

The Role of Educational Leadership in Addressing Academic Problems Faced by the Students at Prince Sattam Bin Abdulaziz University

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Abstract

The objective of this research is to reveal the role of educational leadership in the face of academic problems faced by female students of the Faculty of Sciences and Humanities in Salil at Prince Sattam Bin Abdul Aziz University. The prescriptive curriculum was used to suit the subject of the study, and the study community is made up of all female students of the Faculty of Sciences and Humanities in El Salil at the University of Prince Sattam bin Abdul Aziz. A simple randomized controlled sample of female first-graders was selected, numbering 112 students. The researcher developed a special questionnaire to find out the problems facing students at the University of Prince Sattam bin Abdulaziz. The final form of the resolution consisted of (34) paragraphs, and the response was designed to identify on the basis of the Likert quinquennial scale. The results of the study reached a high level of management leadership exercise of educational leadership functions at the Faculty of Sciences and Humanitarian Studies in Salil at the University of Prince Sattam Bin Abdul Aziz from the perspective of the study sample individuals s School of Sciences and Humanitarian Studies with a descendant at the University of Prince Sattam Bin Abdulaziz from the perspective of the study sample, The presence of an average level of curriculum problems was one of the dimensions of academic problems facing female students of the Faculty of Sciences and Humanities in Salil at the University of Princ Sattam Bin Abdulaziz from the perspective of the study sample. In the light of the results of the study, the researcher recommended that work should be done to maintain the outstanding level of educational leadership at the Faculty of Sciences and Humanities in Salil at the University of Prince Sattam Bin Abdulaziz by providing programs and training courses for leaders and familiarizing them with the most important theories and recent developments in the field of leadership.

Keywords: Educational Leadership, Academic Problems, Prince Sattam Bin Abdulaziz University.

Introduction

University institutions are educational institutions that meet society's needs for qualified manpower's scientific and practical experience suited to the nature of their specializations. They develop many skills that work for them in their working lives and increase their ability and experience in transforming information gained into practical applications in their field of work. In this sense, the University is an intellectual centre concerned with knowledge and uses it to develop societies in all fields (Ali, 2014).

Effective leadership is one of the most important factors affecting universities' lives, the sustainability of their improvement and development efforts and the face of challenges. It plays an active role in paving the way for the creation of distinct educational institutions that work towards achieving the desired goals and creating an appropriate environment for academic and administrative work. to respond to society's needs (Allami, 2015).

Educational leadership is the cornerstone of the scheme of any university that wants to develop its human resources and stems from the importance of the University's leadership as a very essential element in the University's development and development. s leadership is its window into the world. For example, Harvard would not have been what it is today if not for the great effort of its President Charles William Elliott Charles William Eliot in the second half of the nineteenth century, and similar examples are many in the world; Some presidents printed clear fingerprints in the history of the universities they headed. and several of their mandates represented a qualitative shift in the University's scientific and educational path, Therefore, the human resources development process of universities requires, above all, strong leadership and is able to develop an appropriate vision for the University's future. and the effective implementation of this vision, as well as the need to cooperate with the Rector of the University s plan, and to be able to apply (Al-Dahdouh, 2022).

It also shows the importance of educational leadership in the side of human relations between the leader and his subordinates and his superiors and accepts the opinions and suggestions of the subordinates, discussing them with regard to their affairs, and appreciating their work, effort and distinction; Socially, the leadership's role is highlighted by its ability to organize sporting, cultural and recreational activities among members of the group.

Based on the customs, traditions and aspirations of employees, social values prevailing in society (Ali, 2007).

On the basis of the above, the importance of educational leadership is evident in helping the University to fulfil its three main functions; Teaching, scientific research and community service require distinguished leaders who seek to create a suitable environment for workers in which teamwork and team spirit prevail, and support capacity-building and management and technical skills of all where they continuously support the formation, transfer and exchange of knowledge, thereby effectively contributing to the recruitment, production and sharing of knowledge in the university community

Statement of the study problem

University students face many difficulties and personal, social, academic, health and psychological problems This is what the reality of students' problems suggests, as students need more guidance and guidance. and, in particular, students of the first year of university enrolment and the concomitant compatibility and tension problems of many of them, Having initial experience of independence and responsibility away from the family for the first time Not only that, many students do not find who guides them and directs them to choose a specialty that is compatible with their potential and abilities So we find that students are becoming more accessible to certain disciplines and less accessible to other disciplines for which there is insufficient information. This affects the future existence of a surplus in certain specializations, and the existence of a deficit or scarcity in other specializations (Barzawi, 2017).

Several studies (Al-Kattan, 2016), Al-Harbi, 2015, and Bashar, 2016) have resulted in the most significant academic problems faced by students in the current era, the most important of which is the trend towards digital transformation, the abundance of subjects and the weak management of universities.

Through her work at the University of Setam bin Abdul Aziz, the researcher noted that female students of the Faculty of Sciences and Humanities in Tuberculosis suffer from the problem of identity disorder and inability to choose specializations suited to their abilities and tendencies, as well as their inability to conform to modern technological requirements in distance learning methods with dread of widespread epidemics and numerous subjects. and the problem of dropping out of education, marriage and the social and economic conditions they are experiencing. This is reflected in their psychological compatibility as they encounter some problems during their studies. The research problem is therefore formulated according to the President's question:

What is the role of educational leadership in addressing academic problems faced by female students?

