

# The Intermediate Role of Knowledge and Information Management in the Relationship between Adopting the Strategy Criterion and Improving Overall Performance

Mazen J. Al Shobaki<sup>1</sup>, Samy S. Abu-Naser<sup>2</sup>, Suliman A. El Talla<sup>3</sup>, Ahmed M. A. FarajAllah<sup>4</sup>

<sup>12</sup>Department of Information Technology, Faculty of Engineering and Information Technology, Al-Azhar University, Gaza, Palestine.

<sup>3</sup>Department of Business Administration, Al-Azhar University – Gaza

<sup>4</sup>Department of Business Administration, Al-Aqsa University, Gaza, Palestine.

<sup>1</sup>mazen.alshobaki@gmail.com, <sup>2</sup>abunaser@alazhar.edu.ps, <sup>3</sup>Eltallasuliman@gmail.com, <sup>4</sup>afarajallah@alqsa.edu.ps

**Abstract:** *The study aimed to identify the intermediate role of knowledge and information management in the relationship between adopting the strategy criterion and improving the overall performance. The study used descriptive analytical method. The study was conducted on the university leadership in Al-Azhar, Islamic and Al-Aqsa Universities. The study population consisted of (416) individuals and sample study consisted of the (200) individuals (182) individuals responded, and the questionnaire was used in the collection of data.*

*The study reached a number of results, the most important of which were: The level of adoption by the Palestinian universities of the strategy criterion was very high. The level of adoption by the Palestinian universities of the knowledge and information management standard was very high. The overall performance level in the Palestinian universities under study was significant. The overall performance of the universities has a statistically significant impact on the adoption of the strategy criterion on knowledge and information management. There is a statistically significant impact of the adoption of knowledge and information management on improving overall performance in Palestinian universities. This information partially mediates the relationship between adopting the strategy standard and improving overall performance in Palestinian universities*

*The study presented a number of recommendations, the most important of which is: Greater attention to the application of the strategy criterion as a basic guide for excellence in universities. Developing information systems in universities and improving the mechanism of information exchange and knowledge. Work on developing the overall performance of universities through adopting international excellence models.*

**Keywords:** European Model, Knowledge and Information Management, Strategy, Performance Improvement, Excellence, Palestinian Universities, Gaza Strip, Palestine.

## 1. INTRODUCTION

Out of the concepts which have emerged as the product of globalization that has dominated many of the life's activities in our modern world (Al-Baylawi, 2006). The entrances to quality, excellence and global innovation are numerous and have become increasingly popular in the field of higher education. And several institutions have applied some of the strategic performance measurement models. Other institutions have also applied excellence models as tools for evaluating performance, improving and improving organizational performance (Jad Al-Rab, 2013).

The need to develop higher education has emerged from today's competitive economic conditions and the resulting lack of job stability... One aspect of this development is performance management in higher education institutions, where the use of effective methods of evaluating the performance of these institutions is reflected positively on activities to serve the objectives of these institutions (Jad Al-Rab, 2010). Distinguished universities are interested in knowledge and information from measuring, measuring, analyzing, improving performance, and managing

organizational knowledge to drive improvement, innovation and competitive advantage (NIST, 2014).

In order for the university to be successful in its work and adaptable to its environment, its performance must be distinct in comparison with the competing universities. Outstanding performance is no longer an option but an imperative necessity imposed by many conditions and variables surrounding the universities.

In terms of investment in the quality of education and its excellence, it is one of the most modern and important strategic directions in higher education, to achieve competitive advantage and sustainability - at the level of inputs and processes - and to ensure outputs that are consistent with the specific criteria, including competitive labor market requirements.

Based on the above, this study is considered one of the few studies aimed at answering the following main question: "What is the impact of adopting the strategy criterion on improving the overall performance of the management of scoop and information as an intermediary variable in Palestinian universities?", and the following sub-questions emerge:

**Q1-**: Is there an impact on the adoption of the strategy criterion on improving overall performance in Palestinian universities?

**Q2-**: Is there an impact of the adoption of the strategy criterion on the adoption of knowledge and information management in Palestinian universities?

**Q3-**: Is there an impact of knowledge and information management on improving overall performance in Palestinian universities?

**Q3-**: Is there an impact on the adoption of the strategy criterion on improving the overall performance of knowledge and information management as an intermediate variable in Palestinian universities?

## 2. RESEARCH IMPORTANCE

1. Demonstrate the availability of the strategy criterion as one of the criteria of quality and excellence in Palestinian universities.
2. The level of availability of knowledge and information standards in Palestinian universities.
3. Providing the Palestinian universities with the overall performance of universities in the framework of quality and excellence standards.
4. Demonstrate the impact of the Strategy Standard on the overall performance of universities so as to enable universities to develop their performance by building an appropriate strategy.
5. Demonstrate the role of knowledge and information as an intermediate variable between strategy and overall performance, thus increasing the interest in knowledge and information in universities.
6. To provide recommendations and proposals documented and derived from the field study that helps senior management of Palestinian universities in applying the excellence approach.
7. This study may contribute to drawing the attention of researchers to undertake many studies and researches in modern administrative curricula and apply them to vital sectors such as the higher education sector.

