

Proactive Leadership and Its Role in Enhancing the Educational Environment in Algerian Universities: Case Study of Faculty of Economic at Skikda University

Ben Mohamed Imane

ECOFIMA Laboratory, University of August 20, 1955, Skikda, Algeria; i.benmohamed@univ-skikda.dz

Article Information

Article history

Received: 13 January 2025

Accepted: 10 March 2025

Published: 31 March 2025

Corresponding Author

Ben Mohamed Imane

Email: support@thescipub.com

Copyright © 2025, University center of Abdelhafid Boussof, Mila. This is an open access article under the CC BY-NC-ND license.

Suggested Citation

Ben Mohamed, I. (2025). Proactive Leadership and Its Role in Enhancing the Educational Environment in Algerian Universities- Case Study: Faculty of Economic at Skikda University, Finance and Business Economics Review, Vol.9, No. 1, pp. 16-27.
DOI : 10.58205/fber.v9i1.1931

Abstract: The aim of this research to examine the relationship and influence of proactive leadership on enhancing the educational environment within the faculty of sciences. Accomplish this goal. An electronic questionnaire was created to gather data. As well as distributed to all sample members. Our findings confirm a correlational and causal relationship between proactive leadership and university environment enhancement.

We provided several recommendations, including: providing training programs aimed at developing proactive leadership skills among administrative leaders to enhance their abilities to anticipate, make proactive decisions, and manage various challenges.

Keywords: Proactive leadership; the Educational Environment; the university.

1. Introduction

FBER

16

The business environment today is one of the most dynamic and complex arenas, characterized by rapid and continuous changes driven by technological advancements, globalization, and economic and social challenges. This environment is characterized by increasing competitiveness and a growing need to adapting to changes compels organizations to develop flexible and effective strategies to ensure their sustainability and enhance their performance. With mounting challenges, organizations are now it is required not only to respond to events but also to anticipate them in order to sustain their ability to achieve objectives in evolving conditions. In this context, the concept of proactive leadership has emerged as a modern management approach aimed at enhancing organizations' ability to predict future changes and prepare proactive plans to address them. This type of leadership emphasizes making proactive decisions that balance improving current performance with preparing for the future.

The university environment serves as a critical intellectual and scientific incubator, contributing significantly to the preparation of future-ready generations capable of addressing emerging challenges. However, the fulfillment of its mission largely hinges on the presence of effective leadership characterized by a clear vision and the ability to guide

efforts toward achieving academic excellence and fostering scientific innovation. Such leadership extends beyond managing resources and organizing tasks; it acts as a catalyst for motivating faculty and students, fostering innovation, and instilling values of collaboration and sustainability within the university community.

Based on the above, the main research problem can be stated as follows:
Here is the translation of the sentence you provided:

"Is there a role for proactive leadership in improving the educational environment at the Faculty of Economic at Skikda University? »

To tackle this main problem, the following sub-questions have been formulated:

What is the extent of availability of proactive leadership among the administrative leaders in the institution under investigation?

- What is the extent of availability of the components of the educational environment within the institution under investigation?
- Is there a positive relationship between the dimensions of proactive leadership (Astuteness, employee participation, and Assuming Responsibility) and the amelioration of the educational environment in the institution under study?
- What is the impact of the dimensions of proactive leadership (Astuteness, employee participation, and Assuming Responsibility) on the educational environment in the institution under study?
- To what degree do statistically significant differences exist in the respondents' responses concerning the impact of the dimensions of proactive leadership? (Astuteness, employee participation, and Assuming Responsibility) on improving the educational environment, according to personal variables (gender, age, experience) in the institution under study?

FBER

17

1.1. Research Hypotheses

** Primary Hypothesis:*

There is a role for proactive leadership (acumen, employee participation, responsibility bearing) in enhancing the educational environment at the Faculty of Economics at skikda university, which is statistically significant at the significance level ($\alpha \leq 0.05$).

