

Administrative Leaders and Their Role in Bringing About Development and Organizational Change in Universities

(Northern Border University Case Study)

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Abstract

The research aims to identify the role of administrative leaders working in universities in the success of organizational development and change, and the extent of the relationship and ability of administrative leaders at all levels of leadership within universities to the effectiveness of the process of development and organizational change at Northern Border University. In addition to presenting some recommendations and suggestions that can contribute to identifying the best leadership styles that contribute to the success of the development process and positive organizational change. Where leadership, whether in the private sector or the public sector, is one of the main functions concerned with the processes of direction, development, and modernization in the performance of the facility and an important element to activate the organizations' ability to perform their role and achieve their goals. The behavior and trends of leaders represent an important indicator in knowing the type of efforts made by them to improve performance and develop organizations and human resources. The research reached many results, perhaps the most important of which is that the dominant leadership style in universities is the democratic style, followed by the bureaucratic leadership style. The results also showed that there is a significant role for administrative leaders in bringing about development and positive change at Northern Border University at the level of individuals, groups, and organizations. And it became clear that there is an availability of leadership capabilities to an acceptable degree in the administrative leaders. The results of the statistical analysis showed a positive relationship between administrative leadership ability and democratic style. In addition to the existence of a negative relationship between the administrative leadership ability and the bureaucratic style and the freestyle. It was also clear that there were no differences in dealing between males and females, as well as age, educational qualification, experience, and job grade, but there were differences in dealing with the job title.

Keywords: *administrative leaders, organizational development, organizational change, trait theory, managerial network, collective leadership, leadership theories, Northern Border University.*

1. Introduction

The role of leadership in performance management, evaluation, and development is a fertile field for study and analysis. In the past historical periods, this role had a

significant impact on the development of administrative processes and practices on the ground (Sheila,2013). This is evident in the remarkable contributions that the administrative expressions in the various sites illustrate, which had the effect of establishing new foundations and concepts of management in its multiple aspects, as confirmed by the close role between the management and leadership processes and the multifaceted role played by leadership in the field of administrative work in planning, organizing and developing (Ahmad,2018). Leadership is one of the most important effective guidance tools, as it is the primary means through which the manager can spread the spirit of harmony among the employees of the organization. The modern administrative era, with its advanced data and capabilities, does not recognize the unlimited authoritarian role of senior administrative leaders. Rather, we do injustice to these leaders if we say that the affairs of this world are going according to their will, will, and decisions (Tom,2018). We live in the age of professional and technical experts. It is this bloated segment of administrative leaders, executives, and technical advisors that are making the administrative, economic, and social decisions in the developed world. In today's world characterized by professional experience and administrative revolution, the decision of all kinds and its forms is no longer an inspiration that descends on the Supreme Leader in an instant (Bleiklie,2017). Rather, it is governed by many reasons and circumstances known and appreciated by the technocrats who are today in charge of planning, directing, and managing, especially in the economic, industrial, and military sectors. Leadership is complex, as it includes many aspects such as motivation, future vision, communication, and decision-making (Bushe,2015).

Organizational development and change in universities are some of the most important processes that administrative leaders and supervisors must understand, realize and adopt to ensure effective and successful performance (Cummings,2015). The importance of organizational development and change stems from the fact that the era in which we live in an era of continuous and rapid developments and changes, not only in the general (external) environment but also in the organizational

environment in various respects (Bushe,2016). Change and development can only take place in the presence of leadership elements in organizations and business companies that believe in the necessity and importance of such change and development. These leadership elements do not come from a vacuum but are the product of a culture and a specific strategy that encourages change, development, and creativity, and perhaps the issue of leadership is the most exciting topic in the world of management. Administrative leadership has become the criterion that determines the success and efficiency of his leadership or its inefficiency (Jones,2017). Administrative leadership is a positive activity carried out by a person by a formal decision through which he becomes an administrative leader and has leadership traits and characteristics to supervise a group of workers to achieve clear goals utilizing influence and influence and his use of his authority to the appropriate extent and when necessary (Evans,2015). The research problem has emerged which is represented in the lack of conviction or understanding of many leaders working in universities for their relationship in bringing about that development and change by renewing the best leadership styles and capabilities that must be available in the leader at the university. The importance of this study stems from the fact that it positively affects senior management (decision-makers) in universities by convincing them of the importance of effective administrative leadership as a basis for the success of the process of organizational development and change. It also provides workers in the higher management (decision-makers) in universities a clear idea of the extent to which their administrative activities depend on administrative leaders and their relationship to the processes of development and organizational change. The study attempts to test the hypothesis that there is a statistically significant relationship between administrative leaders according to their type (type of leadership), the success of the development process, organizational change, and the leadership style used in universities.

