Academic Journal of Research and Scientific Publishing

International, peer-reviewed scientific journal

The 76ᵗʰ Issue

Publication date: 05-08-2025

ISSN: 2706-6495

Doi: doi.org/10.52132/Ajrsp.e.2025.76

Email: editor@ajrsp.com

Dedication

It is our pleasure and great privilege to present the 76th issue of the Academic Journal of Research and Scientific Publishing to all researchers and professor who published their research in the issue, and we thank and appreciate to all contributors and supporters of the academic journal and those involved in the production of this scientific knowledge edifice.

Academic Journal of Research and Scientific Publishing

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The Effectiveness of Integrating Artificial Intelligence and Strategic Management in Developing Higher Education Institutions (An Applied Study of University Students in the Kingdom of Saudi Arabia in the View of 2030 Vision)

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Abstract:

This study aims to assess the effectiveness of integrating artificial intelligence and strategic management in developing higher education institutions in the Kingdom of Saudi Arabia, in light of the ambitious goals outlined in the Saudi Vision 2030. This study adopts an integrative approach, combining artificial intelligence as an advanced technological tool with the principles of strategic management as an organizational and planning framework that guides higher education institutions toward progress and sustainability. The study was field-applied to a sample of Saudi university students to gauge their views on the impact of artificial intelligence and strategic management on the development of their educational institutions, as well as the extent to which this impact has been reflected in the quality of educational services, aligning with labor market requirements. The study employed a descriptive-analytical approach and utilized a questionnaire as the primary data collection tool. The results were statistically analyzed to test hypotheses and interpret the relationship between variables. The study demonstrated a statistically significant relationship between the integration of AI and strategic management and the development of higher education institutions, in terms of improving the quality of educational outcomes and forecasting the future in line with Vision 2030.

1. Introduction:

Modern technology, with all its applications, is considered one of the most prominent factors that have shaped development features in various fields, particularly the higher education sector. The world is currently in a rapid digital revolution, with artificial intelligence at its prominent axis, playing a pivotal role in improving the quality of education and upgrading management efficiency in educational institutions. Its importance lies in how modern technology can be integrated with strategic management to achieve educational and development goals.

Higher education in Saudi Arabia is undergoing a major transformation in line with the Kingdom's vision, which seeks to achieve a comprehensive digital transformation across all sectors, including education. The vision sets an ambitious goal to enhance the quality of education in Saudi universities, aligning with the needs of both the local and global labor markets.

1.1. Study problem:

The study problem is represented in the following main question:

- How effective is the integration of artificial intelligence and strategic management in developing higher education institutions? The following questions arise from this:

- To what extent is artificial intelligence (AI) being utilized in higher education institutions?

- How is strategic management applied in higher education institutions?

- What is the degree of integration between artificial intelligence and strategic management?

- What is the impact of this integration on the quality of education and educational services in higher education institutions?

- What is the level of student awareness of the importance of integration between artificial intelligence and strategic management in higher education institutions?

1.2. Importance of the study:

This study is a contemporary topic that warrants further research and critical thinking, particularly given the growing importance of technology in education and its direct impact on students and the performance of academic institutions. The importance of this study lies in the following:

- Scientific importance: The research contributes to bridging the knowledge gap regarding the integration of artificial intelligence with strategic management in higher education institutions, due to the scarcity of published research in this field.

- Practical significance: The study presents several scientific recommendations and proposals for decision-makers in higher education institutions to benefit from achieving digital transformation and developing institutional performance in line with the 2030 Vision.

1.3. Study hypotheses:

The study seeks to test the following hypotheses:

1- There is a statistically significant relationship between artificial intelligence in higher education and the quality of higher education.

2- There is a statistically significant relationship between strategic management practices and the quality of higher education.

3- There is a statistically significant relationship between the integration of artificial intelligence and strategic management and the quality of higher education.

4- There is a statistically significant relationship between integration in the vision of 2030 Vision and the quality of higher education.

1.4. Study objectives:

The study aims to achieve the following objectives:

1- Identify the utilization level of artificial intelligence in higher education institutions in the Kingdom of Saudi Arabia.

2- Analyze the effectiveness of the integration between artificial intelligence and strategic management in higher education institutions.

3- Measure student awareness of the importance of integration between artificial intelligence and strategic management.

4- Provide recommendations for improving integration, which will contribute to achieving the goals of the Kingdom 2030 Vision in higher education.

1.5. Study variables:

Independent variable: Artificial intelligence - strategic management.

Dependent variable: Development of higher education institutions.

1.6. Study delimitations:

Subject limits: This study examines the effectiveness of integrating artificial intelligence and strategic management in enhancing the development of higher education institutions.

Spatial delimitations: The research was conducted among students enrolled in various disciplines at Saudi universities.

Temporal delimitations: The study was carried out during the year 2025.

2. Previous studies:

1- Hang, H., & Lu, Y. (2019) (*Integrating Artificial Intelligence in Strategic Decision-Making: A Framework for Organizations*

The study proposed a conceptual framework for integrating artificial intelligence into the strategic decision-making process within organizations, aiming to reduce uncertainty and enhance the effectiveness of available options. The study demonstrated that artificial intelligence can be used as a decision-making support tool by providing multiple perspectives on future scenarios and reducing human bias in choosing alternatives.

2- Wade, M. (2020) *(Strategic Alignment and the Role of Artificial Intelligence in Organizations)*

This study aimed to examine the extent to which artificial intelligence aligns with organizations' strategic orientations and analyze its role in improving organizational adaptation to environmental changes. The study concluded that organizations with a clear artificial intelligence adoption strategy achieve higher levels of organizational efficiency and exhibit greater flexibility in their adoption in response to market changes.

3- Westerman, G., & Ancona, D. (2021) *(Artificial Intelligence and Strategic Management: Challenges and Opportunities)*

The study aimed to analyze the growing role of artificial intelligence in supporting strategic management by identifying the challenges and opportunities that integration presents at the enterprise level. The study concluded that artificial intelligence is an effective tool in enhancing organizational flexibility, improving strategic prediction processes, and enabling leaders to make more accurate decisions, which contributes to achieving a sustainable competitive advantage.

4- Veletsianos, G., & Johnson, N. (2021). *(Artificial Intelligence in Higher Education: Strategic Implications and Institutional Readiness*)

The study covered the analysis of the readiness un higher education institutions to strategically adopt artificial intelligence and identify the factors that hinder or facilitate such adoption. The study concluded that the most important success factors for the adoption of artificial intelligence are supportive institutional leadership, a clear strategic vision, and the availability of technical

infrastructure. It also highlighted the need for comprehensive strategies that combine technology with a human and ethical perspective.

5- Dr. Fahd Al-Zahrani (2022) *(The impact of artificial intelligence on improving strategic performance in higher education institutions)*

A field study on Saudi universities. The study aimed to assess the impact of artificial intelligence technologies on the efficiency of strategic management in Saudi universities, in light of the digital transformation requirements outlined in the Kingdom's 2030 Vision. The results indicated a statistically significant direct relationship between the use of artificial intelligence and the efficiency of strategic management in universities, particularly in areas such as planning, decision-making, and performance monitoring.

2.1. Annotation on previous studies:

The current study drew on previous studies to formulate the research problem, develop theoretical concepts, design the study tool, and establish the data analysis method, ultimately extracting the most prominent findings and recommendations. The current study distinguishes itself from previous studies in the target community in terms of the method used for sampling, the interpretation of study results, and the provision of practical recommendations for educational institutions' responsible personnel to develop them using artificial intelligence and strategic management concepts in the context of the 2030 Vision.

3. Theoretical framework of the study: Basic concepts of study variables:

3.1. The concept of artificial intelligence:

John McCarthy defines artificial intelligence as the engineering science of constructing intelligent tools, particularly computer programs. It is based on the establishment of capable hardware and software of think in the same way the human brain does and mimicking human behavior (Abdullaoui, 2021).

Artificial intelligence is also defined as the ability of a tool or device to perform some activities that require intelligence, such as actual reasoning and self-repair. (Omar, 2008)

3.2. Artificial intelligence applications:

These are systems that possess intellectual capabilities similar to those of humans, such as thinking, discovering meaning, generalizing, and learning from past experiences. A computer or robot that is controlled by a computer can perform tasks typically associated with living organisms (Barua et al., 2022).

3.3. Strategic management concept:

Strategic management, as defined by Higgins, is the framework that encompasses the strategy and works to achieve it. It is a sequential process that manages the organization's mission and defines its relationship with the environment. It is represented by the process of implementing and fulfilling the organization's mission, which is the true reason for its existence and the primary purpose for which it was created.

Sharplin also defined it as the process of formulating and implementing plans and actions related to fundamental and comprehensive issues of continuing importance to the organization as an entity (Dodin, 2024, 27).

3.4. Higher education concept:

Higher education is defined as all types of education (academic, vocational, technical, artistic, pedagogical, and distance education) provided by universities, technological institutes, teacher training colleges, etc., which are usually intended for students who have completed their secondary education and aim to obtain a title, degree, certificate, or diploma of higher education. (Al-Baradei, 2002, 87).

3.5. Higher education development definition:

It is a comprehensive process aimed at modernizing and improving the components of the educational system in higher education institutions, including curricula, teaching methods, scientific research, infrastructure, and administration, in order to keep up with scientific and technological developments and meet the needs of society and the labor market. (Qassim, 2009,

4. Study Methodology:

The study aims to assess the effectiveness of integrating artificial intelligence and strategic management in the development of higher education institutions. The applied study focuses on university students in the Kingdom of Saudi Arabia, in view of the 2030 Vision. The researcher employed a descriptive analytical approach in conducting the study, as it is the most appropriate and suitable for the phenomenon under investigation, without the researcher interfering in the research process.

4.1. Study community:

The study community consists of university students in the Kingdom of Saudi Arabia, with a sample size of 223.

4.2. Study tool:

A questionnaire was designed for the study to collect the required information. The following stages were followed:

1. Preparing a preliminary questionnaire for use in collecting the required data and information.

2. Presenting the questionnaire to a group of arbitrators, who provided advice and guidance. Any necessary modifications or deletions were made.

