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**Assessment Policy and Strategy Criterion of EFQM Excellence  
Model in Higher Education Institutions from Employee  
Perception - UCAS as a Case Study**

**تقييم معيار السياسة والاستراتيجية وفق النموذج الأوروبي للتميز في مؤسسات التعليم  
العالي من وجهة نظر العاملين - الكلية الجامعية كحالة عملية**

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## Dedication

*To the best parents in the world, "Thank you" is a small phrase that will never describe my love and appreciation for all what you have done.*

*To my beloved wife, I will never forget your care, love, encouragement, and support through the preparation of my thesis. I am blessed by Allah to have you in my life.*

*To my hope and smile in my life, my children: Farah and Kareem, I will never be able to express my feelings for having you in my life.*

*To my brothers and sisters, who I am having a good life with them.*

## Acknowledgment

All gratitude first goes to **Allah** for giving me the courage, strength and patience to complete my study.

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As I am at the last stages of getting my degree, I would not forget my professors and doctors the teaching staff at the Department of Business Administration in Faculty of Commerce at the IUG. For them all I extend my deepest appreciation and gratitude.

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There are so many people I have to acknowledge them who helped me in this study and in many stages in my life, I ask Allah to grant them the Paradise.

## Abstract

This study aims to assess applying the Policy and Strategy criterion in the higher education institutions according to European Foundation for Quality Management (EFQM) Excellence Model. The researcher selected the University College for Applied Science (UCAS) as a case study because it is the first higher education institute to be certified by ISO 9001:2008 in Gaza Strip.

The researcher used the descriptive analytical approach and the data collected by a questionnaire based on the items of the Policy and Strategy sub-criteria of EFQM Excellence Model, and analyzed by using SPSS (17).

The population of research consisted of all academic and administrative employees who participated in evaluation, planning and quality assurance and confirmation activities at UCAS who total about (150) employees.

The study concluded that UCAS applies Policy and Strategy role from the perspective of EFQM Excellence Model with the percentage of 74.24%. There are active relationships among **impact for stakeholder's present and future needs and expectations, impact for depending on performance measurements research, impact for reviewing and updating the policy and strategy, and impact for interacting between the key process** with the applying Policy and Strategy criterion at UCAS.

The study has presented some recommendations concerning on beginning practical training program to UCAS staff to apply Excellence criteria in the college to attaining EFQM Excellence Award. Researcher also, recommends starting in developing quality systems in other higher education institutions which will leave good effects on the education in Palestine.

## Abstract in Arabic language

### ملخص الدراسة

تهدف هذه الدراسة إلى التعرف على مدى تطبيق معيار السياسة والاستراتيجية في مؤسسات التعليم العالي وفقاً للنموذج الأوروبي للتميز وقد تم دراسة الكلية الجامعية للعلوم التطبيقية كحالة عملية، وذلك كونها المؤسسة الجامعية الوحيدة التي حازت على شهادة الأيزو 9001:2008 في قطاع غزة.

وقد اعتمد الباحث المنهج الوصفي التحليلي، حيث تم جمع البيانات باستخدام الاستبيان كأداة رئيسية وقد اعتمد الباحث على العناصر الفرعية لمعيار السياسة والاستراتيجية للنموذج الأوروبي للتميز في بناء عناصر الاستبانة، وقد تم تحليل النتائج باستخدام برنامج التحليل الإحصائي (SPSS-17).

وقد تكون مجتمع الدراسة من جميع العاملين الإداريين والأكاديميين الذين ساهموا بنشاط أو أكثر من أنشطة التخطيط، التقييم، أنشطة توكيد الجودة في الكلية الجامعية وقد بلغ عددهم تقريبا (150) موظف.

وقد خلصت الدراسة إلى أن مستوى تطبيق معيار السياسة والاستراتيجية للنموذج الأوروبي للتميز بلغ حوالي 74.24%، ووجود علاقة قوية بين بناء السياسات والاستراتيجيات حسب الاحتياجات الحالية والتوقعات المستقبلية لأصحاب المصلحة المعنيين، و بناء السياسات والاستراتيجيات حسب نتائج قياس الأداء والبحث و التعلم، وتطوير ومراجعة وتحديث السياسات والاستراتيجيات، ووجود إطار عمل من العمليات الرئيسية يتم من خلاله توصيل ونشر السياسات والاستراتيجيات.

وقد قدمت الدراسة عدد من التوصيات أهمها البدء فوراً بتدريب العاملين على مبادئ التميز وآليات التعامل مع هذه المبادئ وتطبيقاتها العملية. كما أوصت الدراسة بضرورة أن تتبع مؤسسات التعليم العالي الأخرى في قطاع غزة مسيرة الكلية الجامعية في تطبيق نماذج الجودة المعتمدة دولياً، لما لها من أثر كبير في تطوير مستوى العملية التعليمية وأداء العاملين فيها في فلسطين ككل.

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**List of Abbreviations**

<b>Abbreviation</b>	<b>Meaning</b>
<b>Policy</b>	The scope spheres within which decisions can be taken by the subordinates in an organization.
<b>Strategy</b>	The direction and scope of an organization, which achieves advantage for the organization through its configuration of resources within a changing environment and to fulfill stakeholder expectations.
<b>EFQM</b>	European Foundation for quality Management.
<b>UCAS</b>	University College for applied science.
<b>HEI</b>	Higher Education Institutions
<b>MBNQ</b>	Malcolm Baldrige National Quality
<b>MOHE</b>	Ministry of Higher Education
<b>PNA</b>	Palestinian National Authority.
<b>DGEP</b>	Dubai Government's Excellence Program

## Chapter One: Study Framework

### 1.1 Introduction:

Quality management consists of three aspects: quality planning, quality control and quality improvement (Juran 1989). In addition, measuring quality is considered the core of quality management (Shewhart 1931).

An important way in which quality management is put into practice is through the implementation of quality standards and quality awards. The most important quality standards are the International Quality Standards ISO 9000 series. For many organizations the next step after ISO certification is the achievement of a quality award. This is because awards are more comprehensive than ISO 9000 (Conti 1993). A well-known quality award is the European Quality Award, instituted in 1992 by the European Foundation of Quality Management (EFQM). The Dutch equivalent of this award is created by the Dutch Quality Institute (Institute Nederlandse Kwaliteit), the INK-award. The Malcolm Baldrige National Quality Award is the American equivalent of the European Quality Award and was created in 1987. Evidence suggests that the new ISO 9000:2000 standard can be implemented complementary to the EFQM model (Kelemen 2003). Compared with the EFQM model however, the ISO 9000:2000 standard is a necessary but not sufficient criterion for the achievement of excellence (Russell 2000). The main goal of quality management is to reach Total Quality Management (TQM). Unfortunately there are numerous definitions of TQM, and despite thousands of articles and books written on it, TQM remains a highly ambiguous concept (Kelemen 2003). This can be illustrated by the following definition: “TQM is the vast collection of philosophies, concepts, methods and tools now being used throughout the world to manage quality” (Godfrey 1999).

According to Sharma and Talwar (2007), the MBNQ, the EFQM and the Deming prize are an international reference for excellence and have been the pillars of the great majority of models.

The excellence models have a dynamic nature and are revised and modified regularly. Consequently, differences between models are becoming less evidenced

(Cauchick, 2005; Koura, 2009). In the case of the EFQM model, the number of studies that analyze the relationships between their criteria and its impact on the results is still low in comparison with the Malcolm Baldrige model.

### **The EFQM Excellence Model**

The EFQM Excellence Model established in 1992 as a framework to seek for the European and National Excellence Awards. It is the most famous organizational framework in Europe where it has become the cornerstone for the most of Excellence Awards. The EFQM Excellence Model analyzes the whole of organization to allow it to assess the strengths and areas for improvement. It is a flexible framework that can be adapted to any type of organization regardless of size or sector. It consists of nine criteria including thirty two sub-criterion elements which raise questions to be considered when assessing the performance of organizations. These criteria have the weightings from the total score of 1000 points, that used by Midlands Excellence when scoring applications. ([www.efqm.com](http://www.efqm.com))

### **Perception of quality in higher education**

Chua (2004) explained the quality for higher education from the point of view of the Input-Process-Output (IPO) framework, derived from West, et.al. (2000)'s viewpoint of quality. 'Input' refers to the entry requirements, 'Process' to the teaching and learning process, and 'output' to the employability and academic standings.

Harvey and Green (1993) proposed a pathway consisted of five levels toward quality: Quality as exceptional, quality as perfection or consistency, quality as fitness for purpose, quality as value for money and quality as transformative. They advised that quality as transformative can be consolidated lightly with the other dimensions and the first four levels are not the end products. The discussion illustrates that managing quality in higher education is very complicated due to lack of agreements about its definition. It is due to two reasons: firstly, quality in higher education has different meanings for different stakeholders and, secondly, the product of higher education has a very complicated nature. Becket and Brookes (2008) explained, despite different definition for the quality in higher education, the fundamental idea of quality assurance is known and that quality is a concept that should be owned by every single individual.

Quality assurance refers to the planned and systematic actions necessary to provide favorable reliance that a product or service will satisfy given requirements for quality (Borahan and Ziarati, 2002).

One of the hardships in understanding the concept of quality in higher education is related to customer satisfaction. Customers refer to all people purchasing products and services directly or indirectly. Customers of higher education include its students, actual and potential employers of its graduates, funding institutions and research fellows (Zink and Vob, 2000). Most of the time, these multilateral groups of customers are hardly accessible or agreeable. Also the satisfaction surveys with employers often raise considerable challenges.

Despite the argument about the concept of quality and customer satisfaction, the benefits of advancement in higher education impose higher education to define a measure for performance assessment and a model for self-evaluation. For a simplification, universities may be evaluated in the three major areas of (Tari, 2006):

- Teaching where the customers are students, their parents and future employers. The quality of the education can be assessed by the unemployment rate as well as the satisfaction of the students, their parents and the employers.
- Research and services where the customers are industries, funding institutions and research communities. The measure of quality in this aspect is research income and the publication rate of the universities.
- Service where the customer is the general public that seek the quality of higher education to its influence its prosperity and advancement of community.

### **1.2 Problem Statement:**

In 2011 UCAS achieved the international quality certificate ISO 9001, and it works hard to achieve the excellence and to reach the EFQM Excellence Award.

In this regard UCAS need to improve its work processes to meet the EFQM requirements. EFQM model includes the policy and strategy criterion where ISO 9001 ignores this criterion so it needs to be assessed and measured in the UCAS. This study tries to show up the extent to which the UCAS applies the policy and strategy criterion according to EFQM Excellence Model.

The problem concluded in the Main question:

**To what extent does UCAS apply the policy and strategy criterion of EFQM Excellence Model?**

### **1.3 Study Questions:**

- To what extent are the policy and Strategy formulated based on the present and future needs and expectations of stakeholders?
- To what extent are the Policy and Strategy based on results from performance measurement, research, learning and externally related activities?
- To what extent are the policy and strategy being developed, reviewed and updated?
- To what extent are the policy and Strategy communicated and deployed through a framework of key processes?
- There are no significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to (gender-age-qualification- occupation- years of experience)?

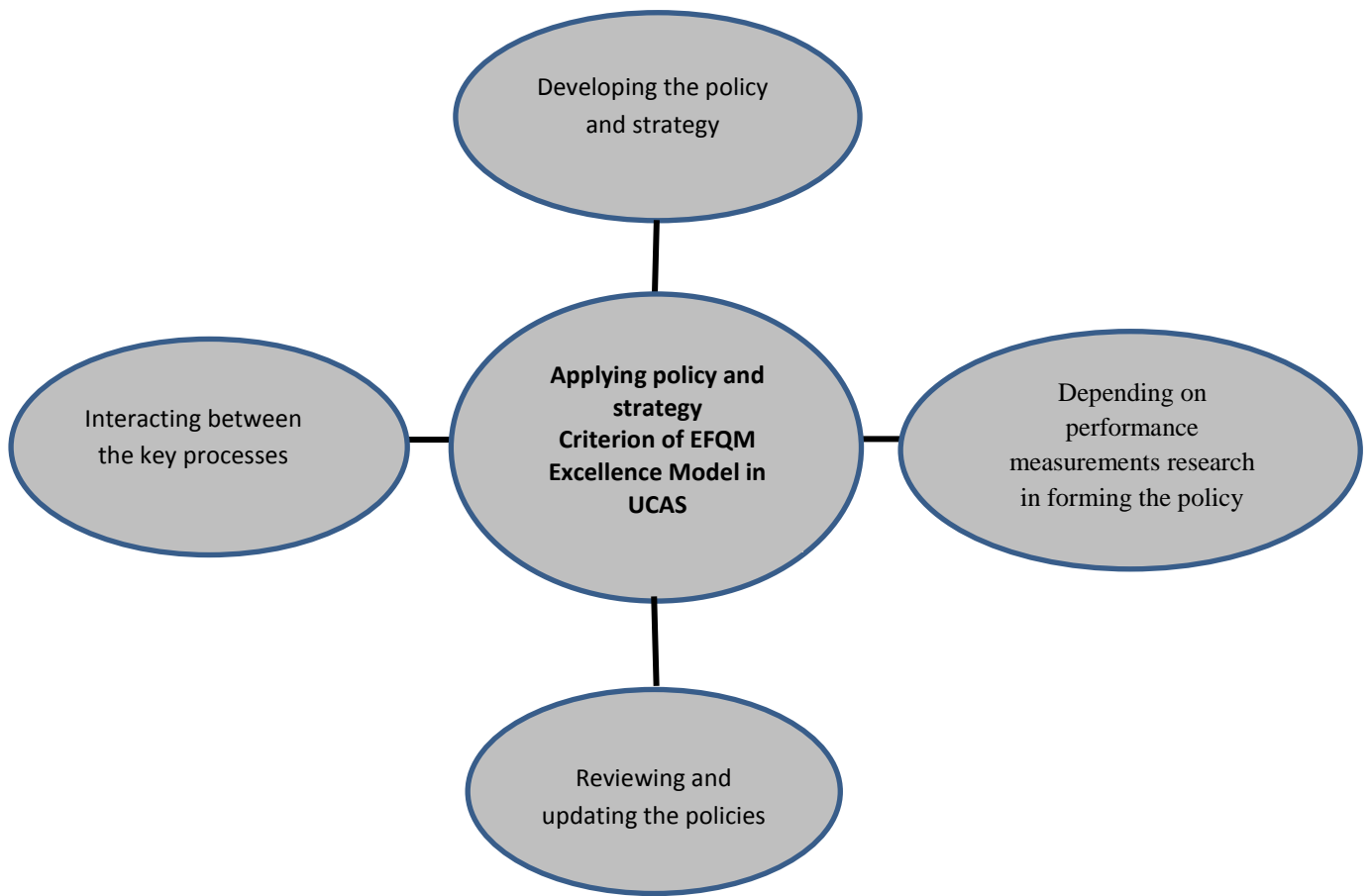
### **1.4 Study Variables:**

From Policy and Strategy criterion of EFQM Excellence Model the researcher obtain the variables from its sub-criteria as:

- Applying policy and strategy criterion of EFQM Excellence Model.
- Developing the policy according to present and future needs and expectations of stakeholders.
- Depending on performance measurements research, learning and externally related activities in forming the policy.
- Reviewing and updating the effectiveness of policies and strategies.
- Interacting key processes frameworks.



### 1.5 Conceptual Framework:



**Figure (1.1): Conceptual Map**

### 1.6 Study Objectives:

1. To assess the application of policy and strategy criterion in UCAS.
2. To assess the extent of dependency of the policy and Strategy on the present and future needs and expectations of stakeholders; and on results from performance measurement, research, learning and externally related activities
3. To assess the extent of the development, reviewing and updating of policy and strategy; and the extent of the policy and Strategy communication and deployment through a framework of key processes.
4. To identify the presence of significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to (gender-age-qualification- occupation- years of experience).

5. To offer recommendations which can help in enhancing the strength points and minimizing the weakness points in UCAS to get the EFQM award.

## 1.7 Study Hypothesis:

**Main hypothesis (1):** UCAS apply policy and strategy criterion of EFQM Excellence Model.

Sub-hypothesis:

- Stakeholder's present and future needs and expectations are important for applying policy and strategy criterion of the EFQM Excellence Model.
- Depending on performance measurements research is important for applying policy and strategy criterion of the EFQM Excellence Model.
- Reviewing and updating the effectiveness of applied policies and strategies is important for applying policy and strategy criterion of the EFQM Excellence Model.
- Interacting between the key processes is important for applying policy and strategy criterion of the EFQM Excellence Model.

**Main hypothesis (2):** There are no significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to personal characteristics.

Sub-hypothesis:

- There are no significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their gender.
- There are no significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their age.
- There are no significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their qualification.

- There are no significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their positions.
- There are no significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their years of experience.

### **1.8 Importance of the Study:**

The study aims to provide findings and conclusions to help UCAS to improve its competencies required in policy and strategy roles by implementing effective change using EFQM process. The importance of this study is attributed to the following reasons:

1. The study will help UCAS to apply the policy and strategy criterion according to the EFQM Excellence Model, which will help UCAS get the EFQM Award.
2. This study will elevate the quality management in UCAS to increase the efficiency of the employees.
3. This study tries to develop the college performance in applying its policy to apply modern quality models.
4. The study will increase researcher's knowledge about policy and strategy, and know more about the implementation of policy and strategy criterion in EFQM Excellence Model.

### **1.9 Study limitation**

- The study aimed to measure the application of policy and strategy criterion in UCAS.
- The study applied on UCAS employees who participated in evaluation, planning and quality assurance and confirmation activities at University College of applied science in Gaza governorate.
- The study tool applied in 2015.

### **1.10 Thesis Organization:**

This research is organized into five chapters. The following is an overview of the five chapters:

- *Chapter one: contains the study framework*
- *Chapter Two: gives the theoretical framework*
- *Chapter Three: presents the study methodology*
- *Chapter Four: shows the study results*
- *Chapter Five: concludes this study*

### **Summary:**

In this chapter the researcher addressed the framework of the study through previewing a general introduction about the EFQM Excellence Model and the perception of quality in higher education institutions where it was the field of study.

Then, the researcher addressed the main components of his research by previewing the problem statements, study questions, study variables, conceptual map, study objectives, study hypothesis, importance of the study and finally he addressed the study limitations.

