

The Extent To Which The Labor Market Needs Of Leadership Skills Are Included In The University Education Outcomes At Imam Abdulrahman Bin Faisal University

¹Mohammed Sarhan Al-mekhlafi, ¹Adel Abdulmohsen Al-Dhuwaihi, ²Wafaa AbdulRahman Al-Faleh and ³Hajar Adel Ibraheem Al-Mohaisin

¹*Department of Educational Management, College of Education, Imam Abdulrahman Bin Faisal University, P.O. Box 1982, Dammam, Saudi Arabia.*

²*Master of Educational Administration and Leadership, Education and Quality Evaluation Specialist in the Education and Training Evaluation Authority, Director of the Teachers Preparation Department, Saudi Arabia.*

³*Bachelor's degree in educational computer, Master's degree in Educational Administration and Leadership, Saudi Arabia.*

Abstract: The study aimed to determine the extent to which the leadership skills that the labor market requires are included in the educational outcomes of Imam Abdulrahman Bin Faisal University from the point of view of employers in the city of Dammam, as well as university leaders. It also aimed to determine the future vision of student leadership skills that the labor market requires of university graduates from the point of view of university leaders. To achieve the objectives of the study, the mixed approach, the questionnaire tool, and the individual interviews were used to collect data. An available sample (Accidental sample) of 127 persons was selected from the employer community of 405,373, and eight university leaders were selected as a purposive sample for the individual interview. One of the most important results was that the level of leadership skills inclusion in education outcomes from the point of view of employers was generally (high) with an arithmetic mean of (4.11). Professional ethics ranked first in verification. The largest percentage of university leadership employees stated that it is highly included. The results also indicated that the university exerted continuous efforts in relation to its future vision to equip graduates with student leadership skills to prepare them for the labor market. The study also revealed that there are statistically significant differences at the level of significance (0.05) attributed to the two variables of the government sector and the academic qualification at the planning dimension and in favor of those whose scientific qualification is an associate diploma or belonging to the government sector.

Keywords: Labor Market Needs, Leadership Skills, University Education Outcomes, Imam Abdulrahman Bin Faisal University.

Introduction

Educational institutions continuously seek to raise the quality of their outcomes and align those outcomes with the labor market. In light of this, the Vision of the Kingdom of Saudi Arabia 2030 in the Human Capability Development Program aimed to improve the outcomes of the education system through education, rehabilitation, and

training programs that keep pace with the latest developments and requirements and tailored to the needs of the accelerated and renewable local and global labor market and the requirements of the Fourth Industrial Revolution, as specified in the Vision 2030 website.

The most important requirement in the labor market for the transition to the Fourth

Industrial Revolution is the possession of appropriate leadership skills (Guzmán et al., 2020). The recommendations of the International Conference for the Education Evaluation "Future Skills - Development and Evaluation" stressed the importance of integrating future skills in the curricula of university general education to prepare the new generation for future jobs, in addition to linking education outcomes with the skills necessary to succeed in life and respond to the requirements of future professions and jobs (Al Riyadh Newspaper, 2018). As university education is one of the most important strategic sectors that countries rely on to achieve the needs of development (Kahi, 2016); therefore, the role of universities is not limited to the educational role, but extends to instilling behaviors and building many skills, including building leadership figures needed by society (Al-Baladi, 2020). A survey on higher education and its compliance with the modern and future needs of the economy and society stressed the need for permanent education, and the identification of ways to further develop and improve higher education in the interest of achieving sustainable development (Guskova et al., 2016).

Therefore, we find that international universities rely on important principles, including interaction with society, by preparing global leaders who lead society and preparing qualified scientific cadres who seek to develop society and solve its problems (Awaji, 2018).

The results of the Trunina and Khovrak study (2019) revealed that the focus of contemporary higher education is to ensure that the quality of educational services considers the interests of the main stakeholders (students, higher education institutions, and employers) in determining the priorities of university education development. The study also showed that an effective educational process can ensure that future graduates acquire the necessary competencies and ensure their attractiveness and suitability to the labor market. This confirms the

findings of the Baxa study (Baxa, 2017) that students' practice of university activities and work on campus leads to the acquisition of leadership skills and the development of their abilities, which qualifies them for the labor market.

Despite this importance, Azmi's study (2019) found that higher education students lack the required skills in the labor market, and Quraybi's study (2015) indicated the need to reduce the gap between university specializations and the labor market. Faraj (2019) found that the acquisition of leadership skills among university students is still below expectations despite the efforts of universities.

Imam Abdulrahman Bin Faisal University, represented by the Deanship of University Education Development, has prepared a project to develop and identify the characteristics of graduates, which the University Council approved in its meeting No. (87) on 12/6/1442 AH the outcomes of the project, and approved its application in the academic programs of the university, and the project addressed several skills within the characteristics of graduates, including some leadership skills that the labor market requires.

Based on the above, it is clear that aligning the outcomes of education with the requirements of the labor market can be one of the most important challenges facing the education system, specifically leadership skills that meet the needs of the labor market.

Research Problem and Questions:

Based on the findings of the (Determination of graduates' characteristics) project, which addressed several skills, including some leadership skills that the labor market requires, and since, according to the knowledge of the research team, there are no previous studies on the extent to which the leadership skills that the labor market requires are included in the educational outcomes of Imam Abdulrahman Bin Faisal University students. In general, there is a lack of

studies that determine the leadership skills that the labor market requires, so this research came to reveal the extent to which these skills are included in the educational outcomes of Imam Abdulrahman Bin Faisal University, which are one of the needs of the labor market at the moment. The study's problem can be expressed in the following questions:

- 1- What is the extent to which leadership skills of various dimensions (planning, communication, technology, teamwork, professional ethics) that the labor market requires are included in Imam Abdulrahman Bin Faisal University's educational outcomes from the perspective of employers in the Eastern Province (Dammam, Khobar, Jubail)?
- 2- Are there statistically significant differences in the sample responses attributable to the sector to which the organization belongs (governmental, civil, charitable), job title, gender, years of service, and academic qualification at the level of significance (5%)?
- 3- What is the future vision of the leadership skills that the labor market requires from the point of view of the leaders of Imam Abdulrahman Bin Faisal University?

Study Aims:

This study aims to achieve the following objectives:

1. Know the extent to which the leadership skills that the labor market requires are included in the outcomes of university education at Imam Abdulrahman Bin Faisal University.
2. Identify the nature of statistical differences at the level of significance (5%) within the sample responses attributed to the sector to which the organization belongs (governmental, civil, charitable), job title, gender, years of service, and academic qualification.

- 4- Determine the future vision of the student leadership skills that the labor market requires concerning the university graduates, as seen by the leaders of Imam Abdulrahman Bin Faisal University.

