
**THE DIMENSIONS OF ORGANIZATIONAL EXCELLENCE IN THE PALESTINIAN HIGHER
EDUCATION INSTITUTIONS FROM THE PERSPECTIVE OF THE STUDENTS**

MAZEN J. AL SHOBAKI

Faculty Of Engineering & Information Technology, Al-Azhar University, Gaza,, Gaza-Strip, Palestine

SAMY S. ABU NASER

Corresponding Author Faculty Of Engineering & Information Technology, Al-Azhar University, Gaza,,
Gaza-Strip, Palestine

Abstract: This paper aims to study the organizational excellence and the extent of its clarity in the Palestinian universities from the perspective of students. Researchers have used the descriptive and analytical approach and used the questionnaire for data collection and distributed to students in universities. The researchers used a sample stratified random method by the university. The total number of students was (381) and (235) were distributed to identify the study population. (166) questionnaires were recovered with rate of (96.3%). We used statistical analysis (SPSS) program for data entry, processing and analysis.

The study reached the following conclusions: that (62.8%) of the study population believe that the availability of "faculty staff" somewhat weak, showed that the number of Academic staff is appropriate to the number of students. The results confirmed that (66.4%) of the study population believe that the suitability "admission policies" is average, showed that the admission policies declared for the students, it is also transparent, the university administration provides orientation programs for newly admitted students.

The results showed that (55.4%) of the study population believe that the "Student support" is low in the universities, and (52.8%) of the study population believe that "student activities" in the universities is low.

The study found a set of recommendations, including: the establishment of university centers for gifted and talented students, follow their growth and their creations after graduating from college and while working in the sectors of production, and provide college library modern references in all disciplines.

Keywords: Organizational Excellence, University Leaders, Palestinian higher education institutions, universities students.

INTRODUCTION

Modern world encounter rapid changes at economic, commercial, organizational, technological and cognitive level. Together with the rapid and astonishing evolution of online communications and their use in various economic fields. All this was a result of globalization.

In light of this situation, which is not ruthless, raises a fundamental question of how organizations with sunken, reclusive with problems, and affected with an un- appropriate economical environment can rely on its resources to the heart of the situation and enter the fray of the wide door and win the bet of the future(Naser, 2012; Naser et al., 2015)..

The world in recent years has witnessed fundamental changes in the global economy, which has produced a number of forces that have impacted heavily on the concept of management. Reasons and variables are varied, and perhaps most important of globalization has made the world more like a small village in the light of the technological development of the means of communication and the Internet, leading to the emergence of a number of entrances, regulations, modern concepts to keep up with those changes and adapt to them, and even prepare for any subsequent changes. It is modern concepts that have emerged the

term learning organizations, which scientists disagreed about the its definition, and the differences were due to the different philosophies and cultures. Today's leading organizations are educated organizations that can employ intelligence and knowledge in its business and operations, take the competitiveness of the strategic orientations feature based on the knowledge base that will enable them to attain their goals. The following section will clarify the concept of learning organizations, institutional excellence, international and Arab models for organizations of learning and excellence, the role of learning organizations in achieving organizational excellence, the reality of excellence in the Palestinian higher education institutions, in addition to the proposed model for the organization of learning and organizational excellence in the Palestinian higher education institutions(Attalah & Naser 2014).

Palestinian higher education institutions are required to maintain the efficiency, effectiveness, and its ability to continue, through the integration of knowledge, theories, experiences, and perceptions, and organizational strategies in the crucible of university performance to reach the desired organizational excellence (Abu Naser & Al Shobaki 2016; Naser and Al Sobaki 2016; Abu Naser & Sulisel, 2000).

Research problem

Some of the studies showed that the Palestinian higher education institutions suffer from limited availability of factors of organizational excellence among their employees, including: morale frustration among employees (AL-Nono, 200, Abu Naser et al., 2010; Naser et al., 2016; Abu Naser & Al Shobaki, 2016; Naser et al. 2016), not giving confidence to employees (Abu Amer, 2008), low level of job satisfaction, weak management's ability to solve their problems (Abu Ramadan, 2004)), Palestinian

universities do not pay attention to a fundamental focus on employees in total quality management component (Abu Amir, 2008). Some studies have recommended that work on the development of the spirit of competition between institutions and work to improve performance through the adoption of modern management models in management (Banat, 2002), and the need to encourage creativity in the Palestinian universities (Wadi, 2007).

In an age of information and knowledge and through owning organizations to those characteristics that have contributed to anticipate change and respond to it to survive. Where excellence is embodied in the Palestinian higher education institutions in the ability of universities to satisfy customers and serve them in an optimal manner, it is achieved through outstanding performance programs to enable the universities of actors to the challenges of the new era response and improve its performance. Thus the Palestinian higher education institutions need excellence in performance, and maintain continuity in a competitive

environment is an urgent need to achieve survival and growth. In light of this study, it could be articulated in the following questions:

Q1. Is the university distinct from the perspective of the students through the variables (teaching, learning and financial support, the library, lecture halls and laboratories, academic staff, admission policies, student support, student activities, graduates services)?

Q2. Is there a statistically significant differences between the views of the respondents from the students about the level of organizational excellence in universities?

The study variables

Organizational excellence dimensions including the (8) sub-dimensions, namely:

1. Teaching, learning and Financial facilities
2. The library
3. Lecture Halls and Laboratories
4. Academic staff
5. Admission policies
6. Student support
7. Student activities
8. Graduate services

Research goals

- 1- Identify organizational excellence in the universities.
- 2- Identify the level of corporate excellence in the Palestinian higher education institutions from the perspective of students.

3- The statement of proposals to ensure the successful achievement of organizational excellence in universities.

Research importance

The study based its importance from the subject matter, so it can determine the importance of the study through the following aspects:

- 1- This study derives its importance from a vital subject, where the subject is characterized by modernity, scientific, and practical excellence alike.
- 2- Enable higher education institutions to adapt and interact with rapid environmental changes through a strategy involving all parties dealing with the university, including alumni plan.
- 3- Draw the attention of Palestinian institutions of higher learning management to the importance of the practice of corporate excellence because of its impact on corporate performance development, raise the profile of the university at the local and regional level, contribute in directing universities toward interdisciplinary excellence which is required by the labor market and an attempt by the university to reduce the proportion of unemployment.
- 4- Submission of a scientific and practical recommendations to Palestinian universities help to achieve organizational excellence.

Search limits

Place limitation: the study is limited to the three major universities in the Gaza Strip, (Al-Azhar University, Islamic University, and Al-Aqsa University).

Human limitation: students in the universities in Gaza Strip.

Time limitation: the study was conducted and preliminary data collected and statistical analyzes performed during the year (2016).

Subjecte limitation (Academic): the study was limited to the organizational excellence in the Palestinian universities in the Gaza Strip.

Research Methodology

The researchers used the descriptive analytical prescription scientific approach which commensurate with the nature of the research.

Theoretical framework

Organizational Excellence

El-Salmi (2002) has stated that excellence is a concept of a holistic, comprehensive and indivisible, in the sense that it can not distinguish an organization in a particular area, while the performance breaks down in other areas, equilibrium and tangles marked by two characteristics of excellence in the various sectors of the organization, which includes the two dimensions of modern management axes: real management is seeking to achieve excellence, and the other that everything that comes from management such as acts, decisions, systems and events characterized by excellence are adopted. The two dimensions are complementary, and they are two sides of the same coin, one can not be achieved without the other.