3. The questionnaire was distributed to all members of the study community. It was divided into two sections, as follows:

Section one: This section contains a set of questions related to the personal characteristics of the sample members.

Section two: This section discusses the five study axes: (Artificial Intelligence in Higher Education - Strategic Management Practices - Integration between Artificial Intelligence and Strategic Management - Quality of Higher Education - Integration in the view of 2030 Vision). An answer to each item was based on a (five-point Likert) scale.

4.3. Study scale:

Possible responses to the items were measured on a five-point Likert scale, ranging from "strongly agree" to "strongly disagree."

4.4. Scale tools evaluation:

Testing the internal consistency and reliability of the scales used in the study:

Stability refers to the (Constancy of the scale and its lack of self-contradiction, meaning that the scale gives the same results with an equal probability to the coefficient value if reapplied to the same sample). Therefore, it leads to the same or consistent results each time the measurement is repeated. The higher the degree of stability and constancy of the tool, the greater the confidence in it. Several methods to verify the stability of the scale, including the split-half method and Cronbach's alpha method to ensure the internal consistency of the scales. (Cronbach's alpha) coefficient was used, which takes values ranging from zero to one.

If there is no stability in the data, the coefficient value is equal to zero. Conversely, if the data exhibits complete stability, the value of the coefficient equals one. In other words, an increase in Cronbach's alpha coefficient indicates an improvement in the credibility of the data, as it reflects the sample results more accurately within the study community.

Additionally, a value less than 0.60 indicates low internal consistency. The results indicate that the value of Cronbach's alpha coefficient for the study concepts reached 0.95, indicating high stability in the questionnaire.

4.5. Analysis of the study sample characteristics:

To describe the characteristics of the study sample's items, the researcher used:

a. Frequency distribution of questionnaire items' expressions:

To identify the general trend of the sample's items for each variable separately.

b. Variance Analysis:

To measure the differences between the respondents' views on the effectiveness of integrating artificial intelligence and strategic management in developing higher education institutions, according to the study sample's characteristics (Gender, Age category, Academic degree, educational level, University name, and Faculty name).

First: Gender

- Gender distribution in the study sample:

The questionnaire included a question related to the gender of the respondents. The gender was divided into (male, female). The results obtained are shown in Table No. (1).

Table No. (1). distribution of gender groups according to the study sample

Kind	Frequency	Percentage
Male	91	40.8
Female	132	59.2
Total	223	100.0

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

In Table No. (1) We find that the percentage of females is 59.2% of the study sample, and the percentage of males is 40.8%. Therefore, the highest percentage is of females.

Second: age group:

- Age category distribution in the study sample:

The questionnaire included a question regarding the respondent's age. Age was divided into age groups with a five-year range, ranging from 20 to 31 years and older. The results obtained are shown in Table No. (2).

Table No. (2) distribution of age groups according to the study sample:

Age Group	Frequency	Percentage
Less than 20 years	43	19.3
21 – 25 years	151	67.7
26 – 30 years	16	7.2
31 years and more	13	5.8
Total	223	100.0

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

In Table No. (2), We find that 67.7% of the study sample represents the age group of 21-25 years, the age category (less than 20 years) reached 19.3%, the age category (26-30) reached 7.2%, while the age category (31 and more) reached 5.8%, where we note that the largest percentage of the study sample items are from the age category whose ages range between (21-25) years.

b/ Variance analysis: To measure the non-existence of differences between the averages of respondents' views of the effectiveness of the integration of artificial intelligence and strategic management in developing higher education institutions according to the age category variable, a one-way analysis of variance (ANOVA) was used to determine whether there were statistically significant differences between the averages of respondents' views at the universities in the Kingdom of Saudi Arabia according to the age category variable. The results obtained are presented in Table 3.

Table No. (3) Analysis of variance for the effectiveness of integration between artificial intelligence and strategic management in developing higher education institutions according to the age group in the study sample:

Axis	Source of variance	Square total	Mean of Square Total	Freedom degree	F Value	Significance level
First	Between groups	.0160	.0050	3	.2050	.8930
	Within groups	5.606	.0260	219		
	Total	5.622		222		
Second	Between groups	.1220	.0410	3	1.375	.2510
	Within groups	6.466	.0300	219		
	Total	6.588		222		
Third	Between groups	.2330	.0780	3	2.514	.0590

	Within groups	6.774	.0310	219		
	Total	7.007		222		
Fourth	Between groups	.0110	.0040	3	.1570	.9250
	Within groups	5.338	.0240	219		
	Total	5.349		222		
Fifth	Between groups	.0290	.0100	3	.3040	.822
	Within groups	6.961	.0320	219		
	Total	6.990		222		

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

The results in Table 3 showed that there were no statistically significant differences at a significance level of 0.05 that could be attributed to the age variable between the respondents' views on the effectiveness of integrating artificial intelligence and strategic management in developing higher education institutions. The results obtained indicate that there were no statistically significant differences between the averages of the respondents' views on the effectiveness of integrating artificial intelligence and strategic management in developing higher education institutions across age categories. The calculated F (Statistical value) was not significant at (0.05), and the obtained statistical significance level was (0.893, 0.251, 0.059, 0.925, 0.822), respectively, which are greater than (0.05). Therefore, this result can be explained by the absence of statistically significant differences, confirming that respondents of different ages do not differ in their views on the effectiveness of integrating artificial intelligence and strategic management in developing higher education institutions.

Third: Academic degree

- Distribution of the academic degrees in the study sample:

The questionnaire included a question related to the respondent's academic degree, which was divided into (diploma, bachelor's, master's). The results obtained are shown in Table No. (4).

Table No. (4) Distribution of academic degrees according to the study sample:

Qualification	Percentage	Frequency
Diploma	28	12.6
Bachelor	182	81.6
Master	13	5.8
Total	223	100.0

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

From Table 4, we note that 81.6% of the study sample are pursuing a bachelor's degree, while 12.6% are pursuing a diploma, and 5.8% are pursuing a master's degree.

b/ Variance analysis: To measure the non-existence of differences between the averages of respondents' views of the effectiveness of the integration of artificial intelligence and strategic management in developing higher education institutions according to the variable of academic degree, a one-way analysis of variance (ANOVA) was used to determine whether there were statistically significant differences between the averages of respondents' views at the universities in the Kingdom of Saudi Arabia according to the variable of academic degree. The results obtained are shown in Table No. (5).

Table No. (5) Analysis of variance for the effectiveness of integration between artificial intelligence and strategic management in developing higher education institutions according to the academic degree in the study sample:

Axis	Source of variance	Square total	Mean of Square Total	Freedom degree	F Value	Significance level
First	Between groups	.0140	.0070	2	.2710	.7630
	Within groups	5.608	.0250	220		
	Total	5.622		222		
Second	Between groups	.0810	.0400	2	1.362	.2580
	Within groups	6.507	.030	220		
	Total	6.588		222		
Third	Between groups	.0520	.026	2	.8290	.4380
	Within groups	6.955	.032	220		
	Total	7.007		222		
Fourth	Between groups	.0390	.0200	2	.8140	.4440
	Within groups	5.310	.024	220		
	Total	5.349		222		
Fifth	Between groups	.0260	.0130	2	.4030	.6690
	Within groups	6.965	.0320	220		
	Total	6.990		222		

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

The results in Table 5 showed that there were no statistically significant differences at a significance level of 0.05 that could be attributed to the variable of academic degree between the respondents' views on the effectiveness of integrating artificial intelligence and strategic management in developing higher education institutions. The obtained results indicate that there are no statistically significant differences between the averages of the respondents' views in universities in the Kingdom of Saudi Arabia regarding the effectiveness of integrating artificial intelligence and strategic management in developing higher education institutions, according to the variation in academic degree. The calculated value of the statistic (F) was not significant at 0.05, and the level of obtained statistical significance was (0.763, 0.258, 0.438, 0.669, 0.444), respectively, which are greater than 0.05. Therefore, this result can be explained by the absence of statistically significant differences, confirming that respondents, regardless of their qualifications, do not differ in their views on the effectiveness of integrating artificial intelligence and strategic management in the development of higher education institutions.

Fourth: Educational level

- Distribution of educational level in the study sample:

The questionnaire included a question related to the respondent's educational level. The educational level was divided into categories (first year – fourth year, and postgraduate studies). The results obtained are presented in Table 6.

Table No. (6) Distribution of Educational Level by Study Sample:

Duration	Percentage	Frequency
First Year	20	9.0
Second Year	45	20.2
Third Year	99	44.4
Fourth Year	42	18.8
Postgraduate studies	17	7.6
Total	223	100.0

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

In Table 6, we find that 44.4% of the study sample is in the third year, 20.2% is in the second year, 18.8% is in the fourth year, and 9% is in the first year. Graduate students comprise the smallest percentage of the study sample, at 7.6%.

b/ Variance analysis: To measure the non-existence of differences between the averages of respondents' views of the effectiveness of the integration of artificial intelligence and strategic management in developing higher education institutions according to the variable of academic level, a one-way analysis of variance (ANOVA) was used to determine whether there were statistically significant differences between the averages of respondents' views in the universities in the Kingdom of Saudi Arabia according to academic level. The results are shown in Table 7.

Table No. (7): Variance analysis of the Effectiveness of the Integration of Artificial Intelligence and Strategic Management in Developing Higher Education Institutions by Academic Level in the Study Sample:

Axis	Source of variance	Square total	Mean of Square Total	Freedom degree	F Value	Significance level
First	Between groups	0.095	0.932	4	0.932	0.446
	Within groups	5.528		218		
	Total	5.622		222		
Second	Between groups	0.180	1.533	4	1.533	0.194
	Within groups	6.407		218		
	Total	6.588		222		
Third	Between groups	0.079	0.620	4	0.620	0.649
	Within groups	6.929		218		
	Total	7.007		222		
Fourth	Between groups	0.056	0.581	4	0.581	0.677
	Within groups	5.293		218		
	Total	5.349		222		
Fifth	Between groups	0.107	0.847	4	0.847	0.497
	Within groups	6.883		218		
	Total	6.990		222		

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

The results in Table 7 showed that there were no statistically significant differences at a significant level of 0.05. The respondents' views on the effectiveness of integrating artificial intelligence and strategic management in developing higher education institutions. The obtained results indicate that there were no statistically significant differences between the averages of the respondents' views in universities across the Kingdom of Saudi Arabia regarding the effectiveness of integrating

artificial intelligence and strategic management in developing higher education institutions, according to educational levels. The calculated value of the (F) statistics was not significant at 0.05, and the obtained statistical significance levels were (0.446, 0.194, 0.649, 0.677, 0.497), respectively, which are greater than 0.05. Accordingly, this result can be explained by the absence of statistically significant differences, confirming that respondents, regardless of their educational levels, do not differ in their views on the effectiveness of integrating artificial intelligence and strategic management in developing higher education institutions.

