

The Governance of Academic Department Heads and its Relationship to Administrative Creativity from the Faculty Members' Point of View at Imam Abdulrahman Bin Faisal University

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Abstract

The study aimed to reveal the degree of the governance practice among heads of academic departments, and its relationship to administrative creativity from the point of view of faculty members at Imam Abdulrahman bin Faisal University. To achieve the objectives of the study, it relied on the descriptive correlational approach, and a survey was used as a tool for data collection. The study population consisted of faculty members at Imam Abdulrahman bin Faisal University, numbering (2900) members, while the researcher identified the simple random sample (n=337), and a total of 184 valid responses (representing 54.5%), and respondents were asked to indicate the degree to which they agreed or disagreed with the items using a 5-point Likert-type scale. The results suggest that there was a very high practice of university governance as a whole among heads of academic departments 85.8%, (m= 4.29; SD= 0.683). In addition to a high availability of administrative creativity as a whole 82.6%, (m= 4.13, SD= 0.885). The findings also indicate that university governance is significantly correlated with administrative creativity $r(182) = 0.909$, $p=0.01$. No difference was observed regarding the degree of governance practice and administrative creativity based on respondents attributable to the variables gender or years of experience, but there are differences in practicing the university governance and administrative creativity attributable to the variable academic rank in favor of associate professor. This study suggests universities' adopting international models of governance as the British university governance model (CUC Code of Governance 2020) with Consideration of the new Saudi university system. It also recommends universities to improve the organizational climate, through exchange experiences, accept the other opinion, and dispose the complex routines that prevent the presentation of new ideas and creativity, in addition to provide moral and material support.

Keywords: *University Governance, Administrative Creativity, Higher Education.*

Introduction

The emergence of modern and accelerating challenges in the world, such as globalization labor, market requirements, economic and social pressures, and global epidemics, has pushed institutions, including educational institutions, to search for strategic options and modern administrative methods to confront among these challenges and ensure their continuity, growth, and excellence. These modern strategies and mechanisms are governance. AlGhawanmeh (2018) confirmed that governance has become a standard for the educational institutions' quality and excellence, and due to the growing role of universities with their social, economic, cultural, and political influence, they should review and update the management methods to develop countries, this development must keep pace with modern global trends.

Within this global trend, kingdom of Saudi Arabia launched Vision of 2030 in April 2016, by the Crown Prince Mohammed bin Salman bin Abdulaziz, that confirmed applying governance in all sectors at the highest levels, by activating high standards of transparency, accountability, and questioning (Vision, 2030).

In turn, it has become necessary for Saudi universities to adopt governance to achieve the program of enhancing the government governance, which is one of the programs of the Kingdom's Vision 2030, as universities are among the most important government institutions that play important roles in achieving this vision (AlShammari, 2018).

The Saudi Ministry of Education revealed a new university system in 2020 emphasizing on the universities' governance and administrative, financial and academic independence following the state's policy. The system included 14 chapters and more than 60 diverse legal articles, and it was applied to three universities (Imam Abdulrahman bin Faisal University, King Abdulaziz University, and King Saud University) as a first phase, whereas more universities will follow in a second phase of implementation (Alkhlewy, 2022).

In the same context, and due to the mentioned continuous and rapid changes that face the organizations in this era, a review of their work methods, policies, and procedures is required to be more in line with and adapt to the developments of the era. The administrative creativity is considered as one of the modern and common terms in the field of management business, it is an administrative method for performing works in new ways, in addition to proposing innovative solutions to address problems through the dimensions of originality, flexibility, fluency, risk, and sensitivity to problems (AlZamel, 2017). Administrative creativity contributes effectively in the organizations by finding innovative solutions to the various problems; it is also a primary requirement and one of the indicators of the organization's success. (AlAzizi, 2023).

Thus, governance and administrative creativity are two essential elements in achieving the universities' excellence, and are among the most important mechanisms of modern management. Governance is related to the different activities in the institution, in addition to its contribution to supporting and enhancing creativity and innovation, which in turn requires the institution to be distinguished by successful leadership that adopt the governance principles to achieve growth and continuity, and to be effective. (Zainab, 2023).

Hence, this paper seeks to know the reality of governance practice at Imam Abdulrahman bin Faisal University and its relationship to administrative creativity and to present recommendations and proposals based on the studied results so that the university can be a pioneer in assisting in the development process and achieving Vision 2030.