Importance of Study

The scientific value of this study is derived from the following:

- It studies the leadership skills of graduates of Imam Abdulrahman Bin Faisal University to learn about the suitability for the labor market.
- It seeks to provide university leaders with the necessary information on the extent to which graduates acquire leadership skills.

The practical value of this study is derived from the following:

- It contributes to achieving the Kingdom's Vision 2030 by aligning the outcomes of education with the needs of the labor market.
- It guides the university officials involved in the development of curricula and courses to enable the students to acquire leadership skills, which in turn leads to alignment with the needs of the market.
- Partial completion of the project to identify and develop the characteristics of graduates at Imam Abdulrahman Bin Faisal University.

Limits of the Study:

This study's limits are as follows:

Objective Limit: This study was limited to addressing the extent to which leadership skills required by the labor market were included in the outcomes of university education at Imam Abdulrahman Bin Faisal University, which was identified in four main skills: Planning, communication, technology, teamwork, and professional ethics.

Time Limit: The search tool was applied in the 2022/2023 academic year.

Spatial Limit: This study was applied in the Eastern Province of Saudi Arabia (Dammam, Khobar, Jubail).

Human Limit: The study tools were applied to two samples:

First: Distribution of a questionnaire to (127) employers in the governorates of Dammam, Khobar, and Jubail.

Second: Personal interview with (8) leaders from faculty of Imam Abdulrahman Bin Faisal University.

Terms:

Include the leadership skills needs required by the labor market in the outcomes of university education:

This means working to harmonize and align skill achievements of the university education outcomes, and the needs of the labor market from these achievements, to achieve a balance between the supply of university graduates and market demand in various public and private sectors and others. According to Ayrout (2012), it is a high productivity reflected positively on the overall productivity of the economy.

Procedurally, the researchers define each of the following:

- **The Labor Market Needs:**

The expectations and requirements that the labor market requires in the 21st century and the digital age, are affected by education outcomes and affect education inputs.

- **Employers:**

Holders of executive supervisory and administrative positions in the governmental, private, and non-profit sectors in Dammam, Khobar, Dhahran, and Jubail, which work under

their supervision and follow-up graduates of Imam Abdulrahman Bin Faisal University.

University Education Outcomes: It is the end product of the teaching and learning process that educational institutions want to achieve (Education and Training Evaluation Commission, 2023)

The outcomes of university education are defined procedurally: It refers to the leadership skills possessed by Imam Abdulrahman Bin Faisal University graduates in particular, and life skills in general, in addition to the ability to master the specialization.

Leadership Skills: It is a set of abilities that a person possesses that help him to influence the team to achieve a common vision, and specific goals, in a way that guarantees friendship, love, respect, and loyalty (Abu Zuaiter, 2009).

It is defined procedurally as A set of skills that the university student needs to possess as a skill of planning, teamwork, communication, and technology, in addition to professional ethics.

Literature Review:

The economic development of countries and the sustainability of prosperity thereof are directly linked with education, its outcomes in general, and higher education in particular, which is one of the main means to keep pace with the rapid development in this century and beyond.

It was important to discuss and study the needs of the market and the compatibility of the outcomes of higher education in terms of characteristics and skill achievements according to economic and technological variables. Imam Abdulrahman Bin Faisal University has prepared a research study on the characteristics of its graduates (2020), which intends the following: The set of knowledge, skills, attributes, values, and abilities that qualify the graduate for the future, and their importance agreed upon by the university community and stakeholders, including employers. The results showed that these characteristics included the following skills: Effective communication,

teamwork, leadership skills, analysis and problem-solving skills, decision-making, the ability to use digital and information technology skills, responsibility, and accountability, in addition to adherence to professional ethics. Based on this result, this study focuses in particular on the extent to which the leadership skills that the labor market requires are included in the outcomes of university education at Imam Abdulrahman Bin Faisal University from the point of view of employers, which achieves an alignment between demand in the current market, which gives this study another importance linked to the Saudi Vision 2030 (Vision 2030, 2016), where the 14th strategic goal "Ensuring the alignment of education outcomes with the needs of the labor market" came within the vision realization programs, from which the Human Capacity Development Program emerges to prepare young people for the local, global and future labor market.

The relationship between the needs of the labor market and the skills of the university outcome:

Several studies have shown that the current reality witnesses a gap between the university outcome and the requirements of the Saudi labor market, including the study by Damanhuri (2015), which showed that the skills required by the labor sector from graduates are available to a small extent, due to the lack of development programs for faculty members, and the unwillingness of the private sector to bear the training costs. In an analytical study of the reality of Saudi university graduates conducted by Banaemah (2019), in which she attributed the gap to internal and external reasons. This is not inconsistent with the fact that the Kingdom has achieved success through strategic plans to bridge this gap, but it has not reached the required level.

In a similar study in terms of surveying the opinions of employers at the level of Saudi universities having institutional accreditation, the

study showed that the general satisfaction with the quality of learning outcomes was very good (Aref, Hijazi, and Abdul Hamid, 2018). On the other hand, the results of a simultaneous study in the education sector in the city of Jeddah from the point of view of administrative educational leaders, have indicated that the female graduates' possession of skills, experience, and practical training was poor (Asiri and Tayeb, 2018).

The strength of the relationship between the outcomes of education and its knowledge, skills, capabilities, values, and requirements of the labor market is evident in the project of development and determination of the university graduates' characteristics. The results of Al-Taweel (2020) study showed that the requirements of the labor market are a key factor in achieving the quality of education outcomes. Harith (2018) reported that the competitiveness of the university is based on the criteria that the skills of its graduates meet the market requirements. The results of (the City & Guilds Group, 2017) study also showed that there is a skill gap in five basic skills for graduates who are candidates to work in the Saudi market, which are: professional ethics, organizational, personal, and technical skills, and leadership. The study also confirmed that the lack of skills has a negative impact on the labor market, resulting in less productivity of institutions, wasting a lot of money and time, and involving external experts and consultants to fill the gap. It may also result in being in a worse position compared to the competitors due to weak leadership skills and the inability of the employee to adapt to the requirements and work environment.

This study investigates the extent to which leadership skills are included in the outcomes of the university, which is a basic requirement and need of the labor market.

Leadership skills in university education outcomes:

This topic shows the development of leadership skills among university students to enhance the student's leadership ability through a variety of methods. Murray and Schultz (2013) defined the concept of a student leader as one that shows effective time management, the ability to set goals, build positive relationships, use effective skills in conflict resolution, show interest in helping others, build their leadership skills, participate in social programs, and promote understanding and respect across diverse groups.