It has the following questions:

Study questions:

1. How far do the managerial leaders exercise educational leadership functions at the University of Prince Sattam bin Abdul Aziz?
2. What degree are the academic problems facing female students of the Faculty of Sciences and Humanities in Salil at Prince Sattam bin Abdul Aziz University available from their perspective?
3. Are there significant differences in the response averages at the indicative level ($\alpha \geq 0.05$) between the responses averages of the study sample members on the degree to which academic problems faced by students of the Faculty of Sciences and Humanities in El Salil at the University of Prince Sattam bin Abdulaziz attributable to different demographic variables?
4. What are the ways to address the academic problems faced by the students of the Faculty of Sciences and Humanities in Salil at the University of Prince Sattam Ben Abdul Aziz in their view?

The study objectives

This study aimed to Reveal the role of educational leadership in addressing academic problems faced by students of the Faculty of Sciences and Humanitarian Studies in Salil at Prince Sattam bin Abdul Aziz University through:

-The extent to which the administrative leadership exercises the functions of educational management at the University of Prince Sattam bin Abdulaziz.

-Identifying academic problems faced by students of the Faculty of Sciences and Humanitarian Studies with the descendant at the University of Prince Sattam Ben Abdul Aziz from their point of view.

-Find out if there are significant differences in the response averages at the indicative level ($\alpha \geq 0.05$) between the responses averages of the members of the study sample on the degree to which academic problems faced by students of the Faculty of Sciences and Humanities in Salil at the University of Prince Sattam bin Abdulaziz are available due to different demographic variables.

-Highlight ways to address academic problems faced by students of the Faculty of Sciences and Humanities in Salil at the University of Sattam Ben Abdulaziz from their perspective.

أهمية الدراسة-

تتمثل أهمية الدراسة في الآتي

الأهمية النظرية

تستمد الدراسة الراهنة أهميتها من طبيعة الموضوع والعينة المستخدمة وتركيزها على دراسة المشكلات الأكاديمية مع الحياة الجامعية بأبعادها المختلفة باعتبارها ظاهرة نفسية اجتماعية.

فالطالب الذي يكون في حياته نوع من الاستقرار النفسي والاجتماعي يتمتع بمستوى تحصيلي أفضل، وأن الطالب الذي يعاني من ظروف اجتماعية وأسرية وغيرها يعاني من مشكلات دراسية متنوعة كالغياب- الاعتذار عن المحاضرات والشروذ الذهني وضعف المعدل التراكمي، فكان لابد من الوقوف على حقيقة الأمر بهذه الدراسة البحثية من أجل التعرف على مدى فعالية القيادة التربوية في مواجهة المشكلات الأكاديمية التي الطلاب في جامعة سطاتم بن عبد العزيز من أجل وضع رؤية واستراتيجية مستقبلية لزيادة مستوى التوافق لطلابنا داخل الجامعة.

الأهمية التطبيقية:

تتمثل أهمية الدراسة الحالية في سعيها للكشف عن المشكلات الأكاديمية التي تواجه طالبات كلية العلوم والدراسات الانسانية بالسلييل بجامعة سطاتم بن عبد العزيز وذلك على النحو الآتي:

من المؤمل أن تساعد نتائج هذه الدراسة في تعريف المسؤولين ومتخذي القرارات في - جامعة سطاتم بن عبد العزيز بأبرز المشكلات الأكاديمية التي تواجه الطلاب وأفضل السبل لمواجهتها.

فتح المجال أمام الباحثين لدراسات مرتبطة بنفس المجال.

هناك حاجة ماسة لدراسة المشكلات الأكاديمية بدراسة سيكولوجية واجتماعية لتوفير بعض المعلومات لأصحاب القرار في الجامعات والمخططين التربويين الذين يضعون السياسات من أجل منع الطلاب من ترك التعليم قبل إنهاء تعليمهم.

البحث محل الدراسة يدرس شريحة اجتماعية تعد من أهم شرائح هذا المجتمع المنفرد - بخصائصه وهم الشباب المتمثل في طالبات جامعة سطاتم بن عبد العزيز ومدى القدرة على توافقهم النفسي والاجتماعي والدراسي حيث يتعرضون لأزمات وصراعات نفسية وضغوط بيئية وينعكس ذلك على اتجاهاتهم وتصرفاتهم السلوكية.

كما تحاول الدراسة الراهنة فهم وضبط بعض الأسباب الاجتماعية والنفسية لعدم - التوافق النفسي والأكاديمي لتيسير الخدمات النفسية والاجتماعية الإرشادية للوقاية المبكرة من تلك المشكلة سواء في المدارس أو الجامعات.

The study significance

The importance of the study is as follows:

Theoretical significance:

-The current study derives its importance from the nature of the subject and the sample used and its focus on studying academic problems with university life in its various dimensions as a psychosocial phenomenon.

-A student whose life has a kind of psychosocial stability has a better attainment level and that a student with social, family and other conditions suffers from various study problems such as absence - apologies for lectures, mental homelessness and poor cumulative rate, This research study was designed to identify the effectiveness of

educational leadership in addressing the academic problems of students at the University of Setam bin Abdul Aziz in order to develop a vision and future strategy to increase the level of compatibility of our students within the university.

Applied Significance

-The importance of the present study is its endeavour to detect the academic problems facing female students of the Faculty of Sciences and Humanitarian Studies of Prince Sattam Bin Abdulaziz University, as follows:

-It is hoped that the results of this study will help to introduce officials and decision makers at the University of Prince Sattam Bin Abdul Aziz to the most prominent academic problems facing students and how best to address them.

