

Intermediate Role of the Criterion of Focus on the Students Benefiting in the Relationship between Adopting the Criterion of Partnership and Resources and Achieving Community Satisfaction in the Palestinian Universities

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Abstract: The study aimed at identifying the intermediate role of the criterion of emphasis on students and beneficiaries in the relationship between adopting the criterion of partnership and resources and achieving the satisfaction of the society. The study used the analytical descriptive method. The study was conducted on university leadership in Al-Azhar, Islamic and Al-Aqsa Universities. The sample of the study consisted of (200) individuals, 182 of whom responded, and the questionnaire was used in collecting the data.

The study reached a number of results, the most important of which were: The level of adoption by the Palestinian universities of the criterion of partnership and resources came to a large extent. The level of adoption by the Palestinian universities of the criterion of emphasis on the beneficiary students was very high. The criterion of partnership and resources to achieve the satisfaction of the community surrounding the Palestinian universities, the existence of a statistically significant impact of the adoption of the criterion of partnership and resources to strengthen the focus on students benefiting in Palestinian universities, The focus on the students benefiting from the satisfaction of the community surrounding the Palestinian universities, the existence of a statistically significant impact on the adoption of the criterion of partnership and resources to achieve the satisfaction of the community surrounding the Palestinian universities,

The study presented a number of recommendations, most important of which are: Increase interest in the resource and partnership criterion through enhancing the university's resources and developing internal and external partnerships to serve the university and the society. Increase the focus on students and beneficiaries by providing an appropriate educational environment and academic programs that meet the needs of the labor market. Through the strengthening of existing community service centers and the establishment of new community centers, strengthening the partnership of industrial companies and promoting scientific research for the benefit of universities and society.

Keywords: Criteria of focus on student beneficiaries, criterion of partnership, resources and achievement of community satisfaction, Palestinian universities.

1. INTRODUCTION

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).

What distinguishes successful universities is how they plan and manage their external relations and internal resources to support their policy and strategy. And focus on how to manage the processes of suppliers and partners to implement their plans and achieve their objectives and to achieve excellence in labor relations and quality of inputs and outputs that enhance the parties' ability to create added value,

increase flexibility and rapid response to change, and establish long-term balanced relationships between partners.

In order to achieve this relationship, the universities must focus and take care of the beneficiaries of the students and the local community in terms of determining their requirements and needs. Focusing on building the relationship with the beneficiaries, identifying the basic success factors to reach a distinct level of satisfaction and loyalty, acquiring new students and maintaining the existing students, and the degree of reflection on the performance of the university. And to identify the requirements, expectations and desires of beneficiaries to ensure that their services remain appropriate.

The consequences of that are the achievement of results that meet the needs of society through the realization of its social responsibility in the national development and the service of

the homeland and the citizen. As evidenced by their contribution to support initiatives and community activities of national interest, such as protecting the environment, increasing local employment, enhancing value added, meeting legal and regulatory requirements, reflecting their commitment to the public interest, and creating a positive view of society as a whole, which refers to what the Department has achieved for the local, national and global community.

Based on the above, this study is considered one of the few studies aimed at answering the following main question: "The impact of adopting the criterion of partnership and resources on achieving the satisfaction of the community with the criterion of emphasis on students benefiting as an intermediate variable by applying to Palestinian universities". The following sub-questions emerge from it:

1. Is there an impact on the adoption of the criterion of partnership and resources to achieve the satisfaction of the community surrounding the Palestinian universities?
2. Is the impact of adopting the partnership and resource criteria on strengthening the focus on students benefiting from Palestinian universities?
3. Is there an impact on the adoption of the criterion of emphasis on students benefiting from the satisfaction of the community surrounding the Palestinian universities?
4. Is there an impact on the adoption of the criterion of partnership and resources to achieve the satisfaction of the community with the criterion of emphasis on students who are beneficiaries as mediators in the Palestinian universities?