## Chapter Two: Theoretical Framework

### 2.1 Introduction

This chapter aims to present a conceptual introduction to manage Excellence to clarify the concept and its intellectual frame, focusing on policy and strategy criterion and the importance of Excellence management and its requirements. Presenting the most important Global, Arabic and Local models to manage Excellence and comparing between its elements. Also present EFOM Model and a glance about the excellence in University Collage of Applied Sciences. Finally, it will be concluded with the previous studies.

### 2.2 Excellence

#### 2.2.1 Excellence Concept and Its Intellectual Frame

The concept of excellence is not newly discovered, in English where many studies indicates that concept was used by Greeks and they called it “Aristeia” which means “Best, Brave, Mightier”, the Greek word is divided into two syllables, the first one “AR” which means light flood and second syllable “isteia” means stability and compatibility. (Al-Ja’bari, 2009).

The universal concept appeared in development beginning which was initiated by the revolution knowledge. It has clarified management main purpose based on contemporary institution on one side, and on the other side, it showed how the main characteristics should be described. This is the definition of Excellence, where it indicates two pivotal dimensions in modern management (Al-Silmi, 2002):

**The first dimension:** The real management purpose is to achieve excellence by scoring unprecedented results that exceed all competitors.

**The second dimension:** Anything management can do such as business, descriptions and any regulations or activities should be characterized by excellence "supreme quality that never leaves any chance for mistakes, and it prepares the real opportunities to do the right procedure correctly at the first time.

Those two dimensions complete each other, and they are considered as two faces of the same coin, while no dimension can be achieved unless we have the other one. Also, they completely depend on investigating the accumulated and renewed knowledge account, and to ease always into organizational learning, to be able to achieve this knowledge in reality (Al-Silmi, 2002:12).

By referring to previous studies we offer some concepts to manage Excellence as the following:

### **The Excellence Management is:**

The ability to coordinate the institutional elements making it work in complete coherence while achieving possible highest rates to reach superior outcomes for clients expectations, benefits, and desires (Al-Silmi, 2002:12). Furthermore, it aims to achieve continuous improvement providing excellence and responding to excellent supportive powers while achieving permanent competitive characteristics (Ben Aboud, 2009:5). Al-Zayed defined it: "the organized planned efforts which aim to achieve the organizations permanent competitive characteristics (Zayed, 2009:6). Also, it was defined as a deep rooted practice in managing the organization and score refutes, which are based on a group of essential criteria's (Egan, 2003:8). Al-Taib and Al-Bashti defined excellence management with "the concept which is based on a successful management base detailed with two points. The first one distinguishes management, and the other one distinguishes manager. Therefore, excellence management and excellence manager will have an amicable relationship providing development and future planning strategies. (Al-Taib and Al-Bashti, 2004). Moreover, it was defined as "being excellence in strategies", work activity practices, and related performance results to clients, which were verified by evaluation by using related excellence work. (Business performance improvement recourses, 2013).

**According to what was mentioned above, we can say that excellence management is implementing a group of possibilities which support desired results achievement, according to the organization objectives, that guarantee excellence in work environment.**

The excellence management concept is based on a clear intellectual frame, which depends on completion and organization (thinking which sees the organization as a complete system in which its elements interact with each other.) Therefore, resulting in outcomes from social abilities and intellectual framework to the excellence management which includes the following elements (Al-Silmi, 2002, Hagenauer, Kergel and Stürzebecher, 2011):

- 1. Organization Objectives:** The first step in building an organization, is fulfilled with excellence management.
- 2. Flexibility and Developmental Atmosphere (social, political and economic) of the organization:** The positive interdependence, interaction and coexistence between the organization and the surrounding atmosphere is a big pillar in building the organization that achieves excellence management.
- 3. Organization Leadership:** The strategic management leadership with developing knowledgeable abilities is considered as the main techniques and requirements to the excellence management.
- 4. The Strategic Management:** It's the superior management method that relates the internal elements, which affects the organization performance. Also, it presents the active framework to coordinate between performance elements investing in opportunities and threats avoidance and achieving excellence management.
- 5. Operations Management:** The excellence management is achieved by employing coherence in the organizational operation. Then, investing in recourse and relating inputs with outputs according to clear and measurable basis.
- 6. Total Quality:** Excellence management is achieved when we oblige ourselves with good quality, that the organization work performance according to standards and the level that satisfied client or the beneficiary even if he is from inside or outside the organization.
- 7. Administrative Information System:** building and activating a complete administrative information system is considered as the main basis in developing excellence opportunities.

8. **Specific Standards and Benchmark:** administration always tries to evaluate it and judge work quality and production level, by measuring this work to specific criteria's in the target performance, planned results and programs. It also seeks to reach the greatest level in following standards system.
9. **Continuous Development:** It's considered from excellence management ingredient, because it allows the organization to be at the top among its competitors, and to be the first of developing its products, services and performance systems in order to insure its superiority in accessing markets to provide its target group the best benefits and advantages.
10. **Workers with Knowledge:** The human recourses is considered as a real tool and the power player in achieving the organization objectives, where they are chosen carefully to be provided by continuous development and purposeful training to invest their cognitive and intellectual abilities, where we can consider the excellence management is the basic thing in administrating developing human resources.
11. **Balanced Returns and Benefits:** Excellence management seeks to achieve balanced returns and benefits to various stakeholders who are related to the organization.
12. **Building and Developing Relations:** Administration builds and develops relationships and partnerships with different communities and those who are related to the organization. So excellence has the ability to invest and employ those relations and partnership in order to maximize the organization chances to reach its targets.
13. **Measurement:** Measurement is considered as excellence management superiority which works according to the principle of what cannot be measured cannot be controlled. This principle requires the need for elements quantities expression, mechanism interrelationships in performance.

### 2.2.2 Total Quality Management is the Root of Excellence Management

Quality is considered as the most important component in different educational sectors, so quality systems have been evolved since the twentieth century, where it began to apply its production lines. One of those system is total quality management



(TQM) which is considered from the modern methods in performing and administrating works in modern methods unlike the traditional one. This concept is based on meeting target group's or beneficiaries requirements and expectations, through continuous improvement to all organization or enterprise levels (Al-Madhoun and Attalla, 2006).

Many of new established institutions have begun to adapt TQM concepts of quality control that leads to satisfy specific requirement and quality assurance, which refers to a group of targeted work groups to get quality management. TQM refers to the collection of measures and actions that can be applied wholly or partly a long of the product or the provided services (Abed Aa'l, 2007). We can define TQM as a group of activities that the institution performs to achieve its objectives and to provide a great quality product and sources which satisfy targeted group in the suitable time and suitable price (The W. Edwards, Deming Institute, 2013).

Many of previous studies focused on the relation between TQM and excellence management, so it is clear that those two concepts are similar, and other studies showed that in order to achieve good practice to excellence management we should apply TQM.

On the other hand, some studies showed that there is deficiency in TQM applications to achieve competitive advantage, and organizations needs administrative methods and organizational recourses to achieve competitive excellence because TQM adapts continuous gradual improvement which needs years to reach results, where this application needs long time, and we can't score satisfied results quickly. Moreover, excellence management depends on how the evaluation process provided a group of criteria depending on qualities and quantities evaluation to the result and comparing it with referential results. Furthermore, TQM evaluation depends on requirements and basic principles to improve performance and basic (Al-Ja'bari, 2009).

### **2.2.3 Requirements of Excellence Management:**

Through what has mentioned before about excellence management, we conclude that it requires having the following basics (Al-Silmi, 2002), (Hagenauer, Kergel and Stürzebecher, 2011):

1. Build an integrated institution strategy that expresses their main perspective and future orientation which includes the following elements: (the institution mission, vision, its strategic goals and strategies).
2. Integrated system of polices which governs and organizes the institution work and guides supervisors to their work roles and basics.
3. Flexible structures that suits performance requirements, being adjustable and adaptable with internal and external variables.
4. A developed system to ensure the TQ which specifies operation analysis techniques and specifying quality conditions and specifications, allowing rates, control mechanisms and correct deviation.
5. Integrated information system includes mechanisms to monitor the required information, identify its sources and its collection means, its processing and circulation rules, updating, archiving, retrieval and support decision making mechanisms.
6. A sophisticated system for human resources management which shows rules and mechanisms to attract and compose human resources, developing it and directing its performance. Also it includes performance rules and workers' compensation system according to performance results.
7. Performance management system that includes business mechanisms, required jobs to execute organization's operations, performance planning that determines its levels and rates and performance guidance and following up.
8. An integrated system for assessing individual, groups, teams, strategic business units and corporate performance in order to assess achievements in relation to decided goals'.
9. Effective leadership bears responsibility of setting foundations and standards, providing proper implementation and programs plans elements which emphasize the enterprise opportunities in achieving excellence.

### **2.3 Most Distinguished Excellence Models:**

The reason behind emergence of excellence models was the increase in the global challenges facing states and economic openness, pressures and forces affecting the change in institutions. Represented by external forces such as: economic, political,

technological and social factors, and internal forces such as changing the organizational goals, values, attitudes and organizational climate, individuals, working methods, community increasing needs, resources' paucity, economic transformations, the desire to keep up with the rapid developments in all areas, and to strengthen the institutions capacity to apply the concept of modern management (Ben Aboud, 2009).

These organizations have undertaken institutions stimulating task and pushing them into activation the excellence management through developing models to be as a guide for institutions and their way towards excellence. These models formulate excellence by a set of specific criteria that each standard has its own grades which allows institutions to depend on during conducting a self-evaluation, and stands on various deficiencies and weaknesses in performance; as part of a stimulus, these models offer prizes that their value aspects vary according to achieved performance levels.

**The following selection discusses the most famous models:**

### **2.3.1 Global Models:**

#### **1. European Foundation for Quality Management (EFQM) Excellence Model**

The EFQM Excellence Model was introduced at the beginning of 1992 as the framework for assessing organizations for the European Quality Award. It is now the most widely used organizational framework in Europe and has become the basis for the majority of national and regional Quality Awards (Eskildsen and Dahlgaard, 2000).

The EFQM Excellence Model is a non-prescriptive framework based on 9 criteria. Five of these are 'Enablers' (leadership, people, policy and strategy, partnership & resources, and processes) and four are 'Results' (people results, customer results, impact on society results and business results). The 'Enabler' criteria cover what an organization does. The 'Results' criteria cover what an organization achieves. 'Results' are brought about by 'Enablers', and 'Enablers' are improved using feedback from 'Results' (Eskildsen and Dahlgaard, 2000).

## 2. Malcolm Baldrige National Quality (MBNQ)

The Malcolm Baldrige National Quality Award was established in 1987 by the U.S. Congress in an effort to promote quality improvement initiatives in U.S. businesses. The award program was named after former Secretary of Commerce, Malcolm Baldrige, and was designed and managed by the National Institute of Standards and Technology (NIST) with the help of private companies. Other organizations play a vital role in the successful management and longevity of the program (Cazzell, 2009).

The Malcolm Baldrige Criteria for Performance Excellence is an ideal business model that can be applied as a template for any Performance Improvement Program. The criteria provide a consistent basis for assessing important business factors in seven categories: leadership; strategic planning; customer focus; measurement, analysis and knowledge management; workforce focus; process management; and results. The Baldrige Criteria are a very useful first step in assessing strengths and weaknesses against a nationally recognized standard. These Criteria provide a proven framework for performance improvement-and when coupled with a Performance Improvement Program-will enable an organization to achieve breakthrough, sustained business results. The MBNQ Criteria are used by many large U.S. organizations (for business, nonprofit, health care, government, and education).

According to a report by the Conference Board, evidence suggests a long-term link between the use of the Baldrige Criteria and improved business performance. Adhering to these Criteria should be the capstone for any firm that wants to thrive in these turbulent times (Cherkasky, 2010).

Getting the prize takes one year starting at the date of application and ending at the date of announcing the winners. Logically, the foundation takes 8 to 10 years to develop the quality system that keeps up with the prize standards, contributing between groups of parts that work in the same field to match with the standards that are required to register for the prize. Baldrige could specify a model that fits with the quality in the educational system, it is called “Education simulation for performance excellence” (Al Hajjar 2004).

### 3. The Japanese Model (Deming)

The Deming Prize is Japan's national quality award for industry. It was established in 1951 by the Japanese Union of Scientists and engineers (JUSE) and it was named after W. Edwards Deming. He brought statistical quality control methodology to Japan after World War II.

The Deming Prize is the world's oldest and most prestigious of such awards. Its principles are a national competition to seek out and commend those organizations making the greatest strides each year in quality, or more specifically, TQC.

The prize has three award categories. They are Individual person, the Deming Application Prizes, and the Quality Control Award for factory. The Deming Application prizes are awarded to private or public organizations and are subdivided into small enterprises, divisions of large corporations, and overseas companies. There are 143 companies who won the prize. Among them, only once has the Deming Prize been awarded to a non-Japanese company (Taylor, 2000).

#### Check list of application for Deming Award (Taylor, 2000)

(Policy, Organization and its Management, Education and Dissemination, Collection and Use of Information of Quality, Analysis, Standardization, Control, Quality Assurance, Results, Planning for the Future)

#### Categories of the Deming Prize (The W. Edwards Deming Institute, 2013)

- **The Deming Prize for Individuals:** Given to those who have made outstanding contributions to the study of TQM or those who have made outstanding contributions in the dissemination of TQM.
- **The Deming Distinguished Service Award for Dissemination and Promotion (Overseas):** Given to individuals who have made outstanding contributions in the dissemination and promotion of TQM. As a general rule, examination will be carried out every 3- 5 years.

- **The Deming Prize (Deming Application Prize has become the “Deming Prize” in 2012):** Given to organizations that have implemented TQM suitable for their management philosophy, scope/type/scale of business, and management environment (Annual award).
- **The Deming Grand Prize:** Given to organizations that had maintained and further enhanced the level of TQM for more than three years after the winning of the Deming Prize or the Deming Prize (Annual award).

### 2.3.2 Arab Models:

#### 1. Dubai Government’s Excellence Program (El-Kahlout, 2010)

Dubai, which has developed a distinct identity as a modern and dynamic city, realized the benefits of performance measurement and excellence strategies to become more efficient, flexible and competitive in today’s changing business environment. As the state matured and as the global environment became more competitive, Dubai needed to modernize ‘the way it does government’. Therefore, Dubai Government Excellence Program (DGEP) was established to improve practices, results, and overall performance of the government sector in Dubai.

The vision of the program is “to attain international levels of excellence in government performance in Dubai”. The program has several initiatives that have been successfully implemented in Dubai government departments promoting the principles of excellence, creativity and quality, installing the best administrative and professional practices and implementing the most advanced and effective working methods.

Among these initiatives is the Government Excellence Award which incorporates 19 categories which are grouped in two categories:

##### 1. Administrative Excellence Categories:

- Distinguished Government Authority/ Department.
- Distinguished Government Agency.
- Excellence Appreciation.
- Distinguished E-Government Department.
- Distinguished Government Team.

- Distinguished Government Initiative.
- Distinguished Government Technical Project.
- Distinguished Government Joint Project.
- Best Results in Customer Satisfaction.
- Best Results in Employee Satisfaction.
- Distinguished Government Financial Performance.

**2. Employee Excellence Categories:**

- Distinguished Government Employee.
- Distinguished Administrative Employee.
- Distinguished Financial Employee.
- Distinguished Technical/Engineering Employee.
- Distinguished Specialized Employee.
- Distinguished Field Employee.
- Distinguished Female Employee.
- Distinguished New Employee

In addition to the award, all departments receive a full report indicating their strong points and areas for improvements based on the criteria of the excellence model.

The DGEP Model for institutional excellence is built around the EFQM Excellence Model with an extra emphasis on innovation and transparency. In addition to localizing the excellence model to address the special nature of government performance, DGEP has also added several sub-criteria under the known 9 criteria model to address vital issues like risk management, governance, environmental management, and occupational health and safety management.

The institutional performance excellence is assessed using RADAR Logic (Results, Approach, Deployment, Assessment and Review). In addition to that, DGEP has other criteria for assessing and rewarding distinguished projects, initiatives and employees. Also, there is another set of criteria for the Customer Satisfaction, Employees Satisfaction and Mystery Shopper Surveys.

**2.3.3 Local Models:**

**1. Palestine Award for Excellence and Creativity (Palestine International Award, 2012)**

The Palestine International Award for Excellence and Creativity aims at encouraging the organizations operating in the Palestinian Territory as well as

administrative and professional staff to develop their performance and improve services, creativity and excellence in initiatives that could support and develop the local community or the national economy, or enhance any sector or segment of Palestinian society, in a manner that contributes to meeting the demands of people's steadfastness and building independent state.

The Award also seeks to shed light on creative experiences and bring to light good role models in order to inspire initiative takers and those who stand out among Palestinian people in order for them to bring forward their creativities in various fields. The role of Award did not stop at giving financial grants to the creative and distinguished winners, but also took care to extensively track the projects submitted by individuals that could affect the society.

### **Award Objectives:**

- To encourage institutions working in the Palestinian territories as well as their administrative and professional staffs to improve performance and services, and to develop more efficient practices.
- To appreciate achievements, best performance, leading innovative initiatives, and support the continuance of creativity as a prevailing culture and a form of good citizenship.
- To develop evaluation criteria that will contribute to spreading excellence and modern management, creativity, and dissemination of best management practices at the institutional, individual and project levels.
- To honor Palestinians for their creativity and perseverance. Presenting them as role models – setting positive examples for others in their field and the ability to face challenges with resilience and determination.

### **Award Categories:**

Competition for the 2015 Award includes three specific groups:

- Institutional Excellence Category
- Exceptional Project Category
- Exceptional Individual with a Special Need
- **“The International Figure Award”** is granted in recognition of the role of an international individual for his/her role in issues related to Peace, Democracy, Economic Prosperity and Good Will both around the globe and in Palestine.