-Open up to researchers for studies associated with the same field.

-There is an urgent need to study academic problems with psychological and social study to provide some information to university decision makers and educational planners who formulate policies in order to prevent students from dropping out of education before ending their education.

-The research in question examines a social segment that is one of the most important segments of this single society with its characteristics, namely the young women students of the University of Prince Sattam Bin Abdul Aziz and the ability to comply with their psychosocial and study, where they are subjected to psychological crises and conflicts and environmental pressures, reflected in their attitudes and behavioural attitudes.

-The present study also attempts to understand and control some of the social and psychological causes of psychological and academic incompatibility in order to facilitate psychosocial services to provide guidance for the early prevention of this problem in schools and universities.

Study Terminology

1- Educational Leadership:

The term "leadership" in Arabic means "driving", which is the opposite of "market". Fuel from the front and the market from behind. It also means taking ownership and moving it to a tagged end. The leader of the Arabs of the old means guiding, evidence and guiding (Ibn Manzoor, 1995).

Educational leadership is the kind of leadership that is responsible for achieving the objectives of the educational process through the

performance of the duties entrusted to them by the staff of educational institutions. The educational leader cannot effectively fulfil his role without the group's presence and concerted efforts. The educational leader is the educational decision maker in the light of educational plans and objectives to serve development programmes that reflect society's goals and aspirations (Ali, 2014).

Procedurally, it is defined as the role exercised by the administrative leader at the University of Prince Sattam bin Abdul Aziz as an initiative, adequate action according to the nature of each situation, stewardship and suggestion of ideas and finding appropriate and feasible solutions, platforms for the teams and their involvement in work, effective communication with all, active activation and coordination of the work of the boards of the institution and the roles of its employees and the solution of academic problems faced by students.

2- Academic Problems:

Difficulties or constraints relating to any component or aspect of the educational process and limiting the effectiveness of students' learning whether they relate to failure, lack of access to education, frustration, or to the content of the study or of the teacher, such as: failure to take into account individual differences, failure to take into account the capacity of oneself, disregard for tendencies) (Issa, 2020).

Academic problems are procedurally meant: problems that have been monitored in the survey tool from the point of view of female students of the Faculty of Sciences and Humanitarian Studies of Prince Sattam bin Abdul Aziz University.

Study Design

Study Settings

The subject of this study will be limited to the role of educational leadership in the face of academic problems faced by students.

Study Population

The study community will be composed of all students of the Faculty of Sciences and Humanities in Salil at the University of Prince Sattam Bin Abdulaziz in all disciplines. The study sample is limited to female first-level students.

Location of the study

This study will be applied at Prince Sattam Bin Abdulaziz University.

Study duration

This study will be applied in the first semester of the 1444H academic year.

Methodology

The descriptive analytical method was used to suit the topic of the study.

Sample Study

The study community consists of all students of the Faculty of Sciences and Humanitarian Studies in Seleel at the University of Prince Sattam bin Abdul Aziz and the difficulty of conducting a comprehensive inventory of all members of the study sample. The study will use the method of simple random samples by selecting a sample of female students in the first phase. The number of students in the study sample 112

Instruments

The researcher prepared the study tool by reviewing a number of previous studies in the problems faced by students and the tools used there in, and developed a special questionnaire to know the problems faced by students at the University of Prince Sattam Bin Abdulaziz. The final form of the resolution consisted of (34) paragraphs, and the response was designed to be based on the Lycert quinquennial scale.

Statistical methods

The research used the SPSS statistical package software to analyze data obtained through the study tool using the following methods:

- ☐ Alpha coefficient: to measure the stability of the study tool phrases.
- ☐ Percentages and repetitions: to describe the study sample individuals
- ☐ Computational Average and Standard Deviation: To describe the response of study sample individuals to study tool questions
- ☐ Pearson correlation coefficient: to determine the level of internal homogeneity of the study tool.
- ☐ Simple regression equation: To recognize the effect of an independent variable on the dependent variable
- ☐ T-Test: To identify differences that are attributable to the different personal characteristics of study sample individuals

Theoretical framework

Leadership Concept:

Leadership has definitions of how many researchers there are, who mention that they mean the impact a person has on others to achieve certain goals. Some said it was a factor of change. There are

those who know it as the process of influencing people so that they work voluntarily to achieve the goals with enthusiasm and confidence (Zeyada, 2018).

As a result of the large size of the administrative organs in the public administration at present, the responsibility of the administrative leadership has become the most important and dangerous. The administrative leaders plan the process, determine the fate of the matters and are responsible for the duration of the success or failure of the administrative organ in any location or any field (Harahshah, 2016).

Administrative Leader's Role

A managerial leader is to influence individuals, their activity and their direction. This activity is towards the goal and to pursue the desired goals within the framework of obedience, respect and cooperation. Thus, the leadership (capability) of the leader to influence and guide individuals in a particular way can earn their obedience, respect and loyalty. Stimulate determination and create cooperation among all of them towards achieving the goals (Al-Shamri, 2016).

The importance of leadership

The importance of leadership is that it is at the core of the involuntary process and its beating heart, which is key to management, as it applies in all aspects of that process and makes it more dynamic and effective, contributing to the desired change and improvement. Leadership in educational institutions is of special importance and distinct in view of the human nature of these institutions and their inclusion in a wide network of personal relationships (Abbas, 2019).