Al-Tahrawi (2015) and Baxa (2017) also explained that student activities develop and enhance the leadership skills of university students. Aljaradat (2017) added that the faculty member has a great impact on the promotion and development of leadership skills, and Al-Qahtani (2017) confirms that it is the responsibility of the university to develop the life and leadership skills of the student. To obtain the highest results, it is necessary to devote more effort and resources to training and developing leadership in university students. This theory is confirmed by (Bass & Bass, 2008), who reported that a good leader can be created through endless processes of self-education, formal education, training, and acquiring appropriate experiences. We find that these studies have unanimously agreed on several leadership skills, some of which interfere with life skills, including Prioritization, assuming responsibility, solving problems, making decisions, communication and teamwork, planning and technical areas, the ability to organize, build positive relationships, and manage conflict.

Through the previously shown concerning the concept of leadership skills of the university students required by the labor market, we find that some researchers have confused between life and leadership skills as in Al-Qahtani (2018). Others have included leadership as a life skill, and some have identified the skill components of leadership with characteristics, abilities, and sometimes qualities. Another group

has agreed on several leadership skills that university graduates should possess, which are consistent with the procedural definition of skill adopted by this study, which is: The knowledge, skills, and abilities acquired during the years of university study, which are important factors in exercising effective leadership. Accordingly, the study focused on four leadership skills agreed upon by most of the previous local studies, such as a study by (Al-Baladi, 2020; Al-Humaidi, 2015; Faraj, 2019), and Arabic, such as a study by (Ibrahim, Mohammed, 2018; Aljaradat, 2017; Al-Dafiri, 2014; Al-Enazi, 2017), and foreign, such as a study (Baxa, 2017; Dalina, 2016); due to its importance in refining the student skills, and being a requirement for the labor market, in addition to being one of the skills included in Imam Abdulrahman Bin Faisal University project to develop and determine the characteristics of its graduates (2020), and these four skills are: Planning, communication, technology, teamwork, as well as professional ethics, which are briefly reviewed below:

Planning Skill: It is an intellectual process according to Hassan (2004) as it is defined as a set of qualities necessary to know the requirements of the different activities through which the desired objectives are achieved (Kotwal, 2016). Every job starts at the personal and professional level, and it is one of the most important skills that enable the leader to organize the work, determine responsibilities, accountability, improve operations, guide relationships, and make decisions.

Technology and Communication Skills Communication commenced by a man with himself and his awareness of himself, then everything around him. Communication has received great attention, as the leader needs communication to be influential, motivating, and good listening, and can promote his goals and vision, and build positive relationships, through which he creates a bridge for consensus and

integration between tasks (Al-Baladi, 2020, p. 130).

Teamwork Skill: It means the ability to lead the group, and work within a team to accomplish efficiently and accurately, which helps him to resolve conflicts, achieve justice, and improve productivity, and the characteristics of teamwork according to Al Garboa (2014): Commitment to shared goals, interaction and teamwork, clarity of roles, recognition of abilities and talents, and responsibility.

Professional Ethics. Commitment to professional ethics and working under values that maintain the integrity and mastery of work, which Sakarna (2009) defined as: “Principles that are the basis for the required behavior for profession members, and the criteria on which the organization relies in evaluating their performance positively and negatively” (p. 37).

Methodology and procedures of the study:

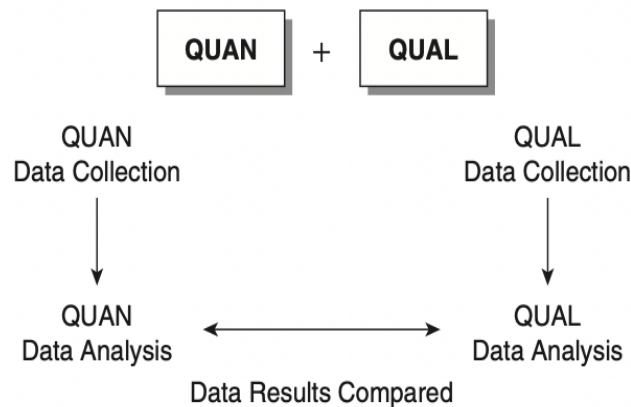


Figure (1) Concurrent Triangulation Design

Source: Creswell et al. (2003)

Second: Study Population and Sample:

The study population consists of the following:

- The community of employers in government agencies, private entities, and the non-profit sector, in Dammam, Khobar, and Jubail, and their number reached (405,373) based on the statement

First: Methodology:

The research team used the mixed method. It is a method that combines quantitative (numbers) and qualitative (texts) research and mixes them (Zaitoun, 2006).

In light of this, two data collection tools were used, namely the questionnaire directed to employers in the city of Dammam, Khobar, and Jubail, and the interview tool directed to some leaders from the faculty of Imam Abdulrahman Bin Faisal University. To collect, mix and analyze data, the Concurrent Triangulation Design method has been adopted. Creswell et al. (2003) state that the collection of quantitative and qualitative data in this design is concurrent, with equal priority as the two sources of data, and incorporates the results while interpreting them. Interpretation may indicate a convergence of results to strengthen the cognitive claims of the study or to explain any lack of convergence. Figure 1 below illustrates the design of the study.

of (the branch of the Ministry of Human Resources in the Eastern Province), during the first and the second semesters of the academic year 2022/2023, and due to the large size of the study population, the random convenience samples method was used. To obtain a representative number of population responses to achieve a good degree of results accuracy, the questionnaire was

distributed electronically by the research team to the study population of employers via e-mail, WhatsApp, and social media. (127) persons responded from (20 October) to (31 December) of 2022.

- The leaders of the faculty of Imam Abdulrahman Bin Faisal University; the sample was identified from the leaders of the university, who are eight persons and reflect huge experiences in the subject of research. Two face-to-face interviews and six interviews via Zoom were conducted.

Third: Characteristics of Study

Individuals:

It is clear that about half of the study sample members belong to the non-governmental sector (48%). As for the job title, the largest percentage of the study sample is their known job (administrative assistant 43.3%, department manager 22%, director general 19.5%). Concerning the educational qualification variable, more than half of the study members have a bachelor's degree 66.1%. As for the gender variable, the largest percentage was females 50.4%.

Characteristics of the study sample from (university leaders):

The following leaders have been interviewed: the Dean of the University Education Development Deanship, the Dean of the Applied Studies College, the Undersecretary of the Deanship of Student Affairs (General Supervisor of the Student Skills Development Center), the Director of the Leadership Center, Head of the Self-Development Department, Undersecretary of the Deanship of Student Affairs, Counselor of the Vice President for Academic Affairs, Counselor of Professional Development at the Graduate Center, the scientific degrees of the sample individuals one associate professor, and the rest is

an assistant professor and years of experience range from (8) to (18) years.