Leadership Theories

Traits theory (inherited leadership) is one of the first theories that dealt with the concept of leadership, and this theory states that leadership is acquired by an individual through inheritance from his parents. Heaven for a leader (Bolden,2015). However, this theory was subjected to criticisms that limit its effectiveness, and among these criticisms is that it fails to consider the influence of the group on administrative attitudes and policies. The theory also fails to identify important traits of inherited traits, and it also fails to identify the traits that characterize a leader and are necessary to support his personality (Ronald,2012). This prompted the presentation of leader behavior theories, which are analogous to the theory of (acquired leadership), which is based on experience and the leader's practice in life.

A successful leader acquires leadership qualities from his work and practice of leadership in the group, and it is required that he possess some leadership traits. Due to the inability of the trait theory to identify the characteristics of an effective leader and an ineffective leader, this led to the shift of focus in research and studies to the behavior of the individual (the leader), and the most important of these theories related to individual behavior (the continuous line theory in leadership - Likert theory in leadership - authoritarian (exploitative) system In which the leaders are highly concentrated and their trust in their subordinates is few and they follow the methods of intimidation and coercion in the management (Edith,2014). The centralized utilitarian system is similar to the previous one, but it is less central and allows the participation of subordinates under its supervision and control. While the advisory system has leaders trust in their subordinates and benefits from their ideas and opinions. Collective participation, so the leader has absolute confidence in his subordinates and there is a continuous exchange of information (Kevin,2016).

The Two Dimensions Theory: Through this theory, two dimensions of leadership behavior have been identified, namely, the initiative to define and organize work, and understanding and considering the feelings of others. Studies have proven that a leader can combine the two dimensions, but to varying degrees, and this consequently leads to the achievement of satisfaction and collective achievement for subordinates (Ahmad,2020).

The managerial network theory: This theory identified two styles of leader behavior: concern for individuals, and concern for production (Libby,2015).

Situation Theory: The situation in which the individual is located determines the capabilities of the leaders, and evidence of this is the remarkable success of leaders in certain situations and their failure in others. Those who hold these theories consider leadership to be a situation in which the leader and his group interact, and the circumstances do not consider leadership to be a talent (Baris,2018).

Fedler's Leadership Theory: This theory is one of the situational theories. Fedler considered that the leadership position has a great impact on the leader's decision. The situation is affected by both factors: the strength of the leader's position (his superiors' support for him and his authority to hold subordinates accountable), the nature of the work (routine work facilitates the leader's leadership process), and the leader's relationship with his subordinates (personal relationship leads to recognition as a leader and facilitates the process of leadership) (Bolden,2015). The essence of this theory indicates that the leader who is concerned with work tasks and who tends to centralize and dominate is effective in achieving high productivity for subordinates in extreme situations (very easy or very difficult), while the leader who is concerned with relationships and human aspects achieve high

productivity for subordinates in moderate situations and situations. Medium difficulty) From Fedler's point of view, there is no single leadership style that is successful in all situations, i.e. the leader must be flexible in using different leadership styles to ensure the success of leadership effectiveness (Evans,2015).

Managerial leadership style

The administrative leadership style consists of three interrelated variables, where we find that there are departments based on the positive motivation method by focusing on responsibility and discrimination based on efficiency and seriousness at work, developing feelings of belonging and loyalty to the organization, and applying fair foundations for material reward and moral appreciation, while other departments adopt the method of motivation Negative ones such as threatening, imposing strict administrative punishment systems, and applying direct systems of control and control (Sheila,2013). The second variable that is influential in determining the style of administrative leadership is the method of making decisions, i.e. the degree of delegation of decision-making powers and the degree of workers' participation in the decision-making process (Baris,2018). Decisions may be made by one individual (here, leadership is described as autocratic), or maybe taken exclusively by senior management (Here leadership is described as bureaucratic), or decisions may be made by participation, a style that is particularly characteristic of Japanese management. While the third variable relates to the perspective in which the manager or leader finds that it is the best way to make individuals perform work satisfactorily, and these methods of administrative leadership differ according to different leaders, departments, and situations that sometimes require different administrative methods practiced or chosen by the manager or administrative leader (Ahmad,2018).

