The Reality of Applying the Policy and Strategy Standard in the Palestinian Universities According to the International Quality Models

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Abstract: The study aimed at identifying the reality of applying the policy and strategy standard in the international quality models in the Palestinian universities. The study used the analytical descriptive method. The study was conducted on university leadership at Al-Azhar and Islamic universities. The study population consisted of (282) persons, (119) of them responded, and the questionnaire was used for data collection.

The results of the study were: a high level of the strategy standard in the investigated universities; the results showed that the sub-areas of Standard policy and strategy were in the following order: development and review of the policy and strategy; formulation of the strategy based on the needs and expectations of current and future stakeholders: disseminate and communicate policy and strategy through a framework of key processes.

The study presented a number of recommendations, the most important of which are: increasing the interest of the universities in the process of strategic planning and raising the awareness of university leaders on international quality standards, aligning the strategic plans of the universities with the strategy standard in international quality outcomes; adopting the application of international quality standards as a basis for achieving excellence and creativity; excellence and quality in their work.

Keywords: Strategy, Global Models of Quality, Palestinian Universities, Palestine

1. INTRODUCTION

Awareness of the importance of quality management, excellence and its role as a systematic and systematic activity in reaching products, markets, operations technology, and new methods that have a competitive advantage to meet others has increased. Quality, excellence and innovation become the most important activity in advanced organizations. The only activity that belongs to the future, which creates wealth, and organizations increasingly become a new style can be described as organizations of excellence and innovation. Achieving quality and excellence requires a clear and carefully prepared strategy to reach it. Therefore, all international quality models have adopted a special standard within quality standards. Quality is concerned with continuous and planned improvement. This comes only through a clear vision and carefully prepared plan to reach Achieve the goal of quality and excellence (Abu Naser et al., 2016), (Abu Amuna et al., 2016), Al Shobaki et al., 2016), (El Talla et al., 2017), Abu Naser et al., 2017), (Abu Amuna et al., 2017), (Al Shobaki et al., 2017), (El Talla et al., 2018), (Abu Naser et al., 2018), (Abu Amuna et al., 2018), (Al Shobaki et al., 2018).

Over the past decade, higher education has witnessed many successive changes that have brought down some of the ruling concepts, replaced or redrafted them, and concepts that have become more accepted and widespread and which have become increasingly relevant in the field of higher education, known as the universality of higher education, which dominated many aspects of life in our modern world (Al-Baylawi, 2006).

Therefore, with the huge development in the world of management and in light of the changes that have become living in the institutions, it was necessary to search for modern and contemporary methods to suit the magnitude of change and developments faced by institutions starting from the strategic objectives of the institution, on the other hand the need to work on the formulation of a set of key performance indicators and Reflect the results and outputs to be achieved in the long and short term in quantitative terms, and how to meet the requirements that the institution seeks to achieve by translating them into a range of aspects that reflect the performance required to achieve. Based on the above, the present study is considered one of the rare studies aimed at answering the following main question: **What is the reality of adopting the standards of policy and strategy according to the quality models in the Palestinian universities?**

2. RESEARCH OBJECTIVES

In line with the study's questions, the current study seeks to achieve a set of objectives, namely:
1. To clarify the availability of the strategic standard in the international quality models in the Palestinian universities.

2. Identification of the most sub-areas within Standard policy and strategy available in Palestinian universities
3. Provide recommendations to Palestinian universities on ways to improve the strategies used to reach quality and excellence.

3. RESEARCH IMPORTANCE

1. To provide senior management in Palestinian universities with the use of the strategy standard and its adaptation to international quality models.
2. To highlight the importance of strategic planning of universities and its role in improving the efficiency of universities and facing them to compete for increasing in this sector.
3. This study may contribute to drawing the attention of researchers to carry out many studies and researches in modern administrative curricula and apply them to vital sectors in the higher education sector.
4. The lack of adequate field studies has focused on the availability of the requirements of Standard policy and strategy within the international quality models in the Palestinian universities in particular.

