important requirements for achieving a competitive advantage for the University of Hail are the organizational requirements [25], where a study showed that organizational development increases the utilization of strengths and all the favorable opportunities and environmental variables that have a positive impact in the present or future and that aim to achieve a competitive advantage [16].

4.6. The role of organizational development (approaches - strategies) in achieving the competitive advantage of University of Hail as one of the requirements of the Kingdom's 2030 vision

expresses the strategy of values and re-education, has greatly contributed to achieving organizational development that contributes to achieving competitive advantage [21].

4.7. The Variation in the application of organizational development practices (approaches - strategies) at the University of Hail as perceived by academic leaders according to position

	Total	1094.874	119			
strength and Repression Strategy	Between Groups	64.100	3	21.367		
	Within Groups	1021.600	116	8.807	2.426	.069
	Total	1085.700	119			

There is a statistically significant variance between the average scores of academic leaders in applying the practices of the organizational development approaches as a whole and the behavioral, structural and technical approach according to position, and this means that the position has contributed to achieving the variance in the application of practices of the approaches to organizational development at the University of Hail. The differences were in favor of the university's vice presidents, and the result is logical because they have the powers that enable them to activate organizational development practices. this results are in agreement with the results indicated that in the presence of a variance between

academic leaders in applying the practices of the approaches to organizational development according to position. While there is no statistically significant difference between the mean scores of academic leaders in the application of organizational development strategies according to position [21]; [29].

4.8. The Variation in the application of organizational development practices (approaches - strategies) at the University of Hail as perceived by academic leaders according to academic rank

Table 8: The Variation in the application of organizational development practices (approaches - strategies) at the University of Hail as perceived by academic leaders according to academic rank

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig
functional approach	Between Groups	157.000	2	78.500	6.750	.002
	Within Groups	1360.700	117	11.630		
	Total	1517.700	119			
behavioral approach	Between Groups	317.200	2	158.600	9.201	.000
	Within Groups	2016.800	117	17.238		
	Total	2334.000	119			
structural approach	Between Groups	373.000	2	60.650	6.010	.003
	Within Groups	1924.700	117	10.091		
	Total	2297.700	119			
technical approach	Between Groups	121.300	2	60.650	6.010	.003
	Within Groups	1180.700	117	10.091		
	Total	1302.000	119			
Approaches to Organizational Development	Between Groups	3301.700	2	1650.850	8.306	.000
	Within Groups	23254.300	117	198.755		
	Total	26556.000	119			
rationality and practicality Strategy	Between Groups	131.300	2	65.650	11.841	.000
	Within Groups	648.700	117	5.544		
	Total	780.000	119			
Values and Re-education Strategy	Between Groups	178.408	2	89.204	11.291	.000
	Within Groups	916.466	117	7.901		
	Total	1094.874	119			
strength and Repression Strategy	Between Groups	151.700	2	75.850	9.502	.000
	Within Groups	934.000	117	7.983	2.426	.069
	Total	1085.700	119			

There is a statistically significant variance between the average scores of academic leaders in applying the practices of the organizational development (approaches- strategies) according to academic rank, and this means that the academic rank has contributed to achieving the variance in the application of practices of the organizational development (approaches-strategies) at the University of Hail. The differences were in favor of the rank of professor

4.9. The Variation in the application of organizational development practices (approaches - strategies) at the

University of Hail as perceived by academic leaders according to Experience.

Table 9: The Variation in the application of organizational development practices (approaches - strategies) at the University of Hail as perceived by academic leaders according to Experience