Forms of leadership

The forms of leadership include both collective leadership and it includes the distribution of leadership responsibilities among individuals according to the abilities of each of them, and there is nothing like leadership itself that requires its concentration or distribution. That is, the group may distribute leadership positions in the hands of one leader, or it may distribute them to several members. It is against concentrating leadership in the hands of an individual, so goals are set together to reach them together. They stem from democratic principles (Tom,2018). This form of participatory leadership is used as a leadership style, which means empowering members to take decisions, set policies, and issue orders, and the greater the positive participation, the more it achieves the concept of collective leadership (Libby,2015). One of its objectives is to serve the individual and society by satisfying the individual's desires and developing the ability to lead. In addition to easing the

burden on the leader and pushing him to interact with the group, it may lead to negative results such as chaos, where every individual has the right to say the final word regarding the group's work, in addition to it may provoke conflict between the leader and the followers. In addition to the administrative leadership style, much of what has been said about leadership, in general, applies to administrative leadership, as the manager has to be more influential in the behavior of group members in a democratic manner away from autocracy, authoritarianism, and bureaucracy (Bleiklie,2017).

Organizational development

Organizational development represents a planned, long-term process of change across the organization as a whole. The organizational development program includes an accurate scientific diagnosis of the organization, setting goals and strategies for its development, and providing material and human capabilities to achieve that goal (Bushe,2015). Organizational development activities include all parts of the formal and informal organization (such as changing organizational culture, organizational structures, reward system, objectives, and procedures. Organizational development is managed and supported by senior management with the help of consultants from inside or outside the organization. Organizational development aims to increase the effectiveness of the organization so that It can adapt and prepare to deal with changes in the surrounding environment (Bushe,2016). Organizational development refers to the holistic effort planned to change and develop employees in the organization by influencing their values, skills and patterns of behavior and by changing the technology used for organizational processes and structures, as a way to develop human and moral resources or achieve Organizational objectives Where Pickard defined organizational development as "a planned effort that includes the entire organization and is managed from the top, with the aim of increasing the effectiveness of the organization and its sense of health through deliberate input into the organizational processes using behavioral sciences." He defined organizational development as "a planned and intended process that aims to empower the organization from adapting to environmental changes as well as improving its ability to solve its problems by making an impact on the input variables and the variables of activities or processes, and this is done according to the use of the principles of behavioral sciences (Cummings,2015). As for Frash and Bill, they define organizational development as "a long-term effort and activity aimed at improving the organization's ability to solve its problems and renew itself through a participatory, collaborative and effective management of the organizational climate and gives special emphasis to comprehensive teamwork." He also defined organizational development feathers as the scientific planning and management process that aims to

change the organization's culture, behavior, and system to improve the organization's effectiveness in solving its problems and achieving its goals (Ekman,2017).

Organizational change

Change in the simplest form means moving from the current situation in which we live to a more efficient and effective future situation, and therefore change is the process in which we learn and discover things continuously (Jones,2017). Organizations have always been in a state of expansion, growth, contraction, and decline and live in a changing state, but organizations are currently witnessing radical and remarkably accelerated environmental changes that we have not seen before, whether in terms of quantity, type, and speed, and the environment is similar to what is described as a turbulent, unstable environment and the phenomenon of change extends to all Activities and areas include political, social and cultural changes and changes in the trends and tendencies of individuals (Ronald,2012). Change surrounds organizations from all sides. Change is defined as "the process of introducing improvement and development to the organization so that it is different in its current situation to be able to achieve its goals better." Organizational change can also be defined as "a long-term effort to improve the organization's ability to solve problems and renew its operations, provided that this is done through a comprehensive development in the prevailing climate in the organization with a special focus on increasing the effectiveness of working groups in it, with the help of a consultant or expert in the change that Convincing the members of the organization of new ideas (Edith,2014). There are three entrances to the

