

Proposed Model for Learning Organization as an Entry to Organizational Excellence from the Standpoint of Teaching Staff in Palestinian Higher Educational Institutions in Gaza Strip

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Abstract

The research aims to design a proposed model of learning organizations as an entry point to achieve organizational excellence in the Palestinian universities of Gaza Strip. A random sample of workers were selected from the Palestinian universities consist of (286) employees at recovery rate of (70.3%). The study concluded with a set of results the most important of which: there is a statistically significant relationship between the components of learning organizations and achieving organizational excellence in the Palestinian universities of Gaza Strip from the standpoint of the faculty members. One of the main recommendations of the study: establish the concept of learning organization in leaders and staff of the university through the establishment of specialized courses, and workshops. Turning the status of the university into a learning organization as a strategic objective and the performance of managers are measurement accordingly. Organize visits of the leaders of the university to the top organizations in this field and to take advantage of their experience and encourage deans and heads of departments to involve their employees in the information on global trends and trends in learning organization through regular meetings.

Keywords: *Learning organizations, organizational excellence, Faculty Staff, the Palestinian higher educational institutions, Palestinian universities, Gaza Strip.*

1. Introduction

Technical and cognitive progress is a key driver to push organizations all over the world to walk at a fast pace toward becoming a learning organizations as the newest administrative pattern recently spread to replace traditional forms in organizations management, where it is working on rearranging their positions to benefit from previous experiences and participation of workers in the stock of knowledge, and strengthen it to serve the technical side and realize the aspirations and hopes of the communities and contribute to the survival of these organizations and their continuation. Palestinian universities are learning organizations since they are service organizations and by the nature of its functions and the holdings of the strong structure of knowledge is the presence of human and technical elements, with all its theory of scientific disciplines, and what is available for their research centers, sources and information systems. All of this requires that the learning process is done in all administrative and technical levels simultaneously, to keep the University efficiency, effectiveness, and its ability to continue, through merging the knowledge, theories, experiences, perceptions, and organizational strategies in the crucible of university performance to reach organizational

excellence desired. Based on this, the researchers sought to develop a proposed model for learning organizations as an entry point for institutional excellence particularly the Palestinian universities, in order to upgrade them to world-class universities, including its leading role in the advancement and development of the human civilization, where the university has provided an excellent example of the cognitive progress of Palestinian society, faced the effects of the occupation, and took the modern methods in order to keep up with the progress of Arab and foreign universities.

2. Research Problem

The higher education system in Palestine, especially university education is facing a number of problems that pose challenges become incapable on its expected best response, but the lesson is not in the presence of these problems, but in the knowledge, diagnosing ills and their causes, and then work to resolve them, or reduce their negative impact, and make continuous efforts to search for new alternatives to overcome them.

It has become a necessity of the Palestinian universities for excellence in performance and to maintain continuity in a competitive environment is an urgent need to achieve survival, growth. In the light of this, **the study can be developed in the following question (Q1):**

Q1: What is the suitability of the proposed model of the learning organization in achieving organizational excellence from the viewpoint of the faculty members in the Palestinian universities?

And pops from it the following sub-questions:

Q1-1: What is the availability of learning organization components (organizational component, the human component, cognitive component, the community component) in the Palestinian universities?

Q1-2: What is the level of Organizational Excellence (Leadership Excellence, Service Sectors Excellence, and Knowledge excellence)?

Q1-3: Is there a relationship between learning organization components and organizational excellence in the Palestinian universities?

Q1-4: Is there an impact for the components of learning organization in achieving organizational excellence in the Palestinian universities?

3. Previous Studies

The study of (Berrio, 2006) showed that the university represents the organization that has the characteristics and elements of the learning organization. The university as a learning organization that have been applying the subcomponent "technical" and that the university should begin the process of organizational transformation in order to reach to the process of distinct learning through: development of a shared vision, the organizational culture of learning within the organization, building a strong effective strategy to build a learning organization, the establishment of a structure capable of implementing that strategy, and the application of transformational leadership styles of decision-makers to reach high levels of motivation and performance.

The study of (Badri et al., 2006) have shown that there is a positive relationship between the elements of the machines with the business results in the model, which measures corporate performance and results of the focus on students, the beneficiaries, the market, and the validity of the Baldirij sample application on the education sector.

The study of (Sharma& Talwar, 2007) was able to build a distinct model of nine criteria: "leadership, culture and values, strategic planning, operations, business results, good orientation, continuous improvement, confirmation of success, and the external environment". The model explains that the external environment integrated with the culture and working environment, and supports assure the success of the leadership,

culture, shared values, which facilitate the removal of obstacles, and facilitate the flow of knowledge, information, services for those involved, satisfy the various parties, and contribute knowledge to reduce the problems.

The study of (Al-Rashudi, 2007) showed that the level of importance of organizational factors in support of the application of learning organization is high, while the level of importance of cultural factors is low. The continuous learning came at the forefront of learning organization. The study of (Poh Yen Ng, 2010) showed that the understanding of the learning organization dimensions enabled the management of universities and colleges to understand the motivating factors for employees to participate in building knowledge and providing them with appropriate training programs.

The study of (Bin Hussein, 2011) showed level of adopting of the King Faisal University to the dimensions of learning organizations is average, and that the following learning organizations dimensions: "the establishment of a knowledge sharing and learning systems, linking the organization to the external environment, and enable individuals to bring them towards a common vision" was at a level less than others. The King Faisal University has led a supportive learning strategy with a mean of (2.86). The study of (Ali Khamis, 2012) pointed out that there is a positive relationship between learning organization characteristics and satisfaction in the performance of teaching activities.