Fifth: University name:

- University distribution in the study sample:

The questionnaire included a question regarding the respondent's university name. The university names were divided into (Al-Baha, Imam Abdul Rahman, Al-Majma'ah, Tabuk, Jeddah, Technical colleges, and others). The results obtained are presented in Table 8.

Table No. (8) University distribution by study sample:

Job	Percentage	Frequency
Al-Baha University	129	57.8
Imam Abdulrahman University	6	2.7
Majmaah University	19	8.5
University of Tabuk	4	1.8
Jeddah University	35	15.7
Technical colleges	7	3.1
Others	23	10.3
Total	223	100.0

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

From Table 8, we note that 57.8% of the study sample was from Al Baha University, 15.7% from Jeddah University, 10.3% from various universities, 8.5% from Al Majmaah University, 3.1% from technical colleges, 2.7% from Imam Abdulrahman University, and 1.8% from Tabuk University.

b/ Variance analysis: To measure the non-existence of differences between the averages of respondents' views of the effectiveness of the integration of artificial intelligence and strategic management in developing higher education institutions, according to the university variable.

(One-way ANOVA) was used to determine whether there were statistically significant differences between the averages of respondents' views in universities in the Kingdom of Saudi Arabia, according to the university variable. The results obtained are shown in Table 9.

Table No. (9) Variance Analysis of the Effectiveness of the Integration of Artificial Intelligence and Strategic Management in Developing Higher Education Institutions by University Variable in the Study Sample:

Axis	Source of variance	Square total	Mean of Square Total	Freedom degree	F Value	Significance level
First	Between groups	.1230	.0210	6	.8080	.5640
	Within groups	5.499	.0250	216		
	Total	5.622		222		
Second	Between groups	.4610	.0770	6	2.708	.0150
	Within groups	6.127	.0280	216		
	Total	6.588		222		
Third	Between groups	.3730	.0620	6	2.026	.0630
	Within groups	6.634	.0310	216		
	Total	7.007		222		
Fourth	Between groups	.1620	.0270	6	1.122	.3500
	Within groups	5.188	.0240	216		
	Total	5.349		222		
Fifth	Between groups	.2450	.0410	6	1.306	.2560
	Within groups	6.746	.0310	216		
	Total	6.990		222		

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

The results in Table No. (9) showed that there were no statistically significant differences at a significance level of 0.05 that could be attributed to the university variable between the averages of the respondents' views on the effectiveness of integration between artificial intelligence and strategic management in developing higher education institutions. The obtained results indicate that there are no statistically significant differences between the averages of the respondents' views in universities in the Kingdom of Saudi Arabia on the effectiveness of integration between artificial intelligence and strategic management in developing higher education institutions depending on the variation in universities, as the value of the calculated statistic (F) was not significant at (0.05).

The obtained statistical significance level was (0.564, 0.015, 0.063, 0.350, 0.256), respectively, which are greater than 0.05. Accordingly, this result can be explained by the non-existence of statistically significant differences, and it confirms that respondents from different universities do not differ in their views on the effectiveness of integrating artificial intelligence and strategic management in developing higher education institutions.

Sixth: Faculty

- Faculty in the study sample:

The questionnaire included a question regarding the respondent's faculty name. The obtained results are shown in Table No. (10).

Table No. (10) Faculty distribution according to the study sample:

Duration	Percentage	Frequency
Medicine	2	0.9
Engineering	12	5.4
Management	178	79.8
Compute	12	5.4
Science	7	3.1
Arts	8	3.6
Education	4	1.8
Total	223	100.0

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

In Table No. (10), We find that 79.8% of the study sample study in the faculty of management, 5.4% study in the faculty of engineering and computer Science, 3.6% study in the faculty of arts, 3.1% study in the faculty of science, 1.8% study in the faculty of education, and 0.9% study in the faculty of medicine.

Table No. (11) Variance analysis of the effectiveness of integration between artificial intelligence and strategic management in developing higher education institutions according to the faculty category in the study sample

b/ Variance analysis: To measure the non-existence of differences between the averages of respondents' views of the effectiveness of the integration of artificial intelligence and strategic management in developing higher education institutions, according to the faculty variable.

(One-way ANOVA) was used to determine whether there were statistically significant differences between the averages of respondents' views in universities in the Kingdom of Saudi Arabia by faculty name. The results obtained are presented in Table 11.

Table No. (11) Variance analysis for the effectiveness of integration between artificial intelligence and strategic management in developing higher education institutions according to the name of the faculty in the study sample:

Axis	Source of variance	Square total	Square Total Average	Freedom degree	F Value	Significance level
First	Between groups	.2510	.0420	6	1.685	.1260
	Within groups	5.371	.0250	216		
	Total	5.622		222		
Second	Between groups	.5890	.0980	6	3.538	.0020
	Within groups	5.998	.0280	216		
	Total	6.588		222		
Third	Between groups	.3190	.0530	6	1.716	.1180
	Within groups	6.689	.0310	216		
	Total	7.007		222		
Fourth	Between groups	.4120	.0690	6	3.007	.0080
	Within groups	4.937	.0230	216		
	Total	5.349		222		
Fifth	Between groups	.6410	.1070	6	3.632	.0020
	Within groups	6.350	.0290	216		
	Total	6.990		222		

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

The results in Table 11 showed that there were no statistically significant differences at a significance level of 0.05. The respondents' views on the effectiveness of integrating artificial intelligence and strategic management in developing higher education institutions. The results obtained indicate that there are no statistically significant differences between the averages of the respondents' view in universities in the Kingdom of Saudi Arabia regarding the effectiveness of integration between artificial intelligence and strategic management in developing higher education institutions according to the faculty variation, as the calculated statistic value (F) was not significant at 0.05, the level of statistical significance obtained were (0.126, 0.002, 0.118,

0.008, 0.002) respectively, which is greater than 0.05. Accordingly, this result can be explained by the absence of statistically significant differences, confirming that respondents, regardless of the faculty in which they study, do not differ in their views on the effectiveness of integrating artificial intelligence and strategic management in developing higher education institutions.

5. Data analysis and study axes:

This section consists of analyzing the study's primary data to enable discussion of the research hypotheses, according to the following steps:

Frequency distribution of the research units' responses to the study expressions and statistical analysis. Chi-square test for the significance of differences:

This is achieved by summarizing the data in tables that explain the values of each variable, illustrating the most important characteristics of the sample in the form of numbers and percentages, making the study's expressions and axes easier to read and understand.

 The chi-square test is used to indicate the significance of the differences between the sample members' responses to the study's expressions and axes.

1/ Frequency distribution of data and chi-square test for the first axis: Artificial intelligence in higher education:

To summarize the data and clarify the most important characteristics of the sample, the frequency distribution and chi-square test results were used for the expressions measuring the respondents' opinions about artificial intelligence in higher education. The results obtained are presented in Table 12.

 Table No. (12) Frequency distribution and chi-square test for the expressions measuring the axis of artificial intelligence in higher:

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree		Chi-square test	
		Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Value	Morale level
1-	The university uses artificial intelligence technologies to support the educational process.	87	39	86	38.6	29	13	12	5.4	9	4	136.439	0.000

2-	Some courses rely on artificial intelligence tools, such as data analysis, cloud computing, and ChatGPT.	75	33.6	83	37.2	46	20.6	13	5.8	6	2.7	109.623	0.000
3-	The university offers smart platforms that enable students to access educational content.	96	43	85	38.1	31	13.9	6	2.7	5	2.2	168.54	0.000
4-	Artificial intelligence technologies are utilized in providing student and administrative services.	73	32.7	78	35	48	21.5	15	6.7	9	4	91.41	0.000
5-	The use of artificial intelligence has contributed to improving the quality of the educational process.	105	47.1	81	36.3	28	12.6	4	1.8	5	2.2	189.80	0.000

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

In Table 12, we find that:

The majority of sample members agree that the university utilizes artificial intelligence technologies to support the educational process, with 77.6% in agreement. At the same time, those who are neutral reached 13%, and those who disagree reached 9.4%. The (chi-square) value reached 136.439 at a statistical significance level of 0.000. This value is less than the statistical significance level of 5%. Therefore, this indicates the presence of statistically significant differences between the sample members' responses, favoring those who agree with the expression that the university uses artificial intelligence technologies to support the educational process.

The majority of sample members agree that (Some courses depend on artificial intelligence tools such as data analysis, Cloud, ChatGPT), reached 70.8%, while those who are neutral reached 20.6%, and those who disagree reached 8.5%. We find that the value of (Chi-square) reached 109.623 at a statistical significance level of 0.000, and this value is less than the statistical significance level of 5%. Accordingly, this indicates the presence of statistically significant differences between the responses of the sample members in favor of those who agree with the expression that states that (Some courses depend on artificial intelligence tools such as data analysis, Cloud - ChatGPT).

The majority of the sample members agree that the university provides smart platforms that facilitate students' access to educational content, with 81.1% in agreement, while 13.9% are neutral, and 4.7% disagree.

We find that the value of (Chi-square) reached 168.54 at a statistical significance level of 0.000. This value is less than the statistical significance level of 5%. Accordingly, this indicates the presence of statistically significant differences between the responses of the sample members, favoring those who agree with the expression that the university provides smart platforms that facilitate students' access to educational content.

The majority of the sample members agree that artificial intelligence technologies are used in providing student and administrative services, at 67.7%.

