



Research Article



Diagnosing The Reality of Strategic Alignment According to Its Varying Dimensions and Demographic Characteristics: An analytical study at the College of Administration and Economics, Tikrit University

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Abstract: The study aimed to Diagnosing the reality of strategic alignment according to its varying dimensions and demographic characteristics within educational organizations in developing countries. A descriptive-analytical approach was employed, and field data were collected via a questionnaire distributed to the study population, which comprised all 120 administrative leaders at the College of Administration and Economics, Tikrit University. A comprehensive census method was used; 104 valid questionnaires were analyzed, with responses scored according to a five-point Likert scale. Statistical analysis utilized the arithmetic mean, standard deviation, the independent samples t-test, one-way ANOVA, and the Pearson correlation coefficient. Statistical analysis was conducted using SPSS software, and Confirmatory Factor Analysis (CFA) was performed using AMOS software. The study yielded several conclusions, most notably that the dimension of "alignment regarding priorities and objectives" contributes most significantly to achieving strategic alignment within the organizational relationships of the studied institution. Furthermore, the study found no statistically significant differences in the level of strategic alignment practice (or achievement) among the leadership of the College of Administration and Economics at Tikrit University based on demographic variables. It also established that the level of strategic alignment in certain academic departments could be inferred from the strategic alignment achieved in others. The study's originality lies in being the first to reach these conclusions within the College of Administration and Economics at Tikrit University, thereby offering the potential to enrich and advance the field of strategic management in this context through empirical research.

Keywords: Strategic Alignment, Gender, Marital status, Educational Attainment, Years of Work Experience, Workplace



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INTRODUCTION

Strategic alignment is a fundamental topic in strategic management literature. The literature concurs that strategic alignment plays a pivotal role in enhancing organizational performance, as it aims to achieve consistency between an organization's strategy and its internal and external operational mechanisms. In this sense, strategic alignment is not limited to achieving a degree of fit among a set of organizational elements (horizontal strategic alignment); rather, it extends to encompass alignment across different levels of the organizational structure or even between different organizational levels (vertical strategic alignment) [1].

Achieving strategic alignment between human capital and organizational strategy is crucial—particularly in the service sector, which faces intensifying competition—and is facilitated through performance management [2]. Furthermore, a study [3] confirmed that achieving such strategic alignment has a positive impact on an organization's green performance.

The results demonstrate that strategic alignment has a significant, positive impact on decision effectiveness and its dimensions; this underscores the importance of considering the four dimensions of strategic alignment within an integrated framework to maximize the impact on decision effectiveness [4]. Indeed, failing to make strategic decisions within a framework of alignment with the organization's internal and external characteristics leads to reduced organizational performance—a consequence of hasty responses that do not always yield desirable outcomes and may, at times, even harm the organization's performance [1].

misalignment such as supply chain partners imposing technologies that exceed the skill levels of these enterprises leads to inefficient implementation and, consequently, poor performance [5]. Furthermore, aligning information technology with organizational goals remains an ongoing challenge and a critical factor in determining an organization's success in the digital economy. This persistent challenge arises because alignment cannot be achieved solely through structural governance; other key elements determine whether alignment is realized: first, the use of information resources to link strategic direction with actual operations; and second, the degree of social alignment—or "congruence"—between IT management and business management [6]. Therefore, organizations must prioritize strategic alignment across all stages of strategic management. Studies indicate that while strategic alignment may be established during the strategy formulation phase, it can fail or weaken during implementation, thereby undermining organizational performance [7]. Furthermore, Floyd and Wooldridge emphasize that strategic alignment among those responsible for strategy implementation (at any level of the organizational structure) fosters coordination and cooperation; this, in turn, enables more efficient strategy execution and leads to improved organizational performance [8].

Harjanti et al. [9] consider strategic alignment an essential element for comprehensiveness; indeed, achieving strategic alignment positively impacts organizational prosperity not merely performance [10]. Furthermore, a study by Gede and Huluka [11] demonstrated that strategic alignment has a positive and tangible impact on organizational performance within the higher education sector.