The study of (Al-Sharifi et al., 2012) has shown that the availability of dimensions of learning organization in the university was medium in general. The availability of learning organization dimensions of the organizational level, the level of the group or team, and individual level were moderate. The study of (AL-Foqaha, 2012) has shown that there is a strong correlation between the adoption of strategies for excellence in learning and teaching and the achievement of higher education institutions and the sustainable competitive advantage. The study of (AL-Beheiri, 2012) has shown that respondents in response to the various paragraphs of mechanisms indicators (calendar, strategic planning, leadership, community organizations beneficiary support, management performance, learning management process, communication, information, data management, and focus on students) were all have highly significant approval.

The study of (Abu-Kaoud and Rababah, 2013) showed that the availability of the success factors of (emphasis on the consumer, the organization's strategy, information systems technology, enabled intellectual capital) came with high level of approval. The perceptions of respondents about organizational excellence (excellence leadership, excellence structure, service excellence, excellence of organizational culture) were high. The study of (Saada, 2013) has shown that the level of leadership performance in the University College when applying the criterion of leadership of the European model of excellence was approximately (75.9%). The study of (Al-Salihi, 2013) showed that the reality of the regulatory environment in the academic departments at the University of Qassim was good to a large extent with an average of the axis (3.53), and a weak interest in teamwork and mutual loyalty between teacher and student development.

Results from a study of (Aktar et al., 2013) showed that the theory underlying learning organizations and organizational learning contribute a significant contribution to achieving competitive advantage, and multiple analyses demonstrated a relationship between the independent factors of learning abilities of organizations and affiliate-based competitive advantage. The study of (Gaile, 2013) showed that the external environment is the most factor to help in the development and dissemination of learning organization culture. The study of (Al Zaher, 2013) has shown significant approval on all axes and paragraphs in measuring the readiness of the administrative aspects in Saudi universities to achieve organizational learning, and that the order of axes according to the degree of approval was Convergent. The study of (Al-Harthy, 2013) have shown that the degree of availability of the application of the dimensions of learning organization of Umm al-Qura

University from the standpoint of the faculty members and academic leaders were too weak with mean (2.52).

The study of (Erdem et al., 2014) has shown that job satisfaction level for teachers was acceptable. The overall average level of the characteristics of learning organizations in general was (3.37). The level of job satisfaction for employees was (3.62) and there is a positive relationship between job satisfaction and dimensions of learning organizations with moderate level. Results from a study of (Adamska & Minarova, 2014) showed that most organizations focus on the customer. They carry a slogan that the consumer is the focus of attention by the consent of (4.18). They encourage leadership knowledge and skills by opening the door to inquire, debate, and encourage the leadership to share information and knowledge. With regard to the introduction of recommendations teams into consideration by the administration got a low approval rate.

The study of (Ravangard et al., 2014) has shown that the characteristics of learning organizations got average (3.03), while enabling career at the university obtained moderate level approval (3.24), and that there is a positive relationship between learning organizations and empowering workers. The study of (Ibrahim, 2014) has shown that there is a correlation and impact between the learning organization and the behavior of teams.

Analyzing previous studies and research gap:

1. The subject of learning organizations and characteristics occupied a considerable interest by researchers at the level of field studies in both the Arab and foreign countries alike, and so out of the importance of the concept of learning organization being transferred from traditional institutions to more creative levels in light of an ever-changing and evolving environment.
2. The following learning organizations characteristics were inferred from the results of the analysis of both Arab and foreign studies:

Table 1. Shows the Characteristics of Learning Organizations and their Compatibility with the Proposed Model

No.	Variables	Peter Senge	Marcardt	Maersk and Watkins	Adelson	Al-Otaibi	Maalonen	James	Reding	Total
Organizational Component										
1.	Organizational structure		√		√	√	√	√	√	6
2.	Technological infrastructure		√						√	2
3.	Strategy	√			√	√	√	√	√	6
Human Component										
1.	Strategic Leadership		√	√				√	√	4
2.	Teams / Committees	√	√	√	√	√	√		√	7
Cognitive Component										
1.	Knowledge Management		√	√	√	√		√	√	6
2.	Scientific Research	-	-	-	-	-	-	-	-	-
3.	Continuing Education	√	√	√	√		√		√	6

4.	Corporate Culture					√		√	√	3
Community Component										
1.	Partnerships and Alliances		√							1
2.	Keeping up with the labor market			√						1
3.	Consulting and Training									-
4.	Social Responsibility									-
5.	Technology Incubators									-

Source: Created by the researchers in light of the previous models.

It is evident from the overview of the previous models of learning organizations, there are multiples of models that studied it, a few of environments in which they dealt with, and present study is concerned with the focus on components that support the openness of the university on the local environment and they are included within the current study of learning organizations models components.

4. Research Importance

The study seeks to build a model of the organization stems from the educated Palestinian university environment and culture in order to come up with results and recommendations to enable higher education institutions to adapt and interact with rapid environmental changes through a strategic plan involving all parties dealing with the university.

5. Research Objectives

The study aims to design a model of learning organization to achieve organizational excellence in the Palestinian universities, and complete the construction of this model by achieving the following objectives:

1. Disclosure of the relationship between learning organization components and institutional excellence in Palestinian universities.
2. Declare the impact of learning organization components in achieving organizational excellence.

6. Research Hypotheses

H1: There is no significant relationship between the components of learning organizations (organizational component, the human component, cognitive component, and community component) and achieving organizational excellence (leadership, service sectors, and cognitive) from the standpoint of the staff members teaching in Palestinian higher education institutions in Gaza Strip.

H2: There is no significant effect between the mean responses of the respondents about the components of learning organizations combined together at the level of organizational excellence from the viewpoint of the staff members teaching in Palestinian higher education institutions in Gaza Strip.

7. Theoretical Framework

First- Learning organizations:

In general, there is no uniform definition of learning organizations in the world; because of the different philosophies, the multiplicity of experiences, expertise and disciplines. We review some of the most common learning organizations chronologically tariffs, as well as the clarity of these definitions from the viewpoint of some of the administrative and academic leaders in the universities under study.

