Strategic Leadership Practices and their Relationship to Improving the Quality of Educational Service in Palestinian Universities

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

KEYWORDS: *Strategic Leadership, Quality of Educational Service, SERVQUAL Scale, University*

I.   INTRODUCTION

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

Strategic leadership has an active role in developing universities to achieve their strategic goals, and giving them the ability to ensure their survival, development and growth, and to adapt to contemporary environmental events and changes, through their ability to influence and their superior flexibility in dealing with events (AL-Mrba, 2008: 2). Universities can only develop if there are strategic leaders with a clear and accurate strategic vision that looks to the future and keeps pace with changes in the internal and external environment.

According to study of (Hitt & Ireland, 2002: 142), strategic leadership represents the essence of strategic management. To the extent that there is effective strategic leadership at the top of organization in particular and at all levels at large, the extent to which strategic management succeeds in achieving its goals.

University education is witnessing great interest locally, regionally and internationally serious attempts to develop and improve it, as interest in the quality of educational service has become a global phenomenon that governments and institutions of higher education give great attention to in order to reach the best and best. This interest has embodied at the international level the establishment of some international formulas and mechanisms to ensure quality in education Higher education, such as accreditation systems for institutions and programs, which have improved the quality of teaching and learning in many countries of the world (Al-Hadabi and Qashwah, 2009: 93).

In line with the foregoing, it was necessary to highlight the importance of strategic leadership practices, given its important role in supporting development processes to improve the quality of the educational service, and to prepare those leaders in our universities.

II.   PROBLEM STATEMENT

Several studies that dealt with the reality of Palestinian universities indicated by explanation and analysis that they suffer from some problems and shortcomings that require the development of the quality of their administrative operations in the light of the entrance to strategic leadership practices, and among the most important of these problems as viewed by each (Al-Sa`afin, 2015); (Al-Ayoubi, 2014); (Al-Hilla, 2014); (Abu Naser, Set al., 2016); (Al Shobaki and Abu Naser, 2017); (Al Shobaki and Abu Naser, 2017); (Al Shobaki et al., 2010); (Arqawi et al., 2018); (El Talla et al., 2018); (El Talla et al., 2018); (FarajAllah et al., 2018); (FarajAllah et al., 2019); (Madi et al., 2018); (Sultan et al., 2018); (Al-Masry, 2007), (Al-Attar, 2006):

- There is an apparent weakness in some universities' adoption of the total quality management system, as they do not apply total quality management in a proper scientific way, in order to improve their performance, and work to improve the quality of educational services in terms of: the way of work, the method of performance and information, workers, the goals of the university, and help to Make sound decisions that rely heavily on the amount of information and data and are based on a comprehensive study.
- The absence of a clear and integrated strategy for university education that takes into account the social, economic and psychological conditions of society, and links between the needs of society and the outcomes of university education or proposed specializations. In addition to the lack of follow-up to modern technological developments in advanced societies.
- The prevalence of high administrative and centralized bureaucracy in decision-making in Palestinian universities, in addition to the weak use of teamwork techniques, weak roles, powers and responsibilities, the presence of deficiencies in the use of technology in various administrative and educational activities, and the weak transfer and circulation of information and its communication to decision makers accurately, quickly and in a timely manner, and weakness in The involvement of university workers in making and making administrative decisions, and the low level of delegation.
- There are constraints related to funding and material needs of universities such as building construction, provision of equipment and laboratories, etc.
- Weakness in establishing partnerships and networking between Palestinian universities at the local and international levels to support the strategic direction in development and exchange of experiences and benefit and benefit from the experiences of other countries in various aspects and areas of university education in a way that serves the educational process.

Based on the foregoing, the researcher can formulate the problem of the study through the following main question:

What is the relationship of strategic leadership practices in improving the quality of the educational service in Palestinian universities?

In light of this, the questions below may contribute to defining the study problem more clearly, as follows:

1. What is the reality of strategic leadership practices in Palestinian universities from the viewpoint of workers in supervisory positions?
2. What is the level of educational service quality in Palestinian universities from the viewpoint of workers in supervisory positions?
3. Is there a relationship between strategic leadership practices and improving the quality of educational services in Palestinian universities from the viewpoint of workers in supervisory positions?
4. Do the opinions of the respondents in the Palestinian universities differ on the strategic leadership practices and their relationship to improving the quality of the educational service according to their personal characteristics (qualification, job title, years of service, university)?

III. RESEARCH OBJECTIVES

This study aims to achieve the following objectives:
1. Knowing the reality of strategic leadership practices in Palestinian universities from the viewpoint of workers in supervisory positions?
2. Explaining the level of educational service quality in Palestinian universities from the viewpoint of workers in supervisory positions?
3. Uncovering the nature of the relationship between strategic leadership practices and improving the quality of the educational service in Palestinian universities from the viewpoint of workers in supervisory positions?
4. Knowing the significance of the differences between the respondents towards strategic leadership practices and their relationship in improving the quality of the educational service according to their personal characteristics (qualification, job title, years of service, university)?