organizational development program, the entrance to change the organizational structure: the organizational structure means the framework that links the various elements of the organization to each other. The process of change in this entrance focuses on the redistribution of powers and competencies, the grouping of jobs, and the re-design of communication lines. Change is also the abolition of existing organizational units and the creation of new organizational units Change entrance for technological aspects: This entry is concerned with the technical aspect such as machines, equipment, tasks, and methods of work Technology is one of the important sources affecting the work of any organization through the speed of its developments and applications (Kevin,2016). The behavioral approach is concerned with changing behavior patterns, attitudes, and values of individuals and groups within the organization My behavior is an influential role in the development of organizations through the development of the individual, changing the level of his motives and abilities, developing relationships with individuals and increasing their abilities and leadership skills. And the development of teamwork, and the development of interaction between groups (Ahmad,2020).

Methodology

The research sample was selected from the research community by stratified random sampling method. The size of the research sample amounted to (284) faculty members, while the study community reached 1358 faculty members, and therefore the study sample represents 20.9% of the study population, which is statistically sufficient.

Table (1): Frequent and relative distribution of demographic variables for the study sample*

Gender	Frequency	Percentage %	Years of service	Frequency	Percentage %
Male	207	73	Less than 5 years	60	21
Female	77	27	5-10 years old	74	26
Age	Frequency	Percentage %	From -15-11 years old	110	39
Less than 25 years old	11	4	More than 15 years	40	14
From 25 to less than 35 years old	91	32	Total	284	100
From 35 to 45 years old	134	47	Functional class	Frequency	Percentage %
45 years and over	48	17	lecturer	94	33
Qualification	Frequency	Percentage %	Assistant Professor	145	51
Bachelor	0	0	Co-professor	45	16
Master	80	28	Total	284	100
PhD	204	72			

* The table was prepared by the researcher based on the outputs of the SPSS statistical program.

From the table, it is clear that the study sample was dominated by the male tendency, with a percentage of 73%, and the percentage of the age group (from 35 to less than 45 years) was 47%, which is the dominant percentage in the sample. Years of service, the predominant group is from 11 to 15 years, and the job rank (assistant professor) dominates the sample, as their percentage reached 51%.

The questionnaire was relied on as a tool for collecting primary data for the research, where the questionnaire was divided into two parts, the first consisting of the personal data of the research community, while the second part deals

with the directions of the research sample members towards the administrative leaders and their role in bringing about positive organizational development and change at the Northern Border University and it was divided into three Themes (the different types of leadership style prevailing in the university - the leadership style prevailing in the university in the process of organizational development and change - the leadership capabilities of the university). The constant-coefficient was estimated using Cronbach's alpha coefficient, as shown in the following table.

Table (2): Stability coefficient (Cronbach's alpha)*

Axis	Number of paragraphs	Cronbach's alpha coefficient
Your dominant leadership style at the university	31	0.883
The role of the dominant leadership style at the university in the process of organizational development and change	31	0.941
The leadership capabilities of the university	24	0.916
All paragraphs	86	0.903

* The table was prepared by the researcher based on the outputs of the SPSS statistical program.

From the previous table, it is clear that the value of the reliability coefficient is high (greater than 0.88) for all questionnaire axes, which makes us confident of the results

obtained. The following table shows the trends of the study sample for the axes of the questionnaire.

Table (3): Analysis of the study sample's trends for the questionnaire's axes*

Axis	Arithmetic mean	standard deviation	relative weight	t. value	The level of significance
Your dominant leadership style at the university	3.10	0.371	61.96	4.084	0.000
The role of the dominant leadership style at the university in the process of organizational development and change	3.88	0.544	77.64	25.070	0.000
The leadership capabilities of the university	3.61	0.565	72.28	16.787	0.000
All paragraphs	3.52	0.361	70.49	22.476	0.000

* The table was prepared by the researcher based on the outputs of the SPSS statistical program.