El-Sayyed (2007) defines excellence as an intellectual style and management philosophy

based on a curriculum that is linked to how to accomplish tangible results for the organization to achieve a balance in satisfying the needs of all parties, both of stakeholders, or society as a whole, in the context of a culture of learning, creativity, and continuous improvement.

Shawqi and Al-kharsha (2008) defines Excellence as quality process of the practices including self-evaluation to improve the effectiveness of the organization, its competitive position, the flexibility to work in, the participation of all the users in each sections of the organization to work together through the understanding of all activities and work on removing the error, and improve the process towards achieving excellence.

Dimensions of Organizational Excellence in Higher Education Institutions

Organizational Excellence is a set of dimensions; the most important dimensions of excellence in the universities are as follows:

1. **Leadership Excellence:** Excellence is in command of the most important pillars that are based on modern management, where contemporary management requires superior capabilities of the commander; to be able to keep up with developments and changes imposed by the knowledge age.

There is no doubt that the leaders who have high sensitivity to recognize the shortcomings and problems in all situations, have chances in increasing their competition in the research and writing in them, so the probability will

advance them towards excellence (Borghini, 2005).

2. **Service Excellence:** under excellence management, resorting to competitors is an indication that something is wrong in the method of service, and these symptoms lead to an action plan to correct these errors or deficiencies. There is no doubt that the use of structural gateway to solve problems makes it possible to move towards continuous improvement (AL-Naimi and Sweiss, 2008).

Excellence in a service is the development of it with unique recipes. The organization gives an opportunity to put exceptional prices, for example, if a supplier increased prices of inputs, the organization may be able to transfer it to its customers who they can not easily get alternative products because of its unique qualities (Dess, 2008).

3. **Knowledge Excellence:** Researchers outlined many of the qualities that distinguish knowledge from other resources of the organization, these qualities as intangible, blurry and difficult to measure, energetic, increasingly use and can be used in different processes at the same time, embodied in individuals with a wide-ranging effect on the organization, and it can be used for a long time (Bollinger & Smith, 2000).

The university is the first and most important institution that must go into knowledge management, in other words: "universities are

the most appropriate institutions to adopt this principle (Nurluoz & Birol, 2011).

Previous studies

Study of (Holyoke, 2012) aimed to identify whether the institutions of higher education in Washington are educated organizations. Study the perceptions of Academic staff about their departments, the extent of the exercise of a cultural learning organization. The study found a few of the most important results that continuous learning opportunities are available for males more than in females. Although private institutions are better and more positive than the rest of other types of institutions towards cultural learning and enabling Academic staff.

Study of (Ali, 2012) aimed to identify the perceptions of the teaching staff of the characteristics of the learning members of the organization in the learning institutions, and study the relationship between learning organization characteristics and satisfaction in the performance in teaching and research activities. The study found the most important results are, the Academic staff is in the level average of the characteristics of the learning organization and satisfaction in the performance of teaching activities. Furthermore, there is a positive relationship between learning organization characteristics and satisfaction in the performance of teaching activities.

Study of (Hussein, 2012) aimed to demonstrate the availability of learning organization characteristics in the Egyptian private universities and monitor and analyze the views of Academic staff working in a private university about the availability of learning organization properties at that institution. The study found that the most important results was there are statistical significant differences in the perceptions of the teaching staff of the importance of learning organization characteristics, and the importance of organizational factors, and cultural support for the concept of the learning organization in the private university depending on their demographics, and depending on the variable of: (length of service, age). There are no statistically significant differences in perceptions of the teaching staff of the importance of learning organization characteristics, and the importance of organizational and cultural factors in support of the application of the concept of learning organization in the private University October 6 depending on the variable of: (gender, educational qualification, type of college).

Study of (Al-Hilali, and Ghabor, 2013) aimed to recognize the concept of management excellence and the most important characteristics, learn management requirements about the application of excellence in institutions of higher education and the most important challenges. The study found the most important results of that there is a statistically significant differences between the degree of importance

and the degree of availability in the axis (leadership, strategic planning, customer focus, knowledge and innovation management, involvement of employees, focusing on processes, organizational culture, and the results) in favor of importance. Effective leadership plays a pivotal role in shaping the goals and objectives of the institution.

Study of (Abdul Aziz, 2013) aimed to identify the current status of the services provided for students of colleges of education in the Egyptian universities, to identify the SERVQUAL model to analyze the gaps between the educational services provided and expected, to analyze the most important elements of a strategy of excellence in the quality of educational services faculties of education, and to develop a strategy for the College trying to bridge the gap between the services expected and actual services rendered. The study found the most important results of the students' was lack of awareness of physical aspects of the tangible result of the interruption of the link between the university and secondary education. The study found also, lack of cooperation of human resources altogether, lack of interaction with the students, deficiency of responding to students and solving their problems. Furthermore, the students are dissatisfied with the service provided by the college and does not live up to their expectations.

Study of (Abu Kaoud, and Rababah, 2013) aimed to identify the availability of the critical

success factors in the Jordanian pharmaceutical companies, to identify the levels of organizational excellence in the Jordanian pharmaceutical company's dimensions. The study found the most important results of the availability of the success of (the focus on the consumer factors, organization, technology and information systems strategy, intellectual capital enabled) came high, and perceptions of respondents about organizational excellence (excellence leadership, excellence structure, service excellence, excellence organizational culture) were high.

Study of (Saada, 2013) aimed to identify the extent of the application of the standard of leadership in higher education institutions, according to the European model of excellence. The study found a group of the most important results that the level of leadership performance in the University College when applying the standard of leadership of the European model of excellence was approximately (75.9%), and sub-standards applied in tight level. There are relatively high in the third sub-standard in the model, which relates to the interaction of leaders with students and other stakeholders, followed by the first criterion according to the model order, and that the development of leaders for the vision and message, and the system of values in college with the participation of the relevant authorities with the college, and then the second criterion concerning study leaders, efforts in the development and application of the

administrative system and improving it, followed by the fifth standard on the efforts of the leaders in raising the spirit of competition and promote change in the organization, finally the fourth standard concerning supporting and encouraging the leaders of the staff and to disseminate the culture of excellence.

Study of (Al-Salhi, 2013) aimed to recognize the reality of the regulatory environment with the academic departments at the University of Qassim, to identify the proposals of the study sample individuals towards the development of academic departments at the University of Qassim in the light of the knowledge management, and to identify the obstacles to the application of knowledge management in academic departments. The study found that the most important results were the reality of the regulatory environment in the academic departments at the University of Qassim was good to a large degree where the average of the axis was (3.53). There are statistical significant differences in the sample of the study about the reality of the regulatory environment attributable to the function of individual responses (Dean of the Faculty, Head of the Department, faculty member), weak interest in teamwork and mutual loyalty between teacher and student development, the need for attention to the participation of its members in the construction of the section based on the derived strategic plan from the 10 year strategic plan of the University, the necessity that the department puts clear targets and specific

cooperative to encourage teamwork among its members both in the meetings section or programs carried out, and the need for attention to the development of academic programs and curricula and courses, according to the latest concepts and theories of specialty, and in accordance with the academic standards.

Study of (Gaile, 2013) aimed to determine the external environment factors that contribute to the development of a culture of learning organizations, show the external environment as an assistant in the development of learning organizations. The study found the most important results of the external environment are more factors to assist in the development and dissemination of learning organization culture.

