

The Reality of Competitive Advantage in the Ministry of Education in the Sultanate of Oman in the Context of Oman Vision 2040

Radhiya Sulaiman Nasser Alhabsi^{1*}, Ahmad MJ O Alfawair²

¹Assistant Professor, University of Nizwa, Sultanate of Oman; Email: RadhiyaAlhabsi@unizwa.edu.om

²Associate Professor, University of Nizwa, Sultanate of Oman

Abstract This study aimed to assess the level of competitive advantage in the Ministry of Education in the Sultanate of Oman, in the context of Oman Vision 2040. A total of 257 employees from the Ministry of Education in Oman participated in the study. The analytical descriptive approach was used, and a questionnaire comprising 31 items was distributed among the participants to assess the quality of educational services, distinguished human resources, material and financial resources, and the pursuit of institutional excellence. The study found that the level of competitive advantage in the Ministry of Education in Oman was "average", with the quality of educational services dimension having the highest level and the distinguished human resources dimension having the lowest level. The study also revealed statistically significant differences in the responses due to qualification and years of experience. However, there were no statistically significant differences due to gender and nature of work. Based on the results, the study recommends the enhancement of competitive advantage in the Ministry of Education in Oman by improving the quality of educational services, developing human resources, improving management and strategic planning, and focusing on developing and modernizing educational programs to meet the needs of the labor market and the requirements of the times in light of Oman Vision 2040.

Keywords: Administrative Creativity, Competitive Advantage, Ministry of Education, Sultanate of Oman.

1. INTRODUCTION

The adoption of strategic visions by countries is a response to global trends in strategic planning and a future outlook for communities worldwide. These visions guide all societal institutions towards achieving the goals and aspirations of governments, which can only be achieved through achieving a competitive advantage to contribute effectively to comprehensive development.

The competitive advantage represents the fundamental basis upon which organizations perform. This concept has recently emerged as one of the options that organizations resort to in order to adapt to the requirements of competition across various domains, given its importance in effecting change and keeping up with global developments. Both Wafual (2016) and Yasin (2017) have pointed out that the possession of a competitive advantage by educational institutions enables them to maintain stability amidst rapid changes. The effectiveness of their performance is measured by the quality of their outputs and their possession of contemporary scientific and technological skills. Thus, the role of educational institutions must transform from the traditional, stereotypical role to one based on achieving high-quality outputs.

The standard of competitiveness is considered one of the criteria that contemporary institutions are required to continuously and comprehensively review their internal and external environment, in order to invest their human and material resources to develop their practices and enhance their competitiveness locally and globally. The concept of competitive advantage emerged clearly in the 1980s, when the scholar Porter pointed out the concept of competition between organizations. According to Al-Tai (2010, p. 20), institutional distinctiveness refers to the performance of institutions in their activities in more effective ways, and the investment of their internal strengths in such a way that they achieve a value that competitors cannot achieve, thus enabling them to outperform them. This definition is consistent with Shalabi's (2018) definition, which states that it is "the new methods and mechanisms that the institution discovers to be more effective than the methods used by competitors, making it capable of achieving creativity and excellence over its competitors."

In recent years, there has been an increasing interest in the competitiveness of educational institutions as an effective tool to confront many contemporary challenges. Among these measures is the focus on research and development, investment in intellectual and creative energies of human resources, which is one of the most basic drivers for institutions in their competitive operations. This requires a change in work patterns and procedures, updating tools and technologies, and adopting innovative and flexible management methods capable of keeping up with the changes of the era, and gaining the confidence of beneficiaries in the quality of its outputs. Aydin (2013, p.205) defined competitive advantage as "the continuous pursuit of the institution to achieve excellence and maintain it for the longest possible period, and to find ways and methods that enhance and develop this excellence in the future." The institution also seeks to attract individuals with competencies and skills that make it unique in terms of its productivity and performance efficiency. The more the institution distinguishes itself in providing its services, the more it leads to improving the overall institutional performance (Majeed, 2011).

The Vision 2040 for Oman included a number of strategic directions, including a strategic direction to establish a high-quality education system that emphasizes community partnership. This includes an integrated and independent system for governing and evaluating the education system according to national and international standards. The educational curriculum should be enhanced with values, consideration of Islamic principles, Omani identity, and drawing inspiration from Oman's history and heritage, while keeping up with the requirements of sustainable development and future skills, and supporting diversity in educational paths. There should also be a feasible system for human capabilities in the education sector, and an effective national system for scientific research, innovation, and creativity that contributes to building a knowledge-based economy and society, as well as diversified and sustainable sources of funding for education, scientific research, and innovation. Additionally, the nation needs dynamic national competencies with competitive capabilities both locally and globally (Vision 2040 Implementation Monitoring Unit, 2022).

In order to achieve a competitive advantage in education, the Ministry of Education works on developing and periodically updating policies and procedures related to education, as well as encouraging innovation in various aspects of the education system. This requires identifying the strengths and weaknesses of the current education system, analyzing competition in the job market and future job market needs, and identifying the skills and knowledge that students must acquire to achieve success in the job market in the future.

In an effort to keep up with global educational developments and achieve the goals of the "Oman 2040" vision, the Ministry of Education has adopted a curriculum plan that includes new educational paths and study programs to develop and enhance the education system, preparing generations with the skills and abilities in various scientific and professional fields (Media Gateway, 2023).

Despite the achievements made by the Ministry of Education in the Sultanate of Oman, there are still challenges facing the education system in the country. These include the impact of social and economic conditions on education, challenges related to technology and its applications in education, and challenges related to providing advanced infrastructure and educational facilities in Distant Provinces. Therefore, the current study aims to determine the level of competitive advantage in the Ministry of Education in the Sultanate of Oman in light of the Oman 2040 vision.

1.1. Study Problem

The future vision for Oman 2040 includes an important strategic direction of "comprehensive education, sustainable learning, and scientific research that leads to a knowledgeable society and competitive national capabilities" (The Executive Office of the Vision for Oman 2040, 2020). This requires educational institutions in Oman to consider this direction in their operations and activities and make it a fundamental pillar in formulating their vision and aligning it with their mission, thus preparing their strategic plans accordingly.