Given the established importance of strategic alignment and its positive, tangible impact on institutional performance within the higher education sector—and noting that strategic alignment represents the fit between an organization's strategy and its internal and external factors [1]—this study aims to identify the dimensions of strategic alignment that contribute most significantly to achieving alignment within the organization under study. It also seeks to determine whether there are significant differences in achieving strategic alignment based on specific demographic variables namely gender, marital status, educational attainment, years of service, and workplace location.

These variables are treated as characteristics of a key internal environmental element: the attributes of administrative leaders. Furthermore, the study explores the possibility of inferring changes in strategic alignment within a specific department or deanship based on observed increases or decreases in alignment levels in another department. Accordingly, the research problem is formulated through the following questions:

1. Do the dimensions of strategic alignment in organizational relationships vary in terms of the importance of each dimension, based on the perceptions of the research sample at the College of Administration and Economics under study?
2. Are there statistically significant differences in the level of practice (realization) of strategic alignment among the leadership of the College of Administration and Economics at Tikrit University based on the marital status variable (single, married)?
3. Are there statistically significant differences in the level of practice (realization) of strategic alignment among the leadership of the College of Administration and Economics at Tikrit University based on the educational attainment variable?
4. Are there statistically significant differences in the level of practice (realization) of strategic alignment among the leadership of the College of Administration and Economics at Tikrit University based on the years of service variable?
5. Are there statistically significant differences in the level of practice (realization) of strategic alignment among the leadership of the College of Administration and Economics at Tikrit University based on the workplace location variable?
6. Are there statistically significant differences in the level of practice (realization) of strategic

alignment among the leadership of the College of Administration and Economics at Tikrit University based on the gender variable (male, female)?

7. Can strategic alignment in a specific workplace (dean's office, academic department) be inferred from the strategic alignment identified in another workplace (dean's office, academic department) within the College of Administration and Economics at Tikrit University?

The study hypotheses were formulated as follows:

1. Hypothesis 1: There is no variation in the dimensions of strategic alignment within organizational relationships regarding the importance of each dimension, based on the perceptions of the research sample at the College of Administration and Economics.
2. Hypothesis 2: There are no statistically significant differences in the level of practice (realization) of strategic alignment among the leadership of the College of Administration and Economics at Tikrit University attributable to the gender variable (male, female).
3. Hypothesis 3: There are no statistically significant differences in the level of practice (realization) of strategic alignment among the leadership of the College of Administration and Economics at Tikrit University attributable to the marital status variable (single, married).
4. Hypothesis 4: There are no statistically significant differences in the level of practice (realization) of strategic alignment among the leadership of the College of Administration and Economics at Tikrit University attributable to the educational attainment variable.
5. Hypothesis 5: There are no statistically significant differences in the level of practice (realization) of strategic alignment among the leadership of the College of Administration and Economics at Tikrit University attributable to the years of service variable.
6. Hypothesis 6: There are no statistically significant differences in the level of practice (realization) of strategic alignment among the leadership of the College of Administration and Economics at Tikrit University attributable to the workplace location variable.
7. Hypothesis 7: The level of strategic alignment at the Deanship level cannot be inferred from the level of strategic alignment within the academic departments or the alignment among those departments at the College of Administration and Economics, Tikrit University.

Literature Review:

The Concept of Strategic Alignment:

In recent years, numerous studies have addressed the issue of alignment [12], Henderson and Venkatraman first introduced the concept of strategic alignment, describing it as "the degree of fit and integration among business strategy, information technology strategy, business infrastructure, and information technology infrastructure." Luftman defined "good strategic alignment" as the application of appropriate information technology at the right time and place to assist organizations in achieving their corporate goals and objectives [13]. Furthermore, (Venkatraman and Camillus) define strategic alignment as the state of fit between an organization's strategy and its internal and external factors [1].

The concept of strategic alignment addresses the degree to which an organization's strategy aligns with the strategies of its functional areas—such as human resource management. This concept is grounded in the principle of goal setting, which emphasizes the importance of collaborative efforts wherein all parties share a common vision and work together to achieve it [11].