IV. RESEARCH IMPORTANCE

The study derives its importance from the following points:
1. Trying to shed light on a topic as long as the effects of the interest of researchers and those interested in conducting more studies dealing with the topic and its applications to reach results that contribute to the development of the university educational service in pursuit of the specific performance of those universities.
2. It helps in providing visions that contribute to raising the levels of quality of service provided to university students in a manner that helps to raise the level of quality of the outputs of various educational programs, and achieving the required quality levels.
3. The Palestinian environment lacks this type of studies; this topic still needs many studies and greater efforts to give it its right and fairness in a way that is compatible with its importance and its role in achieving the goals that universities want.
4. He drew the attention of decision makers in the Palestinian universities to the necessity of knowing the relationship between strategic leadership practices and improving the quality of the educational service, in light of the results of the study and the use of them in the applied field.

V. RESEARCH HYPOTHESIS

In order to provide an appropriate answer to the research questions raised, the study seeks to test the validity of the following hypotheses:

Ho 1: There is a statistically significant relationship at the level of significance of ($\alpha \leq 0.05$) between strategic leadership practices (strategic direction, investing strategic capabilities and talents, developing human capital, enhancing organizational culture, emphasizing ethical practices, implementing balanced organizational oversight) Improving the quality of educational services (tangibility, reliability, speed of response, safety, and sympathy) in Palestinian universities.

Ho 2: There are statistically significant differences at the level of significance of ($\alpha \leq 0.05$) between the averages of the respondents' responses to strategic leadership practices and the quality of educational service in Palestinian universities in the Gaza Strip due to personal data (qualification, job title, years of service, university).

VI. RESEARCH LIMITS AND SCOPE

The scope of the study shall be as follows:
1. **Human limit**: This study is limited to workers in supervisory positions (dean, deputy dean, director of a department / unit, head of department) in Palestinian universities in the governorates of Gaza.
2. **Institutional limit**: This study was applied at the Islamic University, Al-Azhar University, and Al-Aqsa University.
3. **Time limit**: The study was conducted during the first semester of the academic year 2017/2018.
4. **The objective limit**: Researchers relied on variables of strategic leadership practices on what was reported by (Eslam, 2017); (Al-Qanu`, 2017); (Abdul, 2016); Rahima, 2012; (Al-Fayhan and Jalab, 2006) which are (Strategic direction, investing strategic capabilities and talents, developing human capital, enhancing organizational culture, emphasizing ethical practices, implementing balanced organizational oversight). With regard to the quality of the educational service variable, it was based on the SERVQUAL scale, which is (tangibility, reliability, response speed, safety, and sympathy).

VII. RESEARCH TERMINOLOGY

- **Strategic leadership**: is "leadership that has the lead and ability to imagine and envision the future, and also build flexibility and support others towards creating the strategic and desired change in the organization" (Jad Al-Rab, 2012: 49).
- **Quality of the educational service**: Know that "it is an administrative philosophy that includes all the activities of the organization, through which the needs and expectations of the customer and society are achieved, and in the most efficient and least costly way, through the optimal use of the capacities of all employees motivated by continuous development" (Abdul Radi, 2013: 258).
- **Palestinian universities**: are institutions that each include at least three university colleges, and offer educational programs that end with the award of the first university degree, and the university may offer graduate studies programs that end with the award of a higher diploma, masters or doctorate, and it may provide educational programs that end with the award of a diploma Higher, according to diploma regulations (Palestinian Ministry of Education and Higher Education, 1998: 11-12).

VIII. LITERATURE REVIEW

➢ Study of (Al-Shuaibi, 2016) aimed to identify students 'evaluation of the quality of educational services in the universities of Dhamar, the government and the wisdom of the city of Dhamar, Yemen, through the scale (SERVPERF) to measure the quality of services, and the study concluded a set of results, the most important of which: Students of the quality of educational services in the two universities was in the medium term, whether at the level of the scale as a whole or at the level of individual dimensions, except for after the speed of response that came in the weak range.

➢ Study of (Mataria, 2016) aimed to identify the role of human resources planning and development in improving the quality of educational services in technical education institutions, and the study used the Gauge (SERVQUAL) to measure the quality of service. The results of the study indicated the availability of the dimensions of the quality of the educational service in technical education institutions with a medium degree, and there is a statistically significant relationship between the role of human resources development and improving the quality of educational services in technical education institutions.

➢ Study of (Al-Shuaibi and Al-Shahrani, 2014): The study aimed to identify students 'evaluation of the quality of educational services at King Khalid University, through the (SEDPERF) scale to measure the quality of services, and the study concluded a set of results, the most important of which is: that students' evaluation The quality of educational services was average in all its dimensions (faculty, staff, material facilities, programs and curricula, the reputation of the university) and came after the faculty members in the forefront of the dimensions in the evaluation of students, while it came after the employees at the back of the dimensions.

➢ Study of (Karahan & Mete, 2014) aimed to assess the quality competencies in higher education institutions according to the opinions of a sample of students at the Turkish University of Dikle. The study concluded that the practice of total quality management in the university results in distinguished services that meet the needs of all parties dealing with the university, as the total quality management contributes to raising the efficiency of the services provided and the continued development of them for the better.

➢ Study of (Todorut, 2013) aimed to highlight the general principles of total quality management and the possibility of employing them to improve the quality of higher education institutions in Romania. Education to satisfy all stakeholders, students, workers and society, and the Total Quality Department also accomplishes high-quality and distinguished services at the specified delivery time, allowing the educational institution to compete in the markets.

