

Applying the Value-Added Approach: Department Managers and Administrative Performance Improvement at the University of Bisha.

تطبيق منهج القيمة المضافة: مديري الإدارة وتحسين الأداء

الإداري في جامعة بيشة

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الملخص:

هدفت الدراسة إلى التعرف على مدى تطبيق مديري الإدارة لمدخل القيمة المضافة في تحسين الأداء الإداري بجامعة بيشة. ولتحقيق هذا الهدف، تم استخدام المنهج الوصفي المسحي، حيث طُوِّرت استبانة مكونة من (٣٠) فقرة موزعة على ثلاثة محاور رئيسية، شملت: تطبيق مدخل القيمة المضافة المرتبط بتحسين الأداء الإداري وفق السياسات والأهداف، وتحسين أداء الكادر الإداري، وتوظيف الموارد المادية والبشرية اللازمة لتحسين الأداء الإداري. طُبِّقت الأداة على عينة عشوائية من القيادات الإدارية بالجامعة بلغ عددها (٤٣) مدير إدارة. أظهرت النتائج أن درجة تطبيق مدخل القيمة المضافة في تحسين الأداء الإداري جاءت بمستوى مرتفع، حيث بلغ المتوسط الحسابي الكلي (٣,٤٥). كما جاء محور تحسين أداء الكادر الإداري في المرتبة الأولى بمتوسط (٣,٤٦)، يليه محور توظيف الموارد المادية والبشرية بمتوسط (٣,٤٥)، ثم محور تحسين الأداء وفق السياسات والأهداف بمتوسط (٣,٤٤)، وجميعها بمستوى مرتفع. وأشارت النتائج إلى وجود فروق ذات دلالة إحصائية في استجابات أفراد العينة تُعزى لمتغير المؤهل العلمي في جميع المحاور والدرجة الكلية، بينما لم تظهر فروق ذات دلالة إحصائية تُعزى لمتغير الخبرة. وفي ضوء هذه النتائج، أوصت الدراسة بضرورة تطوير برامج تدريبية موجهة لمديري الإدارة في الجامعات السعودية، بما يساهم في تعزيز معارفهم ومهاراتهم المرتبطة بتطبيق مدخل القيمة المضافة، بما ينعكس إيجاباً على تحسين الأداء الإداري ورفع كفاءة العمل المؤسسي.

الكلمات المفتاحية: مديري الإدارة؛ مدخل القيمة المضافة؛ الأداء الإداري.

Abstract:

The study aimed to identify the extent to which administrative managers apply the value-added approach to improve administrative performance at the University of Bisha. To achieve this objective, the descriptive survey method was employed. A questionnaire consisting of 30 items distributed across three main dimensions was developed, including: the application of the value-added approach in relation to improving administrative performance in line with policies and objectives, enhancing administrative staff performance, and optimizing the use of material and human resources to improve administrative performance. The instrument was administered to a random sample of 43 administrative leaders at the university. The findings revealed that the overall level of applying the value-added approach in improving administrative performance was high, with a mean score of 3.45. The dimension related to improving administrative staff performance ranked first ($M = 3.46$), followed by the dimension of resource utilization ($M = 3.45$), and finally the dimension related to performance improvement aligned with policies and objectives ($M = 3.44$), all at a high level. The results also indicated statistically significant differences in respondents' perceptions attributable to the educational qualification variable across all dimensions and the overall score, whereas no significant differences were found due to years of experience. Based on these findings, the study recommended the development of targeted training programs for administrative managers in Saudi universities to enhance their knowledge and skills in applying the value-added approach, thereby improving administrative performance and institutional efficiency..

Keywords: Department Managers; Value-Added Approach; Administrative Performance.

INTRODUCTION

The world is witnessing tremendous development in various scientific and technological fields, posing a challenge for countries to keep pace with these rapid changes. Consequently, nations have sought, through all their sectors and institutions, to develop their human capital in accordance with the latest global cognitive and administrative trends, based on the notion that the workforce is the driving force capable of managing other production elements to provide high-quality products or services at low cost. This has granted educational institutions a leading role in achieving competitive advantage and meeting the needs of the labor market.

The public sector universities in the Kingdom of Saudi Arabia are also experiencing significant organizational and transformational changes under Saudi Vision 2030, adding more responsibilities to administrative personnel in managing operational and governance tasks (Mohiuddin et al., 2023). Department managers play a key role in maintaining academic activities by translating institutional policies into operational practices enhancing the productivity, and optimizing the use of human and material resources through effective administrative functioning (Floyd & Wooldridge, 1997).

Countries around the world focus particularly on higher education institutions, as university education aims to prepare and graduate qualified human resources capable of keeping pace with contemporary developments and contributing to social development and the advancement of various sectors (Mahmoud et al., 2024). This depends on the ability of universities to perform their core functions, which can be summarized in three main areas: the transmission of knowledge through teaching, the production of knowledge through scientific research, and community service and environmental development (Riyad et al., 2018).

Fulfilling these three functions contributes to achieving value-added outcomes that enable universities to attain higher ranks in global classifications. The value-added concept represents one of the most accurate and fundamental indicators in determining the effectiveness of a university and its rank, credibility of performance evaluation results, and the added value of its outputs. For this reason, university leaders, managers, and decision-makers have increasingly paid attention to value-added practices due to their strong connection to accountability systems and performance evaluation (Ali, 2015).

The value-added approach constitutes one of the most significant frameworks that play a vital role in enhancing the performance of educational institutions, including universities. It provides data and information used in designing plans for institutional improvement and development, incorporating indicators that stimulate diverse inputs to achieve high-quality outputs and process efficiency (Ashour, 2014). Hence, developed countries employ the value-added approach as a performance evaluation criterion for educational

institutions, as its indicators offer an accurate depiction of institutional effectiveness and performance, serving as a foundation for continuous improvement of this performance (Ghanayem, 2018). These indicators provide quantitative measurements that help evaluate overall performance, monitor and assess activities, ensure accountability, determine institutional effectiveness, and support decision-making (Abdel-Monem, 2022).