In comparison, the neutrals account for 21.5%, and those who disagree make up 10.7%. We find that the value of (Chi-square) reached 91.41 at a statistical significance level of 0.000. This value is less than the statistical significance level of 5%. Accordingly, this indicates the presence of statistically significant differences between the responses of the sample members in favor of those who agree with the expression that (Artificial intelligence technologies are utilized in providing student and administrative services).

The majority of the sample agreed that (The use of artificial intelligence has contributed to improving the quality of the educational process), reached 83.4%, while those who were neutral reached 12.6% and those who disagreed reached 4%. (The chi-square value) reached 189.80, with a statistical significance level of 0.000. This value is less than the statistical significance level of 5%. Therefore, this indicates the presence of statistically significant differences between the responses of the sample members, in favor of those who agree with the expression that (The use of artificial intelligence has contributed to improving the quality of the educational process).

2/ Frequency distribution of the data and chi-square test for the second axis: Strategic management practices in higher education:

To summarize the data and clarify the most important features of the sample, the frequency distribution and chi-square test were used to analyze the expressions measuring the respondents' opinions about strategic management practices in higher education. The obtained results are shown in Table No. (13)

Table No. (13) Frequency distribution of the Chi-square test for the statements that measure the axis of strategic management practices in higher education:

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree		Chi-square test	
		Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Value	Morale level
1-	The university has a clear and declared vision and mission.	93	41.7	93	41.7	25	11.2	7	3.1	5	2.2	180.52	0.000
2-	The university develops its educational process through periodic strategic plans.	84	37.7	96	43	31	13.9	7	3.1	5	2.2	165.04	0.000
3-	The university involves the concerned parties, including students, in planning and decision-making processes.	75	33.6	76	34.1	39	17.5	21	9.4	12	5.4	79.8	0.000
4-	The university stays current with global and local developments and adjusts its strategies accordingly.	81	36.3	85	38.1	41	18.4	7	3.1	9	4	126.70	81
5-	The university uses clear performance indicators to assess the degree to which its strategic objectives are being achieved.	76	34.1	97	43.5	39	17.5	5	2.2	6	2.7	152.94	0.000

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

In Table 13, we find that the majority of sample members agree that the university has a clear and announced vision and mission, with 83.4% in agreement. Those who are neutral reached 11.2%, and those who disagree reached 5.3%. (The chi-square value) reached 180.52 at a statistical significance level of (0.000), which is less than the statistical significance level of 5%. Therefore, this indicates the presence of statistically significant differences between the responses of sample members, in favor of those who agree with the expression that (The university has a clear and announced vision and mission).

The majority of sample members agree that the university applies periodic strategic plans to develop the educational process, with 80.7% in agreement, while those who are neutral account for 13.9%, and those who disagree make up 5.3%. We find that the value of (Chi-square) reached (165.04) at a statistical significance level of (0.000). This value is less than the statistical significance level of 5%. Accordingly, this indicates the presence of statistically significant differences between the responses of the sample members, favoring those who agree with the statement that the university implements periodic strategic plans to develop the educational process.

The majority of the sample members agreed that the university involved concerned parties, including students, in the planning and decision-making processes, with 67.7% agreeing,

while 17.5% were neutral, and 14.8% disagreed. We find that the value of (Chi-square) reached 79.8 at a statistical significance level of 0.000. This value is less than the statistical significance level of 5%. Accordingly, this indicates the presence of statistically significant differences between the responses of the sample members, favoring those who agree with the expression that the university involves concerned parties, including students, in the planning and decision-making processes.

The majority of sample members agree that the university keeps on with global and local developments and changes in its strategies, reaching 74.4%, while those who were neutral reached 18.4% and those who disagree reached 7.1%. We find that the value of the chi-square reached 126.70 at a statistical significance level of 0.000, which is less than the conventional 5% significance level. Therefore, this indicates the presence of statistically significant differences between the responses of sample members, favoring those who agree with the expression that the university keeps pace with global and local developments and changes in its strategies.

The majority of sample members agree that the university adopts clear performance indicators to evaluate the extent to which it achieves its strategic objectives, with 77.6% in agreement, while those who were neutral accounted for 17.5%, and those who disagreed made up 4.9%. We find that the value of (Chi-square) reached 152.94 at a statistical significance level of 0.000, and this value is less than the statistical significance level of 5%. Accordingly, this indicates the presence of statistically significant differences between the responses of the sample members, favoring those who agree with the expression that states the university relies on clear performance indicators to evaluate the extent to which it achieves its strategic goals.

3/ Frequency distribution of data and chi-square test for the second axis: Integration between artificial intelligence and strategic management:

To summarize the data and clarify the most important features of the sample, the frequency distribution and chi-square test were used for the expressions measuring the respondents' opinions on the integration between artificial intelligence and strategic management. The results obtained are presented in Table 14.

Table No. (14) Frequency distribution and chi-square test for statements measuring the integration axis between artificial intelligence and strategic management:

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree		Chi-square test	
		Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Value	Morale level
1-	Artificial intelligence is included in the university's strategic plans.	79	35.4	85	38.1	44	19.7	8	3.6	7	3.1	124.87	0.000
2-	Administrative and academic decisions are based on smart analytics derived from artificial intelligence.	62	27.8	85	38.1	53	23.8	16	7.2	7	3.1	95.0	0.000
3-	Educational policies are updated based on artificial intelligence tools.	61	27.4	83	37.2	60	26.9	12	5.4	7	3.1	99.9	0.000
4-	The university adopts administrative practices that encourage the effective use of artificial intelligence technologies.	72	32.3	87	39	43	19.3	13	5.8	8	3.6	109.6	0.000
5-	There is harmony between the use of modern technology	82	36.8	90	40.4	31	13.9	13	5.8	7	3.1	135.8	0.000

and the university's strategic trends.											

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

In Table 14, we find that:

The majority of sample members agree that artificial intelligence should be included in the university's strategic plans, at 73.5%, while those who are neutral account for 19.7%, and those who disagree make up 6.7%. We find that the chi-square value reached 124.87 at a statistical significance level of 0.000, which is less than the conventional 5% significance level. Therefore, this indicates the presence of statistically significant differences between the sample members' responses, favoring those who agree with the expression that artificial intelligence should be included in the university's strategic plans.

The majority of sample members agree that (administrative and academic decisions are based on intelligent analyses derived from artificial intelligence), reaching 65.9%, while those who are neutral reached 23.8% and those who disagree reached 10.3%. We find that the chi-square value reached 95.0, with a statistical significance level of 0.000. This value is less than the statistical significance level of 5%. Therefore, this indicates the presence of statistically significant differences between the responses of sample members, in favor of those who agree with the expression that (administrative and academic decisions are based on smart analyses derived from artificial intelligence).

The majority of sample members agree that educational policies are updated based on artificial intelligence tools, with 64.6% in agreement, 26.9% neutral, and 8.5% disagreeing. We find that the chi-square value reached 99.9, with a statistical significance level of 0.000. This value is less than the statistical significance level of 5%. Therefore, this indicates the presence of statistically significant differences between the responses of sample members, favoring those who agree with the statement that educational policies are updated based on artificial intelligence tools.

 The majority of sample members agree that the university adopts administrative practices that encourage the effective use of artificial intelligence technologies, at 71.3%. Those who were neutral accounted for 19.3%, and those who disagreed made up 9.4%. We find that the chi-square value reached 109.6, at a statistical significance level of 0.000. This value is less than the statistical significance level of 5%. Therefore, this indicates the presence of statistically significant

differences between the responses of the sample members, favoring those who agree with the expression that the university adopts administrative practices that encourage the effective use of artificial intelligence technologies.

The majority of the sample, 77.1% agreed that there is harmony between the use of modern technology and the university's strategic trends, while those who were neutral accounted for 13.9%, and those who disagreed made up 8.9%.

We find that the value of (Chi-square) reached 135.8 at a statistical significance level of 0.000, and this value is less than the statistical significance level of 5%. Accordingly, this indicates the presence of statistically significant differences between the responses of the sample members in favor of those who agree with the expression that states that (there is harmony between the use of modern technology and the strategic directions of the university).

4/ Frequency distribution of data and chi-square test. Fourth axis: Quality of higher education:

To summarize the data and clarify the most important features of the sample, the frequency distribution and chi-square test were used to express the respondents' opinions about the quality of higher education. The results obtained are presented in Table 15.

Table No. (15) Frequency distribution and chi-square test for statements measuring the quality of higher education axis:

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree		Chi-square test	
		Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Value	Morale level
1-	Smart technologies have simplified concepts and curricula.	111	49.8	87	39	20	9	2	0.9	3	1.3	232.2	0.000
2-	The use of modern educational technologies has enhanced interaction within the educational environment.	88	39.5	94	42.2	9	4	6	2.7	1	0.4	243.0	0.000

3-	The use of artificial intelligence has had a positive impact on the efficiency of student services.	87	39	92	41.3	30	13.5	8	3.6	6	2.7	158.9	0.000
4-	The integration of artificial intelligence and strategic management contributes to making the educational environment more qualitative and interactive.	89	39.9	99	44.4	26	11.7	5	2.2	4	1.8	190.4	0.000
5-	The university adopts systematic policies and strategies aimed at enhancing the quality of students' educational and academic experiences.	84	37.7	99	44.4	25	11.2	6	2.7	9	4	171.5	0.000

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

In Table 15, we find that:

The majority of sample members agree that smart technologies have contributed to simplifying concepts and curricula, with 88.8% in agreement, 9% neutral, and 2.2% disagreeing. We find that the chi-square value reached 232.2, at the statistical significance level of 0.000. This value is less than the statistical significance level of 5%. Therefore, this indicates the presence of statistically significant differences between the sample members' responses, in favor of those who agree with the expression that smart technologies have contributed to simplifying concepts and curricula.

The majority of sample members agree that the use of modern educational technologies has enhanced interaction within the educational environment, with 81.6% in agreement, 11.2% neutral, and 3.1% disagreeing. We find that the chi-square value reached 243.0, with a statistical significance level of 0.000. This value is less than the statistical significance level of 5%. Therefore, this indicates the presence of statistically significant differences between the responses of sample members, in favor of those who agree with the expression that (the use of modern educational technologies has enhanced interaction within the educational environment).

The majority of sample members agree that the utilization of artificial intelligence has had a positive impact on the efficiency of student services, with 81.6% agreeing, 13.5% neutral, and 6.3% disagreeing.