2.3.4 Comparison between International, Arab and Local Excellence

Models:

The following table shows the standards of International, Arab and Local Excellence Models that mentioned above:

Table (1): Comparison between International, Arab and Local Excellence Models

Criteria	International Models			Arab Models	Local Models
	EFQM	MBNQ	Deming	Dubai Government's Excellence Program	Palestine Award for Excellence and Creativity
Leadership	✓	✓		✓	✓
Policies & Strategies	✓		✓	✓	
Human Resources Management	✓	✓		✓	✓
Partnership & Resources	✓			✓	
Operations	✓			✓	✓
Targeted Group Satisfaction	✓	✓			✓
Workers' Satisfaction	✓			✓	
Social Responsibility	✓			✓	✓
Performance Indicators Results	✓	✓		✓	✓
Information and its Analysis		✓	✓		
Quality Assurance		✓	✓		
Quality Impact			✓		
Strategic Planning		✓	✓		✓
Organization and its Management			✓		
Education and Practice			✓		
Profiling			✓		
Control			✓		
Internet Culture & services				✓	
Using Information Technology					✓
Creativity					✓

Source: (Sahmoud, 2013)

From the previous table, the following results has been obtained:

- ✓ The Deming model agreed with MBNQ model in covering the evaluation of various levels and activities in the firm. Otherwise MBNQ model focuses on the target group (beneficiaries), while Deming model focuses on quality control activities, as well as data collection based on the facts through using statistical method.
- ✓ MBNQ model is considered as a competitive model, because it grants the award to the best firm among the others, while EFQM and Deming models grant their awards to each institution gets a specific points.
- ✓ MBNQ model is specified for US organizations, while Deming model is more comprehensive as any organization can get the award, whether Japanese or non-Japanese organizations in Japan or abroad, the same thing is applied to the EFQM model.
- ✓ Dubai Government's Excellence Program and Palestine Award for Excellence and Creativity depended heavily on EFQM model to develop their criteria.

## 2.4 EFQM Excellence Model

### 2.4.1 The Establishment of EFQM

The EFQM Excellence Model is a business excellence framework, based on the principles of Total Quality Management, originally developed by the European Foundation for Quality Management (EFQM) in 1989. It is designed to assist organizations in their drive towards being more competitive, being used by over 30,000 businesses to improve performance and increase value for money. It is Europe's most widely-used business excellence framework with more than 600 organizations using the Model to improve performance, including BMW, Iberdrola, VolksWagon, Microsoft, Rolls Royce, Lloyds TSB, Volvo, Fujitsu Microelectronics, Deutsche Telekom, Post Denmark and the European Investment Bank. (Cartmell, 2013).

The EFQM was formed following the success of the Japanese Deming Prize and USA's Malcolm Baldrige National Quality Award. The Model itself, originally called the Business Excellence Model, was introduced in 1991 with the European Quality

Award being awarded for the first time in 1992 (Hides and Davies, 2002). The Model itself was updated in 1999 and changed in 2003 (Blackmore & Douglas, 2003). EFQM modify the model again in 2010 and 2013. (Abu Saada, 2013)

EFQM described EFQM Excellence Model as: “a practical tool to help organizations establish an appropriate management system by measuring where they are on the path towards Excellence, helping them to understand the gaps, and then stimulating solutions” (EFQM 2013).

The EFQM sets a clear vision to make European organizations as a pilot in success, so it set the vision as: A world where European organizations are recognized as the benchmark for sustainable economic growth. In addition, it works to motivate leaders to reach success and excellence as its mission is: To energize leaders who want to learn, share and innovate using the EFQM Excellence Model as a common framework. It works to help organizations drive improvement through the EFQM Excellence Model. It depends on gathering good practices and integrating those within members ([www.efqm.org](http://www.efqm.org)).

Nowadays EFQM Excellence Model attains good spread, and there are many organizations in many countries over the world work to apply this model. The number of EFQM members until the end of 2011 was 451 member (EFQM 2011).

### **2.4.2 Fundamentals of EFQM Excellence**

Following extensive consultation, the EFQM Model® was updated for the first time in 2010. It is based on eight Fundamental Concepts of Excellence (Cartmell, 2013):

1. Achieving Balanced Results.
2. Adding Value for Customers.
3. Leading with Vision, Inspiration & Integrity.
4. Managing by Processes.
5. Succeeding through People.
6. Nurturing Creativity & Innovation.

7. Building Partnerships.
8. Taking Responsibility for a Sustainable Future

Steed (2003) explains concepts further more in the context of implementing them in higher education institutes as follow:

**Table (2): EFQM Definitions**

<b>EFQM Excellence Model® Definitions (2003)</b>	<b>Interpretation for Further and Higher Education</b>
<b>Results Orientation</b>	
Excellence is achieving results that delight all the organization’s stakeholders.	Focusing clearly on and understanding students and other customers, their needs, expectations and values, keeping in consideration and valuing their contribution, and the contribution of other stakeholder groups.
<b>Customer Focus</b>	
Excellence is creating sustainable customer value.	Anticipating, balancing and meeting the current and future needs of students, staff and others, through developing and setting a balanced range of appropriate indicators or targets, tracking performance, benchmarking, and taking appropriate action based on this holistic range of information.
<b>Leadership and Constancy of Purpose</b>	
Excellence is visionary and inspirational leadership, coupled with constancy of purpose.	Clearly demonstrating visionary and inspirational leadership, which is transparent and open, with a constancy and unity of purpose which is shared by everyone in the institution.
<b>Management by Processes and Facts</b>	
Excellence is managing the organization through a set of interdependent and interrelated systems, processes and facts.	Understanding and systematically managing all activities through a set of interdependent and interrelated systems and processes, with decisions based on sound and reliably evidenced information.

EFQM Excellence Model® Definitions (2003)	Interpretation for Further and Higher Education
<b>People Development and Involvement</b>	
Excellence is maximizing the contribution of employees through their development and involvement.	Developing, involving and engaging staff, maximizing their contribution in a positive and encouraged way, with shared values and a culture of trust, openness and empowerment.
<b>Partnership Development</b>	
Excellence is developing and maintaining value adding partnerships.	Developing meaningful and mutually beneficial relationships, both internally and externally, in order to gain added value for partners, and support the achievement of both strategic and operational objectives.
<b>Corporate Social Responsibility</b>	
Excellence is exceeding the minimum regulatory framework in which the organization operates and to strive to understand and respond to the expectations of their stakeholders in society.	Understanding, appreciating and considering positively the way in which the institution interacts with and impacts on the local and wider society, from both a practical and ethical perspective.
<b>Continuous Learning, Innovation and Improvement</b>	
Excellence is challenging the status quo and effecting change by using learning to create innovation and improvement opportunities.	Stimulating, encouraging, managing, sharing and acting on learning and experiences, making changes using innovation and creativity, and enabling continuous improvement to add value in a Consistent way.

Source: Steed (2003)

The US Model suggests that the pursuit of organizational excellence requires a strong future orientation and a willingness to make long-term commitments to key stakeholders – the community, employers, faculty, and staff. The institutions planning must anticipate many factors, such as changes in educational requirements, instructional approaches, resource availability, student/stakeholder expectations, new partnering

opportunities, technological developments, the evolving internet environment, new student and market segments, demographics, community/societal expectations, and strategic changes by comparable organizations. Strategic objectives and resource allocations need to accommodate these influences. In developing a HE version of the Excellence Model it is felt that there is merit in including these two additional concepts or values (Sheffield Hallam University 2003):

**Table (3): EFQM Additional Definitions**

<b>Agility</b>	
	The ability to act quickly to the changing demands of students and stakeholders in terms of speed of response and flexibility to deliver.
<b>Future Focus</b>	
	Understanding the short- and longer-term factors that affect the organization and the education market and planning to take account of these.

Source: EFQM Excellence Model for Higher Education, Sheffield Hallam University (2003)

### **2.4.3 Understanding the EFQM Excellence Model**

The EFQM Excellence Model recognizes that stakeholder needs are met through the process that describes the working of the organization, hence process improvement is at the heart of any organizational development and it is through processes that the talents of people can be released, which in turn produces better performance (Steed 2003). It also confirms that involving people inside and outside the organization in improvement the performance is necessary to improve the performance.

The EFQM Excellence Model itself (which is a registered trademark) was revised in 1999, and updated slightly in 2003, to take account of current thinking, practices and

working environments. The EFQM Excellence Model has been adapted in its 2003 version for non-profit organizations like public institutions (Eskildsen et al., 2004). The Model described by the EFQM as: “a practical tool to help organizations establish an appropriate management system by measuring where they are on the path to Excellence, helping them to understand the gaps, and then stimulating solutions” (Steed 2003).

There are several differences with this kind of companies; the most fundamental difference is that they do not intend to secure financial results (Gómez, Costa and Lorente, 2011). The model based on nine criteria, with five 'Enablers' and four 'Results'. The “Enablers” cover what the organization does, and cause the “Results” that cover the achievements of the organization.

The study of the relationships between the elements of the EFQM Excellence Model must take into account of two main issues. Firstly, how the enabler and result criteria are themselves interrelated and to what extent an integrated approach should be adopted (Flynn et al., 1994). Secondly, the model presupposes an association between the enablers and the results, since excellence in the enablers will be visible in the results (Moeller et al., 2000). Consequently, the causal relationships within and between both domains emerge as important aspects to be analyzed. (Llusar, Tena, Puig & Martín, 2005).

### 2.4.4 Enabler Criteria

The enabler criteria of the Model are concerned with how the organization approaches “Excellence”, asking the following questions (Cartmell, 2013):

- What is the approach in this area and is it appropriate?
- Does the approach support the organization’s overall aims?
- How widely used is the approach?
- How is the approach reviewed?
- What improvements are undertaken following the review?

The five Enablers are:

- Leadership.
- Policy & Strategy.
- People.
- Partnership & Resources.
- Processes

Enablers or agents define what organizations do in order to achieve excellence. Specifically, it is to do with activities related to the leadership of the directors, the management of human and material resources, as well as process management. Moreover, these activities are not independent: they must be implemented together and in a coordinated fashion (Mora, Leal & Roldán, 2006).

### **2.4.5 Results Criteria**

The results criteria of the Model are concerned with what the organization has achieved and is achieving for all its stakeholders, by asking the following questions (Cartmell, 2013):

- What has the performance been over a period of time?
- How does the performance compare against internal targets and other organizations?
- Were the results caused by the approaches described in the enabler criteria?
- To what extent do the measures cover the range of the organization's or business area's activities?

The four 'Results' are:

- Customer results.
- People results.
- Society results.
- Key Performance results.



The results areas also question the extent to which benchmarking against the best in class is undertaken and used to enhance learning and improve performance (Steed 2003).

Each Results criterion broken down into sub criteria and each sub-criterion explained by supportive point and examples to help the organizations to understand the implementation way of the model.

#### **2.4.6 Excellence Model for Higher Education**

Regardless of size, culture, tradition or background, to be successful in the future, higher education needs to deliver excellence in all areas, with less resource, to an ever more demanding global customer base (Steed 2003). This means there is a real need to develop more effective and efficient management practices. Accordingly, EFQM in cooperation with higher education institutes set a special excellence model for higher education sector.

### **2.5 Policy and Strategy Criterion Implications within Higher Education Institutions**

Policy and strategy in excellent higher education institutions as in all organizations must be based on the knowledge of key agents' expectations and needs. The interests of the different stakeholders must be balanced. Thus, the information gathered from stakeholders should be complemented with other additional sources of information and with performance indicators. The total sum of this data (internal and external sources) is then incorporated into the policy and strategy formulation process (Castilla, 2008).

The strategy is in charge of creation and maintenance of the competitive advantage. In this sense, the "Policy and strategy" criterion must manage the intellectual factors that contribute to the achievement of business success (Grant, 1995).

### **2.5.1 Policy and Strategy are based on the present and future needs and expectations of stakeholders**

Stakeholders are those who may be affected by or have an effect on an effort. They may also include people who have a strong interest in the effort for academic, philosophical, or political reasons, even though they and their families, friends, and associates are not directly affected by it (EFQM, 1999: 25).

One way to characterize stakeholders is by their relationship to the effort in question.

- Primary stakeholders are the people or groups that stand to be directly affected, either positively or negatively, by an effort or the actions of an agency, institution, or organization. In some cases, there are primary stakeholders on both sides of the equation: a regulation that benefits one group may have a negative effect on another (Dubink, 2004:23).
- Secondary stakeholders are people or groups that are indirectly affected, either positively or negatively, by an effort or the actions of an agency, institution, or organization. A program to reduce domestic violence, for instance, could have a positive effect on emergency room personnel by reducing the number of cases they see. It might require more training for police to help them handle domestic violence calls in a different way. Both of these groups would be secondary stakeholders (Dubink, 2004:23).
- Key stakeholders, who might belong to either or neither of the first two groups, are those who can have a positive or negative effect on an effort, or who are important within or to an organization, agency, or institution engaged in an effort. The director of an organization might be an obvious key stakeholder, but so might the line staff – those who work directly with participants – who carry out the work of the effort. If they don't believe in what they're doing or don't do it well, it might as well not have begun. Other examples of key stakeholders might be funders, elected or appointed government officials, heads of businesses, or clergy and other community figures who wield a significant amount of influence (Dubink, 2004:23).

- While an interest in an effort or organization could be just that – intellectually, academically, philosophically, or politically motivated attention – stakeholders are generally said to have an interest in an effort or organization based on whether they can affect or be affected by it. The more they stand to benefit or lose by it, the stronger their interest is likely to be. The more heavily involved they are in the effort or organization, the stronger their interest as well (Dubink, 2004:23).

Stakeholders' interests can be many and varied. A few of the more common:

- Economics.
- Social change.
- Work.
- Time.
- Environment.
- Physical health.
- Safety and security.
- Mental health.

### **Identify and Analyze Stakeholders and their Interests**

In identifying stakeholders, it's important to think beyond the obvious. Beneficiaries, policy makers, etc. are easy to identify, whereas indirect effects – and, as a result, secondary stakeholders – are sometimes harder to see. A push for new regulations on a particular industry, for instance, might entail greatly increased paperwork or the purchase of new machinery on the part of that industry's suppliers. Traffic restrictions to control speeding in residential neighborhoods may affect commuters that use public transportation. Try to think of as many ways as possible that your effort might bring benefits or problems to people not directly in its path (Frooman, 1999:5-7).

Given that, there are a number of ways to identify stakeholders. Often, the use of more than one will yield the best results.

- Brainstorm.
- Collect categories and names from informants in the community (*if they're not available to be part of a brainstorming session*).
- Consult with organizations that either are or have been involved in similar efforts, or that work with the population or in the area of concern.
- Get more ideas from stakeholders as you identify them.

**In Summary**, stakeholders of an effort are those who have a vested interest in it, either as those who develop and conduct it, or as those whom it affects directly or indirectly. Identifying and involving stakeholders can be a large part of ensuring the effort's success. In order to gain stakeholder participation and support, it's important to understand not only who potential stakeholders are, but the nature of their interest in the effort. With that understanding, you'll be able to invite their involvement, address their concerns, and demonstrate how the effort will benefit them.

Managing stakeholders – keeping them involved and supportive – can be made easier by stakeholder analysis, a method of determining their levels of interest in and influence over the effort. Once you have that information, you can then decide on the appropriate approach for each individual and group. Depending on your goals for the effort, you may either focus on those with the most interest and influence, or on those who are most affected by the effort.

As with any community building activity, work with stakeholders has to continue for the long term in order to attain the level of participation and support you need for a successful effort.

### **2.5.2 Policy and Strategy are based on information from performance measurement, research, learning and externally related activities**

The EFQM Excellence Model focus on taking a Stakeholder approach to management as helping the organization to concentrate on the vital few pieces of information it needs. To simplify it helps the organization to find the clear linkage between how an organization could take the results of its performance and planning its future direction. Knowing the current performance level and how it compares with past

performance, how it compares in relation to your competition to specify your organization's future direction ([www.efqm.org](http://www.efqm.org)).

In his recent work, Simons (2000) summarizes the use of information in a context of performance measurement and management control. Five different uses are presented, which reflect the cybernetic and holistic views of performance measurement: decision making, control, signaling, education and learning, and external communication. The information encompasses either financial or nonfinancial measures. More specifically:

- Decision making refers to the improvement of decision processes through planning (setting performance and strategic goals and ensuring an adequate level and mix of resources) and coordination (integrating disparate parts of a business to achieve objectives).
- Control refers to feedback to ensure the input-process-output system is properly aligned and to motivate and evaluate employees.
- Signaling refers to cues sent by managers throughout the organization related to their values, preferences and where the employees should be focusing their attention and energy.
- Education and learning refers to the organizational understanding of changes in the internal and external environment and the links between their components.
- External communication refers to the diffusion of information to external constituents (stockholders, investments analysts, lenders, suppliers, business partners, customers etc.).

In the private sector, performance measurement enables for-profit organizations to collect data that help identify potential improvements to their business models. By acting on the knowledge provided by this data, an organization can ultimately increase its financial performance. Performance measurement can help turn assumptions into well-understood facts and show the way to improvements that lead to more effective business models (Wolk, 2014: 14)

As believing that performance measurement is an essential and accessible tool for any organization, it is important to understand the commitment it requires. The

organizations that benefit the most from performance measurement typically have the following commitments in place before they get started (Wolk, 2014: 18-19).

- Employ knowledge drawn from your data to drive decision making.
- Devote staff time to build the performance measurement system and oversee performance measurement once the planning process has ended.
- Agree on the organization's mission and vision of success.

**In Summary**, performance measurement contributes to strategy formulation and implementation by revealing the links between goals, strategy, lag and lead indicators (Kaplan and Norton 1992, 1996) and subsequently communicates and operationalizes strategic priorities (Nanni et al. 1992). The role of performance measurement evolves from a simple component of the planning and control cycle to an independent process that assumes a monitoring function. This function entails measuring movement in a strategic direction instead of distance from a goal, which is different from the planning and control cycle (Nanni et al. 1992).

### **2.5.3 Policy and Strategy are developed reviewed and updated**

Whoever is involved in the development of your future plans (it depends on the size of the organization) it is at this stage that the information gathered from your stakeholders and other sources is converted into a tangible strategy for moving forward. The strategic plan should include information on what is expected to be achieved, the resources necessary to deliver it, the timescales for completion, the key processes involved, clarity on the ownership of specific components within the strategy and the costs and benefits expected ([www.efqm.org](http://www.efqm.org)).