4. RESEARCH LIMITS AND SCOPE

- **Objective Limit**: The study was limited to recognizing the reality of Palestinian universities adopting the strategy standard according to the quality models.
- **Spatial Limit**: The application of the study was limited to the Palestinian public universities operating in the southern governorates (Islamic University, Al-Azhar University).
- **Human Limit**: This study focused on the employees of the supervisory centers of the universities in question.

5. THEORETICAL FRAMEWORK

Policy and Strategy Standard

Strategy is the way the organization, like the university, uses it to struggle for its goals, a method that is used to deal with others (Jad Al-Rab, 2010). Distinguished universities apply their mission and vision by developing a stakeholder strategy that takes into account the education sector and its directions. The policies, plans, objectives and goals are developed and disseminated to deliver the strategy across and through the organization (EFQM, 2014).

This criterion consists of the following sub-criteria:

1. **The formulation of the strategy is based on the needs and expectations of current and future stakeholders, through:**
- Information is collected and analyzed about the labor market and its current and future needs.
- Current and future needs and expectations are understood and anticipated by students, employees, partners, the community and stakeholders.
- Growth is understood and predicted in the number of new higher education institutions and their programs.
2. **Develop and review policy and strategy through:**
- Develop policies and strategies to be consistent with the mission, vision and values of the university.
- Address future risks through contingency planning, risk analysis, alternative scenarios and plans.
- Review and update the effectiveness and relevance of policies and strategies.
3. **Disseminate and communicate policy and strategy through a framework of key processes**
- Develop a framework for identifying and designing key processes that will support and communicate the University's policies and strategies.
- Communicate and follow up policies and strategies with staff and stakeholders in an appropriate manner.
- Measuring awareness and evaluation of the university's policy and strategies within and outside the university.
- The University's overall measurement framework allows for follow-up and reporting on progress made in relation to agreed policy objectives and strategies.

Impact of Policy and Strategy on Outstanding Performance:

Policy is the general principles and trends set by the educational authorities to guide the work of educational bodies at different levels when making decisions (Bakr, 2003). Policy should be developed within the philosophy of the Organization, which is a guide and guide to the actions and actions of each individual in the organization (Jad Al-Rab, 2010). Strategic planning is a systematic approach that foresees the prospects of educational, potential and potential futures, and prepares to confront them by diagnosing available and anticipated possibilities, designing alternative strategies, and making rational decisions on their implementation and follow-up of this implementation (Hussein, 2002), (Al Shobaki et al., 2017), (El Talla et al., 2018), (Abu Naser et al., 2018), (Abu Amuna et al., 2018), (Al Shobaki et al., 2018).

Strategic planning requires identifying different areas of processes that need improvement (eg leadership, information and analysis, strategic planning, staff development, operations, business outcomes, customer satisfaction). These areas are linked to the organization's main objectives (customer satisfaction, stakeholder satisfaction, employee satisfaction), Responsibility towards society (Al-Rasheed, 2004).

Where strategic planning works to create a vision through which the university can achieve a competitive advantage and excellence in performance, by identifying the strengths and weaknesses in the internal environment, opportunities and threats in the external environment, and focus on the future through the development of a comprehensive vision. University, focusing on producing and generating unprecedented ideas.

A good strategic plan will help the organization achieve the goals by translating them into specific, measurable goals and identifying the procedures and frameworks needed to achieve them (Al-Hayali, 2012).

The weak practice of strategic planning leads to a negative impact on the future performance of educational institutions (Al-Dajani, 2011).

El Talla et al. (2018) believes that the most important results of the policy and strategy on performance are as follows:

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

6. METHODOLOGY OF THE STUDY:

Study Approach: The study followed the descriptive analytical method, in which it attempts to describe the phenomenon of the subject of the study, analyze its data, and explain the relationship between its components, the opinions that are raised around it, the processes it contains, and the effects that it causes.