Strategic alignment between merging companies has become a fundamental pillar for an effective merger process, the realization of operational synergies, and the enhancement of performance and value creation in the post-acquisition phase. Achieving strategic alignment and designing the merger strategy are closely interconnected processes; clarity regarding strategic alignment guides merger priorities, defines synergy objectives, and shapes the nature and pace of the merger process. Thus, strategic alignment and merger implementation are mutually reinforcing elements that collectively determine the potential for successfully realizing the desired value from an organizational acquisition [14].

Strategic alignment (as a process) ensures the consistent orientation of an organization's goals, resources, and activities to support its overarching strategy; meanwhile, strategic integration links the various parts of the organization (departments, teams, initiatives, and systems) so they work

together toward the same objective [15].

Dimensions of Strategic Alignment: The dimensions of strategic alignment have been identified based on the concepts and ideas of [11], [4], and [16]:

Alignment on Vision and Mission:

Given the dynamic landscape and intense competition characterizing the business environment, ensuring project success is crucial for achieving financial prosperity. "Strategic alignment" serves as the cornerstone in this context, harmonizing interactions across all organizational facets to achieve strategic goals [17, p. 172]. It refers to the nature of strategic priorities themselves and whether they align with the vision of the team or organization. This dimension addresses the types of strategies adopted [16], clarifying the mission(or purpose)for which the organization exists.

Alignment on Priorities and Goals:

Research has highlighted how strategic partnerships can enhance funding levels, align university research with the sector served, and improve student employability, while addressing challenges such as goal misalignment and communication barriers [18], In addressing strategic alignment, the study draws upon "Goal-Setting Theory," which emphasizes the importance of goal clarity in ensuring peak performance and achieving success [11].

Consensus on Strategic Decision-Making:

Achieving consensus in the decision-making process improves the decisions made by stakeholders [19], The absence of strategic consensus (the outcome) despite the availability of sufficient funding and infrastructure (the inputs) indicates a potential flaw in the intervening governance mechanisms (the processes), such as cultural change or decision-making structures [20].

METHOD

The researcher adopted the descriptive-analytical method, deeming it appropriate for addressing this type of problem and deriving results. The study was conducted at the College of Administration and Economics, Tikrit University, Republic of Iraq. The study population consisted of 120 administrative leaders within the college. A comprehensive enumeration approach was employed, resulting in the analysis of 104 valid questionnaires representing the respondents' views. Responses were scored using a five-point Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree. Study hypotheses were tested using statistical methods, including the Independent Samples t-test, One-Way ANOVA, and the Pearson correlation coefficient. Arithmetic means and standard deviations were calculated using SPSS software for statistical analysis.

RESULT AND DISCUSSION

Results

Description and analysis of study variables

Description and analysis of the strategic alignment variable and its dimensions

The strategic alignment variable was described and analyzed using 12 questions distributed across three dimensions: alignment regarding the shared vision and mission; alignment regarding priorities and goals; and alignment regarding the strategic decision-making process. The survey was completed by a sample of 104 respondents. As shown in Table (1), the overall mean value for strategic alignment was 4.1154—a high value indicating that the level of strategic alignment exceeded the hypothetical mean of 3. The standard error of the mean was low at 0.01736, and the standard deviation was 0.17699; this low standard deviation indicates minimal dispersion in the study sample's responses regarding strategic alignment. The range of responses was 0.58, with a minimum value of 3.83 and a maximum value of 4.42, as illustrated in Table (1) below:

Table 1. Description and analysis of the strategic alignment variable and its dimensions

Variable or Dimension	Mean	Std. Error of Mean	Mode	Std. Deviation	Range	Minimum	Maximum
Strategic Alignment	4.1154	.01736	4.17	.17699	.58	3.83	4.42
Alignment on vision and mission:	4.0313	.03106	4.00	.31678	1.00	3.50	4.50
Alignment on priorities and goals	4.1947	.02290	4.25	.23358	1.00	3.75	4.75
Alignment on strategic decision-making	4.1202	.02020	4.00	.20604	1.00	3.75	4.75

N=104

Source: Prepared by the researcher based on SPSS software results.