We find that the chi-square value reached 158.9, with a statistical significance level of 0.000. This value is less than the statistical significance level of 5%. Therefore, this indicates the presence of statistically significant differences between the responses of sample members, favoring those who agree that the utilization of artificial intelligence has had a positive impact on the efficiency of student services.

The majority of the sample agreed that the integration of artificial intelligence and strategic management contributes to making the educational environment more quality and interactive, reaching 84.3%. Those who were neutral accounted for 11.7%, and those who disagreed accounted for 3%.

 We find that the chi-square value reached 190.4, at a statistical significance level of 0.000. This value is less than the statistical significance level of 5%. Therefore, this indicates the presence of statistically significant differences between the responses of the sample members, in favor of those who agree with the expression that the integration of artificial intelligence and strategic management contributes to making the educational environment more quality and interactive.

The majority of the sample members agree that the university adopts systematic policies and strategies aimed at improving the quality of students' educational and academic experience, with 82.1% in agreement, 11.2% neutral, and 6.7% disagreeing.

We find that the value of (Chi-square) reached 171.5 at a statistical significance level of 0.000, and this value is less than the statistical significance level of 5%. Accordingly, this indicates the presence of statistically significant differences between the responses of the sample members, favoring those who agree with the statement that the university adopts systematic policies and strategies aimed at improving the quality of students' educational and academic experience.

5/ Frequency distribution of data and chi-square test for the fifth axis: Integration in the view of 2030 Vision:

To summarize the data and clarify the most important features of the sample, the frequency distribution and chi-square test were used to express the respondents' opinions on integration in the context of the 2030 Vision. The results obtained are presented in Table 16.

Table No. (16) Frequency distribution and chi-square test for statements measuring the integration axis in light of Vision 2030:

No	Item	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree		Chi-square test	
		Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Value	Morale level
1-	The university contributes to achieving the 2030 vision in education.	122	54.7	61	27.4	30	13.5	21	0.4	9	4	216.1	0.000
2-	The integration of artificial intelligence and strategic management supports the national transformation orientation.	112	50.2	80	35.9	22	9.9	1	0.4	8	3.6	300.8	0.000
3-	Smart technologies represent a key tool in improving educational services and their quality.	126	56.5	66	29.6	20	9	4	1.8	7	3.1	333.5	0.000

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

In Table 16, we find that:

The majority of sample members agree that the university contributes to achieving the 2030 Vision in education, with 82.1% reaching this goal. At the same time, those who are neutral reached 13.5%, and those who disagree reached 4.4%. We find that the chi-square value reached 216.1 at a statistical significance level of 0.000, which is less than the conventional 5% significance level. Therefore, this indicates the presence of statistically significant differences between the responses of sample members, favoring those who agree with the expression that the university contributes to achieving the 2030 Vision in education.

The majority of sample members agree that the integration of artificial intelligence and strategic management supports the national transformation orientation, with 86.1% in agreement, 9.9% neutral, and 5% disagreeing. We find that the chi-square value reached 300.8 at a statistical

significance level of 0.000. This value is less than the statistical significance level of 5%. Therefore, this indicates the presence of statistically significant differences between the responses of sample members, in favor of those who agree with the expression that the integration of artificial intelligence and strategic management supports the national transformation orientation.

The majority of sample members agree that smart technologies represent a key tool in improving educational services and their quality, with 86.1% in agreement, 9% neutral, and 4.9% disagreeing. We find that the chi-square value reached 333.5 at a statistical significance level of 0.000. This value is less than the statistical significance level of 5%. Therefore, this indicates the presence of statistically significant differences between sample members' responses, favoring those who agree with the expression that smart technologies represent a key tool in improving educational services and their quality.

6. Study hypothesis testing:

In this axis, the researcher discusses and explains the results of the field study using the information provided by the statistical data analysis tables, as well as the results of the statistical analysis, to test the following study hypotheses:

Presentation and discussion of the results of the first hypothesis:

- The first hypothesis of the study states the following:

"There is a statistically significant relationship between artificial intelligence in higher education and the quality of higher education."

To verify the validity of the hypothesis, the simple linear regression method will be used in the model construction, where artificial intelligence in higher education is an independent variable represented by (AIE) and the quality of higher education is a dependent variable represented by (QHE), as in the following table:

Table No. (17) Results of a simple linear regression analysis to measure the relationship between artificial intelligence in higher education and the quality of higher education:

	Regression coefficients	(t) Test	Sigmoid value	Interpretation
$\hat{B}_0$	0.11	5.62	0.000	Moral
$\hat{B}_1$	0.64	12.99	0.000	Moral

Correlation coefficient (R)	0.65	
coefficient (R^2) extermination	0.43	
(F) Test	168.73	Moral model
QHE=0.11+0.64 AIE		

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

Table No. (17) shows that:

1. The estimation results showed a direct correlation between artificial intelligence in higher education as the independent variable and the quality of higher education as the dependent variable, with a simple correlation coefficient of 0.65.

2. The determination coefficient (R^2) reached 0.43, indicating that artificial intelligence in higher education, as the independent variable, contributes 43% to the quality of higher education (the dependent variable).

3. The simple regression model was significant, with an F test value reached 168.73, which is significant at a significance level of 0.000.

4. 0.11: The average quality of higher education when artificial intelligence in higher education is equal to zero.

5. 0.64: This means that a one-unit increase in artificial intelligence in higher education increases the quality of higher education by 64%.

From the above, we conclude that the first hypothesis of the study, which stated: "There is a statistically significant relationship between artificial intelligence in higher education and the quality of higher education," has been achieved.

2- Presentation and discussion of the results of the second hypothesis:

- The second sub-hypothesis of the study states the following:

"There is a statistically significant relationship between strategic management practices and the quality of higher education."

To verify the validity of the hypothesis, the simple linear regression method will be used in the model construction, where strategic management practices are an independent variable represented by (SM) and the quality of higher education is a dependent variable represented by (QHE), as in the following table:

Table No. (18) Results of a simple linear regression analysis examining the relationship between strategic management practices and the quality of higher education:

	Regression coefficients	(t) Test	Sigmoid value	Interpretation
$\hat{B}_0$	0.11	6.16	0.000	Moral
$\hat{B}_1$	0.64	15.45	0.000	Moral
Correlation coefficient (R)	0.72			
Determination coefficient (R^2)	0.51			
(F) Test	238.78	Moral model		
QHE =0.11 + 0.64 SM				

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program.

Table No. (18) shows:

1. The estimation results showed a strong direct correlation between strategic management practices, the independent variable, and the quality of higher education, the dependent variable, with a simple correlation coefficient of 0.72.

2. The coefficient (R^2) reached 0.51, indicating that strategic management practices, as an independent variable, contribute 51% to the quality of higher education.

3. The simple regression model is significant, with an F-test value which reached 238.78, indicating a significance level of 0.000.

4. 0.11: The average quality of higher education when the strategic management practices variable is equal to zero.

5. 0.64: A one-unit increase in strategic management practices increases the quality of higher education by 64%.

From the above, we conclude that the second hypothesis of the study, which states: "There is a statistically significant relationship between strategic management practices and the quality of higher education," has been achieved.

3- Presentation and discussion of the results of the third hypothesis:

- The third sub-hypothesis of the study states the following:

"There is a statistically significant relationship between the integration of artificial intelligence, strategic management, and the quality of higher education."

To verify the validity of the hypothesis, the simple linear regression method will be used in the model construction, where artificial intelligence and strategic management are integrated as an independent variable represented by (AIS) and the quality of higher education with problems as a dependent variable represented by (QHE), as in the following table:

Table No. (19) Results of a simple linear regression analysis examining the relationship between the integration of artificial intelligence, strategic management, and the quality of higher education:

	Regression coefficients	(t) Test	Sigmoid value	Interpretation
$\hat{B}_0$	0.09	5.30	0.000	Moral
$\hat{B}_1$	0.65	16.68	0.000	Moral
Correlation coefficient (R)	0.74			
Determination coefficient (R^2)	0.55			
(F) Test	278.32	Moral model		
QHE =0.11 + 0.64 SM				

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program

Table No. (19) shows that:

1. The estimation results showed a strong direct correlation between the integration of artificial intelligence and strategic management as the independent variable and the quality of higher education as the dependent variable, with a simple correlation coefficient of 0.74.

2. The determination coefficient (R^2) reached 0.55; this value indicates that the integration of artificial intelligence and strategic management as the independent variable contributes 55% to the quality of higher education (the dependent variable).

3. The simple regression model was significant, with an F-test value of 278.32, which is significant at a significant level of 0.000.

4. 0.09: The average quality of higher education when artificial intelligence and strategic management are integrated is zero.

5. 0.65: This means that a one-unit increase in the integration of artificial intelligence and strategic management increases the quality of higher education by 65%.

From the above, we conclude that the third hypothesis of the study, which states: "There is a statistically significant relationship between the integration of artificial intelligence, strategic management, and the quality of higher education," has been achieved.

Presentation and discussion of the results of the fourth hypothesis:

- The fourth sub-hypothesis of the study states the following:

"There is a statistically significant relationship between integration in the view of 2030 Vision and the quality of higher education."

To verify the validity of the hypothesis, the simple linear regression method will be used in the model construction, where it is integrated in the view of 2030 Vision as an independent variable represented by (V) and the quality of higher education with problems as a dependent variable represented by (QHE) as in the following table:

Table No. (20) Results of the simple linear regression analysis examining the relationship between integration in light of Vision 2030 and the quality of higher education:

	Regression coefficients	(t) Test	Sigmoid value	Interpretation
$\hat{B}_0$	0.15	9.56	0.000	Moral
$\hat{B}_1$	0.62	15.26	0.000	Moral
Correlation coefficient (R)	0.71			
Determination coefficient (R^2)	0.51			
(F) Test	232.94	Moral model		
QHE = 0.15 +0.62 V				

Source: Prepared by the researcher using the Statistical Package for Social Sciences (SPSS) program

Table No. (20) shows that:

1. The estimation results showed a strong direct correlation between integration in the view of the 2030 Vision as an independent variable and the quality of higher education as a dependent variable, with a simple correlation coefficient reached 0.71.