Fourth: Study tools and design phases thereof:

The research team adopted the questionnaire and interview tools to achieve the objectives of the study and answer the questions, as follows:

I- Questionnaire:

- First Phase: Building the Study Tool:

The questionnaire was designed and built based on the subject of the study and its objectives, as well as the nature of the data and information which shall be obtained, after careful reading of the literature available in the field of the study. The views of experts and specialists were also utilized. The questionnaire in its initial form included preliminary data and several aspects covering all dimensions of the study.

- Second Phase: Psychometric analysis of the study tool aspects statements:

It is meant to legalize the study tool, meaning: Verify the validity and reliability of the study tool (questionnaire), as follows:

Testing the Validity of the Study Tool: To verify the validity of the study tool, the researchers did the following:

Validity of the Interraters (Face Validity): To test the apparent validity of the study tool, it was presented to a group of interraters, who were asked to express their thoughts on the tool's parts and questions, as well as the extent to which it includes all elements of the topic, as well as the adequacy or need to add some questions or paragraphs, as well as the clarity and soundness of its linguistic formulation. After the interraters expressed their opinions, the researchers made the necessary adjustments according to their opinions. The questionnaire takes its semi-final form and then enters the stage of internal

consistency and reliability verification, as follows:

Internal Consistency: The validity of the study tool (questionnaire) was confirmed by analyzing the validity of the questionnaire's elements using the Pearson correlation coefficient and applying it to a survey sample of (25) persons. It was found that all the correlation coefficients of the statements with the total degree of the aspect to which they belong, and the dimensions with the total degree of the study tool were a function at the level of (0.01). The values of the correlation coefficients of the planning dimension ranged between (0.752, 0.890), the dimension of communication and technology between (0.562, 0.907), the dimension of teamwork between (0.779, 0.912), and the dimension of professional ethics between (0.801, 0.908). The values of the correlation coefficients of the study tool dimensions ranged between (0.896, and 0.953), and all are good correlation coefficients. This indicates high coefficients of internal consistency and indicates high and sufficient indicators of reliability in the application of this study tool.

Reliability of Tool (Questionnaire): The study tool's reliability was tested using Cronbach's Alpha (α) to determine "to what extent the scale gives approximate readings at each time it is used, or what is the degree of its consistency and continuity when used repeatedly at different times and on different people" (Al-Qahtani et al., 2004, p. 214). The study questionnaire was found to have statistically acceptable reliability, with the total reliability coefficient (alpha) (0.926) being a high degree of reliability. The study tool's reliability coefficients range between (0.902, and 0.929), which are high-reliability coefficients that can be trusted in the application of this study tool.

According to the results of the questionnaire's validity and reliability testing, the tool is accurate in assessing what it was designed to measure and is well-established.

2- Interviews:

The interviews was employed in this study to gain a more in-depth understanding of the subject of the study. The research team developed the qualitative design, identified the questions, and ensured their validity to identify the perspectives of some university leaders on the inclusion of leadership skills in their various dimensions that the labor market requires in educational outcomes and semi-regulated interviews were used. They are open-ended yet very detailed in their content, are not followed by specific choices, and allow for interactive contact between the researcher and the respondent (Abu Allam, Rajaa, 2011).

The purposive sample was selected from the leaders of Imam Abdulrahman Bin Faisal University, and their contributions will aid in the interpretation and clarification of quantitative results. They were called by phone for preliminary approval before receiving an official letter of clarification and a copy of the outcomes of the employers' responses. The interview questions form, which consists of two sections, demographic data, and substantive questions, was sent to some of them as requested, describing the expected duration of the interview (one hour), time, and period. Except for one person who declined, all members of the sample accepted to record the interview. Following the completion of the interview, it was thoroughly transcribed and data was collected, after which sentences and phrases were coded, grouped into subjects, and integrated with the quantitative design results.

Judgment Criterion: The following scaling was used to denote the means of the sample individuals' responses on the degree of skills availability among the graduates: 4.2 and above (very high) - from 3.4 to less than 4.2 (high) - from 2.6 to less than 3.4 (medium) - from 1.8 to less than 2.6 (low) - less than 1.8 (very low).

Findings and Discussion

This section deals with the presentation and discussion of the field study results by presenting the study members' answers to the interview

questions and questionnaire statements, as well as answering the study questions as follows:

Regarding the first question: What is the extent to which leadership skills of various dimensions (planning, communication, technology, teamwork, professional ethics) that the labor market requires are included in Imam Abdulrahman Bin Faisal University's educational outcomes from the perspective of the study sample?

The answer to this question has two main aspects:

A. Findings as per Employers' Opinions

The questionnaire tool dealt with the sample of the study from among employers in the sectors (charitable, non-government, and government) to measure the leadership skills that the labor market requires from the outcomes of education through four dimensions, namely (planning, communication, and technology, teamwork, and professional ethics). The results were as follows:

Table No. (1) Arithmetic means, standard deviations, and ranking of responses of study individuals towards the extent to which leadership skills are included in learning outcomes

S. No.	Dimensions	Arithmetic Mean	Standard Deviation	Availability Degree	Ranking
4	Professional Ethics.	4.40	0.71	Extremely High	1
2	Communication and Technology	4.11	0.72	High	2
3	Teamwork	3.97	0.82	High	3
1	Planning	3.94	0.75	High	4
General Arithmetic Mean		4.11	0.68	High	-

It is clear from Table No. (1) that the aspect of the extent to which leadership skills are included in the educational outcomes from the point of view of the study sample individuals, which includes four dimensions, their arithmetic means ranged between (3.94 - 4.40), and these means come in the fourth and fifth categories of the five-tiered scale, indicating that the responses of the study individual on the dimensions range from a degree of availability (high to very high). Professional ethics achieved the highest verification degree, while planning skills came in the last rank.

The findings of this study agreed with the findings of Al-Khilaiwi's (2020) study, which concluded that there is harmony between the outcomes of society and the labor market in the Kingdom of Saudi Arabia, as well as the findings of Aref, Hijazi, and Abdul Hamid's (2018) study, which concluded that the degree of compatibility between the quality of learning outcomes in Saudi

universities and the requirements of the labor market is very good. It is also consistent with the findings of the study by (Faraj, 2019), which stated that Taif University plays an important role in strengthening the leadership skills of its students to improve the competitiveness of university graduates and reach high degrees. As a result of the study by (Al-Biladi, 2020) showed that Islamic University students possessed a high level of leadership skills, while the current study's findings differed with those of the study by Asiri and Tayeb (2018), who reported that female graduates' possession of abilities, experience, and practical training consistent with the needs of the educational sectors was weak.