The arithmetic average of all the paragraphs of the questionnaire is (3.52), the relative weight is (70.49%), which is greater than the neutral relative weight "60%" and the calculated t-value is equal to (22.476), which is greater than the tabular (t) value which is equal to (1.97), and the level of significance It is equal to (0.000) and is less than (0.05), which indicates that administrative leaders have an effective role in bringing about positive organizational development and change at the Northern Border University.

This result indicates that without the administrative leaders at the university, there will be no positive organizational development and change process and vice versa. The reason is the process of influence that leaders perform on the behavior of individuals, groups, and the organization itself, and the characteristics, capabilities, and powers of leaders for that. The following table shows the results of a significant test of the relationship between administrative leaders according to their type (type of leadership) and the

process of successful development and organizational change at the level of statistical significance $0.05 = \alpha$

Table (4) Correlation coefficient between administrative leaders and the process of successful development and organizational change*

Axis	Statistics	The process of successful development and organizational change on			
		Personnel level	Group level	Organization level	All levels
Democratic administrative leaders	Correlation coefficient	0.476	0.613	0.555	0.609
	Indication level	0.000	0.000	0.000	0.000
Bureaucratic administrative leaders	Correlation coefficient	0.129-	0.305-	0.198-	0.222-
	Indication level	0.046	0.000	0.000	0.001
Free administrative leaders	Correlation coefficient	0.003	0.067-	0.002	0.017-
	Indication level	0.963	0.306	0.977	0.795
Administrative leadership ability	Correlation coefficient	0.339	0.516	0.635	0.544
	Indication level	0.000	0.000	0.000	0.000
Axis	Statistics	Used leadership style			
		Democrat	Bureaucrat	Free	All styles
Administrative leadership ability	Correlation coefficient	0.539	0.269-	0.159-	0.086
	Indication level	0.000	0.000	0.014	0.185

* The table was prepared by the researcher based on the outputs of the SPSS statistical program.

Through the previous results, it is clear that there is a relationship at the level of statistical significance $0.05 = \alpha$ between democratic administrative leaders and the process of successful development and organizational change. Where the Pearson test was used to find the relationship between democratic administrative leaders and the process of successful development and positive organizational change. It is also clear that there is a relationship between bureaucratic administrative leaders and the process of successful development and organizational change. Where the value of the significance level is less than (0.05) , and the calculated absolute value (r) is greater than the tabular value of r , which is equal to (0.135) , which indicates the existence of a negative relationship (since the correlation coefficients are negative) with statistical significance between bureaucratic administrative leaders and the administrative process.

Successful development and organizational change. It is also clear that there is a relationship between free administrative leaders and the process of successful development and organizational change, as the value of the significance level is greater than (0.05) , and the calculated absolute value (r) is less than the tabular value of r , which is equal to (0.135) , which indicates the existence of a relationship Significant at the significance level of $0.05 = \alpha$ statistic between free administrative leaders and the process of successful development and organizational change. It is also clear that there is a relationship between the ability of free administrative leadership and the process of successful development and organizational change, as the value of the significance level is less than (0.05) , and the calculated (r) value is less than the tabular value of r , which is equal to (0.135) , which indicates the existence of a related relationship Significance at the level of significance 0.05

= α statistic between the ability of free administrative leadership and the process of successful development and organizational change. Through table (4) it is also clear that there is a relationship at the level of statistical significance " $0.05 = \alpha$ " between the administrative leadership ability and the leadership style used, as we find that there is a positive relationship between the administrative leadership ability and the democratic style, as the calculated (r) value is equal to and is greater than The tabular value (r) is equal to (0.135), and the significance level is (0.000) which is less than (0.05). There is also a negative relationship between the administrative leadership ability and the bureaucratic style, as the calculated (r) value is (-0.269) and its absolute value is greater than the tabular (r) value, which is (0.135), and the significance level is equal to (0.000), which is less than (0.05). In addition to the existence of a negative relationship between the administrative leadership ability and the free

pattern, as the calculated (r) value is equal to (-0.159) and its absolute value is greater than the tabular (r) value, and the significance level is equal to (0.014) which is less than (0.05). . Also, the significance level value for all patterns is equal to (0.185), which is greater than (0.05), and the calculated (r) is equal to (0.086), which is less than the tabular value (r), which indicates that there is no significant relationship at the significance level of " $0.05 = \alpha$ ". = α A statistic between the managerial leadership ability and the leadership style used. The researcher believes that this result is a confirmation that the leadership abilities that the leader enjoys in terms of skills, experiences, and traits make the leader always tend to the democratic leadership style in participating in decision-making and appreciating the efforts of the workers to understand his subordinates to a high degree and to stay away from other leadership styles such as bureaucratic or free leadership style.