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig
functional approach	Between Groups	266.700	2	133.350	12.472	.000
	Within Groups	1251.000	117	10.692		
	Total	1517.700	119			
behavioral approach	Between Groups	187.500	2	93.750	5.110	.007
	Within Groups	2146.500	117	18.346		
	Total	2334.000	119			
structural approach	Between Groups	385.200	2	192.600	11.783	.000
	Within Groups	1912.500	117	16.346		
	Total	2297.700	119			
technical approach	Between Groups	77.250	2	38.625	3.690	.028
	Within Groups	1224.750	117	10.468		
	Total	1302.000	119			
Approaches to Organizational Development	Between Groups	3125.250	2	1562.625	7.803	.001
	Within Groups	23430.750	117	200.263		
	Total	26556.000	119			
rationality and practicality Strategy	Between Groups	163.500	2	81.750	15.515	.000
	Within Groups	616.500	117	5.269		
	Total	780.000	119			
Values and Re-education Strategy	Between Groups	187.805	2	93.902	12.009	.000
	Within Groups	907.069	116	7.820		
	Total	1094.874	118			
strength and Repression Strategy	Between Groups	117.450	2	58.725	7.096	.001
	Within Groups	968.250	117	8.276		
	Total	1085.700	119			

There is a statistically significant variance between the average scores of academic leaders in applying the practices of the organizational development (approaches- strategies) according to Experience, and this means that the Experience has contributed to achieving the variance in the application of practices of the organizational development (approaches-strategies) at the University of Hail. The differences favored academic leaders who ranged from (2-4) years of experience. this results are in agreement with the results indicating that the

existence of a variance between academic leaders in the application of approaches to organizational development practices and strategies according to experience [21].

4.10. The relationship between the position and the ability of the University of Hail to achieve a competitive advantage as perceived by academic leaders

Table 10: The relationship between the position and the ability of the University of Hail to achieve a competitive advantage as perceived by academic leaders

Count	level	the position				Chi-Square	.Sig
		department head	Vice Dean	Dean	University vice president		
The field of scientific research	Low	6	0	0	0	29.455a	0.000
	Medium	24	30	6	6		
	High	30	6	0	12		
the field of teaching	Low	0	0	0	0	8.751a	0.036
	Medium	24	6	0	6		
	High	36	30	6	12		
the field of community service	Low	6	0	0	0	29.455a	0.000
	Medium	24	30	6	6		
	High	30	6	0	12		
achieving competitive advantage	Low	6	0	0	0	11.571a	0.072
	Medium	24	12	0	6		
	High	30	24	6	12		

There is no statistically significant correlation relationship between the position of academic leaders at the University of

Hail and their evaluation of the university's ability to achieve competitive advantage as a whole, as the Chi-Square

coefficient reached (11,571), which is a non-statistically significant value, while there is a statistically significant correlation relationship at the level of 0.001 And 0.05 between the academic leaders position at the University of Hail and their evaluation of the university's ability to achieve a competitive advantage in the fields of scientific research, teaching and society. Service, where the Chi -Square coefficient reached (29.455), (8.571), (29.455), respectively, which are statistically significant values. The results of the academic leaders 'evaluation of the university's ability to achieve a competitive advantage in scientific research,

Table 11: The relationship between the academic rank and the ability of the University of Hail to achieve a competitive advantage as perceived by academic leaders

Crosstab						
Count	level	the position			Chi-Square	.Sig
		Assistant Professor	Associate Professor	Professor		
The field of scientific research	Low	0	6	0	26.068a	0.000
	Medium	42	18	6		
	High	30	6	12		
the field of teaching	Low	0	0	0	9.524a	0.009
	Medium	2	24	12		
	High	3	48	18		
the field of community service	Low	0	6	0	26.068a	0.000
	Medium	42	18	6		
	High	30	6	12		
achieving competitive advantage	Low	0	6	0	36.857a	0.000
	Medium	36	6	0		
	High	36	18	18		

There is a statistically significant correlation relationship at the level of 0.001 and 0.01 between the academic leaders rank at the University of Hail and their evaluation of the university's ability to achieve a competitive advantage in the fields of scientific research, teaching and society. Service, where the Chi -Square coefficient reached (36.857), (26.068), (9.524), (26.068) respectively, which are statistically significant values. Whereas, the academic leaders 'rating of the university's ability to achieve a competitive advantage as a whole was high for an assistant professor's degree. It is intermediate in scientific research for the rank of assistant professor, in the field of teaching high for the rank of associate professor, and

Table 12: The relationship between the Experience and the ability of the University of Hail to achieve a competitive advantage as perceived by academic leaders