The value-added approach is based on the notion that educational institutions, especially universities, should enhance the administrative environment, optimize human and material resources, and improve processes in order to provide measurable additional value to individual performance (Mahmoud et al., 2024). This strategy has emerged as a key component of all-encompassing reform initiatives, moving organizations away from reliance on existing procedures and toward an emphasis on employee satisfaction and performance quality, which bolsters professional dedication. Additionally, it emphasizes those professional executives who can direct organizational development and change are essential to the sustainability of administrative improvement (Nasif et al., 2022).

Based on the foregoing, the importance of applying the value-added approach by department managers in higher education institutions (universities) becomes evident due to its critical role in improving administrative performance and achieving competitive advantage, especially in light of Saudi Vision 2030, which aspires for Saudi universities to rank among the best universities in the world. This study contributes by providing empirical evidence on the application of the value-added approach in Saudi university administration, supporting governance reforms aligned with Vision 2030. Accordingly, the present study was designed to identify the extent to which department managers apply the value-added approach for improving administrative performance at the University of Bisha.

Research Problem

Universities in the Kingdom of Saudi Arabia, including the University of Bisha, face numerous administrative and operational challenges (Lebeau & Alruwaili, 2022; Alqahtani & Ayentimi, 2020). According to Jasser (2025), with the new university system (2019), which granted universities greater autonomy and reliance on their own resources, universities have become required to improve their output, increase productivity, invest resources, and develop services to enhance administrative performance.

According to recent studies, Saudi universities must improve performance techniques and foster administrative innovation. Al-Mehmadi (2022) discovered that Umm Al-Qura University's level of administrative creativity in relation to job performance was only modest, suggesting the adoption of creative concepts and experimenting with novel work practices. By offering precise indications on work practices, administrative structure, and institutional culture,

Mustafa (2020) highlighted the significance of implementing contemporary management techniques to enhance performance management in accordance with Saudi Vision 2030. In a similar vein, Al-Ghamdi (2024) emphasized the importance of cooperation in enhancing worker performance by highlighting shared accountability, dedication to execution, and inspiring employees through involvement in decision-making.

Based on the above, the present research problem can be formulated in the following main question:

What is the extent to which department managers apply the value-added approach for improving administrative performance at the University of Bisha?

This main question branches into the following sub-questions:

1. What is the extent to which department managers apply the value-added approach related to improving administrative performance in accordance with policies and objectives at the University of Bisha?
2. What is the extent to which department managers apply the value-added approach related to improving the performance of administrative staff at the University of Bisha?
3. What is the extent to which department managers apply the value-added approach related to employing the material and physical resources necessary to improve administrative performance at the University of Bisha?
4. Are there statistically significant differences at the significance level of 0.05 in the responses of the study sample regarding the extent to which department managers apply the value-added approach for improving administrative performance at the University of Bisha, attributable to the variables of qualification – experience?

Research Objectives

The study aimed to achieve the following objectives:

1. To identify the extent to which department managers apply the value-added approach related to improving administrative performance in accordance with policies and objectives at the University of Bisha.
2. To identify the extent to which department managers apply the value-added approach related to improving the performance of administrative staff at the University of Bisha.
3. To identify the extent to which department managers apply the value-added approach related to employing the material and physical resources necessary to improve administrative performance at the University of Bisha.
4. To determine whether there are statistically significant differences at the significance level of 0.05 in the responses of the study sample regarding the extent to which department managers apply the value-added approach for improving administrative performance at the University of Bisha, attributable to the variables of qualification – experience.

Significance of the Study

The significance of this research lies in the following aspects:

Theoretical Significance

1. This study responds to the recommendations of numerous reports, conferences, modern orientations, and previous studies emphasizing the importance of applying the value-added approach in educational institutions to enhance administrative performance and achieve competitive advantage in light of Saudi Vision 2030.
2. It provides a theoretical framework for some aspects related to the value-added approach and its implementation mechanisms in educational institutions, particularly universities, which occupy a vital position in students' stages of education, qualifying them for the labor market. Therefore, universities' services must be of high quality.

Practical Significance

1. Highlighting for senior leaders at the University of Bisha the importance of prioritizing the value-added approach by creating specialized units to oversee its implementation and allocating the necessary human and material resources to enhance administrative performance.
2. Increasing department managers' awareness of the need to improve their knowledge, abilities, and competencies in implementing the value-added approach, making sure that they are in line with university objectives and policies, boosting employee performance, and efficiently using human and material resources in accordance with the standards and indicators of the approach.
3. Enhancing awareness among administrative staff at the University of Bisha of the importance of supporting department managers in applying the value-added approach through self-development and presenting creative initiatives to achieve excellence in their work.
4. Opening avenues for future research to explore the application of the value-added approach in higher education institutions, contributing to improving administrative performance and achieving competitive advantage locally and globally.

Research Limitations

The study was limited to the following:

1. **Subject Limitation:** This study was limited to identifying the extent to which department managers apply the value-added approach related to university policies and goals, improving the performance of administrative staff, and employing material and physical resources necessary to enhance administrative performance at the University of Bisha.
2. **Bias:** The study relied on self-reported perceptions, which may be subject to response bias.
3. **Spatial Limitation:** This study was limited to the University of Bisha, located in the Asir region.
4. **Human Limitation:** This study was limited to a sample of administrative staff members.

5. **Temporal Limitation:** The research was conducted during the first semester of the academic year 1447 AH (2025 AD).

Research Terminology

This study adopted the following terms: added value; value-added approach

Shehata and Al-Naggar (2003) defined as: “The difference between the performance of an educational institution at the beginning of a specific period and its performance at the end of that period, based on standard levels of desired performance in the present and future, to achieve the effectiveness of the educational institution internally and externally” (p. 251).