** Sub-Hypotheses:*

First Sub-Hypothesis: There is a relationship between the dimensions of proactive leadership (acumen, employee participation, responsibility bearing) and the enhancement of the educational environment at the Faculty of Economic Sciences at Skikda University, which is statistically significant at the significance level ($\alpha \leq 0.05$).

Second Sub-Hypothesis: There is an effect of the dimensions of proactive leadership (acumen, employee participation, responsibility bearing) on the improvement of the educational environment at the Faculty of Economic Sciences at Skikda University, which is statistically significant at the significance level ($\alpha \leq 0.05$).

Third Sub-Hypothesis: There are statistically significant differences, at a significance level of $\alpha \leq 0.05$, between the respondents' answers regarding the impact of proactive leadership on

improving the educational environment, attributed to personal variables (gender, age, experience) at the Faculty of Economic, Skikda University.

1.3 Study Importance

Its importance lies in proactive leadership and its impact on enhancing the educational environment within universities. Proactive leadership is a new concept in organizational behavior, and the study's significance lies in its outcomes. It will yield, as well as the recommendations and suggestions that will arise from the field research. These insights are expected to contribute to improving the overall performance of the academic community.

2. First Axis: The conceptual framework of the study

2.1 Proactive Leadership

2.1.1 Definition of Proactive Leadership

Understanding proactive behavior is crucial. It refers to the anticipated actions carried out by employees to affect both themselves and their environment, including proactive problem solving aimed at finding ways to change the work situationⁱ (Yixin hu & others, 2018, p:2).

Proactive leadership, on the other hand, is "the leader's ability to shift from addressing an actual crisis to anticipate and take proactive steps in strengthening and applying strategic solutions to avert or manage a potential crisis."ⁱⁱ (مساعد الختلان؛ الكيلاني، 2022 ص: 25).

FBER

18

According to Johan Eim, proactive leadership is a leadership theory developed by John Darch and Williko in 1992. This theory emphasizes the role of leaders' skills in assessing their level of readiness and understanding how to utilize this capability to achieve success for their organizationsⁱⁱⁱ. (فرج و الحارثي، 2022، ص: 05).

2.1.2 Abilities Characterizing Proactive Leadership

Proactive leaders should think broadly and strategically, with a strong sense of initiative. Therefore, they need to consistently possess a thorough understanding of their organization and its industrial environment^{iv} (Wu & wang, 2011, p.303).

Additionally, Karaang adds to the above the ability to accept criticism well. She believes that proactive leaders are always ready to benefit from both constructive feedback and positive or negative input, viewing it as a crucial tool for improving future processes. She further emphasizes, "Leaders must be resilient in learning from criticism, both in their work and leadership tactics"^v (الحارثي & فرج، 2022، ص: 6).

2.1.3 Dimensions of Proactive Leadership

The dimensions of proactive leadership include:

*Acumen: This behavior is voluntary and evaluative, occurring early in the decision-making process. Proactive employees demonstrate initiative, even in areas beyond their direct job obligations. They possess a strong sense of commitment to the work unit and its goals, along with an above-average responsiveness to the organization's success. Acumen in proactive leadership is essential; it is a core requirement to know the right timing to advance and the right moment to retreat, which creates an impression of exceptional mental capability in the leader^{vi} (صالح، 2020 & الكرعوي، ص: 37).

*Employee Participation: This refers to the process of actively involving employees in decision-making that affects their work and their organizations. It includes giving employees the opportunity to express their opinions, contribute solutions, develop strategies, and improve processes. It also involves creating opportunities for employees to add value to both themselves and the organization^{vii} (ONYEKWERE, NWOKOCHA, & OLOLUBE, 2019, p. 183).

*Responsibility bearing: Being a proactive leader means taking responsibility, planning, improving teamwork, and having a contingency plan.^{viii} (ONYEKWERE, NWOKOCHA, & OLOLUBE, 2019,p.181).