Study Society: The study population consists of all employees holding managerial positions in the public universities operating in the Gaza Strip (Islamic University, Al-Azhar University), which number (282) employees and employees.

The Study Sample: The sample of the study was selected using the method of class randomization as one of the statistical methods used to be representative of the study society in accordance with the rules of scientific research in the selection of samples. The sample size was 135 companies with 47.9% of the size of the society. The questionnaires were distributed manually, where the recovered and valid questionnaires reached for statistical analysis is (119) with (88.1%). A sample of 25 companies was selected from within the study sample. Statistical analysis was conducted to verify the validity and stability of the questionnaire.

Study Tool: To achieve the objective of the study, the questionnaire was used as a data collection tool developed and developed using the criteria developed by the researchers to arrive at the questionnaire in its final form. It emerged in its final three-pronged domain: the formulation of the strategy is based on the needs and expectations of current and future stakeholders (3) paragraphs, and the area of "development and review of policy and strategy" and consists of (3) paragraphs, in addition to the field of "dissemination and delivery of policy and strategy through the framework of the main operations," which are of (4) paragraphs. Five-point quintile to determine the importance of each paragraph of the questionnaire in order to measure respondents' responses to the questionnaire. An ordinal scale was given to give the computational mean using the ordinal scale of importance. The study adopted the criterion (Abdel-Fattah, 2008) to judge the trend when using the five-dimensional Likert scale.

7. STATISTICAL PROCESSES:

The study used the SPSS to perform the necessary analysis of the questionnaire data. The percentages, frequencies, mean, Pearson Correlation Coefficient, Cronbach's Alpha, T test were used in the case of one sample (T -Test)

Believe The Study Tool: The questionnaire is intended to measure the questions of the questionnaire, and two methods were used to verify the veracity of the questionnaire:

1. **Internal Consistency:**

The internal consistency of the questionnaire paragraphs was computed by calculating the correlation coefficients between each paragraph and the total score of its area as follows:

Table 1: Correlation coefficients and the significance level for each paragraph of the field with the total score of the field

No.	Item	Pearson Correlation	Sig.
The formulation of the strategy is based on the needs and expectations of current and future stakeholders			
1.	Information is collected and analyzed about the labor market and its current and future needs	0.862	0.000
2.	Current and future needs and expectations are understood and anticipated by students, employees, partners, the community and stakeholders	0.869	0.000
3.	Growth is understood and predicted in the number of new higher education institutions and their programs	0.899	0.000
Development and review of policy and strategy			
1.	Policies and strategies are developed to be consistent with the mission and vision of the university	0.822	0.000
2.	Future risks are addressed through contingency planning, risk analysis, alternative scenarios and plans	0.818	0.000
3.	The effectiveness and appropriateness of policies and strategies are reviewed and updated	0.892	0.000
Disseminate and communicate policy and strategy through a framework of key processes			
1.	A framework is developed to identify and design key processes that support and communicate university policies and strategies	0.930	0.000
2.	Policies are communicated and followed up with staff and stakeholders in an appropriate manner	0.835	0.000
3.	Strategies are communicated and followed up with staff and stakeholders in an appropriate manner	0.830	0.000
4.	The University's overall measurement framework allows for monitoring and reporting on progress made in relation to agreed policy objectives and strategies	0.901	0.000

It is clear from the previous table that the first area "formulation of the strategy is based on the needs and expectations of current and future stakeholders" is directly correlated with all the paragraphs it measures, the correlation coefficients ranged from (0.862 - 0.899), and the second area "development and review of policy and strategy" (0.818 - 0.892). The third area, "Dissemination and delivery of policy and strategy across a framework of key operations" is directly correlated with all the paragraphs it measures. The correlation coefficients ranged from 0.830 - 0.930), and all are statistically significant at the abstract level ($\alpha = 0.01$), and indicate the link paragraphs that measure the first area of their domain, which means that they are internally consistent with the area that measured by which is a key measure in it.