Beardsley (2008) defined value-added approach as: “A modern managerial approach that aims to determine the rate of gain, growth, or change that has occurred in the performance of educational institutions” (p. 66).

Operationally, the value-added approach is defined as a modern administrative model referring to the extent to which department managers apply a set of indicators related to university policies and goals, improving staff performance, and employing material and physical resources, through which administrative performance improvement at the University of Bisha can be evaluated and measured.

Literature Review

The value-added approach, originally an economic concept introduced by economists such as Karl Marx and Milton Friedman, has become one of the most widely used frameworks in developed countries as a means of evaluating performance. This concept was later transferred to educational institutions, as these institutions are viewed as centers for investment in human capital (Al-Tawil, 2017). The value-added approach represents one of the most precise indicators for identifying the effectiveness of educational institutions and the level of performance they achieve year after year, helping determine institutional performance. It is difficult to measure the extent of improvement without accurate, high-quality data. Thus, value-added evaluation becomes a fundamental step toward achieving this goal, relying on reliable data that can be analyzed effectively to support achievement (Nasif et al., 2022).

Zhang (2025) examined the development of a value-added evaluation system for public courses in higher vocational education, proposing systematic measurement models that emphasize continuous improvement rather than outcome-based assessment alone. Although the study focused on academic courses, its evaluation framework has important implications for administrative performance development in higher education institutions. By adopting value-added evaluation principles, administrative units can assess incremental improvements in administrative competencies, efficiency, and service quality over time. The study underscores the relevance of data-driven and developmental evaluation systems in supporting institutional accountability and enhancing the

effectiveness of administrative staff, thereby contributing indirectly to the improvement of administrative performance in higher education settings.

The value-added approach also represents a strategy for continuous performance improvement at all levels of an institution’s system, through all its members and across every domain of knowledge and research encompassed within the organization. The quality of performance in this system depends on the extent to which human inputs are committed to fulfilling their roles with dedication (Al-Shehri & Atiyah, 2018). Furthermore, the value-added approach serves as a tool for measuring the value of the work that has actually been accomplished within the educational institution. It helps determine the extent of progress and effectiveness achieved, supports classification and credibility in performance evaluation results, and contributes to continuous improvement across all levels and through all personnel (Mahmoud et al., 2024).

Objectives of Applying the Value-Added Approach in Educational Institutions

Accurate and realistic data and information derived from the value-added approach are used to achieve the following objectives:

1. To provide a fair and objective framework for distinguishing educational institutions and programs by ranking them according to their estimated value-added performance and contribution to development, as well as to identify areas in need of improvement (Braun, 2010). Accordingly, it becomes possible to determine the institution’s potential future performance, which can aid in planning, resource allocation, and decision-making. These projections can also determine the future outcomes of the educational institution (Bianchi, 2003).
2. To provide and implement systems of accountability and transparency by measuring the impact of specific programs or systems on performance development, in light of the information and data they provide to explain results. This makes it possible to determine the value added and use it as a basis for decision-making (Betebenner & Linn, 2010). By tracking performance across defined time periods and relying on multiple measurements, diagnostic information can be provided to decision-makers in administration, enabling them to make accurate decisions to improve performance across all elements of the educational system, including managers, employees, resources, community participation, and the work environment (Meyer & Christian, 2008).
3. To evaluate staff performance and measure their effectiveness, as value-added data contribute to identifying high-performing individuals whose roles in institutional development are evident, as well as the techniques they employ and the impact of training programs on their work. This information can then be used for decisions concerning promotion, hiring, and other administrative actions (Hanushek & Rivkin, 2010).

4. To achieve performance development goals with minimal cost and effort by analyzing available alternatives and determining how to select among them, and by making accurate forecasts using relevant experience and tools. This includes collecting past and present data and estimating future expectations to support planning processes, coordinating institutional goals and policies, and ensuring continuous review during both planning and implementation phases. This ensures legitimacy in decision-making and accountability, thereby improving efficiency and productivity through ongoing monitoring, evaluation, and adjustment of internal processes (Tohami, 2011).

Characteristics of the Value-Added Approach

The value-added approach has several features that distinguish it from other evaluation models (Abdel-Monem, 2022; Tawfiq et al., 2020):

1. It examines the changes that have occurred in performance and seeks to determine the causes of those changes.
2. It is based on standardized tests for evaluating performance growth.
3. It isolates societal factors when analyzing value-added estimates, such as the family's socioeconomic status and other external variables.
4. It relates to quantitative and qualitative improvements and additions in all forms of performance that occur over a specific period.

Principles of the Value-Added Approach

As an approach for evaluating performance in educational institutions as a whole, the value-added approach rests on several key principles (Al-Ajami, 2007; Braun, 2005; Taha, 2012):

1. **Objectivity:** It focuses on the contributions made by the educational institution through its various components to enhance its services and outcomes, without depending on the economic or social backgrounds of its employees.
2. **Neutrality:** It is not based on personal opinions but on quantitative assessments and statistical measurements, free from subjective judgment.
3. **Low Cost:** It relies on simple and inexpensive measurement tools compared to other evaluation methods.
4. **Identification of Contributing Factors:** By analyzing value-added evaluation results, it becomes possible to determine which factors and characteristics most strongly influence higher or lower value-added outcomes.
5. **Prediction and Future Planning:** Through analyzing past and current performance and identifying contributing factors, institutions can estimate expected future performance, positively influencing strategic planning through evidence-based indicators.
5. **Decision-Making Legitimacy:** The combination of these principles ensures that decisions made based on value-added results are legitimate, as they are grounded in objective and neutral data.