Table (5): Results of One Way ANOVA between the respondents' answers about administrative leaders and their role in bringing about positive organizational development and change at the Northern Border University for life*

Axis address	Contrast source	sum of squares	degree of freedom	mean squares	F . value	Indicati on level
Your dominant leadership style in universities	between groups	0.903	9	0.301	2.222	0.086
	within groups	31.810	275	0.135		
	Total	32.712	284			
The role of the dominant leadership style in universities in the process of organizational development and change	between groups	0.533	9	0.178	0.597	0.617
	within groups	69.882	275	0.297		
	Total	70.414	284			
The leadership capabilities of your leadership in universities	between groups	0.765	9	0.255	0.795	0.498
	within groups	75.329	275	0.321		
	Total	76.094	284			
All axes	between groups	0.238	9	0.079	0.606	0.611
	within groups	30.742	275	0.131		
	Total	30.980	284			

* The table was prepared by the researcher based on the outputs of the SPSS statistical program.

Through the previous table, it is clear that there are no differences at the level of statistical significance " $0.05 = \alpha$ " in the opinions of the members of the research sample in the administrative leaders and their role in bringing about organizational development and change at the Northern Border University, which is meaningful for gender. Where

it turns out that the absolute value (t) calculated for all axes combined is equal to (0.368), which is less than the tabular (t) which is equal to (1.97), and the significance level value for all axes is equal to (0.713), which is greater than (0.05), which indicates that there is no There are differences between the respondents' answers about the administrative

leaders and their role in bringing about development and organizational change at the Northern Border University due to gender. The researcher believes that the reason for this is the nature of work at the Northern Border University. As all works are administrative and academic works. These

jobs can be performed by males and females, and the tasks assigned to males and females are equal and close, and there is no discrimination between males and females within the university.

Table (6): Results of One Way ANOVA between the respondents' answers about administrative leaders and their role in bringing about development and positive organizational change at Northern Border University due to age*

Axis address	Contrast source	sum of squares	degree of freedom	mean squares	F . value	Indicati on level
Your dominant leadership style in universities	between groups	0.698	9	0.349	2.572	0.079
	within groups	32.014	275	0.136		
	Total	32.712	284			
The role of the dominant leadership style in universities in the process of organizational development and change	between groups	0.095	9	0.048	0.160	0.852
	within groups	70.319	275	0.298		
	Total	70.414	284			
The leadership capabilities of your leadership in universities	between groups	1.026	9	0.513	1.612	0.202
	within groups	75.068	275	0.318		
	Total	76.094	284			
All axes	between groups	0.111	9	0.056	0.425	0.654
	within groups	30.869	275	0.131		
	Total	30.980	284			

* The table was prepared by the researcher based on the outputs of the SPSS statistical program.

It is clear from Table (6) that there are no differences at the level of statistical significance " $0.05 = \alpha$ " in the opinions of the members of the research sample in the administrative leaders and their role in bringing about development and positive organizational change in the banks operating at the Northern Border University as a result of age. As it becomes clear that the value (F) calculated for all axes combined is equal to (0.606), which is less than the tabular value (F), which is equal to (2.64), and the value of the significance level for all axes is equal to (0.611), which is greater than (0.05), which indicates that there is no There are differences

between the respondents' answers about administrative leaders and their role in bringing about development and positive organizational change at Northern Border University as a result of age. The researcher believes that this result is caused by the administrative leadership's lack of interest in the elderly subordinates, and that dealing on one scale. The researcher sees this as a defect in the work because the elders expect to be treated in a more democratic manner and the participation of the younger ones because of their social status resulting from their old age.