## 3. RESEARCH OBJECTIVES

In line with the study's questions, the current study seeks to achieve a set of objectives, namely:

1. Contribute to the recognition of the degree of adoption of the strategy criterion, the adoption of the knowledge management and information management standard, the overall performance level in the Palestinian universities.
2. Disclosure of the impact of adopting a strategic standard on improving overall performance in Palestinian universities.
3. Knowledge of the impact of adopting the strategy criterion on the adoption of knowledge and information management in Palestinian universities.
4. Identifying the impact of adopting the knowledge and information management standard on improving overall performance in Palestinian universities.

5. Contributing to the disclosure of the intermediate role of knowledge and information management in the relationship between adopting the strategy standard and improving the overall performance in the Palestinian universities.

## 4. RESEARCH HYPOTHESIS

**Ho 1:** There is a statistically significant effect at the level of ( $\alpha \leq 0.05$ ) to adopt the strategy criterion to improve the overall performance in the Palestinian universities.

**Ho 2:** There is a statistically significant effect at the level of ( $\alpha \leq 0.05$ ) to adopt the criterion of strategy on the management of knowledge and information in the Palestinian universities.

**Ho 3:** There is a statistically significant effect at the level of ( $\alpha \leq 0.05$ ) for the adoption of knowledge and information management on improving the overall performance in the Palestinian universities.

**Ho 4:** There is a statistically significant effect at the level of ( $\alpha \leq 0.05$ ) to adopt the strategy criterion to improve the overall performance in the existence of knowledge and information management as an intermediate variable in the Palestinian universities.

## 5. RESEARCH LIMITS AND SCOPE

1. **Objective:** The objective of the study was to limit the impact of adopting the strategy criterion on improving the overall performance of the knowledge and information management standard as an intermediate variable in the Palestinian universities.
2. **Human Limit:** Data were collected from the holders of administrative positions in the universities under study.
3. **Spatial Limit:** The study was conducted in the State of Palestine. The study was limited to Palestinian universities (Islamic, Al-Azhar, Al-Aqsa).
4. **Time Limit:** The study was conducted in 2018.

## 6. THEORETICAL FRAMEWORK

### First: Standard strategy:

Strategy is the way the organization, like the university, uses the struggle to achieve its goals, a method that is used to deal and adapt to others (Jad Al-Rab, 2010). Distinguished universities implement their mission and vision by developing a stakeholder strategy that takes into account the education sector and its directions. Policies, plans, objectives and goals are developed and disseminated to deliver the strategy through the organization (EFQM, 2013). This criterion consists of the following sub-criteria:

1. **Formulate a strategy based on the needs and expectations of current and future stakeholders through:**
  - Gather and analyze information on the labor market and its current and future needs.

- Understand current and future needs and expectations for students, employees, partners, community and stakeholders.

- Understand and predict growth in the number of new higher education institutions and competition programs.

**2. Development and review of policy and strategy through:**

- Develop policies and strategies to be consistent with the mission, vision and values of the university.

- Addressing future risks through contingency planning, risk analysis, and developing alternative scenarios and plans.

- Review the effectiveness, relevance and updating of policies and strategies.

**3. Disseminate and communicate policy and strategy through a framework of key processes.**

- Develop a framework to identify and design key processes that will support and communicate university policies and strategies.

- Communicate policies and strategies, and follow up with staff and stakeholders in an appropriate manner.

- To measure the awareness and evaluation of the University's policy and strategies within and outside the University.

- Provide the University's overall measurement framework to monitor and report on progress towards agreed policy and strategy objectives.

**Second: Knowledge and Information Management Standard:**

Murray defines organizational knowledge as the outcome of all organizational experiences that will contribute to understanding organizational processes to manage planned and unplanned situations (Jad Al-Rab, 2008). Distinguished universities measure, analyze, improve performance and manage organizational knowledge to drive improvement, innovation and competitive advantage (NIST, 2014). This criterion consists of the following two criteria:

**1. Measuring, analyzing and improving university performance through:**

- Use the results of internal performance indicators or benchmarks to develop policies and strategies.

- Monitoring and measuring the performance and results of competitive universities, including the performance of the best universities and institutions.

- Evaluate and develop communication channels periodically in all directions.

- Understanding the external factors of political, legal and social issues when developing the strategy.

**2. Knowledge Management, Information and Information Technology, through:**

- Develop a knowledge and information management strategy that supports university policies and strategies.

- To properly review, understand and document knowledge and information requirements at the University.

- Provide the University with staff, students and other stakeholders with access to relevant and timely information and knowledge.

- To ensure the security, accuracy, comprehensiveness and integrity of information and knowledge in the university.

- Encouraging creative thinking within the university through the use of diverse sources of knowledge and information.

**Third: Overall performance:**

**3. Measuring, analyzing and improving university performance through:**

- Use the results of internal performance indicators or benchmarks to develop policies and strategies.