The researchers conducted an exploratory study on 35 employees from various job positions in the Ministry of Education to determine the level of competitive advantage in light of the Oman 2040 vision. The results are as follows:

Table 1 Results of the exploratory study ranked in descending order according to the mean and standard deviation

NO.	Paragraphs	Rank	Mean	Standard Deviation	Grade
3	The Ministry of Education is committed to developing the skills of its employees to achieve a competitive advantage in their professional performance.	1	3.37	1.087	Moderate
7	The Ministry of Education continuously reviews its activities and operations with the aim of improvement.	1	3.37	1.374	Moderate
10	The Ministry of Education regularly monitors the achievement of its strategic goals and programs.	2	3.60	1.143	Moderate
9	The Ministry of Education monitors external environmental variables to take advantage of opportunities available in implementing its strategic plans.	3	3.29	1.126	Moderate
2	The Ministry of Education is committed to reviewing its strategic plans in light of the Oman 2040 vision.	4	.994	3.20	Moderate
5	The Ministry of Education works to invest its material resources towards achieving the knowledge economy.	5	3.09	1.245	Moderate
8	The Ministry of Education is committed to analyzing its internal environment, including strengths and weaknesses, to take advantage of them in continuous improvement.	6	3.03	1.424	Moderate
4	The Ministry of Education adopts innovative initiatives proposed by its employees to develop work.	7	3.00	1.111	Moderate
1	The Ministry of Education applies unique methods and strategies that align with the foundations of the Oman 2040 vision.	8	2.97	1.071	Moderate
6	The Ministry of Education continuously develops its incentive and reward system.	9	2.66	1.474	Moderate

1.2. Scoring Criterion for the Exploratory Study Tool

The length of the cells was determined according to Likert's pentagonal scale, and the range ($5-1=4$) was calculated. Then, it was divided by the largest value in the scale to obtain the length of the cell, which is ($4\div 5=0.8$). After that, this value was added to the lowest value in the scale to determine the upper limit of this cell. Table (1) illustrates this:

Table 2 Scoring criterion for the current study results.

Range of Mean Scores	Grade
Excellent	4.50 - 5.00
Very Good	3.50 - 4.49
Good	2.50 - 3.49
Fair	1.50 - 2.49
Poor	1.00 - 1.49

According to the results of the exploratory study, the reality of competitive advantage in light of Oman Vision 2040 came at a moderate level overall from the perspective of the study sample, with mean scores ranging from (2.66 - 3.37) and standard deviations ranging from (1.087 - 1.474). Several paragraphs obtained a moderate level, including paragraph (6) which states: "The Ministry of Education continuously develops its incentive and reward system," with a mean score of (2.66) and a standard deviation of (1.474). Similarly, paragraph (1), which states: "The Ministry of Education applies unique working methods and strategies that align with the principles of Oman Vision 2040," obtained a mean score of (2.97) and a standard deviation of (1.087). These moderate results can be attributed to shortcomings in the reality of competitive advantage in light of Oman Vision 2040 at the Ministry of Education in Oman, which requires development, improvement, and a deeper study and analysis of this reality, and

then present procedural proposals to develop this reality to contribute to Oman's progress towards becoming an advanced country. Competitive advantage is one of the elements that Oman Vision 2040 focuses on, and its importance in achieving a knowledge-based economy cannot be overstated.

The problem of the study can be summarized as determining the level of competitive advantage in the Ministry of Education in Oman in light of Oman Vision 2040, and identifying statistically significant differences in sample estimates of the level of competitive advantage attributed to different variables. Given the scarcity of studies that have addressed the reality of competitive advantage in the Ministry of Education, the current study seeks to answer the following questions:

1. What is the level of the reality of competitive advantage in the Ministry of Education in Oman in light of Oman Vision 2040?

2. Are there statistically significant differences in the mean scores at a significance level of $(0.05 \geq \alpha)$ in the estimates of the study sample regarding the reality of competitive advantage in light of Oman Vision 2040 in the Ministry of Education in Oman attributable to variables such as gender, years of experience, academic qualification, and nature of work?

3. What are the proposed measures to develop the reality of competitive advantage in the Ministry of Education in Oman in light of Oman Vision 2040?

1.3. The study aims to

1. Identify the current level of competitive advantage in the Ministry of Education in Oman in light of Oman Vision 2040.

2. Determine whether there are statistically significant differences (at a significance level of $0.05 \geq \alpha$) in the means of the study sample's estimates of the reality of competitive advantage in the Ministry of Education in Oman in light of Oman Vision 2040, attributed to variables such as gender, years of experience, academic qualification and nature of work.

3. Propose measures to develop the competitive advantage in the Ministry of Education in Oman in light of Oman Vision 2040.

1.4. The importance of the study: The importance of the current study can be summarized in two main aspects:

1.4.1. Theoretical significance

The current study is considered one of the first studies in the field of competitive advantage and Oman Vision 2040, which enhances the importance of the study. The study is expected to provide theoretical literature that can assist the Ministry of Education in improving its various activities and processes. Additionally, the study can enrich local, Arabic, and global libraries in the field of competitive advantage and its various dimensions.

1.4.2. Scientific significance

The study can benefit decision-makers in the Ministry of Education to develop their practices and plans to achieve Oman Vision 2040 in the educational field. Moreover, the current study can open up fertile ground for researchers to conduct further studies in the field of Oman Vision 2040 and competitive advantage.

1.5. The study boundaries: This study addressed the subject of competitive advantage in light of Oman Vision 2040, specifically in the following dimensions: quality of educational services, distinguished human resources, material and financial resources, and striving for institutional excellence. This study applied to all employees of the

Ministry of Education in the Sultanate of Oman, and the field study limited to the Ministry of Education in the Sultanate of Oman. This study will be applied in the academic year (2022/2023 AD).

1.6. Competitive Advantage: As defined by Sheikh et al. (2004, 65), it refers to "an organization's ability to perform its activities in a way that is difficult for its competitors to imitate, and the organization can achieve competitive advantage by executing functions that create value in areas that reduce costs compared to its competitors or by performing them in ways that lead to excellence."

1.7. In the current study, competitive advantage is defined as the Ministry of Education's ability to achieve outstanding performance in the dimensions of quality of educational services, distinguished human resources, material and financial resources, and institutional excellence to achieve Oman Vision 2040. This can be measured through the employees' response to the current study's dimensions and demographic variables.

2. LITERATURE REVIEW AND COMMENTARY

Competitive advantage: Contemporary organizations in a highly competitive environment seek to gain a competitive advantage over other institutions in the same activity by adding value to the customer and achieving differentiation by leveraging the intellectual and mental capacity of individuals. Interest in the topic of competitive advantage for educational institutions has increased in recent years due to technological advances and the emergence of globalization and privatization, which have had a significant impact on the business environment. The importance of competitive advantage has increased due to its important role in the overall economic growth of the country, the growth and expansion of institutions, and their ability to obtain financial and material resources (Akbar, 2017).

Competitive advantage is considered one of the modern topics in administrative literature, which emerged in the 1980s to help organizations achieve excellence and leadership at the local and global levels (Radwan, 2001, 12). Competitive advantage indicators vary depending on the nature of the institution and the surrounding circumstances. Some organizations rely on conscious management leadership, distinguished human resources, flexible organizational structure, material and financial resources, quality of educational services provided, and institutional excellence (Al-Khatib, 2012, 25).

In this context, competitive advantage in the Ministry of Education in the Sultanate of Oman is a crucial issue for achieving the goals of Oman Vision 2040 in the education sector. Achieving this advantage requires clear and effective measures and action plans to develop educational performance and improve the quality of education in the ministry. This can be achieved through the development of educational programs and curriculum updates, providing technical, psychological, and educational support to students and teachers, focusing on technical and vocational education, promoting scientific research, and providing opportunities for distance learning (Al-Maamari & Al-Harhi, 2021).