Study of (Al-Zaher, 2013), which aimed to determine the degree of approval of the Academic staff in Saudi universities on the axis of organizational learning by which to measure the readiness of the administrative aspects of it, whether there are significant differences between their opinions, according to the variables of the college, the academic degree, and determine the proposed tool to gauge the readiness of the administrative aspects in Saudi universities. The study found the most important results agree substantially on all axes and paragraphs tool to measure the readiness of the administrative aspects in Saudi universities to achieve organizational learning, and the arrangement of themes according to the degree

convergent approval. The arrangement came according to the arithmetic mean respectively (administrative style, knowledge building and management, facilitate collective learning, personal empowerment for workers, organisational thinking, build a shared vision, organizational culture, and performance measurement). No statistical significant differences appeared in all axes according to the college variable.

Study of (Al-Harthy, 2013) aimed to identify the degree of availability of learning organization controls in Umm Al Qura University from the standpoint of the Academic staff and academic leaders, learn to apply the learning organization controls at the Umm al-Qura University requirements from the perspective of Academic staff and academic leaders, visualize proposal which can contribute to the application of learning organization controls in Saudi universities to become learning organizations to become more efficient and effective. The study found the most important results were: the degree of availability of dimensions of applying the learning organization controls in Umm al-Qura University from the standpoint of the Academic staff and academic leaders was too weak with average (2.52). The results showed that the dimensions of applying learning organization controls in Umm al-Qura University requirements from the perspective of Academic staff and academic leaders was in high degree with average (76.3).

Comment on previous studies

It is clear for the researchers by looking at the previous studies in different aspects that:

- We used most of the previous studies discussed by researchers the descriptive and the analytical approach, applied in the field side or Survey, some used questionnaire as a tool for collecting data, to achieve the goals of each study, and the diversity of the study sample.

- Current study is similar to one or more of the previous studies presented by the researcher in the field of organizational excellence, especially in its philosophy, and its characteristics, and its standards, which are the key elements.

- The current study differ from previous studies in terms of sector, which will study it, analyze, the time period, and the nature of the sample, which dealt with.

What distinguishes this study from previous studies:

- The study applied on the Palestinian higher education institutions operating in the Gaza Strip, namely: (Islamic University and Al-Azhar University, the University of Al-Aqsa).

- It differ in the time domain from the previous studies in this area.

- It took the perspective of students in universities

The methodology and procedures

Research Methods:

Methodology is a scientific way of thinking and acting, the researchers adopted to organize his thoughts, analyze, display, and then to reach acceptable results and facts about the phenomenon under study (Elian and Ghoneim, 2010). Based on the nature of the study and the goals that are sought, the study used the deductive analytical approach; because it is the right approach that achieves the objectives of the study, which is based on the precise monitoring of the phenomenon or event and follow a certain quantity or quality way in a given period of time or several periods, in order to identify the phenomenon or event in terms its content, and get results and generalizations that will help in understanding the reality and developing it (Elian and Ghoneim, 2010).

The researcher used two main sources of information:

An investigation into the basic objective of the study and the goal of building a proposed model for learning organizations in the Palestinian higher education institutions and testing it. In order to achieve organizational excellence in

these universities, the researchers in preparation of their study depended on the following sources:

1. **The primary sources:** to address the analytical aspects of the subject of the study, the researchers resorted to the preliminary data collected through a questionnaire as a main tool for the research which was specifically designed for this purpose. Researchers prepared lists of survey that were given to the students.
2. **Secondary sources:** the researchers turned to address the theoretical framework for the study using secondary data sources such as: books, Arabic and English references that are related to the study, journals, articles, reports, studies, and scientific journals, and reading in the various web sites that dealt with the subject of the study.

Research community:

The study population is all the elements of the phenomenon studied by the researchers, which are the subject of the study problem. Based on the subject of the study, its problem, and objectives target community was specified from the students in (the Islamic University and Al-Azhar University, the University of Al-Aqsa)

Table 1: Distribution of the study population according to the number of students

No.	University	The number of students
1.	Islamic University	16000
2.	Al Azhar university	14282

3.	Al-Aqsa University	16788
Total		47070

Source: Prepared by the researchers 2016.

The research sample:

The researchers used soft sample method in the case of students from the three universities. An exploratory sample of (30) questionnaires were distributed to the students to test the content validity, expert validity construct validity, and

questionnaire validity, and after making sure of the sincerity and integrity of the questionnaire, (381) questionnaires were distributed to the students, (367) questionnaires have been recovered with the rate of of 96.3%.

Table 2: The study sample distribution according to the name of the university

No.	The university	The number of students
1.	Islamic University	129
2.	Al Azhar University	116
3.	Al-Aqsa University	136
Total		381

Search tool

The researchers adopted in collecting data on the sources and references to the literature and studies that focused on institutional excellence, where they were preparing a questionnaire addressed to the members of the academics in

order to identify the extent to characterize universities from their point of view. Likert scale was used to measure respondents' responses to the questionnaire by paragraphs according to Table 4.

Table 4: Illustrates the Likert scale

Response	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Class	1	2	3	4	5

The questionnaire consisted of two parts as follows:

Section I: Organizational Excellence includes eight axis as follows:

The first axis: Teaching and Learning, and Financial facilities

The second axis: The library.

Axis III: Lecture halls and laboratories.

Axis IV: Academic staff.

Axis V: Admission policies.

Theme VI: Student support.

Seventh Axis: Student activities.

Eighth axis: Graduates services

Section II: consists of demographic variables of the study sample.

Questionnaire validity: the researchers ascertain the validity of the questionnaire in two ways:

- **Experts Validity:** the researchers presented the questionnaire to a group of

specialists of the field to give their opinion on it. The researchers took the comments of the specialist and performed the necessary modification needed, and thus questionnaire was finalized.

- **Instrument Validity:**

First: Content Validity: mean the consistency of each paragraph of the questionnaire with the domain this paragraph belong to, the researcher has calculated the content validity of the questionnaire through the correlation coefficients between each paragraph of the areas of the questionnaire with the total score of the field itself.

Second, Construct Validity: a structural tool that measures the extent to which the goals that you want the tool to fulfill, and shows the relevance of each area of the research with total degree of paragraphs of the questionnaire.

Questionnaire Reliability: the questionnaire gives the same result if it is re-distributed more than once under the same circumstances and conditions, or in other words that the questionnaire reliability means stability in the results of the questionnaire and not to change significantly as if they were re-distributed to

respondents several times during certain periods of time.

The researchers has calculated the content validity of the questionnaire through the

correlation coefficients between each paragraph of the areas of the questionnaire with the total score of the field itself. The exploratory study sample, amounting of (30) questionnaires were used for the correlation coefficients as follows.

Table 5: Shows the correlation coefficient between the mean of each axis of the study axes with the overall mean for the paragraphs of the questionnaire

No.	Axes	Number of paragraphs	The correlation coefficient	Significance
1.	Teaching and Learning, and Financial facilities	6	0.672	0.001
2.	The library	5	0.757	0.001
3.	Lecture halls and laboratories	5	0.836	0.001
4.	Academic staff	3	0.708	0.001
5.	Admission policies	3	0.767	0.001
6.	Student Support	8	0.874	0.001
7.	Student Activities	3	0.799	0.001
8.	Graduates Services	2	0.646	0.001

The value of tabular r at the significant level 0.05 and the degree of freedom "28" equals 0.361

Table (5) shows the fields of the questionnaire with high-correlation coefficients to the total of the questionnaire, which shows the internal consistency of the fields of the questionnaire.

