

THE MEDIATING ROLE OF STRATEGIC INTELLIGENCE IN THE RELATIONSHIP BETWEEN ADMINISTRATIVE CREATIVITY AND DECISION- MAKING STYLES IN JORDANIAN UNIVERSITIES

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ABSTRACT

Objective: The study aimed to identify the mediating role of strategic intelligence in the relationship between administrative creativity and decision-making styles in Jordanian universities.

Method: To achieve the study's goal, the predictive descriptive approach was used through the design of a research tool that included three main axes: strategic intelligence, administrative creativity, and decision-making styles. This tool was distributed to faculty members in Jordanian universities, with a total of 346 participants.

Results: The study results showed that the level of strategic intelligence among department heads was high. Additionally, it revealed that administrative creativity skills were also high.

Findings: The findings further indicated that department heads predominantly used rational decision-making styles compared to other styles. Moreover, strategic intelligence was found to mediate the relationship between administrative creativity and decision-making styles.

Keywords: strategic intelligence, administrative creativity, decision-making styles, department heads, jordanian universities, Sustainable Development Goals (SDGs).

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1 INTRODUCTION

Today's complex and dynamic business environments require the use of effective decision methods to ensure that strategic goals are achieved, and challenges are successfully overcome. With the increasing volume and complexity of available data and information, it is essential to adopt decision methods that allow for accurate analysis of information and comprehensive evaluation of options (Schwenk & Cosier, 2023). Utilizing these methods

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enhances decision-making quality, boosts efficiency, and minimizes potential risks, allowing organizations to swiftly adapt to changes in their environment (Nutt, 2022). In addition, it can contribute to enhancing the competitiveness of organizations and ensuring sustainable positive outcomes, thereby enhancing their sustainability and success in changing organizations (Tversky & Kahneman, 2021).

The head of department in universities is one of the key roles that significantly affect the academic and administrative performance within the educational institution. The department head has multiple responsibilities that include leading the academic team, organizing educational activities, and ensuring the quality of study programs. It also plays a pivotal role in developing research strategies and fostering collaboration between different departments (Kezar, 2023). In addition, the position requires the ability to make strategic decisions that contribute to improving the learning environment and enhancing the student experience (Trowler, 2022). The role of a department head also includes managing human and financial resources, ensuring adherence to university policies, which enhances the effectiveness of academic and administrative processes (Buller, 2021).

Improving the decision-making methods of university department heads is vital to ensuring effective academic leadership and enhancing institutional performance. This can be achieved by adopting advanced analytical methodologies, such as the use of big data and AI techniques to support evidence-based decision-making (Goh *et al.*, 2023). Also, ongoing training and leadership development are key factors in improving the quality of decisions, as they contribute to enhancing the ability of presidents to face challenges and make informed strategic decisions (Robinson & Judge, 2022). In addition, department heads should be encouraged to adopt participatory consultation methods that combine the views of academic team members to achieve more balanced and holistic decisions (Kezar & Holcombe, 2021). Through these strategies, the effectiveness of administrative decisions can be enhanced, and academic performance outcomes can be improved.

The importance of strategic intelligence in improving decision-making is manifested in several keyways. First, strategic intelligence enhances leaders'

ability to evaluate information more deeply and interpret future trends, allowing them to make more accurate and reliable decisions (Kinsella & Tindall, 2023). Second, it can contribute to better coordination between different aspects of the organization, as it provides a clear and comprehensive view that helps avoid hasty or incompletely informed decisions (Hitt *et al.*, 2022). Third, strategic intelligence provides analytical tools to help assess potential risks and opportunities, enhancing the ability to develop effective long-term strategies (Miller & Cardinal, 2022). By integrating strategic intelligence into the decision-making process, tangible improvements in organizational performance and competitiveness can be achieved. Strategic intelligence refers to the ability of individuals to understand and analyze complex environments and effectively anticipate future challenges. In the context of decision-making, strategic intelligence plays a pivotal role in enhancing the effectiveness of decision-making methods, especially in rapidly changing and complex business environments (Kinsella & Tindall, 2023). Integrating strategic intelligence enables leaders to make well-informed decisions grounded in a comprehensive analysis of future data and trends, thereby improving their capacity to effectively address challenges and seize opportunities (Hitt *et al.*, 2022). Managerial creativity and strategic intelligence are essential for improving decision-making effectiveness within organizations. Managerial creativity involves the ability to devise innovative solutions to challenges, thus enhancing organizational performance (Amabile, 2022). By fostering creative thinking, leaders can refine their decision-making processes through the adoption of unconventional strategies, which bolsters adaptability to shifts in the business landscape (Woodman *et al.*, 2023). In higher education institutions, organizational creativity is crucial for reflecting and enhancing the performance levels of all personnel (Al-Mughairiya, 2020). This focus on generating new ideas and implementing modern concepts aims to achieve organizational goals (Al-Anzi, 2022). Consequently, exploring the creative behaviors and practices within higher education represents a significant advancement in the perspective of educational institutions, highlighting their commitment to modernity, development, and renewal (Hamad and Hussein, 2018). Numerous studies, particularly the 2016 study by Oliveira, emphasize the

