

The Impact of the Leadership Standard in International Quality Models on Improving University Performance through the Intermediate Role of the Strategy Standard

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Abstract— The study aimed to identify the impact of the leadership standard in the international models of quality in improving the university performance through the intermediate role of the strategy standard. The study used the analytical descriptive method. The study was conducted on the university leadership at Al-Azhar and Al-Aqsa Universities, where the study society consisted of (247) the study sample consisted of (119) individuals, (114) individuals responded, and the questionnaire was used in the collection of data.

The results of the study were: a high standard of leadership and an average level of the strategy standard, while a high level of overall performance was found in the surveyed universities. The results showed that there was a statistically significant impact on the leadership standard on university performance and implementation of the strategy, there is a statistically significant effect of the leadership standard on the overall performance of universities in the presence of a strategic standard as an intermediate variable.

The study presented a number of recommendations, the most important of which are: Strengthening the role of university leaders, increasing the interest in strategic planning in universities, and measuring and evaluating university performance periodically and improve it to reach centers of excellence.

Keywords: Leadership Standard, Strategy Standard, International Quality Models, University Performance Improvement, University Leadership, Al-Azhar University, Al-Aqsa University

1. INTRODUCTION

With the tremendous development in the world of management, and in light of the changes in which the institutions were living, it was necessary to have a leadership looking for modern and contemporary methods that fit the size of the changes and developments faced by the institutions and starting from the strategic objectives of the institution. It expresses the results and outputs that must be achieved in the long and short term in quantitative form, and how to meet the requirements that the institution seeks to achieve by translating them into a range of aspects that reflect the performance to be achieved. Organization and coordination, and operate in an integrated and coherent to achieve the highest rates of effectiveness, and thus reach the level of outputs that fulfill the wishes of the beneficiaries and their benefits and expectations (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), (Al Shobaki et al., 2017), (El Talla et al., 2018), (Abu Naser et al., 2018), (Al Shobaki et al., 2018).

Despite the interest of many researchers in the study of strategic directions, there is a relative scarcity, especially in the studies that interested in studying in universities in particular, and is one of the topics worthy of research at length and with great care of researchers, to consider the application of quality standards is the main task and the first to the senior management in those universities to achieve outstanding performance (Abu Naser et al., 2016), (Abu Amuna et al., 2016), (Al Shobaki et al., 2016), (Abu Naser et al., 2017), (Al Shobaki et al., 2017), (El Talla et al., 2018), (Al Shobaki et al., 2018).

Based on the above, this study is one of the few studies aimed at answering the following main question:

What is the impact of adopting the leadership standard in international quality models on improving the overall performance of the strategy standard as a mediator variable in Palestinian universities?

It has the following sub-questions:

Q1-: Is there an impact of adopting the leadership standard on improving overall performance in Palestinian universities?

Q2-: Is there an impact of adopting the leadership standard to adopt the strategy standard in Palestinian universities?

Q3-: Is there an impact on the adoption of the strategy standard on improving overall performance in Palestinian universities?

Q4-: Is there an impact on the adoption of the leadership standard on improving overall performance with the existence of the strategy standard as an intermediate variable in Palestinian universities?

2. RESEARCH OBJECTIVES

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

1. Contribute to the recognition of the degree of adoption of the leadership standard, the adoption of the strategy standard, the overall performance level in the Palestinian universities.
2. Disclosure of the impact of adopting a leadership standard on improving overall performance in Palestinian universities.
3. Know the impact of adopting the leadership standard on adopting the strategy standard in Palestinian universities.
4. Identify the impact of the adoption of the strategy standard on improving overall performance in Palestinian universities.
5. Contribute to the disclosure of the intermediate role of the strategy standard in interpreting the impact of adopting the leadership standard on improving the overall performance in the Palestinian universities.

3. RESEARCH IMPORTANCE

1. To provide Palestinian universities with the availability of leadership standards consistent with international quality models.
2. Highlight the importance of using appropriate strategies in Palestinian universities.
3. To know the nature of university performance and its conformity with quality standards.
4. Highlight the impact of good leadership on university performance and ways to improve it.
5. To provide recommendations and proposals documented and derived from the field study to help senior management in Palestinian universities in the application of global models of quality.
6. This study may contribute to drawing the attention of researchers to undertake many studies and researches in modern administrative curricula and apply them to vital sectors such as the higher education sector.

