Organizational Intelligence of Academic Leaders at Taif and Middle East Universities, from Faculty Members' Perspective

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Abstract
This study aims at identifying the degree of organizational intelligence of academic leaders at Taif (KSA) and the Middle East (Jordan) Universities from faculty members' perspectives. Also, to reveal the differences level of faculty members perspectives according to differences among variables (University, faculty, academic rank and years of experience).In order to achieve the study's objectives, a questionnaire has been developed. It consists of 49 items to be distributed over the study's sample of 449 participants. Questionnaire validity and consistency have been verified.The study results revealed that total degree of organizational intelligence practice by academic leaders at the Taif and Middle East Universities was- medium- with means of 2.94. There are no statistically significant differences at α 0.05 due to study's variable.Based upon results, the study recommends that, clarifying both universities strategic vision, conduct environmental survey so as to determine the key trends, opportunities and threats.
Keywords: Organizational Intelligence, Academic leaders, Taif University, Middle East University, Faculty Members.

Introduction:
The most important characteristics of human beings is human intelligence which includes all mental activities such as being genius, innovation and controlling motions, senses and emotions. Therefore, it reflects human's ability to cope with changes that he reacts with. The more increase in human's ability for adaptation the more intelligent they will be (Juburi, 2014).

Within the ever changing conditions of work environment, and the increase of competition among higher education institutions, such institutions have start looking for strategic solution to encounter ever changing and unpredictable unprecedented and sudden work conditions in environmental work situation. Whenever work environmental conditions change, the available current knowledge that is necessary to carry out institution's activities becomes old and useless, thus, it is necessary to develop and enhance a new knowledge, and appropriate for changes that occur in work environment. It seems to be not organizational intelligence that is a result of institution's reactions and environmental determining the existence of the institution, rather, organizational intelligence is considered to be one of important issues that are articulated and put in place along with requirements and necessaries of challenges which institutions face (Abadi, 2012; Jaither et al, 2013).

As it is in current administrative thinking transformation framework towards intangible resources employment management several modern concepts have appeared such as: administrative innovation, thinking capital and organizational intelligence; All of these concepts appeared as a comprehensive thinking framework that has several dimensions of knowledge management, organizational learning, competitions and organizational differentiation.

Certain organizational behavior and management researchers consider such concepts will represent upcoming fourth wave after information wave (Qateet, 2009). Furthermore, Saleh et al (2010: 340) point out that the naming of organizational intelligence stems from the fact that, this pattern of intelligence leads to obtaining useful intelligence results that may applied on decision making. Also, this type of intelligence originally comes from executive information system's activity, however, it is currently used to describe information direct processing or date mining activities (Shaheen, 2007: 46).

It is possible to point out to the organizational intelligence importance which causes a high degree of excitement among management, leaderships and workers who work on the field work's system, and readiness to deal with challenges, acting positively and taking care of the beneficiary (Faqee, 2008: 58; Douri, Saleh 2009: 201; Khlaif 2011: 280-81).

Qateet (2009) conducted a study aimed at exploring how to enhance innovation management in general Secondary education in Egypt within the organizational intelligence entry; and to know thinking foundation of organizational: intelligence as entry to innovation management growth of secondary school, and environmental dimensions that affect entry employment to organizational intelligence innovative management of secondary schools in Egypt, and strategic aspects of innovative management development in secondary school within organization intelligence entry; develop a model for suggestion to develop innovative management in Secondary

schools in Egypt within organizational intelligence entry. Descriptive method is utilized with the aid of strategic analysis approach which create a scenario of planning and forming options articulation and strategic alternative benefit from. According to this approach the study revealed three alternatives for administrative innovation development of the Egyptian high schools: defensive, guidance, and pioneering

The study by Sadat et al (2008-2009) aimed at exploring the relationship between organizational intelligence and person creativity in the University of Sharaz for medical science through the use of correlative descriptive approach.

Sample of the study consists of 280 of employee in three levels: management, experts and regular employees. Sample was taken via simple random approach. A questionnaire was develop fort this purpose results revealed the presence of statistically significant between Oxfam international and creativity, and it must part attention to cognitive attention determinant that enhance organizational intelligence to be as a new subject of creativity.