pivotal role of creativity in gaining competitive advantage and fostering innovation across various fields to meet societal needs.

In contrast, strategic intelligence enhances the ability to analyze information and achieve long-term visions, which helps in making decisions based on a comprehensive understanding of the surrounding environment (Hitt *et al.*, 2022). Strategic intelligence combines logical analysis and forward thinking, which contributes to the development of effective and long-term strategies (Kinsella & Tindall, 2023), and the relationship between managerial creativity and strategic intelligence is reflected in how each influences decision-making. Strategic intelligence provides a framework for analyzing information and anticipating future trends, while managerial creativity provides the tools to develop new and innovative solutions based on those analyses (Miller & Cardinal, 2022). The combination of these two elements can lead to significant improvements in the quality of decisions, enhancing organizational performance and competitiveness (Tidd & Bessant, 2022).

2 LITERATURE REVIEW

The study of Abdelkader (2017) aimed to identify the role of quantitative methods in making and making educational decisions in Egyptian universities, as it aimed to develop the process of making and making these decisions using quantitative methods in this framework, and reached a set of results, the most important of which are: The inadequate application of scientific and technological methods in university administration, especially quantitative methods, which affects the efficiency of the university administrative system, especially the decision-making process, which is the core of university administration.

Ashour's (2019) study aimed to examine how administrative creativity can predict the quality of administrative decision-making in Jordanian public universities. Data were gathered using two questionnaires: one to assess the level of administrative creativity and the other to evaluate the quality of administrative decisions. The sample comprised 266 administrators from various Jordanian public universities. The analysis of the collected data

involved calculating means, standard deviations, and performing multi-step linear regression analysis. The findings indicated a positive relationship between administrative creativity and the quality of administrative decisions in these universities. Based on the study's results, several recommendations were proposed to benefit the participants involved.

Al-Masa'id's (2019) study aimed to assess the availability of administrative creativity elements among academic and administrative leaders at Alulbayt University, as perceived by the leaders themselves. Utilizing a descriptive approach, the study included a population of 100 leaders, including deans, vice deans, department heads, and directors. A questionnaire was developed to achieve the study's objectives, revealing a high degree of availability of administrative creativity elements among the leaders at Alulbayt University.

Nasr's (2020) study focused on the role of strategic intelligence in achieving sustainable competitive advantage in pre-university education institutions in Egypt. It explored the concepts of strategic intelligence and competitive advantage, alongside their significance, inputs, and strategies. The descriptive method was employed to analyze the private school environment using Porter's competitive forces model and the PESTEL framework to assess external factors' impact. The findings provided a strategic vision for achieving sustainable competitive advantage in pre-university education by leveraging strategic intelligence dimensions.

Al-Shafi's (2020) research examined the impact of strategic intelligence on intellectual capital in Qatari public universities. The study surveyed senior management employees across institutions like Qatar University and Qatar Community College, employing a comprehensive survey method for various job titles. The analytical descriptive method and a 20-item questionnaire were used to collect data, revealing a statistically significant impact of strategic intelligence dimensions (foresight, future vision, partnership) on intellectual capital development in these universities. Recommendations were made for public universities to adopt strategic intelligence to enhance their future strategies and intellectual capital.