2. 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 criterion of partnership and resources, the adoption of the criterion of focus on the students benefiting, the level of satisfaction of the community surrounding the Palestinian universities.
2. To explore the impact of adopting the criterion of partnership and resources on achieving the satisfaction of the community surrounding the Palestinian universities.
3. Know the impact of the adoption of the partnership and resources criteria on strengthening the focus on students benefiting from Palestinian universities.
4. Identify the impact of adopting the criterion of focus on students benefiting from the satisfaction of the community surrounding the Palestinian universities.
5. Contribute to the disclosure of the intermediate role of the criterion of focus on the students benefiting in interpreting the impact of adopting the criterion of partnership and resources to achieve the satisfaction of the community surrounding the Palestinian universities.

3. RESEARCH IMPORTANCE

1. To provide Palestinian universities with the availability of criteria of partnership and resources and to focus on students as a criteria of excellence in universities.
2. Providing universities with the level of community results as one of the results of applying the possibilities of excellence in them.
3. To provide recommendations and proposals documented and derived from the field study to help senior management in Palestinian universities in applying the quality and excellence approach.
4. 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.

4. RESEARCH HYPOTHESIS

Ho 1: There is a statistically significant effect at the level of ($\alpha \leq 0.05$) to adopt the criterion of partnership and resources to achieve the satisfaction of the community surrounding the Palestinian universities.

Ho 2: There is a statistically significant effect at the level of ($\alpha \leq 0.05$) to adopt the criterion of partnership and resources to enhance the focus on the students benefiting in the Palestinian universities.

Ho 3: There is a statistically significant effect at the level of ($\alpha \leq 0.05$) to adopt the criterion of focus on the students benefiting to achieve the satisfaction of the community surrounding the Palestinian universities.

Ho 4: There is a statistically significant effect at the level of ($\alpha \leq 0.05$) to adopt the criterion of partnership and resources to achieve the satisfaction of the community surrounding the Palestinian universities with the criterion of focus on the students benefiting.

5. RESEARCH LIMITS AND SCOPE

1. **The objective limit:** The study was limited in revealing the intermediate role of the criterion of focus on the students benefiting in interpreting the impact of adopting the criterion of partnership and resources on achieving the satisfaction of the community surrounding the Palestinian universities.
2. **The space limit:** The application of the study was limited to Palestinian universities (Islamic, Al-Azhar, Al-Aqsa).
3. **The Human Dimension:** Data were collected from the holders of administrative positions in the universities under study.

6. THEORETICAL FRAMEWORK

Firstly- Partnership and Resource Criteria:

Outstanding universities plan and manage internal and external partnerships with suppliers, internal resources to support strategies and policies and the effective operation of their operations. Through these partnerships and resources,

the current and future needs of the University, the environment and the community are balanced (EFQM, 2013).

This criterion consists of the following sub-criteria:

1. Managing internal and external partnerships through:

- Identify and build opportunities for partnerships between the University, universities and other organizations, both internally and externally.
- University partnerships support the process of development and mutual learning.
- Helping partnerships create and support creative thinking and innovation.

2. Finance Management, through:

- Develop the university administration for a clear strategy to provide appropriate funding sources.
- Evaluation of the university administration for investment and consumption in tangible and intangible assets on a regular basis.
- Use of financial budgets to ensure efficient use and effectiveness of available resources.
- Establish and use appropriate financial controls at all levels of the University.

3. Building, Hardware and Resources Management, through:

- Develop strategies and plans for the management of the University's buildings, equipment and facilities.
- To measure any negative effects of university facilities on workers, students and society and their management.
- Periodic inventory of the University's assets and properties and their preservation from any damage.

4. Management of technical resources (technology), through:

- Develop a strategy for the management of technical resources and technology at the university.
- Preparation of a methodology for the selection of modern alternative technical resources in line with the policies of the University.
- Optimize the available technical resources, including the replacement of old techniques with modernity.
- Devoting the techniques to support the continuous development and improvement efforts at the university.

Impact of partnership and resources on outstanding performance:

The partnership is defined as "a relationship between two parties that add value to customers and achieve a culture of excellence through internal and external partnerships to achieve the planned objectives" (Buhaji, 2008).

The universities must build partnerships with the surrounding organizations of universities, ministries and suppliers, civil society organizations, the labor market, operators and stakeholders to strengthen their role as educated leaders who contribute to community building, and

provides its educational and research services excellence, building partnerships and development contributes to the achievement of universities for their goals and achieve the excellence of performance.