Literature Review

University Governance

Governance is a key element in the evaluation and development of university education around the world, as the concept of governance addresses the way universities achieve and implement their own goals, and the way they manage their institutions and monitor their achievements (World Bank, 2012).

University governance refers to set of rules that manage and monitor the university's tasks according to an organizational structure in which powers and responsibilities are distributed between the administration and its various councils to achieve general goals (AlShakhshir & Fawa'ir, 2015).

Some researchers, in different countries, have been interested in identifying the practice of governance in their universities through the dimensions of transparency, accountability, justice, and independence. As the study of Qambar (2016) in Libya, AlKhraisat (2018) in Jordan, AlRami & Rawidi (2021) in Morocco, Daoud and AlManzou

'(2022) in Yemen, Saguin (2019) in Philippines, AlOtaibi (2018), AlShammari (2018), AlSaleh (2020), AlSharif (2020) in the Kingdom of Saudi Arabia .The results of the studies varied; while AlGhawanmeh, (2018); AlKhraisat, (2018); Al-Shammari, (2018); AlOtaibi ;(2018), AlSharif, (2020); Al-Marikhi,(2022) showed a moderate level of practice, AlRami and Rawidi (2021) showed a high level. Unlike Qambar (2016) who concluded that, the practice in Libyan public universities reflects a shortcoming. Moreover, most of them recommended that university administrations should enhance the concept of governance to become a culture

by creating a clear and declared governance system in the university's strategies. Further studies have recommended the necessity of governance practice in the various activities and operations of the university, such as the study of AlSharif (2019), while the Saguin (2019) assumed the completion of a mix of policies that combine objective and procedural elements as a decisive principle for their success. Daoud and AlManzou (2022) confirmed a significant relationship between governance and achieving organizational excellence.

Governance in the Saudi context

Some researchers have addressed the availability of university governance in the Kingdom of Saudi Arabia and its role in achieving Vision2030. AlShammari (2018) stated that despite the concept of governance be clarified in the Western universities, there are still some challenges facing the practice of this concept in Arab universities, including Saudi Arabia universities. However, there is agreement on the importance of governance practice to achieve leadership and excellence, as the study confirmed a strong correlation between the principles of the Kingdom's Vision 2030 and the university governance' practice indicators. AlSharif (2020) found that governance practice was at a moderate level, and the most prominent difficulties facing universities were the lack of involvement of members in decision-making, lack of rewarding incentives, lack of awareness of governance' dimensions, and the fear from responsibility. On his part, AlRawdan (2021) concluded that the level of governance practice in Qassim University, in the Department of College of Education was at a moderate level, and this is less than high. Thus, the researchers recommended the administrators in the university to enhance the concept of governance among their members, and establishing independent committees from the stakeholders, in addition to elect scientific committees and councils.

Administrative creativity

The importance of administrative creativity lies in its ability to think according to the new developments, innovate and develop appropriate solutions when sensing a problem, it helps the university to perform its work effectively and efficiently, modernizing the administrative processes, improving productivity and raising the level of performance through the creative ideas (AlMasaeed & AlSharafat, 2019).

Many studies have addressed the availability of administrative creativity in universities through its four dimensions: originality, fluency ,flexibility, and problem solving .They agreed on a high degree of the availability (AlZamel, 2017; AlMasaeed, 2919; AlHarbi, 2019; AlFahd, 2020; AlAzizi, 2023; Attari, 2023).

Khalil et al. (2020) addressed the difficulties that prevent the availability of the administrative creativity among university leaderships, the results showed that the most important of these difficulties are personal, organizational and socially ones. Whereas AlZamel (2017) found that the most important difficulties that face the female leaders at

Princess Noura University in practicing the administrative creativity were the organizational difficulties more than the personal ones. The study of AlNashmi & AlDuais (2017) also showed a direct correlation between the dimensions of administrative creativity and achieving competitive advantage.

The relationship between governance and administrative creativity

Educational researchers have pointed to the reciprocal influence between governance and administrative creativity in the universities. Drori (2018) clarified that when there are creative governance structures, practices and behaviors in the university, creativity will flourish among individuals, as faculty members feel confident, and this motivates them to present new and innovative ideas, universities are considered as centers of creative thinking sources of new models and products, and incubators of the scientific and technological achievements. Bleiklie (2018) pointed out that the relationship between European university governance and creativity has varied and diverged over time, however, the space for creativity in universities has been linked to some common factors such as fragmented authority, support and protection by economic and political power centers, and values that emphasize openness and tolerance of new ideas.