Al-Fahad's (2020) study investigated how university leaders at the Saudi Electronic University practice administrative creativity skills. Utilizing a

descriptive survey method, a questionnaire was distributed among the 56 administrative leaders, with 50 responses received. The findings indicated a high degree of practice of administrative creativity skills among the university leaders.

Abdul-Latif's (2020) research aimed to evaluate the relative contribution of psychological empowerment in predicting emotional creativity and decision-making styles among a sample of 556 teachers from Al-Azhar Al-Sharif in Egypt. Results showed a positive correlation between emotional creativity and various decision-making styles (rationality, intuition, spontaneity), with significant gender differences favoring males in rational and spontaneous styles.

Al-Rashidi (2020) examined the state of organizational creativity in Kuwaiti universities using a descriptive approach with a sample of 185 participants. The study found an average level of organizational creativity, along with statistically significant gender differences, but no differences related to academic rank.

Ahmed's (2021) study sought to determine the university's role in fostering strategic intelligence and developing intellectual capital from the perspective of faculty members at Mansoura University. Using the descriptive method and a questionnaire, the study concluded that the university plays a significant role in achieving strategic intelligence, while identifying obstacles such as insufficient financial resources and overburdened faculty. It also noted necessary requirements for success, including enhancing faculty skills and study programs.

Shah, Shaheen, and Yaseen (2021) investigated the relationship between emotional intelligence and decision-making among secondary school principals. Using a descriptive approach, data were collected from 153 principals in Haveli and Bagh provinces in Pakistan. Results indicated a strong positive relationship between emotional intelligence and decision-making, particularly in self-awareness and self-regulation.

Kundi's (2021) study explored the connection between emotional intelligence and decision-making styles among managers. Utilizing a quantitative method, the study involved 151 participants from the educational and medical sectors. It concluded that emotional intelligence significantly

influences decision-making styles, highlighting the need for training in emotional intelligence to enhance decision-makers' effectiveness in both personal and social interactions.

Aboushi's (2022) study aimed to examine the practice of strategic leadership and the availability of administrative creativity and the relationship between them, among academics in administrative positions at Birzeit University. The researcher adopted a qualitative methodology with a descriptive design and correlational analysis. The participants in the study were academics and administrators who hold administrative positions in senior and middle management at Birzeit University and participated in the preparation and implementation of the university's last two strategic plans. Participants were randomly selected to represent all categories of the participant sample. The researcher adopted the semi-open-ended interview tool to examine the participants' views on the practice of strategic leadership, the practice of managerial creativity among top management, and the relationship between them. The instrument was applied to 19 participants from top and middle management, and the data was analyzed qualitatively. The results concluded that there is a differential practice of strategic leadership from the perspective of participants in the two departments, with participants emphasizing that the practice of strategic leadership through some dimensions was more evident than other dimensions, with participants emphasizing that the practice of strategic leadership through some dimensions was more evident than other dimensions. As for administrative creativity, it appeared moderately from the point of view of senior management, and less so from the point of view of middle management, where there was unanimity on some issues and disagreement on others, while participants from both departments agreed that there is a high correlation between the practice of strategic leadership and the availability of administrative creativity, as the results showed that the participants whose answers indicated the availability of administrative creativity were those whose answers indicated the existence of leadership practice through its dimensions.

In a study conducted by Johnson and Smith (Smith & Johnson, 2023), the level of strategic intelligence among academic leaders at universities was

assessed and its relationship with academic leadership effectiveness was analyzed. The main objective of the study was to determine the availability of strategic intelligence among department heads, examine the relationship between this intelligence and the effectiveness of their academic performance, and explore the factors influencing the development of this intelligence(Almomani ,2024). The researchers used a mixed-methods research approach, involving questionnaires and interviews with a random sample of 60 department heads from five universities. The results showed that the majority of department heads possess a high level of strategic intelligence, with a strong positive correlation between this intelligence and academic leadership effectiveness, indicating that more strategically intelligent leaders achieve better academic outcomes. Key factors influencing strategic intelligence were also identified, including continuing professional training, prior experience, and reacting to academic changes.