2.2 The Educational Environment of the University

It is defined as the setting or space in which students live^{ix} (بوجمعة، شتاني، و العماري، 2009، ص:5). It encompasses all the physical and human components surrounding the university student that influence their learning process, either positively or negatively, during their time at the university. This environment includes faculty members, students, academic courses, teaching methods, assessment techniques, and more(ص:334، 2022، الحارثي، x). Essentially, it refers to the academic climate in which the student lives. They continuously experience the effects throughout their studies. It represents all the physical and human resources, as well as a combination of material and human factors, that surround the student and influence them, either positively or negatively^{xi}(ص:163، 2022، واخرون، حسني، اسماعيل).

FBER

19

2.2.1 Components of the University Educational Environment

The university, with its facilities, activities, clubs, and more, serves as a microcosm or a miniature version of the larger society. University life is not merely composed of Classrooms, lectures, and professors are all part of a broader system, shaped by the interaction of various components of academic activities. An integrated educational community reflects the characteristics and dynamics of human society. (اسماعيل، حسني، و .^{xii} واخرون، 2022، ص: 164).

2.2.1.1 Physical Components

The physical components include the academic buildings and their equipment, student clubs, scientific and computer laboratories, university libraries, health centers, recreational spaces, and more. All these elements play a crucial role in the educational process within higher education institutions and cannot be ignored. A successful lecture requires well-equipped classrooms, and students' intellectual skills and abilities need properly equipped laboratories and a central library for development. Furthermore, service facilities such as student seating areas during free time and spaces for various activities are essential. None of these is meaningful without the availability of academic components and the necessary resources to support them^{xiii}(ص:559، 2014، الزبيدي،).

2.2.2.2 Academic Components

The academic components include the following:

- **Faculty Members (Professors):** Faculty members hold a crucial position in the leadership process within higher education institutions. Successful faculty members direct their efforts towards leveraging the capabilities of their students are reflected in their success level, reflecting the faculty member's effectiveness, and through this,

they also fulfill the objectives set by the educational institution^{xiv} (الصرايرة، محمود الخيلة، وجمال خليفة 2013، ص: 5).

- **Curricula, Programs, and Courses:** Updating curricula, programs, and courses is essential for both new and existing disciplines. Curricula and courses are key elements of the educational process, forming the core that energizes the educational experience. This is particularly true if these plans aim to meet the demands of the times by offering new programs that align with future job roles. The more precise these curricula are, the better they can keep pace with changes in the volume and methods of knowledge acquisition. To maintain vitality, curricula and courses must be continuously updated and refined to keep up with ongoing changes in both the quantity and quality of knowledge, as well as the ways in which it is obtained^{xv} (الزبيدي، 2014، ص: 559).
- **Teaching Methods:** These are the techniques and styles employed by instructors to convey information to students. They may distinguish one professor from others based on their unique approach to teaching^{xvi} (حاجي و حواطي، 2022، ص: 161).
- **Evaluation** Exams are a common method of assessment in educational institutions, but they are not the only method, especially given the evolving objectives of the educational process. Modern goals focus on developing critical thinking, applying knowledge, and fostering lifelong self-directed learning. Therefore, there is a need to diversify assessment methods, incorporating alternatives such as student activities, report writing, term papers, and performance observations^{xvii} (الزبيدي، 2014، ص: 161).
- **Management in the College (University):** This refers to a set of university-level processes and activities designed to influence individual behavior within a framework that promotes healthy human relations. It involves the use of modern administrative methods to achieve the university's objectives with maximum efficiency and minimum effort^{xviii} (محمد، محمد شريف، و وليد سيد إبراهيم، 2022، ص: 206).
- **Student Performance:** This refers to the student's ability to acquire knowledge and academic skills. It encompasses academic achievement, participation in educational activities, and the ability to apply learned concepts in practical contexts, in addition to personal and social skills.

3. Axis: The practical aspect

3.1 Study Methodology

The researcher used a descriptive analytical approach based on the study's nature and objectives. This method involves examining a phenomenon by reviewing prior studies and publications, followed by data collection via an electronic survey specifically designed for this study the data is analyzed to test the hypotheses and provide key recommendations to the authorities.