Oman Vision 2040 is an ambitious strategic plan aimed at developing many sectors in the country, including the education sector. The vision is based on achieving a new vision for education in the country, which involves providing high-quality and advanced education that is in line with the requirements of the new era and helps achieve sustainable development. Oman Vision 2040 is defined as a national project that aims to prepare a promising future vision that anticipates the future and looks forward to more development and achievements. This is done through an ambitious working system in which all segments of society participate in setting the future goals of the country, drawing the roadmap, and thinking until 2040 (Al-Bawaba News, 2023).

According to Al-Habsi, "Oman's aspirations for a promising future are translated into a real-life experience that moves the economy and society from the stage of establishing the infrastructure of society to the stage of innovation, knowledge, and investment opportunities to achieve a competitive advantage on a global level. This is based on clear aspirations, policy coherence, and reliance on national competencies, with their abilities and skills that place them on a par with advanced countries" (2022, 33).

The researchers have reviewed several previous studies that have examined the variables, and due to the studies conducted in the education sector such as ministries of education, they have utilized studies conducted in educational settings, such as higher education institutions, and will present them in two main axes.

2.1. The First Axis Is the Studies That Have Addressed Competitive Advantage

The study conducted by Al-Khanizan and Al-Khudairi (2019) revealed the importance of competitive advantage, which has become an absolute requirement for institutions to achieve growth and survival in a competitive environment, and the requirements of global leadership in Saudi universities. The study aims to transform Saudi universities and higher education institutions from the local framework in thought, performance, and influence to reach global horizons, where education is competitive for leadership. The study suggests transforming the role of the university from focusing on employment to focusing on preparing employment opportunities and genuine partnerships with stakeholders, preparing a national strategy for university leadership, increasing scientific research and studies, and providing incentives to reach global competition. Overall, the study emphasizes the importance of competitive advantage in achieving sustainable development and improving the quality of education. It recommends investing in research and development and improving internal organizational processes to achieve these goals and emphasizes the need for a national strategy for university leadership to transform the role of the university and reach global horizons.

The study conducted by Lukashok and Sofyanova (2019) aimed to analyze the role of competitive advantage in achieving innovation and development in organizations. Data was collected from a sample of organizations in Russia, and a survey and personal interviews were used to gather data. The statistical analysis method was used to analyze the data. The study found that competitive advantage is an important factor in achieving innovation and development in organizations. It suggests that investing in research and development and improving internal organizational processes can help improve the competitive advantage of organizations. This can be achieved by improving internal structures, processes, and systems within organizations, such as optimizing communication channels, streamlining decision-making processes, and improving employee skills and knowledge.

The study conducted by Abu Shamah (2018) aimed to examine the reality of administrative creativity and its impact on achieving competitive advantage in public service institutions in Palestine from the perspective of employees. The study found that there is a high degree of interest in attracting, recruiting, promoting, and motivating creative employees in public service institutions in Palestine. However, the degree of striving for competitive excellence in these institutions was found to be average. The study also found that there were no significant differences in the overall score of the tool according to the gender and age variables of the employees. However, there were statistically significant differences at a significance level of 0.05 related to the variable of academic qualification in favor of doctoral holders, and the job title variable.

Overall, the study highlights the importance of administrative creativity in achieving competitive advantage in public service institutions in Palestine. The study recommends investing in attracting and retaining creative employees, promoting a culture of creativity and innovation, and providing the necessary resources, support, and incentives to promote creativity and innovation. Furthermore, the study recommends developing and implementing policies and strategies that promote administrative creativity and excellence in these institutions.

The study conducted by Kasim, Ozmus, and Jaskio (2017) aimed to determine the role of competitive advantage in achieving sustainable economic growth. The study collected data from a group of member countries in the Organization for Economic Cooperation and Development and used descriptive and analytical methods. Descriptive statistics and various analytical tests were used. The study found that competitive advantage plays a crucial role in achieving sustainable economic growth, and that countries can improve their competitive advantage by investing in education, research, and development.

The study conducted by Al-Nashmi and Al-Dayes (2017) aimed to identify the relationship between administrative creativity and achieving competitive advantage in private universities in Yemen. The researchers used descriptive and analytical methods to answer the study's questions and test its hypotheses. A questionnaire

was applied, and the results showed that there is a relationship between three dimensions of administrative creativity (creative climate, creative behavior, and creativity implementation) and achieving competitive advantage in private universities in Yemen. Overall, both studies emphasize the importance of competitive advantage and administrative creativity in achieving sustainable growth and success in different contexts. They suggest investing in education, research, and development, promoting a culture of creativity and innovation, and improving internal organizational processes to improve competitive advantage and achieve success.

Fritz, M. (2016) aimed to analyze the role of competitive advantage in achieving sustainable development in rural areas. Data was collected from the Tyrol region in Austria using survey methods and statistical analysis. Surveys and personal interviews were used, and the study found that competitive advantage is an important factor in achieving sustainable development in rural areas. The study also found that competitive advantage can be improved by focusing on innovation, development, and improving infrastructure.

The study by Assaf (2015) aimed to identify the reality of administrative creativity management as an approach to achieving competitive advantage in higher education institutions from the perspective of employees and to determine whether there are statistically significant differences at the ($\alpha = 0.05$) level of significance between the sample means of the employees' ratings of the reality of creativity management as an approach to achieving competitive advantage attributed to variables such as educational qualification, gender, and years of service. The study then developed a strategy for managing creativity as an approach to achieving competitive advantage in higher education institutions. The results showed statistically significant differences in the overall level of the sample's opinions about the reality of creativity management attributed to the variables of educational qualification and years of service.

The study by Al-Muqadamah (2013) aimed to identify the role of human competencies in achieving competitive advantage at the Islamic University as a case study. The actual sample of the study consisted of 130 departmental managers and heads, and the researcher used the descriptive analytical method. The study found a strong correlation between the availability of creative human competencies and achieving competitive advantage, as well as between the availability of skills and abilities and achieving competitive advantage. The study recommended the need to promote a culture of employing and attracting creative competencies and reducing negative behaviors in dealing with competencies such as exclusion or marginalization.

The study by Al-Fuqaha (2012) aimed to investigate the role of adopting strategies for excellence in learning and teaching in achieving sustainable competitive advantage for higher education institutions. The study followed the survey and descriptive methodology by reviewing the theoretical literature and adopting the case of Al-Najah National University as a unique experience in the field of excellence in learning and teaching. The study found a strong correlation between the adoption of strategies for excellence in learning and teaching and achieving sustainable competitive advantage for higher education institutions by providing students with a distinctive learning experience, supporting academic staff to perform according to the desired quality standards, providing a supportive learning environment for diversity and creativity, and designing educational activities that promote creativity and critical thinking among all parties involved in the educational process. The study presented a number of recommendations, including the need to adopt strategies for excellence in learning and teaching, reward excellence at the national level, and continuously monitor the competitive advantage standards of institutions and measure them.