Managers' Roles under the Value-Added Approach in Educational Institutions

The value-added approach has been employed in educational institutions for various purposes, including performance evaluation, accountability, and professional development, all of which are key managerial responsibilities that contribute to institutional advancement. The following elaborates on these roles:

1. **Performance Evaluation:** Unlike conventional, biased evaluation techniques, the value-added approach offers an impartial, transparent, and equitable framework for assessing educational institutions, improving administrative efficacy and inspiring innovation (Al-Dahshan, 2015).
2. **Accountability:** The value-added approach provides managers with comprehensive diagnostic information that can be utilized in multiple ways, such as staff recruitment, managerial appointments, and resource allocation within educational institutions. It also helps them design comprehensive accountability systems, increasing their ability to make fair judgments regarding institutional effectiveness and ensuring fair performance evaluation and accountability procedures (Qasem, 2011).
3. **Professional Development:** This involves providing additional professional growth opportunities and necessary support for staff. The impact of training and development programs can be measured through the improvement or progress in service performance levels resulting from such initiatives (Downes, 2007).

By evaluating managers' and employees' contributions, the value-added approach evaluates institutional performance and offers insights into administrative efficacy, professional growth, accountability, goal alignment, and resource use.

Research Procedures

The following section presents the procedural steps of the study, including the research method, population, sample, materials, tools, implementation, and the statistical techniques used to analyze and interpret the data.

Research Method

The study employed the descriptive survey method. According to Mohammed (2019), descriptive research "comprises a set of integrated procedures designed to describe existing educational phenomena or problems and interpret them by collecting, organizing, classifying, and analyzing detailed data and information to reach conclusions and generalizations that may help propose appropriate solutions or improve these phenomena" (p. 307). This method was deemed appropriate for the study's objective, namely, identifying the extent to which department managers apply the value-added approach for improving administrative performance at the University of Bisha.

Research Population and Sample

The research population consisted of all administrative managers at the University of Bisha during the academic year 1447 AH. The questionnaire was distributed to a random sample of 43 managers electronically. All responses were retrieved. The following table describes the study sample according to the variables of qualification and experience.

Table 1: Description of the Study Sample According to the Varia

| Academic Qualification | Frequency | Percentage | Years of Experience | Frequency | Percentage |
|------------------------|-----------|------------|-------------------------|-----------|------------|
| Diploma | 7 | 16.3% | Less than 5 years | 10 | 23.3% |
| Bachelor's Degree | 12 | 27.9% | 5 to less than 10 years | 23 | 53.5% |
| Master's Degree | 14 | 32.6% | 10 years or more | 10 | 23.3% |
| Doctorate | 10 | 23.3% | Total | 43 | 100 |
| Total | 43 | 100% | | | |

bles of Qualification and Experience

Table 1 indicates that the research sample was diverse in terms of qualifications: master's degrees (32.6%), bachelor's degrees (27.9%), doctoral degrees (23.3%), and diplomas (16.3%). The years of experience also varied, with 53.5% having between five and less than ten years of experience, and equal proportions (23.3%) having either ten years or more or less than five years of experience. According to the researcher, this diversity in qualifications and experience enhances the precision and representativeness of the sample.

Research Tool

An electronic questionnaire was used to collect data. It was designed following these steps:

- Defining the Objective of the Questionnaire:** The questionnaire aimed to investigate the extent to which department managers apply the value-added approach for improving administrative performance at the University of Bisha.
- Preparing the Initial Version:** Previous studies on the application of the value-added approach in educational institutions were reviewed, and based on them, an initial questionnaire of **30 items** was prepared, divided into two sections:
 - Section One:** information about the questionnaire and its objectives, instructions for completing it, and the respondents' basic data in terms of qualification and experience.
 - Section Two:** three main axes as follows:
 - Axis 1:** The extent to which department managers apply the value-added approach related to improving administrative performance in accordance with policies and objectives (10 items).

- Axis 2:** The extent to which department managers apply the value-added approach related to improving administrative staff performance (10 items).
- Axis 3:** The extent to which department managers apply the value-added approach related to employing the material and physical resources necessary to improve administrative performance (10 items).

A five-point Likert scale was adopted for responses: Strongly Agree – Agree – Somewhat Agree – Disagree – Strongly Disagree.

3. Validity of the Research Tool: The initial version of the questionnaire was presented to five academic experts (PhD and above) specializing in educational administration, leadership, and policy, from various Saudi universities. They provided several suggestions for linguistic and conceptual modifications, and some items were replaced with more relevant ones. The questionnaire was revised accordingly and prepared for pilot testing to verify its internal consistency and reliability.

4. Internal Consistency of the Questionnaire: The questionnaire was administered to a pilot sample of 20 managers (not part of the main sample). Their responses were analyzed using Pearson's correlation coefficients between each item and its corresponding axis, as well as between the axes and the overall questionnaire score, as shown in Table 2.

Table 2: Pearson Correlation Coefficients of the Questionnaire Items

| Item No. | Correlation Coefficient | Item | Correlation Coefficient |
|--|-------------------------|------|-------------------------|
| Axis 2: Application of the Value-added Approach Related to Improving Administrative Performance | | | |
| 1 | 0.94** | 6 | 0.89** |
| 2 | 0.93** | 7 | 0.96** |
| 3 | 0.94** | 8 | 0.91** |
| 4 | 0.96** | 9 | 0.95** |
| 5 | 0.86** | 10 | 0.92** |
| Axis-Total Correlation | | | 0.95 |
| Axis 2: Application of the Value-Added Approach Related to Improving Administrative Staff Performance | | | |
| 11 | 0.94** | 16 | 0.88** |
| 12 | 0.82** | 17 | 0.91** |
| 13 | 0.92** | 18 | 0.91** |
| 14 | 0.85** | 19 | 0.87** |
| 15 | 0.88** | 20 | 0.82** |
| Axis-Total Correlation | | | 0.97 |
| Axis 3: Application of the Value-Added Approach Related to Employing Material and Physical Resources | | | |
| 21 | 0.50** | 26 | 0.65** |
| 22 | 0.53** | 27 | 0.78** |
| 23 | 0.34* | 28 | 0.57** |
| 24 | 0.45** | 29 | 0.46** |
| 25 | 0.53** | 30 | 0.78** |
| Axis-Total Correlation | | | 0.33* |

- * Significant at the 0.05 level.
- ** Significant at the 0.01 level.