2. Structural Honesty:

Structural honesty is one measure of tool reliability, which shows how closely each area of study relates to the overall score of the questionnaire. The results show that the values of correlation coefficients ranged between (0.844 - 0.894) and thus the scale is characterized by a high degree of honesty.

Table 2: correlation coefficients and the level of significance for each field and the total score of the questionnaire

No.	Dimension	Pearson Correlation	Sig.
1.	The formulation of the strategy is based on the needs and expectations of current and future stakeholders	0.844	0.000
2.	Development and review of policy and strategy	0.888	0.000
3.	Disseminate and communicate policy and strategy through a framework of key processes	0.894	0.000

Stability of the study instrument:

The Cronbach's Alpha Coefficient was confirmed by the Cronbach's Alpha Coefficient. The following table shows that the value of the Cronbach alpha was high for all domains, ranging from (0.794 - 0.890). The value of the Alpha Cronbach factor for the questionnaire as a whole is (0.915), which means that the questionnaire has high stability.

Table 3: Determination of the stability of the resolution using the Cronbach's Alpha

No.	Dimension	No. Of Items	Cronbach's Alpha
1.	The formulation of the strategy is based on the needs and expectations of current and future stakeholders	3	0.848
2.	Development and review of policy and strategy	3	0.794
3.	Disseminate and communicate policy and strategy through a framework of key processes	4	0.890
Policy and strategy as a whole		**10**	**0.915**

Answer the study questions:

The researchers used a set of statistical methods to answer the study's questions of arithmetical averages, standard deviations, and the use of a single sample T test for each of the domains. The answer is positive in the sense that the respondents agree with their content if the value of the arithmetic average of the paragraph is greater than (3). The paragraph is negative, meaning that the sample does not agree with its content if the value of the arithmetic mean is smaller than (3).

In reviewing the responses of the study sample on the extent to which the policy and strategy standard were adopted, Table 3 indicates that the computational averages for all the "formulation of the strategy" areas are based on the needs and expectations of current and future stakeholders, ranged from (3.42 - 3.73), in general, this field obtained an arithmetic mean (3.35). The second area was the "Development and Review of Policy and Strategy". The statistical averages ranged from (3.36 - 3.88). In general, the field obtained an arithmetic mean (3.61). The third field was "Development and revision" Policy and strategy ", the average averages ranged (3.46 - 3.65). In general, this field obtained an average of (3.55). In general, the questionnaire as a whole obtained an average of (3.65). This is a large degree. The researchers attributed this to the fact that the two universities Palestinian society in Gaza Strip and has the capabilities to prepare appropriate strategies for its work and face competition, especially in light of the presence of private universities in recent times and the opening of various fields and alternatives for students to join.

Table 4: Analysis of paragraphs and areas of strategy

No.	Item / Dimension	Mean	S. D.	T – Test	Sig.	Rank
1.	Information is collected and analyzed about the labor market and its current and future needs	3.42	0.88	5.12	0.00	3
2.	Current and future needs and expectations are understood and anticipated by students, employees, partners, the community and stakeholders	3.50	0.88	6.24	0.00	2
3.	Growth is understood and predicted in the number of new higher education institutions and their programs	3.73	0.85	9.27	0.00	1
The formulation of the strategy is based on the needs and expectations of current and future stakeholders		**3.55**	**0.77**	**7.78**	**0.00**	**-**
1.	Policies and strategies are developed to be consistent with the mission and vision of the university	3.88	0.74	12.79	0.00	1
2.	Future risks are addressed through contingency planning, risk analysis, alternative scenarios and plans	3.36	0.87	4.53	0.00	3
3.	The effectiveness and appropriateness of policies and strategies are reviewed and updated	3.58	0.80	7.85	0.00	2
Development and review of policy and strategy		**3.61**	**0.66**	**10.03**	**0.00**	**-**
1.	A framework is developed to identify and design key processes that support and communicate university policies and strategies	3.65	0.71	10.00	0.00	1
2.	Policies are communicated and followed up with staff and stakeholders in an appropriate manner	3.49	0.78	6.83	0.00	3
3.	Strategies are communicated and followed up with staff and stakeholders in an appropriate manner	3.46	0.83	6.06	0.00	4
4.	The University's overall measurement framework allows for monitoring and reporting on progress made in relation to agreed policy objectives and strategies	3.57	0.79	7.83	0.00	2
Disseminate and communicate policy and strategy through a framework of key processes		**3.55**	**0.64**	**9.27**	**0.00**	**-**
Policy and strategy as a whole		**3.56**	**0.62**	**9.96**	**0.00**	**-**