Regarding the dimensions, the highest mean score was recorded for the "Priorities and Objectives" dimension (4.194). This high value confirms the presence of this dimension at a level exceeding the hypothetical mean of 3. The standard deviation was 0.23358—a low value indicating minimal dispersion in the study sample's responses regarding this dimension. Conversely, the lowest mean score was recorded for the "Vision and Mission" dimension (4.0313), with a standard deviation of 0.31678; this low value also indicates minimal dispersion in the sample's responses, as shown in Table (1).

Description of demographic variables based on frequencies and percentages

Description of the gender variable

The table (2) shows that the number of males was 84 (80.8% of the total), while the number of females was 20 (19.2% of the total). This indicates a predominance of males, reflecting the prevailing culture in Iraq, which encourages employment for males more than for females.

Table 2. Description and analysis of the gender variable

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	84	80.8	80.8	80.8
	Female	20	19.2	19.2	100.0
	Total	104	100.0	100.0	

Source: Prepared by the researcher based on SPSS software results.

Description of the Marital Status Variable:

The table (3) shows that the number of unmarried individuals was 14, representing 13.5% of the total, while the number of married individuals was 90, representing 86.5% of the total. This indicates a predominance of married individuals, reflecting the fact that the responsibilities borne by married persons are greater than those borne by the unmarried.

Table 3. Description of the Marital Status Variable

	Frequency	Percent	Valid Percent	Cumulative Percent
Single Valid	14	13.5	13.5	13.5
Married	90	86.5	86.5	100.0
Total	104	100.0	100.0	

Source: Prepared by the researcher based on SPSS software results.

Description of the academic qualification variable:

The table (4) shows that the number of sample members holding a bachelor's degree was (8), representing (7.7%) of the total. The number of individuals holding a master's degree was (35), representing (33.7%) of the total. Those holding doctoral degrees constituted the largest group, numbering (61) and accounting for more than half the sample (58.7%). This indicates a prevalence of higher academic degrees, reflecting the nature of the organization under study (Tikrit University), which requires personnel to hold advanced degrees to perform their duties.

Table 4. Description and characterization of the academic qualification variable

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor's	8	7.7	7.7	7.7
Master's	35	33.7	33.7	41.3
PhD	61	58.7	58.7	100.0
Total	104	100.0	100.0	

Source: Prepared by the researcher based on SPSS software results.

Description of the "Years of Service" variable:

The table (5) shows that the number of sample members with 1 to 10 years of experience was 60 (57.7% of the total). Those with more than 10 to 20 years of experience numbered 43 (41.3% of the total), while those with more than 20 to 30 years of experience numbered 1 (approximately 1.0%). This indicates a predominance of younger age groups; although this group has fewer years of experience, they grew up alongside the technological advancements of the 21st century—developments that have transformed various industries, particularly in the fields of e-learning and blended learning. Consequently, they possess significant expertise in technical aspects and information technology, which may contribute to achieving higher levels of alignment with the organization's strategy.

Table 5. Description and analysis of the "Years of Service" variable

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1–10 years	60	57.7	57.7	57.7
11–20 years	43	41.3	41.3	99.0
21–30 years	1	1.0	1.0	100.0
Total	104	100.0	100.0	

Source: Prepared by the researcher based on SPSS software results.

Description of the "Workplace" Variable:

The table (5) shows that the number of sample members with 1 to 10 years of experience was 60 (57.7% of the total). Those with more than 10 to 20 years of experience numbered 43 (41.3% of the total), while those with more than 20 to 30 years of experience numbered 1 (approximately

1.0%). This indicates a predominance of younger age groups; although this group has fewer years of experience, they grew up alongside the technological advancements of the 21st century—developments that have transformed various industries, particularly in the fields of e-learning and blended learning. Consequently, they possess significant expertise in technical aspects and information technology, which may contribute to achieving higher levels of alignment with the organization's strategy. (6) shows that the number of sample members working in the College Deanship was 14 (13.5% of the total). Regarding the academic departments, the distribution was as follows: the Business Administration Department had 13 members (12.5% of the total); the Accounting, Economics, Marketing, and Public Administration departments each had 14 members (13.5% of the total); the Finance Department had 15 members (14.4% of the total); and the Digital Economy Department had 6 members (5.8% of the total). This reflects a degree of numerical parity between the Deanship and the departments, with the exception of the Digital Economy Department; the latter was established recently and had not yet graduated any cohorts by the time this study was prepared.