8. Table 2 shows that all items are significantly correlated with their respective axes and with the overall questionnaire score, at the level of 0.05, indicating high internal consistency.

Reliability of the Questionnaire: Cronbach’s Alpha was used to assess reliability, as shown below.

Table 3: Reliability Coefficients of the Questionnaire

| Axis | Cronbach’s Alpha Coefficient |
|---|------------------------------|
| Application of the value-added approach related to improving administrative performance | 0.98 |
| Application of the value-added approach related to improving administrative staff performance | 0.92 |
| Application of the value-added approach related to employing material and physical resources | 0.73 |
| Overall Questionnaire | 0.95 |

Table 3 indicates that the reliability coefficients of the questionnaire ranged between 0.73 and 0.98, with an overall reliability of 0.95, signifying a high degree of reliability and confirming the instrument’s readiness for application to the main sample. . The extremely high reliability of Axis 1 items and overall instrument indicates the redundancy of items (i.e., multiple items measuring the same construct in a similar way or highly similar wording of the items).

Table 4: Frequency Counts, Means, and Standard Deviations of items in First Axis

| No. | Item | Strongly agree n (%) | Agree n (%) | Somewhat agree n (%) | Disagree n (%) | Strongly disagree n (%) | M | SD |
|-----|---|----------------------|-------------|----------------------|----------------|-------------------------|-------------|-------------|
| 1 | The department manager develops a strategy to deal with developments in higher education systems at the university. | 3 (7.0) | 16 (37.2) | 17 (39.5) | 5 (11.6) | 2 (4.7) | 3.30 | 0.94 |
| 2 | The department manager derives the goals he sets from the needs of the labor market. | 5 (11.6) | 16 (37.2) | 15 (34.9) | 7 (16.3) | 0 (0.0) | 3.44 | 0.91 |
| 3 | The department manager deals flexibly with changes that occur in the university’s policies. | 3 (7.0) | 14 (32.6) | 11 (25.6) | 9 (20.9) | 6 (14.0) | 2.98 | 1.19 |
| 4 | The department manager sets operational objectives that are actionable within a specific time frame according to work developments. | 11 (25.6) | 10 (23.2) | 10 (23.3) | 9 (20.9) | 3 (7.0) | 3.40 | 1.28 |
| 5 | The department manager develops an implementation plan for the department’s objectives to improve service quality. | 7 (16.3) | 21 (48.8) | 6 (14.0) | 8 (18.6) | 1 (2.3) | 3.58 | 1.05 |
| 6 | The department manager focuses on setting objectives that enhance departmental performance to achieve competitive advantage. | 6 (14.0) | 22 (51.2) | 7 (16.3) | 7 (16.3) | 1 (2.3) | 3.58 | 1.01 |
| 7 | The department manager adheres to regulations issued by the university’s senior administration. | 17 (39.5) | 15 (34.9) | 7 (16.3) | 4 (9.3) | 7 (15.6) | 3.79 | 1.37 |
| 8 | The department manager takes initiative to present creative proposals supporting international rankings. | 3 (7.0) | 10 (23.3) | 28 (65.1) | 2 (4.7) | 0 (0.0) | 3.33 | 0.68 |
| 9 | The department manager conducts scientific research to solve administrative problems. | 4 (9.3) | 23 (53.5) | 9 (20.9) | 7 (16.3) | 0 (0.0) | 3.56 | 0.88 |
| 10 | The department manager applies global trends to develop departmental work in line with the university’s vision. | 4 (9.3) | 24 (55.8) | 4 (9.3) | 10 (23.3) | 1 (2.3) | 3.47 | 1.03 |
| | Overall mean score | | | | | | 3.44 | 1.03 |

Study Implementation

The research was implemented through the following steps:

1. Developing and validating the questionnaire by reviewing relevant previous studies.
2. Distributing the electronic version to the research sample to facilitate participation and maximize responses.
3. Collecting and statistically analyzing the responses.
4. Presenting and discussing the findings, followed by drawing conclusions and formulating recommendations.

Statistical Methods

The data were analyzed with SPSS 29.0, and the results were presented as frequencies, means, and standard deviations. Additionally, the One-Way ANOVA (F-test) was computed to examine differences in managerial approach across qualification and work experience. Scheffé’s post hoc test was applied to identify the statistically significant group difference.

Study Results and Discussion

RQ1: “What is the extent to which department managers apply the value-added approach related to improving administrative performance in accordance with policies and objectives at the University of Bisha?”

Table 4 presents the answer to this question by calculating the means and standard deviations of the study sample’s responses to the first axis of the questionnaire.

Table (4) shows that the overall average for the axis of the extent to which department managers apply the value-added approach related to improving administrative performance according to policy and objectives at the University of Bisha is (3.44), which is a high score. The arithmetic means for the items included in this axis ranged between (2.98-3.79). It was found that all items fall between the two categories of medium/ high) scores, and the following five items achieved the highest rankings: item 7 "The department manager adheres to the regulations issued by the university's senior administration" ranked first with an arithmetic mean of (3.79) and a standard deviation of (1.37); item 6 "The department manager focuses on setting objectives that enhance the department's level of performance to achieve the university's competitive advantage" ranked second with an arithmetic mean of (3.58) and a standard deviation of (1.01); item 5 "The department manager develops an implementation plan for the department's objectives to make them more effective in improving the quality of the services provided" ranked third with an arithmetic mean of (3.58) and a standard deviation of (1.05); item 9 "The department manager conducts scientific research to solve administrative problems in the workplace" ranked fourth with a mean of 3.56 and a standard deviation of 0.88 and item 10 "The department manager applies the latest global trends that may contribute to developing the work of his department in line with the university's vision" ranked fifth with a mean of 3.47 and a standard deviation of 1.03.