In order to plan for the future, the organization need to reach a common understanding of the present circumstances, so it need to focus discussions on two key areas:

## **1. Analyzing the External and Internal Environment**

Strategic planning is about having a clear direction to steer towards but also being able to respond to changes as necessary. To do this the organization needs to have information about the challenges, opportunities and future trends, inside and outside. So the first step in the planning process is to assess the external and internal position of an organization. A SWOT analysis is commonly used to identify S - Strengths (internal), W - Weaknesses (internal), O - Opportunities (external) and T - Threats (external) (Simons, 2000: 45)

## **2. Reviewing the organization's vision, mission and values**

The SWOT analysis will provide key information on needs, priorities, problems and opportunities. On the basis of the needs identified, the organization may need to redefine (or define) its vision, mission and values statement. These statements reflect what the organization plans or aims to do over the next 3 to 5 years. It is really important that each element of the SWOT analysis is used to consider what the future priorities for the organization should be (Simons, 2000: 45).

After finishing the previous two steps the decision-makers need to answer the following questions:

### **a. Where Could We Get To?**

The strategic options are identified. Research and analysis includes the sizing, profiling and segmentation of markets, and considering the options available for development of products and services through options such as organic growth and strategic partnerships.

### **b. Where Should We Get To?**

Based on the analysis in the first two stages, a selection of the appropriate objectives can be made from the strategic options that are available. This includes the selection and prioritization of the initiatives that will be required. Deeper research into

the chosen market opportunities is often required in order to complete this stage effectively.

**c. How Do We Get There?**

In the final stage, an operational plan is developed, based on the differentiated value that has been developed during the first three stages. The offering to each market or market segment is defined. The requirements for the development of the organization's people, processes and organization are defined. Targets are established in this stage, along with the definition of the metrics that will be used to evaluate success.

**In Summary**, having identified the future direction and desired end state, an organization needs to have a way to deliver this end state. Excellent organizations achieve this by taking a Process Management view of the world rather than one based on a traditional functional approach. Firstly they establish their key processes. Typically these are the ones that deliver value to the external customer and other identified Stakeholders. They will reach agreement on the vital ingredients required to help ensure the success of each of these key processes. These vital ingredients are often called Critical Success Factors.

**2.5.4 Policy and Strategy are communicated and deployed through a framework of key processes**

“The greatest continuing area of weakness in management practice is the human dimension. In good times or bad, there seems to be little real understanding of the relationships between managers, among employees, and interactions between the two. When there are problems, everyone acknowledges that the cause often is a communication problem. So now what?” (Jim Lukazewski, 2006).

Strategy development is a curious mixture of science and art, fact and insight, knowledge, experience and creativity. In addition, in today's organizations it draws on the skills of management from across the enterprise and in all functional areas. After all, strategy has implications for the development of human capital, information technology,



product development and financial management to name a few, as well as the use of all other assets and resources owned by an organization (Porter, 2008).

This in turn means that if strategy is to be delivered successfully by an organization it must be clearly articulated and communicated throughout the business. In other words, the strategy must be widely understood at all management levels so that operational plans and day to day activities are aligned with corporate goals and objectives. However, the importance of communication in the strategy process is no longer confined to management, employees and internal stakeholders. It is now incumbent on management to ensure that strategy development and communication follows a robust and auditable process so that resources deployed in the business are strategically aligned and management actions can be justified, if required, to an external audience (Porter, 2008).

Identifying the key process in the organization can be determined through the following approaches:

- **Brainstorming:** people discuss all the business' activities and then decide which are the most important.
- **Interviewing key Stakeholders:** those people affected by or having an impact on the processes.
- Using the services of an **external consultant**.

In determining your key business processes, a main question to ask yourself is: from the perspective of my business strategy, which process are key to achieving my business objectives? It is worth mentioning here that when defining the performance requirements of your key processes, as well as ensuring that the business objectives are met, you take into account other considerations such as ([www.efqm.org](http://www.efqm.org)):

- Key Stakeholders' view of performance,
- The organization's desired future state and
- What the competition is doing.

To make the communication process easy, the organization can use the following tools internally:

- Meetings.
- Newsletters.
- Employee annual report.
- Information in pay envelopes.
- Letters sent to employees' homes.
- Bulletin board messages.
- Electronic mail messages.
- Employee special events.

Communication of the plans for the future is an important factor in being successful and excellent organizations recognize that it is not enough simply to send, for instance, e-mails to everyone, or post a letter to employees' homes.

In Excellent organizations, communication of the plans for the future is recognized as a three way process: top down, bottom up and sideways.

- The bottom up channel gives managers an opportunity to test understanding and commitment.
- The sideways channel helps to reduce the risk of more than one department or team assuming responsibilities that are inappropriate.

**In Summary**, policy-makers spend long time devising well-designed strategies to be thrown “over the wall” to the rest of the organization, hoping and praying that their vision will bear fruit.

Let's take the football team as example, when they want to play a competitive match. The manager sets out the strategy and each player's role within it so that they understand how their actions affect other players and the delivery of the desired outcome; here we can notice the important role for every member in the team from the manager to captain and the rest of the team are geared to delivering the strategic

objectives; this behavior can be applied in a business setting through the following points:

- A clear understanding of stakeholder requirements and external influences.
- An unequivocal statement of strategy, with measurable objectives and clearly articulated performance measures.
- Systems and processes which enable the strategy to be communicated in a consistent, relevant and appropriate way to all corners of the organization.
- A highly trained workforce that is equipped and competent to act on the strategy.
- Feedback mechanisms that enable under or over performance to be identified rapidly so that remedial action can be taken to bring strategy delivery back on course.

## 2.6 Quality and Excellence in the University College for Applied Science (UCAS)

To understand the journey of UCAS to achieve Excellence and its development process, the researcher built this section by depending on the information from the college official website.

### 2.6.1 Establishment of UCAS

UCAS is a Palestinian academic institution of higher-education in Gaza Strip, Palestine. It was established in 1998 as a technical and vocational education college offering Bachelor and diploma degrees in more than 40 different distinguished technically and technologically-oriented programs ([ucas.edu.ps](http://ucas.edu.ps)).

**Vision:** to become the leading college in the region providing distinguished training in technical and vocational education focusing on applied sciences ([ucas.edu.ps](http://ucas.edu.ps)).

**Mission:** to provide the various sectors in Palestine and the region with its needs for highly-qualified and skillful professionals; thus participating in building a modernized state ([ucas.edu.ps](http://ucas.edu.ps)).

Towards this end, the College strives to:

- Open new majors based on local and regional job markets.
- Develop the performance of our academic and administrative staff.
- Provide state-of-the-art learning facilities to our students.
- Expand and modernize the central library as an indispensable academic tool for students and faculty.
- Establish and maintain strong relations with the local and international partners through which mutual benefits could be achieved.

### **Academics:**

- The bachelor degree programs were accredited by the ministry of education and higher education in 2008. It introduces 9 majors including Technology Education, Technology Management, Geographic Information Systems, Development Planning, Buildings Technology Engineering, First Elementary Education, Islamic Contemporary Da`wah, Applied Accounting, and Computerized Information Security Engineering.
- The diploma degree programs were developed in 1998 as divers' practical educational programs including 41 majors.

### **UCAS Agreements:**

UCAS has recently signed several cooperation agreements with National & International colleges, universities and institutions in various countries to support the academic field, such as: University Putra Malaysia (UPM), Durban University of Technology - South Africa, Istanbul Aydin University – Turkey, Academy of arts – Egypt, Palestine Ahliya University, Applied Future Polytechnic, Gaza University and Palestine Technical College Deir Al-Balah (ucas.edu.ps).

### **2.6.2 UCAS and Quality**

Based on deep believe that offering outstanding services requires development for quality and academic performance, UCAS established Quality Unit. This unit aims at

promoting academic efforts as well as developing administrative and services aspects at the college (ucas.edu.ps).

### **Quality Unit:**

- **Vision:** Quality Unit aims at fortifying the position of the University College for Applied as a pioneering institution through supervising on the process of applying of quality standards to reach excellence (ucas.edu.ps).
- **Mission:** Quality Unit seeks to provide students with distinct and unique academic services. It also works hard to develop the performance of academic and administrative staff, in addition to improve other fields of services in conformity with related international standards (ucas.edu.ps).
- **Objectives:** The unit plans to form a comprehensive strategic plan includes different programs aim at developing educational searching process. It also tries to highlights on UCAS`s role in serving the local community (ucas.edu.ps).

### **2.6.3 UCAS and ISO**

UCAS succeeded to obtain the international quality certificate ISO 9001 - 2008, which is awarded to institutions which have the quality management system compliant with this International Standards, with this internationally recognized certificate, UCAS is considered the first academic institution at the national level to obtain this certificate (Abu Saada,2013).

Moreover, many obstacles faced the achievement of this project since its inception, particularly the siege of the Gaza Strip, which has hampered the arrival of many international institutions, specialized in the granting of this certificate (ucas.edu.ps).

## 2.7 Previous Studies:

### 2.7.1 Local Studies:

#### 1. Ismail Abu Saada (2013), “Applying Leadership Criterion of EFQM Excellence Model In Higher Education Institutions: UCAS as a Case Study”

The study aimed to assess applying the leadership criterion in higher education institutions according to European Foundation for Quality Management (EFQM) Excellence Model. The reason for choosing the University College for Applied Science (UCAS) as a case study because it gained the certificate of ISO 9001 in 2008 as the first higher education institute in Gaza Strip.

The researcher used the descriptive analytical approach where the data collected by a questionnaire based on the items of the leadership sub-criteria of EFQM Excellence Model, and analyzed using SPSS (20). The questionnaire was distributed to a sample of (64) administrative and academic employees.

The study concluded that UCAS applied leadership role from the perspective of EFQM Excellence Model with the percentage of 75.90%. There are active relationships among developing vision, mission, and values, ensuring the development of managerial system, interaction with customer and stakeholders, encouraging and supporting employees, and identifying and championing organizational change with the applying leadership criterion in the UCAS.

The researcher recommended to conduct practical training program to leadership and employees to apply Excellence criteria in the college to attain EFQM Excellence Award, in addition to start in developing quality systems in other higher education institutions to develop the education process in Palestine.

**2. Sahmoud (2013), “The Reality of Excellence Management at Al-Aqsa University and its Methods of Development According to the European Foundation for Quality and Management EFQM”.**

The study aimed to find out the reality of excellence management at Al-Aqsa University and used techniques of development according to the European Foundation for Quality and Management EFQM. The researcher studied this subject from the point of view of the holders of the supervisory positions: (members of the University Council, directors of circles and units, heads of departments academic/ administrative) as a field study conducted in the academic year 2012-2013.

The study adopted the descriptive analytical method, applied the statistical method for the study population including (116) items, and the questionnaires for collecting the fundamental data as the study instrument. The population study consisted of (98) employees, where (5) questioners eliminated due to their incompatibility with the required conditions for answering the questionnaire; thus, the number of questioners constituting the subject of the study was (93) questionnaires.

The study reached that the level of implementing the elements of excellence management in Al-Aqsa University representing by leadership, policies and strategies, Human Resources, operations, partnerships and resources, satisfaction of the targeted group, employees' satisfaction, community service; in accordance with the European Foundation for Quality Management EFQM was less than (%60) as a hypothetical average for the study. The researcher recommended that the university leadership at AlAqsa University should encourage employees to achieve the goals and objectives of the university and develop its activities as well through appreciating the ideas of the employees and the conductive contribution promoted by some of them and allocating enough time for listening to them and their problems.

**3. Abu Sharekh (2010), “Assessment of the Impact of Incentives Policy on the Work Performance Level in the Palestinian Telecommunications Company: Employee Prospective”**

The study aimed at evaluating the impact of incentives policy on the work performance level at the Palestinian Telecommunication Company from the employees prospective.

The researcher used the analytical descriptive approach where (220) questionnaires were distributed on the employees at the Palestinian Telecommunication company and (210) questionnaires were returned by 95.5%.

The results showed the following; a relation with statistical significance between the efficiency of the incentives system and the employees ‘performance, a relation with statistical significance between financial incentives and the employees ‘performance, a relation with statistical significance between moral incentives and the employees ‘performance and a relation with statistical significance between justice in granting these incentives, honorariums and the employees’ performance. The study summarized the recommendations of the necessity of implementing monetary incentives, tying the salary with price-rising system, the necessity of renewing the standards and system of promotion which should be according to the abilities of the employee for the new job, the necessity of justice availability particularly in granting incentives so as to get rid of favoritism which ensure fairness in the work environment so as to raise the level of performance, and connecting between the results of the annual performance and offering the incentives according to the results.



**4. Al-Aiela (2008), “The Applied Recruitment Policy in the Ministry of Education and Higher Education in the Governorates of the Gaza Strip”.**

The study aimed to explore the efficiency of the applied employment policy in the Ministry of Education and Higher Education (MOHE) in Gaza Strip.

The population of the study consists of 565 employees, occupying senior positions in the (MOHE) in Gaza Strip in 2008. The questionnaire consisted of 62 statements with the purpose of collecting the information from the sample.

The study showed that (MOHE) applying some processes before and after the recruitment process, such as a moderate percentage of planning of human resources before the recruitment process. The planning process is a participatory process between the ministry’s departments, depending on dividing the organizational hierarchy of the Ministry and its related departments with average measuring percentage of 65%.

The study indicated also that the job description of the applied positions in the Ministry is regarded as objective and dynamic with regard of administrative and teaching positions, but with average measuring percentage of 66%, and it showed that the ministry has a written-job description for the required positions.

The study indicated that (MOHE) has technical committees to prepare tests and interviews from variety of specialties and based on the nature of advertised vacancies, and with the participation of members of the Departments of the Ministry, with a high-relatively measuring.

Finally, the study showed that candidates who have the qualifications are invited for written exam and interview, which are based on the requirements of that post with a weighing percentage of relatively moderate to high at 75%.

**5. Abd Al-Elah (2006), “The Reality of Organizational Culture at the Palestinian Universities in Gaza Strip and its Impact on Organizational Development: a Comparative Study”**

The study aimed at identifying types of organizational culture prevailing at the Islamic University, Al Azhar University and Al Aqsa University in Gaza Strip. It also aimed at identifying the level of organizational development at the mentioned universities. Furthermore, the study examined the relationship between the organizational culture and organizational development.

The researcher used the analytical descriptive approach, and distributed 340 questionnaires by using the stratified random sample method. The sample consisted of administrative staff, academics and top level management at the universities. The number of respondents was 264 (77.6%).

The researcher found that the Islamic University was inclined to the achievement culture. While the organizational culture at Al Azhar University and Al Aqsa University was inclined to the role culture. In addition, the study revealed that the top level management at the universities formulated the organizational culture. Further, it showed that the level of organizational development at the Islamic University was very high; at Al Azhar University was high, while at Al Aqsa University was moderate. The study also showed that there was statistical significant relationship between the organizational culture and organizational development.

In light of the findings the researcher suggested some recommendations, including, the need to reduce the authoritative management style at Al Azhar and Al Aqsa Universities that can be achieved through applying the necessary laws and regulations, increasing the level of delegation and developing human resources.

**6. Al-Dohdar (2006), “The Relationship Between the Strategic Trend of the Top Management and the Competitive Advantage in Palestinian Universities”**

The study aimed at studying the relationship between some of the variables of strategic trend on one hand; acquiring of competitive advantage of these universities on the other according to Porter’s model, which includes competitive advantage, the commitment of top management to quality, and meeting the needs of students in addition to recognizing the reality of strategic trend adopted by top management at higher education institutions in the Gaza Strip in order to improve their performance and skills and to make efficiency of using the resources available to achieve their strategic goals.

The researcher used a questionnaire to examine the variables of the study in order to test the hypothesis where the questionnaire consisted of two main parts; the first part discussed the strategic trend; whereas the second part discussed the acquiring of competitive advantage. The researcher distributed 165 questionnaires and got back 118 that is 71.51%.

The results showed that there is a significant relationship between all the strategic trend variables the researcher used and the competitive advantage at higher institutions in the Gaza Strip, the budget specialized for social activities is very little and universities take a great care of the academics more than those whose jobs are administrative. According to the mentioned results, the researcher recommended the top management to take more care of strategic trend in order to achieve competitiveness, a special budget should be allocated to employees to help them do social activities and academics as well as administrators skills should be improved equally.

**7. Al-Dajni (2006), “The Strategic Planning at the Islamic University of Gaza in the Light of Quality Criteria”**

The study aimed at realizing strategic planning at the Islamic University of Gaza by analyzing the strategic plan on quality criteria recognized by National Organization of Quality (NOQ) for higher education institutions in Palestine.

The researcher followed the description analytical style and content analysis by designing a questionnaire from 55 items that distributed among university administration and quality and planning team numbered (117) members and (105) responded - The researcher prepared card and held a workshop for focus group consisted of 10 individuals for university staff to analyze plan content.

The researcher found that NOQ criteria are available at IUG strategic plan with (75.36). There is weakness in forming some parts of vision, mission and goals as it is general one in treating the future. Finally, he found that the university administration is not satisfied with halls, labs and facilities. In the light of these findings the researcher recommended to develop criteria and clear performance indicators to measure strategic planning, greater number of the staff should participate in preparing the strategic plan, taking in consideration the percentage of admitted students in reference to teacher’s numbers according to NOG and Ministry of Higher Education; and strategic plan goals should achieve comprehensive approaches according to NOQ for quality and enhance all facilities.

**8. Al-Zanoun (2006), “Selection and Hiring Policy for Administrative Positions in the Ministries of PNA in Gaza Strip and its Effects on Ministry Performance.”**

The study aimed at examining the reality of recruitment and selection policies for administrative positions in the ministries of the Palestinian Authority and exploring the impact of these policies on the employees’ performance.

The participants were 3363 employees from different managerial positions, they have been chosen randomly as 500 employees from different ministries. The questionnaire consisted of 70 figures.

The study reached that there were many limitations facing the ministries in recruitment process according to many reasons, the most important one was that they don't follow effective policies based on objective and scientific criteria. The study also presented several non-objective factors like political, tribal and personal factors affect the selection and recruitment process.

The researcher recommended that ministries need to create appropriate environment based on scientific criteria for the selection and recruitment process, in parallel to develop the role of human resource management functions. Moreover, he recommended issuing logic and systemic rules for organizing the selection and recruitment process for administrative positions.

### **2.7.2 Arab Studies:**

#### **9. Zoaibi (2014), "The Impact of Strategic Planning on the Performance of Higher Education Institutions in Algeria from the Perspective of Balanced Scorecard"**

The study aimed to identify the directions in the administrative staff of the University of Biskra towards the concept of strategic planning across this University of performance also tested the differences in these various orientations based on personal and functional characteristics.