- Monitoring and measuring the performance and results of competitive universities, including the performance of the best universities and institutions.

- Evaluate and develop communication channels periodically in all directions.

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- Encouraging creative thinking within the university through the use of diverse sources of knowledge and information.

Overall performance: It measures distinguished universities and comprehensively achieves outstanding performance results while respecting key elements of its strategy and plans. This standard consists of the following sub-criteria:

**1. Results of financial performance, such as:**

- The University's commitment to spending according to the budget line items.

- Rationalize the University for its Expenses.

- Achieving the University's financial surplus resulting from its operations.

- Collect university debts owed by beneficiaries.

**2. Non-financial performance results, for example:**

- An increase in the number of students enrolled in the university.
- Higher opportunities for university graduates in employment for other universities.
- Distinguish the results of internal and external self-assessment.
- Introducing the university to new programs constantly adapted to the labor market.

### **3. Overall performance indicators - internal university metrics for overall performance monitoring, eg:**

- Improvement in university performance.
- Exploitation of buildings and facilities effectively.
- Link the university with good relations with suppliers and partners.
- Access to information and knowledge in the form, time and quantity appropriate.

Fourth: Impact of strategy, information and knowledge on overall performance:

### **4. The impact of policy and strategy on outstanding performance:**

Policy is the general principles and directions set by the educational authorities to guide the work of educational bodies at different levels when making decisions (Bakr, 2003). Policy should be developed within the philosophy of the Organization, which is a guide and guide to the actions and actions of each individual in the organization (Jad Al-Rab, 2010). Strategic planning is a "systematic approach that foresees the prospects of future educational, potential and potential futures, and is prepared to confront them by diagnosing available and anticipated capabilities, designing alternative strategies, and making rational decisions about their implementation and follow-up of this implementation." Strategic planning requires identifying different areas of processes that need improvement Such as: leadership, information and analysis, strategic planning, staff development, operations, business results, and customer satisfaction. These areas are linked to the key objectives of the organization (customer satisfaction, stakeholder satisfaction, employee satisfaction) (Al-Rasheed, 2004), strategic planning works to create a vision through which the university can achieve a competitive advantage and excellence in performance by identifying strengths and weaknesses in the internal environment, opportunities and threats in the external environment, and focusing on The future through the development of a holistic vision, and the strategic planning has a great impact on the university, focusing on the production of ideas and the unprecedented generation.

A good strategic plan would help the organization achieve the goals by translating them into specific, measurable goals and identifying the actions and frameworks needed to achieve them (Al-Hayali, 2012). The weak practice of strategic planning leads to a negative impact on the future performance of educational institutions (Al-Dajani, 2011).

The researchers believe that the most important results of the impact of the policy and strategy on performance are as follows:

- Employee satisfaction and organizational loyalty.
- Satisfaction of students, beneficiaries and stakeholders.
- Improving the image of the university in society through the university's responsibility for social responsibility.
- The level of individual and group performance in the university is distinguished.
- Minimize potential risks in the future by preparing him well.
- The University achieves efficiency in the performance of its operations.
- Provide financial resources to cover the activities of the university and achieve a financial surplus.
- Maintain university resources and rationalize consumption.
- Higher opportunities for university graduates in employment for other universities.

### **The impact of information and knowledge on outstanding performance:**

Our era is known as the era of information and knowledge, and as one of the features of our time, the era in which production, information generation, knowledge, dissemination, employment and utilization has become one of the most important indicators through which we measure the progress of nations and their contribution to achieving results and outstanding performance in a world that has become dependent on Knowledge economy.

The importance of knowledge management and its role in the process of education and the improvement of the performance of higher education institutions and achievement of their objectives that are no longer unknown to educational leaders. The commitment to apply the principles of knowledge management is a necessity for the survival of higher education institutions (Ma'ayama, 2006).

Knowledge management in educational institutions is defined as a framework or method that enables individuals working in an educational institution to develop a set of practices to collect and share what they know, resulting in behaviors or behaviors that improve the level of services provided by the institution (Petrides & Nodine, 2003). Mikulecka & Mikulecky identified several reasons for considering the environment of universities and colleges as the most appropriate environments for applying knowledge management principles (Zatma, 2011):

- Ownership of universities and colleges for modern infrastructure and information.
- Sharing knowledge among faculty members, lecturers and students is generally normal.
- Seeking students by joining universities and colleges to obtain knowledge.

- Universities and colleges tend to provide many educational and research activities and services, for business organizations in return for money, and knowledge management is one of the modern management techniques and leading in this direction.

Information and knowledge play a major role in achieving outstanding performance results (Al-Fares, 2010):

1. The creation, storage, distribution and application of good and useful knowledge facilitate the work within the organization. The presence of a specialized team to capture knowledge and encourage its investment, as well as the participation and interaction of staff, and the existence of effective leadership that leads the processes to harmonize:
  - Reduce overall costs of work by reducing waste costs and costs of poor handling of techniques and means of work.
  - Increase the Organization's financial returns by producing sophisticated and innovative products.
2. That the achievement of high productivity indicates the efficient use of inputs and that the application of knowledge management in different areas of performance leads to more effective innovations and methods.
3. Knowledge management leads to creativity, innovation, new things and increased cultural awareness among employees through training, learning and dialogue.