The results show that department managers are dedicated to improving university performance by coordinating departmental goals with institutional objectives, honing their abilities and strategies, coming up with creative solutions, effectively handling work-related difficulties, and adjusting to changes in the university setting. This is consistent with Al-Shakhibi (2017), who highlighted the necessity of using the value-added approach to assess and enhance institutional performance through precise criteria, indicators, and focused training. In a similar vein, Al-Balshi (2022) emphasized the significance of cultivating a leadership culture that welcomes change, methodical verification, and well-defined performance measures. Mahmoud et al. (2024) emphasized the need to update institutional laws and create strategic plans that align with the value-added strategy.

RQ2: The second research question was as follows: "What is the extent to which department managers apply the value-added approach related to improving the performance of administrative staff at the University of Bisha?"

Table 5 shows the answer to this question by calculating the arithmetic means and standard deviations of the sample's responses to the items of the second axis of the questionnaire as follows.

Table 5: Frequency Counts, Means and Standard Deviations of items in Second Axis

| No. | Item | Strongly agree n (%) | Agree n (%) | Somewhat agree n (%) | Disagree n (%) | Strongly disagree n (%) | M | SD |
|-----|---|----------------------|-------------|----------------------|----------------|-------------------------|-------------|-------------|
| 11 | The department manager evaluates subordinates to identify their weaknesses and address them through guidance. | 3 (7.0) | 20 (46.5) | 16 (37.2) | 4 (9.3) | 0 (0.0) | 3.51 | 0.77 |
| 12 | The department manager involves subordinates in improving their career paths. | 5 (11.6) | 11 (25.6) | 21 (48.8) | 5 (11.6) | 1 (2.3) | 3.33 | 0.92 |
| 13 | The department manager ensures strong communication links with employees to resolve their work-related issues. | 7 (16.3) | 16 (37.2) | 12 (27.9) | 6 (14.0) | 2 (4.7) | 3.47 | 1.08 |
| 14 | The department manager takes subordinates' suggestions into consideration to achieve excellence in work. | 5 (11.6) | 7 (16.3) | 28 (65.1) | 2 (4.7) | 1 (2.3) | 3.30 | 0.83 |
| 15 | The department manager involves subordinates in making important decisions to enhance the department's performance. | 2 (4.7) | 13 (30.2) | 25 (58.1) | 3 (7.0) | 0 (0.0) | 3.33 | 0.68 |
| 16 | The department manager promotes outstanding competencies to stimulate competition among subordinates. | 2 (4.7) | 22 (51.2) | 8 (18.6) | 9 (20.9) | 2 (4.7) | 3.30 | 1.01 |
| 17 | The department manager motivates subordinates to present creative initiatives to solve work-related problems. | 4 (9.3) | 14 (32.6) | 24 (55.8) | 1 (2.3) | 0 (0.0) | 3.49 | 0.70 |
| 18 | The department manager applies accountability to subordinates transparently. | 6 (14.0) | 23 (53.5) | 4 (9.3) | 7 (16.3) | 3 (7.0) | 3.51 | 1.14 |
| 19 | The department manager seeks to enroll subordinates in training programs according to their professional needs. | 5 (11.6) | 24 (55.8) | 6 (14.0) | 7 (16.3) | 1 (2.3) | 3.85 | 0.98 |
| 20 | The department manager emphasizes the importance of self-development for skill enhancement and promotion. | 3 (7.0) | 20 (46.5) | 14 (32.6) | 6 (14.0) | 0 (0.0) | 3.47 | 0.83 |
| | Overall mean score | | | | | | 3.46 | 0.89 |

Table (5) shows that the overall mean score for the axis of the extent to which department managers apply the value-added approach related to improving the performance of the administrative staff at the University of Bisha is (3.46), which is a high score. The arithmetic means for the items included in this axis ranged between (3.3-3.85). It was found that all items fall between the two categories of medium/high scores. The following five items achieved the highest rankings: item 19 "The department manager seeks to enroll subordinates in training programs according to their professional needs related to work" ranked first with an arithmetic mean of (3.85) and a standard deviation of (0.98); item 11 "The department manager evaluates subordinates to identify their weaknesses and address them through guidance" ranked second with an arithmetic mean of (3.51) and a standard deviation of (0.77); item 18 "The department manager applies accountability to subordinates transparently" ranked third with an arithmetic mean of (3.51) and a standard deviation of (1.14); item 17 "The department manager motivates subordinates to present creative initiatives to solve problems they face in their work" ranked fourth with a mean of (3.49) and a standard deviation of (0.70); and item 20 "The department manager makes subordinates aware of the importance of self-developing their skills in the field to achieve promotions" ranked fifth with a mean of (3.47) and a

standard deviation of (0.83).

The findings demonstrate that department managers actively participate in using the value-added strategy to improve the performance of administrative staff at the University of Bisha. Through fair accountability and ongoing communication, they enhance career growth, encourage healthy competition, include workers in decision-making, and close skill gaps. This is consistent with Al-Balshi's (2019) emphasis on the necessity of skill transfer, innovation promotion, and fairness maintenance in order to maintain progress. The value-added strategy, which goes through four stages—preparation, execution and reporting, comparison, and ongoing feedback—also enhances accountability and transparency, according to Mahmoud et al. (2024).

RQ3: The third research question was as follows: "What is the extent to which department managers apply the value-added approach related to employing the material and physical resources necessary to improve administrative performance at the University of Bisha?"