4. RESEARCH HYPOTHESIS

Ho 1: There was a statistically significant effect at the level of ($\alpha \leq 0.05$) to adopt the leadership standard on improving the overall performance in the Palestinian universities.

Ho 2: There is a statistically significant effect at the level of ($0.05 < \alpha$) to adopt the leadership standard to adopt the strategy standard in the Palestinian universities.

Ho 3: There is a statistically significant effect at ($\alpha \leq 0.05$) to adopt the strategy standard to improve overall performance in Palestinian universities.

Ho 4: There is a statistically significant effect at the level of ($\alpha \leq 0.05$) to adopt the leadership standard to improve the overall performance by the existence of the strategy standard as an intermediate variable in the Palestinian universities.

5. RESEARCH LIMITS AND SCOPE

1. **Objective limit:** The study limited the impact of adopting the leadership standard on improving overall performance by the existence of the strategy standard as an intermediate variable in the Palestinian universities.
1. **The spatial limit:** The application of the study was limited to Palestinian universities (Al-Azhar and Al-Aqsa).
2. **Human Limit:** Data were collected from the holders of administrative positions in the universities under study.

6. THEORETICAL FRAMEWORK

Leadership Standard:

Leadership is an activity aimed at influencing individuals to collaborate to achieve a common goal (Al-Kutbi, 2005). Where distinguished leaders develop and apply the vision and mission, develop the values required for long-term success, implement them through appropriate procedures and behavior, and personally participate to ensure that the University's administrative system has been developed and implemented, University orientation and inspiration for others like them (EFQM, 2013).

This standard consists of the following sub-criteria:

A. Leaders develop vision, mission, values and ethics and serve as role models for a culture of excellence through:

- Develop the vision and mission of the university so that it is understood by stakeholders.
- Values, ethics and ethics are developed, communicated and applied at all levels of leadership.
- The university administration is personally and efficiently involved in the improvement activities within and outside the university.

B. The participation of leaders in the continuous development, application and improvement of the university system through:

- Support the leadership of the university structure to deliver its policy and strategy.
- Develop the university leadership for the university's operations management system and its application.
- Develop university leadership and implement processes: measurement, review, and optimization for a balanced set of results.

- C. The participation of leaders with beneficiaries, partners and community representatives and their interaction through:**
- The University leadership accepts and understands the needs of students, employees and stakeholders and their expectations.
 - Encourage leadership: Individuals, teams, and groups of stakeholders for their contribution and loyalty.
 - Participation and interaction of leadership in the activities of the University, in particular conferences and workshops that promote and support excellence.

- D. Supporting and motivating leaders for university employees, and promoting a culture of excellence, through:**
- Listen to the leadership of the university effectively and responsibly inspire employees at all levels of management.
 - Encouraging the leadership of the university and helping employees achieve their plans and goals.
 - To appreciate the leadership of the University for the Efforts of individuals and teams at all levels in time and in the appropriate manner.

- E. Leading the process of organizational change, through:**
- The University's management understands the internal and external motives for change and its impact and justifications.
 - The university management understands and supports the changes required in the organizational framework of the university.
 - The administration of the university will provide resources and investments that support the process of change.
 - University management analyzes the risks associated with the process of change and effective implementation and management of change programs.

Policy and Strategy Standard:

Strategy is the way the organization, like the university, uses the struggle to achieve its goals, a method that is used to deal and adapt to others (Jad Al-Rab, 2010).

Distinguished universities implement their mission and vision by developing a stakeholder strategy that takes into account the education sector and its directions. Policies, plans, objectives and goals are developed and disseminated to deliver the strategy through the organization (EFQM, 2013). This standard consists of the following sub-criteria:

A. Formulate a strategy based on the needs and expectations of current and future stakeholders through:

- Collect and analyze information on the labor market and its current and future needs.
- Understand current and future needs and expectations for students, employees, partners, the community and stakeholders.
- Understand and predict growth in the number of new higher education institutions and competition programs.

