

A Proposed Vision For Developing Institutional Performance In Arab Universities Appropriating The Standards Of The European Foundation For Quality Management (EFQM)

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ABSTRACT

The current research study proposes a vision for developing institutional performance in Arab universities using the standards of the European Foundation for Quality Management's excellence model (EFQM). The descriptive approach is utilized to achieve the research objectives. The reality of institutional performance in some Arab universities in light of the standards of the European model for managing excellence and the differences in perspectives depending on the variables of the country, academic rank, and number of years of experience shall also be identified. The research sample consists of (1150) individuals from some Arab universities in Jordan, Egypt, and Saudi Arabia. A 53-item questionnaire used as a research instrument includes two parts and seven domains. The results indicate the availability of all domains that monitor the reality of institutional performance in some Arab universities in light of the standards of the European Model for Excellence Management from a medium to high degree. The findings also show differences between the means of the research sample's responses depending on the variables of country, academic rank, and number of years of experience. Given the results, the research paper proposes a vision for developing institutional performance in Arab universities in light of the standards of the European model of excellence management that includes a set of foundations, principles, goals, procedures, and requirements for success.

Keywords: Arab universities, Development, Institutional Performance, The European Excellence Management Model.

1. Introduction

Interest in developing and modernizing university education is one of the most prominent issues that receives attention from all countries of the world at present. The significance of education is no longer a matter of debate, as global experiences have proven that the beginning of true progress is education, and the countries that have advanced have placed education at the top of their priorities. University institutions face dynamic and complex environments that are affected by many variables and transformations in their internal conditions and the data of their external environments. Transformations require these institutions to constantly work to improve their level of performance and develop their capabilities for this confrontation, and this confirms the importance, complementarity, and continuity of the process of improving institutional performance (Hijazy, 2015).

Of late, the last twenty years have witnessed great interest on the part of management scholars and those interested in developing management methods to search for advanced management methods suitable for dealing with the challenges faced by management at that time, represented by the search for essential solutions to the crisis of productivity and quality improvement, which in turn has moved to education (Weih & Al-Baz, 2012). One of the most prominent of these methods is excellence management, which is one of the modern concepts that seeks to develop work systems and methods and advance them by activating all elements of the administrative process, operating them in integration, and coordinating between them to ensure reaching the best performance rates so that the outcomes of the administrative process are compatible with the desires of the beneficiaries (Abdulhafeez, 2019).

The European Excellence Management Model (EFQM) is one of the most widespread and used models for developing the performance of institutions, achieving the maximum degree of the desired goals, and developing their performance according to the required specifications. Moradzadeh (2015.3) explains that the European Foundation for Quality Management model is one of the main frameworks for evaluating the quality of an organization's performance, enhancing its competitive capabilities, and achieving excellence. It is also an important tool for evaluating the professional status of workers and the degree of their progress. This model provides a means to support the organization's vision and strategy, invest its human and material resources positively, and improve the level of its development plans. The European Excellence Management Model is also a reference framework for self-evaluation that helps universities improve quality and enables them to achieve their goals effectively and efficiently and achieve sustainable competitiveness (Al-Tuwaijri, 2019).

The significance of this model is highlighted by the fact that it allows the organization to always be in a better position than competitors, to take the lead in improving administrative capabilities, developing operations, achieving excellence in human resources, and improving outputs to ensure the achievement of multiple advantages for all concerned that cannot be matched by competitors (Zamani & Esfahani, 2014). Many studies confirm that the great development in the global educational and administrative system makes it necessary to move towards applying excellent management in Arab universities due to their need to ensure continuity, leadership, and continuous improvement because applying the standards of the European model of excellence in institutions achieves many benefits for the organization, workers, and society. Al-Nasrawi (2021) indicates that excellence management enables the organization to achieve its goals and ensure survival and continuity in a competitive environment characterized by many challenges.

Zamani and Esfahani (2014) agree with the results of the studies of (Marta & Jesus, 2014; Ghasem & Mahdi, 2015; Sunil, 2015, Mahdi & Hassan, 2020; Ibrahim & Al-Jubouri, 2022; Deeb, Issa, & Zahra, 2022; Abdul-Rubaie, 2023) that applying the European model of excellence management makes the organization focus on specific areas for development and improvement, achieves a regular and comprehensive review of the organization, and identifies strengths and weaknesses, contributes to eliminating problems and facilitates the flow of knowledge, information and services to those concerned. The excellence model is a means of supporting institutions by increasing their ability to employ human and material resources better, and it also enables the institution to obtain a better competitive advantage. Erlantz (2010) points out that applying the European model of excellence management enables the organization to accurately self-evaluate, increase its ability to implement effectively, spread a culture of excellence, increase efficiency, reduce costs, and help the organization manage the improvement process, make the organization more competitive in the global market, and provide a comprehensive view of the organization.

Moreover, applying the European model of excellence management enables identifying priorities, allocating resources, and generating realistic action plans. It also provides a framework for achieving excellent performance in educational institutions and recognizing high performance. The strategic nature of the EFQM educational model, combined with its focus on strategic and operational performance, makes it an ideal framework for testing how a school's ambitions for the future align with its current practices and its ability to respond to challenges. Using this model provides the opportunity to see the whole element, and take a holistic perspective of the complexity of the school context, recognizing the need for a systematic and structured intention (EFQM, 2020). Given the previously detailed introduction, the literature review and research problem are provided in the next sections.

2. Literature Review

Research has documented the role of the European Excellence Model (EFQM). Hauber (2020) studies the relationship of the European Foundation for Quality Management model to ISO 9001. The results show a positive relationship between the European Foundation for Quality Management model and ISO 9001. It is also found that the organization that reaches the highest degree in applying the model is the one that has obtained the ISO certificate, and the institutions that apply the model achieve sustainability. Al-Rubaie (2020) refers to the use of the European Excellence Model (EFQM) in the organization's competitive performance. The results show that using the European Excellence Model affects competitive performance by diagnosing the actual reality and the extent of the applied standards of this model. After identifying the strengths and weaknesses, the real gap has been identified. Shehada (2020) identifies the pioneering performance of heads of scientific departments in faculties of education in light of the European Excellence Model (EFQM). The results indicate that the level of leadership performance of department heads is medium and that all areas of the questionnaire are similar in terms of their medium and relative weights.

Also, Abdul-Jabbar and Saleh (2020) determine the level of application of total quality management requirements in excellence management in two ministries in light of the European model (EFQM). It shows that there is a commitment to implementing the requirements of comprehensive quality management in the two ministries, and a relationship of connection and influence in excellence management according to the (EFQM) at the Ministry of Labor and Social Affairs. However, a relationship of connection and influence in excellence management according to the (EFQM) does not appear at the Ministry of Culture and Tourism, in addition to the weakness of the two ministries surveyed in presenting their results to reach the management of excellence. Azouz, Salem, and Al-Bayoumi (2020) develop a proposed vision for developing the performance of secondary school teachers in light of the European model of excellence. It is found that the Ministry of Education must implement procedures and practices to develop the performance of secondary school teachers through training courses and guide the secondary stage teacher with the desired qualities in his or her personality as a current leader in their place and a future leader in another place.

Al-Enezi (2020) identifies the role of administrative leaders at the University of Hail in achieving administrative excellence in light of the European Excellence Model (EFQM). The results show the study sample agrees to a medium degree on the role of administrative leaders at the University of Hail in achieving administrative excellence in light of the European excellence model. The findings indicate that the study sample agrees to a high degree on all obstacles. Mohammad, Ali, and Ali (2020) examine the impact of applying the European model of excellence on business results. The results show a positive relationship between the European model of excellence and business results in service sector institutions in Khartoum State.

Moreover, Al-Nasrawi (2021) identifies the extent to which the European Excellence Standards (EFQM) are available among department heads in fine arts institutes from the perspective of teachers. The results show that the leadership criterion is met to a medium degree, and the policy and strategy criterion is met to a less than medium degree. The findings also indicate that the availability of the two criteria for human resources and services provided to society is weak, and the criteria for financial resources and administrative operations are at a lower than medium level. Omar, Halim, and Ishua (2021) compare the institutional performance of the Ministry of Immigration with the standards of the European Excellence Model (EFQM). The findings show that progress is generally clear in all standards, as measured by the percentage of enablers and results methodologies in 2020.

Besides, Howiri and Hassan (2021) measure the possibility of applying the European Foundation for Quality Management model at the Faculty of Management and Economics, Nawroz University. The results also indicate that the administrative leadership at the Faculty of Business and Economics has the necessary capabilities to adopt the European model of quality management, as it is one of the universities that seeks to attract the largest possible number of students to achieve its profit goals. Once again, Howiri and Hassan (2021) identify the differences between the Faculties of Administration and Economics at the Universities of Nawruz and Ceyhan in terms of orientation towards excellence. It is concluded that the administrative leaders in both faculties have the necessary capabilities to adopt the European Quality Management Model (EFQM). The results also show that the two faculties under study have an orientation towards excellence to achieve excellence for the university. It is also found that the faculty at Ceyhan University outperforms its counterpart at Nawroz University in terms of commitment and application of the model's domains.

Additionally, Ibrahim and Al-Jubouri (2022) clarify the role played by the hexagonal diffraction methodology according to the (DMAIC) model in achieving the standards of the European Excellence Model (EFQM). It is found that there is a statistically significant correlation and influence between the hexagonal diffraction methodology according to the DMAIC model and the standards of the European Excellence Model. Also, there is a statistically significant correlation and influence between the DMAIC model with its five stages and the European Excellence Model with its standards. Ahmed, Thabet, and Mahmoud (2022) call for activating

the role of the strategic management of the National Authority for Quality Assurance and Accreditation in light of the European model of excellence. The results show that the policies and procedures standard as a whole is achieved by 73%, and that all sub-criteria are achieved with a large response rate between (78.6%) and (70.7%). The highest sub-criteria is the availability of clear and transparent policies and strategies for the Authority, with a medium rate of (78.6%).

On the other hand, Deeb, Issa, and Zahra (2022) identify the performance level of Tishreen University Hospital in Latakia using the European Excellence Model (EFQM). It is concluded that the hospital study sample achieves a high level of performance in light of the European Excellence Model, where the criteria are arranged as follows: institutional performance results, resources and partnership, customer results, operations, leadership, policy and strategy, human resources, community results, and human resources results. Al-Zahrani and Hawala (2022) determine the requirements for achieving institutional excellence at the Faculty of Postgraduate Education at King Abdulaziz University in light of the European Model (EFQM) standards. The results show that the level of availability of requirements for achieving institutional excellence in light of the standards of the European model is medium. The findings also indicate that regulatory requirements are ranked first, human requirements are ranked second, and material and technical requirements are ranked last as the minimum requirements in terms of availability.

Likewise, Faraj (2022) develops the institutional performance of youth centers in light of the European Excellence Model (EFQM). The results indicate that the level of practice of the European Institutional Performance Standards (EFQM) within youth centers is medium, while the practice of policies and strategies standard, and individual satisfaction is low. The findings also show that a weakness in the level of support provided to employees, a lack of specialized training courses, and a lack of qualified personnel to achieve the requirements of institutional excellence. Sütöová et al. (2022) identify the possibility of applying the EFQM model in the educational institution to lead it toward sustainability. The results show weaknesses in some criteria such as organizational culture, transformational leadership, and stakeholder perceptions.

Similarly, Amer (2023) identifies the classroom management skills of faculty members in some schools affiliated with the Baghdad Education Directorate according to the European Excellence Standard (EFQM) from the student's perspective. The findings show that faculty members possess various classroom management skills in the domain of classroom leadership, along with a weakness in classroom management skills in the domain of lesson planning. Wahib and Rahima (2023) explore the use of the European Foundation for Excellence Model (EFQM) to evaluate the performance of private faculties. The results show gaps between the faculty's actual performance and the standards of the European Model of Excellence. The highest gaps are in the standards of vision and strategy, organizational culture, and leadership, while there is the lowest gap in the standard of engaging stakeholders, where the faculty achieved good excellence according to the percentage attained in most standards. The previous review and analysis of the previous studies are of high significance in forming a general perception of the study subject, which contributes to formulating the research problem, preparing the theoretical research framework, selecting the research approach methodology and instruments, determining the appropriate statistical methods, preparing the proposed scenario, and formulating recommendations and proposals.

3. Research Problem

Developing institutional performance in universities has become an urgent necessity for the present and the future, as this necessity is imposed by rapid changes and globalization. Therefore, the trend towards quality and excellence has become inevitable to bridge the gap with the developed world and to strive at a steady and rapid pace towards progress and leadership. Therefore, the trend towards quality and excellence has become inevitable to bridge the gap with the developed world and strive at a steady and rapid pace towards progress and leadership. Excellence is no longer an option, but rather an inevitable necessity imposed by global transformations.