2. The determination coefficient (R^2) reached 0.51. This value indicates that integration in the view of the 2030 Vision as an independent variable contributes 51% to the quality of higher education (the dependent variable).

3. The simple regression model is significant, with an F-test value reaching 232.94, which is significant at a significant level of 0.000.

4. 0.15: The average quality of higher education when integration in the view of 2030 Vision equals zero.

5. 0.62: This means that an increase in integration in the view of 2030 Vision by one unit increases the quality of higher education by 62%.

From the above, we conclude that the fourth hypothesis of the study, which states: "There is a statistically significant relationship between integration in the view of 2030 Vision and the quality of higher education," has been achieved.

7. Results:

1. Integration between artificial intelligence and strategic management has led to improve higher education quality by 55%.

2. Universities utilize artificial intelligence technologies in providing services to students, contributing to the quality of the educational process.

3. Artificial intelligence has a 43% impact on the quality of higher education at universities in the Kingdom of Saudi Arabia.

4. Strategic management practices at universities in the Kingdom of Saudi Arabia have led to an improvement in higher education quality.

5. Integration, in view of the 2030 Vision, has contributed 51% to improving higher education quality.

6. Universities in the Kingdom of Saudi Arabia involve students in decision-making and depend on performance indicators to assess the extent to which they achieve their goals, thereby achieving quality in higher education in accordance with the 2030 Vision.

7. There is a strong harmony between using modern technology, artificial intelligence tools, and the strategic directions of universities.

8. Universities use artificial intelligence technologies and tools in teaching some courses.

8. Recommendations:

1. Continuous training for higher education institution staff to achieve excellence performance and the strategic objectives of universities in accordance with 2030 Vision.

2. Updating the artificial intelligence technologies and tools used in universities to keep on with their ongoing development and achieve quality in higher education.

3. Dissemination of the culture of artificial intelligence among university students through scientific conferences, workshops, and training courses.

4. Connecting various university departments to the continuous updating of artificial intelligence tools and technologies.

5. Benefit from artificial intelligence to predict administrative problems, to enable them to be processed before they occur.

6. Further studies and research on the impact of artificial intelligence on the management of the educational process in higher education institutions.

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Developing a Framework for Inclusive Nation-Building to Enhance Social Cohesion in Multicultural Australia

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Abstract:

Australia's social cohesion often celebrated yet uneven faces growing challenges as cultural diversity deepens and inequalities persist. This paper explores the distinct yet complementary roles of social cohesion, characterized by belonging, trust, and equitable participation, and multiculturalism. We propose that a thriving society requires integrating both approaches, combining multicultural recognition with justice-driven cohesion. Using Australian examples, we analyse the Welcoming Cities initiative as a local-government model for fostering inclusion. The study also addresses key challenges, including Indigenous reconciliation and the risks of superficial inclusion efforts. Central to our argument is a recalibration framework that redistributes the responsibility for inclusion from marginalized groups to majority institutions. This study adopts a mixed-methods approach to examine social cohesion frameworks in Australia, integrating qualitative policy analysis, comparative case studies, and quantitative data for a comprehensive and reliable assessment. It evaluates federal and local policies, focusing on three councils with varying accreditation levels to gauge program effectiveness. Longitudinal data from the Scanlon Index and ABS Census are used to track trends, adjusted for socio-economic factors. Findings are supported by empirical data from social cohesion reports, local council evaluations, and public surveys. The paper concludes with policy recommendations, such as national strategies rooted in Indigenous sovereignty, robust anti-racism measures, and expanded community welcome programs, to create an Australia where all individuals can experience genuine belonging.

Keywords: Social cohesion, multiculturalism, belonging, equity, Indigenous reconciliation, Welcoming Cities.

1. Introduction

In recent decades, the contributions of cultural diversity and immigration have emerged as a prerequisite for understanding national identity and social cohesion in Western countries. Australia serves as a model in this regard, moving beyond the traditional concept of multiculturalism toward a more inclusive model of governance and public policies to promote social cohesion. A recent research review suggests that national efforts to promote shared values among individuals from diverse backgrounds still require a comprehensive assessment of gaps and a move toward a more effective framework (Kamp, 2024).

At the policy level, Australia has implemented a formal multicultural policy since the late 20th century that supports the recognition of diversity and addresses social issues for social cohesion. However, some researchers argue that these public policies still fall short of effectively engaging communities politically and socially. Therefore, formulating frameworks that promote political and cultural participation is essential to achieving reconciliation between cultural recognition and national sovereignty (Keddie, 2014).

In the pursuit of building an inclusive nation, the integration of multi-sector policies—such as education, media, and civic leadership—is pivotal to fostering cohesion in a multicultural society. Elias et al. (2021) support this trend, noting that an integrative approach that combines multiculturalism and interculturalism represents a channel for fostering genuine participation and mutual understanding among diverse groups within Australian society.

1.1. Research Context and Objectives

This study addresses the complexities of social cohesion in Australia, a nation marked by both high cultural diversity and persistent structural inequalities. It introduces a recalibration framework that emphasizes institutional accountability, Indigenous-cantered multiculturalism, and place-based governance—offering an alternative to existing models that often overlook systemic reform. Drawing on comparative insights from Canada and the UK, the research critiques symbolic gestures and top-down approaches, advocating for redistributive justice and inclusive local initiatives like Welcoming Cities. The central question explores how Australia can strengthen social cohesion while respecting cultural diversity and advancing Indigenous rights. Using mixed data sources, including the Scanlon Foundation's Social Cohesion Index, the study provides evidence-based recommendations to guide policy and practice in settler-colonial contexts.

Social cohesion—defined as the shared sense of belonging, justice, and opportunity among diverse communities—has emerged as a central policy concern in Australia, particularly in the context of increasing cultural diversity and Indigenous rights movements. Despite widespread support, its implementation often relies on symbolic gestures that fail to address deeper structural inequities, such as barriers to migrant employment. This study examines the Welcoming Cities initiative, a local government network that operationalizes inclusion metrics across Australia and asks how cohesion can be strengthened while honouring cultural diversity and Indigenous sovereignty. Drawing on both Australian and international research, the study distinguishes social cohesion from multiculturalism, critiques tokenistic approaches, and proposes a recalibration framework that shifts responsibility from marginalized groups to dominant institutions. Supported by data from the Scanlon Foundation's 2023 Social Cohesion Index and various government sources, the research offers evidence-based policy recommendations aimed at fostering genuine inclusion through institutional accountability and place-based governance.

2. Theoretical and Conceptual Framework

The framework integrates Bourdieu's theory of cultural, social, and economic capital with Jenson's three pillars of social cohesion—equity, participation, and belonging—to examine how marginalized groups navigate inclusion. Cultural capital shapes belonging, social capital enables participation, and economic capital underpins equity. The study critiques tokenistic practices, such as symbolic diversity gestures, through a settler-colonial lens, arguing that genuine cohesion requires redistributive justice and institutional recognition of marginalized communities' contributions and needs.

Furthermore, from a Critical Race Theory perspective, the framework challenges the limitations of liberal multiculturalism by highlighting how cohesion policies often overlook systemic racism. Drawing on Delgado and Stefancic's (2017) critique, it emphasizes the need for redistributive justice that addresses racialized resource hierarchies, such as Indigenous land dispossession, rather than relying on symbolic gestures of inclusion.

Defining Social Cohesion and Multiculturalism

Social cohesion and multiculturalism, while interconnected, serve distinct purposes in shaping inclusive societies. Social cohesion centres on belonging, trust, equity, and participation, functioning as the societal "glue" that binds diverse groups through both interpersonal

relationships and institutional confidence. It emphasizes justice and structural reform, requiring active integration supported by equitable resource distribution and inclusive policies.

In contrast, multiculturalism focuses on cultural recognition and celebration, promoting ethnic rights, festivals, and anti-discrimination laws. It treats diversity as a national asset and has garnered strong public support in Australia. However, critics argue that multiculturalism alone can silo communities and overlook power imbalances, leading to superficial inclusion if not paired with socio-economic equity. Hence, the paper advocates for a complementary approach, where multiculturalism safeguards cultural expression and social cohesion ensures relational trust and systemic fairness. This synergy is especially vital in settler-colonial contexts, where Indigenous sovereignty and multicultural agendas can intersect through: Co-designed protocols (e.g., Wurundjeri-led migrant orientation), Shared advocacy for anti-racism legislation and Economic redistribution via Indigenous-led cohesion programs

Ultimately, social cohesion transcends demographic diversity, demanding active participation, structural justice, and shared identity. While multiculturalism manages pluralism, cohesion builds the conditions for solidarity without assimilation, ensuring dignity and inclusion for all.

3. Methodology

This study adopts a mixed-methods approach to examine social cohesion frameworks in Australia, integrating qualitative policy analysis, comparative case studies, and quantitative data for a comprehensive and reliable assessment. It evaluates federal and local policies, focusing on three councils with varying accreditation levels to gauge program effectiveness. Longitudinal data from the Scanlon Index and ABS Census are used to track trends, adjusted for socio-economic factors. Validation is achieved through triangulation of council reports, national datasets, and critical academic perspectives. While the methodology offers robust, multi-layered insights and mitigates bias through cross-referencing, limitations include potential self-reporting bias and restricted generalizability from case studies.

4. Exploring Institutional Frameworks in the Governance Model of Welcoming Cities

4.1. Overview of Welcoming Cities

To operationalize cohesion at the local level, Welcoming Cities has built a national network of councils committed to inclusion. Founded in 2016 by Welcoming Australia (an NGO supported by the Scanlon Foundation), Welcoming Cities provides a *standard* and accreditation process for

local governments. Councils join the network through a formal commitment letter, then work across departments to meet indicators in three categories: leadership, social and cultural inclusion, and economic participation (Welcoming Australia, 2020, 2023). This ensures diversity is woven into planning, service delivery, jobs and communication.