The following is a more detailed examination of the sample individuals' assessments of each aspect of leadership skills:

First: Planning:

The results showed the planning dimension from the point of view of the study sample, which includes (6) statements and their mean (guiding others to achieve the vision 3.98, setting future goals 3.98, prioritizing 3.95, decision-making 3.93, organized and systematic thinking 3.92, and predicting the results based on operations 3.88). Their arithmetic means ranged between (3.88 - 3.98), and these averages fall into the fourth category of the five-point gradient scale, and the previous result indicates that the study members' responses on the aspect phrases came with a (high) degree of availability.

The current study's findings agreed with the findings of another study (Al Saif, 2013), which concluded that decision-making is one of the most important leadership skills that must be focused on by students in Saudi universities, as well as the findings of another study (Al-Baladi, 2020), which concluded that students at the Islamic University have strong planning skills.

Second: Communication and Technology:

The findings revealed that the aspect of including leadership skills in terms of communication and technology, which includes (8) statements and their mean (effective communication with others 4.18, good listening 4.25, effective management of dialogue 4.04, acceptance of others' points of view 4.06, influencing others 3.86, forming positive relationships with others 4.24, the ability to negotiate 3.95, and the use of digital technology in the communication 4.31). The arithmetic means ranged between (3.86 - 4.31), and these means lie in the fourth and fifth categories of the five-point gradient scale, which ranges from high to extremely high availability.

The result of the current study agreed with the result of the study by (Baxa, 2017), which concluded that collaborating with others and effective communication are two of the most important leadership skills developed and mastered by students while on campus. It also agreed with the result of the study (Al-Baladi,

2020), which concluded that the degree of possession of communication skills by students at the Islamic University was high.

Third: Teamwork:

The findings revealed that the extent to which leadership abilities are incorporated in teamwork contains (5) statements and their mean (inspiring motivation in others 4.09, recognizing and effectively distributing duties 3.92, managing conflict 3.72, dealing honestly and transparently with others 4.12, and evaluating the performance of the work team 4.01). The arithmetic means ranged between (3.72 - 4.12), and these means fall into the fourth category of the five-point scale, recording a (high) degree of availability.

The result of this study agreed with the result of the study by (Dalina, 2016), which concluded that communication and teamwork are leadership skills acquired by students at the Community College, University of New England. It also agreed with the result of the study by (Baxa, 2017), which stated that collaborating with people and effective communication are two of the most important leadership skills developed and mastered by students while on campus. It also aligned with the findings of the study (Al-Baladi, 2020), which showed that Islamic University students had a high level of leadership skills in connection to cooperation.

Fourth: Professional Ethics:

The results showed that the aspect of the extent of including leadership skills concerning professional ethics, which includes (7) statements and their mean (integrity and honesty in dealing with situations 4.43, respect for labor laws 4.43, commitment and discipline 4.40, maintaining work secrets 4.38, taking responsibility 4.37, mastery of work 4.35, relying on professional ethics in all its dealings 4.43). The arithmetic means ranged between (4.35 - 4.43), and these means fall in the fifth category of the five-point gradient scale of a (very high) degree of availability.

The result of this study agreed with the result of the study by Al Saif (2013), which concluded that respect for regulations and laws is one of the most prominent leadership skills that must be focused on by students in Saudi universities. It also agreed with the result of the study Baxa (2017), which concluded that the ability to organize is one of the most prominent leadership skills learned and acquired by students during their work as students on campus.

B. Findings according to the views of the university faculty leaders

Through interviews with university leaders of members of faculty, it was discovered that the institution is making ongoing attempts to implement processes that seek to include the leadership capabilities that the labor market requires in its outcomes. The most visible of these initiatives, according to the findings of the interviews, are:

First: Creating collaborative advisory committees with the business and public sectors to connect the university's outcomes with labor market demands through the preparation of strategic plans for departments and colleges.

Second: Editing and updating mandatory courses for all university students since the first year, which are based on the concept of 21st century skills required by the labor market, the most important of which are (a preparatory year course to teach leadership skills for thinking, Arabic language course, English language course, entrepreneurship course, Islamic ethics and values course, in addition to field training).

Third: Creating centers to assist students and graduates in acquiring labor-market skills and instilling and developing leadership skills, as well as assisting professors in incorporating these skills into their classroom activities and practical costs, namely (the Alumni Centre, the Student Skills Development Centre, the Leadership Centre, and the Student Affairs Vice Dean programs).

Fourth: Updating study plans and programs based on contact with the labor market with a focus on aligning the objectives of the courses with the skills of the labor market.

Fifth: Alumni Centre Activities and Programs: The Alumni Centre organizes a variety of activities (agreements, magazines, workshops, programs, projects, questionnaires, and research studies) and has developed several (initiatives) aimed at preparing students for the labor market.

Sixth: Taking several measures related to admission rates and student numbers in order to meet market demands, namely (expanding students seats, opening new fields and disciplines such as cybersecurity and artificial intelligence, lowering admission rates on theoretical disciplines, and increasing admission to practical scientific colleges).

Seventh: Encouraging graduates to take professional examinations or get professional credentials, collaborating with specialized centers to conduct professional tests within the university and announcement thereof for the graduates.

Given the agreement of most university leaders on the university's efforts to prepare university graduates for the labor market, the convergence of quantitative and qualitative data for the study is clear. This explains the high degree of verification revealed by the questionnaire results to include leadership skills in the educational outcomes of Imam Abdulrahman Bin Faisal University.

Regarding the Second question: On identifying the nature of the differences at the level of significance (0.05) in the sample responses, which are attributed to the sector to which the organization belongs, job title, gender, years of service, and educational qualification, the results of the differences according to the variables are as follows:

I. The sector to which the respondents belong:

Table No. (2) The result of the Kruskal–Wallis test, concerns the nature of the differences in the study sample's replies on the extent to which leadership qualities in their various dimensions are included.

Dimensions	Sector	Number	Average of Ranks	Value of u	Level of Significance
Planning	Government	49	74.00	6.021	0.049
	Non-government	61	57.07		
	Charitable	17	60.06		
Communication and Technology	Government	49	67.02	0.716	0.699
	Non-government	61	63.02		
	Charitable	17	58.82		
Teamwork	Government	49	69.04	3.170	0.205
	Non-government	61	63.65		
	Charitable	17	50.74		
Professional ethics.	Government	49	68.03	1.780	0.411
	Non-government	61	59.61		
	Charitable	17	68.12		
Total	Government	49	69.30	1.731	0.421
	Non-government	61	61.29		
	Charitable	17	58.47		

Table (2) shows that there are statistically significant differences in planning at the level of (0.05) in favor of the study sample in the government sector with an average rank of (74.0). The result indicates that a sample of those working in the government sector agrees more on the degree of including leadership skills in planning.