2.1 CONCLUDING REMARKS

The multiple studies reviewed show a diversity of objectives and methodologies on the role of strategic intelligence and managerial creativity in decision-making and decision-making in educational organizations. Abdelkader's (2017) study aimed to address the shortcomings in the use of quantitative methods in Egyptian university decision-making, which reflects a weakness in the application of scientific methods that are considered essential to enhance the efficiency of the administrative system. This shortcoming emphasizes the urgent need to improve the use of modern technologies in university administration. On the other hand, Ashour's (2019) study emphasized the importance of administrative creativity in enhancing the quality of administrative decisions in Jordanian universities. Its results showed a positive effect between administrative creativity and the quality of decisions, which highlights the role of creative abilities in improving the efficiency of the decision-making process. These findings are consistent with Al-Mazeed's (2019) study, which found that academic leaders at Alulbayt University consider administrative creativity to be highly available, indicating a consensus among

leaders about the importance of administrative creativity in academic administration. Nasr's study (2020) addressed the role of strategic intelligence in achieving sustainable competitive advantage in educational institutions, noting the importance of analyzing the institution's environment and the impact of external factors on it, which reinforces the need to apply strategic intelligence to improve competitiveness. Al-Shafi's (2020) study addressed the impact of strategic intelligence on the development of intellectual capital in Qatari universities, emphasizing the importance of universities adopting this concept to achieve strategic development. Al-Fahad's (2020) study also showed that administrative creativity skills are highly practiced at SEU, reflecting the importance of these skills in improving university performance. Abdul-Latif's (2020) study indicates that psychological empowerment is related to emotional creativity and decision-making style, highlighting the importance of psychological considerations in management, while Ahmed's (2021) study focused on the important role played by universities in achieving strategic intelligence, while emphasizing some obstacles such as weak financial allocations. Finally, Al-Aboushi's (2022) study highlights the importance of strategic leadership in enhancing administrative creativity, which reflects the close link between effective leadership and creativity. Despite the above, the current study was distinguished from previous studies in its purpose, population, sample, place, and time in the educational field, which dealt with the mediating role of strategic intelligence in the relationship between administrative creativity and decision-making styles in Jordanian universities.

2.2 PROBLEM OF THE STUDY

The researcher was motivated by her experience as a faculty member in several Jordanian universities, which motivated her to research topics that are considered important factors in improving and optimizing the methods of decisions made by the head of the department in universities. The researcher noticed that the available information about decision-making styles and the factors influencing decision-making styles is rather weak, and as a result of the research on this topic, the researcher did not find any previous study in the

educational field that addressed this topic. Therefore, the researcher was convinced of the need to shed light and research the topic of the mediating role of strategic intelligence between the relationship between administrative creativity and decision-making styles in order to seek more knowledge about this topic, which may be of great benefit.

2.3 STUDY QUESTIONS

The study answered the following questions:

1. What is the level of strategic intelligence among department heads in Jordanian universities from the perspective of faculty members?
2. What is the level of administrative creativity among department heads in Jordanian universities from the perspective of faculty members?
3. What is the level of decision-making methods among department heads in Jordanian universities from the point of view of faculty members?
4. What is the mediating role of strategic intelligence in the relationship between administrative creativity and decision-making styles among faculty members at Jordanian universities?

2.4 OBJECTIVES OF THE STUDY

The study aimed to reveal the mediating role of strategic intelligence in the relationship between managerial creativity and decision-making styles among faculty members in Jordanian universities.

2.5 IMPORTANCE OF THE STUDY

Studying the mediating role of strategic intelligence in the relationship between managerial creativity and decision-making styles contributes to the scientific understanding of how strategic intelligence influences the improvement of managerial processes and decision-making. Theoretically, this study enhances the literature on management and strategic leadership by exploring how strategic intelligence is used as a pivotal factor linking

managerial creativity and decision-making effectiveness. This study is important in developing new theoretical models that explain the interaction between these three concepts, opening the way for further research on how to enhance leadership effectiveness and efficiency in organizations. From a practical standpoint, this study provides valuable insights that can contribute to improving organizational performance, especially in educational institutions. By understanding the mediating role of strategic intelligence, administrative leaders can develop more effective decision-making strategies and improve managerial creativity, strategic intelligence helps leaders predict future challenges and make more accurate and rational decisions. This can lead to more efficient management processes and increased organizational innovation, contributing to improved overall organizational performance and sustainable competitive advantage.