By 2023, the network has expanded rapidly: it includes 76 local governments covering over 40% of Australia's population (Welcoming Australia, 2020, 2023) and is part of a global movement (Welcoming International) spanning 300+ cities worldwide. For example, the Australian Capital Territory government joined in 2019 and earned "Advanced" accreditation in 2023 (Welcoming Australia, 2020, 2023) noting that inclusion efforts were integrated across policy. In Melbourne's north, Sunshine Coast and Frankston Councils (among others) have also embraced the model. Sunshine Coast Council's website explains that Welcoming Cities helps formalise, capture and celebrate our cultural diversity and inclusion work (Welcoming Australia, 2020, 2023).

Frankston City Council (Vic) likewise promotes Welcoming Cities accreditation as a *(nationally benchmarked assessment for cultural diversity and inclusion policy)* (Welcoming Australia, 2020, 2023). These sites highlight the intended outcomes: expanded economic opportunities for new residents, planning for multicultural communities, and stronger community capacity.

4.2. Empirical Outcomes

Participation in Welcoming Cities correlates with reduced xenophobia, increased migrant employment, and stronger community trust. Empirical evaluations suggest real impacts. A 2019 internal review of Welcoming Cities found significant improvements in participating councils. For instance, reported xenophobic incidents fell by about 32% in areas with active Welcoming programs. Migrant employment rates rose (e.g. in one council from 62% to 68%, a 6-point gain), and community trust indices climbed (from 65 to 74 in a composite Trust Survey).

In rural regions, promoting diversity was linked to stronger economies: one study found higher business survival rates in migrant-engaged towns. These changes correlate with the network's growth: Figure 1 (below) shows membership climbing from 15 councils in 2020 to 50 by 2023, reflecting both urban and regional uptake. The Welcoming model is credited with *"catalys[ing] community-level innovations"*, such as the Parramatta Dialogues – Australia's first local program for intercultural exchange between First Nations people and new migrants (Welcoming Australia, 2020, 2023).

Table 1: Growth of the Welcoming Cities network (number of member councils, 2020–2023).

Years	Councils
2020	15 councils
2021	25 councils
2022	40 councils
2023	50 councils

Source: Welcoming Australia Annual Report (2023).

This table illustrates the growing adoption of the *Welcoming Cities* framework, highlighting its scalability and policy relevance. Moreover, individual councils report qualitative successes.

4.3. Case Study- Darebin Council

Darebin's "Excelling" accreditation exemplifies systemic integration of inclusion across governance. In August 2024, Darebin City Council (Melbourne) became the first council to achieve "Excelling" accreditation (City of Darebin, 2024). Darebin's council highlights that it embedded inclusion *"across all of council"*, with an accreditation score of 4.7/5. According to Welcoming Australia's CEO Aleem (2020, 2023), *"Darebin has a long-term approach… [they] understand that welcoming and inclusion are about continuous engagement and learning)*. This statement underscores that Welcoming Cities views inclusion as ongoing work, not a one-off plan. The official Darebin release emphasizes equitable access to services, safe neighbourhoods, economic development and respect for human rights for everyone (City of Darebin, 2024). These commitments illustrate how the network reframes cohesion as everyone's responsibility (aligning with dominant institutions), rather than merely expecting migrants to fit in. 'Darebin's 2024–2028 Inclusion Plan (Annual Report) outlines its long-term framework, including 5-year funding commitments and quarterly progress audits—a model cited by Welcoming Australia (2023) as best practice.' (City of Darebin, 2024, pp. 12-14).

Comparative case studies show variation. Some councils use Welcoming Cities to coordinate multicultural advisory groups, intercultural festivals and business partnerships. Others tie it to refugee resettlement; for example, Hume City Council's *"Host Community Program"* pairs local mentors with new arrivals. Hume reports this scheme lifted its migrant workforce participation from 55% to 78% in three years – a 41% relative increase, indicating better integration into local Labor markets. Meanwhile, in the ACT, Advanced accreditation was integrated into the government's Multiculturalism Act 2023 showing higher-level policy alignment. (Aleem, 2020)

Overall, the Welcoming Cities model exemplifies how governance can foster social cohesion through inclusion. It combines top-down accountability (national standards, reporting) with bottom-up community initiatives (dialogues, mentorships, festivals). By January 2025, over 80 councils were part of the network (Welcoming Australia, 2020, 2023), illustrating strong buy-in across states. Notably, the program connects cultural diversity with economic and civic life – echoing Savage's assertion that social cohesion combines with economic prosperity to drive a secure and resilient nation. The empirical outcomes (declining prejudice, rising trust and participation) support the idea that intentional local strategies can strengthen the bonds that multicultural policy alone might leave weak (Welcoming Australia, 2020, 2023).

Case Study: *Welcoming Cities* embeds cohesion benchmarks in local governance:

- **Systemic Integration**: Replaces tokenistic diversity officers with cross-departmental standards (e.g., equitable urban planning).

- **Dual-Pronged Strategy**:

  o **Urban**: Stakeholder roundtables for rapid diversity growth.

  o **Rural**: Inclusion-driven economic revitalization (e.g., 18% higher business survival in cohesive towns) (Regional Australia Institute, 2022).

Data: Councils using the Welcoming Standard saw 32% fewer xenophobic incidents (2019 evaluation).

Data Integration: To quantify the impact of *Welcoming Cities*, Table 2 presents outcomes from participating councils, drawing on the 2019 evaluation and related studies.

Table 2: Outcomes of Welcoming Cities Program (2019–2022)

Metric	Pre-Program (Baseline)	Post-Program (2019-2022)	Change
Xenophobic Incidents (per 100,000 residents)	25	17	-32%
Migrant Employment Rate	62%	68%	+6%
Community Trust Index	65	74	+9 Points
Business Survival Rate (Rural)	70%	82%	+12%

Source: Welcoming Cities Evaluation (2019); Regional Australia Institute (2022).

This table reinforces the article's claim that *Welcoming Cities* achieves measurable outcomes in reducing xenophobia and boosting economic inclusion. The Community Trust Index, derived from resident surveys, reflects increased relational trust, a core pillar of cohesion.

5. The Challenges of Indigenous Reconciliation and the Issue of Tokenism

While initiatives like Welcoming Cities engage migrants and long-standing immigrants, First Nations peoples require special attention in any cohesion framework. Indigenous Australians hold the oldest continuous cultures on this land, yet they have often been sidelined in mainstream multicultural discussions. True cohesion demands reconciling with this history. As Reconciliation Australia (RA) and the Indigenous governance movement emphasize, a just future must centre First Nations self-determination and equity (Reconciliation Australia, 2023).

However, Australian policy has not always integrated this. The RA submission to the Home Affairs Multicultural Framework Review (2023) strongly recommended that First Nations peoples "participate equally and equitably" and that new migrants be educated about Indigenous history. It specifically called for including Indigenous leaders on decision-making panels and for migrants to have formal learning about Australia's colonial legacy (Reconciliation Australia, 2023). This proposal reflects an increasing awareness: genuine inclusion means new settlers must learn Indigenous perspectives, not simply add to existing multicultural registers. Yet, this ideal meets challenges.

5.1. Systemic Inequities

First Nations communities bear disproportionate burdens in reconciliation efforts, often without adequate resourcing. Systemic inequities persist, for example, constitutional reform debates (Voice to Parliament) and treaty discussions have highlighted that many Australians remain uninformed or ambivalent about Indigenous issues. According to the 2023 Australian Reconciliation Barometer, while most of the Australians support reconciliation on principle, sizeable minorities still hold prejudices (Payne and Norman, 2024). Moreover, the Barometer and community surveys show that the *burden of reconciliation work falls heavily on Indigenous people*. Barolsky, Berger, and Close (2023) observe that community truth-telling initiatives are unequally borne by First Nations people without appropriate resourcing and support… clearly… unfair and unsustainable. In other words, Indigenous communities are often the drivers of reconciliation programs (through Reconciliation Action Plans, education, cultural events) while mainstream Australia remains passive or resistant.

This dynamic intersects with tokenism, we see many symbolic acts—Welcome-to-Country at events, Acknowledgement plaques, NAIDOC celebrations—that signal respect for Aboriginal cultures. But these often become rote, "feels-good" gestures that leave deeper structures intact. Critics note that Acknowledgements of Country, for example, can be treated as the sum of Indigenous recognition, when basic issues like land rights, justice, and truth-telling remain unaddressed. The same can be said for multicultural festivals that include Aboriginal dance groups as a token. Ongoing segregation also contradicts ideals: O'Donnell (2023) reports that Australia's most ethnically diverse suburbs (e.g. Fairfield in Sydney) are also among the country's most disadvantaged. These data point to a paradox: cultural diversity *exists* in solidarity within some enclaves, but often in spaces of entrenched poverty. If multicultural success is "not enjoyed by all (Aleem, 2020, 2023) then surface-level inclusion can mask underlying inequity.

5.2. Tokenism in Practice

Symbolic gestures, such as Welcome-to-Country ceremonies, frequently lack substantive follow-through on Indigenous rights. Language and policy reinforce tokenism. The recent Strategist article quotes Prime Minister Morrison framing multiculturalism/cohesion as a *"by-product"* of economic success (Australian Human Rights Commission, 2020, 2021). This market-centric view places the onus on individuals (especially immigrants) to adapt learn English, find work, and *thus* become cohesive. It downplays structural change. In practice, many mainstream institutions expect migrants to integrate without significantly changing themselves. The RA submission explicitly counters this, calling for "anti-racism mechanisms" and federal support to fight exclusion. Likewise, the Australian Human Rights Commission notes that racism undermines cohesion. Yet national anti-racism policies have been slow to materialize (Reconciliation Australia, 2023).

5.3. Pathways to Substantive Reconciliation

Co-designed protocols and power-sharing mechanisms are proposed to move beyond performative inclusion. To make reconciliation substantive, we argue, Australia must move beyond tokenism to *power-sharing*. This means embedding Indigenous voices in governance (as in Treaty negotiations), fully resourcing community-led truth-telling, and rewriting educational narratives. It also means linking multicultural and reconciliation agendas: e.g., new migrants should engage in culturally safe orientations about First Peoples' histories and voices. Some councils are pioneering such programs, but a coherent strategy is needed. As one RA workshop recommended,

councils should avoid "one size fits all" approaches and instead co-design initiatives with Aboriginal communities (Payne and Norman, 2024).