As universities are entrusted with preparing an influential group in society, they bear the greatest burden in facing the challenges in light of the expansion of knowledge and the progress of science and technology. Modern changes have imposed the necessity of moving towards achieving excellence in educational institutions to build generations capable of facing these changes with a distinct thought that goes beyond the limits of reality and anticipates the future. The UNESCO World Conference on Higher Education, held in Barcelona and attended by about 1,500 participants in 2000, announced the global "Road Map 2030" for higher education to ensure the quality of higher education in a way that adapts to contemporary challenges, considering that critical transformations are necessary to focus on cooperation rather than competition. The road map is characterized by the following principles, such as cooperation for excellence instead of competition, balanced academic freedom, integrity, and ethics, establishing a dynamic relationship with society, and unleashing the potential of every type of scientific knowledge (Awais et al., 2024).

Reality confirms the need for universities to move from the stage of theory to the stage of application, with the significance of making fundamental changes in the educational environment. Educational institutions in their current form, whether at the organizational or administrative level or the level of educational policies, do not meet the minimum required level of quality. The significance of quality in Arab universities is also increasing due to the low rank it occupies among international universities (Al-Sharif, 2014). The contemporary university administration also faces multiple academic and administrative obstacles that limit its performance of the scientific mission entrusted to it due to the absence of a comprehensive vision and strategic view of the role of education in activating the future of development and investing resources. The absence of a comprehensive vision and strategic view of the role of education results in conflicting functions of educational institutions, their duplication, slow development and production processes, and weak mechanisms of the administrative, academic, and educational work system, with increasing qualitative deterioration by national aspirations (Bashiwa & Al-Barwari, 2009).

The spread of such problems requires the presence of a Excellent university administration, capable of searching for solutions and keeping pace with developments. Developing the institutional performance of universities is a necessity required by the times because developing these universities enables them to create a modern educational environment that provides Excellent outcomes that can compete at the local and global levels. With the increasing expansion of university education in Arab countries, the importance of reconsidering the institutional performance in these universities becomes clear, given that developing institutional performance contributes positively to achieving the goals of the university and the goals of society. accordingly, the research problem is reflected in answering the following question: What is the reality of institutional performance in some Arab universities in light of the standards of the European Foundation for Quality Management (EFQM)?

4. Research Significance

The significance of the current research paper is reflected in shedding light on the European model of excellence management and its role in developing university performance and confronting their problems. There is an urgent need for such a research study because of the significance that universities represent in meeting the needs of the labor market and because the university needs more than others to manage excellence as it prepares individuals to lead societies toward progress and development. The research significance also lies in helping the leaders of Arab universities to improve their practices and develop their performance to comply with the standards of the European model of excellence management, which has proven its effectiveness and efficiency, and inform them that partial solutions are not effective due to the accumulation of problems, as the solution lies in systemic work to address all aspects.

Moreover, the research is significant as it attracts the attention of those in charge of training programs in Arab universities to the importance of training leaders to raise their awareness of the European model of excellence management and how to apply it. The current research study also supports efforts to develop Arab universities by shedding light on one of the modern approaches to management, which is the European model of excellence management. The application of the model contributes to developing and improving performance by identifying strengths and weaknesses, providing solutions, and ways to confront problems, and thus enabling officials to reach the best ways to achieve the university's goals. This research paper is also of high significance as it helps officials in Arab universities make administrative decisions by providing key indicators for developing institutional performance and decision-making promptly, which helps them exploit the resources and capabilities of the faculties effectively.

5. Theoretical Framework

The theoretical framework of the current research study includes key three pillars.

5.1 Development of the Institutional Performance

5.1.1 The concept of development of the institutional performance

Development is defined as a process that aims to bring the developed thing to its best form so that it fulfills its required purpose with complete efficiency and achieves all the desired goals (Weih & Al-Baz, 2012). That is all the changes that can be made in the organization to increase its effectiveness and efficiency so that it meets the needs and requirements of society. Paying attention to institutional performance is essential because it is linked to the efficiency and effectiveness of institutions in achieving their goals and achieving what they aspire to. Institutional performance is defined as an organized effort to diagnose the organization's work with numbers to determine the extent of its success in achieving its goals and the good use of its resources to produce what is required of it with the specifications that stakeholders expect from it (Nasr, 2014). To be precise, performance is the ability of any organization to achieve its goals through available resources efficiently and effectively.

On the other hand, institutional performance is defined as a reflection of how an organization uses its material and human resources and exploits them in a way that makes it able to achieve its goals (Salim & Huwahi, 2020). This means that institutional performance matches the current performance of the institution and its ability to achieve goals with what was previously planned so that aspects of deviation from the correct path can be identified, strengths and weaknesses can be recognized, and planning can be made to strengthen the strengths and avoid weaknesses. Institutional performance includes three aspects: individual performance in light of the organizational environment, departmental performance in light of the institution's policy and strategy, and performance of the institution as a whole in light of the local community and its political, cultural, social, and economic components.

Accordingly, institutional performance development is defined as all planned and organized efforts undertaken by the university to bridge the gap between desired performance and current performance. Institutional performance can be achieved through developing human and material resources and attaining effective and efficient performance in a way that has a positive impact on the internal and external environment and is in harmony with the surrounding environment, which leads to achieving the overall effectiveness of the institution, ensuring its resilience in the face of competition, attaining excellent performance, and thus realizing the desired goals of the institution and society.

5.1.2 Benefits of developing institutional performance in universities

A group of benefits for developing institutional performance in universities such as controlling and developing administrative systems as a result of clarity of roles and definition of responsibilities, increasing educational efficiency and raising the level of performance for all administrators, professors, and workers, fulfilling the requirements of students, their parents, and the community to reach their satisfaction, providing an atmosphere of cooperation and sound humanitarian concepts among all employees of the institution, enabling university administration to analyze problems using correct scientific methods, and deal with them through corrective and preventive measures to prevent their occurrence, preparing for international competition, especially after the emergence of international changes, including globalization, and increasing the use of technology in the process of continuous improvement (Altarawneh & Al-Ghammaz, 2023).

Other key benefits related to developing institutional performance in universities are to optimally use human energies and development of their potential to improve performance, pay attention to continuing education, increase the competitiveness of the institution, emphasize the importance of preventing errors before they occur, as this saves time, effort and money for the organization and its employees and thus reduces costs, ensure a clear link between performance and results, thus achieving expected goals, attaining greater effectiveness for the institution, and focusing attention on the overall structure of the institution. That is, developing universities would keep pace with developments in society, which would be reflected in the entire educational system.

On the one hand, it achieves excellence in educational services provided to students, graduates high-level students who can meet the real needs of the labor market, develops the performance of employees and improves their potential, achieves effective communication with the local community, builds trust between the institution and those concerned, enables these institutions to gain the trust of society and occupy an excellent position among competitors, whether at the local or global level. Developing the university's institutional performance enables it to achieve sustainable growth and maximize results in an environment dominated by globalization, technological revolution, and knowledge explosion.

Several important benefits can also be added such as controlling and developing the administrative system in university faculties, raising the level of performance of all concerned "students, faculty members, and employees", achieving coherence and integration between all departments within the organization, and providing an atmosphere of understanding among all employees, increasing community confidence in the university, raising the degree of community satisfaction with it, making it occupy an appropriate position among educational institutions, developing students' knowledge and skills in all aspects, improving the competitive position of the university, and increasing the rate of response of university faculties to local and global changes.

5.2 Excellence Management

5.2.1 The concept of excellence management

The concept of success in organizations has changed over the years. Though success used to mean a desired goal or a desired goal that the organization seeks to reach, success in today's world of excellence has become a matter of realizing and measuring the value that produces all the influential relationships of the organization. Accordingly, it makes the necessary decisions when a balance and trade-off is created between

the requirements of customers, suppliers, workers, investors, and the community in which the organization operates. In other words, the concept of success has changed from a mere goal to an integrated approach that the organization must adopt to achieve success and excellence (Al-Rasheed, 2004).

Institutional excellence means innovation or doing something different from others, where the distinction is achieved by achieving a competitive advantage, that is, being better than others in performance in terms of "cost, quality, time, creativity and innovation" as well as the ability to come up with the new and get rid of the old in an organized manner (Abdulhafeez, 2019). Excellence is a way of life and means providing a quality service or product to customers and stakeholders which can happen in a small or large organization (Olcen, 2014). According to the European Union Guidelines of 1999, excellence is defined as the practice inherent in managing an organization and achieving results. The European Union guidelines are all based on a set of nine core concepts, namely: results orientation, customer orientation, leadership and consistency of purpose, management through processes and facts, development and participation of individuals, continuous learning, innovation and improvement, product development, and responsibility towards society (Mashaykh et al., 2011).

Moreover, excellence is defined as superiority, possession of good qualities, and the ability of an individual, group, or organization to surpass others and perform the tasks required of them with perfection (Al-Nasrawi, 2021). The concept of "management excellence" has arisen in contemporary administrative thought to express the need for a comprehensive approach that brings together the elements and components of building organizations on superior foundations that achieve high capabilities in confronting the external variables and situations surrounding them. Hence, excellence management is the ability to reconcile and coordinate the elements of the organization and operate them in integration and interdependence to achieve the highest rates of effectiveness and thus reach the level of outputs that achieve the desires, benefits, and expectations of the stakeholders associated with the organization (Al-Omari, 2012).

Excellence management is one of the modern administrative concepts that seeks to develop work systems and methods and advance them by activating all elements of the administrative process operating them in integration, and coordinating between them to ensure reaching the best performance rates so that the administrative scientific outputs are compatible with the desires of the beneficiaries (Abdel-Rubaie, 2023). It is defined as the result of applying a set of standards that enable the organization to reach unprecedented competitive results that increase market share and contribute to increasing profitability (Al-Ayashi & Karima, 2020). Accordingly, it can be said that the excellence management model is a description of an integrated system of policies and procedures that represents a distinct plan that guarantees the university, through its practices, to achieve excellence and sustainable development.

5.2.2 The Main Requirements for Excellence Management

Al-Sulami (2002) indicates that achieving management excellence requires providing the following requirements.

1. An integrated strategic building that expresses the organization's main directions and future outlook, and includes the following elements:
 - The organization's mission, which expresses the major results it seeks to achieve, indicating the justification for its existence
 - The future vision of the organization and management's perceptions of its future competitive position.
 - The strategic goals that the administration works to achieve and takes as a basis in planning its operations and determining the various resources and inputs it needs.
 - The mechanism for preparing strategic plans, following them up, measuring their returns, and evaluating their achievements.
1. An integrated system of policies that govern and organize the organization's work, and guide those charged with performance responsibilities to the rules and foundations of decision-making.
2. Flexible organizational structures that are commensurate with performance requirements and capable of modification and adaptation to internal and external variables.
3. An advanced system for comprehensive quality assurance that specifies mechanisms for analyzing processes, the basis for determining specifications, conditions, and permit rates, procedures for monitoring and controlling quality, and approaches to correcting quality deviations.
4. An integrated information system that includes mechanisms for monitoring the required information, identifying its sources, means of collecting it, rules for processing, circulating, updating, preserving, and retrieving it, as well as rules for employing it to support decision-making.
5. An advanced human resources management system that explains the rules and mechanisms for planning, attracting, and forming human resources, developing them, and directing their performance.
6. A performance management system that includes rules and mechanisms for determining the work and functions required to carry out the organization's operations, the foundations for planning targeted performance and determining its rates and levels, and the rules for directing and monitoring performance and evaluating results and achievements.
7. An integrated system for evaluating individual performance, the performance of work groups and teams, strategic business units, and institutional performance to evaluate achievements in comparison to the established goals and performance standards.

8. Effective leadership sets foundations and standards and provides the elements for the proper implementation of plans and programs, confirming the organization's chances of achieving management excellence.

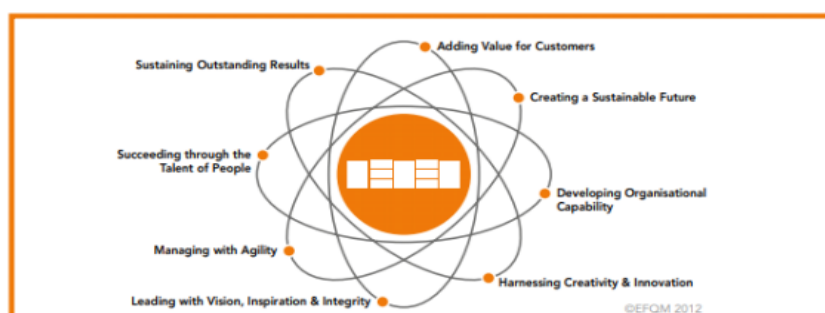
Similarly, Shawqi (2010) identifies six foundations that represent the main requirements and foundations necessary to provide Excellent management that enables the achievement of superior and unique results. These foundations are strategic construction, customer orientation, operations, human resources, a network of relationships, and alignment and harmony.