The study involved a random sample amounted to (180) employees who work at the university, the number of valid questionnaires is recovered for statistical analysis (103) questionnaires and adopted in the analysis of data on measures descriptive statistics and regression analyzes of variance (Analysis of variance) and analysis of variance (variance of a distance), and T test for independent samples (Independent-Samples T-Test).

The researcher found that the independent variables (strategic analysis, strategic choice) affect the dependent variable and the performance of the university. The results also showed the presence of statistically significant differences in the trends of the respondents with regard to the concept of strategic planning, because of the variable of qualification, the current position, sex, qualification and current job. The researcher concluded that most of the universities must analyze their external environment to learn about the different variables that can affect them in the future.

### **10. Abaalkhail (2013), “The Education Quality Model: Saudi and British Perspectives on Pillars of Quality in Education”**

The study aimed to build a new model of quality for education based on a Saudi-British consensus regarding the major factors contributing to education quality and after considering other models (such as EFQM) and other authors’ perspectives.

The research relied on realism philosophy and as a multiple case study with 15 cases, it utilized a mainly qualitative research design that employed semi-structured interview as its research instruments. This study adopted an ‘Inductive’ approach to build a new model. Primary data in this study was collected by interviewing 33 Saudi and 30 British academics and higher education authorities from six Saudi and nine British universities. Content Analysis was used for analysis.

While the degree of agreement with each of the 11 propositions was varied, all of the participants believe that eleven pillars/criteria of quality education are: Leadership and Strategic Management; Students, Academics and Staff Recruitment; Syllabus/ Curriculum; Research/Teaching; Pedagogy; Learning & research support; Knowledge management; Academics’ achievements; Students’ progress, success & satisfaction; Universities/ Schools’ achievements; and Innovation and Change Management. In the light of these findings the researcher recommended the decision makers in education sector to consider all eleven identified factors and their connection to each other while developing policies for quality of education. Universities and other educational institutes should plan and allocate required budgets for implementation and maintenance of all aspects of quality in education.

**11. Faraj & Al-Fiqhi (2013), “The Application of Total Quality Management in the Field of Higher Education”**

The study aimed to identify the reality of the application of total quality management by the Libyan Universities from the point of view for its academics. It also aimed at realizing a high level of quality in the output of university education in line with the requirements of the labor market.

Study population consisted of all the faculty members at Libyan public universities. A stratified random sample was selected. The sample consisted of (201) members. Study’s tool namely questionnaire were distributed over the sample members, (181) of them came back or (90%).

The study concluded that the level of applying total quality management in Libyan universities is low. As to viewpoint of academicians, there are statistically significant differences between the application reality of TQM in the Libyan universities and the required level of TQM application. The study concluded that the Libyan universities still lack the basic necessary requirements for the successful implementation of total quality management.

**12. Abu Warda (2011), “Development of a Strategy for Higher Education: Reflecting the Balanced Scorecards on SWOT Analysis with Strategy Development Process”**

The purpose of this study was to develop a model that will be in position to help Egyptian public higher education institutions to improve the strategy development process. This model tried to achieve the ideal implementation of reflecting the BSC on SWOT analysis with strategy development process, in order to identify the appropriate method that is necessary to the developed strategy.

The researcher used interviews with experts, advisors, and members in (MOHE) in Egypt and some Arab countries as well as survey that performed by using interviews from key advisor, director, and 3 members to the MOHE from Egypt and 15 experts in MOHEs from most Arab countries. Data were gathered 78 with response rate 91.76 %.

The findings raised two conclusions. First, the study could present an important a reference for thinking to SWOT analysis, reflecting the BSC on SWOT analysis, and the issue of reflective strategy development process for higher education. Higher education institutions, which may use these tools, can enhance strategy development process. The researcher recommend the use of reflecting the BSC on SWOT is considered the important model in success of strategic planning at universities.

### **2.7.3 International Studies:**

#### **13. Julian (2013), “Relationship Between Strategic Planning and Organization’s Performance in Non-Governmental Organizations (NGOs): A Case of ACTIONAID, Kenya”**

The main objective of the study was to determine how strategic planning has assisted ACTIONAID Kenya to improve the performance of its programs. This study was conducted as a case study of ACTIONAID Kenya.

Primary data sources were used in this study where data was obtained through interactive interviews with 12 management staff and 5 partner organizations. The nature of data collected was qualitative and was therefore analyzed using content analysis technique.

The researcher found that strategy planning and organization performance in ACTIONAID Kenya involves drawing from national context and global plans and priorities to shape and ensure strategy alignment and relevance. The researcher recommended that ACTIONAID Kenya should deepen its program quality to scale impact; the annual planning should be done on confirmed incomes; reexamine its overall focus in view of the workload at the Development Initiative level; and that ACTIONAID should be aware that delivering its ambitious strategies presents a major challenge.



**14. (Sandmaung & Khang, 2013) "Quality expectations in Thai higher education institutions: multiple stakeholder perspectives"**

The purpose of this research was to determine the quality indicators that are suitable for assuring quality in higher education institutions (HEIs) in Thailand, from the perspectives of students, teaching staff, managerial staff and employers. These quality expectations compared with the quality indicators of the Office of Higher Education Commission (OHEC) in Thailand.

The researchers established list of quality expectations based on a review of the literature and the OHEC quality indicators, then finalized with input from interviews with experts and a pilot survey. Over 2,000 questionnaires were then delivered to stakeholders. Statistical analyses of differences and factors were conducted and compared with OHEC's official list of quality indicators.

In terms of relative perceived importance, while the rank correlations among quality expectations of different stakeholder groups were generally high, a correlation between students and teaching/managerial staff was the lowest. The most important expectations of stakeholders are found missing from the OHEC list. In the light of these findings the researchers recommended to OHEC and HEIs to use the stakeholders' perspectives and their priorities that observed in the study as initial empirical inputs in developing or reviewing the current used quality assurance systems.

**15. (Frolich & Stensaker, 2010) "Student recruitment strategies in higher education: promoting excellence and diversity?"**

The study seek to analyze how excellence and diversity are addressed in student recruitment strategies, and how these strategies are developed in eight Norwegian higher education institutions.

The researchers utilized a theoretical perspective that asserts that strategy is developed through practice. The authors have combined document analysis with qualitative interviews to investigate the development of institutional student

recruitment strategies, their characteristics and their links to the individual institution's profile and ambitions.

The study revealed that student recruitment strategies are often grounded in inherent institutional identities, while at the same time responding to external ideas about excellence and diversity. The study also found that higher education institutions show significant creativity in trying to adapt to these ideas and general trends. The researchers recommended that student recruitment strategies are also used for accountability purposes. Given the importance of student recruitment, many higher education institutions attach surprisingly little importance to this issue.

### **16. Greenbank (2006), “Institutional admissions policies in higher education A widening participation perspective”**

The article analyzed how higher education institutions (HEIs) have responded to government policy to increase the participation rates of students from lower social classes through their admissions policies.

The researcher based on a wider study of institutional widening participation policy. The first phase of this research involved an examination of the widening participation policies of 16 HEIs using publicly available documents such as strategic plans, widening participation strategies and prospectuses. The HEIs selected were all the universities and colleges of HEI from a particular geographical area of England. The next stage of the research involved selecting three contrasting HEIs (a college of HE, a “new” university and an “old” university) as case studies.

The research found that admissions policies owed more to the nature of demand than attempts to widen participation. Old universities tend to ask for high A-level grades and were skeptical about the value of vocational qualifications, but demonstrated a willingness to be more flexible where there was a low demand for courses. Less prestigious institutions tend to recruit more students from working class backgrounds because of the markets they were able to recruit in rather than because of their widening participation policies.

**17. (Pogach, Charns, Wrobel, Robbins, Hass, Bonacker, Reiber, 2004) “Impact of Policies and Performance Measurement on Development of Organizational Coordinating Strategies for Chronic Care Delivery”**

The study aimed to examine the impact of policy directives and performance feedback on the organization specifically the coordination of foot care programs for veterans, as mandated by public law within the Department of Veterans Affairs Health Care System (VA).

Case study of 10 VA medical centers performing diabetes-related amputations. Based on expert consensus, the researchers identified 16 recommended foot care delivery coordination strategies. Structured interview protocols developed for primary care, foot care, and surgical providers, as well as administrators, were adapted from a prior study of surgical departments.

Although performance measurement results for foot risk screening and referral were high at all study sites over 2 calendar years (average 85%, range 69% to 92%), the number of coordination strategies implemented by any site was relatively low, averaging only 5.4 or 34% (range 1-12 strategies). No facility had systematically collected data to evaluate whether preventive foot care was provided to patients with high-risk foot conditions, or whether these patients had unmet foot care needs. According to the resulted observations the researchers suggested the importance of additional research to better understand how to improve coordination of care of patients with chronic disease in the outpatient setting. In addition, they proposed organizations that accredit chronic disease programs go beyond policies, performance measures, and patient interviews, and attempt to evaluate coordination of care.

**2.8 Comments on the previous studies:**

Through previewing the previous studies we can notice that most of them discussed different quality models in higher education institutions because of its importance in developing the academic and administrative performance to reach the best quality that will lead to excellence.

The most important notes about the previous studies can be summarized in the following points:

- The previous studies used two types of methodologies, where most of them used the analytical descriptive approach by using the tool of (questionnaire, interview and observation...etc); and another part used the comparative approach.
- The previous studies found that the outcomes of any quality model can be used as a corner stone to reach the excellence.
- From the previous studies we can notice that there is no favored quality model to be used where the organization need to choose the model that match with its environment and culture.

### 2.8.1 Agreement and Differences points between the current study and previous studies:

**Table (4): Agreement and Differences Points**

#	Agreement Points	Differences Points
1	Some of above researches tackled the impact of specific polices on the organizations performance as <b>Abu Sharekh (2010), Al-Aiela(2008), Al-Zanoun (2006), Frolich &amp; Stensaker (2010) and Greenbank (2006).</b>	<b>Goal:</b> the current study aims to examine the extent of applying the policy and strategy criterion of EFQM Excellence Model in higher education institutions.
2	Some of above researches tackled the impact of strategic planning on the organizations performance as <b>Al-Dohdar (2006), Al-Dajni (2006), Zoabi (2014) and Julian (2013).</b>	<b>Environment:</b> where the current study choose the UCAS as a case study.
3	Some of above researches discussed another quality models and its impact on higher education institutions as <b>Abaalkhail (2013), Faraj &amp; Al-Fiqhi (2013), Abu Warda (2011) and Sandmanug &amp; Khang (2013).</b>	<b>Study Community:</b> the population of current research consisted of all academic and administrative employees who participated in evaluation, planning and quality assurance and confirmation activities.
4	<b>Abu Saada (2013) and Sahnoud (2013)</b> discussed the extent of applying EFQM Excellence Model in higher education institutions.	
5	The current study used the analytical descriptive approach as most of the previous studies.	
6	The current study used the questionnaire as a research tool like the most of the previous studies.	

### **2.8.2 The usefulness points from previous studies:**

- Previewing new researches and new applied methodologies helped the current study to reach its goal.
- Previewing the tools of previous studies helped the researcher to select the proper tool (questionnaire) for the current research.

### **2.8.3 Distinction of current study:**

The main distinction of this study from other studies is that it is the first study to assess the quality of policy and strategy of higher education institutes according to EFQM Excellence Model and it is conducted in Gaza Strip under its extraordinary alternating conditions when Quality and Excellence need minimum case of stability to be applied. And differ to local studies by using an excellence model and try to assess its applying in practical context.

## Chapter Three: Methodology

This chapter covers the procedure followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation. The pilot study and the research design. Moreover, it introduces the statistical treatment of the study findings.

### 3.1 Methodology

This study used analytical descriptive methodology which is suitable to the nature and variables of research in order to achieve its aim.

#### 3.1.1 Data collection

The researcher depended on two types of data: primary data that collected through distribution of questionnaire on the research sample and collect it then analysis of data by using SPSS (17) via using suitable statistical test in order to achieve the objective of the research. And secondary data through reviewing books, periodicals, previous studies and scientific references and reviewing articles and researches in the Internet and follow all developments related to the subject of research

### 3.2 Population

The population of research consisted of all academic and administrative employees who participated in evaluation, planning and quality assurance and confirmation activities at university college of applied science in Gaza governorate they are about (150) employees (ucas.edu.ps).

**Table (5): Distribution of Employees**

Item	Number of Employees
Academic	60
Administrative	90
Employees who participated in quality activities	150

### 3.3 The research sample

The researcher applied the questionnaire on all members of the research population so he distributed 150 copies of questionnaire on them and 102 questionnaire were obtained as a sample of the research so the research sample percentage from the original population equal (68%); the researcher refers the lack of response rate to the time of distributing the questionnaire where the college was at exams time.

#### 3.3.1 Characteristics of the sample

The researcher calculated frequencies and percentage of the sample according to the variable of the research as shown in the following tables

**Table (6): Distribution of the sample according to (Gender)**

Gender	Frequency	Percent%
Male	69	67.65
Female	33	32.35
<b>Total</b>	102	100

Table (6) shows that number of male are 69 persons 67.65% from the sample and 33 persons are female 32.35% of the research sample.

**Table (7): Distribution of the sample according to (Age)**

Age	Frequency	Percent%
Less than 30 years	25	24.51
From 30- 45 years	67	65.69
More than 45 years	10	9.80
<b>Total</b>	102	100

Table (7) shows that 24.51% of the sample are less than 30 years old, 65.69% are 30-45 years old, and 9.80% of the sample are more than 45 years old.



**Table (8): Distribution of the sample according to (qualification)**

Qualification	Frequency	Percent%
Bachelor	60	58.82
Master and PhD	42	41.18
Total	102	100.00

Table (8) shows that 58.82% of the sample is bachelor degree holder and 41.18% are master and PhD degree holder.

**Table (9): Distribution of the sample according to (Marital status)**

Marital status	Frequency	Percent%
Single	11	10.78
Married	91	89.22
Total	102	100

Table (9) shows that 10.78% of the sample is single and 89.22% are married.

**Table (10): Distribution of the sample according to (Position)**

Position	Frequency	Percent%
Administrative	63	61.76
Academic	28	27.45
Administrative and academic	11	10.78
Total	102	100

Table (10) shows that 61.79% of the sample is administrative, 27.45% are academic and 11.00 % are academic and administrative.

**Table (11): Distribution of the sample according to (experience)**

Experience	Frequency	Percent%
Less than 3 years	13	12.75
From 4- 7 years	24	23.53
More than 7 years	65	63.73
Total	102	100

Table (11) shows that 12.75% of the sample is less than 3 years of experience, 23.53% are from 4-7 years of experience and 63.73% are more than 7 years of experience.

### 3.3.2 Normality of the research sample

To check the normal distribution of the sample of the study the researcher used One-Sample Kolmogorov-Smirnov Test as shown in table (12).

**Table (12): One-Sample Kolmogorov-Smirnov Test**

No.	Domains	Number of items	Z - value	p- value
1.	Policy and Strategy are based on the present and future needs and expectations of stakeholders	4	1.325	0.06
2.	Policy and Strategy are based on information from performance measurement, research, learning and externally related activities.	9	1.147	0.144
3.	Policy and Strategy are developed reviewed and updated	10	1.152	0.141
4.	Policy and Strategy are communicated and deployed through a framework of key processes	7	0.942	0.337
	<b>Total</b>	<b>30</b>	<b>0.864</b>	<b>0.444</b>

Table (12) shows that Z-value of each domain and total degree of questionnaire are not significant at  $\alpha \leq 0.05$  which means that collected data by applying the questionnaire on the sample of research are normally distributed so the researcher can use parametric statistical test.

### 3.4 Pilot study

The pilot sample of the research consisted of 40 members of university collage employees selected randomly from the population of the research. The pilot study aims to check the validity and reliability of the study tools where the pilot study didn't affect the nature of questionnaire.

### 3.5 Research tool

The resaercher used aquestionaire designed in order to measure the extent of applying the policy and strategy criterion of EFQM Excellence Model at University College of applied science. The questionnaire consisted of two parts. First part included personal information of the sample of the research and second part consisted of 30 items distributed on four domain as shown in table (13).

**Table (13): Domains of research Toole and number of their items**

No.	Domains	Number of items
1.	Policy and Strategy are based on the present and future needs and expectations of stakeholders	4
2.	Policy and Strategy are based on information from performance measurement, research, learning and externally related activities.	9
3.	Policy and Strategy are developed reviewed and updated	10
4.	Policy and Strategy are communicated and deployed through a framework of key processes	7
	<b>Total</b>	<b>30</b>

### 3.6 Data measurement

The questionnaire designed according to LIKERT scale where items presented to respondents and for every item five answers to determine the level of its approval and the answers given numeric weights represents the degree of the answer on each item as shown in table (14)

Table (14): Likert scale used in questionnaire

Answers	Very high	High	Medium	Low	Very low
Scale	5	4	3	2	1

### 3.7 Characteristics of the research tool (validity and reliability)

#### Validity

##### 3.7.1 Validity of referees

The initial questionnaire has been given to (7) referees to judge its validity according to its content, the clearness of its items meaning, appropriateness to avoid any misunderstanding and to assure its linkage with the main study aims. (See appendix 3). After a detailed feedback from the referees, some modification has been done according to their suggestions appendix (2) contains the final questionnaire after correction upon the referees opinions.

##### 3.7.2 Internal Validity

#### Internal consistency:

Internal consistency is the strength of correlation between the degree of every items of the test with its domain and the degree of correlations between every domain and the total score of test (Alagha, 2004:110). The researcher calculated Pearson correlation coefficients between the scores of pilot sample on each domains and items of the questionnaire and the total degree of questionnaire in order to determine the internal consistency as shown in the following tables:

#### Internal consistency of first domain (the present and future needs and expectations of stakeholders)

The researcher calculate person correlation coefficient between the scores of pilot sample on each item of first domain and the total average of it as shown in table (14)

**Table (15): Person correlation coefficient and significant level between each item of 1<sup>st</sup> domain and its total score**

No.	Items	Correlation coefficients	p-value
1.	Information is gathered and understood in order to define and segment the market and educational context that the University is operating within, both now and in the future.	<b>0.780**</b>	<b>0.00</b>
2.	The needs and expectations of students, staff, partners, the local community and other stakeholders are understood and anticipated, for those now and those in the future.	<b>0.669**</b>	<b>0.00</b>
3.	Developments in education nationally, and the development of other HEI's (including competitors) is understood and anticipated.	<b>0.721**</b>	<b>0.00</b>
4.	Policy and strategy of college planning according to costumes feedback.	<b>0.746**</b>	<b>0.00</b>

**\*\* R, critical value at degree of freedom 38 and sig level 0.01=0.393**

**\* R, critical value at degree of freedom 38 and sig level 0.05=0.304**

The above table shows that Pearson correlation coefficient for each item with the total score of first domain are significant at  $\alpha \leq 0.01$  which confirmed the internal consistency of first domain.