Table 6. Description and Analysis of the "Workplace" Variable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Deanship	14	13.5	13.5	13.5
	Business	13	12.5	12.5	26.0
	Accounting	14	13.5	13.5	39.4
	Economics	14	13.5	13.5	52.9
	Marketing	14	13.5	13.5	66.3
	Public	14	13.5	13.5	79.8
	Finance	15	14.4	14.4	94.2
	Economic Digital	6	5.8	5.8	100.0
	Total	104	100.0	100.0	

Source: Prepared by the researcher based on SPSS software results.

Testing the variation in the realization of strategic alignment dimensions within organizational relationships, regarding the importance of each dimension as perceived by the research sample at the College of Administration and Economics:

The first research hypothesis was tested by examining the research's structural model using the AMOS (Ver.21) statistical software. The structural model tests path coefficients—a statistical test analogous to regression methods (simple or multiple). This test is used to verify the extent to which strategic alignment dimensions are present and to assess the importance of each dimension in constituting the study's core variable, thereby addressing the first hypothesis.

Figure (1) displays the path coefficients, revealing that each dimension contributes to the formation or construction of strategic alignment in organizational relationships at the College of Administration and Economics (Tikrit University). The figure also illustrates variations in the contribution levels of each dimension; specifically, the dimension of alignment regarding priorities and goals is the most prominent in achieving strategic alignment within the college's organizational relationships, followed by the dimension of alignment regarding shared vision and mission, and finally, the dimension of alignment regarding the strategic decision-making process. These results confirm the acceptance of the first research hypothesis.

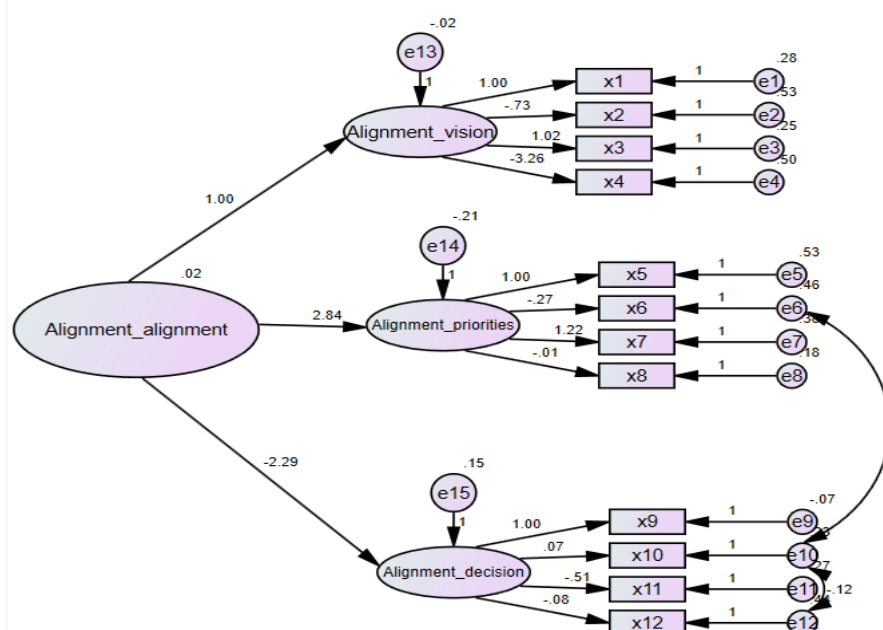


Figure 1. Structural path analysis of strategic alignment dimensions.
Source: Prepared by the researcher using AMOS software.

Based on the foregoing, the first null hypothesis is rejected, and the alternative hypothesis is accepted; this hypothesis posits that there is a variation in the dimensions of strategic alignment within organizational relationships (specifically regarding the importance of each dimension) based on the perceptions of the research sample at the College of Administration and Economics.