Kidwell et al. (2000) believes that knowledge management helps higher education institutions achieve excellence in six areas: scientific research, curriculum and program development, student services, graduate services, strategic planning, administrative services, and faculty functions. (Jad Al-Rab, 2013), notes that knowledge management, learning organizations, information technology, creative HR skills, and intellectual capital management are all essential elements of successful management and organizational excellence. The researchers believe that the most important results of the impact of information and knowledge on performance are as follows:

- Facilitating work procedures.
- Access to information and knowledge in the form, time and quantity appropriate.
- Create satisfaction for students and beneficiaries through the ease of providing them with information and knowledge required quickly.
- Increase innovation, creativity and the development of scientific research, through the use of different sources of information and knowledge at the university.
- Create a competitive advantage for the university and transform it into an educated university.
- Evolution in teaching methods and administrative services provided.
- Reduce costs through the use of electronic means of communication and information systems.

- Increase productivity and improve employee performance.

## 7. LITERATURE REVIEW

- A study (Calvo-Mora & Roldan, 2006), which aimed at analyzing the implicit relationship between the possibilities of the European model of excellence to be used as a framework for the management and improvement of quality in institutions of higher education. The study was conducted in 111 centers at the Spanish General University. The results supported the hypothesis relationship that refers to the role of the potential as a basis for establishing an administrative model that leads universities towards excellence, the emergence of the role of senior management through the main activities, and that senior management leads the development of excellence through operations at the university through: leadership methodology, Sources, and human resources management.
- Study of (Badri and Selim, 2006), which aimed at an empirical examination of the relationship of the causes in the Malcolm Award to the national scale - the standards of excellence in performance in education, through the use of a sample of 220 respondents from 15 universities and colleges in the United Arab Emirates, A comprehensive measurement model has been developed based on a 33-paragraph-by-grade educational standards model, and by testing it is found to be appropriate for application. The results showed that all the causal relationships of the hypotheses in the Baldrag model were statistically significant. The driving standard was defined as the leader of all components of the Baldrag model, which included measurement of information and knowledge, strategic planning, employee focus, student focus, and process management. Which are relevant to organizational outputs, are presented in two categories: the results of institutional performance, and the focus on stakeholders and students.
- A study of (Martín-Castilla & Rodríguez-Ruiz, 2008), which aimed to trace the relationship between the criteria of the European model of excellence and its determinants of intellectual capital. The study focused on the conceptual analysis of the relations between excellence and intellectual capital through the revision of academic literature and logical analysis. The most important findings of the study: In light of the analysis, the European model of excellence can be considered as an appropriate framework for organizational knowledge management, and the need to review the European model of excellence from the point of view of intellectual capital. The study also noted that intellectual capital should be considered in the framework Comprehensive model of European excellence, by identifying the relationships between each element of intellectual capital with the standards of the European model of excellence.