Universities should be well managed for their various resources, whether they are fixed assets or current assets, by developing a clear strategy to provide funding to universities. In particular, Palestinian universities rely mainly on fees collected from students in managing their various activities. Exploitation of various university facilities from buildings, laboratories, property, and good management of technical resources, and updating them to devote development, improvement and excellence in performance.

The Organization achieves the ability to achieve its objectives and objectives by organizing the use of its resources and coordinating them in interrelated and interrelated operations that are related to its inception and can be planned, timed and controlled to ensure its validity and assurance of its commitment to quality standards in everything that is going on (Al-Salmi, 2002).

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

- Build good relationship with suppliers and partners.
- Exploitation of university buildings and facilities effectively.
- Availability of appropriate funding sources for the University's activities.
- Good management of technical resources at the university.
- Improved university performance compared with competing universities.

Second- Standard of focus on students and beneficiaries:

The Malcolm model of the American curriculum defines beneficiaries in higher education institutions as students, parents, society, government, and employers (Badri et al., 2006), while the European model defined beneficiaries as students as key beneficiaries, parents, employees, partners, financiers, and government (Egan, 2003). Distinguished universities encourage students and stakeholders to succeed in the long-term labor market, including how to listen to students' voices, build relationships with students and other users, and use information from students and other beneficiaries to improve and define opportunities for innovation (NIST, 2014).

This criterion consists of the following two criteria:

1. The needs of students and beneficiaries, through:

- The University has a clear strategy in the process of attracting and selecting target students.
- Representing students within the various councils in the university.
- Follow-up social media, to identify students' perceptions and problems.

– Use available data from students 'and beneficiaries' complaints and feedback to improve services provided to them.

– Comparison of students' satisfaction in college or university with students of other colleges or universities.

2. Encourage students and beneficiaries through:

– Identify the needs of students and other beneficiaries when preparing academic programs and services.

– Encourage students to express their opinion about the academic services and programs offered.

– Define the basic requirements for student and beneficiary support and application.

– Identify student groups and appropriate market sectors to monitor university growth.

Impact of emphasis on students and beneficiaries on outstanding performance:

The main objective of universities' existence is to provide educational and research services to students and other beneficiaries. Universities should therefore strive to provide outstanding performance in their services to students and beneficiaries in order to create satisfaction and loyalty. In order for the organization to achieve outstanding performance it must be able to create high value for its customers (Goetsch & Davis, 2010). Outstanding organizations are very focused on dealing with customers because they have clear attitudes towards them both in terms of acquiring new customers and dealing with them. With existing customers and retain them, and provide the infrastructure and processes necessary to support these trends (Jamrog, et al., 2007).

The universities should work to serve the students and the beneficiaries and achieve a competitive advantage by knowing the needs and requirements of the labor market and the skills required to be achieved in the graduates. This requires listening to and learning from students and beneficiaries, establishing constructive relationships to identify their requirements, In order to enable them in the labor market, and to identify the general orientations of the university to achieve the wishes and needs of students and beneficiaries.

The researchers believe that the most important results of the impact of the emphasis on students and beneficiaries on performance as follows:

– Increased satisfaction of students and beneficiaries.

– Providing a quality educational process.

– Keep up with educational programs for students' aspirations and the job market.

– Create mutual trust between students and employees.

– Improve the reputation of the university and create a competitive advantage.

– Increase student attendance

Third- Community Outcomes Criterion:

Where distinguished universities measure and comprehensively achieve outstanding results in their performance of the local, regional and international community. This criterion consists of the following two criteria:

1. Measuring the society's perception of the university, for example:

– The University provides public facilities, research and service centers that serve the community well.

– The University holds its role in community responsibility.

– University work on improving and preserving the community environment.

– The university is transparent with the local community.

2. Performance indicators - internal university standards to monitor community satisfaction, eg:

– The media adequately cover the activities of the University.

– The University receives medals and awards for its role in the service of the community.

– The University is building appropriate partnerships with community institutions.

– The University provides community-specific resources appropriately.