2.6 TERMINOLOGY OF THE STUDY

Decision-making styles: Refers to the different processes used by individuals or organizations to make effective decisions. These methods differ based on several factors such as experience, personal orientations, the nature of the situation, or the process of differentiating between alternative solutions to face a particular issue and choosing the best solution among them (Robbins and Coulter, 2020). It is procedurally defined as the score obtained by the respondent on the domains of decision-making methods that were used in the current study.

Managerial creativity: It is defined as the ability to develop new and innovative solutions to administrative issues and organizational challenges through the use of unconventional methods and creative ideas. Managerial creativity requires critical thinking, openness to change, and the ability to creatively utilize available resources to effectively achieve organizational goals. Managerial creativity is essential for improving organizational performance and promoting sustainable innovation (Amabile, 1996). It is procedurally defined as the score obtained by the respondent on the areas of managerial creativity that were used in the current study.

Strategic intelligence: Defined as the ability to see into the future, develop long-term visions, and formulate effective strategies to achieve organizational goals in changing environments. Strategic intelligence includes the ability to analyze complex information, adapt to environmental changes, and make informed decisions to achieve competitive advantage. Strategic intelligence is an essential component of effective leadership and strategic management. (Liebowitz, 1999). It is procedurally defined as the score obtained by the respondent on the areas of strategic intelligence that were used in the current study.

2.7 LIMITATIONS OF THE STUDY

This study focused on a sample of faculty members from Jordanian public universities during the second semester of the 2024-2025 academic year. The research was confined to the responses of these faculty members to the study instrument, which included an assessment of its psychometric properties, such as validity and reliability. The findings and generalizability of the study are contingent upon the accuracy of the responses from the sample and the validity of the measurement scale used.

3 METHODS AND PROCEDURES

This study outlines the methods and procedures employed in the study, including a definition of the study's methodology, the population and sample, the practical steps taken in developing the study tools and their characteristics, the design of the study variables, and the statistical tests used for data analysis.

3.1 METHODOLOGY OF THE STUDY

The study utilized a descriptive, correlational, and predictive approach, which was deemed most suitable for achieving the study's objectives.

3.2 STUDY POPULATION

The study population comprised all faculty members at public universities, including the University of Science and Technology, Jeddah, Irbid Ahliya, Al Al-Bayt University, and Yarmouk University, totaling 3,843 faculty members during the first and second semesters of the 2024-2025 academic year, as reported by the Ministry of Higher Education.

3.3 STUDY SAMPLE

A representative random sample of faculty members was selected to complete the questionnaire, constituting approximately 9% of the study population, or around 346 faculty members.

Table 1

Illustrates the distribution of the study sample based on the independent variables.

Variable	Level/Category	Number	Percentage%
Gender	Male	224	64.7%
	Female	122	35.3%
	Total	346	100%
Faculty	Humanity	222	64.2%
	Scientific	124	35.8%
	Total	346	100%
Rank academic	Assistant Professor	147	42.9%
	Associate Professor	119	34.7%
	Professor	77	22.4%
	Total	346	100%
Years of experience	1-5	62	17.9%
	6-10	67	19.4%
	More than 10 years	217	62.7%
	Total	346	100%

3.4 THE STUDY TOOL

To achieve the objectives of the study, the researcher developed the study tool by referring to several studies related to the subject of the study, such as the study of Abdul-Qader (2017), which studied decision-making methods, Al-Masaeed (2020) study on administrative creativity, and Al-Aboushi

(2020) study on the relationship between strategic leadership and administrative creativity, where the tool included three main axes that included (strategic intelligence, administrative creativity, decision-making methods)..