B. Development and review of policy and strategy through:

- Develop policies and strategies to be consistent with the mission, vision and values of the university.
- Addressing future risks through contingency planning, risk analysis, and developing alternative scenarios and plans.
- Review the effectiveness, relevance and updating of policies and strategies.

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

- Develop a framework to identify key processes and design them to support and communicate university policies and strategies.
- Communicate policies and strategies, and follow up with staff and stakeholders in an appropriate manner.
- Measuring awareness and evaluation of the university's policy and strategies within and outside the university.
- Provide the University's overall measurement framework to monitor and report on progress towards agreed policy and strategy objectives.

International standards for evaluating performance:

Global quality and excellence models have set their standards to quality standards and performance criteria. In this context, the Malcolm model of the US National Benchmark has set a single benchmark for performance results, the overall performance benchmark, which includes a set of sub-criteria (NIST, 2014):

Results Standard: It gives systematic focus on all outcomes necessary for the stability of educational organizations, student learning, results of operations, results of focus on students and other beneficiaries, results of focus on the workforce, leadership and governance results, general and financial budget and market performance through five sub-criteria :

- Results of student learning and processes.
- Results of focus on beneficiaries.
- Results of focus on the workforce.
- Leadership and governance results.
- Budget, financial, and market results.

While the European Model of Excellence identified four criteria for performance results (EFQM, 2013):

1. **Beneficiary results:** Distinguished organizations achieve and maintain desired outcomes that meet the needs and expectations of beneficiaries.

2. **The results of individuals:** Outstanding organizations achieve and maintain the desired results that meet the needs of their individual and their expectations.
3. **Community Outcomes:** Distinguished organizations achieve and maintain desired outcomes that meet the needs and expectations of stakeholders in society.
4. **Overall performance results:** Outstanding organizations achieve and maintain the desired results that meet the needs and expectations of their stakeholders.

In this context, and through the study model, which was developed by the researchers, the study adopted a set of performance criteria, which are the most important performance criteria found in most models of quality and international excellence (NIST, 2014):

1. Students and Beneficiaries:

Where it measures distinguished universities and comprehensively achieves outstanding results in its performance while respecting students, beneficiaries and the labor market. This standard consists of the following two criteria:

A. Measuring the perception of students and other beneficiaries in the university, such as:

- Employees are flexible and responsive to their needs.
- Providing the university with a quality educational process.
- The University offers educational programs that are suitable for the students' aspirations and the job market.
- The focus of study plans is on developing students' practical skills.
- The university uses a variety of methods to evaluate students' learning outcomes (exams, research, labs).

B. Performance Indicators - Internal university standards to monitor student satisfaction, eg:

- Providing the university with suitable services for students (clinic, playgrounds, cafeteria ...).
- There is mutual trust between students and university employees.
- The university dealt with student complaints seriously and finding quick solutions to them.
- Providing advanced and advanced courses.
- Providing excellent educational services.

2. Standard results of human resources:

Where distinguished universities measure and comprehensively achieve outstanding results in the performance of their employees of academics and administrators, and this standard consists of the following two criteria:

A. Measuring the perception of employees at the university, such as:

- The University provides opportunities for career development and learning for employees.
- University staff feel secure in the job.
- Relations between workers are positive and humane.
- The University has a fair and transparent human resources systems.
- Employees are involved in decision-making processes.
- The University appreciates the achievements of the staff.

B. Performance indicators - internal university standards for monitoring, understanding, predicting and improving staff performance, eg:

- Appreciation of employees' efforts and participation in task forces, training and motivation programs.
- Employees have high satisfaction rates at university.
- Employees have convenient services that make them comfortable.
- Workers' productivity is constantly increasing.

3. Standard Community Outcomes:

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

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

- The University provides public facilities, research and service centers that serve the community well.
- The University holds its role in community responsibility.
- University work on improving and preserving the community environment.
- The university is transparent with the local community.

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

- The media adequately cover the activities of the University.

- The University receives medals and awards for its role in the service of the community.
- The University is building appropriate partnerships with community institutions.
- The University provides community-specific resources appropriately.