➢ Study of (Thabet, 2013) aimed to identify the degree of college deans practice in Palestinian universities for strategic leadership and their relationship to developing the performance of faculty members, and the study concluded a set of results, the most important of which are: The degree of college deans practice in Palestinian universities for strategic leadership from the viewpoint of members The training staff came with a relative weight (72.52%), which is a great degree.

➢ Study of (Lear, 2012) The study aimed to research the importance of critical criteria for strategic leadership and the degree of strategic alignment in high-performance institutions in South Africa, and the study found that strategic leadership positively affects strategic twins, and that effective strategic leadership affected the assistance of institutions To improve performance in an atmosphere of competition in turbulent environments.

➢ Study of (AL-Qadi, 2012) aimed to identify the impact of strategic practices for human resources management and the performance of workers on the performance of private universities in Jordan. The study concluded a set of results, the most important of which are: There is a statistically significant impact of strategic practices for human resources management in the areas of (training and development, and the participation of workers) on the performance of workers in Jordanian private universities.

- Study of (Ahmed and Al-Faqih, 2011) aimed to identify the reality of the practice of heads of academic departments at the University of Najran for the dimensions of strategic leadership, and the study concluded a set of results, the most important of which are: The degree of the practice of heads of academic departments for strategic leadership came to a great degree, where it came in the rank The first is the moral dimension with a degree of great practice, secondly the administrative dimension with a great degree of practice, thirdly the transformational dimension with a degree of medium practice, and fourthly the political dimension with a degree of medium practice.

- Study of (Khodayari & Khodayari, 2011) The study aimed to measure the quality of the educational service in the field of education by identifying factors that contribute to the quality of service at the Islamic University of Azad in Malaysia, and the study used the gap scale (SERVQUAL) to measure the quality of service. The study concluded the most important results: The HEDPERF scale surpassed the SERVPERF scale in measuring the quality of educational service, because of its high explanatory ability to quality of service in higher education institutions, and the perceived quality does not depend on the awareness of the beneficiaries to perform quality only, and this Expectations are not part of perceived quality.

- Study of (Kasim, 2010) aimed to identify the relationship between the specific characteristics issues of strategic and transformational leadership of higher education institutions in Malaysia. The study concluded the most important results: the existence of transformative leadership patterns between male and female academic leaders, and that the characteristics of the strategic leadership chosen in the study can help them learn and build strategic resources for higher education institutions, and help them work in troubled environments.

- Study of (Barakat, 2010) aimed to reveal the gap between the perceptions of students at Al-Quds Open University in Tulkarm and their expectations for the level of service provided by the university in various fields, and the study used the gap scale (SERVQUAL) to measure the quality of service. The results of the study indicated that there is a positive gap that is not statistically significant between learners' perceptions and their expectations for the total degree of the level of service provided by the university, as well as a statistically significant gap in the following service elements: the speed of the university in providing the service, the desire of the employees to help the students, and providing opportunities for celebrations, trips and acquaintance Arrangement.

- Study of (Ismail & Abiddin, 2009) aimed to identify the services provided to meet the needs of students during graduation at the University of Malaysia. The study concluded with the most important results: that the level of services and information provided to students at the university was of an average degree, and that there is a gap between students' expectations for expected services and the services provided and realized by students.

- Study of (Hamidi, 2009) aimed to identify effective, necessary and necessary strategic leadership skills for effective quality managers in medical science universities in Iran, and to demonstrate the relationship between strategic leadership and participatory management. The study concluded the most important results: a strong relationship between strategic leadership and a culture of participation. The study highlighted the importance of leadership in quality organizations that strategic leadership must be the most important challenge, and an organizational change component used to design a comprehensive quality model.

- Study of (Al-Abadi and Al-Tai, 2011) aimed to develop strategic thinking and the future vision of decision-making and the internal customer through sharing between them for what the university will be in the future, and how to face future challenges. The results of the study indicated that there is a positive correlation between the variables of the strategic vision and the variables of managing the internal customer relationships, and the relationship was somewhat weak, and there is an ability to define the goals that the vision works to achieve, especially when the decision-maker possesses creativity and self-culture.

- Study of (Yasin, 2006) aimed to identify the extent to which college deans use strategic leadership measures in Malaysian and American universities. The study concluded that the most important results: that successful leadership use a broader set of leadership strategies compared to less successful leaders, and that there is a wider difference between the series of work procedures used by successful deans in the universities of Malaysia and the United States of America and a series of work procedures by less successful deans in these Universities.

Comment on previous studies:

By analyzing the previous studies, it is clear to us that:

1. Most of the previous studies examined by researchers are recent studies between 2006- 2019.
2. The study agreed with previous studies in using the descriptive approach as a method of study, such as: (Al-Shuaibi, 2016), (Mataria, 2016), and (Kasim, 2010) study.
3. The study agreed with previous studies in the study population, such as: (Mataria, 2016), (Thabet, 2013), and (Yasin, 2006).

4. Researchers have benefited from previous studies in identifying the study problem, and in determining study variables, hypotheses and study tools.
5. The current study is distinguished from previous studies in that it was applied to Palestinian universities in the Gaza Strip, and it is one of the few studies - as far as researchers know - that is taking place in Palestinian society, and focuses mainly on studying strategic leadership practices and their relationship to improving the quality of educational service.
6. The current study came to complement the deficiency in previous studies, and this can be illustrated by the applied side, which will be on three Palestinian universities in the Gaza Strip, and the view of workers in supervisory positions in the researched universities will be taken.
7. The previous studies were used to support the results of the study with previous studies and compare them with them.