Khafaji (2010) study aimed at component that builds organizational intelligence in crises management from different and diverse angles such as: awareness that stems thinking human capital and the help in transforming organizations energy into different.

Shapes that benefit the organization for achieve its objectives. Also, it clarified contemporary aspects or organization's design and operation to visualization as one of contemporary aspect to build organizational intelligence. It clarified the openings of cognitive, scientific and practical of organizational intelligence in crisis management. Also, it added more clarification to the organizational intelligence seven dimensions:

- Khlaif (2011) conducted a study aimed at revealing organizational intelligence reality within its indicator determining mechanisms to use in order to modify negative behavior in work field. A questionnaire was developed distributed over a random sample of workers at the Mosul University Colleges.

Results revealed that sample members have enough intelligence and have the attitude to eradicate un favored behavior. Organizational intelligence has a clear effect in eradicates un favored behavior with coefficient of 0.76 participants assured the importance of organizational intelligence indicators for management leadership which contribute an effective entry to behaviors organization while using capabilities and secure preparation.

- Shahram(2012) conducted a study aimed at identifying factors influence organizational intelligence its relationship with managers performance. The frequently asked question by managers is that: How to do work with more intelligence?

Correlative descriptive approach is used and a questionnaire to be distributed over a sampled of learning groups in Gemstar Universities for the year 89-90. Results show that there is no statistically significant positive relationship between organization / intelligence and managers' performance.

However, gradual regression points out to knowledge application (which is one of organizational intelligence) is an indicator more security to managers' performance in human resources (which is one of mangers performance).

Current study agrees partially with previous studies in approach and management. Whereas and uses the descriptive approach. However, current study aimed at being special through the focus on the selection of organizational/ intelligence application appropriate to the nature of study's population. This study is a distinguished because it seeks to know the degree of organizational intelligence practices by academic leadership of Al Taif University and Middle East University from Faculty staff perspective.

Also, this study is distinguished by the population which participated in the study, for the best knowledge or researches that there are no studies conducted on this subject.

The problem and Questions of the Study:

Organizational intelligence entry is linked to the educational and administrative thinking into the support of educational institutions capabilities to learn, at the organizational level, to spread and apply knowledge until reaching invention of work means, and to provide educational services that match information ear, and to fulfill knowledge society requirements and to transform institution into learning organization and smart organization too, whether it relied on IT comprehensive inclusion into educational process structure or on multiple intelligence theory to support aspects of the sentimental, strategic and competitive intelligence, in addition to the spiritual and ethical intelligence to achieve institution core mission (Qateef, 2009).

Organizational intelligence is characterized by decision making process relevant to organization's future. This is necessary to manage which is the responsibility of all organizational levels. Because these decisions directly affect the productivity, quality and the willingness to enhance and develop this productivity and to empower workers. Thus, organizational intelligence seeks to create organizational environment suitable to workers and assures active environment (Aghiheri, 2012: 673).

Understanding organizational intelligence and application in work environment carry significant importance to enhance performance at knowledge and thinking levels. Thus, organizational intelligence aims at enhancement of continuous workers capabilities, and to achieve absolute control on results that the organization seeks to

achieve (Yaghoubi et al, 2011:61).

Abadi(2012) study point out that organizations that are considered to be ambitions and to be smart organizations , are the ones which are able to succeed in very fierce competitive work environment.

This environment if it keeps on changing, it will result in the search for organizational intelligence so as to encounter changes.

This requires organization's management to devote most of its time to assure , along with its workers, are obliged to achieve strategic thinking, tactical and operational intelligence. All of these represent the levels of organizational intelligence. Thus the problem of the study lies in the answering of the following two questions:

1. What is organizational intelligence practice degree by the academic leadership at the Universities of Taif and Middle East from Faculty staff members' perspective?
2. Are there statistically significant differences at $\alpha \leq 0.05$ between means of sample members' responses in regard to organizational intelligence degree with academic leadership in both Taif and Middle East University due to variables: University, College, academic rank and years of experience? Objective of the study:

This study aims at identifying the following:

1. The degree of organizational intelligence practice by academic leadership of Taif and Middle East Universities from faculty staff members' perspective.
2. Reveal statistically significance differences among sampleMembers' responses about the degree of academic leadership in Taif and Middle East Universities due to variables : university, college, academic rank and years of experience.