From literature, we conclude that governance and administrative creativity are modern mechanisms and a basic requirement for universities in order to achieve competitive advantage and sustainability in the era of modern developments and rapid changes at the local and global levels .Hence, the aim of this paper is to provide researchers in the field of educational administration with recommendations on the subject of university governance and its relationship to administrative creativity that may benefit and guide them. In addition to encourage administrative leaders in universities to provide an organizational environment encourages creativity and attracts everyone to work .It can also contribute to encouraging decision-makers in the Ministry of Higher Education to support creativity and innovation leadership in universities for its important role in enhancing the application of governance principles.

Therefore, this paper seeks to answer the following research questions:

- 1- What is the degree of governance practice among the heads of academic departments at Imam Abdulrahman bin Faisal University from the point of view of the participants?
- 2- What is the availability of the administrative creativity among the heads of academic departments at Imam Abdulrahman bin Faisal University from the point of view of the participants?
- 3- Are there significant differences in the governance practice attributable to the variables (gender-academic rank- years of experience)?
- 4- Are there significant differences in the availability of administrative attributed to the variables (gender- academic rank- years of experience)?
- 5- Is there a significant correlation between the degree of governance practice and the availability of administrative creativity among heads of academic departments at Imam Bin Abdulrahman University?

Methods

Sample and data collection

The study community consisted of faculty members at Imam Abdulrahman bin Faisal University in its branches in Dammam ,and the governorates of Qatif and Jubail ,during the academic year 2023-2024, with a total number of (2900) members (Staff Statistics,2023). The sample was selected randomly from the faculty members of Imam Abdulrahman bin

Faisal University using the descriptive correlational approach. The researcher identified the sample (n= 337). A survey research design was used to collect the data. Voluntary participation, data confidentiality, and data security were all guaranteed.

Table (1): Demographic characteristics of the respondents

Demographic categories	N	%
Faculty members Gender		
Female	135	73.4%
Male	49	26.6%
Current position		
Teaching Assistant	10	5.4%
lecturer	56	30.4%
Assistant professor	89	48.4%
Associate professor	19	10.3%
Professor	10	5.4%
Years of experience		
Less than 5 years	16	8.7%
5 to less than 10 years	47	25.5%
10to less than 15 years	59	32.1%
15 years and over	62	33.7%
Gender of Academic Department		
Head		
Female	129	70.1%
Male	55	29.9%
Total	184	100%

The overall completed and usable responses were 184, representing 54.5%. Of the respondents, only 26.6% were male, 73.4% were female. 5.4% were teaching assistants and 30.4%were lecturers, about 48.4% of them, were assistant professors, and 10.3% were associate professors, just 5.4% of them professors. The majority had more than 10 years and over of experience 65.8%. The female heads of the academic department were 70.1%, while the males came with a percentage of 29.9%. The detailed demographic information is presented in table 1.

Instruments

The survey was developed and included three parts :**demographic data** it included the initial information of the sample, which was represented by the gender of the participants, the gender of the head of the department, the academic rank, and the years of experience of the participants. The second part :**University governance through the dimensions of the British model CUC Code of Governance, 2020** :It consists of (19) statements covering six dimensions (accountability, sustainability, reputation, inclusion and diversity effectiveness, and participation) .The third part :**Administrative creativity** (13) statements covering four dimensions (originality, fluency, flexibility, and sensitivity to problems). Next, the survey was piloted on a convenience sample of 11 faculty members to examine its reliability and validity. Cronbach's alpha and the Pearson Correlation for the questions were calculated using the SPSS package, and the overall values of both were strong, ranging between 0.98 and 0.88. Finally, the survey was issued via email, and the data was collected

over two months two reminders sent two weeks apart. The respondents were requested to indicate the degree to which they agreed or disagreed with the survey items using a 5-point Likert-type scale.