The stability of the paragraphs of the questionnaire:

1. Split-Half Coefficient Method:

Pearson correlation coefficient was calculated between the mean of odd ranked questions and the mean of even ranked questions for each dimension. Correlation coefficients were corrected using Spearman Brown correlation coefficient for correction (Spearman-Brown Coefficient). Table 6 showed that there is a relatively high stability of the paragraphs of the questionnaire coefficient, which reassures the researchers to use the questionnaire with complete confidence.

Table 6: Demonstrates the reliability coefficient (Split-Half Test)

All paragraphs	Split-Half Test		
	The correlation coefficient	Corrected correlation coefficient	Potential value
	0.859	0.867	0.000

The value of tabular r at the significant level 0.05 and the degree of freedom "28" equals 0.361

It is evident from Table 6 that the reliability coefficient using half-split of the questionnaire after the amendment amounted to (0.867), and this shows that the questionnaire has a high degree of stability which assured the researchers to apply it on the study sample.

The researchers used Alfa Cronbach as second method for measuring the stability of of the questionnaire. As it is shown in Table (7) that the reliability coefficients are high, which reassures the researchers to use the questionnaire with all tranquility

2. Alpha Cronbach's method:

Table 7: Demonstrates the reliability coefficient (Cronbach's alpha-way)

No.	Axes	Number of paragraphs	Cronbach's alpha	Self-honesty
1.	Teaching, learning, and financial facilities	6	0.562	0.750
2.	The library	5	0.792	0.890
3.	Lecture halls and laboratories	5	0.794	0.891
4.	Academic staff	3	0.798	0.893
5.	Admission policies	3	0.754	0.868
6.	Student Support	8	0.871	0.933
7.	Student Activities	3	0.826	0.909
8.	Graduates Services	2	0.608	0.780
TOTAL		35	0.857	0.926

Table 7 shows that all alpha Cronbach coefficients ranged between (0.562 - 0.871) and overall reliability coefficient (0.857). This shows that the questionnaire has a high degree of stability, that assured the researchers to apply it on the sample.

Statistical methods

To analyze the data and achieve the objectives of the study that have been collected, a few appropriate statistical methods using the Statistical Package for Social Sciences (SPSS) were used. The following is a set of statistical methods used in the data analysis:

Arithmetic Mean was used in order to find out how high or low the sample responses from the default average (3.5) for each phrase from basic study variables phrases.

Standard Deviation was used to identify the extent of the deviation of member responses of study for each phrase of the study variables phrases, and each part of the key parts for the arithmetic average, and note that the standard deviation shows the dispersion in the study members responses of each phrase of the study along with main parts of variables phrases. The closer the value to zero, the responses are more

focused and dispersion is decreased between the scale.

- Alpha Cronbach test to ensure the reliability of the questionnaire.
- One sample T-test to know the difference between the average and the default average paragraph (neutral) "3.5."
- One-way analysis of variance (ANOVA) was used to analyze differences between the averages by the university variable.

Testing study questions

Answer of the first question: Is the university considered an outstanding one from the viewpoint of the students through the variables (Teaching and Learning, and Financial facilities, the library, Lecture halls and laboratories, Academic staff, admission policies, student support, student activities, graduates services)?

Data analysis of paragraphs of questionnaire

T-test was used (One Sample T-test) for the analysis of the paragraphs of the questionnaire. The paragraph is considered positive in the sense that respondents approve its content if the value of the calculated t is greater than the value of tabular t which is equal to (1.97) or a p-value less than 0.05 and the relative weight is greater than (60%). The paragraph is considered negative if the respondents disapprove its content, if the value of the calculated t is smaller than the value of tabular t, which is equal to (-1.97) or p-value is less than 0.05 and the relative weight is less than (60 %), The views of the population sample in a paragraph is neutral if the probability value is greater than (0.05).

1. Paragraphs analysis of the first axis: "Teaching, learning, and financial facilities"

T-test was used per sample, and the results are shown in Table 8, which shows the views of the study sample paragraphs in the first axis (Teaching, learning, and financial facilities).

Table 8: Analysis of the paragraphs of the first axis "Teaching, Learning, and Financial facilities "

No.	Statement	Arithmetic mean	relative weight	standard deviation	T value	Potential value	Ranking
1.	The student is involved in the preparation of teaching and learning	2.25	45.0	1.12 4	- 12.82	.000 0	6

	strategy in the university						
2.	The University has non-traditional patterns of learning.	2.75	55.0	0.959	-5.01	0.000	4
3.	Courses contain certain areas for the development of self-learning.	2.99	59.8	0.955	-0.109	0.913	2
4.	Curricular provide student with management skills such as (work in a team, take responsibility, ..).	3.20	64.0	1.046	3.643	0.000	1
5.	The university is working on solving the problems facing the educational process by solving problems such as: (Population density, University book.).	2.66	53.2	1.091	-5.884	0.000	5
6.	Students evaluation methods correspond with the content of the curriculum.	2.92	58.4	0.914	-1.714	0.087	3
All paragraphs		2.80	56.0	0.601	-6.153	0.000	

The researchers conclude from the previous table the following:

- The paragraph "Curricular provide student with management skills such as (work in a team, take responsibility, ..)" is ranked first with a relative weight (64%), the proportion value is somewhat medium. The researchers attributed the reason for this to the attention of the university to the traditional-based curriculum which depends on memorization and indoctrination and lack of attention to the skills aimed at the student's personality development in general.

- The paragraph "The student is involved in the preparation of teaching and learning strategy in the university" is ranked last with a relative weight (45%), the proportion value is very weak. The researchers attributed the reason to the university management when preparing the teaching and learning strategy, the role of the student who is the focus of the educational process is ignored and is not involved in its preparation.

In general there was a lack of approval by the students about the availability of "teaching, learning and financial facilities" with a relative

weight (56%). Researchers attribute the reason for this is the lack of interest of universities in academic courses. Universities apply conventional courses that do not contribute to the student's development and improvement of their leadership skills. Universities use theoretical courses more than practical courses. In addition to the difficulty in keeping with abreast of developments and global changes in the financial facilities and the prohibitive cost where the Palestinian higher education institutions currently have financial crisis

reflected on the educational process as a whole because of the economic conditions and the blockade imposed on the Gaza Strip; furthermore backlog and interlocking problems contributed to the worsen of the situation and the difficulty of establishing solutions.

2. Paragraphs analysis of the second axis:

"The library"

Ttest was used per sample, and the results are shown in Table 9, which shows the views of the study sample paragraphs in the second axis (The library).

Table 9: Analysis of the paragraphs of the second axis "Library"

No.	Statement	Arithmetic mean	relative weight	standard deviation	T value	Potential value	Ranking
1.	Library space available fit the need of students services.	3.34	66.8	1.160	5.582	0.000	1
2.	Physical equipment needed to provide good service for students is available.	2.87	57.4	1.132	-2.167	.0310	4
3.	The University provides information technology such as: (Internet Connections, participating in specialized e- journals, e- books ..)	2.66	53.2	1.347	-4.843	.0000	5
4.	Modern references and periodicals are available in the library.	3.18	63.6	1.106	3.069	.0020	3
5.	The library covers all the necessary specialized requirements for the students.	3.21	64.2	1.127	3.567	.0000	2

All paragraphs	3.05	61.0	0.87 0	1.128	0.28 0	
-----------------------	------	------	-----------	-------	-----------	--

The researchers conclude from the previous table the following:

- The paragraph "Library space available fit the need of students services" is ranked first with a relative weight (66.8%), the proportion value is somewhat medium. From the actual data collected from the universities, the allocated space for each student in the library ranging rate from (1.2 m) at the Islamic University which is a very high percentage compared to what is required by the Palestinian Accreditation and Quality Assurance Commission which is (0.8 m) from the library space for each student, while at Al-Azhar University, the rate was (0.57 m) for each student and (0.02 m) in the Al-Aqsa University and this is a very weak ratio.
- The paragraph "The University provides information technology such as: (Internet Connections, participating in specialized e-journals, e- books ..)" is ranked last with a relative weight (53.2%), the proportion value is very weak. The researchers reason this is for the lack of awareness among students of the importance of e-journals, where the three universities provide the aforementioned services of Internet and participate in specialized journals. In the Islamic University there are scientific databases like (EBSCO, HINARI, IEEE),

Al-Azhar University provides database like (HINARI, Cambridge Journals, DOAJ, EBSCO, ..), while Al-Aqsa University have (EBSCO, AGORA, OAER, ..) in addition to Dar El-Manzuma database.