3.1.1. Study Population and Sample

The research population was determined by specifying. The number of administrative faculty members holding leadership positions (dean and vice deans, department heads and their deputies, etc.) in the Faculty of Economics, Business, and Management Sciences, totaling 27 individuals.

Table (01): Distribution of Study Sample Members

Variable	Category	Frequency	Percentage
Gender	Male	16	66.7%
	Female	8	33.3%
Age	Less than 30 years	6	25%
	30-40	11	45.8%

	41-51	5	20,8%
	More than 51	2	8,3%
Experience	Less than 5 years	2	8,3%
	5-10	8	33,3%
	11-16	4	16,7%
	16-21	6	25%
	More than 21 years	4	16,7%

Source: Prepared by the researchers based on SPSS v26 outputs.

3.1.2 Study Tool and Measurement Methods

The study employed a questionnaire to measure the variables under investigation. This tool was developed based on the theoretical literature related to proactive leadership and the university environment, in addition to reviewing tools used in previous studies. The current study instrument consists of two main sections:

- **Part one:** Contains demographic information about employees, including (gender, age, and experience).
- **Part two:** Comprises **41 closed-ended statements**, divided into the following axes:
- **First Axis:** Includes **13 statements** focusing on proactive leadership.
- **Second Axis:** Includes **28 statements** concentrating on the elements of the university environment.

The researchers employed a **5-point Likert Scale** (1–5), where 1 represents "Strongly Disagree" and 5 denotes "Strongly Agree. The resulting thresholds and intervals are outlined in Table 02, which provides a detailed overview of the measurement scale employed in the study."

FBER

21

Table (02) Scale Used in the Study

Scale	Percentage	Arithmetic Mean	Percentage	Level
1	20% - 36%	From 1 to 1.80	From 20% to 36%	Very Weak
2	37% - 52%	From 1.81 to less than 2.60	From 37% to 52%	Weak
3	53% - 68%	From 2.61 to less than 3.40	From 53% to 68%	Average
4	69% - 84%	From 3.41 to less than 4.20	From 69% to 84%	High
5	85% - 100%	From 4.21 to 5.00	From 85% to 100%	Extremely High

Source: Prepared by the researcher based on the outputs of SPSS v 26.

3.1.3 Reliability of the Research Instrument

To assess the reliability of the research instrument (the questionnaire), Cronbach's Alpha coefficient was calculated. A value of 0.70 or higher is generally deemed acceptable, according to Hair et al. (2010). Upon evaluating the results of the statistical test, it was determined that the overall reliability coefficient of the questionnaire was 0.834, indicating a high level of reliability.

3.1.4 Statistical Analysis Methods

- **Cronbach's Alpha**
- **Multiple Regression**
- **Independent Samples T-Test:**
- **One-Way Analysis of Variance (ANOVA)**

3.1.5 Descriptive Statistics of the Study Variables

To assess the level of availability of the study variables.

Table 03: Mean Scores and Standard Deviations for the Dimensions of Proactive Leadership and the Educational and Administrative Environment at the University.

Dimensions (Fields)	Arithmetic Mean	Standard Deviation	Level of Response	Ranking of Response	Levels
Acumen	3.7917	0.88889	High	4	
Employee Participation	3.8333	0.27802	High	3	
Responsibility Bearing	3.8833	0.33837	High	1	
Overall Average of Proactive Leadership	3.8361	0.20793	High	2	
Material Components	2.5500	0.67823	Medium		2
Faculty Members	3.2500	0.50819	Medium	3	
Study Plans and Curricula	3.2500	0.37590	Medium	3	
Teaching Methods	2.7500	0.75900	Medium	7	
evaluation	3.6833	0.52244	High	1	
College Administration	3.3333	0.60193	Medium	2	
Student Performance	2.5833	0.92339	Medium	6	
Academic Components	3.1250	0.46362	Medium	4	1
Overall average of Educational Environment In the university	2.8375	0.49898	Medium	5	

Source: Prepared by the researchers based on the SPSS v26 outputs.