Testing for significant differences in demographic variables regarding the level of strategic alignment practice (realization):

Testing for significant differences regarding the gender variable:

Arithmetic means and standard deviations were calculated, and an independent samples t-test was employed to determine whether there were statistically significant differences between the arithmetic means of the level of strategic alignment practice among administrative leaders at the College of Administration and Economics (Tikrit University) based on gender, as shown in Table (7).

Table 7. Arithmetic means, standard deviations, and t-test results regarding differences in the level of strategic alignment practice among administrative leaders at the College of Administration and Economics (Tikrit University) based on gender.

Variable	level	N	Std. Deviation	Mean	df	t	Sig
Gender	male	84	.17113	4.1161	102	-.394-	.694
	Female	20	.19571	4.1333			

Source: Prepared by the researcher based on SPSS software results.

The results presented in Table (7) regarding the Independent Samples t-test indicate no statistically significant differences between the arithmetic means of the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the gender variable. The significance level (Sig.) was 0.694, which exceeds the threshold of 0.05; this is further confirmed by the calculated t-value of -0.394. Consequently, the second null hypothesis—stating that there are no significant differences between the arithmetic means of the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on gender—is accepted.

Testing for significant differences regarding the marital status variable:

Arithmetic means and standard deviations were calculated, and an Independent Samples t-test was conducted to determine whether there were statistically significant differences between the arithmetic means of the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the marital status variable, as shown in Table (8).

Table 8. Arithmetic means, standard deviations, and t-test results regarding differences in the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the marital status variable.

Variable	level	N	Std. Deviation	Mean	df	t	Sig
Marital status	Single	14	.19387	4.1488	102	.673	.502
	Married	90	.17291	4.1148			

Source: Prepared by the researcher based on SPSS software results.

The results presented in Table (8) regarding the Independent Samples t-test indicate that there are no statistically significant differences between the arithmetic means of the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the marital status variable. The significance level (Sig.) was 0.502, which exceeds the threshold of 0.05; this is confirmed by the calculated t-value of 0.673. Consequently, the third null hypothesis—stating that there are no significant differences between the arithmetic means of the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on marital status—is accepted.

Testing for significant differences regarding the educational attainment variable:

The arithmetic means and standard deviations for the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, were calculated based on the educational attainment variable; Table (9) illustrates this.

Table 9. Arithmetic means and standard deviations of the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the educational attainment variable.

Variable	level	N	Mean	Std. Deviation
Educational Attainment	Bachelor's	8	4.1875	.20291
	Master's	35	4.0762	.19214
	PhD	61	4.1284	.16214
	Total	104	4.1154	.17699

Source: Prepared by the researcher based on SPSS software results.

The table (9) indicates apparent differences in the arithmetic means regarding the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the academic qualification variable. To determine whether these differences between the means were statistically significant at the (0.05) significance level, a One-Way ANOVA test was conducted on their responses; Table (10) presents these results:

Table 10. Results of the One-Way ANOVA regarding the significance of differences in the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the academic qualification variable.

Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Educational Attainment	.106	2	.053	1.711	.186
error	3.121	101	.031		

Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Total	3.226	103			

Source: Prepared by the researcher based on SPSS software results.

The results presented in Table (10) indicate no statistically significant differences between the arithmetic means regarding the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the academic qualification variable. This is evidenced by the F-value of 1.711, which is not significant at the 0.05 level. Consequently, the fourth null hypothesis is accepted, stating that "there are no statistically significant differences in the level of strategic alignment practice (realization) among leaders at the College of Administration and Economics, Tikrit University, at the 0.05 significance level, attributable to the academic qualification variable."

Testing for significant differences regarding the years of service variable:

Arithmetic means and standard deviations for the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, were calculated based on the years of service variable; Table (11) illustrates this:

Table 11. Arithmetic means and standard deviations for the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the years of service variable.