In general, the views of the students agreed on the importance of "The library" axis and received a percentage of medium-approval of a relative weight (61%). We note that there is an interest in libraries in line with the requirements of students and the level of their studies. This is attributed to the attention of university in libraries; due to its importance in suppling the student with important information that will help them enrich thir scientific knowledge, and to facilitate the educational process, and enhance their ability to self-reliance, as well as interest in scientific research and follow-up global scientific developments which contribute to the building of students.

3. Paragraphs analysis of the third axis "Lecture halls and laboratories".

T-test was used per sample, and the results are shown in Table 10, which shows the views in the study sample paragraphs of the third axis (Lecture hall and laboratories).

Table 10: Analysis of the paragraphs of the third axis "Lecture halls and Laboratories."

No.	Statement	Arithmetic mean	relative weight	standard deviation	T value	Potential value	Ranking
1.	Teaching aids are available to give students the necessary professional and technical skills, such as the: (Workshops, Engineering Drawing Labs, Laboratories, Playgrounds ..).	3.07	61.4	1.208	1.123	0.262	2
2.	Modern adequate teaching aids available to achieve the educational goals planned.	2.94	58.8	1.016	-1.182	0.238	3
3.	Lectures hall suit the number of students.	2.83	56.6	1.191	-2.716	0.007	5
4.	Laboratories hall suit the number of students.	2.84	56.8	1.123	-2.743	0.006	4
5.	Appropriate guidance instructions are available to achieve security and safety.	3.23	64.6	1.144	3.929	0.000	1
All paragraphs		2.98	59.6	0.843	-0.433	0.665	

The researchers conclude from the previous table the followings:

- The paragraph "Appropriate guidance instructions are available to achieve security and safety " is ranked first with a relative weight (64.6%), the proportion value is somewhat

medium. The researchers attributed the reason for this to the attention of universities to provide security and safety requirements in order to provide a safe and secure campus environment.

- The paragraph "Lectures hall suit the number of students" is ranked last with a relative weight (56.6%), the proportion value is

very weak. The researchers attributed the reason to the evolution of the number of students in universities with limited financial resources and lack of development to accommodate the growth.

In general there was a lack of approval by the students about the availability of the axis "Lecture hall and laboratories" with relative weight (59.6%). The researchers attribute the reason for this is the weakness of the financial resources of the universities, and their inability

to the development in light of the blockade, which resulted in difficulty in the development of physical and technological environment, in addition to the financial crisis plaguing the universities as a result of decline in the overall economic situation.

4. Paragraphs analysis of the fourth axis "Academic staff"

T-test was used per sample, and the results are shown in Table 11, which shows the views in the study sample paragraphs of fourth axis (Academic staff).

Table 11: Analysis of the paragraphs of the fourth axis "Academic staff"

No.	Statement	Arithmetic mean	relative weight	standard deviation	T value	Potential value	Ranking
1.	The number of academic staff is proportional to the number of students.	3.35	67.0	1.042	6.412	0.000	1
2.	There is consensus among the scientific specialization of the faculty member and courses involved in teaching.	3.28	65.6	.984	5.516	.0000	2
3.	University assess the level of students' satisfaction with the Academic staff.	2.81	56.2	1.223	-2.902	0.004	3
All paragraphs		3.14	62.8	0.841	3.394	0.001	

The researchers conclude from the previous

- The paragraph "The number of academic staff is proportional to the number of students" is ranked first with a relative weight (67%), the proportion value is somewhat medium.

- The paragraph " University assess the level of students' satisfaction with the Academic staff " is ranked last with a relative weight (56.2%), the proportion value is very weak. The researchers attribute that some universities ignore assessing students' level of satisfaction with the performance of academic staff, and in some cases no action is taken in the event of negative results, which impacted negatively on students' satisfaction with the full evaluation process.

In generally, there was an agreement in the views of students about the importance of the axis "faculty staff" and got a medium approval rate with relative weight (62.8%). Researchers attribute the reason for this is the fact that

table the following:

academic staff are the cornerstone in the university educational system. Thus universities are concerned in attracting excellent human resources that contribute to the development of the student outcomes. In addition of employing suitable number of academic staff, this is an indication that the university is working hard to reach for excellence by improving its input. The study disagreed with (Zayed and Judah, 2012), which showed the presence of academic problems associated with professors, and academic problems related to academic guidance.

5. Paragraph analysis of the fifth axis "Admission policies"

T-test was used per sample, and the results are shown in Table 12, which shows the views of the study sample paragraphs in the fifth axis (Admission policies).

Table 12: Analysis of the paragraphs of the fifth axis "admission policies."

No.	Statement	Arithmetic mean	relative weight	standard deviation	T value	Potential value	Ranking
1.	University management announces admissions policies for students.	3.63	72.6	1.056	11.37	0.000	1
2.	Policies of acceptance and distribution of students to disciplines are transparent.	3.19	63.8	1.106	3.255	0.001	2

3.	University management follow specific procedures for preparing and organizing orientation programs for admitted students.	3.17	63.4	1.11 0	2.86 9	0.004	3
All paragraphs		3.32	66.4	0.89 3	7.01 2	0.00 0	

The researchers conclude from the previous table the following:

- The paragraph "University management announces admissions policies for students" is ranked first with a relative weight (72.6%) and a large proportion value. The researchers attributed the reason to the issuance of all universities to guide the student, which includes the students acceptance policies.

- The paragraph "University management follow specific procedures for preparing and organizing orientation programs for admitted students" is ranked last with a relative weight (63.4%), the proportion value is somewhat medium. The researchers attributed that most universities adopt traditional methods, because they depends mainly on the student handbook, where all universities should provide advertising campaigns to educate the students, guide them properly, to meet their needs, desires, and to meet the needs of the local community.

In general, the views of the students agreed on the importance of the axis "Admission

policies" and got the approval of proportion value of medium with relative weight (66.4%). Researchers attribute reason that all universities adopt explicit policies to accept students based on the decisions of the Palestinian Accreditation and Quality Assurance Commission, in addition to the deployment of these policies at the university websites and the distribution of the university guides for students prior to registration. But these policies as a whole are considered traditional ways of student acceptance, where they consider in the first place the rate of the student in high school without taking into account the capabilities of the students, willingness, desires, and without having followed procedures to guide students toward specializations that meet the development needs of the local community.

6. Paragraph analysis of the sixth axis "Student support"

T-test was used for each sample and the results are shown in Table 13, which shows

the views of the study sample paragraphs in | the sixth axis (Student support).