Significance of the Study:

1. The organizational intelligence concept is a new term in the Arab institutions, thus to study this concept a special importance it will gain , within scientific framework of advanced management techniques in acquiring knowledge and skills and use them in performance development
2. Identify organizational intelligence of academic leaderships at Al Taif and Middle East Universities which allows ministry of education to evaluate its developmental programs and projects.
3. It helps in increasing academic leadership awareness of organizational intelligence; so as to enhance their ability to sustain organized performance that relies on experience and knowledge.
4. This study contributes in enriching Arab library with new topic which may earn researchers and practitioner's interests, and it may be as a launching pad for further studies.

Limitations of the study:

1. Subjective limit: This study is conducted on revealing the practice degree of organizational intelligence by academic leadership at Al Taif and Middle East Universities from faculty staff perspective.
2. Place limit: Faculty staff members.
3. Human limit: a sample of professors, asst. prof. and associate . Prof.
4. Time limit: First semester of 2015/2016.

Organizational Intelligence:

It is the process of understanding thoughts and ideas, and the ability to adapt and get along with environmental changes within education and in a way which leads to wise actions in different situations in order to overcome any obstacles along with smart insight (Gearnburg & Baron 198:2009).

It is policies of intelligence that reflects mutual enhancement ways to receive overtly and covertly knowledge. Also it works towards increasing organization's general reaction with the goal of achieving certain results in certain time (Marjani & Scheilipour, 2012: 153). Organizational intelligence is defined also as unity of technical and human abilities (Simi, 2005:189).

Procedural definition: the extent of owning organizational levels of knowledge skills and enough expertise which qualify managers to make educated decisions relevant to the University existence and future. This represented in the sample members responses that consist of strategic vision, collective work, willingness for change internal motivated work; harmony and matching, spread and document knowledge and sharing of performance responsibility.

Methodology of the study:

Researchers used analytical descriptive approach to reveal the practice degree of organizational intelligence among academic leadership at Al Taif and Middle East Universities from faculty members perspective.

Population and the sample of the study: population of the study consists of 1240 or N=1240 faculty members from both universities: Taif and Middle East. While the sample of the study is 449 or n=449 or 36.21% of the

population.

Table One

Sample members' distribution according to variables

Variables	Levels	No.	%
University	Taef	392	87.031
	Middle East	57	13.069
Faculty	Scientific	190	42.31
	Humanities	259	57.69
Academic Position (Rank)	Professor	96	21.38
	Associate Prof.	145	32.29
	Asst. Prof	208	46.33
Years of Experience	Less than 10 years	257	57.23
	More than 10 years	192	49.77
	Total		

Instrument of the study:

A questionnaire is developed while relying on education's literature and previous studies' review

Questionnaire consists of (55) items, however it become (49) items due to arbitrators' opinions. Items are distributed as follow:

- Strategic vision – 7 items from 1-7
- Collective work- 7 items from 8-14
- Willingness for change – 8 items from 15-22
- Internal motivated work- 7 items, 23-29
- Appropriateness and harmony 6 items, 30-35
- Knowledge spreading and documentation 7 items, 36-42
- Performance responsibility sharing 7 items, 43-49

Questionnaire items are designed according to Likert scale: Very high 5, High 4, Medium 3, Low 2, very low 1.

Instrument Validity

A- Arbitrators' Credibility

Questionnaire was submitted to a panel of (15) arbitrator to be sure of instrument's validity. Their opinions and suggestions were taken into consideration. 80% of items were agreed upon, others not to become 49 items from 55.

B- Consistency

A pilot study was conducted. It consist of (30) participants, results are shown in table 2

Table (2)

Correlation Coefficient value for each item of questions, in total degree of domain belong to

Item No.	Corr. Coefficient	Item No.	Corr. Coefficient	Item No.	Corr. Coefficient	Item No.	Corr. Coefficient	Item No	Corr. Coefficient
1	0.578	12	0.598	23	0.590	34	0.737	45	0.690
2	0.569	13	0.554	24	0.628	35	0.597	46	0.712
3	0.582	14	0.630	25	0.529	36	0.794	47	0.690
4	0.587	15	0.594	26	0.532	37	0.597	48	0.538
5	0.721	16	0.566	27	0.591	38	0.737	49	0.589
6	0.793	17	0.690	28	0.503	39	0.597		
7	0.590	18	0.712	29	0.394	40	0.794		
8	0.553	19	0.690	30	0.586	41	0.597		
9	0.601	20	0.538	31	0.563	42	0.580		
10	0.546	21	0.589	32	0.520	43	0.538		
11	0.580	22	0.564	33	0.537	44	0.763		

Tables 2 show that all items have statistically significance at 0.01 which indicates that all items have consistency.