- A study (Asif et al., 2013) aimed at identifying critical success factors for TQM in Pakistani universities, where data were collected from faculty members at universities through the questionnaire. Results showed that the most critical determinants of TQM were leadership, strategic planning, information measurement and analysis, operations, resource allocation, and stakeholder focus.
- Study of (Rashid and Al-Zayadi, 2013) aimed at knowing the role of leadership in achieving outstanding university performance through a survey of the views of (100) university leaders in a sample of universities of the Middle Euphrates universities (Qadisiyah, Karbala, Babylon, Kufa) the two questionnaires are a key tool for data collection. The study found that there is support and commitment to creative activities. There is an average interest in risk tolerance. There are clear efforts in the field of pre-emptivity by identifying the needs of future students and turning them into new opportunities. On the workers, and there is a close relationship between the components of the leading orientation and outstanding university performance, and there is a significant effect of the leading trend on the university performance excellence.
- Study of (Asunakutlu & Erdil & Kutucuoglu, 2014), which aimed at reviewing the results of the largest studies aimed at analyzing the effectiveness of the quality initiatives carried out by the Turkish universities and then reaching a road map for the Turkish universities to highlight the areas and the most effective tools. The strategy for (30) Turkish universities within the level of different classifications (high, medium, low) classification. The study found that there are no significant differences between universities in the content of strategic planning. There is no impact of strategic planning in these universities on the performance of each university, and there are no internal motives for strategic planning in these universities.
- Study of (Rashid and Al-Zayadi, 2014) aimed at presenting a theoretical study on the variables of the study, as well as an analytical framework for the views of 34 university leaders in a sample of the faculties of Qadisiya University. The independent variable included elements of intellectual capital, Structural capital, and relational capital), while the dimensions of outstanding performance (outcomes of student learning and process, results of community focus, results of employee focus, leadership and governance results, budget results, and financial and market outcomes) . The study found the following results: There is a clear focus on human resources, and on the activation of knowledge capital, there is a lack of partnership relations, weak response to the wishes and expectations of students and other stakeholders, and there is a degree of commitment in the performance results in relation to leadership, There is a great interest in the results of the budget and financial results, and there is a close link between the components of intellectual capital and outstanding university performance, and there is a statistical impact of intellectual capital and its components on outstanding university performance.
- Study of (Raharjo, 2015), which aims at identifying the possible link between the possibilities and results in the models of excellence, and clarifying how the different variables contribute to the possibilities and results, through a case study of two different models, the common assessment model (CAF) in Italy, Swedish Quality Foundation Model (SIQ) for performance excellence. The study relied on the evaluation of self-evaluation reports of public sector organizations in Italy and Sweden, using the correlation of data analysis. The results showed that there is a correlation between the possibilities and results of the Italian Excellence Model (CAF), the correlation between the possibilities and the results in the Swedish model (SIQ), the correlation in the Swedish model of excellence was greater than in the Italian model of excellence, Strategy and planning "was the main contributor to possibilities, while in the Swedish model, the" human development "criterion was the major contributor to possibilities. In the result set, the criteria were similar in giving power to both models. Namely the "results of focus on beneficiaries / citizens" in the Italian model of excellence, and the "satisfaction of beneficiaries" criterion in the Swedish model of excellence.
- Study of (Balzer, 2015), which aims to provide evidence from the experiences and literature on organizational change and the shift towards the application and sustainability of LHE, aimed at the satisfaction of employees and beneficiaries. The researchers used the descriptive analytical approach. The results indicated the importance of: assessment techniques and improvement of institutional preparedness; improving leadership awareness, understanding and support for agile higher education institutions; the importance of strategic planning, flexible leadership, Graceful.
- Study of (Moeini & Abadi & Afrasiabi, 2015) study aimed at identifying the performance of the Jukki educational center based on the European model of excellence. The five dimensions (possibilities) in this study (leadership, policy, strategy, partnerships, resources and processes) the analytical descriptive approach through the questionnaire and the field survey. The sample of the study consisted of a random sample of (104) lecturers and employees of the Jukai Center. The results indicated that there was a significant relationship between the model of European excellence and the performance of the educational system, and that 47% of the change in performance was influenced by the standards of the European model.
- Study of (Forrester, 2016), which aimed to explore the challenges faced by leaders in the implementation of programs of excellence in the work in the Jordanian

public sector. The study adopted a content analysis methodology to analyze performance evaluation reports prepared by the King Abdullah II Center for Excellence, Public organizations participated in the King Abdullah II Award for Excellence more than once, and House reports that they failed to achieve satisfactory results. The results indicated that the main challenges affecting the implementation of public sector leadership standards in Jordan were the result of poor strategic planning, lack of staff empowerment, poor performance measurement, lack of financial resources, poor integration and coordination, and weak performance measurement system.

- Study of (Tichke et al., 2106), which aims to improve understanding of how to successfully disseminate performance excellence in organizations by comparing tools and strategies implemented by organizations at different levels of performance excellence. The survey used interviews, interviews and discussion groups to collect data from several countries: India, Japan, China, Singapore, and Thailand. The results indicated that on average, the most mature organizations in the application of excellence outperform the less mature organizations in the application, and that the more mature organizations in the application of excellence have a tendency to use specific tools effectively. The study also identified differences in the strategic approach to excellence among the more mature organizations and less mature in the application of excellence.

**8. METHODOLOGY OF THE STUDY:**

**Study Approach:**

Based on the nature of the study and the objectives it sought to achieve, the study used the analytical descriptive method, which is based on the study of the phenomenon as it exists in reality and is concerned as a precise description and expressed in qualitative and quantitative terms. The qualitative expression describes the phenomenon and clarifies its characteristics. Quantitative expression gives a numerical description of the extent of these Phenomenon or size and degrees of association with other phenomena.

**Study Society:**

The study population consists of all employees holding managerial positions in the Palestinian universities under study (416), Islamic University, Al-Azhar University, Al-Aqsa University.

**The study sample:**

The sample of the study was selected using the stratified randomization method as one of the statistical methods used to represent the study society in accordance with the rules of scientific research in the selection of samples. The sample size was (200) individuals by (48.1%) of the size of the society. The questionnaires were distributed manually, where

the recovered and valid questionnaires for statistical analysis reached (182) by 91%. A sample of 32 samples was selected from outside the study sample. Statistical analysis was conducted to verify the validity and stability of the questionnaire.

**Study tool:**

In order to achieve the objective of the study, the current study was used as a study tool in the collection of data related to the subject of the study, which was prepared and developed according to the criteria set by the researchers in the literature and previous studies. The questionnaire appeared in three areas: (10) paragraphs, and the area of the standard knowledge and information management consists of (9) paragraphs, while the field of total performance consists of (12) paragraph, and the questionnaire was presented to a group of arbitrators with the competence to guide their views on the appropriate paragraphs of the questionnaire for the purpose, As well as to ensure the accuracy of language and clarity. The five-point Likert scale is used to mean the degree of improvement (very large - 5 degrees, large - 4 degrees, medium - 3 degrees, low - 2 degrees, very low - 1 degree).