4. Standard Overall Performance Results:

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

A. Results of financial performance, such as:

- The University's commitment to spending according to the budget line items.
- Rationalize the University for its Expenses.
- Achieving the University's financial surplus resulting from its operations.
- University collection of debts owed by beneficiaries.

B. Non-financial performance results, for example:

- Increasing number of students enrolled in university.
- Higher opportunities for university graduates in employment for other universities.
- Distinguish the results of internal and external self-assessment.
- The University has introduced new programs constantly adapted to the labor market.

C. Overall performance indicators - internal university metrics for overall performance monitoring, eg:

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

7. METHODOLOGY OF THE STUDY:

Study Approach:

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

Study Society:

The study population consists of all employees holding managerial positions in the Palestinian universities under study (Al-Azhar University, Al-Aqsa University), which have (247) employees.

Sample of the study: The sample of the study was selected using the stratified randomization method as one of the statistical methods used to be representative of the study society according to the scientific research rules in the selection of samples. The sample size was 119 employees with 48.1% of the size of the society. (95%). A sample of 22 employee was selected from outside the study sample. Statistical analysis was conducted to verify the validity and stability of the questionnaire.

Characteristics of the study sample:

The statistical frequencies were used to determine the characteristics of the sample of the study and the field data were collected through them in order to identify their characteristics in terms of the scientific, practical and social structure. These characteristics represent variables whose change may affect the result of this study, their change may also affect the results of similar studies if applied to the same society of this study. These are the recurrent distributions of employee data and corporate data.

Table 1: Distribution of the sample of the study

		Number of duplicates	Percentage	Total
The University	Al Azhar University	51	44.7 %	100 %
	Al-Aqsa University	63	55.3 %	
Work Nature	Academic	60	52.6 %	100 %
	Administrative	54	47.4 %	
Job Title	Dean and above	23	20.2 %	100 %
	Deputy Dean	9	7.9 %	

	Head of Academic Section	25	21.9 %		
	Director	34	29.8 %		
	Head of Administrative Section	23	20.2 %		
Qualification	Ph.D.	53	46.5 %	100 %	114
	M.A.	24	21.1 %		
	BA	37	32.5 %		
Years Of Service	Less than 5 years	3	2.6 %	100 %	114
	5-10 years	19	16.7 %		
	11-15 years	27	23.7 %		
	15 years and over	65	57.0 %		
Age	Less than 35 years	11	9.6 %	100 %	114
	45-36years	30	26.3 %		
	55-46years	52	45.6 %		
	55years and older	21	18.4 %		
Gender	Male	102	89.5 %	100 %	114
	Female	12	10.5 %		

Study tool:

In order to achieve the objective of the study, the current study was used as a study tool in the collection of data related to the subject of the study, which was prepared and developed using the standards set by the researchers in the literature and previous studies. The questionnaire appeared in three areas: (16) paragraphs, and the area of the strategy standard and be of (10) paragraphs, while the field of total performance have (12) paragraphs, and the questionnaire was presented to a group of arbitrators with the competence to guide their views on the adequacy of paragraphs of the questionnaire for the purpose of the correctness of the formulation Linguistic clarity. The five-point Likert scale is used to mean the degree of improvement (very large - 5 degrees, large - 4 degrees, medium - 3 degrees, low - 2 degrees, very low - one degree).

8. STATISTICAL PROCESSES:

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

Believe the study tool:

The validity of the study instrument was verified by using the internal consistency method to measure the correlation strength between the scores of each area of the field with the total score of the field to which it belongs. The results showed that the first field, the "driving standard," was directly correlated with all the paragraphs it measured, The correlation between 0.620 and 0.853 and the second area of the strategy standard is directly correlated with all the paragraphs that measure it. The correlation coefficients ranged from 0.746 to 0.947, while the third area of total performance is directly correlated with all the paragraphs measured, And correlation coefficients ranged between 0.608-0.0 ($\alpha = 0.01$), indicating the correlation of the paragraphs that measure the first field in its field, which means that it is internally consistent with the field you measure, which is essential in measuring it

Stability of the study instrument:

The stability of the study questionnaire was verified by the Cronbach's Alpha Coefficient. The results shown in the previous table show that the value of the Cronbach's Alpha Coefficient was high for all areas of the study instrument, ranging between (0.878 - 0.956) Cronbach's Alpha Coefficient between (0-1) and the closer to the one indicated the existence of high stability and the closer to zero indicated the lack of stability, which means that the questionnaire has a high stability.