Table 2. The Concept of Learning Organizations and the Extent of its Clarity from the Standpoint of Some University Leaderships

No.	Author and Concept	The extent and clarity from the perspective of university leaderships
1.	(Marquardt, 2002) based on organization collective method of learning, and work management constantly improve their ability to manage and use knowledge, enabling individuals to learn inside and outside the organization, and the use of appropriate technology for the organization of learning and production.	28 C1
2.	(Dewar & Whittington, 2004) to increase the capabilities of the organization on an educated prediction, adaptation, and transformation to be fit within the nature of the rapidly changing environment.	16 C2
3.	(Senge, 2006) organization in which everyone works independently or cooperating on the development of their abilities consistently in order to achieve the results they want, seeks to develop new patterns of thinking, develop its own set of objectives, collective aspirations, and being taught constantly.	25 C3
4.	(Garvin et al, 2008) the place where the staff excels in the creation, acquisition, knowledge transfer, and consists of three basic building blocks: the internal supportive environment to learn, processes and practices to learn, and the behavior of a leadership that supports and enhances learning.	20 C4
5.	(Bryan, 2009) the organization that meets the conditions that set it apart from other traditional organizations in terms of: educational leadership, restructuring education, allow workers to participate and move flexibly and effectively, adopt to a participation strategy, allowing providing opportunities for the exchange of adapted knowledge, information, strategy and culture.	10 C5
6.	(Al-Qawasmeh and others, 2011) expresses the organization that seeks to learn through experience to quickly adapt to environments.	20 C6
7.	(Abdel-Fattah, 2013) defined the organization where the criteria that distinguish them from other traditional organizations where: continuing learning is available, query and dialogue, cooperation collective learning, empowerment of employees towards a common vision, the development of the acquisition and post-learning systems, linking the organization to the external environment, and strategic leadership.	16 C7

Source: Created by the researchers in light of previous studies.

We have concluded from the previous definitions that learning organizations are "permanent learning and development organizations, is able to collect, manage, use information, human potential, physical, and cognitive, through the adoption and use of

advanced management methods, in the framework of social responsibility and ensuring excellence in achieving the goals" .

Second- Organizational Excellence:

Excellence concept is a holistic and comprehensive which cannot be portioned, in the sense that an organization excellence cannot be portrayed in a particular area, while the performance breaks down in other areas. Equilibrium and tangles marked by two characteristics of excellence in the various sectors of the organization which includes the two dimensions of modern management axes. They are the real administration pursuit for excellence, and the other that everything that comes from management of the business and the decisions and adopted systems characterized by excellence. The two dimensions are complementary and they are two sides of the same coin, no one is achieved without the other (AL-Selmi, 2002). Researchers define organizational excellence in this study as **"the uniqueness and superiority of the university in all areas over competitive universities locally, regionally and beyond customer expectations."**

Table 3. The Concept of Organizational Excellence and the Extent of its Clarity from the Perspective of University Leaderships

No.	Author and concept	The extent and clarity from the perspective of university leaderships
1.	(Nohria, et al, 2003) every action or activity for everyone enhances and strengthens the achievement within the organization and includes many of the labor force that makes up the structure of the organization.	
2.	(Standen, 2004) clearly identify the clients and understand their demands, needs and interest of the organization to meet all the elements needed and expected future requirements through the performance which exceeds expectation and bring benefits to stakeholders in a balanced way for individuals and society.	28 c1
3.	(Zairi, 2005) outstanding organization that practices are focused on opportunities rather than focusing on the problems.	16 c2
4.	(Al-Rashida, 2007) the organization outweigh counterparts, where this concept refers to "an integrated system for the results of work of the organization, in light of its interaction with its environment of internal and external elements, which led to the uniqueness and positive superiority impact on other organizations to reach their goals."	15 c3
5.	(Darwish, 2008) a high level at which the quality of the highest levels of standards performance available, achieved on the way the objectives of the organization, productivity, professional, or service, quality and quantity in light of the work of system where the optimization of harmony and communication between the various elements in, and flow proper available information between sectors.	15 c4
6.	(Pinar & Girard, 2008) organizations seeking to exploit the critical opportunities proceeded by effective strategic planning, and commitment to realize a common vision dominated by clarity of purpose and adequacy of resources and careful performance.	25 c5
		10 c6

7.	(AL-Hilali and Gabor, 2012) those activities that make an institution distinct in performance through the employment of available capacity, resources effectively and distinct to make them superior and unique from the rest of the competitors, reflect on how to deal with customers, how to perform their activities and operations, and the preparation of its policies, administrative and organizational strategies.	
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Source: Created by the researchers in light of previous studies.

A. The dimensions of organizational excellence in higher educational institutions:

1. **Leadership Excellence:** Leadership Excellence is the most important pillar that are based on modern management, where contemporary administration requires superior capabilities of the leader; to be able to keep up with developments and changes imposed by the knowledge age. (Gad Al-Rab, 2013) defines leadership as a head start and the ability to imagine the future and perception build flexibility, support others towards creating a strategic change which is necessary and required in the organization. The researchers see that the universities can reach Leadership Excellence through the adoption of a culture of excellence in all of its actions, and dissemination of the vision and strategy supportive of Excellence.
2. **Excellence service sectors:** is defined as the development of a service product with unique recipes, which gives the organization the opportunity to put exceptional prices, for example, if the suppliers increases prices of inputs, the organization may be able add it on customers who cannot easily get alternative products because of its unique qualities (Dess, 2008). The researchers see that the performance of universities consistent with the rapid development and adoption of continuous improvement and development as a strategy for the development of their systems, mechanisms, and methodologies of work contributed to bring about a qualitative leap.
3. **Knowledge Excellence:** knowledge as defined by (Hussein, 2011) is a combination of experience, skills, abilities, and contextual information accumulated by the employees and the institution. The university is the most important of the institutions that must get into knowledge management, because they are the most appropriate institutions to adopt this principle (Nurluoz, 2011).