From the Table 03: it can be observed that the arithmetic means for the first axis, "Dimensions of Proactive Leadership," all fall within the high range. This indicates that leaders in the Faculty of Economic, Commercial, and Management Sciences practice proactive leadership to a significant degree. The "Responsibility Bearing" dimension is the most prominent among the proactive leadership dimensions, with an arithmetic mean of 3.88.

This can be explained by the leaders' efforts to involve employees, engage them in various decisions, and consider their opinions, thereby enhancing their A sense of recognition and affiliation.

The arithmetic means for the second axis, "The Educational Environment at the University," are all within the average range, indicating the acceptable availability of educational and administrative environment components. The "Assessment" dimension is the most prominent in the university environment, with an arithmetic mean of 3.68. This can be attributed to the university community's focus on objective evaluation to accurately determine the student's level, aiming to assess the educational process as a whole and to guide students toward the most suitable specialization.

3.2 Presentation and Discussion of Results in Relation to the Hypotheses

-Testing the First sub- Hypothesis

Before testing the hypothesis, it is important to mention that the table below shows the significance test for the correlation coefficient, comparing the calculated and tabulated T-values. A "***" symbol indicates that the calculated T-value is greater than the tabulated value. The correlation strength will be interpreted as follows:

Table 4: Correlation Matrix between Proactive Leadership Dimensions and the University Environment

Variables	Acumen	Employee Participation	Responsibility Bearing	University Environment
Acumen	1			
Employee Participation	0.172	1		
Responsibility Bearing	0.480*	0.154	1	
educational Environment in the university	0.496*	0.515*	0.362*	1

Source: Prepared by the researcher based on the outputs of SPSS v.26

Table 04 it shows a strong, positive, and statistically significant correlation between the dimensions of proactive leadership and the university's educational environment, with a significance level of ($\alpha \leq 0.05$). The specific correlations are as follows:

- The correlation coefficient between the acumen dimension and the university environment is 0.496, which is statistically significant at the ($\alpha \leq 0.05$) level. This indicates a moderate positive correlation, as it falls between (0.31 and 0.50).
- The correlation coefficient between employee participation and the educational environment is 0.515, which is statistically significant at the ($\alpha \leq 0.05$) level. This indicates a strong positive correlation, as it falls between (0.50 and 1.00).
- The correlation coefficient between responsibility bearing and the educational environment is 0.362, which is statistically significant at the ($\alpha \leq 0.05$) level. This indicates a moderate positive correlation, as it falls between (0.30 and 0.50).

Testing of the second sub- hypothesis

To evaluate this hypothesis, we conducted a multiple regression analysis to assess the effect, with the results shown in the table below.

Table (05): Results of Multiple Regression Analysis to Test the Effect of Proactive Leadership on Improving the University Environment

Independent Variables	Standardized Beta (β)
Acumen	0.526*
Employee Participation	0.324
Responsibility Bearing	0.412*
F Value	7.021
Multiple Correlation Coefficient (R)	0.686
Coefficient of Determination (R^2)	0.578
Adjusted Coefficient of Determination (Adjusted R^2)	0.377
Significance Level (F)	0.004*

Source: Prepared by the researcher based on the outputs of SPSS v.26

Third Sub-Hypothesis: There are statistically significant differences, at a significance level of $\alpha \leq 0.05$, between the respondents' answers regarding the impact of proactive leadership on improving the educational environment, attributed to personal variables (gender, age, experience) at the Faculty of Economic, Skikda University.

Table (06): Results of the Independent Samples *T-Test* to identify the significance of differences in respondents' attitudes attributed to the gender variable.

Variable	Calculated T Value	Significance Level
Acumen	1.222	0.281
Employee Participation	2.098	0.162
Responsibility Bearing	2.121	0.159
Combined Dimensions of Proactive Leadership	0.001	0.977

Source Prepared by the researche based on SPSS v.26 outputs.