The importance of leadership is as follows:

- Leadership is the link between all employees and the organization's future plans and perceptions.
- Supports positive forces in the enterprise, reducing negative aspects as much as possible.
- It works to control work problems, solve them, resolve differences, and weigh opinions.
- They develop, train and care for individuals, as the University's most important resource, and individuals lead by example by management leadership.
- It works to keep abreast of the surrounding variables, and employs them to serve the enterprise.
- The University facilitates the achievement of the set goals.

Philosophy of educational leadership in university institutions

The philosophy of educational leadership during the university level is based on several considerations:

- 1- An undergraduate student is better able to assume responsibility than the previous stages.
- 2- The need for a university student increases self-reliance but needs a mentor.
- 3- The student seeks to know the requirements of the labour market and develop his abilities and culture.

Therefore, the philosophy of educational leadership plays an important role in gaining the student's awareness of the nature and requirements of the labour market and providing guidance services taking into account the individual differences between the students. Therefore, the academic guidance service is a joint process between the student and the guide.

Principles of educational leadership in university institutions:

The University of Hong Kong has presented the Leaders' Guiding Principles Guide on which the leader must base his guiding process, namely:

- 1- Strengthen students' learning whenever possible and improve their academic qualifications by helping students overcome their difficulties and helping them acquire the necessary skills.
- 2- Establish and consolidate a good relationship with students and eliminate the distance between student and guide through academic friendship based on mutual respect.
- 3- Encourage students to make their own decisions independently regarding independent academic and professional decisions.
- 4- Instructing students to conduct psychosocial consultations at the second level, which are implemented by the vocational department of the college.
- 5- Provide students with accurate information to help them make correct and useful decisions.
- 6- To maintain maximum confidentiality of the student's information.
- 7- Supporting the University's ideas and policies by sensitizing students to adhere to the University's policies and regulations and helping them understand the plans and regulations (Ahmed, 2011).

Academic Guidance Objectives:

Academic guidance aims are definitional, development and student problem solving objectives, as follows:

- Definitive objectives: To help students learn about the nature of university life, admission requirements in departments, examination methods and attendance.

- Development goals: Develop students' abilities and expertise to help them plan their academic and professional future, and develop ethical values and behaviours.

- The objectives of the student's problems are to confront the problems faced by the student and help him find appropriate solutions, assist him in making appropriate decisions relevant to his academic and professional future, and help him to better conform and adapt to his university life. (Alani, 2004).

Organizational patterns of educational leadership services:

a. Pattern 1 - Decentralized Model: Guidance is provided through the faculty or members of each department's teaching body and takes two guiding patterns:

- One Academic Guide Style The Faculty - Only Model: The mentor is a member of the special teaching body of each group of students

- Extended Satellite Model: Each college provides a academic guidance centre for each student at the college level.

b. Pattern II - Centralized Model: One indicative pattern includes:

- Self-counselling style The Self- Contained Model: It is a dedicated academic guidance office at the university with a director and a group of guides. The academic guidance includes all university students for all colleges.

c. Pattern III. Shared Model: In this pattern, extension services are shared between the Faculty's Academic Guidance Centre or Unit and members of the teaching body, and include four indicative patterns:

- This shared- Supplementary Model: Under this pattern, students are distributed to academic guides for each college, and a mentoring department is established to complement the mission of college members in providing general guidance, services and information. At the same time, there is no academic procedure for students' learning, whether taken or excluded from the university without the consent of the mentor. It should be noted that teaching staff and staff received academic mentoring training in the mentoring section.

- A Split Model: This style includes two types of guidance. The first is for students with developmental needs, who are divided into groups for each group of common categories, such as students whose

specialization has not yet been determined, or students with special needs. For the other type, they are offered to students remaining from the college.

-The Dual Model: Two mentoring members are appointed, one faculty member who follows the course selection process and advances the student at the academic level. The second is for administrative affairs to attend college and otherwise.

-Total Intake Model: It includes guidance for all students from university to graduation (Ammar, 2015).

Students' need for educational leadership in the face of academic problems:

Students are in a major need of educational leadership, as the educational leader has a clear and fundamental role in achieving the goals of education. It provides psychological and academic counselling through the guidance of new students attending or moving to the university commensurate with their level of study, their abilities, their desires, their potential and the potential of the University. In doing so, it achieves the learner's mental development and provides the guide with psychological guidance by helping them overcome the obstacles they face. It also promises preventive and developmental counselling programmes for mental and occupational health, thereby achieving the psychological and professional development of the learner.

Provides a professional community guidance service by guiding students to help them know the future needs of the Assembly of professions and to try to overcome social problems, adequate values and ethical directions. This is in cooperation with the University Administration and the development of solutions within their competence towards their implementation, thereby achieving the social, psychological and professional development of the learner (David, 2002)

Students need the educational leadership of academic guidance to achieve several goals:

1- Achieve equal adaptation:

One of the most important forms of adaptation an individual seeks to achieve is as follows:

-Personal adjustment - happiness and self-satisfaction

-Academic adaptation - Selection of curricula appropriate to its abilities and capabilities

-Professional adjustment - choosing the right profession.

-Social adjustment - action for the good of the community and harmony with it.

2- Maternal Health:

By being able to confront and find solutions to various problems that can cause anxiety, stress and depression in the individual, which contributes to reducing these tensions and helps the individual to enjoy mental health.

3- Self-realization:

This is done by helping the individual to form a self-positive concept so that the realistic concept of the self corresponds to the optimal concept of the self.