Several recent studies have been conducted on the future visions for education in Saudi Arabia. One of these studies was conducted by Al-Maliki in 2022 and aimed to identify the requirements for developing educational leadership in light of the Vision 2030. The study used a descriptive survey methodology and included educational leaders in the education directorates in the Makkah region. The results showed that the requirements for developing educational leadership consist of administrative, professional, and material requirements, all of which were highly important. The study also recommended preparing a strategic plan for developing educational leadership, preparing second-tier leaders, and creating a database to identify training needs and educational consultations.

Another study, conducted by Al-Harbi in 2019, focused on learning resource centers in Saudi Arabia and their effectiveness in achieving Vision 2030. The study used a descriptive survey methodology and showed that learning resource centers play an important role in education and learning and in achieving Vision 2030, but they need additional support regarding equipment, furniture, internet service, and updating digital and non-digital resources.

Finally, the Yami study in 2018 proposed a strategy for developing education in Saudi Arabia in light of Vision 2030. The study used a descriptive-analytical documentary methodology and showed that there are many issues, strategies, and policies related to the future of education in the Kingdom, which have been presented in a simple, clear, and ready-to-implement manner. The study recommended a mechanism for implementing and applying the vision in a practical way that achieves the designed goals.

2.2. Commentary on previous studies and the current study's position among them

- The current study is similar to previous studies such as Al-Khunizan and Al-Khudairi (2019), Abu Shama (2018), Asaf (2015), Al-Muqaddamah (2013), and Al-Fuqaha (2012) in studying competitive advantage. It is also similar to Al-Maliki (2022), Al-Harbi (2019), and Yami (2018) in using a descriptive analytical methodology and a survey as a tool for data collection. However, it differs from Yami (2018), which used a comparative analytical documentary methodology and employed a survey and comprehensive analysis of primary and secondary sources. Al-Muqaddamah (2013) used a case study as a data collection tool.

- The study differs from Lukashok and Sofyanova (2019) and Fritz (2016), who used interviews and surveys to collect information.

- The study is in agreement with Al-Maliki (2022) and Abu Shama (2018) in using gender, educational qualifications, and years of experience as demographic variables. It also agrees with Al-Maliki (2022) in using the current nature of work as a variable.

- The study is similar to Abu Shama (2018), Asaf (2015), and Al-Muqaddamah (2013) in terms of the sampling approach, which involved employees in those institutions. However, it differs from Al-Maliki (2022), which studied educational leaders in the education directorates in the Makkah region.

- The study is in agreement with Al-Maliki (2022), Al-Harbi (2019), and Yami (2018) in proposing future developmental visions in light of the future vision.

2.3. Areas of benefiting from previous studies

The current study benefited from previous studies in building the theoretical framework, formulating the problem and research questions, developing and refining the survey, identifying the sample, determining appropriate study procedures, selecting appropriate statistical methods, and proposing a conceptual framework.

2.4. What distinguishes the current study from previous studies:

The current study differs from previous studies in that it presents attempts in the fields of research related to competitive advantage and Oman Vision 2040. Additionally, it contributes to the practical aspect by addressing a topic at the level of the Ministry of Education and at the local level. The study is also unique in that it is the first one, to the best of the researcher's knowledge, within the Ministry of Education to propose a developmental vision for enhancing competitive advantage in light of Oman Vision 2040.

3. STUDY METHODOLOGY

The study adopted a descriptive methodology, employing an analytical approach that starts by studying the reality of competitive advantage through a field study that uses a survey as a research tool. Data was analyzed using suitable statistical methods to answer the research questions.

3.1. Study population and sample

The study population consisted of all employees in the educational directorates in the Ministry of Education for the academic year 2022/2023, amounting to 2,317 employees. A randomly selected sample of 265 employees was taken, representing 11.4% of the total study population. Table 1 shows the distribution of the study sample by its variables compared to the total study population.

Table 3 Distribution of the Study Sample by its Variables: Gender, Educational Qualification, and Years of Experience

Variable	Variable Categories	Number	Percentage (%)	Total
Gender	Male	143	54.0%	265
	Female	122	46.0%	
Educational Qualification	Bachelor's degree or less	155	58.5%	
	Master's degree or higher	110	41.5%	
Years of Experience	Less than 7 years	111	41.9%	
	7 years or more	154	58.1%	

Table (3) displays the distribution of the study sample according to different variables (gender, academic qualification, years of experience), and shows that the distribution is symmetrical among the categories of each variable, which suits the objectives of the study.

3.2. Study tool: An instrument was developed to collect data and answers to study questions, using the theoretical literature related to competitive advantage, which includes previous studies such as Abu Shama's study (2018), Al-Nashmi and Al-Da'ees's study (2017), Akbar's study (2017), Asaf's study (2015), and Al-Muqaddamah's study (2013).

- **Part one:** includes basic data about the study sample, represented by demographic information such as gender, years of experience, and academic qualification.

- **Part two:** includes the three dimensions of competitive advantage identified in the study, which are quality of educational services, distinguished human resources, material and financial resources, and pursuit of institutional excellence.

3.3. Validity and reliability of the study tool: Face validity: To measure the validity of the tool, it was distributed to a group of experts in the field of educational management, consisting of eight judges from Nizwa University, Al-Sharqiyah University, and some specialists in the Ministry of Education in Oman. The judges agreed on the validity of the tool and its suitability for measuring the dimensions for which it was developed. The tool was finalized after making appropriate modifications based on the judges' feedback.

3.4. Internal consistency reliability: The internal consistency of the study tool was verified by calculating the correlation coefficients between each dimension and its corresponding factor.

Table 4 Illustrates these coefficients."

Competitive advantage dimensions	Person correlation coefficient
Quality of educational services	0.863**
Distinguished human resources	0.837**
Material and financial resources	0.874**
Pursuit of institutional excellence	0.856**

*Function at

level ($\alpha= 0.01$)

"From Table 4, it can be seen that the correlation coefficients between the dimensions and the overall degree of competitive advantage are statistically significant at a significance level of (0.01), as their values ranged between (**0.837-0.874**), which indicates a high correlation degree. This suggests that the tool has internal consistency and is suitable for achieving the objectives of the current study.

3.5. Reliability: Cronbach's Alpha Coefficient was used to calculate the reliability coefficient for each axis of the scale, as well as the overall reliability coefficient for the scale.

Table 5 illustrates these results.

Competitive advantage dimensions	Cronbach's Alpha coefficient
Quality of educational services	0.87
Distinguished human resources	0.89
Material and financial resources	0.88
Pursuit of institutional excellence	0.85
Overall tool: 0.87	

Table 5 shows that all Cronbach's Alpha coefficients for the study tool dimensions were good, ranging from (0.85-0.89), and the overall reliability coefficient was (0.87), indicating that the tool is suitable for field application.