Instrument's constancy

A pilot study of 30 participants is conducted via test, retest approach, with two weeks interval between the first and second application, in order to obtain correlation coefficient among faculty members' opinions in the first application and their performance in the second. Pearson coefficient is calculated at (0.78) for the questionnaire and its dimensions. Cronbach coefficient is calculated at (0.82). Such values are sufficient and accepted to assure the instrument's constancy.

Table (3)

Consistency coefficient for study's domains related to opinion of faculty members in academic leadership organizational intelligence practice via Pearson and Cronbach – Alpha

Study's domains	Item No.	Consistency Via Pearson	Consistency Via Cronbach Alpha
Strategic Visions	7	0.82	0.84
Collective Work	7	0.80	0.84
Willing for Change	8	.79	0.83
Internal Motivated work	7	0.78	0.82
Harmony and Compliance	6	0.76	0.81
Knowledge diffusion and Documentation	7	0.81	0.82
Performance responsibility sharing	7	0.80	0.80
Total degree	49	0.78	0.82

Variables of the study:
Independent Variable:
- University: Taif and Middle East
- College: Scientific- Humanities
- Academic rank: prof. Asst. Prof. Associate
- Experience: Less Than 10 Years – 10 Years and more

Dependent Variable:
Organizational intelligence among academic leaderships in Taif and Middle East Universities from faculty members' perspective.
Results and Discussion:
Practice degree is dealt with via means of every expression in accordance to values given in descendent order 1-5. Length of items class= extent divided by number of classes. Extent is calculated by the following equation:
Extent= highest value minus the smallest
5-1=4

Thus the length is $4 \div 5 = 0.80$ as it is shown in table 4

Table (4)

Study's results according to Likert Scale

Degree (Position)	Results	Medium	
		From	To
5	Very high	4.20	Less from 5
4	High	3.40	Less from 4.50
3	Medium	2.60	Less from 3.40
2	Low	1.80	Less from 2.60
1	Very Low		Less from 1.80

First Question's result and discussion
Means and standard deviations for participants' responses as whole were calculated, towards organizations intelligence dimensions and organized in descending order from largest means value to the least, also means for the whole degree of leadership organizational intelligence was calculated as it is shown in table 5

Table (5)

Items Means and Standard Deviation in Descending Order

No.	Domain	Means	Standard Deviation	Rank	Degree
1	Willing for change	3.41	0.99	1	High
2	Knowledge diffusion and Documentation	2.92	0.74	2	Medium
3	Performance responsibility sharing	2.89	0.83	3	Medium
4	Harmony and compliance	2.87	0.84	4	Medium
5	Internal motivated Work	2.85	0.84	5	Medium
6	Collective work	2.84	0.93	6	Medium
7	Strategic Vision	2.80	0.94	7	Medium
	Organizational Intelligence Total degree	2.94	0.87		Medium

Table 5 shows results of organization intelligence practice were medium with means of 2.99 and SD 0, 87; sub titles were as follow:

- Willingness for change- comes in first place with high degree, with means 3.41 and SD 0, 99
- Knowledge spreading and documentation comes in second place with medium degree means 2.92 and SD 0.74
- Performance responsibility sharing comes in third place with medium degree and means 2.89 and SD 0.83
- Harmony and suitability comes in fourth place with medium degree, means 2.87 and SD 0.84
- Internal motivating work comes in 5th place, with medium degree, means 2.85 and SD 0.84
- Collective work comes in 6th place with medium degree, means 2.84 and SD 0.93
- strategic vision comes in 7th and last place with medium degree, means 2.80 and SD 0.94 this is due to the subject novelty and unclear strategic vision, few work teams and not solicit workers opinion when make decision.
Seconds: Results of the second question and discussion. Independent sample T test was used to compare between independent variable. And ANOVA analysis to reveal statistically significance differences due to: University, college academic rank and years of experience