Variable	level	N	Mean	Std. Deviation
Years of Work Experience	10 years	61	4.1352	.17425
	20years	42	4.0853	.18079
	30years	1	4.1667	.0
	Total	104	4.1154	.17699

Source: Prepared by the researcher based on SPSS software results.

The table (11) shows apparent differences between the arithmetic means regarding the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the variable of years of service.

To determine whether these differences between the means were statistically significant at the (0.05) significance level, a One-Way ANOVA test was conducted on the responses; Table (12) presents the results:

Table 12. Results of the One-Way ANOVA regarding the significance of differences in the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the variable of years of service.

Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Educational Attainment	.065	2	.032	1.033	.360
error	3.162	101	.031		
Total	3.226	103			

Source: Prepared by the researcher based on SPSS software results.

The results presented in Table (12) indicate no statistically significant differences between the arithmetic means regarding the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the "years of service" variable. This is evidenced by the F-value of 1.033, which is not significant at the 0.05 level. Consequently, the fifth null hypothesis is accepted, stating: "There are no statistically significant differences in the level of strategic alignment practice (realization) among leaders at the College of Administration and Economics, Tikrit University, at the 0.05 significance level, attributable to the years of service variable."

Testing for significant differences regarding the "workplace location" variable:

Arithmetic means and standard deviations were calculated for the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the "workplace location" variable; Table (13) illustrates this:

Table 13. Arithmetic means and standard deviations for the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the "workplace location" variable.

Variable	place	N	Mean	Std. Deviation
Workplace	Deanship	14	4.1429	.19179
	Business	13	4.0769	.18466
	Accounting	14	4.1190	.15231
	Economics	14	4.1131	.17785
	Marketing	14	4.1429	.18324
	Public	14	4.0952	.17559
	Finance	15	4.1167	.18846
	Digital	6	4.1111	.22153
	Total	104	4.1154	.17699

Source: Prepared by the researcher based on SPSS software results.

The table (13) indicates apparent differences between the arithmetic means regarding the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the workplace variable.

To determine whether these differences between the means were statistically significant at the (0.05) significance level, a One-Way ANOVA test was conducted on the responses; Table (14) presents the results:

Table 14. Results of the One-Way ANOVA regarding the significance of differences in the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the workplace variable.

Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Educational Attainment	.046	7	.007	.200	.985
error	3.180	96	.033		
Total	3.226	103			

Source: Prepared by the researcher based on SPSS software results.

The results presented in Table (14) indicate no statistically significant differences between the arithmetic means regarding the level of strategic alignment practice among administrative leaders at the College of Administration and Economics, Tikrit University, based on the workplace variable. This is evidenced by the F-value of 0.200, which is not significant at the 0.05 level. Consequently, the sixth null hypothesis is accepted, stating that "there are no statistically significant differences in the level of strategic alignment practice (achievement) among leaders at the College of Administration and Economics, Tikrit University, at the 0.05 significance level, attributable to the workplace variable.

Testing the feasibility of inferring strategic alignment in a specific workplace (deanship or academic department) based on the strategic alignment identified in another workplace (deanship or academic department) within the College of Administration and Economics at Tikrit University:

A Pearson correlation coefficient test was conducted to verify the seventh hypothesis. The results presented in Table (15) indicate a significant correlation between the level of strategic alignment in the Accounting Department and the level of strategic alignment in the Economics Department. This relationship was inverse, with a correlation coefficient of -0.575 at a significance level of 0.05; this implies that an increase in the strategic alignment level of the Accounting Department

can be inferred from a decrease in the strategic alignment level of the Economics Department, and vice versa. Similarly, the study found a significant correlation between the level of strategic alignment in the Business Administration Department and the level of strategic alignment in the Finance Department. This relationship was also inverse, with a correlation coefficient of -0.575 at a significance level of 0.05, meaning that an increase in the strategic alignment level of the Business Administration Department can be inferred from a decrease in the strategic alignment level of the Finance Department, and vice versa.

Table 15. Correlation coefficient matrix for strategic alignment between the deanship and academic departments at Tikrit University / College of Administration and Economics.