Table 13: Analysis of the paragraphs of the sixth axis "Student Support"

No.	Statement	Arithmetic mean	relative weight	standard deviation	T value	Potential value	Ranking
1.	The university management adopt clear policies to support students financially.	2.55	51	1.281	-6.682	0.000	6
2.	There are objective and fair criteria for the distribution of financial support.	2.41	48.2	1.204	-9.407	0.000	8
3.	The university management provide health care for its students.	2.78	55.6	1.169	-3.528	0.000	5
4.	The university management supports and motivats outstanding and creative students .	3.12	62.4	1.227	1.872	0.062	2
5.	The university management has programs to identify troubled students academically and help them.	2.42	48.4	1.127	-9.908	0.000	7
6.	The university management provide certain services for people with special needs, such as: (structural facilities, academic support, physical and psychological health) care).	3.14	62.8	1.219	2.184	0.030	1
7.	The University offers scholarships to students each year.	2.95	59	1.286	-.812	0.417	3
8.	University Academic Advising system used to guide the students and resolve their problems.	2.81	56.2	1.178	-3.057	.0020	4
All paragraphs		2.77	55.4	0.880	-4.965	0.000	

The researchers conclude from the previous table the following:

- The paragraph "The university management provide certain services for people with special needs, such as: (structural facilities, academic support, physical and psychological health) care)" is ranked first with relative weight (62.8%), the proportion value is medium. The researchers reason that for the attention taken by most universities toward people with special needs, as they represent a large percentage of the Palestinian society, where Palestine is considered number one in the world in of the proportion of the disabled people, and the reason for this is the frequent wars the Palestinian people suffered as well as remnants of war, which contribute to the creation of abnormalities in the long run of the future generations under the limited medical capabilities, and they needs care and attention by the universities.

- The paragraph "There are objective and fair criteria for the distribution of financial support" is ranked last with a relative weight (48.2%), the proportion value is very weak. The researchers reason that for the political nature of the Palestinian people with the presence of several political parties that had a significant impact on the distribution of financial support for the process according to the funders, in addition to the lack of transparency in the mechanisms of the distribution of the financial

support to universities, and the lack of clear policies, as is evident from the low percentage in this axis, where it got a relative weight of .(%51).

In general there was a lack of approval by the students about the availability of "Student support" with the relative weight of the (55.4%). Researchers attribute the shortcomings in this axis to the non-allocation of university to private student support unit following the example of some universities that specialize a unit or a team to provide student support, which includes the academic support services, counseling students, student committees; however, they have only a special students department that follow up on administrative guardians for registration and tuition payments, but with regard to the academic side, the universities do not bother to provide programs to support defaulters and guiding them in order to fulfill their interest. This result agreed with the findings of (Abdul Aziz, 2013) which showed a lack of cooperation, response of human resources with the college students, do not interact with them, respond to them, and solving their problems.

7. Paragraphs analysis of the seventh axis "Student activities"

T-test was used per sample, and the results are shown in Table14, which shows the views of the study sample paragraphs in the seventh axis (Student activities).

Table 14: Analysis of the paragraphs of the seventh axis "Student Activities"

No.	Statement	Arithmetic mean	relative weight	standard deviation	T value	Potential value	Ranking
1.	There exists specific policies to encourage students to practice student activities.	2.89	57.8	1.147	-1.820	0.070	1
2.	There is an appropriate cultural activity such as theaters and other places.	2.37	47.4	1.259	-9.538	.0000	3
3.	The university administration organizes events and activities that contribute to the integrated overall development of students.	2.67	53.4	1.200	-5.263	0.000	2
All paragraphs		2.64	52.8	1.036	-6.566	0.000	

The researchers conclude from the previous table the following:

- The paragraph "There exists specific policies to encourage students to practice student activities" is ranked first with relative weight (57.8%), the proportion value is weak.
- The paragraph "There is an appropriate cultural activity such as theaters and other places" is ranked last with a relative weight (47.4%), the proportion value is very weak.

In general, all the paragraphs of the axis (Student activities) lack of approval by the students, and have the relative weight (52.8%),

which is a very low percentage. This require the attention and care of the universities, especially with regard to support student activities financially and logistically by providing special places for student activities. Researchers attribute the reason for the weakness of the provision of theaters and places for student activity due to the limited university area, in addition to the limited financial resources, and the existence of a financial crisis hinder the ongoing development of the universities, as well as with regard to the effectiveness of student activities. Furthermore, ignoring the educational role of student activities and its important in filling the youth time, including benefits to them,

planting and development of positive aspects and things which contribute to the refinement of the student's personality, which have a positive impact on the development of the spirit of social responsibility, in addition to being a source of disclosure of the talents and potential, and the tendencies of students in various cultural, social, and sports. This result is consistent with the findings of (Abdul Aziz, 2013) which showed that there is a weakness in the

college student activities, and inadequate hours of the proposed curriculum plan.

8. Paragraphs analysis of the eighth axis "Graduate services"

T-test was used per sample, and the results are shown in Table 15, which shows the views of the study sample paragraphs in the eighth axis (Graduate services).

Table 15: Analysis of the paragraphs of the eighth axis " Graduate services."

No.	Statement	Arithmetic mean	relative weight	standard deviation	T value	Potential value	Ranking
1.	The curriculum in the University is associated with skills that fits the needs of the market.	2.81	56.2	1.119	-3.220	0.001	1
2.	There is constant contact between the university and its alumni.	2.26	45.2	1.076	-13.24	0.000	2
All paragraphs		2.53	50.6	0.930	-9.594	.0000	

The researchers conclude from the previous table the following:

- The paragraph "The curriculum in the University is associated with skills that fits the needs of the market" is ranked first with relative weight (56.2%), the proportion value is weak.
- The paragraph "There is constant contact between the university and its alumni" is ranked last with a relative weight (45.2%), the proportion value is very weak.

In general, all the paragraphs of the axis "Graduate services" lack of approval by the students with relative weight (50.6%) which is very low percentage. Researchers attribute the reason for this is there is a gap between what the student is taught in the universities curriculum and what is actually needed for the labor market, most universities provide a graduates unit to follow up with their affairs, but its role is not effective and it does not contribute in solving problems facing graduates, more provide job opportunities for them except for organizing the annual ceremony for employment, which offers limited opportunities of jobs, in addition to less attention to the field of training during the study, which contributes to the identification of students to the institutions of civil society, works to provide

them with expertise, opens to them the field to see what they have in their field, to follow up and get feedback feed them so as to contribute to the development of programs and curricula. This result is consistent with (Al-Salhi, 2013), which showed the need for attention to the development of academic programs, curricula and courses according to the latest concepts and theories of specialty and in accordance with the academic standards.

Relative weights of axes :

As shown in Table 16, the organizational excellence in the Palestinian higher education institutions received the approval rate (58.02%), the proportion is somewhat weak. The researchers believes that the universities develop meaningful practices to achieve excellence in the academic field to include all educational learning process elements, so the academic staff constantly work to improve the methods of teaching, and work hard to enhance their capabilities, and adopt a university center or unit is responsible for excellence in education, promoting various activities and the adoption of international standards in support of excellence in education, which include (ratio of students to teachers, infrastructure, advanced curriculum, etc ..)