5.2.3 The Basic Principles of Excellence Management

The model for the European Foundation for Quality Management was prepared based on a package of European concepts and norms that were first mentioned in the European Charter of Human Rights of 1953 and the amended European Charter of 1996. This Charter was ratified by forty-seven members of the European Council, who adopted it as general principles in their national legislation. The basic concepts of excellence are formulated based on these human rights principles and norms assuming that they apply worldwide. The following basic principles that support the excellence model are (EFQM, 2012, 3), (EFQM, 2013), (Goknur, 2015, 1285), and (EFQM, 2015b) as mentioned by (Al-Tuwaijri, 2019; Omar, Halim, & Ishua, 2021).

1. Sustaining excellent results: Excellent organizations focus on results, work to fulfill their mission and the progress made towards achieving their vision through planning, and achieve a balanced set of results that meet their needs in the short and long term for the sake of stakeholders and those with whom they are related.
2. Adding value for customers: Excellent organizations realize that customers are the main reason for seeking innovation and creating value for them by understanding and anticipating their needs.
3. Leading with vision, inspiration, and integrity: Excellent organizations are the ones that have leaders who can shape the future, who can formulate and embody the future vision into an achievable reality, and who possess steadfastness towards achieving their desired goals, and consistency in achieving them no matter how different the circumstances surrounding them are, and who act as an example of professional values and ethics.
4. Managing with agility: Excellent organizations are managed through organized and strategic processes, which helps to create balanced and sustainable results. The organization will be more efficient and effective if its activities are formed through interconnected processes that are managed and directed to the planned goals according to correct and renewed information.
5. Succeeding through the talent of people: Excellent organizations place value on human resources, seek to increase their contribution through their development and integration, and create a culture of empowerment. To achieve balanced personal and institutional goals, human resources are the real capital of conscious organizations striving towards excellence. With their energy, creative abilities, experience, and knowledge, they achieve the best results for the organization. Therefore, the organization must attract employees and develop common values and concepts between them based on trust and integration of goals.
6. Harnessing creativity and innovation: Excellent organizations work to challenge the status quo, achieve change by using learning to create creativity, and improve opportunities by investing in the organization's experiences, the knowledge of its employees, the results of science, and technical innovations in developing operations, renew services, avoid defects and errors, prevent their recurrence, and improve the level of quality in providing services.
7. Developing organizational capability: Excellent organizations seek to develop and maintain trusting relationships with various partners to ensure mutual success by investing in cooperation and integration relationships with all business partners.
8. Creating a sustainable future: Commitment to society, where excellent organizations ensure clear values and high standards of organizational behavior and seek to understand and respond to the expectations of stakeholders in society. Figure (1) illustrates those basic principles.

Figure 1 Basic Principles of Excellence Management (EFQM, 2012)



5.2.4 Steps to apply the excellence model in institutions

Many steps are followed by organizations to achieve excellence such as spreading the concept of excellence to all concerned, understanding the excellence model and its contents, using the excellence model to evaluate the organization, developing continuous improvement plans, setting priorities, implementing an improvement and development plan, with clear goals, and continuous training for employees, monitoring progress in implementing the improvement plan, re-conducting the self-evaluation process using the excellence model, measuring the degree of achieving goals and the organization's progress towards excellence, maintaining the gains achieved, and applying tools for improvement in all aspects of the organization, and committing to continuous improvement and its sustainability (National Quality Institute, 2007).

5.2.5 Excellence Model: European Foundation for Quality Management (EFQM)

Established in 1988 by high-performing European companies, the European Foundation for Excellence Management promotes and disseminates the idea of business excellence in Europe. In 1991, the framework and concepts of the Excellence Model were created as an annual competition for the best institutions in Europe. In 1992, it was the first cycle of the European Quality Award. In 2000, the first modification to the Excellence Model was completed. This model represents one of the models of quality and excellence in institutional performance (Akyay, 2013). The European Excellence Management Model is one of the most prominent models of "excellence management" commonly used in the contemporary world.

The model is based on a basic foundation of total quality thought, as it stems from the activities of the European Union for Quality Management established in 1988. It is linked to the European Award administered by the same federation (Al-Salami, 2002). The European Foundation for Quality Management model constitutes one of the main frameworks to help institutions enhance their competitive capabilities and achieve excellence, as it is one of its most important standards. It is also an important tool for evaluating the professional status of employees within institutions and the extent of their progress and strength, as this model provides a means of supporting institutions; to reach a better balance of its priorities, employing human resources, and developing realistic action plans to manage it (Al-Aidi, 2009). It is a framework that includes a set of trends and standards that focus on leadership, culture, organizational values, plans or information, creativity, and strategies, to achieve best practices and effective performance within organizations (Al-Amoudi, 2018).

The philosophy of the European model of excellence management is based on the fact that achieving excellence in performance achieving satisfaction for all stakeholders, and making a competitive advantage for the organization are achieved through leadership that formulates and directs policies, manages human resources, improves operations, and invests in relationships with partners (Wan, Hassan, & Maziar, 2011). EFQM's mission is reflected in motivating and assisting organizations in Europe to engage in improving activities that ultimately lead to excellence in customer satisfaction, employee satisfaction, and information management, and impact society and business results. It aims to accelerate the organization's operations and activities to achieve global competitive advantage (Paul, 2002).

a. The concept of the European model of excellence management

The European Excellence Management Model (EFQM) is a practical tool to help organizations achieve this by measuring where they are on the path to excellence and helping them understand and address shortcomings. The model can be applied in any organization, regardless of its size, structure, or sector to which it belongs. The model represents a global reference in the field of excellence and distinction evaluation. The model can be used in multiple ways, including as a tool for self-evaluation in other corresponding institutions, as a qualitative standard, as a guide to identifying areas that need improvement in the institution, as a basis for a common vocabulary and way of thinking, and as a structure for the institution's management system (Al-Hilali and Ghabbour, 2012).

The model is a non-mandatory framework for continuous development, improving internal efficiency and the decision-making process, as it is a comprehensive methodology for development, defining responsibilities, eliminating duplication, and achieving effective partnerships with all concerned (Inaki, Frederic, & Marti, 2010). It is a practical tool that helps the organization identify and understand the gaps between the organization and its achievement of excellence, and then find solutions for them (Deeb, Issa, & Zahra, 2022). It is a systematic and dynamic process that constantly gives insight into all aspects necessary to improve and lead the organization towards competitiveness (Dehnavieh et al., 2012). It is also model standards that provide a framework for encouraging and developing many elements of total quality management practice in organizations (Marija et al., 2014).

It is the most widely used continuous improvement tool in the world that can be used by any organization regardless of size or sector. The model allows the organization to evaluate its current performance to identify strengths and areas in which it wishes to improve and provides a comprehensive framework for guiding continuous improvement projects or large transformation programs and ensuring that they achieve tangible results (Abdel-Rubaie, 2023). The model's philosophy is that excellence in customer service performance and

achieving benefits for employee stakeholders is achieved through qualified leadership that formulates and directs policies, strategies, and human resources, and manages the organization's various operations. The European model of quality management is the basic reference model for institutions that aim to achieve excellence. The model is centered on several basic criteria: leadership, policy, strategy, partnership and resources, operations, continuous improvement, customer focus, and orientation toward achieving results (Al-Behairi, 2012).

b. The aims of the European model of excellence management

The European Excellence Model aims to improve an organization's performance and strive towards excellence by identifying performance gaps, the causes of gaps, and potential solutions to any gaps (EFQM, 2013). It seeks to help the organization achieve the highest level of performance excellence, and create organizational competitiveness (Shahin & Pourbahman, 2011), Abdel-Rubaie (2023) also emphasizes that the European model of excellence seeks to achieve several goals such as helping to identify appropriate improvement activities that enable the organization to achieve its goals, providing a framework that encourages collaboration and innovation to achieve the goal, motivating and assisting European organizations in improving procedures aimed at excellence by achieving customer satisfaction, human resources, and society, promoting the idea of quality as a basis for continuous improvement in any European organization.

With that, Howiri and Hassan (2021) defined several objectives for the European Excellence Model such as supporting organizational leaders in making total quality a critical element to achieve a high competitive advantage, motivating organizations to carry out continuous improvement of all activities and processes to achieve excellence in the areas of customers and all stakeholders, identifying and diagnose strengths and weaknesses about the organization's vision and mission, achieving efficient and effective communication within and outside the organization in a way of thinking by creating a common vocabulary, and enabling organizations to invest their human and material resources with high efficiency.

Other objectives related to the European Excellence Model are also defined such as motivating organizations to undertake the process of continuous improvement of all their activities to achieve excellence in the areas of employee satisfaction, customers, society, and business results, supporting institutional leaders in making comprehensive quality a critical factor to achieve a global competitive advantage, identifying strengths and potential gaps regarding the organization's vision and mission, achieving effective communication inside and outside the organization in the way of thinking by creating a common vocabulary, providing a general framework for the organization's management system, and enabling institutions to invest their resources with high efficiency (Mahdi & Hassan, 2020).

c. Advantages of applying the European model of excellence management

Many benefits accrue to institutions from applying the European Excellence Management Model, as the model provides a valuable framework and a complete overview of the strengths and weaknesses of the educational organization. It also helps to identify the necessary improvements and stimulates their implementation on the path to sustainable development of education (Sütoová, et al., 2022). Deeb, Issa, and Zahra (2022) have identified several benefits and advantages of applying the excellence model such as providing work methodologies and mechanisms for measuring performance and its results throughout the organization, due to the main standards and integrated elements that the model contains that the applicant for the award must possess. It also represents a basic input for measuring and evaluating the efficiency of work systems and the means and tools used, how to develop and implement plans, motivate employees and pay attention to training, measure the results of organizational performance, measure customer satisfaction, identify strengths and diagnose future improvement opportunities. It is also an opportunity to learn about the level of performance in the organization and monitor the extent to which it is close or far from the targeted performance levels, as it creates positive competition between organizations to improve their performance.

On the other hand, Suleiman, Ramadan, and Al-Habit (2019) identify the importance of the European Excellence Model as it helps guide organizations to improve their performance, helps them understand key strengths and potential gaps regarding their visions and mission, and provides organizations with a common vocabulary and way of thinking that facilitates effective communication of ideas both inside and outside the organization. It also contributes to the integration of current and planned initiatives, and provides the organization with communication channels as well as common management tools, facilitating the sharing of good practices in different sectors. The excellence model is also considered systematic and non-descriptive, aiming to achieve internal facts, processes, and results, and achieves many benefits, such as using a self-evaluation approach for institutional excellence, identifying the strengths and weaknesses of the institution, providing the opportunity for employees to participate in the organizational development of their institutions, furnishing employees with the opportunity for creativity and innovation, offering an opportunity

to use employee experiences and the credibility of the evaluation, as the evaluation is based on facts and real results obtained by the organization (Ahmed, Thabet, & Mahmoud, 2022).

Accordingly, institutions that seek to bring about comprehensive and complete development and improvement of all the organization's operations must apply the European model of excellence management because it enables the organization to reach its various parts and make fundamental and detailed improvements. It can also be said that the European model of excellence management enables the organization to evaluate the reality of the organization, identify strengths and weaknesses, and identify its progress in light of the vision, mission, and goals set, providing a comprehensive view of the organization based on effective communication inside and outside the organization, create an organizational culture that emphasizes business integration and harmony of roles within the organization, and provide standards and indicators through which the degree of progress of the institution can be measured and the gaps and nature of work identified in the near and distant future, to direct work, improve results, and achieve sustainable excellence.

Other benefits related to the European model of excellence management are reflected in depending on the institution's impact on society, and on the satisfaction of employees and beneficiaries, focusing on the beneficiaries by adopting the fulfillment of their needs and desires as indicators of the institution's excellence, clarifying the lines of authority and responsibility in a specific manner, applying the model provides a distinct treatment for the organization's current and future problems, improving the efficiency of human resources through training and continuing education, verifying community confidence in institutional performance and services provided to the community, monitoring progress in achieving the organization's goals, supporting a culture of excellence among all concerned, and developing the thinking of management and workers and the organization's structure.

Moreover, it can be said that there are a group of benefits of applying the excellence model, which benefits the institution, such as having excellent leaders, managing operations excellently and effectively, achieving continuous and lasting progress, offering job enrichment for all members of the system, spreading the positive spirit and constructive values in the organization's culture, ensuring continuity of excellence and achieving best practices, achieving effective communication with customers, increasing the competitive position of the institution, by providing high-quality services, reducing customer and beneficiary, and employee complaints, increasing productivity and improve its quality, and reducing the percentage of wastage of time, effort and money, while at the same time increasing the efficiency and effectiveness of the institution.