Third- The proposed model:

In light of what has been previously reviewed of the dimensions of the problem of the study, the literature of learning organizations and organizational excellence, previous studies that have been reviewed and analyzed in the field of learning organizations, the organizational excellence, as well as personal interviews conducted by the researchers with some officials at the universities; to get to the model of learning organizations components, the researchers reached a proposed model for this study as indicated in Figure 1.

8. The Proposed Model for Learning Organizations Consists from these Components

First- Enablers: any factors that enable the organization to achieve results include: resources, mechanisms that materialize from the results where each component includes a range of sub-elements according to the following:

A. Organizational component includes:

1. **Organizational structure:** (Gad Al-Rab, 2013) defined it as a framework in which the organization is working through, which is not an aim in itself, but a means to the organization to reach its desired objectives.
2. **Technological infrastructure:** They are all physical and none physical assets that helps the human capital to the performance and transfer of knowledge which include (information systems and electronic databases).
3. **The Strategy:** The method in which the organization is going to achieve its goals. The university's strategy consists of (vision, mission, goals, action plans, and procedures).

B. The human component includes:

1. **Strategic Leadership:** It consists of properties which include: (Empowering Employees, strategic thinking, the participation of teams, creativity and innovation, vision and cultural change) (Hamidi, 2009).
2. **Teams / Committees:** a group of individuals that are characterized by having complementary skills with each other, brought together by common goals and one purpose, in addition to having a common entrance to work with each other (Gad Al-Rab, 2013).

C. Cognitive component includes:

1. **Knowledge management:** an approach which refers to all the processes that the university follow to create, discover, manage, share, apply knowledge effectively to create value, improve efficiency, and achieves its strategic goals (Amrous, 2014).
2. **Continuing Education:** Continuing education is known through two directions: the direction that cares about human capital and its components. It is believed that continuing education is aimed at developing the professional elements, economic development, and competitiveness. The second believes that learning aims to develop community-based ingredients and personal educational process (free time, everyday life) (Gorshkov, 2013).
3. **Scientific research:** scientific research occupies a priority for the institution, and is a key feature distinguishes the institution from other institutions (Al-Haj, 2008).
4. **Corporate Culture:** is defined as a set of values, beliefs, basic assumptions, standards and regulatory norms which workers believe within the university, which directly or indirectly affect their behavior, and on the performance of the work assigned to do (Mohammed and Morsi, 2010).

D. Community Component includes:

1. **Partnerships and Alliances:** Partnership is the relationship of involuntary cooperation between two or more parties with common goals. This cooperation is built with concluded agreements between the parties, specifying the partnership's objectives, principles, areas, saves each party interests, meet their needs, and such conventions become official binding on both parties (Davis, 2007).
2. **Keeping up with the labor market:** The University seeks to provide their students with the highest knowledge and skills that will enable them to meet the challenges of cultural, economical, and political problems implied on the global challenges, and enable them to experience the world of competition through the establishment of disciplines that serve the community, and just to grant certification, but through bridging the gap between the disciplines. This keeps them at the forefront of society through foreseen of the future, and not just the graduation of students (Al-Khashab and Al-ashab, 2003).
3. **Consulting and Training:** is one of the main outputs that are characterized by efficient educational institutions, which is one of the measures of the quality of those institutions. Images and mechanisms of consultation varied depending on

the type and nature of its environment. Thus it embodies scientific open window to the community and labor market institutions to provide them support, assistance of knowledge, and guidance. Training is one of the most important priorities for the improvement and development of functional cadres' skills to various educational and specialized levels, from the university's role as a pioneer for the development of society; they are invited to adopt the concept of the university as a center for community service (Al-Zalmi and others, 2010).

4. **Social Responsibility:** It is in the broad framework an activity offered by governmental or civil institutions to serve the community (Abdul Momen, 2012).
5. **Technology Incubators:** aims to nurture and grow ideas, creative skills, applied and academic research, and work to convert the research and development stage to the implementation stage through the establishment of a small project contributes to creating job opportunities to address social problems caused by unemployment.

Second- Outputs: the ultimate goal of the model is to achieve organizational excellence in the Palestinian higher educational institutions in the Gaza Strip, through the achievement of the following objectives:

- A. **Leadership Excellence:** through the leadership of the university over its competitors in all areas, it embraces of distinct human cadres, support to be the incubator for creative leaders, and exchange of information and transparency in the work with the local community. It includes the following indicators: (intellectual and personal efficiency, collective work).
- B. **Excellence service sectors:** the university satisfies the needs of the community quickly, at a lower cost and in excess of their expectations. At the level of universities, it will be distinct in servicing if the university provides quality disciplines at lower prices from its competitors with higher quality, as well as with respect to electronic student services facilities. It includes the following indicators: satisfaction of (teachers, students, and community), Continuous improvement, and continuous evaluation.
- C. **Knowledge Excellence:** includes the development of educational learning outcomes of the university to keep pace with the needs of the labor market, and works to reduce the gap between reality and the needs of the labor market, according to the latest technologies that contribute to community service, and gives the university an additional competitive advantage which includes: (individuals and Technology).

Third- feedback: feedback should be at each stage of the model (enablers and outputs) so that it is constantly evaluating the current situation and study the changes in the environment; so that the institution is continuously ready to exploit the opportunities available, to minimize the impact of the expected threats, and turn them into advantages that distinguish itself from other competitors.