Table 16: Illustrates the relative weights of the axes of the questionnaire

No.	Axis	Number of paragraphs	The relative weight	Mediator	standard deviation
	Teaching, Learning and Financial facilities	6	55.91	56.67	12.02
	The library	5	61.02	60.0	17.40
	Lecture hall and laboratories	5	59.62	60.0	16.86
	Academic staff	3	62.98	60.0	16.82
	Admission policies	3	66.54	66.67	17.87
	Student Support	8	55.45	55.0	17.60
	Student Activities	3	52.90	53.33	20.72
	Graduates Services	2	50.68	50.0	18.60
Total		35	58.02	57.14	13.10

Answer to the second question: Is there a statistically significant differences between the views of the respondents from the students about the level of organizational excellence in universities

Table 17: Shows the results of variance (ANOVA) between the responses of respondents about organizational excellence attributed to the university

Organizational Excellence					
The name of the university	The number	Arithmetic mean	Standard deviation	P value	Statistical significance

Islamic University	97	69.4	10.6	69.569	0.001
Al Azhar University	107	52.9	13.1		
Al Aqsa University	163	54.6	10.0		
Total	367	58.0	13.1		

As seen in Table 17, there are statistical significant differences between the views of the respondents of the students about the level of organizational excellence in universities, where the value ($P = 69.569$) and statistical significance (0.001) or less than (0.05). This means that there are clear differences in the averages of the views of respondents, where the organizational excellence was in favor to the Islamic University with a relative weight (69.4%), followed by Al-Aqsa University, far behind the relative weight (54.6%) and was the Al-Azhar University in the final standings with a relative weight (52.9%). This result is consistent with (Holyoke, 2012) which showed that private institutions better and more positive than the rest of other types of institutions towards culture of learning and enabling faculty staff.

CONCLUSION

1. The results showed that 56% of the study population believe that the availability of "teaching, learning, and financial facilities" is low in the universities. The study showed that "curriculum provide student with management skills such as (work in a team, take responsibility, ..). Furthermore the study showd

there is a weakness in "the student is involved in the preparation of teaching and learning strategy in the university", "the University has non-traditional patterns of learning", and "the university is working on solving the problems facing the educational process by solving problems such as: (Population density, University book.)."

2. The results of the study showed that 61% of the study population believe that the availability of "the library" axis in universities somewhat weak. It showed that Library space available fit the need of students services, and modern references and periodicals are available in the library. Furthermore it showed that there is weakness in "Physical equipment needed to provide good service for students is available", weakness in "the University provides information technology such as: (Internet Connections, participating in specialized e-journals, e- books ..)".
3. The results of the study showed that (59.6%) of the study population believe that the availability of "Lecture hall and laboratories" came low and showed that appropriate guidance instructions are available to achieve security and safety, teaching aids are available to give students the

necessary professional and technical skills, such as the: (Workshops, Engineering Drawing Labs, Laboratories, Playgrounds .), Lectures hall and laboratories space does not fit the number of students, and there is a weakness in Modern adequate teaching aids available to achieve the educational goals planned.

4. The results showed that (62.8%) of the study population believe that the availability of "faculty staff" is somewhat weak, and that there is consensus among the scientific specialization of the faculty member and courses involved in teaching, also showed that there is a weakness in the university assess the level of students' satisfaction with the Academic staff.
5. Results confirmed that (66.4%) of the study population believe that the suitability of "admission policies" is average, and showed that the University management announces admissions policies for students, Policies of acceptance and distribution of students to disciplines are transparent, university management follow specific procedures for preparing and organizing orientation programs for admitted students.
6. The results showed that (55.4%) of the study population believe that the "Student Support" is low in universities, also showed that there is an interest of the university administration to provide services to people with special needs, it also supports outstanding students and motivate them, and also showed a lack of clear policies to support students financially and that there are no objective criteria for the distribution of financial support, and that there

is a weakness in the delivery of health care to students, and the lack of programs to identify students defaulters curriculum, and poor academic counseling program to guide students solve their problems.

7. The results showed that (52.8%) of the study population believe that "student activities" in low in the universities. It showed that there is a weakness in identifying policies to encourage the students to practice student activities, and do not provide a suitable cultural activity places, poor university management interest in organizing events and activities contribute to the overall development of the student.
8. The results of the study showed that (50.6%) of the study population believe that "Graduate services" is low in the universities, poor communication between the university and its graduates have been shown, and that the curriculum is not linked to the process of skills to meet market needs.

RECOMMENDATIONS

Based on previous results the researchers have proposed a set of recommendations, the most important ones include:

1. Activate the role of the university academic guidance, publish academic guidance among the students, provide academic plans for the department of the college, overcome the ambiguity in the academic regulations for undecided students who seek guiding services, holding lectures periodically to familiarize students with the proper way of registration,

and provide leaflets at the beginning of each new academic year.

2. Establish a university care centers for gifted and talented students, follow their growth and their creations after graduating from the university and while working in the sectors of production.
3. Provide adequate equipment within the general lecture halls, enhance ventilation, lighting inside the Lecture hall, and work on the development of the stadiums such as sports spaces and tools.
4. Provide the faculty library with modern references in all disciplines, focus on the specialties available in the faculty periodically each year, provide electronic services and research sites that benefit students and academic staff, and increase library holdings of (books, periodicals, paper and electronic journals) in some disciplines.
5. Development of the database in the central university library, with the expansion of the library and increase the absorptive capacity of the students.
6. Pay attention to the selection of teaching styles that fit with technology, the communications revolution, commensurate with the large numbers and the nature of the students.

REFERENCES

- Abdul Aziz, Ahmed Mohamed Mohamed (2013): a proposed strategy to achieve excellence in the quality of services provided to students of colleges of education in Egyptian universities using a model Servqual, Journal of the Faculty

of Education - Ain Shams University, Volume 37, the first part.

- Abu Amer, Ammal (2008): The reality of Quality Management in the Palestinian universities Wagih view administrators and ways to develop it, "Master Thesis (unpublished), educational administration, the Islamic University, Gaza, Palestine.
- Abu Kaoud, Ghazi Rasmi, and Rababah, Fatima Ali (2013): "The Role of Critical Success Factors CSFs in achieving organizational excellence in business: a field study on the Jordanian pharmaceutical companies from the perspective of senior management," King Saud University Journal, Vol. (25), administrative Sciences (1).
- Abu Naser, S. S., & Sulisel, O. (2000). The effect of using computer aided instruction on performance of 10th grade biology in Gaza. J. Coll. Edu, 4, 9-37.
- Abu Naser, S. S., M. J. Al Shobaki, Y. M. Abu Amuna. (2016), "Measuring knowledge management maturity at HEI to enhance performance-an empirical study at Al-Azhar University in Palestine", International Journal of Commerce and Management Research. 2(5),55-62.
- Abu Naser, S. S., M. J. Al Shobaki, Y. M. Abu Amuna. (2016), Knowledge Management Maturity in Universities and its Impact on Performance Excellence, "Comparative study" . Journal of Scientific and Engineering Research. 3(4), 4-14.
- Abu Naser, S., R. Al-Dahdooh, A. Mushtaha, M. El-Naffar. (2010). "Knowledge Management in ESMDA: Expert System for Medical Diagnostic