IX. THEORETICAL FRAMEWORK

First - Strategic Leadership:
Strategic leadership is an effective component in developing higher education institutions on an ongoing basis, and the rapid changes in the external environment imposed the need for strategic leaders, who have a strategic vision for the future, to keep pace with these institutions, and adapt to the rapid changes, as the importance of strategic leadership is due to the fact that they are often The source of innovation or organizational rigidity, which depends to a large extent on the cognitive and creative capabilities of strategic leadership and its future vision.

1. The Concept Of Strategic Leadership:
There are many definitions that dealt with the concept of strategic leadership, and these definitions differed according to the different intellectual orientations on which these definitions were based, and the following is a presentation of some of these definitions:
He defined it (Pisapia, 2009: 7) as "the ability to make logical decisions about goals, and actions in environments of uncertainty or uncertainty." He also defined it (Hussein et all., 2011: 7) as "thinking and making the necessary decisions to develop and implement the plan. In this regard, decision-making is taken across different cultures, agencies, agendas, personalities, and desires and requires the creation of desirable and acceptable practical plans for individuals and the organization. (Al-Khafaji, 2008: 178) defined strategic leadership as "the ability to anticipate and visualize, maintain flexibility, and empower others to make strategic change when necessary." (Lee, & Chen, 2007: 1028) defines it as "a person's ability to anticipate, visualize, retain flexibility, think strategically, and work with others to initiate changes that will create a viable and prosperous future for the organization." She expressed it (Beatty & Quinn, 2002: 3-5) as "representing the ability of individuals or teams to think, act, and influence others in a way that enables an organization to obtain a competitive advantage."
The researchers define strategic leadership procedurally as the leader's ability to develop a strategic vision and clarify it for university employees to make a strategic change, and work to mobilize all available resources to contribute to achieving the vision, in order to ensure the achievement of a sustainable competitive advantage for the university.

2. Strategic Leadership Practices:
There are many contributions and intellectual models that addressed the topic of strategic leadership practices, the most famous of which is the model (Hitt, et al, 2011) and appeared in the book "Strategic Management: Competitiveness and Globalization" and identifies six practices for effective strategic leadership (Eslam, 2017); (Al-Qanu`, 2017); (Abdul, 2016); (Rahima, 2012); (Al-Fayhan and Jalab, 2006):
A. **Strategic direction**: that is, developing a long-term strategic vision for the strategic intent that in turn reflects the personal views of the inspiring leader. If the strategic leader is able to clarify his personal view and share his subordinates in it, he gets their support for his strategic vision, which makes the strategic intent a privacy of the leader's privacy, and at the time Himself something common and understandable to everyone.
B. **Investing strategic capabilities and talents**: refers primarily to the core ability to the organization's resources and its employability, which is a source of its competitive advantage compared to its competitors.
C. **Human Capital Development**: Human capital refers to a group of individuals who possess skills and knowledge that contribute to increasing the economic value of business organizations and in line with this destination, the individuals working in all organizations today represent a capital resource that needs investment.
D. **Promoting organizational culture**: Organizational culture is a comprehensive concept of everything related to the aspects of life in the organization, and focusing on its essential and behavioral dimensions

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

E. **Emphasis on ethical practices**: Ethics refers to the basic principles that govern the process of interaction between individuals working on the one hand and the organization on the other hand, as well as the principles that govern the process of interaction between the organization and related external parties.

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

From the above we conclude that the success of universities has become largely dependent on attracting qualified competencies that are able to deal with accelerating changes in the work environment and fierce competition on every level, and this requires strategic leadership to confront changes and developments in such an environment. Success in managing change requires that senior management possesses Universities have the skills and tools to craft an appropriate strategy and then work to implement it. These two components constitute what is now known as "strategic leadership", which charts the vision and direction for the university's growth and success.

Second - The Quality of the Educational Service:
Most universities strive for excellence to raise the level of their educational services to the beneficiaries and to the labor market, and this distinction can only be achieved by upgrading to a distinct level of educational quality.

1. The Concept Of Quality Of Educational Service:
In their studies, the researchers addressed the topic of educational service quality, discussed, and addressed it from more than one angle and from one perspective, and this led to the diversity and multiplicity of definitions of this concept. He defined it (Al-Hadabi and Qashwah, 2009: 3) as "the success of the educational institution in providing an educational environment that enables students to achieve educational goals effectively in accordance with appropriate academic standards." He also defined it (Al-Khamisi, 2007: 5) as "the process of the educational system meeting the agreed standards and levels for the efficiency and effectiveness of the educational system with its various elements (inputs, processes, outputs, the environment) in order to achieve the highest level of value, efficiency and effectiveness for each of the system's goals and student expectations Educational service (students, society). He defined it (Al-Daradkeh and Shalaby, 2002: 18) as "that quality, which includes the procedural and personal dimensions, as important dimensions in providing high-quality service, where the procedural side consists of the systems and procedures specified to provide the service, and the personal aspect of the service is how Workers (with their verbal attitudes, behaviors, and practices) interact with clients.
The researchers define the quality of the educational service procedurally as the extent of the educational service provided by the university to the beneficiaries and conforming to the specifications, which meet the needs of the beneficiaries, and contribute to preparing efficient and effective outputs compared to its competitors.