The means and standard deviations for this axis are shown in Table (6) below:

Table 6: Frequency Counts, Means and Standard Deviations of items in Third Axis

| No. | Item | Strongly agree n (%) | Agree n (%) | Somewhat agree n (%) | Disagree n (%) | Strongly disagree n (%) | M | SD |
|-----|---|----------------------|-------------|----------------------|----------------|-------------------------|-------------|-------------|
| 21 | The department manager provides all material supplies that facilitate work. | 23 (53.5) | 20 (46.5) | 0 (0.0) | 0 (0.0) | 0 (0.0) | 4.54 | 0.50 |
| 22 | The department manager employs multiple methods to evaluate departmental performance in accordance with quality standards (e.g., questionnaires, observation, tests). | 9 (20.9) | 13 (30.2) | 10 (23.3) | 8 (18.6) | 3 (7.0) | 3.40 | 1.21 |
| 23 | The department manager is keen to provide the latest resources that contribute to developing the departmental work system. | 2 (4.7) | 10 (23.3) | 25 (58.1) | 4 (9.3) | 2 (4.7) | 3.14 | 0.83 |
| 24 | The department manager ensures the availability of modern digital technologies to improve the quality of services provided. | 4 (9.3) | 19 (44.2) | 11 (25.6) | 6 (14.0) | 3 (7.0) | 3.35 | 1.07 |
| 25 | The department manager replaces paper-based transactions with electronic systems to accelerate service delivery. | 3 (7.0) | 15 (34.9) | 17 (39.5) | 7 (16.3) | 1 (2.3) | 3.28 | 0.91 |
| 26 | The department manager ensures that the work environment is comfortable and collaborative, both materially and morally. | 3 (7.0) | 20 (46.5) | 12 (27.9) | 7 (16.3) | 1 (2.3) | 3.40 | 0.93 |
| 27 | The department manager ensures the rapid repair of any issues related to material resources used at work. | 7 (16.3) | 15 (34.9) | 9 (20.9) | 9 (20.9) | 3 (7.0) | 3.33 | 1.19 |
| 28 | The department manager uses artificial intelligence to analyze work-related problems. | 4 (9.3) | 10 (23.3) | 21 (48.8) | 4 (9.3) | 4 (9.3) | 3.14 | 1.04 |
| 29 | The department manager works to secure an adequate financial budget to acquire diverse resources that enhance work quality. | 8 (18.6) | 15 (34.9) | 10 (23.3) | 8 (18.6) | 2 (4.7) | 3.44 | 1.14 |
| 30 | The department manager seeks to make the department a key contributor to tangible university productivity (e.g., research output, innovative initiatives, excellence awards). | 5 (11.6) | 16 (37.2) | 16 (37.2) | 5 (11.6) | 1 (2.3) | 3.44 | 0.93 |
| | Overall mean score | | | | | | 3.45 | 0.98 |

Table (6) shows that the overall average for the axis of the extent to which department directors apply the value-added approach related to employing the necessary material resources to improve administrative performance at the University of Bisha is (4.54), which is a high score. The arithmetic means for the items of this axis ranged between (3.14-4.54). It was found that all items fall between the two categories of medium/very high scores. The following five items achieved the highest rankings: item 21 "The department manager provides all the material supplies that contribute to facilitating work" ranked first with an arithmetic mean of (4.54) and a standard deviation of (0.5); item 30 "The department manager seeks for his department to be one of the important sources for achieving tangible productivity for the university, such as (conducting scientific research – creating innovative initiatives – obtaining excellence awards)" ranked second with an arithmetic mean of (3.44) and a standard deviation of (0.93); item 29 "The department manager works to obtain an adequate financial budget to acquire diverse resources to improve work quality" ranked third with an arithmetic mean of (3.44) and a standard deviation of (1.14); item 26 "The department manager ensures that the work environment is comfortable and collaborative (both materially and morally)" ranked fourth with a mean of (3.40) and a standard deviation of (0.93); item 22 "The department manager employs several methods to evaluate the department's performance following quality standards, such as (questionnaires – observation – tests)" ranked fifth with a mean of (3.40) and a standard deviation of (1.21).The results show that

department managers possess the knowledge and skills necessary to efficiently use material resources to improve administrative performance. Resolving resource-related problems, creating a positive work atmosphere, utilizing contemporary technology, utilizing a variety of assessment instruments, and concentrating on productive resources to boost competitiveness are some of their initiatives. This is consistent with Al-Dahshan (2015), who set the value-added approach apart from other assessment techniques, and Al-Maawaliyyah (2018), who highlighted the necessity of sufficient technological and material resources as well as distinct evaluation indicators. Additionally, Mahmoud et al. (2024) emphasized that innovative projects and research collaborations are important markers of the value-added strategy in enhancing institutional productivity and administrative performance.

RQ4: The fourth question was as follows: “Are there statistically significant differences at the significance level of (0.05) in the responses of the study sample regarding the extent to which department managers apply the value-added approach for improving administrative performance at the University of Bisha, attributed to the variables of qualification and experience?”

To answer this question, the One-Way ANOVA (F-test) was used, as shown in the following tables:

Table 7: One-Way ANOVA Results for Differences in Applying Value Added Approach by Mangaers by Qualification

| Axis | Source of Variation | SS | df | MS | F | Sig. |
|--|---------------------|----------|----|---------|-------|-----------|
| Application of the value-added approach in accordance with policies and objectives | Between groups | 1885.51 | 3 | 628.50 | 34.67 | $p < .05$ |
| | Within groups | 706.95 | 39 | 18.13 | | |
| | Total | 2592.47 | 42 | | | |
| Application of the value-added approach related to improving administrative staff performance | Between groups | 1242.36 | 3 | 414.12 | 31.16 | $p < .05$ |
| | Within groups | 518.29 | 39 | 13.29 | | |
| | Total | 1760.65 | 42 | | | |
| Application of the value-added approach related to employing material resources and capabilities | Between groups | 1571.90 | 3 | 523.97 | 27.66 | $p < .05$ |
| | Within groups | 738.71 | 39 | 18.94 | | |
| | Total | 2310.61 | 42 | | | |
| Overall questionnaire | Between groups | 13813.25 | 3 | 4604.42 | 49.83 | $p < .05$ |
| | Within groups | 3603.91 | 39 | 92.41 | | |
| | Total | 17417.16 | 42 | | | |

Table (7) shows that there are statistically significant differences at the significance level of (0.05) in the response of the research sample regarding the extent to which department managers apply the value-added approach for improving administrative performance at the University of Bisha. These differences are attributed to the variable (qualification) in each axis of the questionnaire and the questionnaire as a whole. When conducting the Scheffé test, it became clear that the differences were in favor of managers who hold a doctoral degree, with a higher arithmetic mean than the rest of the qualifications. That is, they are

more aware of the extent to which department managers apply the value-added approach for improving administrative performance at the University of Bisha. The researcher argues that the scientific knowledge possessed by those who hold a doctoral degree in the value-added approach and its fields is greater, and thus they are more aware of the importance and mechanism of its application.