1- University

Table (6)

Means of sample members evaluation on degree of Academic leadership practices of Organizational intelligent According to University Variables

Domains	University	Means	SD	The degree of freedom	(T) Value	Statistically Significant
Willingness for change	Al Taif	2.87	0.91	447	0.065	0.948
	Middle East	2.86	0.94			
Knowledge diffusion and Documentation	Al Taif	2.81	0.90	447	-0.473	0.637
	Middle East	2.86	0.94			
Performance responsibility sharing	Al Taif	2.87	0.77	447	0.103	0.918
	Middle East	2.86	0.87			
Harmony and compliance	Al Taif	2.88	0.81	447	0.648	0.417
	Middle East	2.83	0.87			
Internal motivated Work	Al Taif	2.87	0.83	447	-0.099	0.921
	Middle East	2.88	0.84			
Collective work	Al Taif	2.93	0.71	447	0.119	0.905
	Middle East	2.92	0.75			
Strategic Vision	Al Taif	3.43	0.97	447	0.794	0.427
	Middle East	3.35	1.00			
Organizational Intelligence Total degree	Al Taif	2.95	0.62	447	0.267	0.789
	Middle East	2.94	0.70			

Table 6 shows that there is no statistically significance in difference at significance $\alpha \leq 0.05$ among means of sample members responses in regard to organizational intelligence status according to University (Taif, Middle East) Variable on sub title and titles as whole, Reason are: one procedures, one burden and one treatment and to the newness of both universities.

2-College

Table (7)

Scopes	Colleges	Means	SD	The degree of freedom	(T) Value	Statistically Significant
Strategic Vision	Humanitarian	2.82	0.92	447	-0.888	0.375
	Scientific	2.90	0.95			
Collective work	Humanitarian	2.83	0.92	447	-0.238	0.812
	Scientific	2.85	0.93			
Performance Responsibility	Humanitarian	2.88	0.79	447	0.425	0.671
	Scientific	2.82	0.86			
Internal motivated work	Humanitarian	2.88	0.85	447	0.763	0.446
	Scientific	2.85	0.84			
Harming and suitability	Humanitarian	2.89	0.83	447	0.374	0.709
	Scientific	2.86	0.84			
Knowledge spreading and communication	Humanitarian	2.95	0.77	447	0.775	0.439
	Scientific	2.90	0.71			
Willingness for change	Humanitarian	3.39	1.00	447	0.083	0.934
	Scientific	3.38	0.98			
Total	Humanitarian	2.95	0.78	447	0.231	0.818
	Scientific	2.94	0.77			

Table 7 shows that, there is no statistically significant differences at significance $\alpha \leq 0.05$ among means of sample members responses about practice degree of organizational intelligence according to college (Scientific-Humanities) variable on subtitle and title as whole, the reason for that is the importance of organizational intelligence and for being teaching methods are one as well as leadership style.

3- Academic Rank

Table 8

Scopes	Prof		Co-			
	Means	SD	Means	SD	Means	SD
Strategic Vision	2.86	0.910	2.90	0.969	2.81	0.897
Collective work	2.93	0.962	2.78	0.924	2.85	0.893
Performance Responsibility	2.83	0.812	2.89	0.808	2.84	0.914
Internal motivated work	2.85	0.866	2.93	0.893	2.68	0.710
Harming and suitability	2.94	0.878	2.88	0.842	2.77	0.795
Knowledge spreading and communication	2.94	0.793	2.92	0.767	2.91	0.621
Willingness for change	3.34	0.976	3.52	1.033	3.16	0.901
Total	2.96	0.552	2.97	0.645	2.86	0.411

Table 8 shows the presence of visible differences between means of sample members' responses on organizational intelligence according to academic rank. In order to reveal the statistical significance of these differences ANOVA analysis is used and table 9 shows that.