7. LITERATURE REVIEW

➤ A study of (Badri et al., 2006), which aimed at an empirical examination of the relationship of the causes in the Malcolm Award to the national scale - the criterion 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 criterion 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 criteria 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 (Adel, 2009) aimed at identifying the most important factors that lead to higher performance of Egyptian higher education institutions, achieving distinct results, identifying strengths and areas that need improvement to achieve sustainable excellence, and using questionnaire to collect data. The study found that the Egyptian higher education institutions have substantial potential (leadership, personnel, strategy, resources, partnership, and processes) that directly affect

their results (employee satisfaction, user satisfaction, impact on society, and performance outcomes). Will improve the overall excellence of Egyptian higher education institutions.

- A study of (Shirvani et al., 2011), which aimed at evaluating the performance of medical science universities based on the European model of excellence. This study was conducted between 2012 and 2011. The study was applied to a sample of 13 universities. The educational work of the nine criterion of the model by a radar methodology through the managers who received the training. The results showed that all universities scored higher than 200/1000, while one university obtained 350/1000, and that the differences between the quality criteria and the performance results were between 19.4 and 102.5. The main performance results were higher and the results of the society the results indicated that there are no significant differences between the results and the possibilities and the nine criteria of the model according to the university variable. The study recommended that the Iranian medical universities plan and implement improvement projects for all criterion, especially the results criteria.
- A study of (Zwain & Teong & Othman, 2014), which aims at verifying the relationship between the main practices of TQM and the creation of organizational knowledge, from the point of view of academic leaders in Iraqi higher education institutions, and through the design of a survey that reached (41) Quality Management. The results showed that Iraqi higher education institutions can benefit from the application of TQM, that there is a meaningful relationship between TQM practices and the creation of organizational knowledge. The results also show that the application of TQM practices should be applied in whole rather than individually.
- A study of (Sharma et al., 2016), aimed at measuring the impact of leadership behavior from deans on academic and scientific performance development policies in universities using a sample of 400 faculty members in eight faculties. The questionnaire was used to collect data. The results showed that: Leadership behavior in the universities under study is related to the different dimensions of the effectiveness of the quality of performance.
- A 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 criterion

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.

- A study of (Terouhid and Ries, 2016) the study used the European Model of Excellence (EFQM) as a basis for evaluating organizational performance excellence and system dynamism as a modeling tool. The scenario analysis method was used to identify the most important enabling factors for institutional excellence and how they work. Factors. The results showed that: Human resource development and training are the most important factor for improving the Organization's capabilities, and that human resources management and knowledge management are the key components of human capacity and play a critical role in performance, and that there is interdependence among them.

8. METHODOLOGY OF THE STUDY:

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.

Society and Study Sample:

The study population consists of all employees holding administrative positions in the Palestinian universities under study (416), Islamic University, Al-Azhar University, Al-Aqsa University, the sample of the study was selected using the stratified method of stratification as one of the statistical methods used to be representative of the study society in accordance with the rules of scientific research in the selection of samples. The sample size was (200). The questionnaires were distributed manually, with retrieved and valid statistical analysis (182). A sample of 32 individuals was selected from outside the study sample. Statistical analysis was conducted to verify the validity and consistency 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: (9) paragraphs, and the field of community satisfaction may be of (8) paragraphs, and the questionnaire was presented to a group of arbitrators with the competence to guide their views on the extent of appropriate paragraphs of the resolution of the target Of them, as well To ensure that the language is correct and clear. 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 - one 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, Path Analysis.

Believe the study tool:

The validity of the study instrument was verified 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 "partnership and resource criterion", was directly correlated with all the paragraphs it measured, (0.542 - 0.879). The second area, the "focus criterion on the beneficiary students" is directly correlated

with all the paragraphs that measure it. The correlation coefficients ranged between (0.726 - 0.859), while the third field is "social satisfaction" All the paragraphs that measure it, ranged in Correlation coefficients between (0.741 - 0.888), all of which are statistically significant at the abstract level ($\alpha = 0.01$), and indicate the link paragraphs that measure the first area of their domain, which means that they are internally consistent with the area that measured by it.