Data Analysis and Results

Data analysis

This study used quantitative analysis methods. Firstly, mean scores and standard deviations (SD) were computed for the responses to each item on the survey. For interpretation purposes, the rating was segmented into five categories: strongly agree (averaged at least 4.20), agree (averaged 3.40–4.20), neutral (averaged 2.60–3.40), disagree (averaged 1.80–2.60), and strongly disagree (averaged <1.80). Secondly, since the data are not normally distributed, the nonparametric Mann -Whitney test was used instead of the t-test ,and the Kruskal -Wallis Test was used instead of the one-way analysis of variance (F). Finally, Spearman's correlation coefficient to calculate relationships among the study variables, and the significance level was set at 0.05.

Results

Q1: *What is the degree of governance practice among the heads of academic departments at Imam Abdulrahman bin Faisal University from the point of view of participants?*

To identify the degree of governance the mean and SD of participant' responses were calculated and the dimensions were arranged in descending order according to the average, as shown in the following table.

Table (2): Descriptive statistics of governance's dimensions.

N	Dimension	mean	SD	%	Arrangement	level
3	Reputation	4.49	0.650	89.9%	1	Very high
1	Accountability	4.43	0.665	88.7%	2	Very high
6	Participation	4.38	0.759	87.7%	3	Very high
4	Inclusion and diversity	4.29	0.822	85.8%	4	Very high
5	Effectiveness	4.10	0.904	82.0%	5	high
2	Sustainability	4.05	0.811	81.1%	6	high
	Practice university governance as a whole	4.29	0.683	85.8%		Very high

Table (2) shows that the degree of university governance practice as a whole. Which was very high with an SD of (0.683) and a mean of (4.29), ranging between (4.05 - 4.49), which are located in a high and very high degree of practice, came in first place "The Third Dimension: "Reputation" with mean of (4.49) and SD of (0.650) and a very high degree of practice. The second place was "The First Dimension": "Accountability" with mean (4.43) and SD of (0.665) and a very high degree of practice. "The Sixth Dimension: "Participation" came in the third place, with mean of (4.38) and SD of (0.759), and a very high degree of practice. In the fourth place came "The Fourth Dimension": "Inclusion and Diversity" with mean of (4.29) and SD of (0.822), and a very high degree of practice. In addition, came in the penultimate place "The Fifth Dimension": "Effectiveness" with mean of (4.1), and SD of (0.904) and a high degree of practice. In the last place came "The Second Dimension":

Q2: *What is the availability of administrative creativity among the heads of academic departments at Imam Abdulrahman bin Faisal University from the point of view of the participants?*

Table (3): descriptive statistics of administrative creativity's dimensions

N	Dimension	mean	SD	%	Arrangement	level
3	Flexibility	4.25	0.911	85.1%	1	Very high
2	Fluency	4.18	0.886	83.6%	2	high
1	Originality	4.07	0.971	81.4%	3	high
4	Sensitivity to problems	4.01	0.956	80.2%	4	high
	Administrative creativity as a whole	4.13	0.885	82.6%		high

Table (3) displays the result of the availability of administrative creativity as a whole. Which was high, with an SD of (0.885) and a mean of (4.13), ranging between (4.01- 4.25), which are located in a high and very high degree of availability, came in first place "The Third Dimension": "flexibility" with mean of (4.25) and SD of (0.911) and a very high degree of availability. The second place was "The Second Dimension": "Fluency" with a mean of (4.18) and SD of (0.886) and a high degree of availability. It came in third place was "The First Dimension": " Originality" with a mean of (4.07) and SD of (0.971) and a high degree of availability, and came in last place "The Fourth Dimension": " Sensitivity to the Problems" with mean of (4.01) and SD of (0.971) and a high degree of availability.

Normal distribution test

Table (4): Results of testing Klmogorov-Smirnov.

Dimensions	Sig.	df	Statistics
Accountability	.000	184	.232
Sustainability	.000	184	.131
Reputation	.000	184	.282
Inclusion and diversity	.000	184	.240
Effectiveness	.000	184	.160
Participation	.000	184	.242
University governance as a whole	.000	184	.150
Authenticity	.000	184	.184
Fluency	.000	184	.188
Flexibility	.000	184	.212
Sensitivity to problems	.000	184	.150
Administrative creativity as a whole	.000	184	.162

It is clear from the previous table that the Kolmogorov-Smirnov value was statistically significant at a significance level of less than 0.01 for all dimensions, which means that the data is not normally distributed. Accordingly, the nonparametric Mann-Whitney test will be used instead of the " t "test, and the Kruskal -Wallis Test will be used instead of the one-way analysis of variance" F."