To determine the source of these differences, Scheffé's post hoc test was applied, as shown in the following table.

Table 8 One-Way ANOVA Results for Differences in Applying Value Added Approach by Managers by Experience Level

| Axis | Source of Variation | SS | df | MS | F | Sig. |
|---|---------------------|----------|----|--------|------|-----------|
| Application of the value-added approach in accordance with policies and objectives | Between groups | 41.44 | 2 | 20.72 | 0.33 | $p = .73$ |
| | Within groups | 2551.03 | 40 | 63.78 | | |
| | Total | 2592.47 | 42 | | | |
| Application of the value-added approach related to improving administrative staff performance | Between groups | 36.50 | 2 | 18.25 | 0.42 | $p = .66$ |
| | Within groups | 1724.15 | 40 | 43.10 | | |
| | Total | 1760.65 | 42 | | | |
| Application of the value-added approach related to employing material resources and capabilities | Between groups | 20.65 | 2 | 10.32 | 0.18 | $p = .84$ |
| | Within groups | 2289.96 | 40 | 57.25 | | |
| | Total | 2310.61 | 42 | | | |
| Overall questionnaire | Between groups | 252.39 | 2 | 126.19 | 0.19 | $p = .75$ |
| | Within groups | 17164.78 | 40 | 429.12 | | |
| | Total | 17417.16 | 42 | | | |

Table (8) shows that there are no statistically significant differences at the significance level of (0.05) in the responses of the research sample regarding the extent to which department managers apply the value-added approach for improving administrative performance at the University of Bisha, attributable to the variable of experience. The researcher argues that this result indicates that what is applied on the ground can be perceived by all managers, regardless of the diversity of their experience, because they sense the difference in the role that managers play in applying modern methods aimed at improving performance and achieving

value-added. Perhaps they do not have sufficient knowledge of the meaning of this concept, but they perceived what was asked about through the reality of work.

Results of the Main Research Question:

The main research question was as follows: “To what extent do department managers apply the value-added approach for improving administrative performance at the University of Bisha?” This question was answered based on the sub-questions, and Table 10 shows the results in this regard.

Table 9: The extent to which department managers apply the value-added approach in improving administrative performance at the University of Bisha:

| Axis | Mean | SD | Degree of judgment | Order |
|---|------|------|--------------------|-------|
| Department managers apply the value-added approach for improving administrative performance in accordance with the policies and objectives of the University of Bisha. | 3.44 | 1.03 | High | 3 |
| Department managers apply the value-added approach related to improving the performance of the administrative staff at the University of Bisha. | 4.46 | 0.89 | High | 1 |
| Department managers apply the value-added approach related to employing the necessary material resources and capabilities to improve administrative performance at the University of Bisha. | 3.45 | 0.98 | High | 2 |
| The questionnaire as a whole | 3.45 | 0.97 | High | |

Table (9) shows that the overall average for department managers applying the value-added approach for improving administrative performance at the University of Bisha is (3.45), which is a high score. The first ranking was for “Department managers apply the value-added approach related to improving the performance of the administrative staff at the university Bisha,” with an arithmetic mean of (3.46) and a high score. The second ranking was for “Department managers apply the value-added approach related to employing the necessary material resources and capabilities to improve administrative performance the university Bisha,” with an arithmetic mean of (3.45) and a high score. The third ranking was for “Department managers apply the value-added approach for improving administrative performance in accordance with the policies and objectives of the University of Bisha,” with an arithmetic mean of (3.44) and a high score.

The results show that in order to increase competitiveness and administrative efficiency, the University of Bisha and its department managers place a high priority on improving performance through the application of the value-added strategy. This entails increasing service quality, assessing and educating employees to fulfill professional needs, and encouraging communication with subordinates. Al-Shehri and Atiyah (2018) stressed the significance of diversifying related activities and employing value-added concepts in training. Al-Maawaliyyah (2018) states that there are two steps involved in adopting added value: gathering data using qualified staff and suitable resources, then evaluating and sharing the findings to pinpoint performance determinants. Strong leadership is essential for successful adoption, necessitating accountability, support, and a cohesive approach to institutional value development, according to Al-Balshi (2022).

Recommendations:

In light of the research results, the researcher recommends the following:

1. The value-added strategy is used by department managers to improve administrative performance, align with university goals, adjust to changes, set realistic goals, and implement innovations that support labor market demands, competitiveness, and international rankings.
2. Through responsibility, skill development, professional growth, communication, involvement in decision-making, and support for innovative projects, department managers use the value-added method to improve employee performance.
3. The value-added strategy is used by department managers to maximize material resources, make use of contemporary technology, guarantee availability and upkeep, assess performance, promote teamwork, and encourage research and innovation.
4. It is recommended to establish special units in universities to assess the extent to which department managers apply the value-added approach and to

measure the impact of such application on improving overall administrative performance.

5. It is recommended to design training programs for department managers at Saudi universities to develop their knowledge, skills, and experience related to applying the value-added approach in administrative work.

Proposals:

The researcher proposes conducting the following future studies:

1. A training program for department managers based on the value-added approach and its impact on improving the performance of the administrative staff at the University of Bisha.
2. A proposed framework for applying the value-added approach by department managers to improve administrative performance at the University of Bisha.
3. The application of the value-added approach by department managers to improve administrative performance at the University of Bisha in light of international experiences.

Declarations

Conflict of interest: The authors have no relevant financial or non-financial interests to disclose. The authors declare no conflict of interest.

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