Table 9

Scopes	Source of Variation	Square total	Freedom degree	Square means	F value	Statistical significance
Strategic Vision	Between group In Group Total	0.516 390.296 390.813	2 446 448	0.258 0.875	0.745	0.745
Collective work	Between group In Group Total	1.957 383.752 385.709	2 446 448	0.979 0.860	0.322	0.322
Performance Responsibility	Between group In Group Total	0.365 311.867 312.232	2 446 448	0.182 0.699	0.770	0.770
Internal motivated work	Between group In Group Total	4.549 318.086 322.635	2 446 448	2.274 0.713	0.042	0.042
Harming and suitability	Between group In Group Total	1.763 315.679 317.442	2 446 448	0.881 0.708	0.289	0.289
Knowledge spreading and communication	Between group In Group Total	0.085 245.705 245.790	2 446 448	0.043 0.551	0.926	0.926
Willingness for change	Between group In Group Total	9.597 433.902 443.499	2 446 448	4.798 0.973	0.08	0.008
Total	Between group In Group Total	0.938 147.292 148.231	2 446 448	0.469 0.330	0.243	0.243

Table 9 shows that there are no statistically significance differences at the significance $\alpha \leq 0.05$ in all dimensions of organizational intelligence except work with internal motivation and willingness for change due to academic rank. In order to determine the source of such differences Schefft test is used as table 10 shows

Table 10

	Academic rank		Prof.	Associate Prof.	Asst. prof.
Scope		Means	2.85	2.93	2.68
	Prof.	2.85		0.08	0.17
Internal	Associate Prof.	2.93			0.25
motivated	Asst. prof.	2.68			
work		Means	3.35	3.52	3.16
	Prof.	3.35		0.17	0.19
	Associate Prof.	3.52			0.36
	Asst. prof.	3.16			

Table 10 shows the presence of statistically significance differences between means of academic rank (associate prof.) in one side, and means of (asst. prof.) in the other due to academic rank variable in both side in favor of associate prof. in both dimensions (work with internal motivation and willingness for change). The reason is due to associate prof. is concerned to be a role model for other in order to have leadership position through attaining professor rank / position

4- Years of experience

Table 11

Scopes	specialty	Means	SD	The degree of freedom	(T) Value	Statistically Significant
Strategic Vision	Less than 10 years	2.93	0.952	447	1.917	0.046
	More than 10 years	2.66	0.897			
Collective work	Less than 10 years	2.86	0.894	447	0.508	0.612
	More than 10 years	2.81	0.982			
Performance Responsibility	Less than 10 years	2.84	0.844	447	-0.820	0.413
	More than 10 years	2.90	0.820			
Internal motivated works	Less than 10 years	2.81	0.842	447	-1.272	0.204
	More than 10 years	2.91	0.857			
Harming and suitability	Less than 10 years	2.85	0.807	447	-0.593	0.553
	More than 10 years	2.90	0.896			
Knowledge spreading and communication	Less than 10 years	2.72	0.711	447	2.342	0.029
	More than 10 years	2.98	0.785			
Willingness for change	Less than 10 years	3.38	0.995	447	0.026	0.979
	More than 10 years	3.38	0.998			
Total	Less than 10 years	2.94	0.565	447	-0.227	0.821
	More than 10 years	2.95	0.593			

Table 11 shows there are no statistically significance differences at significance $\alpha \leq 0.05$ among means of participant responses in regard to organizational intelligence academic leadership according to years of experience variable (less than 10 years/ more than 10 years) in subtitle and titles as whole except strategic vision in favor of less the more due for being born in one society.

Recommendations
Researchers recommend the following:
1- clarify strategic vision in both Taif and Middle East Universities. There must environmental survey so as to determine main attitudes, opportunities and threats.
2- Urge university leaders to share university plans with faculty members, let them feel loyalty and responsibility and they are part of University and be proud of that.
3- Strength of smart behavior idea. Among academic leaderships in a way to activate intelligence indicators, and gives it priority when selecting lead ships, invest all abilities and preparations that express organizational intelligence.
4- work towards attaining organizational intelligence in a way that makes it as a fiber by academic leadership for the purpose of containing all negative situations, through exploring ideas, have alternatives and taking into consideration the coincidence element.
5- it is necessary to adopt organizational intelligence to enable university leadership for decision making, in case of environment uncertainty, and to achieve stability according to what environment produces from opportunities and threats.

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