**Statistical Processes:**

The following statistical methods were used: percentages, frequencies and arithmetic averages, the Cronbach's Alpha test, the Kolmogorov-Smirnov Test, Pearson Correlation Coefficient, T-test, Simple Linear Regression, Multiple Regression, and Path Analysis.

**Believe the study tool:**

The validity of the study instrument was verified by using the internal consistency method to measure the correlation strength between the scores of each area of the field with the total score of the field to which it belongs. The results indicated that the first area, the "strategy criterion," was directly correlated with all the paragraphs it measured, (0.716 - 0.909). The second area, the Knowledge and Information Management Standard, is directly correlated with all the paragraphs it measures. The correlation coefficients ranged from (0.666 to 0.917), while the third area, Total Performance, is directly correlated with all paragraphs Which are measured, (0,487 - 0.864), all of which are statistically significant ( $0.01 = \alpha$ ), and indicate the correlation of the paragraphs that measure the first field in their field, which means that they are internally consistent with the field you measure.

**Stability of the study instrument:**

The stability of the study questionnaire was verified by the Cronbach's Alpha Coefficient coefficient. The results shown in the previous table show that the value of the Cronbach alpha coefficient was high for all areas of the study instrument, ranging from (0.391 to 0.947). Alpha Cronbach between (0-1) and the closer to the one indicated the existence of high stability and the closer to zero indicated the lack of stability, which means that the questionnaire has a high stability.

Table (1): Stability of the study instrument

No.	Dimension	No. Of Items	Cronbach's Alpha
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No.	Dimension	No. Of Items	Cronbach's Alpha
1.	Standard Strategy	10	0.947
2.	Knowledge and Information Management Standard	9	0.940
3.	Overall performance	12	0.931

**Natural distribution test (Kulmgrove-Smarnov test)**

The researchers used the Kulmgrove-Smarnoff test to determine whether the data follow normal distribution, a necessary test in the case of hypothesis testing, because most laboratory tests require that the data be distributed naturally.

The following table shows (2) the results of the test where it was found that the value of the significance level for each field is greater than 0.05 (sig.> 0.05). This indicates that the data follow the normal distribution and the scientific tests should be used.

Table (2): Natural distribution test

No.	Dimension	Sig.
1.	Standard Strategy	0.651
2.	Knowledge and Information Management Standard	0.839
3.	Overall performance	0.892

**Answer the study questions:**

The main axes of the study were analyzed by calculating the arithmetical averages, percentages and T test of the sample per axis.

Table (3): Results of analysis of the basic dimensions of the study

No.	Dimension	Mean	S. D.	T – Test	Sig.	%
1.	Standard Strategy	3.486	0.681	9.623	0.000	69.72 %
2.	Knowledge and Information Management Standard	3.575	0.645	12.029	0.000	71.50 %
3.	Overall performance	3.684	0.650	14.210	0.000	73.69 %

It is clear from the previous table that the level of adoption by the Palestinian universities for the strategy criterion was very high, with an average of 3.486 and a percentage of 69.72%. The standard deviation indicates that the respondents' responses were not significantly different and were close to their arithmetic mean, (0.681). The level of adoption by the Palestinian universities for the knowledge and information management standard came to a great extent with an average of (3.575) and a percentage of (71.50%). The standard deviation indicates that the respondents' responses were not significantly different and were close to their arithmetic mean (0.645). And the results showed that the overall performance level in the Palestinian universities studied was very high, with an arithmetic mean (3.684) and a percentage of (73.69%). The standard deviation indicates that the respondents' response was not very different and was close to its computational mean where it reached the standard deviation (0.650).

**Test hypothesis of the study:**

In order to test the hypothesis of the study (I, II and III), the simple Linear regression was performed, and the F test was used to identify the significance of the model as a whole. The ability to interpret the relationship between the independent variables and the dependent variables has been

relied upon, and the (Beta) parameter has been used to determine the expected change in the dependent variable. Because of the change in one unit of the independent variable. The data were also confirmed to be suitable for the regression analysis assumptions by the absence of a multiple linear correlation between the independent variables "Multi-Collinearity" given the variance inflation factor (VIF) and Tolerance test for the independent variables, Problems with high correlation between independent variables.

**First- the result of the first hypothesis**, which states that "there is a significant statistical effect at the level of ( $\alpha \leq 0.05$ ) to adopt the criterion of the strategy to improve the overall performance in Palestinian universities."

The results shown in Table (4) revealed that the value of (F) for the full model was (89.056) and the probability value (0.000) which is statistically significant at ( $\alpha \leq 0.05$ ) indicating the significance of the model as a whole. (33.1%), indicating that 33.1% of the improvement in overall performance is due to the adoption of the strategy criterion in the universities in question. The rest is due to other variables that affect the overall performance. The correlation of the model reached (0.575) indicating a strong positive relationship.