The Table (06) show that the p-values for the (T) values surpass the significance level ($\alpha \leq 0.05$) for both individual and combined dimension. Therefore no statistically significant differences were found at the ($\alpha \leq 0.05$) level in respondents' attitudes toward the impact of proactive leadership dimensions: (acumen, employee participation, responsibility bearing) on improving the educational environment at the Faculty of Economic, Skikda University, related to the gender variable.

Table (07): The variance analysis (F) results conducted to evaluate the significance of differences in respondents' attitudes regarding the impact of reengineering human resources on organizational integrity, based on the age variable.

Variable	Calculated Fisher Value	Significance Level
Acumen	1.214	0.330
Employee Participation	1.838	1.730
Responsibility Bearing	0.725	0.549
Combined Dimensions of Proactive Leadership	1.625	0.218

Source Prepared by the researche based on SPSS v.26 outputs.

The Table (07) show that the p-values for the (F) values surpass the significance level ($\alpha \leq 0.05$) for both individual and combined dimensions. Therefore, no statistically significant differences were found in respondents' attitudes regarding the impact of proactive leadership dimensions (acumen, employee participation, responsibility bearing) on the educational environment at the Faculty of Economics, Skikda University, based on the age variable.

Table (08): Results of ANOVA (F) Analysis to Determine the Significance of Differences in Respondents' Views on Proactive Leadership and Its Impact on the Educational Environment in the University, Attributed to the Experience Variable.

Variable	Calculated Fisher Value	Significance Level
Acumen	1.556	0.227
Employee Participation	1.115	0.379
Responsibility Bearing	0.408	0.801
Combined Dimensions of Proactive Leadership	0.713	0.593

Source: Prepared by the researcher based on SPSS v.26 outputs.

The results in Table (07) show that the p-values for the (F) values exceed the significance level ($\alpha \leq 0.05$) for both individual and combined fields. Thus, no statistically significant differences exist at the ($\alpha \leq 0.05$) level regarding the impact of proactive leadership dimensions (acumen, employee participation, responsibility bearing) on the educational environment in the Faculty of Economic at Skikda University, based on the experience variable.

4. Conclusion: Results and Recommendations

4.1 Results

- The arithmetic means for the first axis, "*Proactive Leadership Dimensions*," all fall within the high range, indicating that leaders in the Faculty of Economic, practice proactive leadership to a significant degree. The "Responsibility Bearing" dimension is the most prominent, with a mean of 3.88.
- The arithmetic means for the 2nd axis, "*educational Environment in the university*," all fall within the average range, indicating an acceptable level of availability of university environment components. The "Assessment" dimension is the most prominent, with a mean of 3.68.
- A statistically significant relationship exists at the ($\alpha \leq 0.05$) level between proactive leadership dimensions and the improvement of the educational environment in the Faculty of Economic at Skikda University.
- There is a statistically significant impact at the ($\alpha \leq 0.05$) level of the proactive leadership dimensions (acumen, employee participation, and responsibility bearing) on enhancing the educational environment at the Faculty of Economics at Skikda University.
- Statistically significant differences exist between the respondents' answers regarding the effect of proactive leadership on improving the educational environment attributed to personal variables (gender, age, experience) at the ($\alpha \leq 0.05$) level in the Faculty of Economic at Skikda University.

4.2 Suggestions

- Provide training programs aimed at developing proactive leadership skills among administrative leaders to enhance their ability to forecast, make proactive decisions, and manage various challenges.
- Encourage administrative leaders to adopt strategic thinking and flexibility in adapting to changing circumstances.
- Organize regular meetings to promote positive interaction and collaboration among various components of the university environment.
Leverage technological tools to support proactive leadership, such as academic forecasting systems and data analysis to identify future trends.
- Foster collaboration between leaders, faculty members, and students to achieve common goals that contribute to the improvement of the educational environment.
- Enhance university facilities and services to guarantee the creation of an educational environment that fosters creativity and innovation