While the results show that there are no statistically significant differences between the averages of the study sample members' responses about the overall degree of

(communication, technology, teamwork, and professional ethics), all of which are values greater than (0.05), that is, not statistically significant. The result indicates the convergence of the study sample responses based on the sector in which they work. The result is attributed to that the government sector, with its system of bureaucracy, routine, and organization, has a consistent approach that implies this skill in its procedures and may not be acquired.

3- Job Title:

Table No. (3) The result of the Kruskal-Wallis test in the responses of the sample members towards the inclusion of leadership skills of their different dimensions

Dimensions	Job Title	Number	Average of Ranks	Value of u	Level of Significance
------------	-----------	--------	------------------	------------	-----------------------

Planning	Director General	25	62.90	0.245	0.970
	Executive Director	19	65.21		
	HR Officer	28	66.59		
	Others	55	62.76		
Communication and Technology	Director General	25	63.46	0.982	0.806
	Executive Director	19	57.42		
	HR Officer	28	63.20		
	Others	55	66.93		
Teamwork	Director General	25	64.80	2.017	0.569
	Executive Director	19	53.11		
	HR Officer	28	66.68		
	Others	55	66.04		
Professional ethics.	Director General	25	60.64	3.099	0.377
	Executive Director	19	54.53		
	HR Officer	28	62.07		
	Others	55	69.78		
Total	Director General	25	63.22	1.135	0.769
	Executive Director	19	56.26		
	HR Officer	28	64.93		
	Others	55	66.55		

It is clear from Table (3) that there are no statistically significant differences (planning, communication, technology, teamwork, professional ethics) according to differentiation of the job title variable, as the value of the level of significance for the dimensions reaches (0.970, 0.806, 0.569, 0.377) respectively, and for the overall degree (0.769), all of which are values greater than (0.05), that is, not statistically significant. The result indicates the convergence of the responses of the study sample on the

difference in their job title that they work on the degree of leadership skills of their sub-dimensions, which emphasizes the importance of these skills and the market needs concerning such skills in the different professional fields.

3. Gender:

To identify the differences according to the gender variable, an independent sample t-test was used, as follows:

Table No. (4) Arithmetic means and the result of the t-test for the responses of the study sample on the extent to which leadership skills of their different dimensions are included according to the gender variable.

Dimensions	Gender	Number	Arithmetic Mean	Standard Deviation	T value	Level of Significance
Planning	Male	63	4.01	0.70	1.041	0.300
	Female	64	3.87	0.79		
Communication and Technology	Male	63	4.14	0.70	0.456	0.649
	Female	64	4.08	0.76		

Teamwork	Male	63	4.03	0.77	0.775	0.440
	Female	64	3.92	0.87		
Professional Ethics	Male	63	4.47	0.62	1.145	0.254
	Female	64	4.33	0.78		
Total	Male	63	4.16	0.61	0.939	0.349
	Female	64	4.05	0.74		

It is clear from Table No. (4) that there are no statistically significant differences at the level of significance (0.5), as the value of the level of significance for the dimensions was (0.300, 0.649, 0.440, 0.254) respectively, and for the overall degree (0.349), all of which are values greater than (0.05), that is, not statistically significant. The result indicates that the responses of the male and female study sample are close to the degree of leadership skills of their sub-

dimensions, which are what the labor market requires in education outcomes. There is an agreement on skills between the genders, and it is not an influential factor.

4. Years of Services:

To identify variances according to the years of service variable, one-way analysis of Variance (ANOVA) was used as the following:

Table No. (5) ANOVA test result on the nature of differences in the responses of the study sample members according to the variable of years of service

Nature of the variable	Dimensions	Groups	Total Squares	Degrees of freedom	Mean squares	F value	Level of Significance
Differences according to the Years of service	Planning	Between Groups	0.046	2	0.023	0.041	0.960
		Within Groups	70.483	124	0.568		
		Total	70.529	126			
	Communication and Technology	Between Groups	0.728	2	0.364	0.690	0.503
		Within Groups	65.404	124	0.527		
		Total	66.132	126			
	Teamwork	Between Groups	1.183	2	0.592	0.879	0.418
		Within Groups	83.514	124	0.674		
		Total	84.698	126			
	Professional ethics.	Between Groups	0.337	2	0.169	0.334	0.717

		Within Groups	62.656	124	0.505		
		Total	62.993	126			
Total		Between Groups	0.452	2	0.226	0.486	0.617
		Within Groups	57.751	124	0.466		
		Total	58.204	126			

It is clear from Table (5) that there are no statistically significant differences between the means of study sample responses in (planning, communication, technology, teamwork, and professional ethics) according to differentiation of the years of service variable, as the value of the level of significance for the dimensions reaches (0.960, 0.503, 0.418, 0.717) respectively, and for the overall degree (0.617), all of which are values

greater than (0.05), that is, not statistically significant. The result indicates the convergence of the responses of the sample, which emphasizes the importance and necessity of these skills, and are considered fundamentals currently and in the future.

5. Qualification

Table No. (6) Kruskal-Wallis test result on the differences in the responses of the study sample members according to the variable of qualification

Dimensions	Academic qualification	Number	Average of Ranks	Chi-square	Level of Significance
Planning	Associate Diploma	17	82.41	6.285	0.043
	Bachelor	84	58.90		
	Master's and higher degree	26	68.42		
Communication and Technology	Associate Diploma	17	80.82	4.161	0.125
	Bachelor	84	61.08		
	Master's and higher degree	26	62.42		
Teamwork	Associate Diploma	17	79.68	3.679	0.159
	Bachelor	84	62.11		
	Master's and higher degree	26	59.85		

Professional ethics.	Associate Diploma	17	76.44	2.413	0.299
	Bachelor	84	62.33		
	Master's and higher degree	26	61.27		

Table (6) demonstrates that there are statistically significant variations in planning at the level of (0.05) associated with the differences in qualification variable in favor of the study sample who got an associate diploma with an average rank of (82.18). According to the findings, a sample of government employees agrees more on the importance of adding leadership abilities in planning.

While the results showed that there are no statistically significant differences between the means of the responses of the study sample on the overall score to include leadership skills and their dimensions (communication and technology, teamwork, professional ethics) according to the variable of the educational qualification, as the value of the level of significance for the dimensions was (0.125, 0.159, 0.299) respectively, and for the overall score (0.088), all of which are values greater than (0.05), that is, not statistically significant. It indicates the convergence of the responses of the study sample on the difference of their scientific qualification on the degree of leadership skills and their sub-dimensions. This is due to the difference in the concept, mechanisms, and practice of planning between different qualifications.

Regarding the Third question: What is the future vision of the leadership skills that the labor market requires from the point of view of university members of faculty, as seen by the leaders of Imam Abdulrahman Bin Faisal University?