- Assistance". ICGST-AIML Journal, 10(1), 31-40
- Abu Naser, Samy S. and Al Shobaki, Mazen J., (2016), Enhancing the Use of Decision Support Systems for Re-Engineering of Operations and Business-Applied Study on the Palestinian Universities, Journal of Multidisciplinary Engineering Science Studies (JMESS), 5(2),505-512.
 - Abu Ramadan, Najwa (2004): measure the level of job satisfaction among workers in the Palestinian universities in the Gaza Strip, Master Thesis (unpublished), Faculty of Commerce, the Islamic University, Gaza, Palestine.
 - Al-Harthy, Saud bin Abdul-Jabbar Huwaydi (2013): Saudi universities as organizations educated: Visualize proposal (A Case Study on the Umm Al Qura University), unpublished PhD thesis, Faculty of Education, Umm Al Qura University, Makkah, Saudi Arabia.
 - Al-Hilali, El-Sherbini al-hilali, and Ghabor, Amani al-sayed (2013): "Excellence and the entrance requirements management application in Mansoura University," Journal of the future of Arab education, 2(83).
 - Ali, Ali Khamis. (2012), "Academic Staff's Perceptions of Characteristics of Learning Organization in a Higher Learning Institution" International Journal of Educational Management, 26(1).
 - AL-Naimi, Mohammed Abdel Aal, and Sweiss, rateb Jalili (2008): "Achieving accuracy in the quality-management concepts and practices" Dar Al-Yazouri for Publishing and Distribution, Amman, Jordan.
 - AL-Nono, Naila (2004): the performance of employees in the public higher education institutions in the Gaza Strip, "Evaluation of policies, Master Thesis (unpublished), Faculty of Commerce, the Islamic University, Gaza, Palestine.
 - Al-Salhi, Khalid bin Sulaiman (2013): the development of the regulatory environment at Qassim University academic departments in the light of the knowledge management ", Journal of the Faculty of Education, Ain Shams University, No. 37, Part III.
 - AL-salmi, Ali (2002): "Human Resources Management", Dar strange for printing, publishing and distribution, Cairo, Egypt.
 - AL-sayed. Reda (2007): "Habits of excellence among individuals with upper management skills", the United Arab Company for marketing and procurement, Cairo, Egypt.
 - Altbach, G. Philip, (2012): "The Road of Academic Excellence: The Making of world-class research universities.
 - Al-Zaher, Ali bin Nasser shatwey (2013): Proposed design tool to measure the readiness of the administrative aspects of Saudi universities to achieve organizational learning ", a message of the Arabian Gulf, Saudi Arabia, 34(128).
 - Amrous Naila, Daoudi Najima, Elghomari Khadija, Ettaki Badia, (2014):" D-Learning Model for Knowledge Management in Enterprise 2.0", International Journal of Advanced Corporate Learning, 7.
 - Anita Gaile, (2013), "External Factors

Facilitating Development of the Learning Organization Culture", *Journal of Business Management*, 7.

- Atallah, R. R., & Naser, S. S. A., (2014). Data Mining Techniques in Higher Education an Empirical Study for the University of Palestine. *IJMER*, 4(4), 48-52.
- Baldrige Award, 2012, The Baldrige Criteria.
- Banat, Maher (2002): organizational effectiveness Palestinian universities: the Islamic University of Gaza, Master Thesis (unpublished), College of Education, the Islamic University, Gaza, Palestine.
- Bollinger, A., & Smith, R., (2000): "Managing organizational Knowledge as a strategic asset, *Journal of Knowledge Management*".
- Borghini, E.C.,A, (2005): Framework for the study of relationships between organizational characteristics and organizational innovation", *The Journal of Creative Behavior*, 31(1).
- Bryan, S., (2009) " The Application of Learning Organization Principles to Church Growth", phd Dissertation, Walden University.
- Davis, Lefeer(2007): "Two sides of Partnership: Egalitar Iaanism and empowerment in School-University". *Journal of education Articles*. 48(2).
- Dess, G. G., Lumpkin, G.T., & Eisner, A. B. (2008): "Strategic Management creating competitive advantages" four edition. McGraw Hill.
- Dewar, Tammy & Whittington, Dave, (2004), "A strategic approach to Organizational learning", *Industrial and Commercial Training*, 36(2).
- Egan , T., (2002), "Learning Organization Dimensions and Motivation to Transfer Learning Large Firm Information Technology Employees ", University of Minanesota , PHD. v63-08A of Dissertation Abstractes International.
- Elian, Ribhi Mustafa, and Ghoneim, Osman Mohamed (2010): "Methods of scientific research - theoretical foundations and practical application," Dar Al Safa for publication and distribution – Amman, Jordan.
- Francisco Eduardo Rivera, William H. Howard, and Michael S. Wei, (2012), "From Organizational Memory to a Learning Organization: A Government Experience in Transition", *International Journal of information and education technology*, 2(4).
- Garvin, D.,Edmondson,A.,& Gino,F., (2008), "Is Yours a Learning Organization?"*Harvard Business Review*.
- Garvin, D.: (1993), "Buliding a Learning Organization", *Harvard Business Review*. 71(4).
- Hamidi, Yadollah, (2009), "Strategic Leadership for effectiveness of quality managers in medical sciences Universities: what skills is necessary". Department of health mangement, Hamadan university of medical sciences, *Australian Journal of basic and applied sciences*, 3(3).
- Holyoke, Laura B; Sturko, Patricia A; Wood, Nathan B; Wu, Lora J, (2012), "Are Academic Departments Perceived as Learning Organizations?", *Educational Management Administration & Leadership*, 40(4).
- <http://www.aqac.mohe.gov.ps/>. Date visited 20-9-2016.
- Hussein, Osama Maher (2012): Calendar

learning organization in Egyptian universities properties (private, state universities), Journal of the College of Education in Banha, No. study 91.

- Ivanko, Stefan, (2013), Modern Theory of Organization, University of Ljubljana – Faculty of Public Administration, Ljubljana.
- James, C., (2003), "Designing Learning Organization", Organization Dynamic, 32(48).
- Kim, D., (2003): "The Link Between Individual and Organizational Learning, In Klein, D. The Strategic Management of Intellectual Capital". Butterworth-Heinemann, London.
- Mailanen, R., (2001), "Diagnostic tool for Learning organizations. The Learning Organization".
- Naser S.S.A., Mazen J Al Shobaki, Youssef M Abu Amuna, (2016). Measuring knowledge management maturity at HEI to enhance performance-an empirical study at Al-Azhar University in Palestine. International Journal of Commerce and Management Research, 2(5), 55-62.
- Naser, S. A., Zaqout, I., Ghosh, M. A., Atallah, R., & Alajrami, E. (2015). Predicting Student Performance Using Artificial Neural Network: in the Faculty of Engineering and Information Technology. International Journal of Hybrid Information Technology, 8(2), 221-228.
- Naser, S. S. A. (2012). Predicting learners performance using artificial neural networks in linear programming intelligent tutoring system. International Journal of Artificial Intelligence & Applications, 3(2), 65-73.
- Naser, S. S. A. and Al Shobaki, Mazen J. (2016), Requirements of using Decision Support Systems as an Entry Point for Operations of Re-engineering in the Universities (Applied study on the Palestinian universities in Gaza Strip), World Wide Journal of Multidisciplinary Research and Development, 2 (4), 32-40.
- Nurluoz, O. Birol, C., (2011): "The Impact of Knowledge Management and Technology: An Analysis of Administrative Behaviours", the Turkish Online Journal of Educational Technology,10.
- Saada, I, (2013): "Using Applying Leadership Criterion of EFQM Excellence Model in Higher Education Institution-Ucas as a case study", Paper Thesis Master in Business Administration Islamic University, Gaza.
- Shawqi, Jawad, and Al-kharsha, Yassin (2008): "Leadership skills and role in the adoption of excellence strategy: analytical study in Jordanian banks,"The paper scientific introduction to the first Arab conference perpetuate excellence and competitiveness in the public and private sector institutions, Amman: Arab Organization for Administrative Development.
- Wadi, Rushdie (2007): career planning for managers at the Islamic University of Gaza from the point of view of self, "the Islamic University Magazine, 15(2), Part I, Gaza, Palestine.