4- Improving the performance of the educational process:

In view of the improvement of the concept of education and its perception and the increased demand for education of both sexes, and given the scientific progress that has in turn affected the curricula and curricula at each stage of education, the development of educational guidance aimed at informing the student of the importance of education, the reasons for the delay in education and the many problems and individual cases of students that concern educational institutions and study their causes and remedies in order to achieve the aims of these institutions. (Dadar and Reva, 2001)

The importance of academic guidance for students depends on the guide's self-assessment:

The guide is assessed on the following grounds:

1- Determination of desire: depends on the desire of the academic guide

2- Knowledge of the strengths and weaknesses of the mentor: the information the student includes about himself helps him to determine the specialization that suits him

3- Determination of tendencies: It means the student's responsiveness and satisfaction towards a particular specialty or his or her escape from another specialty and it facilitates the student's direction

4- Determination of general mental capacity: student IQ means and academic guidance depends on knowledge of the guide's mental ability

5- Values: The relationships between the guide and the subjects he deems valuable are therefore part of his behaviour and reflect his needs and objectives.

6- Personality profiling: Identifying personal characteristics and characteristics is one of the factors influencing academic and

professional compatibility. Undoubtedly, personality manifestations such as perseverance, initiation, cooperation and others are important and help in academic and professional success.

5- Motivation: We find that the student chooses the college that satisfies his basic motivations. When choosing an academic, he balances his motivation and his mental, societal and intentional potential. Economic and social level: The student acquires his or her beliefs and values with regard to schooling and work from the family at the first level, and can therefore determine his or her tendencies and abilities to improve his or her economic and social level in accordance with the family and society. (Al Awadi, 2002).

Previous literatures:

Khamisa (2012), a study aimed at identifying the degree of management accountability applied by managers and its relationship to leadership patterns in Jordanian schools, adopted two 40-paragraph first questionnaires to reveal the degree of management accountability applied by managers. The second consisted of a paragraph (45) to reveal the leadership patterns of Jordanian schools, the sample of which consisted of 352 teachers, and the findings found that the managerial accountability of Jordanian school managers and principals was largely from the teachers' point of view. It showed that there were no statistically significant differences in the degree of application of administrative accountability by Jordanian school principals and principals attributable to the gender variable. Differences in specialization variability, school type and scientific qualification, and in the light of the findings, the researcher made several recommendations, the most important of which was the promotion and promotion of the concept of managerial accountability in the light of global developments within the principles and theories that seek to achieve the best level of effectiveness in achieving objectives and regulating aspects of the administrative process.

Al-Zilei's 2009 study, entitled *The Reality and Relevance of Transformative Driving Procedures for High School Principals*, consisted of 138 managers. The pilot product was adopted and the study tool consisted of a 60-paragraph questionnaire. The results found a high degree of practice for transformative leadership dimensions for female principals in the Riyadh region. There is a positive correlation between high school principals' estimates of the importance of transformative leadership procedures and their degree of exercise. The researcher recommended that school principals should be motivated to adopt transformative leadership dimensions,

and the study recommends further studies on transformative leadership with variables not covered by the study.

In his study entitled Supporting Leadership Patterns for Talent Management, Agti presented (2017), the study aimed to identify and explain appropriate leadership patterns for talent management. Relied on extrapolating a range of related studies. The study confirmed that talent leadership requires a multiplier effort from the leader due to the talent's personal and intellectual characteristics. There are also no specific patterns of talent leadership. A leader may need to adopt more than one style of dealing with a particular type of talent. The study recommended that a leader must adopt more than one pattern to deal with a particular type of talent.

Ammar's study (2015), entitled A proposed conception of the tasks of the academic guide in the light of the guiding needs of university students - a field study at the University of Menufia, which aims to develop a proposed conception of the tasks of the academic guide at Egyptian universities. The researcher designed a questionnaire to measure the indicative needs of the students of the University of Menufia, which was composed of (68) Paragraph distributed to six areas of indicative needs (psychological, social, cultural, educational, ethical and professional) A sample of 286 students was selected in the first and fourth teams of practical colleges: (Agriculture - computers - home economy), humanitarian colleges (Commerce-Education), the results demonstrated that the extension needs were high, that there were no statistical differences according to the level of education, and then the researcher conceived the proposal for the tasks of the academic guide in universities operating and venting the quarterly curriculum in the light of the students' guiding needs, and in the light of the experience.

Al Awadi's study (2002) was entitled "The importance of academic and vocational counselling services in grades 11 and 12, the objectives of which were to demonstrate the importance of the presence of specialists working on the integration of the learner as well as to help students understand themselves and realize their potential, preparedness and tendencies and to map the future course of study and occupation to suit each other, In order to achieve their mental health in preventive, curative and dependent aspects, in cooperation with other school professionals. It then reviewed the definition, types, relevance and objectives of extension, the formation of guidance and guidance, the realities of the educational guidance work of the Ministry of Education and Education of the Sultanate of Oman, and the orientation and role of guidance at different levels of education. The researcher then recommended that the guidance departments should be provided with expertise, knowledge, skills and trends that would help cope with the growing burden in an age of cognitive explosion.

The Mehdi Study (2008), entitled "The satisfaction of Qatar University students and their expectations of academic guidance. The problem of research was the existence of some problems related to academic guidance." which called for this study to shed light on the reality of what exists at Qatar University about academic guidance, As students see themselves, and work to reveal their expectations of the academic guidance process, This helps to pave the way for the future advancement of the mentoring process in the form that achieves academic mentoring goals as laid out by the university's academic system. The objectives of the research were to learn about the satisfaction of Qatar University students with academic guidance, to learn about Qatar University students' expectations of academic guidance, to use the prescriptive curriculum, and to sample research from (501) A student and a student from the Faculties of Education, Arts, Science, Administration, Economics, Shari 'a and Law of Qatar University who were selected in a random manner for the university year 2007/2008 and the researcher designed a double identification to measure the level of student satisfaction with academic guidance as well as the degree of relevance of the extension process, The results showed that the research sample individuals were more satisfied with the academic guide's handling than with the information he possessed or the ease with which he communicated.