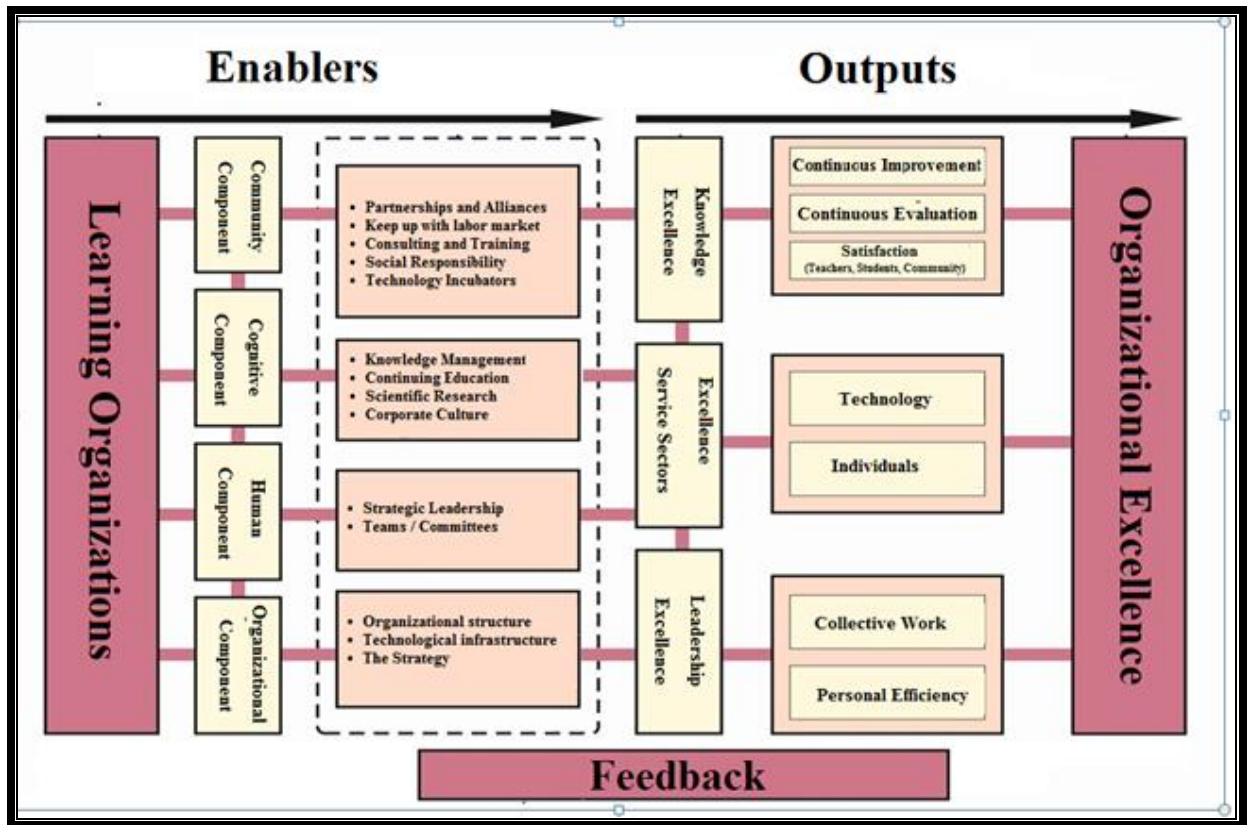


Figure 1. The Proposed Model

Source: Created by the researchers based on the above during the study.

9. Research Methodology

First- Research Methodology:

We adopted the descriptive and analytical approach which is based on the study of the phenomenon as it gives an accurate description and expressed qualitatively and quantitatively. This approach is not content with when collecting information on the phenomenon in order to manifest different relations survey, but goes beyond that to the analysis, connectivity and interpretation.

Second Population and Study Sample:

Study population consists of all employees of the faculty members in universities in Gaza Strip (the Islamic University, Al-Azhar University, Al-Aqsa University). (286) questioners were distributed to the staff members and their assistants. The recovery rate was (70.3%).

Third- Validity of the study tool:

1. **Expert validity (Virtual validity):** The tool was presented to a number of experts in the field in order to ensure the safety of the language of the tool, clarity of the tool instructions, the affiliation of the paragraphs of the axes of the tool, and the validity of the tool to measure associated with the study objectives, thus it was ascertained the validity of the tool from the viewpoint of the arbitrators.
2. **Construct Validity:** The validity of the internal consistency of the axes and questionnaire's paragraphs was measured by finding the correlation coefficients of

the axes of the questionnaire with the questionnaire as a whole, transactions link to the paragraphs of the questionnaire with the axis that belongs to it. The correlation coefficients indicator is significant at the level of (0.05). The calculated r value is greater than the value of tabular r which is equal to (0.361).

Reliability of study tool:

Reliability means: the tool gives the same results almost if applied again to the same group of individuals, which means that the results do not change. We made sure that the questionnaire is stable by correlation coefficients for the axes of the questionnaire using Split half Reliability with value (0.693). The researchers used Cronbach alpha method to measure the stability of the questionnaire as a second way to measure the consistency. We conclude from the validity and reliability results that the questionnaire is valid for measuring what it was developed to measure, as the questionnaire is valid with a very high degree, which qualifies it as a suitable and effective measuring tool for this study, and can be applied with confidence, and thus the questionnaire is finalized.

Fourthly- questionnaire paragraphs analysis:

Q1 answer: Do Palestinian universities have learning organization components (organizational component, human component, cognitive component, community component)?