There are also benefits for employees, including the desire of all members of the system to achieve excellence and creativity, a general satisfaction among all members of the system. It also helps to demonstrate an interest in and commitment to excellence, achieve effective communication between all departments and units of the organization, raise the administrative efficiency of employees, and create a competitive environment in the organization. Other key benefits are related to customers, such as ensuring customer satisfaction and loyalty, reducing customer complaints, obtaining excellent results, by increasing the quality of services provided to them and reducing costs, increasing customers' confidence in the institution and ability to meet their requirements, and increasing communication between the organization and customers.

d. Basic components of the European model of excellence management The European Excellence Model consists of three components:

First: The basic concepts of excellence which are the basic principles that form the basis for achieving excellence in any institution.

Second: Nine standards that help organizations apply basic concepts through the RADAR methodology.

Third: RADAR methodology, which is a dynamic evaluation framework and a powerful tool used to improve leadership methodology in all areas of the organization (Mahdi & Hassan, 2020). Institutions are classified according to the ladder of excellence into three levels: Abdel-Rubaie (2023): Committed to Excellence: 200 – 399 points, Known for Excellence: 400 – 599 points, Global Excellence: 600 – 1000 points.

e. Standards of the European model for excellence management

The European Foundation for Quality Management developed the European Excellence Management Model (EFQM 2013), which consists of nine standards divided into two groups. The first group represents the methods followed by the institution to achieve excellence or what any institution does and how to do it, and there are five main standards. The second group represents the results achieved by the institution, which number four standards. Each main standard is divided into a group of sub-criteria so that the number of sub-criteria reaches 32. As for the 2020 model, it consists of only 7 standards and only 25 sub-standards, and there are 112 guiding points. However, the weights of the criteria were equal in the 2013 model, but the weights of the criteria are not equal in the 2020 model, as the weights for orientation and implementation are 600 degrees and the results are 400 degrees. The model, in its new version 2020, has a set of features, including a focus on aim, vision, and strategy, a focus on style and effective leadership roles at all supervisory levels, a focus on institutional cultural change, and a focus on added value, as shown in Figure (1) (Hawairi & Hassan, 2021; Ibrahim & Al-Jubouri, 2022; Ibrahim & Al-Jubouri, 2022; Shehadha, 2022; Abdel-Rubaie, 2023; Amer, 2023).



Figure 1 Standards of the European Foundation for Quality Management Excellence Model (European Excellence Management Model)

As put by (Ibrahim & Al-Jubouri, 2022; Abdel-Rubaie, 2023; EFQM, 2020), these standards are as follows:
First: Direction

For the organization to achieve impressive and sustainable results that meet the ambitions of its stakeholders and exceed their expectations, it must set an inspiring goal and develop an ambitious and strategic vision that focuses on creating sustainable value and creating a culture of excellence and superiority over others. Determining the organization's direction, in return, achieves leadership within its ecosystem and enables it to implement its plans. The domain of direction consists of two basic criteria:

a. Aim, vision, and strategy: 100 points were allocated for this criterion, equivalent to 10% of the total. A superior organization is defined by an inspiring purpose, an ambitious vision, and a strategy that achieves the organization's goals. It includes defining the purpose and vision, identifying and understanding the needs of stakeholders, understanding the ecosystem, internal capabilities, and main challenges, developing the strategy, and designing and implementing a governance and performance management system.

b. Institutional culture and leadership

This criterion was allocated 100 points, equivalent to 10% of the total. The focus was on organizational culture and leadership in this standard due to its importance and direct impact on the organization's activity. This is done through 4 sub-criteria, as follows: directing the organization's culture and nurturing values, creating the conditions to achieve change, enabling creativity and innovation, uniting ranks, and engaging in achieving the goal, vision, and strategy.

Second: Execution

Defining the direction of the organization paves the way forward. However, the strategy must be implemented efficiently and effectively and ensure that the relevant groups within its ecosystem are fully aware and interact with the key groups to achieve success. It must create sustainable value, and then manage the performance levels necessary to achieve current success and sustain it in the future. The execution axis includes three standards:

c. Building sustainable relationships with stakeholders

This criterion was allocated 100 points, equivalent to 10% of the total. Stakeholders mean all parties that have a direct or indirect interest, and their practice and activities. These parties may be an individual, group, or other organization, and include attracting, engaging, and developing employees, taking into account business interests, governance, and ongoing support, contributing to the development, well-being, and prosperity of society, building relationships and ensuring support to build sustainable value with partners and suppliers.

d. Building sustainable value

This criterion was allocated 200 points, equivalent to 20% of the total. Sustainable development, as much as it is a development issue, is a humanitarian and moral issue at the same time. There is no longer an individual in the world who can realize the importance of preserving the environment in which he lives and the importance of preserving its resources and not consuming them. It includes 4 sub-standards, as follows: Designing and Building Value, Communicating and Selling Value, Delivering Value, and Defining and Implementing the End-to-End Experience.

e. Transformation and performance leadership

This criterion was allocated 100 points, equivalent to 10% of the total. For the organization to ensure current and future success, it must meet two main requirements simultaneously: The organization continues to successfully manage its current operational processes “performance leadership” and manages the internal and external changes that the organization faces to ensure the sustainability of success “transformation leadership” (EEQM, 2020). It includes 5 sub-criteria, as follows: leadership of performance and risk management, institutional transformation for the future, leadership of innovation and utilization of technology, utilization of data, information, and knowledge, and management of assets and resources.

Third: Results

The results express the achievements achieved by the organization through the two domains of orientation and implementation, in addition to the main results of the organization itself. The results include measures of the opinion of the concerned parties, as well as indicators of the performance of operations towards these parties, and include two main standards:

f. Stakeholders' impressions

The criterion was allocated 200 points, equivalent to 20% of the total. This standard focuses on results based on feedback from key stakeholders about their personal experiences in dealing with the organization's “impressions”. These impressions include the results of customers' impressions, the results of employees' impressions, the results of impressions of those concerned with business interests and governance, the results of community impressions, and the results of the impressions of partners and suppliers.

g. Strategic and operational performance

This criterion was allocated 200 points, equivalent to 20% of the total. Strategic performance constitutes one of the most important parts of the organization's infrastructure and a main tool for reading all administrative processes in the organization. It is associated with determining the adequacy of strategies to achieve the organization's objectives, reviewing strategies, and setting tactical objectives. It includes a set of performance indicators, such as achievements in achieving the organization's purpose and building sustainable value, the organization's financial performance, achieving the expectations of key stakeholders, achieving strategic goals, performance leadership achievements, transformation leadership achievements, and future expectations metrics.

5.3 The reality of institutional performance in Arab universities

Arab universities are among the universities that are greatly expected to serve students, society, and scientific research by providing trained scientific, technical, and administrative cadres armed with experience, skills, and knowledge that advance the wheel of production and development. With that, Arab universities can deal with the changes and challenges of the times, by internationally recognized standards and participate in moving society from the reality in which it lives to the future to which it aspires. Regarding institutional performance, the strategic plans of some Arab universities indicate the presence of some areas of weakness, such as weak incentive policies, inadequate mechanisms for evaluating, following up, and directing faculty members and workers, weak compatibility between the qualifications of some administrative cadres and the tasks assigned to them, using traditional teaching and learning methods that rely on memorization and memorization, the presence of the problems related to the application of academic standards, the deficiency in the capabilities and quality of research laboratories and the regulations and mechanisms for their use, which is reflected in the quality of research, and partial centralization in financial decision-making.

Other key problems are the weak level of partnership with concerned parties such as parents, employers, and the services forum, weak scientific and advisory partnership with giant industrial institutions in the region, such as aluminum, cement, sugar, and paper factories, weak financial allocations allocated to the university, especially directed to research, weak sources of self-financing, lack of adopting clear policies for global competition, inadequate policies for attracting visitors from abroad for scientific cooperation, deficiencies in the system for qualifying graduates for the labor market, and the gap between student learning outcomes and labor market requirements.

6. Research Terms and Definitions

In this study, several terms are mentioned, and their procedural definition is as follows:

a. Developing Institutional Performance

Development: It is defined as continuous improvement in processes and services based on planning, organizing, and implementing a permanent systematic process and changes in existing practices, leading to quality production, reducing costs, and obtaining additional benefits for the organization and customers (Kucinska, 2015). Development is also defined as a planned and deliberate change, tools, and methods to move from one effective organization to another more effective one. It is a development plan based on achieving the functional well-being of individuals in the organization and increasing the effectiveness of the organization (Al-Zahrani, 2023). Therefore, development in this study means the efforts and activities made by Arab universities to bring about positive changes in all aspects of the institution to raise its efficiency and effectiveness.

Institutional Performance: It refers to how well a person, machine, etc. performs a part of the work or activity (Cambridge Dictionary, 2024). It is the means that motivates administrative agencies to work with vitality and activity (Abdel Salam & Al-Tablawi, 2019). It is the ability to accomplish tasks through the optimal use of available resources (Iqbal & Yilmaz, 2014). That is, institutional performance is the efforts made to achieve the organization's goals through the effective use of the surrounding human, material, and environmental resources. Institutional performance is defined as the integrated system of the results of an organization's work in light of its interaction with elements of its internal and external environment (Diab, 2021, 257). It is evidence of the organization's vitality and its ability to carry out activities efficiently and effectively to achieve specified goals (Jackson et al., 2014, 316). Institutional performance development is defined as an integrated strategic approach to achieving the continued success of organizations by improving employee performance and developing the capabilities of work teams and shareholders to gain a competitive advantage (Efanga & Ifejiagwa, 2014, 301). The development of institutional performance is defined in this study as the ability of Arab universities to address their problems, highlight their material and human potential, improve their practices, and achieve goals by using their resources efficiently and effectively to produce excellent outputs that are commensurate with their goals, satisfactory to members of society and its institutions, and affect the achievement of community development and progress.

b. European Excellence Management Model (EFQM)

The model is defined as an integrated structure through which objective reality can be observed in a simplified manner. It includes a set of goals and practices undertaken, which can be treated in a somewhat coherent way, to provide new insights through generating ideas and studying mutual influence and relationships (Per, 2009, 39). Excellence is defined as creativity, mastery, and something that a person creates and distinguishes from others (Atlas International Center for Studies and Research, 2002, 448). It is an organized and periodic method for a comprehensive review of the activities and results of organizations with an excellence model, used to manage the organization and achieve results, and helps to arrange priorities and distribute resources (Al-Tuwaijri, 2019, 19). The European Excellence Management Model is known as a framework to help organizations apply basic concepts on the ground (EFQM, 2013, 1). It is also known as a non-mandatory framework for continuous quality improvement that enables the organization to lead and qualifies it for high levels of performance and can be used by any type of organization regardless of sector, size, or structure (British Quality Foundation, 2015, 2). It expresses excellent practice in managing the organization and achieving results (Al-Tuwaijri, 2019, 13). It is a practical tool that helps the organization identify and understand the gaps between the organization and its achievement of excellence, and then find solutions for them (Deeb, Issa, & Zahra, 2022, 171).

Given the previous definitions, researchers and scholars define the European model of excellence management as a practical tool that represents an integrated system of processes and procedures that represents a work program and a clear methodology that enables the organization to measure its performance in light of a set of standards to identify strengths and weaknesses and help it provide solutions under an effective management system that help the institutions achieve continuous excellence through its practices.

7. Research Limitation

The current research findings can be generalized in light of the following limitations:

1. Human Limitations: This research study is limited to a random sample of faculty members in the following Arab universities: Jordan, Egypt, and Saudi Arabia.
2. Spatial Limitations: This research study is conducted in the following Arab universities: Jordan, Egypt, and Saudi Arabia.
3. Temporal Limitations: This research study is conducted in the second semester of the academic year 2023/2024.
4. Objective Limitations: This research study limited to monitoring the reality of institutional performance in the following Arab universities: National Ajloun University in Jordan, Umm Al-Qura University in the Kingdom of Saudi Arabia, and South Valley University in Egypt) in light of the standards of the European model for managing excellence in the seven domains: aim, vision, and mission, organizational culture and leadership, and stakeholder engagement, Building sustainable development, Transformation and Performance Leadership, stakeholders' impressions, and the strategic operational performance in the universities" in the selected research sample to develop a proposed vision for developing institutional performance in Arab universities in light of the standards of the European model of excellence management.

8. Method

Research Approach

The descriptive approach is used due to its suitability to the nature of the subject, as this approach does not stop at describing the phenomenon or problem and the factors affecting it, but goes beyond that to

interpreting, analyzing, and developing the phenomenon. This research approach is used to implement the steps of the research study, including collecting data and information about the European model for managing excellence, revealing the reality of institutional performance in some Arab universities in light of the standards of the European model for managing excellence, identifying the obstacles facing some Arab universities that limit the possibility of applying the standards of the European model for managing excellence, and identifying the instruments used to collect data, analyze and interpret results to develop a proposed vision for developing institutional performance in Arab universities in light of the standards of the European model for excellence management.

Field Research Study

This section gives an insight into the aims, procedures, and statistical processing.