Al-Qatami (2006) conducted a study aimed at identifying the satisfaction of the University of Sultan-Faculty of Education in a nightmare of academic supervision. The study was conducted on 203 students and students. The researcher used the prescriptive curriculum and designed a double questionnaire to measure students' satisfaction with academic supervision. Students want supervisors who possess knowledge of the university's study plans and systems. As they progress, students are less satisfied with academic supervision. Students who are supervised by teachers of other nationalities are less satisfied than those who are supervised by Omani professors.

Alani's study (2004) on academic supervision in the accredited hours system. The researcher was interested in the role played by academic supervision and crisis study between the professor and the student during academic supervision. The researcher used the descriptive curriculum and designed a questionnaire covering five main axes that addressed sub-problems for each axis. The main results were: Develop a set of proposals to activate the academic supervision process: mechanisms to accept the supervisor's role and understanding of him, as well as how to deal with students.

Al-Anaboudi (2004) also conducted a study on the problems of academic supervision at Sultan Qaboos University from the point of

view of professors and students. The study was conducted on students at Sultan Qaboos University, where there were 300 students, 150 teachers, the researcher used the classroom curriculum and designed two forms, one for students, consisting of 22 problems, and one for professors. There are many problems surrounding academic supervision, 86% of which have been found to be experienced by students, while 100% of the problems are experienced by professors, as well as the fact that professors of humanitarian colleges face problems beyond their peers in practical colleges.

An applied Study

The study reliability

The sincerity of internal consistency was calculated to ascertain the sincerity of the study tool used through the use of the Pearson correlation coefficient, and it was found that all correlation transactions for all study tool questions were statistically significant at a morale level (0.01) that means the tool has the sincerity of internal consistency and is valid for study purposes.

Persistence of study tool:

The Alpha Kornbach coefficient of the study tool was calculated and the Alpha coefficient value was greater than 0.7, emphasizing the validity and relevance of critical thinking skills metric phrases and the high stability level of the tool used in the study.

Characteristics of study sample individuals

Table (1) Distribution of sample study personnel according to their characteristics

Characteristic		Frequency	Percentage (%)
Age Group (years)	Less than 16	40	35.7
	More than 16	72	64.3
Specialty	Science	56	50
	Literature	56	50

Analysis of questionnaire form

Educational Leadership Hub

Table (2) Computational average, standard deviation, relative weight and arrangement of educational command axis phrases

Acceptance grade	Order	Median Weight	Standard Deviation	Mean	Response Sentence
High	4	0.820	0.920	4.098	There is an awareness of the educational leadership of the latest developments in the educational and educational arena.
High	5	0.800	0.940	4.000	Educational leadership is keen to receive, monitor, store, retrieve and employ information
High	1	0.848	0.913	4.241	Educational leadership considers information as the mainstay of decision-making and decision-making
High	3	0.832	0.916	4.161	Educational leadership is based on information and data available at decision-making
High	2	0.838	0.925	4.188	Educational leadership is based on the documents of educational and educational institutions at the time of decision-making
High	6	0.779	0.981	3.893	Educational leadership compares data and information with facts and figures before making a decision
High	7	0.777	0.993	3.884	Educational leaders ensure full objectivity in the decision-making process
High	13	0.736	1.092	3.679	Educational leaders involve stakeholders in decision-making and decision-making
High	11	0.752	1.016	3.759	Educational leaders have the personal skills to make and make decisions
High	12	0.746	1.057	3.732	Educational leaders have clear goals for decision-making and decision-making
High	9	0.761	0.976	3.804	Educational leaders have the ability to solve problems
High	10	0.820	0.920	4.098	Educational leaders have the intellectual capacities and skills to make decisions
High	8	0.800	0.940	4.000	Educational leaders have the human abilities and skills to lead and motivate others

When examining the phrases of the pedagogical command axis in terms of the value of the greater relative weight from the perspective of the study sample, it is shown that the phrase (Educational leadership considers information as the mainstay of decision-making) is the most important phrase at a relative weight of 0.848 at a high level of consent while the phrase (Educational leaders involve stakeholders in decision-making) are the least important phrases with a relative weight of 0.736 at a high level of approval. All the phrases of the educational leadership hub were found to be at a high level of approval, which shows the high level of administrative leadership exercise of educational leadership functions at the Faculty of Sciences and Humanitarian Studies in Seleh bin Abdul Aziz University from the point of view of the study sample, where the overall average is 3.929 by standard deviation 0.977

The focus of academic problems

1- Administrative Problems

Table (3) Computational average, standard deviation, relative weight and arrangement of administrative problem terms

Acceptance grade	Order	Median Weight	Standard Deviation	Mean	Response Sentence
Intermediate	1	0.588	0.243	2.938	Insufficient availability of equipment and techniques in classrooms
Intermediate	2	0.582	0.316	2.911	Inadequate communication between management and students
Intermediate	3	0.577	0.374	2.884	There are no indicative regulations that allow students to easily access classrooms
Intermediate	5	0.570	0.429	2.848	Failure to take students' complaints seriously from officials
Intermediate	6	0.566	0.443	2.830	Poor interest and mentorship of students
Intermediate	7	0.559	0.468	2.795	Failure to allow students to remove, add and withdraw freely
Intermediate	4	0.573	0.391	2.866	Students' lack of knowledge of the academic guide since the beginning of the semester