Q3: Are there significant differences at the significance level ($\alpha \leq 0.05$) among the average responses of the participants regarding of governance practice attributable to the variables (gender-academic rank -years of experience)?

Table (5) Results of Mann-Whitney test for differences in the degree of government practice according to the gender variable.

University governance as a whole	N	Mean	SD	Average rank	Mann-Whitney	Significance level
Gender of faculty members						
Male	49	4.33	0.626	93.01	3282.500	0.937
Female	135	4.28	0.705	92.31		
Gender of academic department heads						
Male	55	4.23	0.708	87.00	3245.000	0.359
Female	129	4.32	0.673	94.84		

It is clear from the data in the previous table that the Mann-Whitney value was not statistically significant for the overall degree of governance as a whole, according to the gender of the faculty members, as well as the gender of the department head. Which means that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of participants to the degree of practicing governance as a whole attributed to the gender variable.

Table (6) :Results of the Kruskal-Wallis test for the difference in the degree of government practice according to the variable of academic rank.

University governance as a whole	N	Mean	SD	Average rank	chi square value	Significance level
Teaching assistant	10	4.38	0.566	99.40	17,688	0.001
Lecturer	56	4.11	0.678	76.91		
Assistant Professor	89	4.29	0.718	92.67		
Associate Professor	19	4.76	0.407	135.87		
Professor	10	4.30	0.557	88.95		

From the data in the previous table, it is clear that the value of the Chi-square was statistically significant at a significance level of less than 0.05 for the total degree of governance as a whole. Which means that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the participants to the degree of practicing governance attributed to the variable of academic rank. In favor of Associate Professor, which means that the category of academic rank, Associate Professor, is the category that practices governance the most.

Table (7): Results of the Kruskal-Wallis test for the difference in the degree of government practice according to the variable of years of experience.

University governance as a whole	N	Mean	SD	Average rank	chi square value	Significance level
Less than 5 years	16	4.41	0.629	102.00	7.126	0.068
5 to less than 10 years	47	4.15	0.574	75.76		
10 to less than 15 years	59	4.30	0.685	93.41		
15 years and over	62	4.36	0.765	101.88		

It is clear from the data in the previous table that the Chi-square value was not statistically significant at a significance level of 0.05 for the total score of governance. Which means there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the participants for the total score of governance attributed to the variable of years of experience.

Q4: Are there significant differences at the significance level ($\alpha \leq 0.05$) among the average responses of the participants regarding the reality of administrative creativity among heads of academic departments attributed to the variables (gender- academic rank- years of experience) ?

Table (8): Results of Mann-Whitney test for differences in the degree of administrative creativity according to the gender variable.

Administrative creativity as a whole	N	Mean	SD	Average rank	Mann-Whitney	Significance level
Gender of faculty members						
Male	49	4.24	0.681	93.53	3257.000	0.874
Female	135	4.09	0.947	92.13		
Gender of academic department heads						
Male	55	4.10	0.843	88.57	3331.500	0.512
Female	129	4.14	0.904	94.17		

From the data in the previous table, it is clear that the Mann-Whitney value was not statistically significant for the total degree of administrative creativity as a whole, according to the gender of the faculty members ,as well as the gender of the department head. Which means there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the participants, regarding the availability of administrative creativity among heads of academic departments that attributed to the gender variable.

Table (9): Results of the Kruskal-Wallis test for the difference in the degree of administrative creativity according to the variable of academic rank.

Administrative creativity as a whole	N	Mean	SD	Average rank	chi square value	Significance level
Teaching assistant	10	4.11	0.888	94.65	10.867	0.028
Lecturer	56	3.92	0.913	80.76		
Assistant Professor	89	4.15	0.924	93.62		
Associate Professor	19	4.63	0.545	126.21		
Professor	10	4.17	0.529	82.05		

It is clear from the data in the previous table that the value of the Chi-square was statistically significant at a significance level of less than 0.01 for the total degree of administrative creativity. This means that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the participants about the availability of administrative creativity as a whole attributed to the variable of academic rank. Table (10): Results of the Kruskal-Wallis test for the difference in the degree of administrative creativity according to the variable of years of experience.