3.5 RELIABILITY OF THE INSTRUMENT

To ensure the reliability of the tool, Cronbach's Alpha coefficient was used on the data of the first application of the exploratory sample of (30) faculty members, after calculating the reliability, and for the purposes of verifying the stability of the test retest, the study tool and its domains were re-applied to the exploratory sample With a time interval of two weeks between the two times of application, as the time interval between the two applications must not be less than two weeks, and then calculated the Pearson Correlation coefficient between the two times of application, and Table (2) shows the internal consistency and retest stability coefficients for the academic freedom instrument and its domains:

Table 2

Cronbach's Alpha and Repeatability Coefficients for the study scales (n=30)

Scale/domain	Cronbach's alpha	Re-test
Analytical thinking	0.89	0.88**
Long-term planning	0.90	0.89**
Risk management	0.89	**0.86
Innovation and Problem Solving	0.89	**0.91
Communication and influence	0.87	0.88**
Strategic Intelligence	0.88	**0.84
Problem solving	0.90	**0.89
Strategic Planning	0.89	**0.87
Leadership and communication	0.89	**0.89
Management Creativity	0.87	**0.88
Avoider	0.88	**0.80
Intuitive	0.78	**0.84
Rational	0.86	**0.88
Spontaneous	0.85	**0.81
Approved	0.86	**0.87
Decision-making methods	-	-

It is clear from Table (2) that the values of Cronbach's alpha stability coefficients for the domains of the instrument and the values of the repetition stability were significant, and greater than (0.80) these values are appropriate and make the instrument applicable to the original sample.

3.6 VALIDATION OF THE STUDY INSTRUMENT

To calculate the total score for the instrument, five response options were created, allowing respondents to select the one that best reflects their opinion. Scores of 5, 4, 3, 2, and 1 were assigned to these alternatives, corresponding to the following categories: 5 for "very large," 4 for "large," 3 for "medium," 2 for "small," and 1 for "very small." To assess the level of the arithmetic means for the items, domains, and the overall instrument, a statistical criterion was applied using this formula:

$$\text{Category Range} = (\text{highest value} - \text{lowest value}) \div \text{number of options} \quad (1)$$

In this case:

$$\text{Category Range} = (5 - 1) \div 3 = 4 \div 3 = 1.33. \quad (2)$$

Thus, the judgment criteria for determining the level of arithmetic averages are as follows:

Table 3

The statistical criterion for determining the level of arithmetic averages

Grade	Arithmetic averages
Low	From 1.00 less than 2.34
Medium	From 2.34 less than 3.67
High	From 3.67-5.00

3.7 STUDY VARIABLES

The study included the following variables:

3.7.1 The main independent variables

- Strategic intelligence;
- Administrative creativity;
- Decision-making styles.

3.7.2 Intermediate variables

- Gender: It has two categories (male and female);
- Faculty: It has two levels (humanities and science);
- Academic rank, with three categories (Assistant Professor, Associate Professor, Professor);
- Years of experience: There are three levels (less than five years, 5 years to less than 10 years, more than ten years).

3.8 STATISTICAL ANALYSIS

The statistical processing of the data in this study was carried out using the SPSS program as follows:

- 1- To answer the first, second and third questions, arithmetic means and standard deviations were calculated:
- 2-To answer the fourth question, path analysis by SMART PLS was used

4 RESULTS AND DISCUSSION

This study aimed to examine the mediating role of strategic intelligence in the relationship between administrative creativity and decision-making styles within Jordanian universities. The research questions were addressed sequentially. The first question was: "What is the level of strategic intelligence among department heads in Jordanian universities from the perspective of faculty members?" To respond to this question, the arithmetic means and standard deviations of the study sample's estimates regarding the level of strategic intelligence of department heads were calculated.

Table 4

Presents these findings, organized in descending order based on the arithmetic averages.

Domain number	Domain	Arithmetic averages	Standard Deviation	Rank	Level
1	Analytical Thinking	4.41	.399	1	High
3	Risk management	4.24	.434	2	High
4	Innovation and Problem Solving	4.22	.416	3	High
5	Communication and influence	3.98	.468	4	High
2	Long-Term Planning	3.42	.568	5	Medium
	Strategic Intelligence	4.06	.306		High

Table 4 indicates that the level of strategic intelligence among department heads in Jordanian universities, as perceived by faculty members, is high. The area of analytical thinking ranked first, followed by risk management, while long-term planning was ranked last, albeit still at a significant level. The researcher attributes this noteworthy finding to the respondents' belief that university department heads possess strong analytical skills, enabling them to interpret complex information and make informed decisions. Additionally, leaders are seen as capable of effectively managing challenges and risks, which is crucial for maintaining stability in educational institutions amidst changing environments. Although faculty members recognize department heads' efforts to develop future visions and long-term strategies, this aspect may be less emphasized compared to analytical thinking and risk management. This could be due to leaders prioritizing immediate short-term issues or facing challenges that impede effective long-term planning.