Stability of the study instrument:

The stability of the study questionnaire was verified by the Cronbach's Alpha Coefficient. The results shown in the previous table indicate that the value of the Cronbach alpha was high for all areas of the study instrument, ranging from 0.923 to 0.935, 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
1.	Standard partnership and resources	14	0.923
2.	Standard focus on student beneficiaries	9	0.927
3.	Community Satisfaction	8	0.935

Natural distribution test (Kulmgrove-Smarnov test)

The researchers used the Kulmgrove-Smaroff 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 partnership and resources	0.852
2.	Standard focus on student beneficiaries	0.504
3.	Community Satisfaction	0.192

Answer to the study questions:

The main axes of the study were analyzed by calculating the arithmetic 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 partnership and resources	3.715	0.677	14.238	0.000	74.30 %
2.	Standard focus on student beneficiaries	3.476	0.707	9.081	0.000	69.52 %
3.	Community Satisfaction	3.661	0.744	11.975	0.000	73.21 %

It is clear from the previous table that the level of adoption by the Palestinian universities for the criterion of partnership and resources was very high, with an average of 3.715 and a percentage of 74.30%. The criteria deviation indicates that the respondents' responses were not significantly different and were close to their arithmetic mean (0.677). The level of adoption by the Palestinian universities for the criterion of focus on the students benefited greatly. The mean was 3.476 and a percentage of 69.52%. The criteria deviation indicates that the respondents' response was not significantly different and was close to the middle where he reached (0.707). Finally, the results showed that the level of satisfaction of the society surrounding the Palestinian universities studied was very high, with an average of 3.661 and a percentage of 73.21%. The criteria deviation indicates that the respondents' response was not significantly different, around its arithmetic mean where it reached the criteria deviation (0.744).

Test hypothesis of the study:

In order to test the hypothesis of the study (I, II and III), the simple 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.

Firstly- As a 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 partnership and resources to

achieve the satisfaction of the community surrounding the Palestinian universities."

The results shown in Table (4) revealed that the value of (F) for the full model was (117.728) and the probability value (0.000) which is a statistically significant value at ($\alpha \leq 0.05$) indicating the significance of the model as a whole. (39.5%),

Table 4: Result of the first hypothesis test

Dimension	Community Satisfaction		
	Beta	T- Test	Sig.
Standard partnership and resources	0.691	10.850	0.000
R	R Square	F Change	Sig. F Change
0.629	0.395	117.728	0.000

And the value of the (Beta) (0.691), and the value of (T-Test) (10.850) 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 impact at the level ($\alpha \leq 0.05$) to adopt the criterion of partnership and resources to achieve the satisfaction of the community surrounding the Palestinian universities." This shows that university leaders believe that the results of society are good and appropriate to achieve the goals of the university and society, and in line with the approach of quality and excellence.

The results with (Adel, 2009) agreed with a high level of community outcomes. The results differed from Shirvani et al (2011) in the degree of community outcomes.

The results of the community have been influenced by the criteria of partnership and resources as a result of the services provided by universities through the community service and continuous education on the one hand, and the research centers in these universities on the other. For example, Al-Azhar University has a number of research centers the community services include: Water and Environment Center, Center for Continuing Education and Community Service, Food Analysis Center, Drug Analysis and Research Center, National Center for Academic Development and Legal Clinic (www.alazhar.edu.ps). We mention some of them on the spies The Center for Environmental and Rural Studies, Materials and Soil Laboratories, Resource Development Center, Business and

Table 5: Result of the second hypothesis test

Dimension	Standard focus on student beneficiaries		
	Beta	T- Test	Sig.
Standard partnership and resources	0.689	4.154	0.000
R	R Square	F Change	Sig. F Change
0.659	0.435	138.484	0.000

And the value of the (Beta) (0.689), the value of (T-Test) (4.154) 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 second can accept the second hypothesis: "There is a statistically significant effect at ($\alpha \leq 0.05$) to adopt the criterion of partnership and resources to enhance the focus on students benefiting in Palestinian universities."

indicating that (39.5%) of the achievement of social satisfaction is due to the adoption of the criterion of partnership and resources in the universities in question and the rest is due to other variables affecting the results of the community, The correlation of the model reached (0.629) indicating a strong positive relationship.

Technology Incubator, Legal Clinic, Community Development Institute, Education Technology Center, Heritage Building Center, Research and Enterprise Center, www.iugaza.edu. Al-Aqsa University also has several community service centers, including the Geomagnetic Research Center, the Space and Astronomy Research Center, the Development and Community Service Center and the Deanship of Continuing Education (www.iugaza.edu). Despite the impact of the partnership and resources standard on society's results, community and social responsibility must be enhanced by improving the services provided through these centers, in addition to examining the needs of society and opening service centers to meet these needs.