Study procedures: The study procedures included preparing the initial framework for the study, defining the theoretical background of the study topic, problem, questions, importance, and limits, as well as the methodology to be followed in the field study. Then, the field study was conducted, with the identification of the population and the sample, the preparation of the tool, the measurement of validity and reliability, the determination of the statistical methods to be used in answering the study questions, and finally, the presentation, interpretation, and discussion of the study results, followed by the extraction of conclusions, recommendations, and procedural proposals in light of the results.

Statistical methods used: The data were processed using the Statistical Package for the Social Sciences (SPSS) program, where frequencies and percentages were extracted to identify the distributions of the study sample. To answer the first study question, the means and standard deviations were calculated. To answer the second study question, and to determine the significance of the differences in means between the study sample members based on gender, academic qualification, and years of experience, a t-test was conducted.

Study results: This section presents and discusses the study results according to its questions. To determine the degree of agreement in this study, the five-point Likert method was used. To determine the cell length, the range (5-1=4) was calculated and divided by the number of cells in the scale to obtain the correct cell length (4/5=0.8). Then, this value was added to the lowest value in the scale (the true one) to determine the upper limit of this cell. The cell lengths are shown in Table 6 below.

Table 6 Degree of agreement according to the five-point Likert method

Range	Level/Grade
High/Very Large	4.20 - 5
High/Large	3.40 - less than 4.20
Average/Medium	2.60 - less than 3.40
Low/Few	1.80 - less than 2.60
Low/Very Few	1 - less than 1.80

3.6. Results for the first question: What is the level of competitive advantage in the Ministry of Education in the Sultanate of Oman in light of Oman Vision 2040? To answer this question, the arithmetic means and standard deviations were calculated for the dimensions of the competitive advantage axis arranged in descending order according to the arithmetic means.

Table 7 Arithmetic means and standard deviations of sample members' responses regarding the reality of competitive advantage

NO.	Competitive advantage dimensions	Mean	Standard deviation	Ranking	Level
1	Quality of educational services	3.08	0.740	1	Average
4	Distinguished human resources	2.70	0.830	4	Average
3	Material and financial resources	2.73	0.727	3	Average
2	Pursuit of institutional excellence	2.81	0.868	2	Average
The axis as a whole		2.82	0.724	Average	

The results in Table 7 indicate that the level of competitive advantage in the Ministry of Education in the Sultanate of Oman in light of Oman Vision 2040 is "average," with an arithmetic mean of 2.82 and a standard deviation of 0.724. The arithmetic means ranged from 3.08 to 2.81, and all dimensions fell under the average level. Quality of educational services had the highest arithmetic mean at 3.08, while distinguished human resources had the lowest arithmetic mean at 2.81. The overall arithmetic mean of the competitive advantage axis (2.82) falls under the "average" level, indicating that the ministry needs to improve certain aspects to achieve a competitive advantage. This may be attributed to the traditional methods used in its administrative units without adhering to unique regulatory procedures and rules as perceived by the study sample.

There is also a lack of institutional excellence culture and a lack of interest in unique ideas presented by employees. This may be due to leniency in complying with the adopted regulations for job promotions and the absence of a clear system for incentives and rewards to encourage innovation and creativity. This could also be due to employees' monitoring of the negative reactions of society towards the ministry's decisions and operations.

Therefore, the current study is consistent with Abu Shama's (2018) study, where the degree of competition for excellence in public service institutions in Palestine was average. After presenting the results related to the first question, the results of each dimension will be presented and discussed separately.

3.7. Dimension 1: Quality of Educational Services

Table 8 Study sample members' responses regarding the quality of educational services dimension.

NO.	Paragraphs	Mean	Standard deviation	Ranking	Level
1	The ministry employs different work methods and strategies	2.98	0.763	5	Average
2	The ministry provides employees with continuous educational updates	3.39	0.854	1	Average
3	The ministry's policy focuses on developing institutional excellence culture	3.03	1.004	4	Average
4	The ministry provides employees with various technological tools and learning resources	3.15	0.847	3	Average
5	The ministry provides employees with an attractive work environment	2.71	1.198	6	Average
6	The ministry has a team to ensure quality and development	3.18	0.916	2	Average
7	The ministry focuses on the quality of the strategic plan	3.15	0.962	3	Average

Based on table 8, all paragraphs had an "average" level, with arithmetic means ranging from 3.39 to 2.71. The paragraph "the ministry provides employees with continuous educational updates" had the highest arithmetic mean of 3.39 with a standard deviation of 0.854, followed by "the ministry has a team to ensure quality and development" with an arithmetic mean of 3.18. The paragraphs "the ministry provides employees with various technological tools

and learning resources" and "the ministry focuses on the quality of the strategic plan" had the same level and arithmetic mean of 3.15. On the other hand, the paragraph "the ministry provides employees with an attractive work environment" had the lowest arithmetic mean of 2.71 with a standard deviation of 1.19. This can be attributed to the lack of transparency in updating employees on educational developments and the low effectiveness of quality and development teams. It may also be due to the gap between the strategic plans adopted by the ministry and the operational plans that do not comply with educational quality standards from the perspective of the study sample.

3.8. Dimension 2: Excellent Human Resources

Table 9 Responses of the study sample members regarding the dimension of excellent human resources.

NO.	Paragraphs	Mean	Standard deviation	Ranking	Level
8	The ministry recruits highly qualified employees.	2.73	0.998	4	Average
9	The ministry is keen on raising employees' self-confidence by granting them the freedom to handle their work.	2.72	1.032	5	Average
10	The ministry cares about the distinguished ideas presented by employees.	2.75	1.133	3	Average
11	The ministry encourages teamwork among employees.	3.21	0.917	1	Average
12	The ministry sets clear foundations for job promotions.	2.18	1.183	8	Average
13	The ministry organizes training programs to develop employees and keep them updated on what's new.	3.01	0.921	2	Average
14	The ministry encourages employees to find new and innovative methods at work.	2.66	0.905	6	Average
15	The ministry aims to meet employees' needs and desires.	2.37	1.025	7	Poor

It is evident from Table 9 that the mean of all paragraphs in the dimension of excellent human resource management was at an "Average" level, except for paragraph 15 "The ministry aims to meet employees' needs and desires," which was at a "Poor" level with an average of 2.37 and ranked last. The highest mean was for paragraph 11 "The ministry encourages teamwork among employees" with a mean of 3.21 and a standard deviation of 0.917, followed by paragraph 13 "The ministry organizes training programs to develop employees and keep them updated on what's new" with a mean of 3.01 and a standard deviation of 0.921. This may be due to the ministry's failure to meet employees' requirements and encourage them to achieve their personal goals, as well as encouraging individual work over teamwork, which could lead to conflicts and unhealthy competition among employees.

3.9. Dimension 3: Physical and Financial Resources

Table 10 Responses of study sample members regarding the dimension of physical and financial resources.