The results of the second question, **which stated: "What is the level of administrative creativity among department heads in Jordanian universities from the point of view of faculty members?"**

To answer this question, the arithmetic means and standard deviations of the estimates of the study sample members on the areas of the level of administrative creativity among department heads in Jordanian universities from the point of view of faculty members and each of its areas were calculated, and Table (4) shows this

Table 5

The arithmetic means and standard deviations of the estimates of the study sample on the level of administrative creativity of department heads in Jordanian universities from the point of view of faculty members, arranged in descending order according to the arithmetic means.

Domain number	Domain	Arithmetic average	Standard Deviation	Rank	Level
2	Strategic Planning	4.40	.399	1	High
1	Problem solving	4.29	.398	2	High
3	Leadership and communication	4.29	.400	3	High
	Management creativity	4.32	.348		High

** Lower grade (1) and higher grade (5)

The results in Table 5 reveal that faculty members perceive the level of administrative creativity among department heads in Jordanian universities as very high. This indicates that department heads are adept at adopting and implementing innovative and effective administrative practices to enhance institutional performance. They excel in developing creative strategic plans and long-term visions that effectively support academic and organizational objectives. This finding reinforces the idea that department heads can successfully lead their teams and foster collaboration and positive communication among faculty members, thereby creating a work environment conducive to innovation and ongoing development.

The results of the third question, which stated: **"What is the level of decision-making styles of department heads in Jordanian universities from the point of view of faculty members?"**

To answer this question, the arithmetic means and standard deviations of the estimates of the study sample members on the areas of the level of decision-making methods of department heads in Jordanian universities from the point of view of faculty members and each of its areas were calculated, and Table (5) shows this.

Table 5

The arithmetic means and standard deviations of the estimates of the study sample on the level of decision-making styles of department heads in Jordanian universities from the perspective of faculty members, arranged in descending order according to the arithmetic averages

Level	Rank	Standard Deviation	Arithmetic averages	Domain	Domain number
High	1	.479	4.31	Rational	3
Medium	2	.487	3.60	Approved	5
Medium	3	.633	3.59	Intuitive	2
Medium	4	.670	2.98	Avoidant	1
Medium	5	.636	2.57	Spontaneous	4

** Lower grade (1) and higher grade (5)

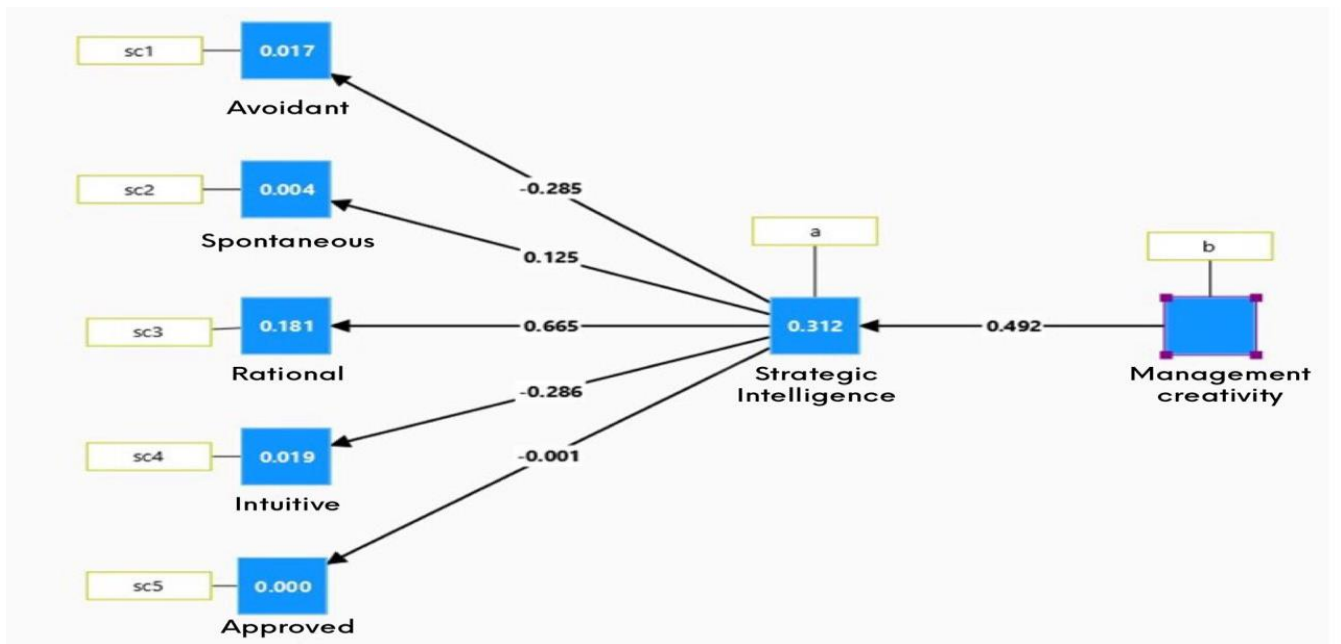
It can be seen from Table 5 that the decision methods used came at a medium to very high level, where the rational decision method came in first place with an arithmetic mean of (4.31), followed by adopted and intuitive, and in the last place came the spontaneous decision method at a medium level with an arithmetic mean of (2.57). The researcher attributes this result to the fact that the rational method is considered the most used or valued by the participants. This method relies on collecting and analyzing information systematically to reach thoughtful decisions, as there is a great deal of agreement among the participants about the effectiveness of this method , also the intermediate score for the adopted style can be explained by the fact that this style is used moderately or moderately on some grounds, but not in the most important way. The researcher also attributes the intermediate level of the avoidance and spontaneous style to the fact that these styles are not practiced to a great extent, as department heads rely on rational and logical methods in making decisions and not making them spontaneously or quickly, and department heads tend to make decisions and not avoid them.