1. Organizational Component:

Table 4. Analysis of the Axes of Organizational Component

S.	Statement	Arithmetic mean	Relative weight	Standard deviation	Value of t	Ranking
1.	The organizational structure of the University fit the nature of their activities	3.9	77.4	0.584	19.259	1
2.	The organizational structure defines the lines of authority clearly	3.7	74.0	0.598	15.064	3
3.	The organizational structure of the University supports the principle of delegation of the authority	3.4	67.0	0.695	6.476	6
4.	The organizational structure is developed in line with changes and developments of the environment.	3.5	70.2	0.745	8.86	5
5.	There is a job description that defines the powers and responsibilities clearly	3.7	73.8	0.887	9.979	4
6.	University systems facilitate doing business	3.8	76.0	0.967	10.67	2
7.	Employees are involved in policy development	3.1	62.2	0.924	1.596	7
Total paragraphs of the organizational structure.		3.6	72.0	0.533	13.929	
1.	The technology used to provide the necessary information in decision-making	3.8	76.2	0.8	13.65	4
2.	The University provides protection programs that are characterized by safety and privacy.	3.6	72.2	1.0	7.59	5
3.	Technological facilities to create and share knowledge are available at the university.	3.9	77.2	0.9	11.62	3
4.	There is a network helping to speed completion of the work.	3.9	78.8	0.9	13.89	1

5.	Communication system available facilitates the performance of electronic services for beneficiaries.	3.9	78.8	0.9	13.47	1
All paragraphs of the infrastructure		3.8	76.7	0.8	13.66	
1.	The university has a clear strategy to face the future.	3.43	68.6	0.733	7.619	3
2.	Staff in the university participates in the development of the University's mission and goals.	3.19	63.8	0.953	2.606	6
3.	I have a clear knowledge of the university mission and objectives.	3.48	69.6	0.865	7.09	2
4.	The follow-up of the implementation of the strategic plan for the University is periodically.	3.51	70.2	0.769	8.482	1
5.	The mission of the university reflect the mission of the Ministry of Education and Higher Education.	3.35	67.0	0.793	5.677	4
6.	The vision and mission of the university depend on the environmental analysis.	3.07	61.4	1.054	0.884	7
7.	We are taking corrective decisions for the performance of the university in light of the evaluation results.	3.2	64.0	0.884	2.984	5
Total of strategic paragraphs		3.32	66.4	0.669	6.238	
1.	The university administration focused on attracting and recruiting talented workers	3.39	67.8	0.977	5.163	5
2.	The university administration is keen on solving personnel problems	3.37	67.4	0.848	5.585	6
3.	The university administration supports openness among employees and share information	3.64	72.8	0.832	9.884	1
4.	University management encourages employees to make initiatives to improve performance	3.53	70.6	0.791	8.63	3
5.	Leaders provide programs that improve the skills and abilities of employees	3.55	71	0.951	7.43	2
6.	Leaders provide encouraging incentives to attract excellent human resources	3.42	68.4	0.882	6.157	4
7.	It is linked to incentives and rewards workers at the university level of performance	3.06	61.2	0.989	0.785	7
8.	Employees involved in the selection of leaders at the university	2.88	57.6	0.933	-1.664	8
Total of the paragraphs of the technological infrastructure		3.35	67	0.7	6.566	
Organizational component elements		3.55	70.98	0.53	13.36	

It is seen from the above table the followings:

- The views of the respondents agreed on the importance of the axis of "organizational structure". The researchers attribute this to the importance of organizational structure, as it provides the university the opportunities to integrate processes within the university and to facilitate communication, collaboration, and forming relationships. This result agrees with the findings of the study (Rashudi, 2007; Sharifi et. al., 2012; Berrio, 2006; Farouk, 2012).
- The views of the respondents also agreed on the importance of "technological infrastructure" axis. The researchers attribute that the technological infrastructure has become one of the basic resources to be invested in by the Palestinian universities, so as to automate the administrative and academic work, as it is the standard level of use

of the technology of the basic criteria for measuring the administrative and academic progress for any university. This result is consistent with the findings of the study of (Al karimin et. al, 2014) and study of (Shekhar & Joshi, 2007).

- The views of the respondents agreed on the importance of the axis "The strategy". The researchers attribute this to the adoption and support of Palestinian universities management approach to strategic planning desire to bring about change and development, in order to achieve comprehensive development, and follow-up of the educational process and development. This result is consistent with the study of (Berrio, 2006) and the study of (Rashudi, 2007) and the study of (Abu Kaoud & Fiddle, 2013).
- The views of the respondents agreed on the importance of "regulatory component". The researchers attribute this to the fact that the organizational component elements are the pillars of building an organization aspiring to be distinct through an institutional framework that gives it a degree of freedom, and achieves a high level of transparency. This result is consistent with the results of the study of (Salhi, 2013) and the study of (Erdem, et. al, 2014).

2. Human Component:

Table 5. Illustrates the Analysis of the Paragraph of the Human Component

S.	Statement	Arithmetic mean	Relative weight	Standard deviation	Value of t	Ranking
1.	The university administration focused on attracting and recruiting talented workers	3.39	67.8	0.977	5.163	5
2.	The university administration is keen on solving personnel problems	3.37	67.4	0.848	5.585	6
3.	The university administration supports openness among employees and share information	3.64	72.8	0.832	9.884	1
4.	Management encourages employees to submit initiatives to improve performance	3.53	70.6	0.791	8.63	3
5.	The university administration provides programs that improve the skills and abilities of employees	3.55	71	0.951	7.43	2
6.	The university administration provide encouraging incentives to attract excellent human resources	3.42	68.4	0.882	6.157	4
7.	Incentives and rewards are linked to workers the level of their performance	3.06	61.2	0.989	0.785	7
8.	Employees involved in the selection of leaders at the university	2.88	57.6	0.933	-1.66	8
All the paragraphs of Strategic Leadership		3.35	67	0.7	6.566	
1.	Senior management provides opportunities for collaboration and teamwork	3.34	66.8	0.821	5.297	4
2.	Senior management form working teams from multiple organizational levels	3.46	69.2	0.814	7.343	1
3.	Team members have high professional skills appropriate to perform the work efficiently	3.45	69.0	0.849	6.763	2