Table 2: Stability of the study instrument

No.	Dimension	No. of Items	Cronbach's Alpha
1.	Standard Leadership	16	0.950
2.	Standard Strategy	10	0.956
3.	Overall Performance	12	0.934

Natural distribution test (Kolmogorov–Smirnov test)

The researchers used the Kolmogorov–Smirnov test to determine whether the data follow normal distribution, a necessary test in the case of hypothesis testing, because most laboratory tests require that the data be distributed naturally. The following table shows (3) the results of the test where it was found that the value of the significance level for each field is greater than 0.05 (sig.> 0.05). This indicates that the data follow the normal distribution and the scientific tests should be used.

Table 3: Normal distribution test

No.	Dimension	Sig.
1.	Standard Leadership	0.990
2.	Standard Strategy	0.934
3.	Overall Performance	0.665

9. ANSWER THE STUDY QUESTIONS AND TEST HYPOTHESES:

Answer to the study questions: The main axes of the study were analyzed by calculating the arithmetic averages, percentages and T test of the sample per axis.

Table 4: Results of analysis of the basic dimensions of the study

No.	Dimension	Mean	S. D.	T – Test	Sig.	%
1.	Standard Leadership	3.528	0.622	9.063	0.000	70.56
2.	Standard Strategy	3.335	0.742	4.819	0.000	66.69
3.	Overall Performance	3.650	0.749	9.265	0.000	73.00

It is clear from the previous table that the level of adoption by the Palestinian universities for the driving standard was very high, with an average of 3.528 and a percentage of 70.56%. The standard deviation indicates that the respondents' responses were not significantly different and were close to their arithmetic mean, the average level of adoption by the Palestinian universities for the strategy standard was medium, with an average of 3.335 and a percentage of 66.69%. The standard deviation indicates that the respondents' responses were not significantly different and were close to their arithmetic mean, (0.742), and the results showed that the overall performance in the Palestinian universities studied was very high, with an average of 3.650 and a percentage of 73.00%. The standard deviation indicates that the respondents' responses were not significantly different and were close to their arithmetic mean, (0.749).

10. TEST HYPOTHESIS OF THE STUDY:

In order to test the hypothesis of the study (I, II and III), the simple regression was performed, and the F test was used to identify the significance of the model as a whole. The significance level (0.05) was used to judge the significance of the effect. R^2 was also used to identify the model's ability to interpret the relationship between independent variables and dependent variables, and the (Beta) parameter has been used to determine the expected change in the dependent variable because of the change in one unit of the independent variable. The data were also confirmed to be suitable for the regression analysis assumptions by the absence of a multiple linear correlation between the independent variables "Multi-Collinearity" given the variance inflation factor (VIF) and Tolerance test for the independent variables. The results indicated that there were no problems with high correlation between independent variables.

The result of the first hypothesis, which states that "there is a statistically significant effect at the level ($\alpha \leq 0.05$) of the leadership standard in the global models of quality to improve the overall performance in Palestinian universities."

The results shown in Table (5) revealed that the value of (F) for the full model was 49.075 and the probability value (0.000) which is statistically significant at ($\alpha \leq 0.05$) indicating the significance of the model as a whole. As well as the value of the selection factor (R Square) is (30.5%), indicating that 30.5% of the improvement in overall performance is due to the adoption of the driving standard in the universities in question. The rest is due to other variables that affect the overall performance. The value of the coefficient the correlation of the model reached (0.552) indicating a strong positive relationship.

Table 5: Result of the first hypothesis test

Dimension	Overall Performance		
	Beta	T- Test	Sig.