Table (4): Result of the first hypothesis test

Dimension	Overall performance		
	Beta	T- Test	Sig.
Strategy	0.549	9.437	0.000
R	R Square	F Change	Sig. F Change
0.575	0.331	89.056	0.000

And the value of the (Beta) (0.549), the value of (T-Test) (9.437) and the value of the statistical significance Sig (0.000) which is a statistical value at the level of significance ( $\alpha \leq 0.05$ ), and from the former can accept the first hypothesis: "There is a statistically significant effect at the level of ( $\alpha \leq 0.05$ ) to adopt the criterion of the strategy to improve the overall performance in Palestinian universities." This finding was consistent with the studies of: (Asif et al: 2013), Balzer (2015), Badri and Selim (2006), (Dujani: 2011), and the strong correlation between strategic planning and the results of university performance. This result differed with the study of Asunakutlu & Erdil & Kutucuoglu (2014), which showed an impact of strategic planning on the results of university performance in Turkish universities. In the opinion of the researchers: This is a logical result, without strategic planning and long-term vision, oriented to quality and excellence, cannot achieve this excellence in performance, and the standard of policy and strategy of the most important standards in the models of quality and excellence, The President, Calvo-Mora and Roldán (2006) noted that one of the critical determinants of TQM is strategic planning.

**Second- the second hypothesis**, which states that "there is a significant statistical effect at the level of ( $\alpha \leq 0.05$ ) to adopt the criterion of strategy on the management of knowledge and information in Palestinian universities."

The results shown in Table (5) revealed that the value of (F) for the full model was 275.899 and the probability value (0.000) which is statistically significant of ( $\alpha \leq 0.05$ ) indicating the significance of the model as a whole. (60.5%), indicating that (60.5%) of the adoption of the Knowledge Management and Information Management criterion was due to the adoption by the Palestinian universities of the strategy criterion and the rest due to other variables. The correlation coefficient of the model was (0.778) demonstrating a strong positive relationship.

Table (5): Result of the second hypothesis test

Dimension	Knowledge and information management		
	Beta	T- Test	Sig.
Strategy	0.737	16.610	0.000
R	R Square	F Change	Sig. F Change
0.778	0.605	275.899	0.000

The value of T-Test (16.610) and the value of statistical significance (0.000), which is a statistical value at the level of significance ( $\alpha \leq 0.05$ ), and from the above can accept the second hypothesis: "There is a statistically significant impact at the level of ( $\alpha \leq 0.05$ ) to adopt the criterion of strategy on the management of knowledge and information in Palestinian universities."

According to Raharjo (2015), the criterion is "strategic planning and long-term vision, the need to provide information and build knowledge necessary for excellence, and the standard of policy and strategy is one of the most important criteria in quality and excellence models. Strategy and planning "in the Italian model of excellence was the main contributor to the possibilities (quality standards).

**Third- As a result of the third hypothesis**, which states that "there is a significant statistical effect at the level of ( $\alpha \leq 0.05$ ) for the adoption of knowledge and information management on improving the overall performance in Palestinian universities.

The results shown in Table (6) revealed that the value of (F) for the full model was (120.171), and the probability value (0.000) which is statistically significant at of ( $\alpha \leq 0.05$ ) indicating the significance of the model as a whole. (40%), indicating that 40% of the improvement in overall performance was due to the adoption by the Palestinian universities of the knowledge management standard and the rest due to other variables. The correlation coefficient of the model was (0.633) Demonstrating a strong positive relationship.

Table (6): Result of the third hypothesis test

Dimension	Overall performance		
	Beta	T- Test	Sig.
Knowledge and information management	0.637	10.962	0.000
R	R Square	F Change	Sig. F Change
0.633	0.400	120.171	0.000

And the value of the (Beta) (0.637), and the value of (T-Test) (10.962) and the value of statistical significance Sig (0.000) which is a statistical value at the level of significance ( $\alpha \leq 0.05$ ), and from the former can accept the third hypothesis: "There is a statistically significant effect at the level of ( $\alpha \leq 0.05$ ) for the adoption of knowledge and information management on improving overall performance in Palestinian universities." This result was agreed with the study of (Rashid and Ziadi: 2014), which showed a relationship between intellectual capital and performance results Distinction, and studies of Badri & Selim: 2006), (Drouze: 2008), which showed a relationship between the

measurement of information and knowledge and the results of university performance.

The universities are an important source of knowledge and information. They are based on the transfer of knowledge to students and beneficiaries. Information and knowledge help to make good decisions in all aspects of academic and administrative processes in universities and to work properly through the flow of information and knowledge between the employees and the different departments. Universities also benefit from information and knowledge in measuring their performance, analysis and improvement, and thus in achieving outstanding performance results.

In view of the importance of knowledge in achieving outstanding performance, Martín-Castilla et al. (2008) pointed to the need to include the criterion of knowledge and intellectual capital in the holistic framework of the model of excellence by identifying the relationships between each element of intellectual capital with the model's criteria. El-Baz (2015) also noted that information technology and knowledge management are a key element of excellence.