NO.	Paragraphs	Mean	Standard deviation	Ranking	Level
16	The ministry provides employees with a distinguished electronic library.	2.50	0.925	8	Poor
17	The ministry has modern software and technological devices.	2.96	0.913	2	Poor
18	The ministry is keen on finding diverse sources of funding.	2.80	0.911	5	Poor
19	The ministry sets a financial budget that corresponds to its actual needs.	2.76	0.872	7	Poor
20	The ministry is keen on developing a strategic plan that achieves optimal investment of its available resources.	2.67	0.919	6	Poor
21	The ministry provides all its members with the necessary security and safety equipment.	2.88	1.140	4	Poor
22	The ministry has a system for incentives and rewards based on excellence and creativity.	1.97	1.052	9	Poor

NO.	Paragraphs	Mean	Standard deviation	Ranking	Level
23	The ministry employs modern communication and technology means to communicate with the local community.	2.92	0.920	3	Poor
24	The ministry is keen on maintaining facilities and operating equipment continuously.	3.10	0.938	1	Poor

By analyzing table (10), it is clear that the arithmetic means for all paragraphs were at a "weak" level, with the highest for the paragraph "The ministry is constantly concerned with maintaining facilities and operating equipment" followed by the paragraph "The ministry owns modern software and technological devices" with an arithmetic mean of (2.96). The paragraph "The ministry has a system of incentives and rewards based on excellence and creativity" had the lowest average score of (1.97). The results also indicated that the paragraph "The ministry provides its employees with a distinguished e-library" came second to last with an arithmetic mean of (2.50).

This can be explained by the absence of a clear system of incentives and rewards to encourage creative initiatives, which would push employees to give more effort and perform at a higher level. The lack of an electronic library that could serve as a reference for employees to develop their knowledge and job skills, shortcomings in providing all the necessary safety and security requirements for workers, the failure to seek diverse sources of funding, and the lack of an effective strategy to achieve optimal investment of available resources, as well as the inefficiency of methods for communicating with the local community, may all contribute to the weak performance of the ministry.

Table 11 Study sample individuals' responses to the dimension of striving for institutional excellence.

NO.	Paragraphs	Mean	Standard deviation	Ranking	Level
25	The ministry applies unique regulatory procedures and rules that are difficult to imitate.	2.70	1.057	6	Average
26	The ministry is committed to excellence in providing services to its target audience.	3.02	0.959	1	Average
27	The ministry is committed to continuously learning about the capabilities of other institutions.	2.72	0.869	5	Average
28	The ministry conducts regular reviews of its internal and external environment.	2.80	1.083	4	Average
29	The ministry recognizes that performance excellence is achieved through integration between its internal units.	2.94	1.102	2	Average
30	The ministry conducts continuous reviews of its activities and operations with the aim of improving them.	2.87	0.966	3	Average
31	The ministry values and seeks out talented and innovative individuals within its various organizational levels.	2.61	0.970	7	Average

The results of Table 11 for the dimension of striving for institutional excellence showed that all paragraphs were at the moderate level, with arithmetic means ranging from (2.61-3.02) and standard deviations ranging from (0.959 - 0.970). This may indicate a lack of the ministry's commitment to developing unique procedures that distinguish it from other institutions, perhaps due to a lack of a culture of institutional excellence or a lack of focus on attracting and retaining talented and innovative individuals who can lead creativity and excellence. Additionally, this may be attributed to a lack of interest in learning about the capabilities of other institutions or exploring methods to surpass their advantages to achieve a competitive advantage at the local level, thereby creating an attractive work environment for unique human resources.

As for the results of the second question, whether there are statistically significant differences between the arithmetic means of the study sample's estimates of the competitive advantage in the Ministry of Education in Oman in light of the Vision 2040 variables (gender, years of experience, and academic qualifications),

Table 12 The t-test to determine the nature of the differences between the estimates of the study sample in the Ministry of Education in Oman according to the variables of (gender, academic qualifications, years of experience, and the nature of the employee's work).

Variables	Mean		Levene's Test for Homogeneity	t-value	Significance Level
Gender	Mean	2.85	0.073	0.446	0.656
	Females	2.80			
Academic Qualifications	Bachelor's degree or lower	2.93	0.000	2.59	0.010
	Master's degree or higher	2.69			
Years of Experience	Less than 7 years	2.23	0.37	2.37	0.34
	7 years or more	2.86			
Nature of Employee's Work	Administrative work	2.87	0.100	1.180	0.239
	Technical work	2.75			

*If equal variances are not assumed, we use the values in the second row

Based on the table (12), the significance level for Levene's test is greater than 0.05 for both gender and nature of employee's work. Therefore, the assumption of homogeneity is met, meaning that the groups are homogeneous, and their significance level is greater than 0.05. This suggests that there are no statistically significant differences in relation to gender and nature of employee's work, indicating that these variables do not have an impact on the competitive advantage. This may be due to the similarity in the estimates of the study participants regarding the dimensions of the competitive advantage, regardless of gender or nature of work. The tasks and duties assigned to both genders are similar, regardless of their job roles in relation to those dimensions. If the study results indicate that there are no statistically significant differences in relation to gender and nature of employee's work, this means that the competitive advantage at the Ministry of Education in Oman, in light of Oman Vision 2040, is equal among genders and across different types of jobs in the ministry. Therefore, improving the competitive advantage should involve all categories of employees in the ministry, regardless of gender or nature of work. By implementing these improvements, the ministry can enhance its competitive advantage and achieve Oman Vision 2040 in the field of education and training.

Therefore, the current study is consistent with Abu Shama's study (2018) in finding no statistically significant differences at a significance level of ($\alpha=0.05$) for the overall score of the tool based on the variable of employee gender.

However, the significance level for Levene's test is less than (0.05) for the variable of educational qualification, indicating that there is a variance between the groups. Therefore, we rely on the values in the second row (Equal variances not assumed) and use the t-test to determine whether there are statistically significant differences in the reality of the competitive advantage at the Ministry of Education in Oman related to the variable of educational qualification. The results showed that the significance level is equal to (0.010), which is less than (0.05), indicating statistically significant differences. The mean score for the group with a Bachelor's degree or less is (2.93), while for the group with a Master's degree or higher it is (2.69). This suggests that the higher mean score is in favor of the group with a Bachelor's degree or less, indicating that they may have less knowledge and awareness of the contents and dimensions of the competitive advantage and its importance in achieving Oman Vision 2040.

This result can be interpreted to mean that there are statistically significant differences between the variable of educational qualification and the reality of the competitive advantage at the Ministry of Education in Oman. This indicates that the educational qualification of employees has an impact on the competitive advantage in the ministry. This can be explained by the fact that the mean score of the competitive advantage for employees with a Bachelor's degree or less is better than the mean score of the competitive advantage for employees with a Master's

degree or higher. It can also be explained by the fact that employees with higher educational qualifications may have more skills and experience, and therefore may have higher expectations regarding the reality of the competitive advantage in the ministry, which may lead to their dissatisfaction with the current competitive advantage. On the other hand, employees with lower educational qualifications may have a lower expectation, which makes them more satisfied with the current competitive advantage.