The results indicate that the responses of the members of the research sample exceeded the average approval level, which is 3 in all the paragraphs. The low dispersion is also evident, which indicates the convergence of their views. Given the probabilistic value (SIG), there were no differences in the views of the study sample members on the "availability of regulatory requirements" clauses. All of the paragraphs were statistically significant at the level of ($\alpha \leq 0.01$).

The following table illustrates the analysis of the areas of the policy and strategy standard:

Table 5: Analysis of the areas of policy and strategy criteria

No.	Dimension	Mean	S. D.	T – Test	Sig.	Rank
1.	The formulation of the strategy is based on the needs and expectations of current and future stakeholders	3.548	0.77	7.78	0.00	2
2.	Development and review of policy and strategy	3.605	0.66	10.03	0.00	1
3.	Disseminate and communicate policy and strategy through a framework of key processes	3.546	0.64	9.27	0.00	3
	Policy and strategy as a whole	**3.564**	**0.62**	**9.96**	**0.00**	**-**

In general, the adoption of the policy and strategy criterion has an average of (3.564), which is a large degree, and the standard deviation is (0.62), which means that the low dispersion indicates the convergence of their views. The policy formulation and strategy was first ranked with an average of (3.605). The "strategy formulation based on the needs and expectations of current and future stakeholders" was obtained in the second order with an average of (3.548), while the "Through a framework of major operations ", the third order obtained an arithmetic mean (3.546). This indicates that university leaders are developing, disseminating and reviewing policies and strategies in a way that serves the objectives of these universities and is consistent with the approach of quality and excellence.

The results were consistent with the studies of both: Calvo-Mora and Roldán (2006), 2009: Asif et al: 2013, which showed a high level of the standard.

The results differed with the studies of Al-Samadi (2009), Al-Samadi (2009) and Al-Samadi (2009), which indicated a medium degree of availability of the strategic planning standard.

The researchers believe that the existence of appropriate policies and strategies in universities, developed through environmental analysis to identify the strengths and weaknesses in the internal environment, and opportunities and risks in the external environment, is vital for universities in the pursuit of development and advancement, to reach universities Quality, and excellence, can withstand the fierce competition and the great challenges it faces. Al-Dajani (2011) pointed out that there is a significant relationship between strategic planning and the quality of institutional performance. Raharjo noted in his study that the strategy and planning criterion in the Italian model of excellence was the main contributor to performance.

8. RESULTS

The study reached a number of results, the most important of which were:

- There is a high degree of application of the policy criterion in Palestinian public universities.
- The sub-areas of the policy standard were: Development and review of policy and strategy, formulation of the strategy based on the needs and expectations of current and future stakeholders; and finally: dissemination and delivery of policy and strategy through a framework of key processes

9. RECOMMENDATIONS

Based on the above results, the study recommended:

- Increase the interest of universities in the process of strategic planning and raise the awareness of university leaders to international quality standards.
- Aligning the strategic plans of universities with the strategy standard in international quality outcomes.
- Adopting the application of international quality standards as a basis for achieving excellence and creativity.
- To motivate university leaders to adopt the approach of excellence and quality in their work.

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