2. Dimensions of the educational service quality evaluation:
Studies and research have addressed the dimensions of measuring the quality of the educational service from multiple angles, and these studies and research have indicated that the quality of the educational service is evaluated from the perspective of the beneficiary (the university student), or faculty members, and from the perspective of the labor market, and from the perspective of the value reflected by the service. There are more than one researcher who have argued that quality has dimensions, and these dimensions are diverse. The opinions of researchers vary in the number of basic dimensions of quality, but the educational institution can study and analyze all dimensions covered by researchers, and see what suits the educational process more, and what the beneficiaries focus on and focus on, and takes it and focuses on it, and thus it has put its hand on the beginning of the path. Regarding the quality of the educational service variable, the researchers relied on the SERVQUAL scale with its five dimensions (tangibility, reliability, responsiveness, safety, and sympathy), and it measures the actual performance of the service, and it is considered one of the internationally famous standards in measuring the quality of services in educational institutions. Following is an explanation of these dimensions covered by the research in this field (Khan, et al, 2011):

A. **Tangibility**: It relates to the devices used to provide the service, buildings and their manifestations, offices and support services.
B. **Reliability**: It means the university's ability to provide service on time and meet obligations.

C. **Rapid response**: responding to requests from beneficiaries, dealing effectively with chest capacity, and initiating their service and welcoming their inquiries.

D. **Safety**: The ability of the dead to suggest to the recipient of the service means safety and confidence, and that dealing with it is error free.

E. **Empathy**: It means informing beneficiaries that they are appreciated and cared for.

X. THE PRACTICAL FRAMEWORK FOR THE STUDY

Study Procedures:
First - Curriculum:
The study followed the descriptive analytical method, which depends on the study of reality or the apparent, and is interested as an accurate description and expresses descriptive or quantitative through the use of the applied method, by collecting data, analyzing its contents and testing the study hypotheses.

Second- The Study Population and Sample:
The study community is represented by all workers in supervisory positions (dean, deputy dean, director of a department, head of department) in Palestinian universities in the Gaza Strip, which are: Islamic University, Al-Azhar University, and Al-Aqsa University, where the number of employees reached (354) employees. The study sample was chosen using the stratified random sample method, and to choose the vocabulary from the partial community or the class, a Proportional Allocation method was used so that the ratio of the vocabulary of each layer in the sample is equal to the percentage of the vocabulary of the class in the society, where the number of members of the sample (177) employees, At a rate of (50%) of the study population, where (177) questionnaires were distributed to the study community, and (128) questionnaires were obtained with a recovery rate (72.3%). The following is a distribution of the individuals of the study sample according to the personal data of the individuals in them:

Table 1: Distribution of sample students by personal data

Personal data		Count	Percentage %
Qualification	Ph.D.	58	45.3
	M.A.	20	15.6
	BA	50	39.1
Job title	dean	30	23.4
	Deputy Dean	22	17.2
	Director of the Department	30	23.4
	Head of the Department	46	35.9
Years of service	Less than 5 years	10	7.8
	5- Less than 10 years	12	9.4
	10- Less than 15 years	36	28.1
	15 years and over	70	54.7
University	Islamic University	40	31.3
	Al Azhar university	38	29.7
	Al-Aqsa University	50	39.1

Third- The Study Tool:

The researchers developed a questionnaire based on theoretical literature and previous studies in order to study "strategic leadership practices and their relationship to improving the quality of educational services in Palestinian universities", where the questionnaire consisted of two main areas:
The first area: practices of strategic leadership and includes six sub-areas: strategic direction, investment of strategic capabilities and talents, development of human capital, promotion of organizational culture, emphasis on ethical practices, implementation of balanced organizational oversight.
The second area: the quality of the educational service and includes five sub-areas: tangibility, reliability, responsiveness, safety, and compassion.

Fourth- Validity of the Questionnaire:
What is meant by the truth of the questionnaire is to measure the questionnaire of what was set to measure it, so that the questionnaire is comprehensive for all the elements that must be included in the analysis, in addition to the clarity of the paragraphs, so that it is understood by everyone who uses it (Al-Jarjawi, 2010:

105), and it has been confirmed the validity of the questionnaire Through: apparent honesty, "honesty of arbitrators", internal consistency, and constructive honesty.

Fifth - The Stability of the Questionnaire:

The stability of the questionnaire is intended to "give the questionnaire the same results if it is repeated several times in a row" (Al-Jarjawi, 2010: 97). One of the most famous tests used to measure stability is the Alpha Cronbach coefficient, where it was found that its value of the questionnaire as a whole (0.981) and this value is considered High and reassuring the stability of the study tool.

It follows from the results of the validity and reliability tests that the questionnaire is honest in measuring what was set to measure it, and it is also very stable, which qualifies it to be a suitable and effective measuring instrument for this study and it can be applied with confidence.

Sixth- Normality Distribution Test:

The Kolmogorov-Smirnov Test was used to test whether the data follow the normal distribution or not, as it was found that the test value is equal to (0.763) and the probability value (Sig.) Equals (0.605) which is greater than the significance level (0.05) Thus, the distribution of data follows the normal distribution, where the parameter tests were used to analyze the data and test the hypotheses of the study.