In sum, reconciliation is a growing tension line for social cohesion in Australia. Without addressing First Nations' demands for sovereignty and justice, any celebration of multicultural harmony will ring hollow to Indigenous communities. The challenge is enormous: recent data indicate that while Australians do broadly support reconciliation, for many this support is still superficial (e.g. agreeing with multiculturalism in the abstract) (O'Donnell, 2023). Building true cohesion will require shifting resources and responsibility onto government and society at large, rather than expecting marginalized peoples to "represent" unity alone. Thus, we can argument that Cohesion must address colonial legacies, so, Barriers: 78% of councils initially struggled with meaningful Acknowledgement of Country protocols (Aleem, 2023). Also, Tokenism Risk, "A 2023 Welcoming Australia audit found 28% of council initiatives (n=76) limited Indigenous engagement to symbolic acts (e.g., Acknowledgement plaques), lacking resourced follow-through (Welcoming Australia, 2023, p. 41)". While the Solution is Integrate Native Title resolutions into cohesion policies (Behrendt, 2019), and Data Integration is to address Indigenous reconciliation, Table 3 presents data on Indigenous inclusion in cohesion initiatives.

Table 3: Indigenous Engagement in Cohesion Programs (2020–2023)

Metric	2020	2023	Change
Councils with Indigenous Consultation Protocols	45%	72%	+27%
Funding for Indigenous-Led Cohesion Projects	$2.5M	$4.8M	+92%
Native Title Resolutions Incorporated	12%	25%	+13%

Source: Reconciliation Australia (2023); Welcoming Australia

This table shows progress in Indigenous engagement but highlights gaps in incorporating Native Title resolutions, aligning with the article's call for reconciliation-focused cohesion policies.

Table 4: Public Support for Indigenous Reconciliation (2021–2023)

Years	Percentage of reconciliation
2021	56%
2022	60%
2023	63%

Source: Reconciliation Australia Annual Survey (2023).

This table underscores growing public support for reconciliation, supporting the article's argument that cohesion must prioritize Indigenous justice.

6. Reassessing Responsibility by Transitioning from Margins to Mainstream

A recurring theme is unequal responsibility. Often it is migrants, refugees, and minority communities that are tasked with demonstrating their value and fitting in. By contrast, majority institutions (large corporations, government agencies, media) often make only symbolic gestures or set assimilationist criteria (e.g. citizenship tests on *Australian values*) (O'Donnell, 2023). To rebalance, we propose a recalibration framework: majority actors must proactively create equitable conditions for cohesion.

6.1. Anti-Racism Enforcement

Policies must address systemic racism and promote equitable participation across institutions. Key elements of this framework include anti-racism enforcement, inclusive leadership, and structural reforms. Anti-racism policies should go beyond rhetoric. The Australian Human Rights Commission's 2021 Concept Paper for a National Anti-Racism Framework argues that measures to address racism must be paired with efforts to *"promote social cohesion, inclusion and equal opportunity and participation"* (Reconciliation Australia, 2023). This linkage is critical: every federal and state agency (including education, justice and health) should audit their practices for bias and inclusion. For example, ensuring equal housing and employment support for refugees and Indigenous people in disadvantaged suburbs would address one root cause of social fragmentation.

6.2. Inclusive Leadership

Diverse representation in decision-making panels and media is critical to normalizing inclusion. Leadership and visibility are also crucial. The RA submission recommends that First Nations representatives have direct roles on policy review panels (Reconciliation Australia, 2023). Similarly, diversity on corporate boards and media would normalize inclusion as a mainstream value. Diversity Council Australia's recent surveys highlight that marginalized workers still bear most of the "diversity burden" in organizations (Diversity Council Australia, 2023). This insight extends to society: majority groups should not expect minorities to carry the burden of educating or entertaining them. Government can help by funding intercultural education in schools, public education campaigns, and dialogue programs that actively involve long-settled Australians alongside new arrivals.

6.3. Redistributive Justice

Economic and social policies should target glaring inequities to strengthen trust and cohesion. A third element is redistributive justice. Social cohesion is undermined by glaring inequities. Data from Scanlon and others show that trust and sense of justice fall sharply where income and opportunity gaps widen (O'Donnell, 2023). Thus, governments should assess policies (welfare, labor, education) through a cohesion lens. For instance, training programs like Host Community Programs (council-led mentorships) should be scaled up nationally in both cities and regions. Housing policies should encourage mixed communities instead of concentrated enclaves. Economic plans should tie migrant placement to local labor needs, as some regional programs have shown success. Importantly, this means major institutions must internalize the "social" in social cohesion: e.g. employers should value diverse hiring not just as charity, but as creating stable workplaces.

6.4. Monitoring and Accountability

Public audits and biennial cohesion reports are recommended to track progress and refine strategies. In sum, public monitoring and accountability are needed. The Scanlon Foundation's ongoing Social Cohesion surveys (now rebranded as the Australian Cohesion Index) provide a rich evidence base (O'Donnell, 2023). Policymakers and community leaders should use this data to target interventions (for example, identifying regions with low belonging or high prejudice). Welcoming Cities itself demonstrates how benchmarking can drive progress: councils publicly report their accreditation results, fostering a norm of continuous improvement (Australian Bureau of Statistics, 2022). A national equivalent—such as "Cities of Cohesion" awards or federal support for coalitions of businesses—could mirror this success.

In this reframing, inclusion is everyone's responsibility. Dominant groups and institutions must welcome change as much as newcomers do. As Aleem Ali put it, inclusive community-building cannot "exist in a vacuum… without addressing injustices and supporting self-determination" for all groups (Aleem, 2020, 2023). In practice, this means central governments, local councils, employers and educators must shift mindsets: from "we'll help them integrate" to "we will adapt to include them". Thus, the evidence is Marginalized groups traditionally bear 78% of adaptation burdens (Diversity Council Australia, 2023), also the Progressive Model will be Dominant cultures lead bridging efforts (e.g., Hume Council's "Host Community Program" boosted migrant employment by 41%), and Institutions provide scaffolding (e.g., survival knowledge transfers like

climate adaptation guidance). Therefore, the Data Integration in Table 5 quantifies the impact of responsibility recalibration.

Table 5: Impact of Host Community Programs (2020–2023)

Metric	Baseline (2020)	Post-Program (2023)	Change
Migrant Employment (Hume Council)	55%	78%	+41%
Community-Led Initiatives Funded	120	210	+75%
Dominant Group Participation	25%	48%	+23%

Source: Diversity Council Australia (2023); Hume Council Annual Report (2023).

This table demonstrates the effectiveness of shifting responsibility to dominant groups, as seen in Hume Council's success in migrant employment. Furthermore, Australia's social cohesion future hinges on: Hybrid Policies merging multiculturalism with equity-based cohesion; Indigenous-Centered Frameworks, ensuring reconciliation precedes migrant inclusion; and Phased Implementation, prioritizing long-term community ownership over short-term symbolism. Therefore, the Data Integration: Table 6 summarizes Australia's cohesion trajectory.

Table 6: Social Cohesion Trends (2018–2023)

Year	Social Cohesion Score
2018	77
2019	78
2020	76
2021	79
2022	80
2023	81

Source: Scanlon Foundation (2023).

This table shows a positive trend, reinforcing the article's optimism about phased, equity-focused approaches. Future research should explore transnational comparisons (e.g., Canadian multiculturalism vs. Australian cohesion models).

7. Conclusion and Policy Recommendations:

Key insights reveal that social cohesion in Australia requires integrating multicultural recognition with justice-oriented policies and Indigenous reconciliation. Our expanded analysis indicates that social cohesion is an ongoing project, necessitating deliberate, justice-focused approaches

alongside openness to diversity. Specifically, social cohesion and multiculturalism overlap but are not identical; local initiatives like Welcoming Cities demonstrate promise in translating diversity into cohesion; and Indigenous reconciliation and anti-racism must be integrated into cohesion strategies. Building on these findings, we propose the following policy recommendations for an inclusive nation-building framework:

7.1. Policy Recommendations

To strengthen social cohesion in Australia, we propose the following evidence-based strategies: First, embed commitments from the Uluru Statement, such as the Voice to Parliament, into the Constitution; integrate Indigenous history into education and migrant orientation programs; and fund local truth-telling initiatives led by Indigenous communities. Second, develop a national social cohesion strategy with measurable targets using Scanlon Index metrics, linking funding to progress in belonging, trust, and equity, while expanding initiatives like Welcoming Cities and anti-racism efforts. Third, reform the Racial Discrimination Act to address modern hate speech, mandate annual equity audits for public services, and ensure laws uphold equal opportunity and participation for all. Additionally, increase funding for Welcoming Cities, especially in regional areas, encourage councils and businesses to implement Reconciliation Action Plans (RAPs), and adapt successful models for engaging migrant and Indigenous youth. Finally, expand community dialogue programs nationwide, enhance school and university curricula on multiculturalism and civic participation, conduct biennial Social Cohesion Audits using Scanlon Index and ABS data, and partner with universities to refine inclusive indicators while addressing emerging issues like anti-immigrant sentiment with data-driven policies.

7.2. Concluding Summary and Future Directions

This study proposes a recalibration framework for social cohesion in Australia, emphasizing institutional responsibility, Indigenous-centered multiculturalism, and place-based governance. Looking ahead, future research should explore transnational comparisons and scalable models to validate the framework's adaptability across diverse contexts. By shifting the burden of inclusion from marginalized communities to dominant institutions—governments, corporations, and civic leaders—Australia can foster a more equitable and resilient society.

The framework responds to pressing national priorities, including rising migration, reconciliation efforts post-Voice Referendum, and the expansion of Welcoming Cities, which now encompass 40% of the population. It also situates Australia's challenges within global trends, countering

exclusionary nationalism through economic participation and inclusive policy design. Comparative insights from Canada, New Zealand, the UK, and the US highlight both strengths and gaps in Australia's approach, particularly in Indigenous consultation and statutory accountability.

Ultimately, the recalibration framework offers a hybrid model—combining multiculturalism, truth-telling, and local governance—that holds promise for international policy transfer. By grounding cohesion strategies in justice and pragmatism, Australia can lead by example, demonstrating how diversity and belonging can reinforce one another to build a unified, inclusive nation.

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