First: Field Research Study Objectives

The field research study aims to examine the reality of institutional performance in some Arab universities in light of the standards of the European model for excellence management. It also aims to find out if there are statistically significant differences between the means of the responses of the research study sample members to the reality of teaching performance in light of the standards of the European model for managing excellence according to the variables of the country, academic rank, and number of years of experience.

Second: Field Research Study Procedures

Research Sample

The research population consists of (1,150) faculty members from Arab universities in Jordan, Egypt, and the Kingdom of Saudi Arabia using an electronic questionnaire. Table (1) shows the distribution of the sample members according to the research variables.

Table 1 *The Distribution of the Research Sample According to the Research Variables*

Variable	Variable Categories	Frequency	Percentage
Academic Rank	Assistant Professor	345	30
	Associate Professor	410	36
	Professor	395	34
Number of Years of Experience	Less Than (20) Years	305	26.5
	From (20) to Less Than (30) Years	385	33.5
	More than (30) Years	460	40
Country	Jordan	320	28
	Egypt	545	47
	Kingdom of Saudia Arabia	285	25
		1150	100.00%

As shown in Table (1), it is noted that the number of the research sample “associate professor” is high in terms of the number of years of experience, and the high number of the research sample “30 years or more” in terms of years of experience, as they are experienced people who have a high level of knowledge, aiming to research the ability to form more accurate positive or negative opinions regarding the application of excellence management. It is also noted that the number of research samples from Egypt has increased due to the increase in the number of universities and their faculty members.

Research Instrument

The questionnaire is utilized as an instrument to collect the information necessary for this study as it is one of the most appropriate scientific research instruments that achieve the research objectives. Using the following theoretical literature and previous studies (see, for example, Ibrahim & Al-Jubouri, 2022; Al-Zahrani & Houla, 2022; Amer, 2023; Wahib & Rahma, 2023), the questionnaire is designed in its initial form, taking advantage of the theoretical framework and previous studies related to the subject of the current research. The questionnaire is reviewed by some specialized validators, and their comments and suggestions are also considered. The questionnaire is then tested on a group of (45) members of the academic and administrative staff from outside the research study sample to ensure that the items are clear and understandable and that the questionnaire measures what it is designed to measure. The members' comments are taken into account when designing the 2-part questionnaire with (53) items in its final form.

The first part: It includes the basic data for the sample members, which are the country, number of years of experience, and academic rank. The second part measures the reality of institutional performance in some Arab universities in light of the (7) standards of the European model for managing excellence, as follows: aim, vision, and mission (7 items), organizational culture and leadership (8 items), and stakeholder engagement, building sustainable development (7 items), Transformation and Performance Leadership (8 items), stakeholders' impressions (8 items), and the strategic operational performance (7 items).

Research Instrument Validity

The content validity is used to check the research instrument validity by reviewing the questionnaire in its initial forms from (7) experienced and specialized faculty members in Jordanian universities. The comments, modifications, and recommendations proposed by the validators are taken into account, as the items have obtained an approval rating of (80%) or more. The necessary action is taken with the items suggested to be deleted, modified, or reformulated, and thus the questionnaire in its final form consists of (53) items instead of (61) items, distributed over the seven domains.

Research Instrument Reliability

The research instrument reliability is checked by using Cronbach's Alpha formula. Table (2) illustrates the values of these coefficients.

Table 2 Values of the Reliability Coefficients for Research Instrument Domains Using Cronbach's Alpha Formula

No.	Domain	Number of Items	Reliability Coefficients
1	Aim, Vision, and Mission	7	0.793
2	Organizational Culture and Leadership	8	0.852
3	Stakeholder Engagement	8	0.745
4	Building Sustainable Development	7	0.699
5	Transformation and Performance Leadership	8	0.780
6	Stakeholders' Impressions	8	0.694
7	Strategic Operational Performance	7	0.755

As indicated in Table (2), the degree of reliability of the questionnaire's domains ranged between (0.852) and (0.694), as all domains are high and meet the purposes of the study, confirming the applicability of the research instrument.

Third: Statistical Processing

The study data is processed utilizing the Statistical Package for Social Sciences (SPSS) program, where the following statistical processing methods are used.

1. Mean: This is to determine the responses of the study sample members to the various domains of the research study and calculate the mean ranking for each of the items of those domains.
2. Standard Deviation: This is to measure the extent of dispersion in the sample's responses regarding each item of the questionnaire.
3. Cronbach's Alpha Coefficient: This is to verify the reliability of the research study instrument.
4. One-Way Analysis of Variance (ANOVA): This is to determine the significance of the differences between the sample members' responses on the various study domains due to the variables of academic rank, number of years of experience, and country.
5. Scheffé test for multiple comparisons: This is to determine the valid direction of statistically significant differences between different variables.

The response scale for the questionnaire statements consists of five degrees according to a 5-point Likert scale, as follows (strongly agree, agree, somewhat agree, disagree, strongly disagree) corresponding to the scores (5, 4, 3, 2, 1) in a row. The following statistical criterion is used to distribute the means: "from 1 to less than 1.80 requirements of a very low degree", "from 1.80 to less than 2.60 requirements of a low degree", "from 2.60 to less than 3.40 requirements of a medium degree", "from 3.40 to less than 4.20 requirements of a high degree", and "from 4.20 to less than 5.00 requirements of a very high degree".

9. Results & Discussion

To answer the research question stipulating "What is the reality of institutional performance in some Arab universities in light of the standards of the European Foundation for Quality Management (EFQM)?", the responses of the research sample are analyzed according to the different domains and items.

First: Results related to the First Research Domain "Aim, Vision, and Mission"

Table (3) illustrates the responses of research sample members related to the domain of aim, vision, and mission

Table 3 Results of Responses of Research Study Sample Members Related to the Domain of Aim, Vision, and Mission

No.	Text of Item	AM	SD	Degree of Practice	Rank
1	There is a long-term vision for the university that serves as a guide for all aspects of its work.	3.738	1.351	High	2
2	Long-term strategic goals of the university are formulated based on an analysis of the internal and external environment.	3.774	1.268	High	1

3	The university mobilizes the efforts of all stakeholders to achieve its aim, vision and mission.	3.508	1.264	High	4
4	The university is building its capabilities in line with its strategic vision and the needs of the local community.	3.220	1.060	High	6
5	The university determines the human and material resources necessary to implement the strategic vision.	3.023	1.124	Medium	7
6	The university sets indicators to measure the extent to which its strategic objectives are achieved.	3.683	1.169	High	3
7	The formulation of university strategy depends on accurate information.	3.416	1.142	High	5
Overall Degree		3.480	1.196	High	

As shown in Table (3), the sample members agreed that the domain of “aim, vision, and mission” is available in the Arab universities under study to a high degree, with a mean of (3.480), which means that the research sample realizes that universities carry out many tasks that express strategic planning, such as formulating the institution’s vision, mission, and strategic aims. This result may be due to the interest of Arab universities in ensuring quality and obtaining programmatic and institutional accreditation, as all Arab universities have centers for quality assurance and accreditation.

As in Egypt and Jordan, there are deanships for academic development in the Kingdom of Saudi Arabia, where these centers or deanships are tasked with working to implement quality standards in order to provide an appropriate teaching and learning environment for both students, faculty and staff within international standards. This result is consistent with the results of Howiri and Hassan’s study (2022), which concluded that the level of commitment and application of the aim, vision, and mission standard at the University of Kufa was high.

Moreover, the items in this domain ranged between high and medium, as item (2) stipulating “Long-term strategic goals of the university are formulated based on an analysis of the internal and external environment” is ranked the highest. The most prominent items emphasized the university’s strategic goals, long-term vision, and indicators to measure performance. It is also concerned with mobilizing internal and external efforts to achieve its vision, mission and strategic goals. These results may be explained by the interest of Arab universities in academic accreditation, which may qualify them to enter the international university rankings.

However, item (5) stipulating “The university determines the human and material resources necessary to implement the strategic vision” is ranked last with a mean of (3.023), which is medium, confirming that universities are trying to determine the human and material resources necessary to implement the strategic vision. However, this may be beyond its control, given that most Arab universities have their budgets from the government, which are linked to the national income, increase or decrease. There is also a general trend in most Arab universities of a lack of appointments in human resources due to the swelling of employees in some of their departments or faculties.

Second: Results related to the Second Research Domain “Organizational Culture and Leadership”

Table (4) illustrates the responses of research sample members related to the domain of organizational culture and leadership.

Table 4 Results of Responses of Research Study Sample Members Related to the Domain of Organizational Culture and Leadership

No.	Text of Item	AM	SD	Degree of Practice	Rank
1	Leadership establishes a system of values and work ethics at the university.	3.567	1.253	High	2
2	Leaders are interested in communicating with community institutions to study the needs of the labor market.	3.533	1.294	High	3
3	Leadership provides an environment that encourages excellence and creativity.	3.093	1.246	Medium	6
4	Leaders personally and actively participate in community development activities	3.201	1.133	Medium	5
5	Leadership enables employees to participate in university decision-making.	2.960	.982	Medium	8
6	The university develops plans to develop its administrative leadership based on evaluation indicators.	3.679	1.218	High	1
7	Leadership is keen on continuous improvement in work procedures	3.333	1.122	Medium	4
8	Leadership provides the resources necessary for creativity and excellence.	3.195	1.200	Medium	7
Overall Degree		3.320	1.181	Medium	

As shown in Table (4), the sample members agreed that the domain of “organizational culture and leadership” to a medium degree, which indicates that the research sample’s response is not specific. It shows that despite the leadership’s efforts to spread an organizational culture that encourages excellence and

creativity, there are many deficiencies. The means and standard deviations of the sample members' viewpoints on the said domain ranged between (3.679) and (2.960). This result is consistent with the results of the study of (Ibrahim, Muhammad, & Al-Anzi, 2019; Ismail, 2019), which concluded that the level of commitment and application of the leadership standard was medium.

This result is also partly consistent with the results of the study by Howiri and Hassan (2022), which concluded that the level of commitment and application of the organizational culture and leadership standard at the University of Kufa was high. It is also consistent with the results of the studies of (Faraj, 2020; Abdel Fattah, 2020; Al-Anzi, 2020), which concluded that the level of commitment and application of the leadership standard was also medium. This result differs from the results of the study (Sütoová et al., 2022), which found a weakness in the organizational culture standard.

Also, item (6) stipulating "The university develops plans to develop its administrative leadership based on evaluation indicators" is ranked first to emphasize that universities develop plans to develop their administrative leadership based on evaluation indicators.

Moreover, this result may be explained by the fact that most universities have centers for developing the capabilities of faculty members and leaders, which provide training courses for all applicants for administrative positions or those seeking promotions. Item (1) stipulating "Leadership establishes a system of values and work ethics at the university" is ranked second to indicate that the university leadership establishes a system of work values and ethics at the university to which all employees adhere, and this is one of the basic topics in achieving quality and accreditation.

However, items (5) and (8) are ranked the lowest to confirm that efforts are being made to provide the necessary resources for creativity and excellence. However, there may be some difficulties in achieving this, as the university's financial resources may be limited because all Arab universities depend on government funding. This may be due to lack of financial capabilities or routine performance. As for enabling employees to participate in making decisions at the university, the difficulty may be that the university's regulations only allow the participation of employees from the highest leadership in making decisions at the university, and the laws do not allow everyone's participation in making decisions. This means their weak knowledge of the university's objectives, policies, and strategy, and this is not justified, as participation would support and empower workers and motivate them to work and produce.

Third: Results related to the Third Research Domain "Stakeholder Engagement"

Table (5) illustrates the responses of research sample members related to the domain of stakeholder engagement.

Table 5 Results of Responses of Research Study Sample Members Related to the Domain of Stakeholder Engagement

No.	Text of Item	AM	SD	Degree of Practice	Rank
1	External parties are involved in implementing some parts of the university's strategy.	2.919	1.007	Medium	8
2	The university builds sustainable relationships with stakeholders based on mutual trust, respect and transparency.	3.895	1.171	High	1
3	Cooperation with partners is based on mutual benefit and sustainable benefits.	3.136	1.166	Medium	5
4	The university manages its financial resources efficiently in cooperation with stakeholders.	3.339	1.228	Medium	3
5	Technological means are used and managed effectively to enhance the university's strategy.	3.623	1.300	High	2
6	The university is keen on integration between all parties to implement what was planned.	3.010	1.003	Medium	7
7	The university creates appropriate networks to identify opportunities for future partnerships to achieve added value for the benefit of stakeholders.	3.095	1.109	Medium	6
8	The university supports local and international partnerships to support the achievement of its goals.	3.242	1.193	Medium	4
Overall Degree		3.282	1.147	Medium	

As shown in Table (5), The overall degree of the domain obtained a mean of (3.282), which is a medium degree, and means that the university's practices of the terms of the domain of engaging stakeholders may not be proceeding at a uniform pace or may not be in a satisfactory manner. This result is consistent with the results of Faraj's study (2020) which concluded that the level of commitment and application of the partnership standard was medium. This result is also consistent with the results of the study by Howiri and Hassan (2022), which concluded that the level of commitment and application of the criterion for involving stakeholders at the University of Kufa was partially applied.