**Fourthly- As a result of the fourth hypothesis**, which states that "there is a statistically significant effect at the level of ( $\alpha \leq 0.05$ ) to adopt the criterion of the strategy to improve the overall performance in the existence of knowledge management and information as a mediator variable in Palestinian universities."

In order to reveal the intermediate role of knowledge and information management between adopting the strategy standard to improve overall performance, the path analysis

was used. Initially, some preconditions for testing the intermediate role of the variable, namely the significance of the tests for the three previous hypotheses, Confirmation of its significance as it indicated all the tests as a statistical function at the level of significance ( $\alpha \leq 0.05$ ).

After checking the previous conditions, the overall effect on the model is divided into two main parts that can be presented as follows:

1. A direct effect of the independent variable on the dependent variable.
2. Indirect effect of the independent variable on the dependent variable with the existence of the mean variable. The indirect effect is tested using the Sobel test, until the mean variable is determined for the relationship between the independent variable and the dependent variable.

Table (7): Result of the fourth hypothesis test

Dimension	Overall performance			
	Beta	T- Test	Sig.	
Strategy	0.201	2.319	0.022	
Knowledge and information management	0.472	5.167	0.000	
<b>R</b>	<b>R Square</b>	<b>F Change</b>	<b>Sig. F Change</b>	
0.646	0.418	64.236	0.000	
Effect Size Measurement				
	Effect Size	Test Value	Sig.	
<b>Total Effect</b>	0.549	T	9.437	0.000
<b>Direct Effect (c')</b>	0.201	T	2.319	0.022
<b>Indirect Effect (ab)</b>	0.348	Sobel (z)	4.926	0.000
<b>ab/c</b>	0.634			
<b>ab/c'</b>	1.733			

The results indicated that the value of (F) of the model was (64.236), and the probability value (0.000) was a statistically significant value at  $\alpha \leq 0.05$  indicating the significance of the model as a whole. The results revealed that the introduction of the strategy criterion in addition to the knowledge and information management standard (as independent variables) in the model led to an increase in the explanatory capacity of the model. The value of the determining factor was 41.8%, an increase of 8.7%. The results of the magnitude of the effect revealed a total effect of (54.9%), which is statistically significant at the level of ( $\alpha \leq 0.05$ ), and the direct effect on the overall performance (20.1%), which is statistically significant at the level of  $\alpha \leq 0.05$ . The indirect effect value (34.8%), which represents (63.4%) of the total effect, is statistically significant at the level of ( $\alpha \leq 0.05$ ). Given the significance of both direct and indirect impact, it is clear to researchers that the knowledge and information management standard partially mediates the relationship between adopting the strategy standard and improving overall performance in Palestinian universities.

This finding was consistent with the studies of Calo-Mora and Roldán (2006), Badri and Selim (2006), (2009), Moieni & Abadi and Afrasiabi (2015)), all of which agreed on a

positive relationship between the criteria Quality and performance results.

This strategy is a logical causal relationship, as the criteria of strategy, knowledge and information are among the main quality standards, which are the performance potentials that lead to the results of outstanding performance. This is agreed upon by all models of quality and international excellence by linking quality standards with performance results, Performance is not coincidental, but comes as a result of the preparation and proper implementation of the possibilities of this performance, namely the existence of a clear strategy and the availability of knowledge and information in the appropriate manner, and therefore the universities that seek to distinguish their performance, to work hard to disseminate the culture of quality and concepts, See her, to reach the desired result, namely the performance of outstanding results.

## 9. RESULTS

The study reached a number of results:

- The level of adoption by the Palestinian universities for the strategy criterion came to a great extent and a percentage of (69.72%).

- The level of adoption by the Palestinian universities of the knowledge and information management standard was very high, with a percentage of (71.50%).
- The overall performance level in the Palestinian universities studied was very high, with a percentage of (73.69%).
- The results showed that 33.1% of the improvement in the overall performance is due to the adoption of the strategy criterion in the universities and the rest is due to other variables that affect the overall performance. The correlation coefficient value of the model was (0.575) demonstrating a strong positive relationship.
- The results showed that (60.5%) of the adoption of the standard of knowledge and information management is due to the adoption of the Palestinian universities to the criterion of strategy and the rest due to other variables, and the value of correlation coefficient of the model amounted to (0.778), indicating a strong positive relationship.
- The results showed that 40% of the improvement in overall performance is due to the adoption by the Palestinian universities of the knowledge and information management standard and the rest due to other variables. The correlation coefficient value of the model (0.633), indicating a strong positive relationship.
- There was a statistically significant impact on the adoption of the strategy criterion on improving the overall performance of knowledge management and information management as an intermediate variable in the Palestinian universities. The results showed that the knowledge and information management standard partially mediates the relationship between adopting the strategy standard and improving overall performance in Palestinian universities.

## 10. RECOMMENDATIONS

- Increased attention to the application of the strategy criterion as an essential guide to excellence in universities.
- Developing information systems in universities and improving the mechanism of information exchange and knowledge.
- To develop the overall performance of universities through the adoption of international excellence models.

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