4.	The Teams/Committees are characterized by the ability to generate creative ideas	3.43	68.6	0.773	7.127	3
5.	The university administration provides degrees of empowerment and freedom of action for teams	3.43	68.6	0.773	7.127	3
6.	Teams trust that the administration will take its recommendations	3.10	62.0	0.736	1.794	6
All paragraphs of Teams / Committees		3.35	67.1	0.7	6.566	
The human component elements		3.35	67	0.62	7.36	

It is seen from the above table the followings:

- The views of the respondents agreed on the importance of the axis of "strategic leadership". The researchers attribute this to the importance of strategic leadership; because it is considered a critical component in the development of educational institutions, and reaching to leadership is through its role clearly in the implementation of the university's strategy in a changing and volatile business environment. This result is consistent with the studies of (Bin Hussein, 2011; Hussein, 2012; Badri et. al., 2006).
- The views of the respondents agreed on the importance of the axis of "teams/committees". The researchers attribute this to the importance of working in teams give individuals experience and skills that will contribute to improving the performance of their academic and administrative duties, in addition to improving relations and raise the level of job satisfaction among workers. This result agrees with the studies of (Ibrahim, 2014; Hussein, 2012; Al-Sharifi et. al., 2012; Aktar et. al., 2013; Erdem et. al., 2014).
- The views of the respondents moderately agree on the importance of the "human component". The researchers attribute this to the fact that the human element is originally from the assets of any institution and source of value which is the item that make the difference between the institution and the other if it had the rest of the potential. The results of the study are consistent with the studies of (Al-Hilali and Gabor, 2012; Al Zaher, 2013).

3. Cognitive Component:

Table 6. Demonstrates the Analysis of the Paragraphs of Cognitive Component

S.	Statement	Arithmetic mean	Relative weight	Standard deviation	Value of t	Ranking
1.	The university has a knowledge base to serve all departments and branches	3.71	74.2	0.817	11.21	1
2.	University has documented and declared to the process of teaching and learning strategy	3.7	74.0	0.637	14.13	2
3.	University support the exchange of knowledge and experience process between workers	3.54	70.8	0.925	7.551	3
4.	The university administration is moving toward the purchase of knowledge that cannot be developed internally	3.49	69.8	0.829	7.674	4

All the paragraphs of knowledge management		3.61	72.2	0.700	11.31	
1.	Training courses are available continually to improve the capabilities and skills of employees.	3.48	69.6	0.977	6.356	1
2.	University management stimulate personnel for continuous learning and creating new knowledge.	3.27	65.4	1.017	3.433	3
3.	Training programs fit with labor market needs.	3.33	66.6	0.877	4.87	2
All the paragraphs of Continuing Education		3.36	67.2	0.85	5.479	
1.	The university administration hold conferences, study days, workshops, and scientific seminars.	3.8	76.0	0.994	10.30	1
2.	University benefit from the results of research in the development work.	3.0	59.0	0.876	-0.79	3
3.	The university administration provides a distinct research centers according to the department disciplines.	2.9	57.8	0.897	-1.64	4
4.	University administration supports the advancement of scientific research mechanisms.	3.0	60.0	0.901	0	2
All the paragraphs of scientific research		3.2	63.2	0.714	2.825	
1.	University administration is seeking towards a positive culture to activate collective action.	3.35	67	0.933	4.823	1
2.	The university administration interested in the principle of innovation and continuous improvement.	3.24	64.8	0.756	4.105	4
3.	Employees involved in decisions related to their work in the field of industry.	3.29	65.8	0.794	4.69	3
4.	Behavioral form a cognitive management (such as knowledge-esteem, build knowledge, share knowledge) model for workers.	3.12	62.4	0.879	1.765	5
5.	The university administration is keen to promote a culture of quality among workers.	3.34	66.8	0.784	5.643	2
All the paragraphs of the institutional culture		3.26	65.2	0.693	4.995	
Cognitive component elements		3.34	66.88	0.62	7.16	

It is seen from the above table the followings:

- The views of the respondents agreed on the importance of the axis of "knowledge management". The researchers attribute this to the fact that knowledge is an asset of the university's assets that require effective management of their investment and participation among employees, and disseminated to remain available. This result is consistent with the findings of the studies of (Poh Yen Ng, 2010) and disagreed with the study of (Al-karimin et. al., 2014).
- The views of the respondents agreed on the importance of the axis of "Continuing Education". The researchers attribute it to the knowledge explosion era in which we have a need to have the ability to deal with problems, narrow the cultural gap, reconcile the values, attitudes, and the requirements of the times. This result conforms to with the findings of the study of (Al-Rashudi, 2007), and disagreed with the study of (Hussein, 2012).
- The views of the respondents agreed on the importance of the axis of "scientific research". The researchers attribute this to the attention to scientific research in the Arab world because it is generally weak; the weakness is due to the allocated low

budgets to scientific research in the Arab countries in general and Palestine in particular. This is consistent with the study of (Radwan, 2013).

- The views of the respondents agreed on the importance of the axis of "institutional culture" as one of the cognitive components. The researchers attribute that to the fact that institutional culture is considered a guide to management and employees; it constitutes models of behavior and relationships that it must guide. This is in line with the results of a study of (Alrayes, 2006; Sharma & Talwar, 2007; Khadra & Rawabdeh, 2006).
- The views of the respondents agreed on the importance of "cognitive component". Cognitive is the basis of the work of the university where it provide knowledge to the community, which, if exploited properly through constant development, tapped to solve community problems, think of as permanent culture will represent an added economic value; for it is the basic engine that the economy pays better to the individual level, and quality of life for humans and the surrounding environment.