#### **Internal consistency of second domain (information from performance measurement, research, learning and externally related activities)**

The researcher calculate person correlation coefficient between the scores of pilot sample on each item of 2<sup>nd</sup> domain and the total average of it as shown in table (15).

**Table (16): Person correlation coefficient and significant level between each item of 2<sup>nd</sup> domain and its total score**

No.	Items	Correlation coefficients	p- value
1.	The results and outputs from internal performance indicators or measures are used in the development of policies and strategies.	<b>0.547**</b>	<b>0.00</b>
2.	The results from external assessment and other learning activities are collected and understood.	<b>0.536**</b>	<b>0.00</b>
3.	An analysis of external image and brand awareness amongst current and prospective customer groups.	<b>0.689**</b>	<b>0.00</b>
4.	Competitor results and performance is monitored and measured, including how the best in class organizations perform (could be HE and/or non HE).	<b>0.497**</b>	<b>0.00</b>
5.	Social, environmental, legal and political issues are understood and incorporated in strategy development.	<b>0.749**</b>	<b>0.00</b>
6.	The effectiveness of products and services through their life-cycle is analyzed and understood.	<b>0.727**</b>	<b>0.00</b>
7.	Economic and demographic indicators and information are identified, understood and interpreted.	<b>0.738**</b>	<b>0.00</b>
8.	The impact of new technologies is understood and analyzed.	<b>0.693**</b>	<b>0.00</b>
9.	Stakeholders' ideas and suggestions are analyzed and used.	<b>0.441**</b>	<b>0.00</b>

**\*\* R, critical value at degree of freedom 38 and sig level 0.01=0.393**

**\* R, critical value at degree of freedom 38 and sig level 0.05=0.304**

Table (16) showed that Pearson correlation coefficient for each item with the total score of second domain are significant at  $\alpha \leq 0.01$  which confirmed the internal consistency of second domain.

**Internal consistency of third domain (Policy and Strategy are developed reviewed and updated)**

The researcher calculate person correlation coefficient between the scores of pilot sample on each item of 3rd domain and the total average of it as shown in table (16)

**Table (17): Person correlation coefficient and significant level between each item of 3rd domain and its total score**

No.	Items	Correlation coefficients	p- value
1.	Policy and strategy is developed to be compatible with the University’s mission, vision and values, according to the needs and expectations of all concerned, Taking into account the diversity of information sources in reinforcement of excellence concepts.	0.564**	0.00
2.	Short term and long term pressures and requirements on the University are balanced.	0.750**	0.00
3.	Contingency planning, risk analysis and scenario plans are developed to address future risks.	0.660**	0.00
4.	Present and future opportunities for development, or the identification of areas of competitive advantage are identified and fully considered.	0.803**	0.00
5.	Strategic partnerships and alliances are made and managed to support the delivery of policy and strategy.	0.666**	0.00
6.	The University’s policy and strategy is aligned with that of other strategic partners as necessary.	0.620**	0.00
7.	Policies and strategies reaffirm commitment to existing markets or confirm the requirement to change markets.	0.603**	0.00
8.	The relevance and effectiveness of policy and strategy is evaluated.	0.796**	0.00
9.	Critical success factors for the University and for individual parts are identified and analyzed.	0.676**	0.00
10.	The effectiveness and relevance of policies and strategies is reviewed and updated.	0.641**	0.00

**\*\* R, critical value at degree of freedom 38 and sig level 0.01=0.393**

**\* R, critical value at degree of freedom 38 and sig level 0.05=0.304**

Table (17) showed that Pearson correlation coefficient for each item with the total score of third domain are significant at  $\alpha \leq 0.01$  which confirmed the internal consistency of 3<sup>rd</sup> domain.

**Internal consistency of fourth domain (Policy and Strategy are communicated and deployed through a framework of key processes)**

The researcher calculate person correlation coefficient between the scores of pilot sample on each item of 4<sup>th</sup> domain and the total average of it as shown in table (17)

**Table (18): Person correlation coefficient and significant level between each item of 4th domain and its total score**

No.	Items	Correlation coefficients	p- value
1.	A framework for the identification and design of key processes is developed which will support the delivery of the University's policy and strategy.	0.550**	0.00
2.	The key processes are defined, with the identification of stakeholders defined as part of this process.	0.666**	0.00
3.	Policy and strategy are communicated and cascaded with all staff, and with other stakeholders, in an appropriate way, with the effectiveness of the communication reviewed and adjusted as necessary.	0.739**	0.00
4.	The effectiveness of this process framework is reviewed in terms of its' ability to deliver the defined policy and strategy.	0.749**	0.00
5.	Plans, objectives and targets are aligned, prioritized, agreed and communicated within the University, including being embedded into individual objectives as part of an appraisal process.	0.724**	0.00
6.	Awareness within and outside the University of its' policy and strategy is measured and evaluated.	0.722**	0.00
7.	A University-wide measurement framework enables the tracking and reporting of progress against agreed policy and strategy targets.	0.702**	0.00

\*\* R, critical value at degree of freedom 38 and sig level 0.01=0.393

\* R, critical value at degree of freedom 38 and sig level 0.05=0.304



Table (18) showed that Pearson correlation coefficient for each item with the total score of fourth domain are significant at  $\alpha \leq 0.01$  which confirmed the internal consistency of domain.

**Internal consistency of all domains**

Pearson correlation coefficient of each domains with the total score of the questionnaire had been calculated in order to verify of the internal consistency of the questionnaire domains as shown in table (19).

**Table (19): Pearson correlation coefficient and the significance level for each domains of study tool and their total score**

Domains	1 <sup>st</sup> domain	2 <sup>nd</sup> domain	3 <sup>rd</sup> domain	4 <sup>th</sup> domain
1 <sup>st</sup> domain				
2 <sup>nd</sup> domain	0.518**			
3 <sup>rd</sup> domain	0.463**	0.799**		
4 <sup>th</sup> domain	0.521**	0.560**	0.522**	
TOTAL	0.625**	0.918**	0.904**	0.755**

\*\* R, critical value at degree of freedom 38 and sig level 0.01=0.393

\* R, critical value at degree of freedom 38 and sig level 0.05=0.304

Table (19) showed that p-value for each domain the other domains and total degree of questionnaire is less than 0.01 this results indicated that there are statistical significant at  $\alpha \leq 0.01$  level so the correlation coefficients of each domain with the total degree of questionnaire were significant at  $\alpha \leq 0.01$  which confirmed the internal consistency and validity of questionnaire to apply on the sample of the research.

It's clear from table (14- 15-16-17-18) that every items of are significant at  $\alpha \leq 0.01$  this result indicated that there were no conformation on the items and domains of questionnaire as shown in appendix (2).

### 3.7.3 Reliability of questionnaire

The researcher used two techniques to calculate the reliability of the questionnaire

#### Split- half technique

To determine reliability of questionnaire the researcher used split-half method which depend on splitting the test for two parts, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman – Brown Prophecy Formula or Guttman equation as shown in the following table.

**Table (20): Reliability coefficient for each questionnaire domains before and after correction**

Domains	Numbers of items	Correlations coefficients	
		Before correction	After correction
1 <sup>st</sup> domain	4	0.460	0.630
2 <sup>nd</sup> domain	9	0.585	0.736
3 <sup>rd</sup> domain	10	0.664	0.798
4 <sup>th</sup> domain	7	0.680	0.809
All domains	30	0.754	0.860

Table (20) showed that correlation coefficient for each domain and total degree of questionnaire are high coefficient which indicated that the questionnaire is reliable to apply on the sample of research.

#### Cronbach's alpha method

The researcher calculated reliability of questionnaire by using Cronbach's alpha formula as shown in table (21).

Table (21): Cronbach's alpha for every domain of questionnaire and its total score

N	Domains	Number of items	Cronbach's alpha coefficients
1.	1 <sup>st</sup> domain	4	0.704
2.	2 <sup>nd</sup> domain	9	0.808
3.	3 <sup>rd</sup> domain	10	0.848
4.	4 <sup>th</sup> domain	7	0.819
	<b>TOTAL</b>	<b>30</b>	<b>0.922</b>

Table (21) showed that Cronbach's alpha coefficient for each domain and total degree of questionnaire are high coefficient which indicated that the questionnaire is reliable to apply on the sample of the research

### Statistical methods

The researcher analyzed the data by (statistical package for social science program (SPSS) using the following statistical methods

- Frequencies, means, standard deviation, percentage, relative weight.
- One-Sample Kolmogorov-Smirnov Test to check the normality of the sample of the research.
- Cronbach's alpha, Spearman brown, Guttman formulas for measurement reliability of research tool.
- Pearson correlation formula to calculate the internal consistency of the research tools.
- Independent sample T-test to detect the statistical differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their gender and qualification.
- One way Anova test to detect the statistical differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their age, position, and years of experience.

**Summary:**

This chapter presented complete description of the methodology used to achieve the aim of the study, the population and the sample of the study, the procedure of designing and applying the study tool, detailed description of the research tool, test validity and reliability of questionnaire the statistical techniques that the researcher adopted in analyzing the collected data and examination of the research.

The chapter also included different tables which showed the sample distribution according the variable of the study and the normal distribution of the sample has been confirmed by using One-Sample Kolmogorov-Smirnov Test. A sample of 40 participant was used as a pilot study to determine the validity and reliability of the tool of the study content validity was approved by introducing the tool to a panel of (7) experts.

Internal consistency was approved by using Pearson correlation coefficient and reliability determined by using split- half method and Cronbach alpha formulas. Results show that all Pearson, split half and Cronbach alpha coefficients are high which indicated that the study tool was highly consistent and reliable.

Chapter Four will be mainly concerned with introducing the study results in a form of statistical tables. Those will be discussed and interpreted with the results relatedness to those of previous studies and the recommendations will be extracted from the study results.

## Chapter 4: Research Findings

This chapter tackles the finding and results of the study in regards to the research questions. The researcher used different statistical techniques using the statistical (SPSS) to analyze the collected data table were also used to clarify and present these data.

The researcher depending on the following criterion in order to determine the degree of relative weight for the study tool as shown in table (22).

**Table (22): Criterion of determination the levels of mean and relative weight**

Scale	Very low	Low	Medium	High	Very high
Mean	Less than 1.8	1.80- 2.59	2.6- 3.89	3.90-4.29	More than 4.29
Relative weight	Less than 36	36-51.9	52- 77.9	78-85.9	86-100

### 4.1 Results related to the first main hypothesis (1)

Main hypothesis (1) stated “UCAS apply policy and strategy criterion of EFQM Excellence Model.

The researcher used one sample T.test and calculated mean, standard deviation, relative weight and rank of the scores of research sample one the total degree of questionnaire as shown in table (23).

**Table (23): Mean, slandered deviation T.value relative weight and its level on the total degree of questionnaire**

	Mean	Standard deviation	T value	p- value	Relative weight	Level
Total degree of questionnaire	3.71	0.48	15.074	0.00	74.24	Medium

\*\* T, critical value at degree of freedom101 and sig level 0.01=2.626

\* T, critical value at degree of freedom 101 and sig level 0.05=1.984

Table (23) shows that t. value of total degree (15.074) is significant at  $\alpha \leq 0.01$  and its relative weight is medium weight equal (74.24) which means that the extent of applying the policy and strategy criterion of EFQM Excellence Model in UCAS is medium. This result indicated that UCAS interested in applying of the policy and strategy criterion of EFQM Excellence Model in order to reach the excellence level. This result agree with Abu Saada (2013) who concluded that UCAS apply leadership role from the perspective of EFQM Excellence Model with the percentage of 75.90%. And Alialah (2008) showed that (MOHE) applying some processes before and after the recruitment process, such as a moderate percentage. But the results of study disagree with Sahmoud (2013), found that Alqsa University apply the European Foundation for Quality Management EFQM level less than (%60) and Faraj& Al-Fiqhi (2013), concluded that the level of applying total quality management in Libyan universities is low.

### **4.1.1 Results related with first sub hypothesis**

**The first sub hypothesis stated “There is an important impact for stakeholder’s present and future needs and expectations on applying policy and strategy criterion of the EFQM Excellence Model.**

The researcher used one sample T.test and calculated mean, standard deviation, relative weight and rank of the scores of research sample one each item and total degree of first domain in order to answer the first sub question as shown in table (24)

**Table (24): Mean, T.value relative weight and its level of each item and total degree of 1<sup>st</sup> domain**

No.	Items	Mean	T value	p- value	Relative weight	Rank	Level
1.	Policy and Strategy are based on the present and future needs and expectations of stakeholders	3.85	13.899	<b>0.00</b>	77.06	<b>2</b>	<b>Medium</b>
2.	Policy and Strategy are based on information from performance measurement, research, learning and externally related activities.	3.69	12.321	<b>0.00</b>	73.73	<b>4</b>	<b>Medium</b>
3.	Policy and Strategy are developed reviewed and updated	3.98	15.741	<b>0.00</b>	79.61	<b>1</b>	<b>High</b>
4.	Policy and Strategy are communicated and deployed through a framework of key processes	3.72	10.001	<b>0.00</b>	74.31	<b>3</b>	<b>Medium</b>
<b>Total</b>		3.81	17.696	<b>0.00</b>	76.18		<b>Medium</b>

**\*\* T, critical value at degree of freedom 101 and sig level 0.01=2.626**

**\* T, critical value at degree of freedom 101 and sig level 0.05=1.984**

Table (24) shows that T.value of each item of 1<sup>st</sup> domain and its total degree are significant at level  $\alpha \leq 0.01$  and relative weight of total degree equal (76.18) which is medium relative weight. item number (3) has the highest relative weight (79.61) which is high relative weight, item (1) has medium relative weight (77.06), item (4) has medium relative weight (74.31) and item (2) has the lowest relative weight (73.73).

This results means that the impact for stakeholder's present and future needs and expectations on applying policy and strategy criterion of the EFQM Excellence Model is medium. And the highest applied criterion is Developments in education nationally, and the development of other HEI's (including competitors) is understood and anticipated and the lowest is The needs and expectations of students, staff, partners, the local community and other stakeholders are understood and anticipated, for those now and those in the future. This result agree with Abu Saada (2013) which found that there

are active relationships of stakeholder’s present and future needs and expectations with applying EFQM, Sandmaung & Khang (2013) which found that stakeholders’ expectations increase the level of applying quality criterion in higher education institutions and Sahnoud (2013) which found that employees’ satisfaction and community service are main elements of excellence management of EFQM.

The researcher saw that stakeholders prefer to achieve the best services in present and future which will motivate college leaders to apply the quality methods to achieve the excellence.

#### 4.1.2 Results related with second sub hypothesis

The second sub hypothesis stated “There is an important impact for depending on performance measurements research on applying policy and strategy criterion of the EFQM Excellence Model.”

The researcher used one sample T.test and calculated mean, standard deviation, relative weight and rank of the scores of research sample one each item and total degree of second domain in order to answer second sub question as shown in table (25).

**Table (25): Mean, slandered deviation T.value relative weight and its level of each item and total degree of 2<sup>st</sup> domain**

NO	Items	Mean	T value	p- value	Relative weight	Rank	Level
1.	The results and outputs from internal performance indicators or measures are used in the development of policies and strategies.	3.90	14.294	<b>0.00</b>	78.04	2	<b>High</b>
2.	The results from external assessment and other learning activities are collected and understood.	3.73	10.381	<b>0.00</b>	74.51	4	<b>Medium</b>
3.	An analysis of external image and brand awareness amongst current and prospective customer groups.	3.61	7.255	<b>0.00</b>	72.16	7	<b>Medium</b>
4.	Competitor results and performance is monitored and measured, including how the best in class organizations perform (could be HE and/or non HE).	3.63	7.732	<b>0.00</b>	72.55	5	<b>Medium</b>
5.	Social, environmental, legal and political issues are understood and incorporated in strategy development.	3.75	8.384	<b>0.00</b>	74.90	3	<b>Medium</b>



NO	Items	Mean	T value	p- value	Relative weight	Rank	Level
6.	The effectiveness of products and services through their life-cycle is analyzed and understood.	3.62	6.395	<b>0.00</b>	72.35	6	<b>Medium</b>
7.	Economic and demographic indicators and information are identified, understood and interpreted.	3.44	4.367	<b>0.00</b>	68.82	9	<b>Medium</b>
8.	The impact of new technologies is understood and analyzed.	3.50	5.248	<b>0.00</b>	70.00	8	<b>Medium</b>
9.	Stakeholders' ideas and suggestions are analyzed and used.	4.14	15.146	<b>0.00</b>	82.75	1	<b>High</b>
<b>Total</b>		3.70	12.426	<b>0.00</b>	74.01		<b>Medium</b>

**\*\* T, critical value at degree of freedom 101 and sig level 0.01=2.626**

**\* T, critical value at degree of freedom 101 and sig level 0.05=1.984**

Table (25) shows that T.value of each item of 2<sup>nd</sup> domain and its total degree are significant level  $\alpha \leq 0.01$  and relative weight of total degree equal (74.01) which is medium relative weight and item number (9) has the highest relative weight (82.75) which is high relative weight and item (1) has high relative weight (78.06), item (7) and (8) have the lowest relative weight (68.87) (70.00).

This results means that the impact for depending on performance measurements research on applying policy and strategy criterion of the EFQM Excellence Model is medium. And the highest applied criterion are (Stakeholders' ideas and suggestions are analyzed and used, the results and outputs from internal performance indicators or measures are used in the development of policies and strategies) and the lowest are (The impact of new technologies is understood and analyzed, Economic and demographic indicators and information are identified, understood and interpreted). This result agreed with Abaalkhail (2013) which found that there are impact of research and teaching on applying the education quality model.

The researcher showed that performance measurement, research, learning and externally related activities providing the college management with the required feedback which specify the strengths points to be reinforced and weakness points to be treated.