5. Citations:

- ⁱ Yixin hu ; and others, leadership and proactive behavior : the role of psychological capital and compassion at work, frontiers in psychology, vol 9, issue 2740, 2018, p 2.
- ⁱⁱ Amani Mosaed Al-Khatlan and Anmar Mustafa Al-Kilani, "The Degree of Need for Administrative Procedures in Proactive Leadership to Achieve Global Leadership at Kuwait University from the Perspective of Its Academic Leaders," *Scientific Journal: Management - Research and Scientific Publishing*, vol. 38, issue 6, 2022, p. 25.
- ⁱⁱⁱ Shada Ibrahim Faraj and Iman Abdullah Al-Harithi, "Proactive Leadership Among Middle School Female Principals in Taif City in Light of Vision 2030 from Their Perspective," *Arab Journal of Sciences and Research Publishing - Educational and Psychological Sciences Journal*, vol. 6, issue 59, December 2022, p. 5.
- ^{iv} Chia-Huei Wu; Ying (Lena) Wang, Understanding proactive leadership, *Advances in Global Leadership*, vol 6, 2011, p 303.
- ^v Shada Ibrahim Faraj and Iman Abdullah Al-Harithi, *Previously Cited Reference*, p. 6.
- ^{vi} Mohammed Thabit Al-Karawi and Talib Aref Saleh, "The Impact of Strategic Thinking on Proactive Leadership Practices," vol. 9, issue 36, 2020, p. 37.
- ^{vii} Lawretta Adaobi ONYEKWERE ; John NWOKOCHA ; Nwachuku Prince OLOLUBE , Proactive leadership and global transformation in organizational policy and management (OPM), *International journal of institutional, Policy and Management*, vol 1, Issue 1, p 183.
- ^{viii} Lawretta Adaobi ONYEKWERE ; John NWOKOCHA ; Nwachuku Prince OLOLUBE , *Previously Cited Reference*, 2019 p. 181.
- ^{ix} Chouaïa Boujemaa, Ahmed Chetani, and Mohamed Alami, "The Role of the Educational Environment in Developing Creative Thinking Skills Among Students of the Institute of Physical Education and Sports Journal of Science and Technology of Physical and Sports Activities, Volume 6, Issue 6, Algeria, 2009, p. 5.
- ^x Hilal Al-Harhi, "The Reality of the University Environment at Taibah University from the Perspective of Its Male and Female Students and Its Relationship to Some Variables," *Jordanian Journal of Educational Sciences*, vol. 18, issue 2, 2022, p. 334.
- ^{xi} Yousra Ismail Sedky Hosni et al. "Improving the University Environment Based on the Human Engineering Management Approach at Fayoum University," *Fayoum University Journal of Educational and Psychological Sciences*, vol. 17, issue 6, April 2023, p. 163.
- ^{xii} Yousra Ismail Sedky Hosni et al. *Previously Cited Reference*, p. 163.
- ^{xiii} Abdul Salam Joudat Al-Zubaidi, "The Components of the Ideal University Environment as Perceived by Female Students at the University of Babylon," *University of Babylon Journal / Human Sciences* volume 21, issue 2, 2014, p. 559.
- ^{xiv} Khaled Ahmed Al-Saraireh, Mohamed Mahmoud Al-Hila, and Ghazi Jamal Khalifa, "The University Environment in Light of Some Quality Assurance Standards from the Perspective of Students at the Middle East University in Jordan," 2013, p. https://www.researchgate.net/publication/330839610_albyyt_aljamyt_fy_dw_bd_mayyr_dman_aljwdt_mn_wjht_nzr_tlbt_jamt_alshrq_alawst_fy_alardn#fullTextFileContent
- ^{xv} Abdul Salam Joudat Al-Zubaidi., *Previously Cited Reference*, p. 599.
- ^{xvi} Bougali Haji and Huwati Amal, "University Teaching Methods and Their Role in Achieving Educational Goals : A Field Study of a Sample of Sociology Students at Gerdaya University," *Al-Haqiqah Journal of Social and Human Sciences*, vol. 21, issue 4, 2022, p. 161.
- ^{xvii} Abdul Salam Joudat Al-Zubaidi., *Previously Cited Reference*, p. 599.
- ^{xviii} Mohamed Mostafa Mohamed, Amani Mohamed Sherif, and Walid Sayed Ibrahim Abdel Aal, "The Role of University Management in Achieving the Requirements of Hybrid Education – A Field Study," *Adult Education Journal*, vol. 4, issue 3, 2022, p. 206.