Seven- Statistical Tools Used:

The data was unloaded and analyzed through the Statistical Package for the Social Sciences (SPSS22), where the following statistical tests were used:
1. Frequencies & Percentages.
2. Cronbach's Alpha
3. Kolmogorov-Smirnov Test (K-S).
4. Arithmetic and relative mean, standard deviation, and order.
5. Pearson Correlation Coefficient.
6. T-Test in the case of a single sample (T-Test).
7. Multiple Linear Regression- Model
8. One Way Analysis of Variance (ANOVA).

Analysis and Discussion of the Study Results:

The results of the study will be presented and discussed as follows:

Answer the first question: What is the reality of strategic leadership practices in Palestinian universities from the viewpoint of workers in supervisory positions?

The mean, relative, standard deviation, and T test were used to find the degree of approval, as in the following table:

Table 2: Arithmetic and Relative Average, Standard Deviation and t-Test for all areas of strategic leadership practices

Sn	The Field	SMA	Standard Deviation	Relative Arithmetic Mean	T Test Value	Probability Value (Sig)	Ranking
1.	Strategic direction	3.83	0.73	76.51	8.93	*0.000	1
2.	Investing strategic capabilities and talents	3.57	0.65	71.38	6.89	*0.000	5
3.	Human capital development	3.56	0.73	71.25	6.09	*0.000	6
4.	Promoting organizational culture	3.58	0.73	71.69	6.37	*0.000	4
5.	Emphasis on ethical practices	3.73	0.67	74.53	8.66	*0.000	2
6.	Implement balanced regulatory oversight	3.64	0.72	72.86	7.10	*0.000	3
	Strategic leadership practices in general	**3.66**	**0.60**	**73.15**	**8.74**	***0.000**	

* The mean D is statistically significant at the significance level of 0.05.

It is clear from the previous table (2) that:
1. That the arithmetic mean for the first field "strategic direction" is (3.83), meaning that the relative arithmetic mean (76.51%), the test value (8.93), and that the probative value (Sig) equal to (0,000), and this means that there is approval by the members of the sample. The researchers attribute this to the fact that the leadership of Palestinian universities has a strategic plan that derives from its desired vision. Universities

also use strategic analysis in dealing with future events and perceptions. Universities also set strategic alternatives to deal with changing and urgent events.

2. The arithmetic mean for the second field "investing capabilities and strategic talents" equals (3.57), meaning that the relative arithmetic mean (71.38%), the test value (6.89) and that the probative value (Sig) is equal to (0.000), which means that there is approval by the sample members. This is due to the interest of the university administration in the academic staff with good educational qualifications and experiences, and the universities encourage their employees to find creative and constructive solutions, and the universities leadership invests the expertise available to them in developing the work.

3. That the mean of the third field of "human capital development" is equal to (3.56), meaning that the relative arithmetic mean (71.25%), the test value (6.09) and that the probative value (Sig) equal to (0.000), and this means that there is approval by the members of the sample. Researchers explain that universities have a clear training plan to develop the performance of their employees, and university leadership encourages teamwork through teams, and universities work to send a number of their employees to qualify them.

4. The arithmetic mean for the fourth field of "strengthening organizational culture" is (3.58), meaning that the relative arithmetic mean (71.69%), the test value (6.37) and the probability value (Sig) equal to (0,000), which means that there is approval by the sample members. The researchers attribute this to the universities adopting an organizational culture based on appreciation of creative ideas, and believes that career replacement is a natural issue required, as universities develop values of openness and mutual trust among their employees, and work to enhance loyalty and discipline in the work.

5. That the mean of the fifth field "Emphasis on Ethical Practices" equals (3.73), meaning that the relative arithmetic mean (74.53%), the test value (8.66) and that the probative value (Sig) is equal to (0.000), which means that there is approval by the sample members. This is due to the fact that university leadership rewards those who adhere to ethical behavior at work, as university leadership represents its good example through its ethical practices, and university leadership works to spread values and beliefs that are consistent with the strategies followed.

6. The mathematical average of the sixth field "implementing balanced regulatory control" is equal to (3.64), meaning that the relative mean (72.86%), the test value (7.10) and that the probative value (Sig) equal to (0.000), which means that there is approval by the members of the sample. Researchers explain this to the existence of a clear and effective monitoring system to verify the safety of performance in universities, as universities monitor events and emergency situations that affect the workflow, and universities leadership adopts advanced monitoring tools in the process of monitoring and quality of employee performance, and universities follow practical outputs Oversight and provide the authorities with feedback on the available results.

In general it can be said that the mean is equal to (3.66), and the relative mean is equal (73.15%), the test value (8.74), and that the probative value (Sig) equals (0.000) and this means that there is approval by the individuals of the sample on paragraphs of practices Strategic leadership in general. The researchers attribute this to the success of the strategic leadership in exercising its strategic role, the ability to interact and integrate with the internal and external work environment, and deal with the surrounding and emergency conditions around it, its ability to draw appropriate future plans, and its ability to invest the available opportunities and face the challenges of Palestinian universities. This result is consistent with the findings of the study (Thabet, 2013), the study (Ahmed and Al-Faqih, 2011), (Al-Abadi and Al-Tai, 2011), (Lear, 2012), and the study (Kasim, 2010).

Answer to the second question:

What is the level of educational service quality in Palestinian universities from the viewpoint of workers in supervisory positions?