Moreover, this result differs from the results of the study (Sütoová et al., 2022), which found a weakness in the criterion of stakeholder perceptions. The arithmetic means and standard deviations for the sample members' point of view ranged between (3.895) and (2.919), which is between high and medium. Item (2)

stipulating “The university builds sustainable relationships with stakeholders based on mutual trust, respect and transparency” is ranked first with a mean response of (3.895), confirming the sample’s vision that universities seek to achieve some of their goals through the university adopting sustainable relationships with stakeholders in accordance with mutual trust, respect and transparency.

Also, this result may be explained by the dominance of human relations in dealing with stakeholders, which does not prevent transparency in transactions through discussing and studying transactions at the general level, which reflects positively on improving performance. Item (5) stipulating “Technological means are used and managed effectively to enhance the university's strategy” is ranked second to confirm that universities use and manage technological means effectively to enhance the university’s strategy. This is consistent with the reality of Arab universities that seek to automate their administrative processes and employ some technologies in this, such as the Absher system in Saudi Arabia, and the Al-Farouq system in Egypt.

However, item (1) stipulating “External parties are involved in implementing some parts of the university's strategy” is ranked last with a medium degree to assert that there is some deficiency in integration between universities and community institutions. This result may be explained by the lack of communication between Arab universities with community institutions, or by following routine procedures in dealing with community institutions. This may also be explained by the lack of clear and specific mechanisms for partnership with external parties.

Fourth: Results related to the Fourth Research Domain “Stakeholder Engagement”

Table (6) illustrates the responses of research sample members related to the domain of building sustainable development.

Table 6 Results of Responses of Research Study Sample Members Related to the Domain of Building Sustainable Development

No.	Text of Item	AM	SD	Degree of Practice	Rank
1	The university seeks to implement partnerships with accredited local and international universities to achieve sustainable development.	3.217	1.178	Medium	6
2	The university directs its efforts to address societal and development problems.	3.534	1.203	High	2
3	The university is keen to contribute to the sustainable development of the surrounding community.	3.257	.913	Medium	5
4	The university is keen to preserve the surrounding environment.	3.055	.974	Medium	7
5	The university encourages its employees to complete scientific studies on sustainable development.	3.304	.841	Medium	4
6	The university takes advantage of technological innovations “social networking sites” to raise community awareness about environmental issues.	3.497	1.264	High	3
7	The university directs its efforts to preserve environmental resources and not consume them indiscriminately.	3.590	1.222	High	1
Overall Degree		3.350	1.085	Medium	

As shown in Table (6), the overall degree of the domain obtained a mean of (3.350), which is a medium degree, which means that the university seeks, on the one hand, to participate in environmental, social, and economic development at the state level, contribute to improving the living conditions of community members, develop means and methods of production, and manage them in ways that do not lead to the depletion of natural resources. On the other hand, it faces some difficulties in achieving this as a result of the many surrounding variables, and weak budget. Table (6) also shows that Arab universities seek to preserve environmental resources and not consume them indiscriminately, and direct their efforts to address societal and development problems, as well as exploiting technological innovations to raise community awareness about environmental issues.

Also, this result may be explained by universities seeking to achieve the third function of universities in serving society and developing the environment. This result is consistent with the results of the study by Howiri and Hassan (2022), which concluded that the level of commitment and application of the aim, vision, and mission standard at the University of Kufa was medium. Item (4) stipulating “The university is keen to preserve the surrounding environment” is ranked last to indicate that the university is keen to preserve the surrounding environment. This result may be due to the weakness of the general culture of environmental conservation among community members. Also, universities may not pay enough attention to the afforestation process, and there may be excessive consumption of water and other things by community members. Some universities may not care about the waste recycling process, and do not make efforts to spread awareness about it among community members.

Fifth: Results related to the Fifth Research Domain “Transformation and Performance Leadership”

Table (7) illustrates the responses of research sample members related to the domain of building sustainable development.

Table 7 Results of Responses of Research Study Sample Members Related to the Domain of Transformation and Performance Leadership

No.	Text of Item	AM	SD	Degree of Practice	Rank
1	The university is keen to develop the performance of its human resources through developing skills and expertise.	3.849	1.261	High	2
2	The university administration has high skills in planning to meet the future needs of the university and the community.	3.696	1.235	High	3
3	The university emphasizes investment in information technology as a basis for excellence.	3.333	1.252	Medium	6
4	The university has sufficient preparedness to face the fluctuations of the labor market.	3.085	.978	Medium	8
5	The university sets clear and explicit standards to measure employee performance.	3.972	1.252	High	1
6	The administration adopts a multi-directional communication style inside and outside the university.	3.225	1.185	Medium	7
7	The university is preparing to make the necessary changes to move towards a better situation.	3.367	1.061	Medium	4
8	The university uses all resources and assets very efficiently to transform for the better.	3.351	1.335	Medium	5
Overall Degree		3.484	1.194	High	

As shown in Table (7), the overall degree of the domain obtained a mean of (3.484), which is a high degree, which means that Arab universities are making great efforts to improve and develop performance. This demonstrates the leadership of universities in continuing to successfully manage their current operational processes “performance leadership”, and managing the internal and external changes that the organization faces to ensure continued success “transformation leadership”. This result may be explained by the Arab universities’ efforts to obtain programmatic and institutional accreditation, which qualifies them to enter the international classification of universities.

However, this result differs from the results of the study (Sütoová et al., 2022), which found a weakness in the standard of performance leadership and transformation in the organization sampled by the study. The most prominent items express that universities have set clear and explicit standards to measure the performance of employees, and are also keen to develop the performance of their human resources through developing skills and expertise.

These results may be due to the presence of quality assurance and accreditation centers or deanships of academic development in Arab universities. The sample also indicated that university administration possesses high skills in planning to meet the future needs of the university and society. This result may be explained by the fact that there is precision in selecting university leaders, as there are many criteria for selecting leaders, including scientific and intellectual excellence, standards of organizational competence and leadership skills, and standards of values and positive interaction. However, the reality is that these standards may not always be adhered to.

As for the lowest items, they are of a medium level indicating that universities are not sufficiently prepared to face the fluctuations of the labor market, which means that there are efforts being made, but not at the required level. This result may be explained by the lack of universities’ ability to link university outputs with labor market needs and development plans, the weak budgets of Arab universities, or the weak external efficiency of some universities.

Sixth: Results related to the Sixth Research Domain “Stakeholders’ Impressions”

Table (8) illustrates the responses of research sample members related to the domain of stakeholders’ impressions.

Table 8 Results of Responses of Research Study Sample Members Related to the Domain of Stakeholders’ Impressions

No.	Text of Item	AM	SD	Degree of Practice	Rank
1	There is a mechanism to measure the level of satisfaction of stakeholders.	3.686	1.210	High	2
2	There is a mechanism to monitor complaints and suggestions submitted by concerned parties.	3.765	1.213	High	1
3	The university is interested in implementing the suggestions of those concerned to develop its performance.	3.123	1.056	Medium	7
4	There is a mechanism to monitor and predict performance and compare it with standards.	3.311	1.286	Medium	4
5	The university seeks to identify and diagnose the most important	3.384	1.227	Medium	3

	needs and requirements of beneficiaries “students, professors, employees, community members”.				
6	The university seeks to provide services that exceed the current expectations of its beneficiaries.	3.239	1.096	Medium	5
7	The university enables beneficiaries to participate in decision-making that ensures the achievement of the goals of individuals and the university together.	3.115	1.200	Medium	8
8	The university seeks to satisfy the needs of all beneficiaries of university services “scientific, social, and living”.	3.309	1.277	Medium	6
Overall Dgree		3.366	1.195	Medium	

As displayed in Table (8), the overall degree of the domain obtained a mean of (3.366), which is a medium degree, which means that there are efforts being made to obtain the satisfaction of stakeholders, which indicates that the level of performance of universities to improve the results of stakeholder satisfaction is fluctuating. This may be because, on the one hand, universities seek to develop performance and achieve the satisfaction of their stakeholders. On the other hand, you may face problems resulting from weak financial resources, or weak methods of financing some activities. This result is consistent with the results of the study by Ibrahim, Muhammad, and Al-Anzi (2019), which concluded that the level of commitment and application of the employee impressions criterion was medium.

Also, this result is consistent with the results of Al-Khatib and Fayyad's study (2020), which concluded that the level of commitment and application of the employee impressions criterion was high. Items (1) and (2) are ranked first and second with means of (3.765) and (3.686), respectively to confirm the existence of a mechanism to monitor complaints and suggestions submitted by those concerned, and the presence of a mechanism to measure the level of satisfaction of those concerned. This may mean that the research sample is satisfied with the mechanism for monitoring complaints and suggestions due to the presence of a specialized committee to study complaints quickly and objectively, which indicates the high effectiveness of the quality assurance and accreditation units in the university's faculties.

Each university faculty has a unit or committee for quality assurance and accreditation, whose mission is to supervise and follow up on the implementation of quality assurance and accreditation, coordinate the efforts of the faculty's work teams, periodically approve application results reports, assist all faculty departments, units and departments in activating quality standards in their performance, and complete their self-evaluation processes in a manner that It contributes to achieving the academic accreditation of the faculty.

However, item (7) stipulating “The university enables beneficiaries to participate in decision-making that ensures the achievement of the goals of individuals and the university together” is ranked last with a medium degree to assert that universities are trying to enable beneficiaries to participate in decision-making that ensures the achievement of the goals of individuals and the university together. However, there may be some difficulties as a result of weak regulations and laws related to participation, or that the participation process is routine, as in faculty councils or the university council. Universities may also prepare questionnaires to obtain the opinions of those concerned, but these results may not be used to identify the reasons for poor performance or its improvement. This may be explained by the sample's view that universities may rely on some ready-made questionnaires that may not fulfill their purpose, as they may be conducted without holding workshops and discussion groups to examine the degree of satisfaction, and the level of improvement or decline during a specific period.

Seventh: Results related to the Seventh Research Domain “Strategic Operational Performance”

Table (9) illustrates the responses of research sample members related to the domain of strategic operational performance.

Table 9 Results of Responses of Research Study Sample Members Related to the Domain of Strategic Operational Performance

No.	Text of Item	AM	SD	Degree of Practice	Rank
1	The university's strategy is based on a precise understanding of the current and future needs and expectations of beneficiaries.	3.244	1.132	Mdium	6
2	The university's strategy is based on a comprehensive understanding of the capabilities and skills of its human resources.	3.466	1.121	High	4
3	The strategy is modified and developed according to changes in the surrounding environment.	3.033	.975	Mdium	7
4	The university takes appropriate measures to improve the level of performance in the event of a decline.	3.892	1.129	High	1
5	The university's strategy is constantly evaluated to determine its degree of efficiency and effectiveness.	3.739	1.221	High	2
6	The university directs its human and material resources to achieve excellent performance.	3.313	1.244	Mdium	5
7	The university uses performance indicators to ensure that the strategy is on the right track.	3.580	1.240	High	3
Overall Degree		3.466	1.151	High	

As displayed in Table (9), the overall degree of the domain obtained a mean of (3.466), which is a high degree, which indicates that universities care about infrastructure, developing all administrative processes, reviewing strategies, setting tactical goals, and so on. This result partly differs from the results of Al-Khatib and Fayyad's study (2020), which concluded that the level of commitment and application of the employee impressions criterion was medium. It is also noted that the viewpoints of the sample members ranged between (3.892) and (3.033), which is between high and medium.

The most prominent items indicate that universities take appropriate measures to improve the level of performance in the event of a decline. The universities' strategy is constantly evaluated to determine its degree of efficiency and effectiveness, and universities use performance indicators to ensure that the strategy is on the right path. These results are explained by the fact that the quality assurance and accreditation units in faculties make many efforts to monitor and evaluate performance, and contribute to improving and developing performance. The lowest items, however, emphasize the universities' desire to modify and develop the strategy according to changes in the surrounding environment.

However, there may be some difficulties, represented in the fact that the strategic plans are prepared for a number of years (3-5) years, which is inconsistent with the speed of the surrounding local changes, or the lack of enthusiasm of universities to amend the strategic plans or the universities' conviction that adjustment in strategy occurs only during crises, or the lack of availability of data and information necessary for adjustment in light of them.

To reveal statistically significant differences between the opinions and perceptions of the study sample about the reality of institutional performance in some Arab universities in light of the standards of the European model for excellence management due to variables of academic rank, number of years of experience, and country, the responses of the study sample were analyzed according to the various domains as follows:

1. To identify the differences between the responses of sample members about the reality of institutional performance in some Arab universities in light of the standards of the European Model for Excellence Management due to the "country" variable, "One-Way ANOVA" is used to clarify the significance of the differences between the responses of research sample members according to the country. Table (10) illustrates those results.