The majority of interviewees agreed that providing university graduates with several

leadership skills (critical thinking, teamwork, problem-solving, effective communication, planning, self-organization, and clarity of vision) is necessary for good preparation of them for the labor market.

The interview results reached the role of the faculty member in providing students with those leadership skills through teaching using strategies that help develop twenty-first-century skills, as well as collective practical applications and practicing all leadership skills by students within assignments while providing frequent opportunities for students. Although there is currently no direct and planned impact of field training on refining university student leadership skills because there is no special targeting of leadership skills in field training, it is possible to be exposed thereto indirectly.

The university staff also stated that, based on continuous communication with the relevant authorities, the university is targeting new study programs such as (Data Science - Precision Specializations in Medicine - Artificial Intelligence - Robotics, and Cybersecurity), and that the university is carrying out several procedures related to admission rates and student numbers to meet job opportunities based on market requirements, namely:

- 1- Open new fields and disciplines, such as cybersecurity and artificial intelligence.
- 2- Reducing theoretical discipline admission rates while increasing admission to practical scientific colleges, and the university attained 20% in theoretical colleges.

- 3- Launching a range of initiatives targeted at the preparation of students for the labor market.
- 4- Updating courses periodically based on:
 - a) Reports received from the Ministry.
 - b- Periodic studies carried out by researchers from the administration.
 - C- Periodic reports from large bodies such as UNESCO - Coursera (which address new and small disciplines and courses required globally).

The university staff of the leaders also reported that there are some obstacles that the university seeks to overcome in terms of preparing university students for the labor market, including self-imposed obstacles, most notably the student's lack of self-motivation, and that some faculty members may not be a model for leadership in front of the student, in addition to the fact that some faculty members may not use modern education strategies, while there are external obstructive factors, including that the university prepares the student for an unknown future, as labor market needs may change during the course of study, which may extend to seven years in some fields, as well as external obstacles high expectations, and employer confidence.

Summary of the results of the study, recommendations, and proposals:

The research has reached several results that can be summarized as follows:

1. The degree of inclusion of leadership skills required by the labor market in educational outputs reached a high level, with the dimension of (professional ethics) coming first, followed by the dimension of (communication and technology), the dimension of (teamwork), and finally the dimension of (planning) as the least available leadership skills.
2. In terms of the extent to which leadership skills are included in educational outputs

and the possession of university graduates of the leadership skills required by the labor market, the results of the questionnaire for employers and the results of interviews with university employees converge. The results of the questionnaire confirmed that they are included to a high degree, and the majority of university employees confirmed that they are included to a high degree in the results of the interviews, while the lowest percentage confirmed that they are included to a good degree that may reach a high degree if the following matters are available:

- The topics of the subjects of study in the specialization should be modern topics.
 - Teaching methods and strategies should focus on the skills required by the labor market and personal skills.
3. According to the findings of the interviews, the university is attempting to instill leadership abilities in students through mandatory general courses, as well as teaching methodologies, in addition to the institution's specialized centers and the programs, activities, and clubs that it provides. The results of the interviews also revealed that the university is making ongoing and future efforts to achieve this goal.
 4. There are statistically significant differences at the level of (0.05) between the means of the study sample members' responses to the dimension of (planning) according to the sector variable, in favor of the government sector study sample members.
 5. There are no statistically significant changes in the means of the study sample members' responses to the sub-dimensions (communication, technology,

- teamwork, and professional ethics) based on the sector variable.
6. There are no statistically significant differences concerning sub-dimensions (planning, communication and technology, teamwork, professional ethics) according to different variables (job title, gender, years of experience).
 7. There are statistically significant differences at the level of (0.05) with regard to the dimension of (planning) according to the variable of the academic qualification, in favor of the members of the study sample who obtained an associate diploma.
 8. There are no statistically significant differences concerning the sub-dimensions (communication, technology, teamwork, professional ethics) depending on the variable of the academic qualification.

Study Recommendations:

In light of the findings, the research team recommends the following:

1. Reconsider the inclusion of labor-market-required leadership abilities in student curricula, particularly concerning both teamwork and planning, since it was the last leadership skill in terms of inclusion.
2. Consider the student activities and diversity thereof through the introduction of various courses and training programs that enhance students' leadership skills, such as visits and internal and external field trips in the Kingdom.
3. Attention should be paid to student advisory councils to involve students in decision-making, which is one of the crucial leadership qualities for students, as it increases their sense of belonging to the university and boosts their morale and self-confidence.
4. Provide chances for students to participate in volunteer work and to play significant roles as leaders of various volunteer initiatives to enhance their leadership abilities.
5. Develop clear and continuous mechanisms to monitor the new requirements of the labor market for leadership skills, in addition to mechanisms to measure the impact of learning outcomes of courses, and the university's efforts in this field in relation to the leadership skills of graduates.

Acknowledgments

This work was supported by the Deanship of Scientific Research, Imam Abdulrahman Bin Faisal University, (Grant numbers: CED-011-2022).

References:

- Al Saif, Mubarak Saif. (2013). A proposed vision for the leadership development program for Saudi university students in light of international experiences and expertise. [An unpublished Doctorate's degree thesis]. Imam Muhammad Ibn Saud Islamic University, Riyadh.
- Al Riyadh Newspaper (2018, December 4-6) the International Conference for the Education Evaluation "Future Skills - Development and Evaluation..
<http://search.shamaa.org/FullRecord?ID=229035>
<https://2u.pw/KyQOhO>
<https://2u.pw/oGfaff>
<https://dx.doi.org/10.21608/jsre.2018.22979>
<https://www.alriyadh.com/1723914>
- Abu Zuaiter, Mounir Hassan, and Aajiz, Fuad Ali. (2009). Degree of leadership skills practice by Secondary school principals in Gaza governorates and ways adopted to develop such skills [unpublished master's thesis]. The Islamic University, Gaza
- Abu Garboa, Youssef Ali. (2014). The reality of building work teams and their role