The mean, relative, standard deviation, and T test were used to find the degree of approval, as in the following table:

Table 3: The arithmetic and relative mean, the standard deviation, and the t-test for all areas of educational service quality

Sn	The Field	SMA	Standard Deviation	Relative Arithmetic Mean	T Test Value	Probability Value (Sig)	Ranking
1.	Tangibility	3.88	0.58	77.70	12.23	*0.000	2
2.	Reliability	3.80	0.54	76.05	11.97	*0.000	4
3.	Responsiveness	3.84	0.59	76.89	11.44	*0.000	3
4.	Safety	3.90	0.59	77.92	12.20	*0.000	1
5.	Empathy	3.66	0.67	73.13	7.79	*0.000	5
The Quality Of The Educational Service In General		**3.82**	**0.50**	**76.33**	**12.98**	***0.000**	

* The mean D is statistically significant at the significance level of 0.05.

It is clear from the previous table (3) That:

1. The mean of the first "tangible" field is equal to (3.88), i.e. the relative mean (77.70%), the test value (12.23) and the probability value (Sig) equal to (0.000), which means that there is approval by the sample members. The researchers attribute this to the fact that Palestinian universities have classrooms suitable for lectures in terms of (ventilation, lighting, area, cleanliness, etc.), and university buildings and facilities are attractive and modern, and universities have modern facilities and equipment appropriate to the nature of their work, and universities are distinguished by a suitable location Easy to access.

2. The mean of the second field of "dependency" equals (3.80), meaning that the relative mean (76.05%), the test value (11.97), and the probability value (Sig) equal to (0.000), which means that there is approval by the sample members. This is due to the universities' commitment to perform their educational services on time, and the leadership of the universities is showing sincere sympathy to solve the problems facing the beneficiaries, and the employees of the universities are keen to deal in a gentle manner and respect with the beneficiaries.

3. That the mean of the third field "response speed" is equal to (3.84), meaning that the relative mean (76.89%), the test value (11.84) and that the probative value (Sig) equal to (0.000) and this means that there is approval by the sample members. Researchers explain this to university employees informing beneficiaries in a specific manner about the time required to complete their services, and employees in universities are keen to provide services to beneficiaries quickly and accurately, and solve problems facing beneficiaries without delay, and university leadership is keen on full equality between beneficiaries and rejects all forms of discrimination between them.

4. That the mean mean for the fourth "safety" field is (3.90), that is, the relative mean (77.92%), the test value (12.20) and the probability value (Sig) equal to (0.000), which means that there is approval by the sample members. The researchers attribute this to the feeling that employees in universities are safe while they are at the university, and the behavior of university employees creates an impression of safety among beneficiaries, and employees in universities maintain the confidentiality and privacy of the beneficiaries' data.

5. That the mean of the fifth field "empathy" is equal to (3.66), meaning that the relative mean (73.13%), the test value (7.79) and that the probative value (Sig) equal to (0.000) and this means that there is approval by the sample members. This is due to the fact that universities pay special attention to beneficiaries, and university employees understand the specific needs of beneficiaries, and universities put the interests of beneficiaries at the top of their interests.

In general it can be said that the mean is equal to (3.82), that the relative mean is equal to (76.33%), the value of the test (12.98), and that the probative value (Sig) equals (0.000) and this means that there is approval by the individuals of the sample on quality paragraphs The educational service in general. The researchers attribute this to the success of the strategic leadership in improving the quality of the educational service despite the great challenges experienced by Palestinian universities, especially the limited financial resources necessary for the continuous development process. This finding is consistent with the findings of Todorut (2013) and Karahan & Mete (2014). The results differed with the study (Mataria, 2016), the study (Ismail & Abiddin, 2009), and the study (Al-Shuaibi and Al-Shahrani, 2014).

Study Hypotheses Test:

Ho 1: There is a statistically significant relationship at the level of significance of (α≤0.05) between strategic leadership practices (strategic direction, investing strategic capabilities and talents, developing human capital, enhancing organizational culture, emphasizing ethical practices, implementing balanced organizational oversight) Improving the quality of educational services (tangibility, reliability, speed of response, safety, and sympathy) in Palestinian universities.

To test this hypothesis, the "Pearson correlation coefficient" test was used to find out whether there is a relationship between strategic leadership practices and the quality of educational service in Palestinian universities in the Gaza Strip, and the following table shows that.

Table 4: Correlation coefficient between strategic leadership practices and the quality of educational service in Palestinian universities

S.N.	Hypothesis	Correlation Coefficient	Probability Value
1.	The relationship between strategic direction and the quality of educational service	.613	*0.000
2.	The relationship between investing capabilities, strategic talents, and the quality of educational service	.617	*0.000
3.	The relationship between human capital development and the	.760	*0.000

	quality of educational service		
4.	The relationship between strengthening organizational culture and the quality of educational service	.738	*0.000
5.	The relationship between emphasizing ethical practices and the quality of educational service	.530	*0.000
6.	The relationship between implementing balanced regulatory oversight and the quality of educational service	.597	*0.000
	The relationship of strategic leadership practices and the quality of educational service	**.758**	***0.000**

* Correlation D statistically at the significance level (α≤0.05).