### 4.1.3 Results related to third sub hypothesis

The third sub hypothesis stated “There is an important impact for reviewing and updating the effectiveness of applied policies and strategies on applying policy and strategy criterion of the EFQM Excellence Model.

The researcher used one sample T.test and calculated mean, standard deviation, relative weight and rank of the scores of research sample one each item and total degree of third domain in order to answer third sub question as shown in table (26).

**Table (26): Mean, slandered deviation T.value relative weight and its level of each item and total degree of 3<sup>st</sup> domain**

NO	Items	Mean	T value	p- value	Relative weight	Rank	Level
1.	Policy and strategy is developed to be compatible with the University’s mission, vision and values, according to the needs and expectations of all concerned, Taking into account the diversity of information sources in reinforcement of excellence concepts.	4.02	15.61	0.00	80.39	1	High
2.	Short term and long term pressures and requirements on the University are balanced.	3.75	9.81	0.00	74.90	5	Medium
3.	Contingency planning, risk analysis and scenario plans are developed to address future risks.	3.52	5.77	0.00	70.39	10	Medium
4.	Present and future opportunities for development, or the identification of areas of competitive advantage are identified and fully considered.	3.68	8.31	0.00	73.53	6	Medium
5.	Strategic partnerships and alliances are made and managed to support the delivery of policy and strategy.	3.99	13.09	0.00	79.80	2	High
6.	The University’s policy and strategy is aligned with that of other strategic partners as necessary.	3.78	9.43	0.00	75.69	4	Medium
7.	Policies and strategies reaffirm commitment to existing markets or confirm the requirement to change markets.	3.89	12.34	0.00	77.84	3	Medium
8.	The relevance and effectiveness of policy and strategy is evaluated.	3.58	6.61	0.00	71.57	8	Medium
9.	Critical success factors for the University and for individual parts are identified and analyzed.	3.56	7.25	0.00	71.18	9	Medium
10.	The effectiveness and relevance of policies and strategies is reviewed and updated.	3.61	6.97	0.00	72.16	7	Medium
<b>Total</b>		3.74	13.54	0.00	74.75		Medium

\*\* T, critical value at degree of freedom 101 and sig level 0.01=2.626

\* T, critical value at degree of freedom 101 and sig level 0.05=1.984

Table (26) shows that T.value of each item of 3<sup>st</sup> domain and its total degree are significant level  $\alpha \leq 0.01$  and relative weight of total degree equal (74.75) which is medium relative weight and item number (1) has the highest relative weight (80.39) which is high relative weight and item (5) has high relative weight (79.80), item (9) and (8) have the lowest relative weight (71.18) (71.57). Which means that the impact for reviewing and updating the effectiveness of applied policies and strategies on applying policy and strategy criterion of the EFQM Excellence Model is medium and the highest applied criterion are (Policy and strategy is developed to be consistent with the University's mission, vision and values, is based on the needs and expectations of all stakeholders, takes into account information from a wide range of sources, and is underpinned by the concepts of Excellence, Strategic partnerships and alliances are made and managed to support the delivery of policy and strategy) and the lowest are (Critical success factors for the University and for individual parts are identified and analyzed, The relevance and effectiveness of policy and strategy is evaluated). This result agreed with Abu Saada (2013) which showed that developing the strategy is important to achieve the excellence in UCAS, Abd Al-Elah (2006) which showed that the organization strategy is consistently developed.

The researcher showed that the developing of policies and strategies in UCAS increase its ability to accompanying the development of EFQM components.

#### **4.1.4 Results related to fourth sub hypothesis**

**The fourth sub hypothesis stated “There is an important impact for interacting between the key process on applying policy and strategy criterion of the EFQM Excellence Model.**

The researcher used one sample T.test and calculated mean, standard deviation, relative weight and rank of the scores of research sample one each item and total degree of third domain in order to answer fourth sub question as shown in table (27).

**Table (27): Mean, slandered deviation T.value relative weight and its level of each item and total degree of 4<sup>st</sup> domain**

No	Items	Mean	T value	p- value	Relative weight	Rank	Level
1.	A framework for the identification and design of key processes is developed which will support the delivery of the University’s policy and strategy.	3.79	10.35	0.00	75.88	1	High
2.	The key processes are defined, with the identification of stakeholders defined as part of this process.	3.69	10.51	0.00	73.73	3	Medium
3.	Policy and strategy are communicated and cascaded with all staff, and with other stakeholders, in an appropriate way, with the effectiveness of the communication reviewed and adjusted as necessary.	3.61	7.46	0.00	72.16	4	Medium
4.	The effectiveness of this process framework is reviewed in terms of its’ ability to deliver the defined policy and strategy.	3.60	8.71	0.00	71.96	5	Medium
5.	Plans, objectives and targets are aligned, prioritized, agreed and communicated within the University, including being embedded into individual objectives as part of an appraisal process.	3.75	8.04	0.00	75.10	2	High
6.	Awareness within and outside the college of its policy and strategy is measured and evaluated.	3.51	5.53	0.00	70.20	6	Medium
7.	A college-wide measurement framework enables the tracking and reporting of progress against agreed policy and strategy targets.	3.50	6.27	0.00	70.00	7	Medium
<b>Total</b>		3.64	11.01	0.00	72.72		Medium

**\*\* T, critical value at degree of freedom 101 and sig level 0.01=2.626**

**\* T, critical value at degree of freedom 101 and sig level 0.05=1.984**

Table (27) shows that T.value of each item of 4<sup>st</sup> domain and its total degree are significant level  $\alpha \leq 0.01$  and relative weight of total degree equal (72.72) which is medium relative weight and item number (1) has the highest relative weight (75.88) and item (5) has medium relative weight (75.10), item (7) and (6) have the lowest relative weight (70.00) (70.20). which means that the impact for interacting between the key process on applying policy and strategy criterion of the EFQM Excellence Model is medium and the highest applied criterion are (A framework for the identification and design of key processes is developed which will support the delivery of the University’s

policy and strategy, Plans, objectives and targets are aligned, prioritized, agreed and communicated within the University, including being embedded into individual objectives as part of an appraisal process) and the lowest are (A University-wide measurement framework enables the tracking and reporting of progress against agreed policy and strategy targets, Awareness within and outside the University of its' policy and strategy is measured and evaluated).

The researcher showed that the existence of framework to deploy the policy and strategy inside and outside the college will increase the awareness about the importance of applying excellence approach

#### **4.2 Main hypothesis (2): There are no significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to personal characteristics**

The researcher examined main hypothesis through the examination of the following sub hypothesis:

##### **4.2.1 Test of the first sub hypothesis**

**The first sub hypothesis stated "There are no statistical significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their gender".**

To test this hypothesis independent sample T.test had been used and mean, slandered deviation (T) values and p-value participant scores on each domain and total degree of the questionnaire had been calculated in order to investigate the differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their gender as shown in table (28).

**Table (28): Mean, standard deviation, T value and its significance on all domain of study tool and its total score due to gender**

Domain	Gender	Frequency	Mean	Std. deviation	T.value	P-value	Sig level
1 <sup>st</sup> domain	Male	69.00	3.78	0.48	0.943	0.348	Not significant
	Female	33.00	3.87	0.42			
2 <sup>nd</sup> domain	Male	69.00	3.70	0.62	0.042	0.966	Not significant
	Female	33.00	3.70	0.47			
3 <sup>rd</sup> domain	Male	69.00	3.73	0.58	0.257	0.798	Not significant
	Female	33.00	3.76	0.49			
4 <sup>th</sup> domain	Male	69.00	3.64	0.57	0.200	0.842	Not significant
	Female	33.00	3.62	0.61			
Total score	Male	69.00	3.71	0.50	0.148	0.883	Not significant
	Female	33.00	3.72	0.44			

**\*\* T, critical value at degree of freedom 100 and sig level 0.01=2.626**

**\* T, critical value at degree of freedom 100 and sig level 0.05=1.984**

Table (28) shows that T values of participants on each domain and total degree of questionnaire is not significant at  $\alpha \leq 0.05$  which means that there are no statistical significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their gender. This result disagreed with Zoabi (2014) that showed that there were statistically significant differences due to variable sex.

The researcher showed that there were no differences according to gender variables because male and female employees in UCAS are equal in qualification and experience so their evaluating for applying policy and strategy criterion without significant differences.

#### 4.2.2 Test of the second sub hypothesis

The second sub hypothesis stated "There are no statistical significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their Ages".

The researcher used one way Anova to examine second sub hypothesis and investigate the statistical significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their Ages as shown in table (29).

**Table (29): Source of variance, sum of square, degree of freedom, mean square, f value and significance of participant scores on each domain and total degree of questionnaire according to their Age**

Domain	Source of variance	Sum of square	df	Mean square	F	P-value	Sig level
1 <sup>st</sup> domain	Between groups	0.17	2.00	0.08	0.38	0.68	Not significant
	Within groups	21.36	99.00	0.22			
	Total	21.52	101.00				
2 <sup>nd</sup> domain	Between groups	0.47	2.00	0.24	0.73	0.49	Not significant
	Within groups	32.26	99.00	0.33			
	Total	32.74	101.00				
3 <sup>rd</sup> domain	Between groups	0.51	2.00	0.25	0.84	0.44	Not significant
	Within groups	30.05	99.00	0.30			
	Total	30.56	101.00				
4 <sup>th</sup> domain	Between groups	0.21	2.00	0.10	0.30	0.74	Not significant
	Within groups	34.14	99.00	0.34			
	Total	34.35	101.00				
Total degree	Between groups	0.25	2.00	0.12	0.54	0.58	Not significant
	Within groups	22.74	99.00	0.23			
	Total	22.99	101.00				

\*\* F, critical value at degree of freedom 99, 2 and sig level 0.01=4.83

\* F, critical value at degree of freedom 99, 2 and sig level 0.05=3.09

Table (29) shows that F values on each domain and total degree of questionnaire is not statistically significant at DF 99, 2 and  $\alpha \leq 0.05$  which means that there are no statistical significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their Ages.

The researcher showed that the age of employees is not related to the qualifications of employees, so it is not effective in the evaluation of applying the policy and strategy criterion.

### 4.2.3 Test of the third sub hypothesis

The second sub hypothesis stated "There are no statistical significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their qualification ".

To test this hypothesis the researcher used independent sample T.test and calculated means, slandered deviation (T) values and p-value of participant scores on each domain and total degree of the questionnaire in order to investigate the differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their qualification as shown in table (30).

**Table (30): Mean, standard deviation, T value and its significance level of participant scores on each domain of questionnaire and its total score according to their qualification**

Domain	Gender	N	Mean	Std. deviation	T.value	p-value	Sig level
1 <sup>st</sup> domain	Bachelor	60.00	3.82	0.47	0.206	0.837	Not significant
	Master or higher	42.00	3.80	0.45			
2 <sup>nd</sup> domain	Bachelor	60.00	3.75	0.53	1.051	0.296	Not significant
	Master or higher	42.00	3.63	0.62			
3 <sup>rd</sup> domain	Bachelor	60.00	3.85	0.50	2.540	0.013	Significant at 0.05
	Master or higher	42.00	3.58	0.59			
4 <sup>th</sup> domain	Bachelor	60.00	3.75	0.58	2.472	0.015	Significant at 0.05
	Master or higher	42.00	3.47	0.55			
Total score	Bachelor	60.00	3.79	0.45	2.075	0.041	Significant at 0.05
	Master or higher	42.00	3.60	0.50			

\*\* T, critical value at degree of freedom 100 and sig level 0.01=2.626

\* T, critical value at degree of freedom 100 and sig level 0.05=1.984



Table (30) shows that t. value of 1<sup>st</sup> and second domain are not significant at  $\alpha \leq 0.5$  but 3<sup>rd</sup> and 4<sup>th</sup> and total degree of questionnaire t. values are significant at degree of freedom 100 and  $\alpha \leq 0.05$  which means that there are statistical significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their qualification in favor of bachelor holders of participants. This result agreed with Zoabi (2014) which showed that there were statistically significant differences according to qualifications.

The researcher showed that PHD and MA holders have more accurate point of view than Bachelors' holders for applying the policy and strategy criterion of excellence.

#### 4.2.4 Test of the fourth sub hypothesis

**The fourth sub hypothesis stated "There are no significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their position".**

The researcher used one way Anova to examine second sub hypothesis and investigate the statistical significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their position. Table (31) contains Source of variance, sum of square, degree of freedom, mean square, f value and significance of participant scores on each domain and total degree of questionnaire according to their position.

**Table (31): Source of variance, sum of square, degree of freedom, mean square, f value and significance of participant scores on each domain and total degree of questionnaire according to their position**

Domain	Source of variance	Sum of square	df	Mean square	F	p-value	Sig level
1 <sup>st</sup> domain	Between groups	0.32	2.00	0.16	0.76	0.47	Not significant
	Within groups	21.20	99.00	0.21			
	Total	21.52	101.00				
2 <sup>nd</sup> domain	Between groups	1.29	2.00	0.65	2.03	0.14	Not significant
	Within groups	31.44	99.00	0.32			

Domain	Source of variance	Sum of square	df	Mean square	F	P-value	Sig level
	Total	32.74	101.00				
3 <sup>rd</sup> domain	Between groups	0.62	2.00	0.31	1.03	0.36	Not significant
	Within groups	29.94	99.00	0.30			
	Total	30.56	101.00				
4 <sup>th</sup> domain	Between groups	0.03	2.00	0.02	0.05	0.95	Not significant
	Within groups	34.32	99.00	0.35			
	Total	34.35	101.00				
Total degree	Between groups	0.36	2.00	0.18	0.79	0.46	Not significant
	Within groups	22.63	99.00	0.23			
	Total	22.99	101.00				

\*\* F, critical value at degree of freedom 99, 2 and sig level 0.01=4.83

\* F, critical value at degree of freedom 99, 2 and sig level 0.05=3.09

Table (31) shows that F values on each domain and total degree of questionnaire is not statistically significant at degree of freedom 99, 2 and  $\alpha \leq 0.05$  which means that there are no statistical significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their position. This result is agreed with Abu Saada (2013) which showed that there were no significant differences among UCAS employees according to their positions; and disagreed with Zoabi (2014) which showed that there were significant differences according to the position.

The researcher showed that the selected sample is related to participation in any quality activities, so their position wasn't affect their responds to applying the policy and strategy criterion.

#### 4.2.5 Test of the fifth sub hypothesis

**The fifth sub hypothesis stated "There are no significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their years of experience".**

The researcher used one way Anova to examine this sub hypothesis and to detect the presence of statistical significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their

position. Table (32) contains Source of variance, sum of square, degree of freedom, mean square, f value and significance of participant scores on each domain and total degree of questionnaire according to their years of experience.

**Table (32): Source of variance, sum of square, degree of freedom, mean square, f value and significance of participant scores on each domain and total degree of questionnaire according to their years of experience**

Domain	Source of variance	Sum of square	df	Mean square	F	p-value	Sig level
1 <sup>st</sup> domain	Between groups	0.23	2.00	0.11	0.52	0.59	Not significant
	Within groups	21.30	99.00	0.22			
	Total	21.52	101.00				
2 <sup>nd</sup> domain	Between groups	1.92	2.00	0.96	3.09	0.05	Significant at 0.05
	Within groups	30.81	99.00	0.31			
	Total	32.74	101.00				
3 <sup>rd</sup> domain	Between groups	2.15	2.00	1.08	3.75	0.03	Significant at 0.05
	Within groups	28.41	99.00	0.29			
	Total	30.56	101.00				
4 <sup>th</sup> domain	Between groups	0.05	2.00	0.03	0.08	0.93	Not significant
	Within groups	34.30	99.00	0.35			
	Total	34.35	101.00				
Total degree	Between groups	0.87	2.00	0.43	1.94	0.15	Not significant
	Within groups	22.12	99.00	0.22			
	Total	22.99	101.00				

**\*\* F, critical value at degree of freedom 99, 2 and sig level 0.01=4.83**

**\* F, critical value at degree of freedom 99, 2 and sig level 0.05=3.09**

Table (32) shows that F values 1<sup>st</sup>, fourth domain and total degree of questionnaire is not statistically significant at degree of freedom 99, 2 and  $\alpha \leq 0.05$  but F value of 2<sup>nd</sup> and 3<sup>rd</sup> domain is statistically significant at degree of freedom (99, 2) and  $\alpha \leq 0.05$  which means that there are no statistical significance differences among participants in their opinion about Policy and Strategy are based on the present and future needs and expectations of stakeholders, Policy and Strategy are communicated and deployed through a framework of key processes and towards applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their years of

experience in general but there are statistical significance differences among participants in their opinion about Policy and Strategy are based on information from performance measurement, research, learning and externally related activities and Policy and Strategy are developed reviewed and updated at significant level  $\alpha \leq 0.05$  according to their years of experience. To determine for whom the position of deference the researcher used Scheffe test as shown in tables (33) and (34)

**Table (33): Results of Scheffe test of 2<sup>nd</sup> domain**

Group	Less than 3 years Mean=3.6752	From 4-7 years Mean=3.4630	More than 7 years Mean=3.7932
Less than 3 years Mean= 3.6752			
From 4-7 years Mean= 3.4630	0.21225		
More than 7 years Mean=3.7932	0.11795	0.33020*	

It's clear from table (33) that the statistical differences about 2<sup>nd</sup> domain found between the participants of 4-7 years and of more than 7 years of experience in favor of the participants of more than 7 years of experience.

**Table (34): Results of Scheffe test of 3<sup>rd</sup> domain**

Group	Less than 3 years Mean=3.7538	From 4-7 years Mean=3.4792	More than 7 years Mean=3.8292
Less than 3 years Mean= 3.7538			
From 4-7 years Mean= 3.4792	0.27468		
More than 7 years Mean=3.8292	0.07538	0.35006*	

It's clear from table (34) that the statistical differences about 3<sup>nd</sup> domain found between the participants of 4-7 years and of more than 7 years of experience in favor of the participants of more than 7 years of experience. This result is disagreed with Abu Saada (2013) which showed there were no significant differences according to the years of experience.

The researcher showed that when the years of experience increased the awareness about the applied processes will be increased.