These results can be used to develop new strategies to improve the competitive advantage at the Ministry of Education, and to provide training and support to employees to encourage them to improve their performance and enhance their skills and experience, regardless of their educational qualifications. Therefore, the current study is consistent with Abu Shama's study (2018) and Asaf's study (2015) in finding statistically significant differences at a significance level of ($\alpha=0.05$) related to the variable of educational qualification.

The results indicate that the homogeneity test for years of experience is (0.37), which is less than (0.05), indicating that the groups are not homogeneous. Therefore, we rely on the values in the second row (Equal variances not assumed) and find that the F-value is statistically significant at a significance level of (0.05) for the variable of years of experience, with a p-value of (0.034), indicating that there are statistically significant differences related to the variable of years of experience in achieving the competitive advantage at the Ministry of Education in Oman. The means indicate that employees with more than 7 years of experience have a better competitive advantage than those with less experience. This may be explained by the fact that employees with more experience have developed deeper expertise and attitudes over time, and have evolved to seek new and innovative ways to achieve the dimensions of the competitive advantage that align with their ambitions. This creates a work environment in the Ministry of Education that is motivating and capable of competing with other service institutions at the national level, which encourages them to stay and continue working for the ministry and take pride in being a part of it.

Therefore, the current study is consistent with Asaf's study (2015) in finding statistically significant differences related to the variable of years of experience in the overall level of sample opinions. However, it differs from Abu Shama's study (2018) in not finding statistically significant differences at a significance level of ($\alpha=0.05$) for the overall score of the tool based on the variable of years of service in public institutions.

3.10. Question 3: What are the proposed measures to develop the competitive advantage in the Ministry of Education in the Sultanate of Oman in light of the Vision 2040?

Based on the study results, which indicated that the level of the competitive advantage in the Ministry of Education in Oman, in light of Vision 2040, is considered "average" with an average score of (2.82), it means that the Ministry has some aspects that need improvement and development to achieve effective competition in the future. Therefore, the current study proposes a set of measures according to each dimension of the competitive advantage:

3.10.1. The First Dimension: Quality Of Educational Services

When we look at the arithmetic averages for each dimension of the competitive advantage, we find that the quality of educational services is the dimension that received the highest average score of (3.08). This means that the positive points in this dimension can be utilized and enhanced to strengthen the Ministry's competitive advantage, for example:

- The need to employ administrative leaders and workers in the Ministry of Education who use creative work methods and strategies that contribute to achieving the competitive advantage of their educational outputs and the quality of the overall institutional performance.

- Developing an electronic system that employs artificial intelligence technologies to disseminate educational updates to employees, beyond the time and place limits within the Sultanate.

- Updating the educational policies in the Ministry of Education to align with the institutional excellence culture.
- Developing the educational work environment in the Ministry of Education by providing modern technological resources and learning sources, in a way that creates an attractive work environment.

3.10.2. The second dimension: Excellent Human Resources

Based on the study results in the dimension of excellent human resources, this dimension obtained the lowest average score of (2.81), indicating that this dimension represents the biggest challenge for the Ministry in achieving its competitive advantage. Therefore, the aspects that need improvement in this dimension should be identified and effectively developed. For example:

- The need to review the standards for selection, appointment, and attraction of highly competent human resources in terms of qualifications, practical experience, and unique personal skills.
- Giving employees sufficient freedom to perform their work, which enhances their confidence in their abilities, and reflects on the quality of their performance according to competitive standards at the local and global levels.
- Establishing a fair system to encourage and support outstanding and creative initiatives and ideas put forward by employees to develop work in a way that achieves competitive advantage.
- The Ministry of Education adopting the principle of collaborative work teams in preparing and implementing its strategic plans in a more realistic and effective manner, laying the foundation for a collective work culture that promotes the exchange of professional experience between employees, and provides unique human resources for the Ministry.
- The need to review the Ministry's systems for promotions within the job hierarchy of each position, benefiting from the experiences of outstanding institutions in this field at the local and global levels.
- The Ministry adopting strategic training programs targeting all employees, implemented over a period of (5) years to develop their functional skills and competencies in light of global educational developments, making them human resources capable of achieving the Ministry's competitive advantage.
- Conducting a field study by a neutral entity, supported by the Department of Educational Studies and International Cooperation, to study the reality of the educational work environment, identify the actual needs of workers, and work on the recommendations of the study to achieve the desires and aspirations of employees in achieving their personal goals.

3.10.3. The third dimension: Material and Financial Resources

- The need to provide a renewed and distinguished electronic library for employees, employing artificial intelligence technologies to help them develop their skills and enhance their capabilities, in a way that enhances work quality and achieves advanced local and global competitiveness.
- The Ministry should invest its material and logistical resources and find diverse sources of financial funding by investing in its fixed assets.
- The need to provide modern technological software and equipment that enhance employees' skills in the field of digital technology, which reflects on the quality of achievement.
- Developing a comprehensive and modern system for managing human resources, especially in specialized fields such as security and occupational health, promotions and rewards to encourage creativity among employees, and achieve a competitive advantage in its human resources.

3.10.4. The fourth dimension: Striving for Institutional Excellence

- Introducing an effective and unique management and governance system in the Ministry of Education to implement administrative procedures and regulatory rules for work.

- Applying artificial intelligence technologies in mutual communication with the local community to achieve excellence in providing service to targeted students, parents, and Ministry staff, as well as local community institutions.

- The Ministry must continuously perceive and track the potential of other institutions to determine its position among similar institutions in providing community services, and accordingly review its administrative activities and procedures to achieve a high level of local and global competitiveness.

- Enhancing cooperative relationships with academic and industrial institutions by providing partnership and collaboration opportunities with these institutions to provide training programs and workshops for employees that meet the requirements of the local community.

4. PROPOSED RESEARCH

- Proposed strategy to achieve institutional excellence in the Ministry of Education.

- Development of administrative practices in the administrative units of the Ministry of Education in light of the approach of administrative engineering.

- An evaluative study of the incentives and rewards system at the Ministry of Education.

- Proposed strategy to develop the organizational environment at the Ministry of Education.