Table 10 Results of the "One Way ANOVA" Test for Differences between the Responses of the Research Sample Members Due to the Country

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Aim, Vision, and Mission	Between Groups	267.564	2	133.782	12.489	.000
	Within Groups	12286.832	1147	10.712		
	Total	12554.397	1149			
Organizational Culture and Leadership	Between Groups	5250.014	2	2625.007	282.873	.000
	Within Groups	10643.921	1147	9.280		
	Total	15893.935	1149			
Stakeholder Engagement	Between Groups	933.308	2	466.654	45.363	.000
	Within Groups	11799.384	1147	10.287		
	Total	12732.692	1149			
Building Sustainable Development	Between Groups	668.056	2	334.028	44.194	.000
	Within Groups	8669.357	1147	7.558		
	Total	9337.412	1149			
Transformation and Performance Leadership	Between Groups	2294.395	2	1147.197	102.779	.000
	Within Groups	12802.562	1147	11.162		
	Total	15096.957	1149			
Stakeholders' Impressions	Between Groups	5131.399	2	2565.699	283.057	.000
	Within Groups	10396.710	1147	9.064		
	Total	15528.109	1149			
Strategic Operational Performance	Between Groups	4651.797	2	2325.899	312.620	.000
	Within Groups	8533.712	1147	7.440		
	Total	13185.510	1149			
Total	Between Groups	10797.729	2	5398.865	471.162	.000
	Within Groups	131430.824	1147	114.587		
	Total	239408.553	1149			

As displayed in Table (10), there are statistically significant differences between the means of the research sample responses due to the "country" variable in all domains at (0.001) as well as in the total, which means a difference in the viewpoint of the sample members in valuing those domains. To determine the direction of differences in favor of any of the countries, the Scheffé test was used. Table (11) illustrates those results.

Table 11 The Results of the Scheffé Test of the Direction of Differences between Country Categories

No.	Domain	Country	AM	Jordan	Egypt
1	Aim, Vision, and Mission	Jordan	23.7829		
		Egypt	24.3670	.58412*	
		Saudia Arabia	25.1294	1.34655*	.76244*
2	Organizational Culture and Leadership	Jordan	20.2371		
		Egypt	24.3119	4.07478*	
		Saudia Arabia	25.6549	5.41776*	1.34298*
3	Stakeholder Engagement	Jordan	25.0229		1.47623*
		Egypt	26.4991		
		Saudia Arabia	27.4588	2.43597*	.95974*
4	Building Sustainable Development	Jordan	22.3286		
		Egypt	23.8257	1.49712*	
		Saudia Arabia	24.2196	1.89104*	
5	Transformation and Performance Leadership	Jordan	25.7514		2.95316*
		Egypt	28.7046		
		Saudia Arabia	29.0314	3.27994*	
6	Stakeholders' Impressions	Jordan	23.7486		4.46244*
		Egypt	28.2110		
		Saudia Arabia	28.5804	4.83182*	
7	Strategic Operational Performance	Jordan	21.2286	4.31822*	
		Egypt	25.5468		
		Saudia Arabia	25.7059	4.47731*	
Total Sum		Jordan	162.1000		
		Egypt	181.4661	19.36606*	
		Saudia Arabia	185.7804	23.68039*	4.31434*

As displayed in Table (11), there are statistically significant differences in most domain between the Jordan and Egypt in favor of Egypt, between Saudi Arabia and Jordan in favor of Saudi Arabia, and between Egypt and Saudi Arabia in favor of Saudi Arabia. These results may be explained by Egypt's greater interest than Jordan's, and Saudi Arabia's greater interest than Egypt and Jordan's, in achieving excellence, especially in recent years. This is consistent with the Kingdom's Vision 2030, which aims to increase the Kingdom's competitiveness and the classification of its universities, as the rate of spending on scientific research has increased in recent years. Some Saudi universities also occupied a place in the international university rankings, such as King Fahd University of Petroleum and King Saud University.

2. To identify the differences between the responses of sample members about the reality of institutional performance in some Arab universities in light of the standards of the European Model for Excellence Management due to the "academic rank" variable, "One-Way ANOVA" is used to clarify the significance of the differences between the responses of research sample members according to the country. Table (12) illustrates those results.

Table 12 Results of the "One Way ANOVA" Test for Differences between the Responses of the Research Sample Members Due to the Academic Rank

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Aim, Vision, and Mission	Between Groups	427.335	2	213.668	20.209	.000
	Within Groups	12127.061	1147	10.573		
	Total	12554.397	1149			
Organizational Culture and Leadership	Between Groups	6833.274	2	3416.637	432.516	.000
	Within Groups	9060.661	1147	7.899		
	Total	15893.935	1149			
Stakeholder Engagement	Between Groups	771.448	2	385.724	36.988	.000
	Within Groups	11961.245	1147	10.428		
	Total	12732.692	1149			
Building Sustainable Development	Between Groups	518.724	2	259.362	33.734	.000
	Within Groups	8818.689	1147	7.688		
	Total	9337.412	1149			
Transformation and Performance Leadership	Between Groups	1508.236	2	754.118	63.654	.000
	Within Groups	13588.720	1147	11.847		
	Total	15096.957	1149			
Stakeholders' Impressions	Between Groups	5513.165	2	2756.583	315.708	.000
	Within Groups	10014.943	1147	8.731		
	Total	15528.109	1149			
Strategic Operational	Between Groups	5305.151	2	2652.575	386.087	.000

Performance	Within Groups	7880.359	1147	6.870		
	Total	13185.510	1149			
Total	Between Groups	112806.818	2	56403.409	511.010	.000
	Within Groups	126601.736	1147	110.376		
	Total	239408.553	1149			

As displayed in Table (13), there are statistically significant differences between the means of the research sample responses due to the “academic rank” variable in all domains at (0.001). This indicates that there is a discrepancy in the responses of the study sample in their assessment of the reality of institutional performance in light of the European model of excellence management in the mean of the overall dimensions, and in all domains. That is, they did not agree on a specific approach regarding those domains. To determine the validity of the differences, the Scheffé test was used. Table (13) illustrates those results.

Table 13 The Results of the Scheffé Test of the Direction of Differences between Academic Rank Categories

No.	Domain	Academic Rank	AM	Professor	Associate Professor
1	Aim, Vision, and Mission	Professor	25.0493		
		Associate Professor	24.5415		
		Assistant Professor	23.5646	1.48472*	.97691*
2	Organizational Culture and Leadership	Professor	25.8261		1.36023*
		Associate Professor	24.4659		
		Assistant Professor	20.0861	5.74001*	4.37978*
3	Stakeholder Engagement	Professor	27.3101		.97112*
		Associate Professor	26.3390		
		Assistant Professor	25.2684	2.04179*	1.07067*
4	Building Sustainable Development	Professor	24.0116		
		Associate Professor	23.8829		
		Assistant Professor	22.5316	1.47995*	1.35128*
5	Transformation and Performance Leadership	Professor	28.8406		
		Associate Professor	28.5878		
		Assistant Professor	26.3013	2.53931*	2.28654*
6	Stakeholders' Impressions	Professor	28.6000		
		Associate Professor	28.4488		
		Assistant Professor	23.9089	4.69114*	4.53992*
7	Strategic Operational Performance	Professor	25.7768		
		Associate Professor	25.8585		
		Assistant Professor	21.2987	4.47808*	4.55980*
Total Sum		Professor	185.4145		3.29010*
		Associate Professor	182.1244		
		Assistant Professor	162.9595	22.45500*	19.16490*

As displayed in Table (14), there are statistically significant differences between sample members on all domains, and also on the overall instrument between an associate professor sample and an assistant professor sample in favor of an associate professor sample, and between these two samples and a professor sample in favor of a professor sample. This result may be explained by the fact that the sample of professors may have more experience with excellence management, are more receptive to applying excellence management standards, and are highly aware of the importance of applying them to their role in achieving the success of institutions and ensuring their competitiveness, which qualifies them to compete with international institutions and be able to catch up with universities in the global rankings.

Also, this is due to the sample’s awareness that the university’s obtaining a ranking in the international classification confirms its competitiveness, as the university’s absence from the international classification list means that the university suffers from many problems, whether administrative, financial, or otherwise. This also means increasing the university's ability to operate in accordance with international standards, and thus increasing the quality of education and the strength of the outcomes of the educational process.

3. To identify the differences between the responses of sample members about the reality of institutional performance in some Arab universities in light of the standards of the European Model for Excellence Management due to the “number of years of experience” variable, “One-Way ANOVA” is used to clarify the significance of the differences between the responses of research sample members according to the number of years of experience . Table (14) illustrates those results.

Table 14 Results of the “One Way ANOVA” Test for Differences between the Responses of the Research Sample Members Due to the Number of Years of Experience

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Aim, Vision, and Mission	Between Groups	735.381	2	367.690	35.683	.000
	Within Groups	11819.016	1147	10.304		
	Total	12554.397	1149			
Organizational Culture	Between Groups	7569.421	2	3784.710	521.479	.000
	Within Groups	8324.514	1147	7.258		

Leadership	Total	15893.935	1149			
Stakeholder Engagement	Between Groups	961.166	2	480.583	46.827	.000
	Within Groups	11771.527	1147	10.263		
	Total	12732.692	1149			
Building Sustainable Development	Between Groups	640.610	2	320.305	42.244	.000
	Within Groups	8696.803	1147	7.582		
	Total	9337.412	1149			
Transformation and Performance Leadership	Between Groups	1251.231	2	625.616	51.827	.000
	Within Groups	13845.725	1147	12.071		
	Total	15096.957	1149			
Stakeholders' Impressions	Between Groups	5911.160	2	2955.580	352.508	.000
	Within Groups	9616.948	1147	8.384		
	Total	15528.109	1149			
Strategic Operational Performance	Between Groups	5503.419	2	2751.710	410.853	.000
	Within Groups	7682.090	1147	6.698		
	Total	13185.510	1149			
Total	Between Groups	125996.073	2	62998.036	637.132	.000
	Within Groups	113412.481	1147	98.877		
	Total	239408.553	1149			

As displayed in Table (14), there are statistically significant differences between the means of the research sample responses due to the “number of years of experience” variable in all domains at (0.001) as well as in the total, which means a difference in the viewpoint of the sample members in valuing those domains. To determine the direction of differences in favor of any of the category, the Scheffé test was used. Table (15) illustrates those results.

Table 15 The Results of the Scheffé Test of the Direction of Differences between Categories of the Number of Years of Experience

No.	Domain	Number of Years of Experience	AM	Less Than (20) Years	From (20) to Less Than (30) Years
1	Aim, Vision, and Mission	Less Than (20) Years	25.1344		
		From (20) to Less Than (30) Years	24.9065		
		More than (30) Years	23.3848	1.74964*	1.52171*
2	Organizational Culture and Leadership	Less Than (20) Years	25.8295		
		From (20) to Less Than (30) Years	25.1558	.67366*	
		More than (30) Years	20.2435	5.58603*	4.91237*
3	Stakeholder Engagement	Less Than (20) Years	27.2459		
		From (20) to Less Than (30) Years	26.7974		
		More than (30) Years	25.1630	2.08286*	1.63436*
4	Building Sustainable Development	Less Than (20) Years	24.0885		
		From (20) to Less Than (30) Years	24.0494		
		More than (30) Years	22.5435	2.08286*	1.63436*
5	Transformation and Performance Leadership	Less Than (20) Years	28.9311		
		From (20) to Less Than (30) Years	28.5558		
		More than (30) Years	26.6130	1.54505*	1.50587*
6	Stakeholders' Impressions	Less Than (20) Years	28.6361		
		From (20) to Less Than (30) Years	28.9013		
		More than (30) Years	24.1609	2.31810*	1.94280*
7	Strategic Operational Performance	Less Than (20) Years	25.6754		
		From (20) to Less Than (30) Years	26.3325		
		More than (30) Years	21.6065	4.47520*	4.74043*
Total Sum		Less Than (20) Years	185.5410		.65706*
		From (20) to Less Than (30) Years	184.6987		
		More than (30) Years	163.7152	4.06889*	4.72595*

As displayed in Table (15), there are statistically significant differences in all aspects between the category “More than (30) Years” on the one hand, and the category “Less Than (20) Years” and the category “From (20) to Less Than (30) Years” on the other hand, in favor of the category “Less Than (20) Years”. The differences between the category “Less Than (20) Years” and the category “From (20) to Less Than (30) Years” are in favor of the group “Less Than (20) Years”. This result may be explained by the fact that years of experience do not affect the sample members' perception of the reality of institutional performance in some Arab universities in light of the European excellence model. This may be because sample members with fewer years of experience may have obtained their doctoral degrees from abroad. They also have sufficient

awareness of excellence management standards, or they may have acquired skills and experience as a result of participating in work teams formed by quality and accreditation units in faculties that seek to implement the standards of the European Excellence Model.