Results related to the fourth question: What is the mediating role of strategic intelligence in the relationship between managerial creativity and decision-making styles among faculty members in Jordanian universities?

To extract the mediating role of strategic intelligence in the relationship between managerial creativity and decision-making styles, Path Analysis was used through the SMART PLS program, as shown in the following figure:

Figure 1

Strategic Intelligence



*The figure was prepared from the output of the SmartPLS program

The path analysis shows that there is a direct effect of managerial creativity on strategic intelligence with a value of (0.492), indicating that managerial creativity contributes significantly to enhancing strategic intelligence, as the researcher attributes this result to the fact that the more managerial creativity skills increase, the greater the ability of individuals to develop and enhance strategic intelligence.

This indicates that managerial creativity contributes significantly to improving strategic thinking and long-range planning. It is also clear from the statistical figure that strategic intelligence affects the rational decision-making styles and negatively affects the avoidant, intuitive and dependent styles, while its effect on the spontaneous style was statistically insignificant, while its effect on the spontaneous style was not statistically significant.

Through the statistical form and path analysis, the researcher concludes that strategic intelligence can act as a mediator in the relationship between managerial creativity skills and decision-making styles, strengthening or weakening the influence of managerial creativity skills on the decision-making style. This result can also be attributed to strategic intelligence promoting the use of rational decision-making methods. This means that leaders who possess

strong strategic intelligence tend to make decisions based on careful analysis and logical thinking. The researcher also concludes from the analysis that strategic intelligence can act as a mediator in the relationship between managerial creativity and decision-making styles. This means that the effect of managerial creativity on decision-making styles may be indirect, as strategic intelligence mediates this relationship. In other words, managerial creativity may influence strategic intelligence, which in turn influences the methods used in decision-making. Thus, strategic intelligence can either enhance or weaken the effect of managerial creativity on decision-making style.

4.1 RECOMMENDATIONS

In light of the findings of the study, the researcher recommends the following:

- Adopting mechanisms to provide the necessary infrastructure to practice rational decision-making methods and avoid taking spontaneous decisions or avoiding decision-making;
- Establishing a department at all levels, starting from the ministry level, that is responsible for developing work in light of strategic intelligence, administrative creativity, and positive decision-making methods;
- Establishing a strategic planning unit linked to strategic intelligence within the university and colleges through partnership with local community organizations to set short- and long-term goals and control all internal and external factors that affect the achievement of goals;
- Conduct more studies on the topic.

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