REFERENCES

- [1] Ababneh, R. M., & Al-Shaqran, R. I. (2013). The degree of practicing administrative creativity by educational leaders in the directorates of education in Irbid Governorate. *Journal of Educational and Psychological Sciences, University of Bahrain*, 14(2), 459-686.
- [2] Al-Ajlouni, T. A. T. (2009). Administrative creativity and its relationship to the job performance of public sector managers: An applied study on the ministries of Gaza Strip (Unpublished master's thesis). Islamic University, Gaza.
- [3] Akbar, A. (2017). Administrative leadership practices to achieve competitive advantage in secondary schools in Jeddah, Saudi Arabia. *Journal of Scientific Research in Education*, 18(9), 414-373.
- [4] Abu Hamdi, I. (2019). The reality of administrative creativity in the Directorate of Education in Aqaba Governorate in Jordan from the perspective of its employees. *Journal of Open University of Jerusalem for Educational and Psychological Studies*, 10(27).
- [5] Abu Jamma, I. (2009). Institutional culture and administrative creativity in the Jordanian educational institution. Unpublished doctoral dissertation, University of Jordan, Amman, Jordan.
- [6] Abdulrahman, I. J. A. (2014). The reality of practicing administrative creativity in the Jordanian Ministry of Higher Education and Scientific Research: A survey study. Al-Balqa Applied University, Al-Salt, Jordan.
- [7] Abu Shammah, M. (2018). Administrative creativity and its impact on achieving competitive advantage in public service institutions - Palestine - from the perspective of employees. Ministry of Education and Higher Education - Palestine. Retrieved from <https://app.oxfordabstracts.com>.
- [8] Al-Bawabah Media. (2023). His Majesty Sultan Haitham bin Tariq's speech on February 23, 2020. <https://www.omaninfo.om/library/77/show/6421>.
- [9] Bazadough, D. (2015). The level of administrative creativity of heads of academic departments in Jordanian universities and its relationship to the level of achieving competitive advantage from the perspective of faculty members. Unpublished master's thesis, Middle East University for Graduate Studies, Jordan.
- [10] Kahn, M.R., Ziaulddin, K., Jam, F.A., Ramay, M.I. (2010). The Impacts of Organizational Commitment on Employee Job Performance, *European Journal of Social Sciences – Volume 15, Number 3* (pp. 292-298).
- [11] Blwani, A. (2008). The role of school administration in developing creativity in government schools in northern Palestine and its obstacles from the perspective of their directors. Unpublished master's thesis, An-Najah National University, Nablus, Palestine.
- [12] Al-Habsi, R. (December 2022). The human and societal axis within Oman Vision 2040. *Nasour Oman Magazine. Royal Air Force of Oman. Issue 43-34*.

- [13] Al-Huweila, A. H., & Al-Huweila, M. H. (2009). The degree of practicing the behaviors of achieving administrative creativity by principals of secondary schools in Al-Ahmadi educational district. *Journal of Arab Universities Union*, 53(1), 507-541.
- [14] Kasim, A., Ozmus, M. A., & Jaskio, J. (2017). Competitive advantage and sustainable economic growth: The case of OECD countries. *Journal of Economics, Business and Management*, 5(7), 275-279.
- [15] Al-Khuneizan, T., & Al-Khudairi, F. (2019). Requirements for global leadership in Saudi universities to achieve competitive advantage in light of the Kingdom's Vision 2030. *Journal of the Faculty of Education, Assiut University*, 35(6), 104-122.
- [16] Al-Khatib, R. (2012). *Social institutions management*. Arab Community Publishers and Distributors.
- [17] Radwan, M. (2001). *Competitiveness*. Dar Al-Jamiaa, Alexandria.
- [18] Lukashok, I., & Sofyanova, E. (2019). The role of competitive advantage in achieving innovation and development in organizations. *European Journal of Management and Marketing Studies*, 4(3), 1-7.
- [19] Al-Maamari, A., & Al-Harhi, M. (2021). The role of Oman Vision 2040 in enhancing the competitive advantage of the Ministry of Education. *International Journal of Educational Development*, 83, 102463.
- [20] Majeed, S. (2011) The impact of competitive advantage on organizational performance, *European Journal of Business and Management*, 3(4). 191-196.
- [21] Alrawahi, I. ., Bathmanathan, V. A. ., Kaabi, S. A., & Alghalebi, S. . (2023). Strategic Commitment by Sultanate of Oman towards 2050 Net-Zero Emission: Current Environmental Initiatives and Future Needs. *International Journal of Membrane Science and Technology*, 10(2), 161-168. <https://doi.org/10.15379/ijmst.v10i2.1165>
- [22] Munizu, M. (2013). The Impact of total quality management practices towards competitive advantage and organizational performance: Case of fishery industry in South Sulawesi province of Indonesia. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 7(1), 184-197.
- [23] Muslim, A. H. (2015). *Administrative creativity and innovation in organization and coordination*. Al-Manhal Publishing.
- [24] Maghrabi, M., & Khalaf Allah, A. (2022). *Artificial intelligence and competitive advantage*. International Scientific Books, pp. 166-167.
- [25] Al-Manasir, A. (2012). The degree of knowledge management practice among public secondary school principals and its relationship to achieving competitive advantage and ensuring quality education in their schools (Unpublished doctoral thesis). University of Jordan, Jordan.
- [26] Mahdi, S., Al-Amiri, M., & Al-Ghali, T. (2007). *Management and business*. Wael Publishing, p. 1.
- [27] Al-Nashmi, M., & Al-Deis, H. (2017). Administrative creativity and its relationship to achieving competitive advantage in private universities in Yemen. *Arab Journal for Quality Assurance in Higher Education*, 10(29).
- [28] Al-Sakarnab, B. (2011). *Human relations and administrative creativity in educational institutions*. Taybah Foundation for Publishing and Distribution.
- [29] Al-Salami, A. (2001). *Thoughts on contemporary management*. Gharib Publishers.
- [30] Shelton D.K. (2010). Autonomy and organizational justice as moderators of the relationship among creativity, openness to experience, and organizational misbehavior, *DAI-A*, 71.07.
- [31] Shahin, A., & Zayed, H. (2009). *Creativity: A study of the psychological, social, and educational foundations of human creativity*. Dar El-Shorouk for Publishing and Distribution.
- [32] Assaf, M. A. (2015). A proposed strategy for managing creativity as an approach to achieving competitive advantage in higher education institutions and a proposed strategy for enabling it. *Open University Journal for Educational and Psychological Research*, 3(9), 109-145.
- [33] Assaf, A. (2002). *Leadership skills and traits*. Riyadh: Scientific Publication and Printing.
- [34] Al-Omian, M. (2002). *Organizational behavior in business organizations*. Amman: Wael Publishing and Distribution.
- [35] Al-Awad, A. (2005). The reality of administrative creativity and ways to develop it (Unpublished master's thesis). Prince Naif Arab Academy for Security Sciences, Riyadh, Saudi Arabia.
- [36] Yaliabik, Z. Y. Van Rossenberg, Y, Kinnie, N, & Swart, J.(2015). Engaged and committed, The relationship between work engagement and commitment in professional service firms. *The International Journal of Human Resource Management*, 26(12), 1602-1621.
- [37] Yassin, O. (2017). Electronic services in high schools in the governorates of Gaza and their relationship to the school's competitive advantage (Unpublished master's thesis). Islamic University of Gaza, Palestine.

DOI: <https://doi.org/10.15379/ijmst.vi.1270>

This is an open access article licensed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/3.0/>), which permits unrestricted, non-commercial use, distribution and reproduction in any medium, provided the work is properly cited.