6. Bibliography List :

- ONYEKWERE, L. A., NWOKOCHA, J., & OLOLUBE, P. (2019). Proactive leadership and global transformation in organizational policy and management (OPM). *International journal of institutional, Policy and Management*, 1(1), 183.
- Wu, C.-H., & wang, Y. (2011). Understanding proactive leadership. *Advances in Global Leadership*, 6, 303.
- Yixin hu, & others. (2018). leadership and proactive behavior : the role of psychological capital and compassion at work. *frontiers in psychology*, 9(2740), 2.
- اسماعيل, ي, حسني, ص & , واخرون, (2022). تحسين البيئة الجامعية على ضوء مدخل إدارة الهندسة البشرية بجامعة الفيوم. *مجلة جامعة الفيوم للعلوم التربوية والنفسية*, 17(6).
- الحارثي, ه. (2022). واقع البيئة الجامعية في جامعة طيبة من وجهة نظر طلابها وطالباتها وعلاقته ببعض المتغيرات. *المجلة الاردنية في العلوم التربوية*, 18(02).
- الزبيدي, ع. ا. (2014). مقومات البيئة الجامعية المثالية كما تراها طالبات جامعة بابل. *مجلة جامعة بابل/العلوم الانسانية*, 21(2).
- الصرايرة, خ. ا., محمود الحيلة, م & , جمال خليفة, غ. (2013). البيئة الجامعية في ضوء بعض معايير ضمان الجودة من وجهة نظر طلبة جامعة الشرق الاوسط في الاردن, 2020. https://www.researchgate.net/publication/330839610_albyyt_aljamyty_fy_dw_bd_mayyr_dm_an_aljwdt_mn_wjht_nzr_tlb_t_jamt_alshrq_alawst_fy_alardn#fullTextFileContent
- الكرعاوي, م. ث & , صالح, ط. (2020). أثر التفكير الاستراتيجي في ممارسات القيادة الاستباقية , *مجلة الادارة والاقتصاد*, 36(9).
- بوجمعة, ش., احمد, ش & , العماري, م. (2009). دور البيئة التعليمية لجامعية في تنمية قدرة التفكير الابداعي لدى طلاب معهد التربية البدنية والرياضية-جامعة. *مجلة العلوم والتكنولوجيا للنشاطات البدنية والرياضية*, 6(6).
- حاجي, ب & , حواطي, ا. (2022). اساليب التدريس الجامعية ودورها في تحقيق الاهداف التعليمية , دراسة ميدانية لعينة من طلبة علم الاجتماع بجامعة غرداية. *مجلة الحقيقة للعلوم الاجتماعية والإنسانية*, 21(4).
- فرج, ش. ا & , الحارثي, ا. ع. (2022). القيادة الاستباقية لدى قائدات مدارس المرحلة المتوسطة بمدينة الطائف في ضوء رؤية 2030 من وجهة نظرهن. *المجلة العربية للعلوم ونشر الأبحاث-مجلة العلوم التربوية والنفسية*, 06,
- محمد, م. م., محمد شريف, ا & , وليد سيد ابراهيم, ع. (2022). دور الادارة الجامعية في تحقيق متطلبات التعليم الهجين -دراسة ميدانية. *المجلة التربوية لتعليم الكبار*, 4(3).
- مساعدة الختلان؛ الكيلاني, ا. (2022). درجة الحاجة الى لاجراءات ادارية للقيادة الاستباقية للوصول للريادة العالمية في جامعة الكويت من وجهة نظر القادة الاكاديميين. *المجلة العلمية ادارة : البحوث والنظر العالمي*, 38(6),