**Summary:**

Table (35) summarized the achieved and not achieved hypothesis according to the findings mentioned above:

**Table (35): Results of hypothesis examination**

Hypothesis	Results
Main hypothesis (1) "UCAS apply policy and strategy criterion of EFQM Excellence Model	Accepted
Sub 1 <sup>st</sup> "There is an important impact for stakeholder's present and future needs and expectations on applying policy and strategy criterion of the EFQM Excellence Model.	Accepted
Sub 2 <sup>nd</sup> There is an important impact for depending on performance measurements research on applying policy and strategy criterion of the EFQM Excellence Model."	Accepted
Sub 3 <sup>rd</sup> There is an important impact for reviewing and updating the effectiveness of applied policies and strategies on applying policy and strategy criterion of the EFQM Excellence Model	Accepted
Sub 4 <sup>th</sup> There is an important impact for interacting between the key process on applying policy and strategy criterion of the EFQM Excellence Model.	Accepted
Sub 1 <sup>st</sup> There are no statistical significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their gender.	Accepted
Sub 2 <sup>nd</sup> There are no statistical significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their ages	Accepted
Sub 3 <sup>rd</sup> There are no statistical significance differences among participants	Refused

Hypothesis	Results
toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their qualification.	
Sub 4 <sup>th</sup> There are no significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their position.	Accepted
Sub 5 <sup>th</sup> There are no significance differences among participants toward applying policy and strategy criterion of EFQM Excellence Model in UCAS according to their years of experience.	Refused

## Chapter 5: Conclusion

### 5.1 Conclusion:

Throughout the study all questions were answered and all hypothesis were tested and validated. The following are the main findings and results of the study:

- 1- UCAS apply policy and criterion of EFQM Excellence Model with relative weight of 74.24% which reflect the ability of UCAS to apply policy and strategy criterion of EFQM Excellence Model at satisfying level. Study found that UCAS interacts with the impact of stakeholder's present and future needs and expectations on applying policy and strategy criterion of the EFQM Excellence Model where depending on information from performance measurement, research, learning and externally related activities to establish its strategy. Also, the strategy is consistently developed, reviewed and updated to reach the best application for the criterion of policy and strategy.
- 2- Policy and Strategy of UCAS is based on the present and future needs and expectations of stakeholders with relative weight of 76.18%. The effort of UCAS is clear in developing its policy and strategy in the light of understanding the market and educational context. These are enhanced by encouragement the stakeholders and beneficiaries to share their points of view about the performance of college.
- 3- UCAS depends on information from performance measurement, research, learning and externally related activities with relative weight of 74.01%. And they were able to achieve this result by analyzing and using Stakeholders' ideas and suggestions and developing the policies and strategies by using the results and outputs from internal performance indicators.
- 4- Policy and Strategy are developed reviewed and updated with relative weight of 74.75% which mean that UCAS pay attention to collect the information from a wide range of sources to build its policy and strategy to be consistent with the college's mission, vision and values.
- 5- Policy and Strategy are communicated and deployed through a framework of key processes with relative weight of 72.72% which mean that UCAS has a clear

framework for the identification and design of key processes to support the delivery of the its policy and strategy.

- 6- There were no differences according to gender variables where the male and female employees are equal in qualification and experience.
- 7- There were no differences according to age variables where the age of employees is not related to their qualifications.
- 8- There were differences according to qualifications variables where the PhD and MA holders have more accurate point of view than BA holders.
- 9- There were no differences according to positions variables where the selected sample is related to participation in one or more quality activities.
- 10- There were differences according to years of experience variables where when the years of experience increased the awareness about the applied process increased.

## **5.2 Recommendations:**

The results and findings of this study showed that UCAS reached a good level in applying Policy & Strategy sub-criteria of EFQM Excellence Model, and to reach the best level of applying these criterion the researcher would recommend the following:

1. Increasing the awareness of the concept of Excellence among UCAS staff by holding training courses to them in order to know how to use Excellence manuals issued by EFQM and how to apply Excellence concepts actively.
2. UCAS's policy-makers need to focus more on current and future needs and expectations of stakeholders; since the application for this domain reached a medium degree; through holding periodical discussion meetings to benefit from their feedbacks and points of views about the current procedures where their impact will increase the performance of the university.
3. Policy-makers in UCAS have to evaluate the efficiency of their provided products and services and specify a life-cycle for these services to be developed according to the market needs.
4. UCAS's policy-makers need to focus more on Economic and demographic indicators during updating the followed strategy since these indicators play a great role to continue the achieved success.



5. UCAS's policy-makers need to take an interest in its competitive advantage for the college as a unit or for its individual parts by reviewing the impact of its programs and applying new programs related to the market needs.
6. UCAS's policy-makers has to design a clear framework of key processes to deploy its followed policies and strategies which will play an important role to increase the performance level for employees.
7. UCAS's policy-makers has to begin real excellence journey by starting the self-assessment process using EFQM self-assessment forum.
8. Awareness outside the college of its policy and strategy should be measured and evaluated.

### **5.3 Recommendations for Further Related Research:**

A number of interesting areas for further related research emerged from this research:

- Applying EFQM Excellence whole Model in higher education institutions. This could possibly be done by actually using the guidance framework in an organization and then evaluating its use.
- From quality to Excellence in higher education institutions.
- Applying EFQM Excellence Model in the service companies.
- Research into how the use of the EFQM Excellence Model can be sustained over time once an initial implementation has been effective.
- The relationship of Excellence management elements to strengthen the competitiveness of the governmental higher education institutions.
- The development of excellence management elements to design a special model for Palestinian universities.
- Obstacles of applying the excellence management in the Palestinian higher education institutions.

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## 6. Appendixes

### Appendix (1): Questionnaire Items before Jurors Comments:

#### First Part: Personal Information

**Sex:**  Male  Female

**Age:**  Less than 30  Between 30-39  Between 40-50  More than 50

**Qualification:**  Bachelor  Master  PhD

**Marital Status:**  Single  Married  Other

**Occupation:**  Administrative  Academic  Academic in administrative position

**Years of Experience:**  Less than one year  Between 1-3 years  Between 4-7 years  More than 7 years



<b>1- Policy and Strategy are developed based on the present and future needs and expectations of stakeholders</b>						
#	Items	1	2	3	4	5
1	Information is gathered and understood in order to define and segment the market and educational context that the University is operating within, both now and in the future.					
2	The needs and expectations of students, staff, partners, the local community and other stakeholders are understood and anticipated, for those now and those in the future.					
3	Developments in education nationally, and the development of other HEI's (including competitors) is understood and anticipated.					
4	The feedback of beneficiaries is used in the construction of the university's policies and strategies.					
<b>2- Policy and Strategy are based on information from performance measurement, research, learning and externally related activities</b>						
#	Items	1	2	3	4	5
1	The results and outputs from internal performance indicators or measures are used in the development of policies and strategies.					
2	The results from external assessment and other learning activities are collected and understood.					
3	An analysis of external image and brand awareness amongst current and prospective customer groups.					
4	Competitor results and performance is monitored and measured, including how the best in class organizations perform (could be HE and/or non HE).					
5	Social, environmental, legal and political issues are understood and incorporated in strategy development.					
6	The effectiveness of products and services through their life-cycle is analyzed and understood.					
7	Economic and demographic indicators and information are identified, understood and interpreted.					
8	The impact of new technologies is understood and analyzed.					
9	Stakeholders' ideas and suggestions are analyzed and used.					

<b>3- Policy and Strategy are developed reviewed and updated</b>						
<b>#</b>	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b>	Policy and strategy is developed to be consistent with the University's mission, vision and values, is based on the needs and expectations of all stakeholders, takes into account information from a wide range of sources, and is underpinned by the concepts of Excellence.					
<b>2</b>	Short term and long term pressures and requirements on the University are balanced.					
<b>3</b>	Contingency planning, risk analysis and scenario plans are developed to address future risks.					
<b>4</b>	Present and future opportunities for development, or the identification of areas of competitive advantage are identified and fully considered.					
<b>5</b>	Strategic partnerships and alliances are made and managed to support the delivery of policy and strategy.					
<b>6</b>	The University's policy and strategy is aligned with that of other strategic partners as necessary.					
<b>7</b>	Policies and strategies reaffirm commitment to existing markets or confirm the requirement to change markets.					
<b>8</b>	The relevance and effectiveness of policy and strategy is evaluated.					
<b>9</b>	Critical success factors for the University and for individual parts are identified and analyzed.					
<b>10</b>	The effectiveness and relevance of policies and strategies is reviewed and updated.					

<b>4- Policy and Strategy are communicated and deployed through a framework of key processes</b>						
<b>#</b>	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b>	A framework for the identification and design of key processes is developed which will support the delivery of the University's policy and strategy.					
<b>2</b>	The key processes are defined, with the identification of stakeholders defined as part of this process.					
<b>3</b>	Policy and strategy are communicated and cascaded with all staff, and with other stakeholders, in an appropriate way, with the effectiveness of the communication reviewed and adjusted as necessary.					
<b>4</b>	The effectiveness of this process framework is reviewed in terms of its' ability to deliver the defined policy and strategy.					
<b>5</b>	Plans, objectives and targets are aligned, prioritized, agreed and communicated within the University, including being embedded into individual objectives as part of an appraisal process.					
<b>6</b>	Awareness within and outside the University of its' policy and strategy is measured and evaluated.					
<b>7</b>	A University-wide measurement framework enables the tracking and reporting of progress against agreed policy and strategy targets.					

Appendix (2): Arabic Questionnaire after Jurors Comments:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الجامعة الإسلامية - غزة

عمادة الدراسات العليا

كلية التجارة

أخي الموظف / أختي الموظفة حفظكم الله

السلام عليكم ورحمة الله وبركاته

يقوم الباحث بدراسة بعنوان (مدى تطبيق معيار السياسات والاستراتيجيات في مؤسسات التعليم العالي وفق النموذج الأوروبي للتميز - الكلية الجامعية كحالة عملية) ، حيث تهدف الدراسة إلى تعرف نقاط القوة والضعف في تطبيق معيار السياسات والاستراتيجيات وفق النموذج الأوروبي للتميز سعياً للوصول إلى حالة التطبيق الأمثل.

لذا نرجو الإجابة على التساؤلات التي تضمنتها الاستبانة المرفقة والتي تعتبر الأداة الرئيسية للبحث.

شاكرًا لكم حسن تعاونكم

الباحث/ محمد يونس شومان

المحور الأول: البيانات الشخصية

		أنثى	<input type="checkbox"/>	ذكر	<input type="checkbox"/>	الجنس:	
أقل من 30 سنة	<input type="checkbox"/>	من 30 إلى 39 سنة	<input type="checkbox"/>	من 40 إلى 50 سنة	<input type="checkbox"/>	أكثر من 50 سنة	العمر:
بكالوريوس	<input type="checkbox"/>	ماجستير	<input type="checkbox"/>	دكتوراه	<input type="checkbox"/>	المؤهل العلمي:	
أعزب	<input type="checkbox"/>	متزوج	<input type="checkbox"/>	غير ذلك	<input type="checkbox"/>	الحالة الاجتماعية:	
إداري	<input type="checkbox"/>	أكاديمي	<input type="checkbox"/>	أكاديمي بوظيفة إدارية	<input type="checkbox"/>	الوظيفة:	
أقل من سنة	<input type="checkbox"/>	من سنة إلى 3 سنوات	<input type="checkbox"/>	من 4 إلى 7 سنوات	<input type="checkbox"/>	أكثر من 7 سنوات	عدد سنوات الخبرة:

**المحور الثاني: مدى تطبيق معيار السياسات والاستراتيجيات في الكلية الجامعية وفق النموذج الأوروبي للتميز**

الرجاء وضع إشارة (X) في المكان الذي تراه مناسباً أمام كل فقرة ممايلي:

المعيار الفرعي الأول: بناء السياسات والاستراتيجيات يتم حسب الاحتياجات الحالية والتوقعات المستقبلية لأصحاب المصلحة المعنيين (أولياء الأمور، الطلاب، الموظفين،...إلخ).						
#	العناصر متوفرة بدرجة	كبيرة جداً	كبيرة	متوسطة	قليلة	غير متوفرة
1	يتم جمع المعلومات وفهمها من أصحاب المصلحة المعنيين بغرض تحديد وتقسيم السوق والسياق التعليمي الذي تعمل به الكلية في الوقت الراهن وفي المستقبل.					
2	يتم فهم وتوقع الاحتياجات والتطلعات الحالية والمستقبلية للطلبة والموظفين والشركاء والمجتمع المحلي وغيرهم من أصحاب المصلحة المعنيين.					
3	تراعى التطورات التعليمية على المستوى الوطني ومؤسسات التعليم العالي الأخرى في صياغة السياسات الخاصة بالكلية.					
4	يستفاد من التغذية الراجعة من المستفيدين في بناء سياسات واستراتيجيات الكلية.					
المعيار الفرعي الثاني: بناء السياسات والاستراتيجيات حسب نتائج قياس الأداء والبحث و التعلم وأي نشاطات خارجية أخرى ذات علاقة.						
#	العناصر متوفرة بدرجة	كبيرة جداً	كبيرة	متوسطة	قليلة	غير متوفرة
1	تستخدم نتائج مؤشرات الأداء في تطوير سياسات واستراتيجيات الكلية.					
2	يتم فهم نتائج التقييم الخارجي أثناء صياغة السياسات والاستراتيجيات الخاصة بالكلية.					
3	يتم تحليل نتائج الأنشطة التعليمية في الكلية بغرض تطوير السياسات والاستراتيجيات.					
4	يتم تحليل رأي المستفيدين الحاليين حول أداء الكلية التعليمي في بناء استراتيجيات الكلية.					
5	يتم مراقبة وقياس نتائج و أداء المنافسين للوصول إلى استراتيجية تحقق أفضل أداء مؤسسي.					
6	يتم الأخذ بعين الاعتبار الظروف الإجتماعية والبيئية والقانونية والسياسية في عملية تطوير الاستراتيجيات.					
7	يتم تحديد العمر الافتراضي للخدمة المقدمة من قبل الكلية وتحليل مدى فعالية هذه الخدمة في صياغة السياسة الخاصة بالكلية.					
8	تراعى المؤشرات الاقتصادية والسكانية في بناء سياسات واستراتيجيات الكلية.					
9	يراعى توظيف التكنولوجيا وتحليل أثر هذا التوظيف في رسم السياسات والاستراتيجيات الخاصة بالكلية.					

المعيار الفرعي الثالث: تطوير ومراجعة وتحديث السياسات والاستراتيجيات						
#	العناصر متوفرة بدرجة	كبيرة جداً	كبيرة	متوسطة	قليلة	غير متوفرة
1	يتم تطوير السياسات والاستراتيجيات لتتلائم مع قيم ورؤية ورسالة الكلية، بناءً على احتياجات وتوقعات جميع المعنيين مع الأخذ بعين الاعتبار مدى تنوع مصادر المعلومات، وتعزيزها لمفاهيم التميز.					
2	يتم تحديث سياسات واستراتيجيات الكلية عبر الموازنة بين الضغوطات والمتطلبات الملقاة على الكلية على المدى القصير والبعيد.					
3	يتم التصدي للمخاطر المستقبلية عبر تحليل المخاطر، والتخطيط للطوارئ، ووضع خطط وسيناريوهات محتملة.					
4	يتم تحديد ودراسة الفرص الحالية والمستقبلية للتطوير وتحديد المجالات التي يمكن تحقيق ميزة تنافسية بها.					
5	يتم عقد وادارة تحالفات وشراكات استراتيجية من أجل دعم تقدم سياسات واستراتيجيات الكلية.					
6	تنسجم سياسة واستراتيجية الكلية مع الشركاء الاستراتيجيين الآخرين، حسب الضرورة.					
7	تؤكد السياسات والاستراتيجيات المتبعة في الكلية على إلزامها بمتطلبات السوق الحالية، أو الإلتزام بمتطلبات السوق المتغيرة.					
8	يتم تقييم ملائمة وفاعلية السياسات والاستراتيجيات.					
9	يتم تحديد وتحليل عوامل النجاح الحاسمة للكلية ككل وللأقسام أيضاً.					
10	يتم مراجعة وتحديث فاعلية وملائمة السياسات والاستراتيجيات المتبعة في الكلية.					

المعيار الفرعي الرابع: توصيل ونشر السياسات والاستراتيجيات عبر إطار عمل من العمليات الرئيسية						
#	العناصر متوفرة بدرجة	كبيرة جدا	كبيرة	متوسطة	قليلة	غير متوفرة
1	يتم تطوير إطار لتحديد وتصميم العمليات الرئيسية والذي سوف يدعم عملية توصيل سياسة واستراتيجية الكلية.					
2	يتم تحديد العمليات الرئيسية، مع تحديد أصحاب المصلحة وتعريفهم كجزء من عملية نقل ونشر السياسات والاستراتيجيات.					
3	يتم توصيل ومتابعة السياسات والإستراتيجيات مع جميع الموظفين وغيرهم من أصحاب المصلحة بطريقة فاعلة، مع العمل على مراجعة وتعديل فعالية طريقة الاتصال عند الضرورة.					
4	يتم تقييم فاعلية الإطار المحدد لهذه العملية فيما يخص قدرته على توصيل السياسات والاستراتيجيات المحددة.					
5	يتم توصيل الخطط والاهداف داخل الكلية من خلال ترسيخها على شكل أهداف فردية كجزء من عملية التقييم.					
6	يتم قياس وتقييم الوعي داخل وخارج الكلية فيما يخص سياساتها واستراتيجياتها.					
7	لدى الكلية اطار قياس شامل يُمكن من متابعة التقدم الحاصل في أهداف السياسات والاستراتيجيات المتبعة.					

الباحث/ محمد يونس شومان



**Appendix (3): List of Jurors:**

The questionnaire developed according to EFQM Excellence Model, so the judgment concentrates on the translation of the items and to ensure that they are understandable to employees by specialists in management field.

Judge Name	Place	Specialization
Dr. Adeeb Al-Agha	University College of Science and Technology	PhD in Management
Dr. Yousef Bahar	Islamic University - Gaza	PhD in Management
Dr. Sanaa Abou Dagga	Islamic University - Gaza	PhD in Education
Dr. Wasim Al-Habil	Islamic University - Gaza	PhD in Public Administration
Dr. Wael Thabet	Al-Azhar University - Gaza	PhD in Management
Dr. Hatem Elaydi	Islamic University - Gaza	PhD in Electrical Engineering
Eng. Husam Ismail	Quality Unit in University College for Applied Science	Engineering