Second- As a result of the second hypothesis, which states that "there is a significant statistical effect at the level ($\alpha \leq 0.05$) to adopt the criterion of partnership and resources to strengthen the focus on students benefiting in Palestinian universities."

The results shown in Table (5) revealed that the value of (F) of the full model was (138.484), and the probability value (0.000) which is statistically significant at ($\alpha \leq 0.05$) indicating the significance of the model as a whole. (43.5%), indicating that (43.5%) of the adoption of the criterion of focus on the beneficiary students is due to the adoption by the Palestinian universities of the criterion of partnership and resources and the rest due to other variables, and the correlation coefficient of the model amounted to (0.659) demonstrating a strong positive relationship.

The researchers attributed this to the fact that universities 'interest in partnership and resources made students and beneficiaries at universities feel the results of university departments' focus on them well.

The results were consistent with the study by Rashid and Ziadhi (2014), which indicated that there was a marked interest in student outcomes, and Badri and Selim (2006),

(2009), which indicated high scores of students and beneficiaries.

The results differed with the study of (Aljabari: 2009), which indicated a medium degree of results of students and beneficiaries.

The universities should focus more on students and beneficiaries by measuring their awareness of the services provided by the university, and then develop internal performance indicators to monitor the satisfaction of students and beneficiaries, to the quality and excellence, and the results of students and beneficiaries are the results of the focus on them, and interest in partnership with the community and improve the resources necessary to provide services appropriate to them, which is one of the pillars of TQM and excellence, and therefore the universities wishing to access this excellence to increase interest in students and beneficiaries.

In order for the organization to perform well, it must be able to create high value for its customers (Goetsch & Davis, 2010). (Jad Al-Rab, 2013), noted that in a competitive

economy, an organization that cannot meet standards Quality, they have a lot to face competitors, and organizations must maintain their credibility and reputation among customers, especially with regard to the quality of their outputs.

Third- As a result of the third hypothesis, which states that "there is a significant statistical effect at the level ($\alpha \leq 0.05$) to adopt the criterion of focus on the student's beneficiaries to achieve the satisfaction of the community surrounding the Palestinian universities."

The results shown in Table (6) revealed that the value of (F) for the complete model was (197.670) and the probability value (0.000) which is a statistically significant value at ($\alpha \leq 0.05$) indicating the significance of the model as a whole. (52.3%). This is due to the adoption by Palestinian universities of the criterion of focus on the students benefiting from it and the rest due to other variables. The correlation coefficient of the model was (0.723) indicating a strong positive relationship.

Table 6: Result of the third hypothesis test

Dimension	Community Satisfaction		
	Beta	T- Test	Sig.
Standard focus on student beneficiaries	0.761	14.060	0.000
R	R Square	F Change	Sig. F Change
0.723	0.523	197.670	0.000

And the value of the (Beta) (0.761, and the value of (T-Test) (14.060) 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 third hypothesis: "There is a statistically significant effect at the level ($\alpha \leq 0.05$) to adopt the criterion of focus on the students benefiting to achieve the satisfaction of the community surrounding the Palestinian universities."

The researchers attributed this to the fact that university leaders believe that the focus on the students and the provision of an appropriate educational environment and academic programs to meet their needs and the needs of the labor market led to the results of the community good, and appropriate to achieve the goals of the university and society, and in line with the approach of quality and excellence.

The results were consistent with the studies of: (Rashid and Ziadi: 2014), (Adel, 2009) with a high level of community results.

The results differed from the studies of Al-Ja'bari (2009) and Shirvani et al (2011).

The results of the community were influenced by the emphasis on students and beneficiaries as a result of the universities offering distinguished programs that meet the needs of the labor market, providing a teaching staff at the highest level, modern curricula that keep abreast of scientific developments, and provide an educational environment and

extracurricular activities that satisfy students and beneficiaries.

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 partnership and resources to achieve the satisfaction of the community surrounding the Palestinian universities.