	Workplace	Economic Digital	Economics	Finance	Accounting	Marketing	Business	Public	Deanship
Pearson Correlation	Deanship	-.390-	-.355-	.066	.054	.027	-.181-	.524	1
Sig. (2-tailed)		.445	.235	.831	.860	.931	.554	.066	
N		6	13	13	13	13	13	13	13
Pearson Correlation	Public	-.350-	-.235-	.235	.063	.323	-.379-	1	.524
Sig. (2-tailed)		.497	.419	.419	.831	.281	.202		.066
N		6	14	14	14	13	13	14	13
Pearson Correlation	Business	.568	.012	-.623-*	-.151-	.297	1	-.379-	-.181-
Sig. (2-tailed)		.240	.970	.023	.622	.324		.202	.554
N		6	13	13	13	13	13	13	13
Pearson Correlation	Marketing	-.485-	-.244-	-.102-	.070	1	.297	.323	.027
Sig. (2-tailed)		.330	.423	.740	.821		.324	.281	.931
N		6	13	13	13	13	13	13	13
Pearson Correlation	Accounting	-.538-	-.575-*	-.056-	1	.070	-.151-	.063	.054
Sig. (2-tailed)		.270	.032	.848		.821	.622	.831	.860
N		6	14	14	14	13	13	14	13
Pearson Correlation	Finance	-.757-	.334	1	-.056-	-.102-	-.623-*	.235	.066
Sig. (2-tailed)		.081	.243		.848	.740	.023	.419	.831
N		6	14	15	14	13	13	14	13
Pearson Correlation	Economics	.395	1	.334	-.575-*	-.244-	.012	-.235-	-.355-
Sig. (2-tailed)		.439		.243	.032	.423	.970	.419	.235
N		6	14	14	14	13	13	14	13
Pearson Correlation	Economic Digital	1	.395	-.757-	-.538-	-.485-	.568	-.350-	-.390-
Sig. (2-tailed)			.439	.081	.270	.330	.240	.497	.445
N		6	6	6	6	6	6	6	6

Source: Figure prepared by the researcher using SPSS software.

Regarding the departments and the college deanship, the results in Table (15) did not indicate a significant correlation at the 0.05 level. Consequently, the null hypothesis is partially rejected in favor of the alternative hypothesis, which posits the existence of a significant correlation regarding the level of strategic alignment between the departments and the deanship within the organization under study.

CONCLUSION

The most significant dimension of strategic alignment is the alignment of priorities and objectives; it is the most prevalent factor contributing to strategic alignment within the organizational relationships of the college under study. Although apparent differences existed in the arithmetic means regarding the practice of strategic alignment among administrative leaders at the College of Administration and Economics, Tikrit University—observed through a comparative review of the mean values calculated via SPSS—statistical analysis was conducted to determine the significance of these differences at the 0.05 level. This analysis employed the Independent Samples t-test for the variables of gender and marital status, and the One-Way ANOVA test for the variables of educational attainment, years of service, and workplace location.

The results indicated no statistically significant differences (at the 0.05 level) in the level of strategic alignment practice (or achievement) among the leadership of the College of Administration and Economics at Tikrit University based on demographic variables. This implies that a higher proportion of males versus females, married versus unmarried individuals, holders of higher degrees (Master's/PhD) versus Bachelor's degrees, long-serving versus short-serving leaders, or leaders based in the Dean's office versus those in academic departments does not result in a higher level of strategic alignment within the College. In other words, variations in these demographic characteristics among the administrative leadership—an element of the internal environment—do not enhance the alignment between the organization's strategy and its internal and external factors (consistent with the concept proposed by Rashidirad et al [1]).

Consequently, these demographic variations can be disregarded or excluded when analyzing the

alignment between the organization's strategy and the specific demographic characteristics studied. The study further recommends conducting future research on strategic alignment and demographics—either by incorporating additional demographic variables or by examining the same variables in other educational or non-educational organizations—to compare findings and further validate the results of the current study.

The study also concluded that it is possible to infer the level of strategic alignment of certain academic departments based on the level of strategic alignment achieved in others, and to predict the future trajectory of this alignment by analyzing the nature of the correlation between these departments.

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