Table (7): Results of One Way ANOVA between respondents' answers about administrative leaders and their role in bringing about positive organizational development and change at Northern Border University due to academic qualification*

Axis address	Contrast source	sum of squares	degree of freedom	mean squares	F . value	Indicati on level
Your dominant leadership style in universities	between groups	1.685	9	0.562	4.255	0.006
	within groups	31.027	275	0.132		
	Total	32.712	284			
The role of the dominant leadership style in universities in the process of organizational development and change	between groups	1.481	9	0.494	1.683	0.171
	within groups	68.933	275	0.293		
	Total	70.414	284			
The leadership capabilities of your leadership in universities	between groups	1.095	9	0.365	1.144	0.332
	within groups	74.999	275	0.319		
	Total	76.094	284			
All axes	between groups	0.590	9	0.197	1.521	0.210
	within groups	30.869	275	0.129		
	Total	31.459	284			

* The table was prepared by the researcher based on the outputs of the SPSS statistical program.

It is clear from the table that there are no differences at the level of statistical significance " $0.05 = \alpha$ " in the opinions of the members of the research sample in the administrative leaders and their role in creating positive organizational development and change for banks operating at the Northern Border University for the academic qualification. Where it turns out that the calculated (F) value for all axes combined is (0.425), which is less than the tabular (F) value, which is equal to (3.03), and the significance level value for all axes is (0.654), which is greater than (0.05), which indicates that there is no There are differences between the respondents' answers about the administrative leaders and

their role in bringing about positive organizational development and change at the Northern Border University for the academic qualification. The researcher attributed the reason that the leader does not discriminate in dealing with subordinates according to their qualifications, and this confirms the lack of interest on the part of many leaders in the scientific qualification that the subordinate holds and does not deal with and benefit from in the required manner. The reason for this is that appointments in universities do not depend to a large extent on Academic qualifications, but on nepotism, favoritism, and personal relationships.

Table (8): A verbal test for the multiple differences between the opinions of the research sample members according to the variable length of service*

Axis	The difference between the averages	Less than 5 years	5-10 years	11-15 years	More than 15 years
Your dominant leadership style in universities	Less than 5 years		0.178	0.041	0.220
	5-10 years	0.178-		0.137-	0.042
	11-15 years	-0.041	0.137		0.179
	More than 15 years	0.220-	0.042-	0.179-	

* The table was prepared by the researcher based on the outputs of the SPSS statistical program.

It is clear from the table that there are no differences at the level of statistical significance " $0.05 = \alpha$ " in the opinions of the members of the research sample in the administrative leaders and their role in creating positive organizational development and change at the Northern Border University as a result of the service period. As it turns out that the value (F) calculated for all axes combined is equal to (1.521), which is less than the tabular value (F), which is equal to

(2.64), and the value of the significance level for all axes is equal to (0.210), which is greater than (0.05), which indicates that there is no There are differences between the respondents' answers about the administrative leaders and their role in bringing about development and positive organizational change at the Northern Border University as a result of the length of service.

Table No. (9): Results of One Way ANOVA between the respondents' answers about administrative leaders and their role in bringing about positive organizational development and change at Northern Border University as a result of the job title*

Axis address	Contrast source	sum of squares	degree of freedom	mean squares	F . value	Indicati on level
Your dominant leadership style in universities	between groups	1.225	9	0.408	3.047	0.029
	within groups	31.487	275	0.134		
	Total	32.712	284			
The role of the dominant leadership style in universities in the process of organizational development and change	between groups	3.747	9	1.249	4.403	0.005
	within groups	66.667	275	0.284		
	Total	70.414	284			
The leadership capabilities of your leadership in universities	between groups	7.370	9	2.457	8.401	0.000
	within groups	68.723	275	0.292		
	Total	76.094	284			
All axes	between groups	1.160	9	0.387	3.048	0.029
	within groups	29.820	275	0.127		
	Total	30.980	284			

* The table was prepared by the researcher based on the outputs of the SPSS statistical program.