When examining the phrases of the focus of academic problems related to administrative problems in terms of the value of the higher relative weight from the perspective of the study sample, it is shown that the phrase (insufficient availability of equipment and techniques in the classrooms) is the most important phrase at a relative weight

of 0.588 at an average approval level while the phrase (Not allowing students to remove, add and withdraw freely) are the lowest terms of interest at a relative weight of 0.559 at an average approval level. All phrases of the focus of academic problems related to administrative problems came at an average approval level. This shows that there is an average level of administrative problems as a dimension of academic problems facing female students of the Faculty of Sciences and Humanities at the University of Prince Sattam Bin Abdul Aziz from the point of study.

1- Problems with curricula

Table (3) Average arithmetic, standard deviation, relative weight and ranking of problems with curricula

Acceptance grade	Order	Median Weight	Standard Deviation	Mean	Response Sentence
Intermediate	6	0.563	0.436	2.813	Assigning students many duties and weekly assignments
Intermediate	2	0.577	0.349	2.884	Not helping students overcome their difficulties in studying
Intermediate	1	0.580	0.328	2.902	Curriculum dependence on preservation and remembrance
Intermediate	5	0.566	0.463	2.830	Lack of curriculum to develop students' creativity and innovation
Intermediate	3	0.575	0.405	2.875	Teaching practical courses in a theoretical manner
Intermediate	4	0.568	0.456	2.839	Students not provided with their grades in duties and tests
Intermediate	1	0.580	0.328	2.902	Teaching a number of courses in English

When examining the phrases of the focus of academic problems related to the curriculum in terms of the value of the higher relative weight from the perspective of the study sample, it is shown that the phrases (Dependence of curricula on preservation and remembrance, teaching a number of courses in English) They are the most important phrase with a relative weight of 0.580 at an average approval level while the phrase was (Assigning female students a lot of duties and weekly assignments) are the lowest expressions of interest at a relative weight of 0.563 at an average approval level. It was found that all phrases of the focus of academic problems related to the

curriculum came at the average approval level. This shows the existence of an average level of curriculum problems as one of the dimensions of academic problems faced by female students of the Faculty of Sciences and Humanities in Salil at the University.

2- Psychosocial Problems

Table (4) Computational average, standard deviation, relative weight and arrangement of terms of psychosocial problems

Acceptance grade	Order	Median Weight	Standard Deviation	Mean	Response Sentence
Intermediate	3	0.570	0.429	2.848	Students' anxiety about specialization
Intermediate	5	0.566	0.443	2.830	Inadequacy of cultural, social and psychological welfare programmes
Intermediate	7	0.559	0.468	2.795	Inability to organize time between university and family requirements
Intermediate	2	0.573	0.391	2.866	Students' feelings of stress
Intermediate	6	0.563	0.436	2.813	Vagueness of Vision and Purpose for Female Students to Attend College
Intermediate	1	0.577	0.349	2.884	Students' inability to manage time optimally
Intermediate	4	0.568	0.456	2.839	Students' inability to make friends at university

When examining the phrases of the focus of academic problems related to psychosocial problems in terms of the value of the greater relative weight from the perspective of the study sample, it is shown that the phrase (Students' inability to manage time optimally) is the most important phrase with a relative weight of 0.577 at an average approval level while the phrase was (The inability to organize the time between university and family requirements) is the least important phrase at a relative weight of 0.559 at an average approval level. It was found that all phrases of the focus of academic problems related to psychosocial problems came at the average approval level. This shows the existence of an average level of psychosocial problems as a dimension of academic problems facing female students of the Faculty of Sciences and HumanStudies in El.

The above shows an average level of academic problems facing female students of the Faculty of Sciences and Humanitarian Studies in El Salil at the University of Setam bin Abdul Aziz from the

perspective of the study sample, where the overall average value was 2.857 by a standard deviation of 0.400, which answers the second question of the study.

The role of educational leadership in addressing academic problems faced by female students:

Table 5 shows the impact of the role played by the educational leadership in addressing students' academic problems, as follows:

A statistically significant impact of the role of educational leadership in the face of administrative problems faced by female students at the level of 0.01. The educational leadership variable was found to explain 47.2% of changes in administrative problems. There was a reverse relationship between the levels of administrative leadership and the level of administrative problems. The higher the value of the coefficient of association 0.687.

A statistically significant impact of the role of educational leadership in addressing the problems of the curriculum facing female students at the level of 0.01. The educational leadership variable explains 51.9% of changes in curriculum problems. There is a reverse relationship between the levels of managerial leadership and the level of curriculum problems. The value of the coefficient of association is 0.720.

A statistically significant impact of the role of educational leadership in addressing the psychosocial problems facing female students at the level of 0.01. The educational leadership variable was found to explain 52.4% of changes in psychosocial problems. There was a reverse relationship between the levels of managerial leadership and the level of psychosocial problems. The higher the level of educational leadership at the Faculty of Sciences and Humanitarian Studies in Salil at the University of Sattam Bin Abdulaziz.