In order to identify the intermediate role of focusing on the students benefiting between the adoption of the criterion of partnership and resources and its impact on achieving the satisfaction of the community used Path Analysis, where the initial verification of some preconditions to test the role of the mediator of the variable, which is the significance tests for the previous three assumptions, which confirmed its significance as it indicated all the tests as a statistical function at the level of significance ($\alpha \leq 0.05$).

After verifying the above conditions, the overall effect 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	Community Satisfaction		
	Beta	T- Test	Sig.

Standard partnership and resources	0.295	4.091	0.000
Standard focus on student beneficiaries	0.575	8.324	0.000
R	R Square	F Change	Sig. F Change
0.751	0.564	115.845	0.000
Effect Size Measurement			
	Effect Size	Test Value	Sig.
Total Effect	0.691	T	10.850
Direct Effect (c')	0.295	T	4.091
Indirect Effect (ab)	0.396	Sobel (z)	6.780
ab/c	0.573		
ab/c'	1.342		

The results indicated that the value of (F) of the model was (115.845), and the value of probability (0.000), which is a statistical value at the level of significance ($\alpha \leq 0.05$), indicating the significance of the model as a whole. The results revealed that the introduction of the criterion of focus on the students in addition to the criterion of partnership and resources (as independent variables) in the model led to an increase in the explanatory capacity of the model. The value of the coefficient of selection (56.4%) increased by 16.9%. The results of the effect size revealed a total effect of (69.1%), which is statistically significant at the level of significance ($\alpha \leq 0.05$). The direct impact on the satisfaction of the community was (29.5%), which is a statistically significant value at the level of significance ($\alpha \leq 0.05$), and the indirect effect (39.6%), which represents (57.3%) of the total effect, which is a statistically significance at the level of ($\alpha \leq 0.05$). In view of the direct and indirect impact of the impact, it is clear to the researchers that the criterion of focusing on human resources partially mediates the relationship between adopting the criterion of partnership and resources and achieving the satisfaction of the community surrounding the Palestinian universities.

9. RESULTS

The study reached a number of results:

- The level of adoption by the Palestinian universities for the criterion of partnership and resources was very high, with an average of (3.715) and a percentage of (74.30%).
- The level of adoption by the Palestinian universities for the criterion of focus on the beneficiary students was very high, with an average of (3.476) and a percentage of (69.52%).
- The level of community satisfaction surrounding the Palestinian universities studied was very high, with an average of 3.661 and a percentage of (73.21%).
- There is a statistically significant impact on the adoption of the criterion of partnership and resources to achieve the satisfaction of the community surrounding the Palestinian universities, where the value of the R (39.5%), indicating that (39.5%) of the achievement of community satisfaction is due to the adoption of the

criterion of partnership and resources in universities And the rest is due to other variables.

- There was a statistically significant impact on the adoption of the partnership and resources criterion to enhance the focus on the students benefiting from the Palestinian universities, where the value of the R Square (43.5%) indicates that (43.5%) of adopting the criterion of focus on the beneficiary students is due to adoption Palestinian universities to the criterion of partnership and resources and the rest due to other variables.
- The existence of a statistically significant effect to adopt the criterion of focus on the students benefiting to achieve the satisfaction of the community surrounding the Palestinian universities where the value of the coefficient of identification (R Square) is (52.3%) which indicates that (52.3%) of the satisfaction of the community is due to the adoption by the Palestinian universities of the criterion Focus on students benefiting and the rest due to other variables.
- There is a statistically significant impact of the adoption of the criterion of partnership and resources on achieving the satisfaction of the community surrounding the Palestinian universities with the presence of the criterion of focus on the beneficiary students. The results of the effect size revealed a total effect of 69.1%.

10. RECOMMENDATIONS

Based on the results of the study, the following recommendations were made:

- Increase the interest in the criteria of resources and partnership through strengthening the University's resources and developing internal and external partnerships to serve the university and society.
- Increase the focus on students and beneficiaries by providing an appropriate educational environment and academic programs that meet the needs of the labor market.
- Pay attention to the social responsibility of the society and the services provided to it by strengthening existing community service centers and establishing new community centers.

- Strengthening the partnership of industrial companies and promoting scientific research for the benefit of universities and society.

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