Through the previous table, it is clear that there are differences at the level of statistical significance " $0.05 = \alpha$ " in the opinions of the members of the research sample in the administrative leaders and their role in bringing about development and positive organizational change at the Northern Border University as a result of the job title. It appears that the value (F) calculated for all axes combined is equal to (3.048), which is greater than the tabular (F) value, which is equal to (2.64), and the significance level value for all axes is equal to (0.029), which is less than (0.05), which indicates that there are no differences between the respondents' answers about administrative leaders and

their role in bringing about development and change. The positive organizational performance in banks operating in the Gaza Strip is attributed to the job title. The Shifa test shows that the differences between the category "manager" and the categories "section head" and "other jobs" are in favor of the category "manager". The researcher believes that this result is caused by the director's enjoyment of a high degree of privileges and advantages granted to him by the higher management in universities, which affects him to a higher degree than other groups in the development and non-positive change, and this affects his performance of work concerning other groups.

Table (10): Results of One Way ANOVA between respondents' answers about administrative leaders and their role in bringing about positive organizational development and change at Northern Border University as a result of the job degree*

Axis address	Contrast source	sum of squares	degree of freedom	mean squares	F. value	Indication level
Your dominant leadership style in universities	between groups	0.632	9	0.316	2.230	0.111
	within groups	20.267	275	0.142		
	Total	20.899	284			
The role of the dominant leadership style in universities in the process of organizational development and change	between groups	0.965	9	0.482	1.948	0.146
	within groups	35.397	275	0.248		
	Total	36.362	284			
The leadership capabilities of your leadership in universities	between groups	0.399	9	0.200	0.532	0.589
	within groups	53.717	275	0.376		
	Total	54.116	284			
All axes	between groups	0.438	9	0.219	1.754	0.177
	within groups	17.872	275	0.125		
	Total	18.310	284			

* The table was prepared by the researcher based on the outputs of the SPSS statistical program.

Through the previous table, it is clear that there are no differences at the level of statistical significance " $0.05 = \alpha$ " in the opinions of the members of the research sample in the administrative leaders and their role in bringing about positive organizational development and change at the Northern Border University as a result of the job degree. Where it turns out that the value (F) calculated for all axes combined is equal to (1.754), which is less than the tabular value (F) which is equal to (3.03), and the value of the significance level for all axes is (0.177), which is greater than (0.05), which indicates that there is no There are differences between the respondents' answers about the administrative leaders and their role in bringing about development and organizational change in the banks operating at the Northern Border University for the degree of employment. The researcher believes that the leader in universities does not differentiate in his method of dealing between job grades because he considers that the job grade is an entitlement as a result of the years of service spent by workers at work and not as a result of distinguished and effective performance and this represents a defect in dealing with the granting of job grades by the higher administrations of universities.

Conclusion

The research aims to identify the "role of administrative leaders and their role in bringing about positive organizational development and change at Northern Border University, and the research reached many results, perhaps the most important of which is that the dominant leadership style in universities is the democratic style with a percentage of (74.25%) and is used to an acceptable degree, followed by the bureaucratic leadership style with a percentage of (57.78%) and is used to a medium degree, followed by the free leadership style by (50.83%) and is used to a lesser degree by the bureaucracy. The results also show that there is a great role for administrative leaders in bringing about development and positive change at the Northern Border University at the level of individuals, groups, and organizations. And development at the individual level (79.29%), at the group level (77.36%), and at the organizational level (75.88%), which shows that there is a great role for leaders in the process of development and positive organizational change. The northern border, where the percentage of availability of these abilities reached the highest level of leaders (72.28%), in addition to the existence of a significant relationship at the statistical significance level of " $0.05 = \alpha$ " between the ability of administrative leadership and The process of successful

development and positive organizational change. The results also showed the existence of a positive relationship between democratic administrative leaders and the process of successful development and positive organizational change. There is also a negative relationship between bureaucratic administrative leaders and the process of successful development and positive organizational change. There is a relationship between free administrative leaders and the process of successful development and positive organizational change. As it turns out, there is a positive relationship between administrative leadership ability and democratic style. In addition to the existence of a negative relationship between the administrative leadership ability and the bureaucratic style and the freestyle. Through the results of the statistical analysis, it became clear that there are no differences in dealing between males and females, as well as age, educational qualification, experience, and job grade, but there are differences in dealing with the job title. In addition to the absence of differences between the respondents' answers about administrative leaders and their role in bringing about development and positive organizational change at Northern Border University as a result of age, Academic qualification, length of service, and job rank.

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