Table (5) Relationship between educational leadership and academic problems faced by female students

P-VALUE	r	R²	F	t	b	Academic Problems
0.000	-0.687	0.472	**98.296	**9.914	-0.152	Administrative
0.000	-0.720	0.519	**118.739	**10.897	-0.151	Curricula
0.000	-0.724	0.524	**121.188	**11.009	-0.176	Psychosocial
0.000	-0.727	0.529	**123.351	**11.106	-0.479	Academic problems as a whole

Significant at 0.01

Differences in the responses of the study sample individuals on the degree of availability of academic problems facing female students of the Faculty of Sciences and Humanities in Salil at the University of

Satam Ben Abdul Aziz attributable to demographic variables (age group - specialization)

Table (6) Differences in Responses of Sample Study Individuals on Degree of Availability of Academic Problems Facing Female Students of the Faculty of Sciences and Humanities in Descent at Prince Sattam Bin Abdul Aziz University Attributable to Demographic Variables (Age Group - Specialization)

Characteristics		Frequency	Mean	T _{calc}
Age Group (Years)	Less than 16	40	59.000	1.139
	More than 16	72	60.541	
Specialty	Science	56	59.232	1.170
	Literature	56	60.750	

Table 6 shows that there are no statistically significant differences in the responses of members of the study on the degree of availability of academic problems facing female students of the Faculty of Sciences and Humanities in El Salil at the University of Setam bin Abdul Aziz attributable to the age group variable at the level of 0.05. This shows that there is no difference between the age groups of female students in the level of the response.

There were also no statistically significant differences in the responses of the members of the study on the degree of availability of academic problems faced by female students of the Faculty of Sciences and Humanities in El Salil at the University of Setam bin Abdul Aziz attributable to the specialization variable at the level of 0.05. This shows that there is no difference between the specialization categories of female students in the level of the response to the degree of academic problems faced by students in the faculty.

Conclusion

☐ The high level of management leadership exercise of educational leadership functions at the Faculty of Sciences and Humanities in Salil at the University of Prince Sattam bin Abdulaziz from the point of view of the study sample individuals, where the overall average value was 3.929 with a standard deviation of 0.977, which answers the first question of the study

❑ The presence of an average level of administrative problems as a dimension of the academic problems faced by female students of the Faculty of Sciences and Humanities in El Salil at the University of Setam bin Abdulaziz from the point of view of the study sample individuals, where the overall average value was 2.867 with a standard deviation of 0.381

❑ The presence of an average level of curriculum problems as a dimension of the academic problems faced by female students of the Faculty of Sciences and Humanities in Salil at the University of Setam bin Abdul Aziz from the perspective of the study sample, where the overall average value was 2.864 with a standard deviation of 0.395

❑ The existence of an average level of psychosocial problems as a dimension of the academic problems faced by female students of the Faculty of Sciences and Humanities in El Salil at the University of Prince Sattam bin Abdul Aziz from the perspective of the study sample members, where the overall average value was 2.839 by a standard deviation of 0.424

❑ The presence of an average level of academic problems facing female students of the Faculty of Sciences and Humanities in Salil at the University of Setam bin Abdulaziz from the point of view of the study sample individuals, where the overall average value was 2.857 by a standard deviation of 0.400, which answers the second question of the study

❑ The statistically significant adverse effect of the role of educational leadership in addressing the administrative problems facing female students at the level of 0.01 and the higher the level of educational leadership at the Faculty of Sciences and Humanitarian Studies in El Salil at the University of Setam bin Abdul Aziz by 1%, the lower the level of administrative problems as a dimension of academic problems facing female students of the Faculty of Sciences and Humanities in Al Salil at the University Eil.

❑ The statistically significant adverse impact of the role of educational leadership in addressing the problems of the courses faced by female students at the level of 0.01 shows that the higher the level of educational leadership at the Faculty of Sciences and Humanities in Salil at Sattam bin Abdul Aziz University by 1%, the lower the level of the problems of the courses as one of the dimensions of academic problems faced by female students of the Faculty of Sciences and Humanitarian Studies Studies in Salil at Prince Sattam Bin Abdulaziz University by 0.151%.

❑ The statistically significant adverse effect of the role of educational leadership in addressing the psychosocial problems facing female students at the 0.01 level and the higher the level of educational

leadership at the Faculty of Sciences and Humanitarian Studies in El Salil at the University of Setam bin Abdulaziz by 1%, the lower the level of psychosocial problems as a dimension of academic problems facing female students of the Faculty of Sciences and HumanStudies in El il at the University.

☐ The statistically significant adverse effect of the role of educational leadership in the face of academic problems facing female students at a level of 0.01 and the higher the level of educational leadership at the Faculty of Sciences and Humanitarian Studies in El Salil at the University of Prince Satam bin Abdulaziz by 1%, the lower the level of academic problems facing female students of the Faculty of Sciences and Humanities in Al Salil at the University of Prince Sattam bin Abdul aziz by 0.479%.

☐ The absence of statistically significant differences in the responses of the members of the study on the degree of availability of academic problems facing female students of the Faculty of Sciences and Humanities in El Salil at the University of Setam bin Abdul Aziz attributable to demographic characteristics (age group, specialization) at the level of 0.05 answers the third question of the study

Recommendations

☐ The need to maintain the outstanding level of educational leadership in the Faculty of Sciences and Humanitarian Studies in Salil at the University of Setam bin Abdul Aziz by providing programs and training courses for leaders and familiarizing them with the most important theories and recent developments in the field of leadership

☐ Encourage researchers to conduct research and studies on the impact of educational leadership on the performance levels of educational institutions in all their forms within the Kingdom of Saudi Arabia.

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