Administrative creativity as a whole	N	Mean	SD	Average rank	chi square value	Significance level
Less than 5 years	16	4.27	0.811	101.41	6.908	0.075
5 to less than 10 years	47	3.93	0.816	77.06		
10 to less than 15 years	59	4.11	0.895	91.31		
15 years and over	62	4.26	0.932	103.03		

From the data in the previous table, it is clear that the value of the Chi-square was not statistically significant at a significance level of 0.01 for the total degree of administrative creativity. This means that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) among the respondents about the availability of administrative creativity as a whole among heads of academic departments attributed to the variable of years of experience.

Q5: Is there a significant correlation at the significance level ($\alpha \leq 0.05$) between the degree of governance practice among heads of academic departments and the availability of administrative creativity at Imam Bin Abdulrahman University from the point of view of participants?

A Spearman's correlation coefficient analysis to assess the correlation between the university governance and administrative creativity was conducted. There is a positive correlation was observed between overall university governance and administrative creativity.

$r(182) = 0.909, p = 0.01$.

Discussion

This study empirically investigated the relationships between university governance and administrative creativity from the faculty members' point of view at Imam Abdurrahman bin Faisal University. The findings indicate that university governance practice, as a whole was very high ($m = 4.29$ and $SD = 0.683$), which were in line with previous study of AlRami and Rawidi (2021), that showed a very high practice of governance in the Moroccan universities. While Most of previous studies showed a moderate level of practice as the studies of (AlKhraisat, 2018; Al-Shammari, 2018; AlOtaibi, 2018; AlSharif, 2022; AlMarikhi, 2022). These findings are expected in the Saudi universities since the overall orientation of the Kingdom of Saudi Arabia to adopt the governance in all sectors. The findings also show a high availability of administrative creativity as a whole ($m = 4.13$ and $SD = 0.885$). Which were in line with the results of studies of (AlHarbi, 2019; AlFahd, 2020; AlAzizi, 2023; Attari, 2023), that indicated the interest of the leaders by the importance of administrative creativity in the university to achieve their goals efficiently and effectively. No difference was observed regarding the degree of governance practice, and based on the respondents attributable to the variables (gender, $P = 0.937$ -years of experience, $P = 0.068$). Similar results to administrative creativity based on respondents attributable to the variables (gender, $P = 0.874$ -years of experience, $P = 0.075$) which indicate that most respondents witnessed similar governance practice behavior among their academic heads regardless of their own gender or work experience. Similar results were observed for the administrative creativity. However, differences in practicing the university governance and administrative creativity attributable to the variable academic rank in favor of associate professor $P = 0.001$, $P = 0.028$ may indicate that the category of academic rank practices governance and administrative creativity the most. This result suggests their high awareness of the importance of governance and administrative creativity to ensure the university's continuity, growth, and excellence.

The last finding of the study showed the positive correlation between the university governance and administrative creative $r(182)=0.909, p=0.01$. As Drori (2018) have pointed to the reciprocal influence between governance and administrative creativity in the context of universities, when there are creative governance structures, practices and behaviors, creativity flourishes among individuals within the university, as faculty members feel confident, which motivates them to present new and innovative ideas.

Limitations

This study has few limitations the first limitation is the sample size, only faculty members of IAU participated in this study; therefore, future studies could be conducted with a bigger sample, with different universities from all regions in Saudi Arabia. Another limitation is the single qualitative method research design used; thus, the study may be subject to common method bias. The author attempted to minimize the potential of this bias, by encouraging voluntary participation and assuring confidentiality; it is recommended to use mixed-method research that may include observations and interviews in order to overcome these possible biases in future related studies.

Conclusion

This study contributes to the literature by providing an empirical examination of the level of university governance practices and administrative creativity availability among the academic heads in Saudi universities, investigating the reciprocal relationship between them, and exploring whether the academic head's gender, academic rank, years of experience make differences to the practice of governance and administrative creativity availability among respondents. This study has many strong implications for improving the efficiency of Saudi university governance by adopting international models of governance as the British university governance model (CUC Code of Governance 2020) with Consideration of the new Saudi university system. The study recommends universities to improve the organizational climate through exchange experiences, accept the other opinion, and dispose the complex routines that prevent the presentation of new ideas and creativity. In addition to provide the moral and material support.

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Statement

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