Crosstab						
Count	level	the position			Chi-Square	.Sig
		Less than 2 years	From 2 to 4 years	More than 4 years		
The field of scientific research	Low	0	0	6	34.261a	0.000
	Medium	24	6	36		
	High	24	18	6		
the field of teaching	Low	0	0	0	20.000a	0.000
	Medium	12	0	24		
	High	36	24	24		
the field of community service	Low	0	0	6	34.261a	0.000
	Medium	24	6	36		
	High	24	18	6		
achieving competitive advantage	Low	0	0	6	31.071a	0.000
	Medium	18	0	24		
	High	30	24	18		

There is a statistically significant correlation relationship at the level of 0.001 between Experience of the academic leaders

education, and community service were high for department heads. this results are in agreement with the results indicating that the achievement of the university's global competitive advantage was high from the point of view of the department heads [27].

4.11. The relationship between the academic rank and the ability of the University of Hail to achieve a competitive advantage as perceived by academic leaders

in the field of community service medium for the rank of assistant professor. The results of the present study are in agreement with the results indicating that there was a relationship between the academic degree and the evaluation of the university's ability to achieve competitive advantage [29].

4.12. The relationship between the Experience and the ability of the University of Hail to achieve a competitive advantage as perceived by academic leaders

at the University of Hail and their evaluation of the university's ability to achieve a competitive advantage in the fields of

scientific research, teaching and society. Service, where the Chi -Square coefficient reached (31.071), (34.261), (20.000), (34.261) respectively, which are statistically significant values. The academic leadership rating of the university's ability to achieve a competitive advantage as a whole and in the field of teaching was high for those with less than two years of experience. And average in the field of scientific research and community service for those with more than four years of experience. The results of the present study are in agreement with the results indicating that there was a relationship between professional experience and their assessment of the university's ability to achieve competitive advantage [30];[31];[32].

5. Conclusion and Recommendations:

5.1. Conclusion:

There are many reasons that prompted universities to pay attention to achieving competitive advantage, including globalization, which created a global competitive environment, competitive pressures for educational organizations, and modern strategic trends in administrative thought, including organizational development, which represents the positive plan that aims to develop the performance of the institution with its various components and thus improve it And moving them from one stage to another is more effective, successful and appropriate to environmental changes. The University of Hail has a high degree in applying the approaches of organizational development practices, and has a medium degree in applying organizational development strategies. It has also achieved a high degree in its ability to achieve a competitive advantage as one of the requirements of of the Kingdom's 2030 vision. A positive correlation relationship with statistical significance at a level 0.01 was found between the application of approaches and organizational development strategies at the University of Hail and their ability to achieve competitive advantage as one of the requirements of the Kingdom's 2030 vision as perceived by academic leaders. The strategy of values and re-education was the most contributing to predicting the amount of impact on the ability to achieve the competitive advantage of the University of Hail as one of the requirements of the Kingdom's 2030 Vision, followed by the strategy of strength and oppression and finally the functional approach, which are statistically significant values at (0.001). A statistically significant variance was found between academic leaders in

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applying the practices of approaches and strategies for organizational development at the University of Hail, according to position, academic rank and experience, There was also a relationship between variables (position, academic rank, experience) and the university's ability to achieve competitive advantage as one of the requirements of the Kingdom's 2030 vision from the viewpoint of its academic leaders.

5.2. Recommendations:

Increase the activation of the values and re-education strategy and what it contains: recognition of the needs of all university employees, the existing values, the position, the prestige and the aspirations, and the strong effects of these values on behavior and performance. In addition, decisiveness in applying the strategy of force, oppression and submission by activating the procedures and economic and political arrangements and moral force to change behavior and forcing workers to make change. As well as increasing reliance on the functional approach in the organizational development processes by developing the philosophy, mission, goals and strategies of the institution in response to adapting to the changing environmental factors surrounding the organization represented by technological development and increased competition, to help it seize opportunities in this environment. The limitation of the study is that it was conducted on all academic leaders at the University of Hail (Vice President, Dean, Deputy Dean, Head of Department) The current study was applied during (September and October 2020), The research adhered to the study variables that were identified in Organizational Development, Competitive Advantage, Saudi Arabia Vision 2030, and University of Hail.

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