Accordingly, the analysis of the results and discussion of the data obtained by applying the research instrument shows that the research sample agrees on the availability of the two domains "aim, vision, mission, and Transformation and Performance Leadership" to a high degree, and the availability of the remaining domains that monitor the reality of institutional performance in some Arab universities in light of the standards of the European Model for Excellence Management to a medium degree.

The analysis also shows statistically significant differences between the means of the research sample's responses regarding the reality of institutional performance in some Arab universities in light of the standards of the European model for managing excellence according to the "Saudi country". Also, there are statistically significant differences between the means of the research sample's responses regarding the reality of institutional performance in some Arab universities in light of the standards of the European model for managing excellence according to "academic rank", in favor of the professor category. Moreover, there are statistically significant differences between the means of the research sample's responses regarding the reality of institutional performance in some Arab universities in light of the standards of the European Model for Excellence Management according to "number of years of experience" in favor of the category of less than 20 years.

With this in mind, the analysis of the reality of institutional performance in some Arab universities in light of the standards of the European Model for Excellence Management indicates that the institutional performance in universities conforms to a medium degree with the standards of the European Model for Excellence Management. The next section will discuss the proposed vision to develop the reality of institutional performance in some Arab universities in light of the standards of the European Model for Excellence Management.

10. A proposed vision for developing institutional performance in Arab universities in light of the standards of the European model for excellence management

Given the results of the theoretical framework and field study and the results of the field research study, the current research study aims to develop a proposed vision for developing institutional performance in Arab universities in light of the standards of the European model of excellence management. This vision is based on a set of foundations, aims, significance, implementation procedures, implementation possibility, and requirements of success.

First: The Proposed Vision Foundations

The foundations of the proposed vision are reflected in keeping up with the global, regional, and local challenges and developments that accompany the society of the twenty-first century require universities to keep pace with the changes, including openness, diversity, complexity, and globality by paying attention to improving institutional performance and achieving its excellence, achieving performance excellence that requires developing institutional performance, including clear and specific plans, systems, methodologies, policies, and human resources efficiency, and paying attention to continuous improvement and achieving excellence because it is necessary due to contemporary challenges such as the competitive factor, which requires moving towards empowering employees, training and educating them, and nurturing their creativity and ideas which is provided by applying the European model of excellence management.

More key foundations lie in urging universities to take measures to develop, improve, and achieve excellence to keep pace with global changes, achieve continued development, meet the needs of society, and achieve its expectations, using the European Excellence Model as an integrated tool for self-evaluation to help universities determine a road map to excellence, allow the institution to evaluate strengths and weaknesses, identify opportunities for improvement, compared to global best practices, and develop and implement improvement plans that provide sustainable growth and improve performance, and paying attention to the intensity of competition, which has become a pressure factor on all educational institutions, especially university ones, to reserve a seat in international transactions in light of the acceleration of changes and the increasing needs and requirements of societies.

Second: The Proposed Vision Aims

The aims of the proposed vision are to benefit from the European model of excellence management in developing institutional performance in Arab universities to achieve continuity of excellence, improving the administrative and educational system in Arab universities, in line with contemporary global trends, and achieving excellence in performance, increasing awareness of the importance of applying excellence models in universities for their benefit in developing operations management, achieving excellent outcomes, and

increasing the institution's reputation through the community's high confidence in it, achieving effectiveness in all aspects and units of universities, raising the degree of communication between them, and reaching high performance rates based on effective leadership, flexibility, transparency, accountability, partnership, and optimal use of resources, and having access to universities that are harmonious in ideas, plans, implementation, development and evaluation, compatible with community institutions, enabling everyone to participate positively, through a stimulating, educated and creative environment.

Third: The Proposed Vision Significance

The significance of the proposed vision is summarized in guiding decision-makers in Arab universities on procedural steps to develop institutional performance, contributing to solving problems that hinder the development of institutional performance in Arab universities by applying the standards of the European model of excellence management, including exemplary leadership, modern administrative thought, community participation, good management of human, material and technical resources, and continuous evaluation, assisting the academic and administrative staff of universities in carrying out their responsibilities in developing institutional performance, which contributes to achieving excellence in universities and meeting the requirements of society, and educating university leaders about the requirements for developing institutional performance and seeking to take measures to meet those requirements in a way that will reflect on the efficiency and effectiveness of universities and achieve the desired goals.

Fourth: The Proposed Vision Implementation Procedures

The proposed vision for developing institutional performance in Arab universities requires taking into account the following points:

1. Aim, Vision and Mission

This includes several points such as making personal participation of the senior leadership and all concerned in preparing and developing the university's vision, mission, and values, and mobilizing efforts to achieve them, as well as in preparing, implementing, reviewing, and updating the university's policy and strategy, developing a plan to mobilize the efforts of all concerned to achieve the goal, vision, and mission of the university, considering the vision as a clear guide for selecting current and future courses of action at the university, creating accurate and organized databases that universities rely on when preparing their strategies, and preparing a plan to disseminate the goals and mission of universities in society, determining the period necessary to achieve the goals, and the necessary tools that enable community institutions to contribute to achieving the set goals.

2. Organizational Culture and Leadership

Achieving this standard requires several key points such as spreading awareness of the concept of the culture of excellence through conferences, seminars, and workshops, making leadership commitment to the importance of excellence through practicing excellence in its behavior, spreading the concepts of excellence among employees, accepting change, and continuously developing their level of performance, developing the ability of leaders to optimally invest human energies and develop their potential to improve performance, paying attention to a comprehensive view in dealing with problems through the participation of all concerned in monitoring it and proposing solutions to avoid it, and educating all stakeholders "students, employees, faculty members, community" about the importance of excellence management and the benefits of its application through lectures, seminars, workshops, publications, and brochures.

3. Stakeholder Engagement

Achieving this standard requires several key points such as ensuring that all partners are aware of the university's goals and strategy and participate in achieving them on the short and long-term levels, establishing a special unit at the university to manage partnerships with productive institutions in society, as its mission will be to exchange information and ideas with partners, prepare plans to rationalize expenses, reduce consumption and develop resources, find alternatives to funding sources, and study the impact of the partnership on the future of the university and society, creating a comprehensive database of the university's material and technical capabilities, including their types, capabilities, how to use them, number of working hours, lifespan, maintenance times, risks of using them, industrial safety means, and data of specialized technicians, while providing them with developments in these devices and how to develop them, and developing a plan to strengthen local and international partnerships in order to achieve progress and excellence.

4. Building Sustainable Development

Attaining this standard requires numerous key points such as creating a comprehensive database for all services provided by the university to the community, updating the university's strategy to include some mechanisms for expanding the scope of its services in the community, developing plans to serve the community in the short and long term, linked to the university's vision, mission and strategic goals, and

following up on implementation, conducting a careful analysis of the labor market needs of university graduates, and highlighting the degree of labor market absorption of graduates, strengthening community communication in a way that highlights the university's role in serving society and developing the environment by solving the community's economic, social, cultural, political, health and environmental problems, and the university's executive plan includes work programs to achieve this, and establishing a "community awareness" unit at the university, concerned with the community and educating its members about the danger of problems, and how to avoid and prevent them.

5. Transformation and Performance Leadership

Attaining this standard requires numerous key points such as creating a statistical unit that collects information related to all aspects of the university, its operations and outputs, analyzing it, accessing data and information, and using it as indicators for developing the university's institutional performance, developing human resources performance through developing skills and expertise, establishing clear and specific standards to measure the performance of human resources in universities, encouraging the creative abilities of employees by finding solutions to the problems they face during their work, and providing every possible opportunity for all employees to develop and develop them professionally in all aspects "cognitive, professional, personal".

6. Stakeholders' Impressions

Accomplishing this standard requires numerous key points such as establishing a mechanism to improve the performance of services provided to stakeholders, listening to customers' problems periodically and studying their degree of satisfaction with the services provided to them, founding a "Customer Information Center" system in which the focus on those concerned is enhanced by developing a system that includes a set of mechanisms related to inquiring about the degree of their satisfaction, studying their needs, meeting their desires, taking into account their suggestions, predicting their needs, providing them with additional services, and enhancing communication with them, creating a Clients Charters through which the values of dealing with clients, their rights and duties are set, a set of clear standards and obligations for dealing with them are established, and informing them of these obligations and how to fulfill them, and holding meetings with those concerned to learn about their needs and desires, and making efforts to meet them in a way that exceeds their expectations.

7. Strategic and operational performance

Achieving this standard requires several key points such as urging all stakeholders to participate in developing the university's policy and strategy and participating in the decision-making process related to their work, building the university's policy and strategy in light of the needs and expectations of those concerned by establishing mechanisms to determine their needs and expectations, and for everyone to participate in implementing the strategy, through modern technologies and a flexible organizational structure, and for the policy and strategy to embody the concepts of excellence and best practices, developing a knowledge management system at the university to provide information, analyze it, benefit from it and employ it to achieve the university's strategic objectives, and exchange it with corresponding universities locally and globally, and creating a mechanism to collect information from various sources, measure its accuracy, and analyze it to determine the gap between the available information and what is predicted and search for best practices to reduce and bridge the gap.

Fifth: The Proposed Vision Implementation Possibility

To determine the possibility of implementing the proposed vision, several difficulties may prevent the implementation of the proposed vision for applying the standards of the European model of excellence management, including a lack of sufficient funding for the application and sufficient will to achieve studied and planned excellence, resistance to change on the part of employees, as some view change processes with suspicion, and that they may negatively affect the stability of their job conditions, the weak interaction of many community institutions with the planned excellence processes, and thus may weaken the efforts made and may lead to their failure, the inaction of legislation regulating university work, and weak employment of excellent human resources in some positions at the university.

To overcome these difficulties, the current research study proposes several solutions such as:

- a.** Develop a plan to achieve popular participation in university financing by spreading the culture of popular participation in financing among all members of society and its institutions and enabling community members to participate in university activities and make decisions to support them in participating in financing and compensating for any budget shortfall that may hinder the achievement of excellence.
- b.** Building an excellent leadership class that possesses the skills, qualifications, knowledge, and experience necessary to assume leadership positions through restructuring the powers granted to the university's academic and administrative leaders so that they are in line with the requirements and objectives of the European model of excellence management re-describing jobs in line with excellence management, making

continuous monitoring and follow-up at all administrative levels to ensure performance excellence, providing greater flexibility for employees to provide the opportunity for creativity and achieving excellence, using the dialogue method with employees and community members to reach decisions, and simplifying administrative procedures and avoiding routine to achieve speed in completion and excellently execute tasks.

c. Develop a strategic plan to implement the excellence model and disseminate it to all concerned.

d. Establishing a unit specialized in excellence to prepare and train leaders, whose mission will be attracting excellent human competencies, including trainers, consultants, and experts in applying excellence models, to benefit from them in human resources training at the university, supervising ensuring the optimal application of excellence models according to a specific procedural guide, encouraging leaders to implement excellence models, and following up on training employees to implement them to overcome obstacles first and foremost, developing appropriate training plans to provide training and qualification opportunities for human resources to excel, and determining the needs of various departments and sections for information, databases, and training to achieve excellence and strive to meet them.

e. Creating the appropriate climate to implement the proposed vision through striving to convince all concerned of the feasibility of implementing excellence management, and conduct media campaigns through various media outlets to instill a culture of excellence among all concerned, providing the necessary financial resources for creativity and motivating creative people, determining the appropriate time “the time to perform the operation” to provide services to those concerned, so as to ensure that service providers do not waste time, holding many conferences, lectures, workshops and seminars, publishing posters, reports and brochures and organizing events that encourage excellence and increase human resources' knowledge of excellence management, convincing senior leaders and employees that excellence occurs gradually and not radically to become part of the fabric of the organization, and teaching some curricula related to excellence to university students to cultivate a culture of excellence in them since the stages of education.

f. Preparing the necessary infrastructure to implement the European Excellence Model by providing financial support to purchase hardware and software, providing modern and advanced technological means to implement excellence management, developing appropriate legislation to support excellence, providing internal and external communication services, providing comprehensive and accurate databases, and building an advanced work system based on Information technology in providing services.

Sixth: The Proposed Vision Requirements of Success

The requirements for the success of the proposed vision are reflected in supporting the senior leadership to implement the excellence model, support it, and share it, reshaping the university's organizational culture by the vision of the European model for managing excellence, focusing primarily on the beneficiary, measuring work performance, providing education and training for all employees, including senior leadership at the university, supporting all employees in efforts to improve performance, and establishing an accurate information system for quality management to achieve excellence. University leaders as well as experts, specialists, educational policy planners, and those responsible for developing university education are responsible for meeting the previous requirements.

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