Constant	1.306	3.843	0.000
Leadership	0.665	7.005	0.000
R	R Square	F Change	Sig. F Change
0.552	0.305	49.075	0.000

And the value of the (Beta) (0.665), and the value of (T-Test) (7.005) and the value of the statistical significance Sig (0.000) which is a statistical value at the level of significance ($\alpha \leq 0.05$) and from the former can accept the first hypothesis: "There is a statistically significant effect at the level of significance ($\alpha \leq 0.05$) of the leadership standard in international quality models to improve the overall performance of Palestinian universities."

Leadership is the starting point for quality and excellence. Leadership in support of this approach helps universities move forward towards excellence. This is confirmed by the results of the Badri and Selim (2006) study, which noted that "the leadership standard was defined as the leader of all components of the excellence model" (Balzer, K., et al., 2015) in his study pointed to the need to improve leadership awareness, understanding and support for agile higher education institutions. Therefore, the university departments and their leaders should be the first building blocks on the way to build a distinguished university. It is a good example for the employees. It is the one that has a clear and strong strategy in this direction and it has the human and material resources to support and build the culture of excellence. And to achieve the outstanding university performance it seeks.

As a result of the second hypothesis, which states that "there is a statistically significant effect at the level ($\alpha \geq 0.05$) of the standard of leadership in global models of quality to adopt the strategy standard in Palestinian universities?"

The results shown in Table (6) revealed that the value of (F) for the full model was (202.198) and the probability value (0.000). This is a statistically significant value at ($\alpha \leq 0.05$) indicating the significance of the whole model. As well as the value of the selection factor (R Square) is (64.4%), indicating that 64.4% of the adoption of the strategy standard is due to the adoption by the Palestinian universities of the driving standard and the rest due to other variables. The correlation coefficient of the model was 0.802 demonstrates a strong positive relationship.

Table 6: Result of the second hypothesis test

Dimension	Standard Strategy		
	Beta	T- Test	Sig.
Constant	- 0.038	-0.159	0.874
Leadership	0.956	14.219	0.000
R	R Square	F Change	Sig. F Change
0.802	0.644	202.198	0.000

And amounted to the value of the coefficient (0.956), T-Test (14.219), and statistical significance (0.000), which is a statistically significant value at the level of significance ($\alpha \leq 0.05$). The second hypothesis can be accepted: "There is a significant effect ($\alpha \leq 0.05$) for the leadership standard in international quality models to adopt the strategy standard in Palestinian universities.

The researchers believe that the existence of university leaders believe in strategic planning and have a clear vision and mission is the way to achieve success goals through the establishment of appropriate policies and strategies in the universities, which are developed from the foundations of sound analysis on the internal and external environment, the lack of conscious leadership of the importance of strategic planning of the causes of failure , Especially since we live in a rapidly changing environment, evolving, and increasingly competitive, Raharjo (2015) has noted in his study that the "strategy and planning" standard in the Italian model of excellence has been a major contributor to performance.

As a result of the third hypothesis, which states that "there is a statistically significant effect at the level of ($\alpha \leq 0.05$) to adopt the strategy standard in the global models of quality to improve the overall performance of Palestinian universities."

The results shown in Table (7) revealed that the value of (F) of the complete model was (61,802), and the probability value (0.000) which is statistically significant at ($\alpha \leq 0.05$) indicating the significance of the model as a whole. As well as the value of the selection factor (R Square) is (35.6%), indicating that 35.6% of the improvement in overall performance was due to the adoption of the strategy by the Palestinian universities and the rest due to other variables. The correlation coefficient of the model was (0.596) demonstrates a strong positive relationship.

Table 7: Result of the third hypothesis test

Dimension	Overall Performance		
	Beta	T- Test	Sig.
Constant	1.641	6.272	0.000
The Strategy	0.602	70.862	0.000
R	R Square	F Change	Sig. F Change
0.596	0.356	61.807	0.000

The value of T-Test (70.862) and the value of statistical significance (0.000) were statistically significant at the level of ($\alpha \leq 0.05$). : "There is a statistically significant impact at the level of significance ($\alpha \leq 0.05$) to adopt the strategy standard in the global models of quality to improve the overall performance of Palestinian universities."