- in developing administrative creativity from the point of view of workers in the Ministry of National Economy - Southern Governorates. [Published master's thesis, Gaza Management, and Policy Academy].
- Al-Harith, Fatima. (2018, February 10-12). Requirements for the transformation of Saudi universities into international universities in light of the international partnership with the universities of the first classification: Analytical study. [Paper Presentation]. 10th International Conference of the Arab Center for Education and Development: Competitiveness of Arab Universities in the Knowledge Society, Cairo, Egypt.
 - Banaemah, Fawzia bint Abdulrahman bin Salem. (2019). Aligning the Outcomes of Saudi university education with the labor market in Light of the Requirements of the Kingdom's Vision 2030: Analytical Study. *Educational Journal*, 18 (4), 725-746.
 - Al-Baladi, Abdul Rahman. (2020). The leadership skills of the students at the Islamic University in Madinah. *Journal of the Islamic University for Educational and Social Sciences*, 3, 119-176.
 - Imam Abdulrahman Bin Faisal University, Deanship of University Education Development. (2020). Graduates Characteristics Project. Deanship of University Education Development.
 - Aljaradat, Khalid. (2019). The role of faculty members in the development of leadership skills among students at Hashemite University. *Taibah University Journal of Educational Sciences*. J. 12, issue 159:1-172.
 - Hassan, Maher. (2004). *Leadership Theories, Fundamentals, and Concepts*. Dar Kandi for Publishing & Distribution.
 - Al-Khilaiwi, Lina Suleiman. (2020). Aligning the outcomes of society and the labor market in the Kingdom of Saudi Arabia: Community College in Hafr Al-Batin as a model. *Al-Balqa Journal for Research and Studies*, 23, 21-33.
 - Damanhuri, Hind Mohammed Sheikh. (2013). Reasons for the non-alignment of higher education outcomes to the requirements of the Saudi labor market. *Journal of King Abdulaziz University - Economics and Management*, 27 (1), 169-225.
 - 2030 Saudi Vision. (2016). In 2030 Saudi Vision. <https://www.vision2030.gov.sa/ar>
 - Zaitoun, Kamal. (2006). Designing qualitative research and processing its data electronically. Alam Alkotob, Cairo, <https://archive.org/details/0005-pdf-./page/n1/mode/2up>
 - Sakarna, Bilal Khalaf. (2009). *Professional Ethics*. Dar Al Massira For Publishing, Distribution, and Printing.
 - Al-Dufairi, Abdullah Kabed Shokhair. (2014). A program based on the e-learning environment to develop the basic leadership skills of the students at the College of Education in Kuwait. *Journal of Reading and Knowledge*, p. 149, 33-59.
 - Al-Tahrawi, Kamal Hassan. (2015). Leadership skills of members of student councils and their relationship to the level of student activities in Palestinian universities [published master's thesis, Gaza Academy of Management and Politics].
 - Al-Taweel, Ibrahim Rashid. (2020). The impact of higher education outcomes in meeting the requirements of the labor market in light of the Kingdom's Vision 2030. *International Journal of Advanced and Applied Sciences*, 7 (6), 110-115.
 - Aref, Osama bin Hassan, Hijazi, Ahmed Abu Al-Fadl, Abdul Hamid, Mohammed Hamza. (2018). The quality of learning outcomes in Saudi universities and their role in meeting the requirements of the Saudi labor market under Vision 2030. *Journal of*

- Scientific Research in Education, 4(19), 683-741.
- Azmi, Eman Ahmed (2019). Digital Education and Labor Market Skills: Basic Concepts and practical experiences in the Era of the digital revolution. *Arab Journal of Arts and Humanities*, 3 (7), 67-102.
 - Asiri, Alaa Ayd Zaed, Tayab, Aziza Abdulla Abdul Rahman. (2018). The degree of alignment between the outcomes of higher education and the needs of the educational sectors. *World of Education*, 4 (61), 84-115.
 - Al-Enazi, Ahmed Salama, Al-Jadi, Ohoud Yasser. (2017). Degree of Leadership Skills Acquired by Graduates of the Master of Education Program (The Unified Degree) at Kuwait University. *Journal of the Gulf and the Arabian Peninsula Studies*, 43 (166)• 103-143.
 - Awaji, Sultan. (2018 October 2) A proposal for the application of the principles of international universities at Umm Al-Qura University in the light of the Kingdom's Vision (2030) [Presentation of a paper]. 10th International Conference of the Arab Center for Education and Development: Competitiveness of Arab Universities in the Knowledge Society, Cairo, Egypt.
 - Ayrout, Mustafa. (2012). The extent to which the specializations offered by Princess Alia and Amman University Colleges are compatible with the requirements of the labor market from the student's point of view. *Mu'tah for Research and Studies - Humanities and Social Sciences Series*, 27 (4), 176 - 225.
 - Faraj, Shada Ibrahim. (2019). The role of Taif University in developing the leadership skills of its students in light of improving the competitiveness of university graduates. *Educational Journal of the Faculty of Education in Sohag*, 64(64), 633-678.
 - Al-Qahtani, Awad (2018), the responsibility of Saudi universities in developing the life skills of their students from the perspective of Islamic education, with a proposed concept [unpublished doctorate thesis]. Islamic University, Madinah, 2.
 - Quraybi, Nasiru Ad-Dīn. (2015). Harmonization of higher education outcomes for the labor market in Algeria. *Journal of Economic and Financial Research*, 4, 147.
 - Kahi, Mabrouk (2016). Reforming higher education in the Maghreb countries under the requirements of the labor market. *Books of Politics and Law*, 15, 691-708.
 - (Education and Training Evaluation Commission, 2023) Saudi Arabian Qualification Framework
 - Bass, B., Bass, R. (2008). *The Bass Handbook of Leadership: Theory, research, and managerial application*. New York: Simon & Schuster.
 - Baxa, G. V. C. (2017). Putting skills into practice: The relationship between leadership development from the student employment experience and post-college profession [Doctoral dissertation, the University of Hawai'i at Manoa]. Google Scholar On-Campus.
 - City & Guilds Group (2017). Building the talent pipeline in Saudi Arabia.
 - Dalina, K. R. (2016). Students' Perceptions of Leadership Skills Gained at A County College.
 - Guzmán, V. E., Muschard, B., Gerolamo, M., Kohl, H., & Rozenfeld, H. (2020). Characteristics and Skills of Leadership in the Context of Industry 4.0. *Procedia Manufacturing*, 43, 543-550.
 - Guskova, N. D., Vdovin, S. M., Krakovskaya, I. N., & Slushkina, Y. Y. (2016). The quality of education is a primary concern of sustainable development. *European Research Studies Journal*, 19 (3), 239-257.
 - Kotwal, M. (2006). *Model, and Method for Competency Mapping and Assessment*. Mumbai: SunRise Management Consulting Services.

- Murray, T. A., & Schultz, S. M. (2013). Meeting the Demand for Leadership Development. *About Campus*, 18 (3), 16-18.
- Trunina, I., & Khovrak, I. (2019). Harmonization of the interests of employers and institutions of higher education as a basis for sustainable regional development. Paper presented at the 398-401.
<https://doi.org/10.1109/MEES.2019.8896688>
- Creswell, J; Clark, P; Gutmann, V. & Hanson, W. (2003). Advanced mixed methods research design. In Tashakkori, A& Teddlie, C. (Eds). *Handbook of methods in social and behavioral research* (pp. 209-240). Thousand Oaks, CA: Sage.