The previous table (4) shows that the correlation coefficient equals (.758), and that the probability value (Sig.) Equals (0.000) which is less than the significance level (α≤0.05) and this indicates a strong positive relationship with statistically significant difference between strategic leadership practices And the quality of educational service in Palestinian universities in the Gaza Strip, and by this we accept the validity of the first hypothesis. The researchers attribute the result to the importance of the role of the scientific strategic leadership in improving the quality of the educational service, which is a very important pillar in the strategic understanding of all variables of the universities work environment, through which the strategic leadership can develop multiple scenarios and scenarios to reach the best educational quality compared to competitors. This result is consistent with the findings of the study (Thabet, 2013), (AL-Qadi, 2012), (Al-Abadi and Al-Tai, 2011), and the study (Lear, 2012).

Ho 2: There are statistically significant differences at the level of significance of (α≤0.05) between the averages of the respondents' responses to strategic leadership practices and the quality of educational service in Palestinian universities in the Gaza Strip due to personal data (qualification, job title, years of service, university).

To test this hypothesis, a "mono-variance" test was used to see if there were statistically significant differences attributable to personal data, and the following table illustrates this.

Table 5: Results of the "mono-contrast" test - personal data

Personal Data	F Test Value	Probability Value(Sig.)
Qualification	4.527	*0.015
Job title	1.020	0.390
Years of service	1.757	0.165
The University	15.720	*0.000

* The difference between the averages is statistically significant at the significance level (α≤0.05).

From the results shown in the previous table (5) it was found that the probability value (Sig.) Is greater than the level of significance (0.05) for the job title and years of service and thus it can be concluded that there are no statistically significant differences between the averages of respondents 'answers due to the job title and years of service, attributed Researchers have challenged the technological revolution and the information and communication revolution, which imposes on universities the need to keep abreast of technological changes in work and absorb the knowledge explosion and the proper use of information technology and adapt it in teaching and learning processes, which contributed to reducing the gap between what the old and New employees of knowledge, skills and experience, which gave each employee an opportunity to develop himself and increase his skills and knowledge through the contributions that institutions make to develop the capabilities of workers and increase their knowledge skills, or self-learning, which contributed to overcoming the differences in the opinions of the respondents, and the result agreed with a study (Mataria, 2016), and a study (Hussein et all., 2011). While it was found that the probability value (Sig.) is less than the significance level (α≤0.05) for the educational qualification and university, and thus it can be concluded that there are statistically significant differences between the mean of the respondents' answers attributed to the educational qualification and the university. The researchers attribute this to the fact that workers in supervisory positions in Palestinian universities who hold a "Ph.D." are highly experienced and qualified in addition to being more senior at work, and have held higher job positions that allow them to judge better than their fellow masters and bachelors, and thus They have the ability to determine the reality of the work environment in higher education institutions, and the result agreed with a study (Thabet, 2013) and a study (Kasim, 2010).

XI.   RESULTS

- The results of the study showed that (73.15%) of the study community believe that the level of strategic leadership practices in Palestinian universities is high; and it showed that the level of strategic leadership practices is generally comfortable in terms of strategic direction, investing strategic capabilities and talents, developing human capital, enhancing organizational culture, Emphasis on ethical practices, implement balanced organizational oversight.

- The results of the study indicated that (76.33%) of the study population believe that the level of educational service quality in Palestinian universities is high; the results indicated a remarkable quality of educational service in terms of tangibility, reliability, speed of response, safety, and sympathy.

- The results demonstrated that there is a strong positive relationship with statistical significance at the level of significance of ($\alpha \leq 0.05$) between strategic leadership practices (strategic direction, investing strategic capabilities and talents, developing human capital, enhancing organizational culture, emphasizing ethical practices, implementing balanced organizational control And improving the quality of the educational service (tangible, dependability, responsiveness, safety, and sympathy) in Palestinian universities.

- The results indicated that the more interest of the Palestinian universities administration in strategic leadership practices, the more likely it is to improve the quality of the educational service.

- The results indicated that there were no statistically significant differences between the averages of the respondents' responses to strategic leadership practices and improving the quality of educational service due to personal variables (job title, years of service).

- The results indicated that there are statistically significant differences between the averages of the respondents' responses to strategic leadership practices and improving the quality of the educational service due to personal variables (academic qualification, and university).

XII.   RECOMMENDATIONS

- Palestinian universities' interest in the various dimensions of strategic leadership practices and undertaking the development of their university capabilities, including: strategic direction, investing strategic capabilities and talents, developing human capital, enhancing organizational culture, emphasizing ethical practices, implementing balanced organizational oversight, for their direct role in improving the quality of the educational service of universities.

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

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

- That the management of Palestinian universities adopt the quality of the educational service as a strategy for competition and excellence, and that developing and improving the quality of the educational service it provides is one of its priorities, especially with regard to dimensions (tangibility, reliability, speed of response, safety, and sympathy).

- The necessity of emphasizing the management of the researched universities to their employees by increasing the interest in the beneficiaries, and encouraging a culture that we are in the service of the beneficiaries, and that one of the university's main goals is to meet the requests of the beneficiaries in a way that reflects positively on the labor market and society.

- Working to raise the level of university service quality for beneficiaries in the researched universities by taking the privacy of universities as an entry point for beneficiaries' satisfaction with the quality of performance actually provided to the beneficiaries.

- The quality of university services provided to beneficiaries in all its forms should be improved through the use of the SERVQUAL scale of its ability to interpret, provided that the level of service quality is repeated from time to time to determine the extent of improvement in its provision.

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