In the opinion of the researchers, 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 With outstanding overall performance, can withstand the fierce competition and the great challenges it faces. This is confirmed by Al-Dajani (2011), indicating that there is a significant relationship between strategic planning and the quality of institutional performance.

The result of the fourth hypothesis, which states that "there is a statistically significant effect at the level of ($\alpha \leq 0.05$) to adopt the leadership standard to improve the overall performance in the adoption of the strategy standard as a mediator variable in Palestinian universities."

In order to identify the intermediate role of adopting the strategy between the adoption of the driving standard and its effect on improving overall performance, the path analysis was used. Initially, some preconditions for testing the intermediate role of the variable, namely the significance of the tests for the three previous hypotheses, Confirmation of its significance as it indicated all the tests as a statistical function at the level of significance ($\alpha \leq 0.05$).

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

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

Table 8: Result of the fourth hypothesis test

Dimension		Overall Performance		
		Beta	T- Test	Sig.
Constant		1.322	4.072	0.000
Leadership		0.249	1.637	0.104
The Strategy		0.435	3.416	0.000
R		R Square	F Change	Sig. F Change
0.609		0.371	32.707	0.000
Effect Size Measurement				
	Effect Size	Test Value	Sig.	
Total Effect	0.665	T	7.005	0.000
Direct Effect (c')	0.249	T	1.637	0.104
Indirect Effect (ab)	0.416	Sobel (z)	3.313	0.000
ab/c	0.626			
ab/c'	1.674			

The results indicated that the value of (F) of the model was (32.707) and the probability value (0.000) which is statistically significant at ($\alpha \leq 0.05$) indicating the significance of the model as a whole. The results revealed that the introduction of the strategy standard as well as the Leadership standard (as independent variables) in the model led to an increase in the explanatory capacity of the model. The value of the coefficient of determination (37.1%) was an increase of 6.6%. The total effect of (66.5%) was statistically significant at ($\alpha \leq 0.05$) and the direct effect on the product quality (24.9%) was a statistically insignificant value at the ($\alpha \leq 0.05$). The indirect effect (41.6%), which represents (62.6%) of the total effect, is a statistical function at the level of significance ($\alpha \leq 0.05$). In view of the direct and indirect impact of the impact, it is clear to the researcher that the strategy standard fully mediates the relationship between adopting the leadership standard and improving overall performance in Palestinian universities.

11. RESULTS

The study reached a number of results:

- A high standard of leadership in international quality models in Palestinian universities.
- There is an average level of strategic planning in the Palestinian universities.
- There is a high level of university performance in Palestinian universities.

- There is a statistically significant impact of the leadership standard in international quality models on the overall performance of Palestinian universities.
- There is a statistically significant impact of the leadership standard in international quality models on the implementation of the strategy standard in Palestinian universities.
- There is a statistically significant impact of the leadership standard in global quality models on the overall performance of universities in light of the existence of the strategy standard as an intermediate variable.

12. RECOMMENDATIONS

1. Strengthening the leadership role in universities through:

- To support leaders and motivate them to work and promote their culture of quality and excellence.
- Supporting the process of organizational change to transform universities into distinguished universities.
- Risk analysis associated with the change process and the effective implementation and management of change programs.

2. Develop a policy and strategy that supports access to quality and excellence through:

- Collecting and analyzing information on the labor market and its current and future needs.
- Reviewing the effectiveness of policies and adapting and updating strategies.
- Address future threats to universities through contingency planning, risk analysis, and alternative scenarios and plans.
- Communicate policies and strategies and follow up with staff and stakeholders in an appropriate manner.

3. Measuring and evaluating overall performance results, through:

- To study the causes of the financial deficit resulting from the operations of universities and to try to find ways to cover this deficit by communicating with the government to allocate fixed allocations to universities to cover their expenses, especially as these universities are non-profit universities.
- To improve the ranking of universities in the global ranking of universities by studying the indicators through which universities are ranked and working to improve these indicators.
- Developing university websites in foreign languages, especially in English, to cover the activities of universities in a good way, thus contributing to the objective evaluation of universities.
- To compel faculty members to undertake scientific research as part of their assigned burden, with the need to publish a specific part of their research in international journals.

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