4. Community Component:

Table 7. Shows the Analysis of the Paragraphs of the Community Component

S.	Statement	Arithmetic mean	Relative weight	Standard deviation	Value of t	Ranking
1.	The university administration uses a clear methodology in community partnership.	3.23	64.6	0.823	3.677	3
2.	The university administration will hold cooperation agreements with various universities and institutions.	3.69	73.8	0.837	10.56	1
3.	University invests media and event management to support the partnership with the community.	3.46	69.2	0.829	7.213	2
Partnerships and strategic alliances		3.46	69.2	0.625	9.527	
1.	The university administration develops its plans to keep up with the renewable needs of society.	3.57	71.4	0.848	8.696	2
2.	The university management provides the community with the needed qualified workforce.	3.6	72	0.874	8.794	1
3.	The admission policy at the university fit with the requirements and needs of the labor market.	3.55	71	0.898	7.953	3
All the paragraphs of Keep up with the labor market		3.57	71.4	0.763	9.694	
1.	The university administration offers vocational training programs that support community development.	3.60	72.00	0.887	8.752	1
2.	The university administration contributing to the provision of consulting services to solve the problems of society.	3.26	65.20	0.947	3.526	3
3.	The university administration relies on experts and consultants to improve its services.	3.30	66.00	0.7	5.541	2
All the paragraphs of consulting and training		3.39	67.80	0.7	7.09	

1.	The university administration allows their facilities to serve the local community institutions.	3.54	70.8	0.752	9.294	1
2.	The university administration allocates some of the seminars to raise awareness of the culture and society.	3.29	65.8	0.867	4.295	3
3.	The nature of the university disciplines reduces the unemployment problem in the community.	3.13	62.6	0.828	2.063	4
4.	The university administration contributes to environmental protection and conservation and development (noise reduction, culture deployment, etc.).	3.38	67.6	0.79	6.186	2
All the paragraphs of social responsibility		3.34	66.8	0.529	6.627	
1.	University administration is seeking towards the provision of incubators to support the local community.	3.35	67	0.978	4.604	4
2.	Incubators enhance communication between research centers and the local community.	3.39	67.8	0.913	5.526	1
3.	Incubators strengthen the role of the university in investment to become productive University.	3.28	65.6	1.044	3.496	3
4.	Incubators are working on linking scientific research problems with society.	3.38	67.6	0.976	5.011	2
All the paragraphs of technology incubators		3.35	67	0.916	4.937	
Community component elements		3.41	68.26	0.64	8.30	

It is seen from the above table the followings:

- The views of the respondents agreed on the importance of the axis of "strategic partnerships and alliances" as a community-based components. The researchers attribute that to the fact that educational institutions are generally required to integrate with the community and interact with its institutions, through the establishment of mechanisms for the continuity of cooperation and exchange of information between various universities and institutions of society to participate actively and in capacity building training. The result of this study differs with the results of (Radwan, 2013).
- The views of the respondents agreed on the importance of the axis "keep up with the labor market" as community-based components. The researchers attribute this to the theme that characterizes this era as the era of the rapid change in all areas of life. It became known as the era of revolutions, information technology, and communications. These rapid changes produced with an urgent need for the universities to work to keep up with an ongoing basis; to be able to catch up with the top universities as a minimum and meet the needs of the labor market.
- The views of the respondents agreed on the importance of the axis of "consulting and training". The researchers attribute this to the consulting and training contribute in solving the problems of institutions and working to increase awareness among the local community, provide the opportunity to benefit from the diverse expertise, and enhance the competitiveness of universities through the development of their working systems.
- The views of the respondents agreed on the importance of the axis of "social responsibility" as community-based components. The researchers attribute this to environmental conservation issues and to provide services that do not harm them. The attention to social responsibility contributes to improve the reputation of the

institutions, universities and supports its ability to attract talent. This result is consistent with the findings of the study of (Greiling & Halachm, 2013).

- The views of the respondents agreed on the importance of the axis "technology incubators" as community-based components. The researchers attribute that the incubators are working to provide competent human, resources, and skilled capabilities, also contribute to attracting domestic and foreign investment, and develop new ideas to create and find new innovative projects which contribute to the upgrading of the competitive capabilities.
- The views of the respondents agreed on the importance of "community component." The researchers attributed this to the growing interest in the community and responsibility towards it, which is part of the basic aspects handled by the (cultural aspect, work environment issues, community service, maintaining environment etc.) and therefore the university is a typical ecological system location featuring thinkers are constantly looking for new ideas which contribute to the progress of society. This result is consistent with the studies of (AL-Beheiri, 2012; Radwan, 2013; Mohammed and Morsi, 2010; Gaile, 2013).

Q2 answer: What is the level of corporate excellence (Leadership Excellence, Excellence service sectors, and the Excellence of knowledge)?

Table (8). Demonstrates Analysis of Paragraphs of the Axis (Organizational Excellence)

S.	Statement	Arithmetic mean	Relative weight	Standard deviation	Value of t	Ranking
1.	The university administration emphasizes the obligation of the contents of the learning organization.	3.67	73.4	1.08	8.049	1
2.	Leaders set goals based on the needs and wishes of the beneficiaries.	3.54	70.8	1.013	6.898	2
3.	There is commitment from the administration towards achieving a good competitive position.	3.42	68.4	1.068	5.013	8
4.	Administration is keen to resolve the problems facing the university.	3.45	69	0.925	6.295	7
5.	The university administration benefit from the experiences of others.	3.46	69.2	0.85	6.94	6
6.	Administration is keen to motivate others toward common goals.	3.48	69.6	0.829	7.488	5
7.	The university administration provides the necessary creativity and excellence resources.	3.52	70.4	0.844	8.005	4
8.	Management is having an effective working relationship between them and the workers	3.37	67.4	0.819	5.783	10
9.	Administration care for enhanced interaction with civil society institutions.	3.41	68.2	0.787	6.708	9
10.	The university administration provides a suitable working environment for the success of the educational process.	3.54	70.8	0.899	7.686	2
All paragraphs of Leadership Excellence		3.49	69.8	0.738	8.492	
1.	The university administration conducts continuous polls to learn about the diverse needs of the community.	3.42	68.4	0.756	7.083	9
2.	Operations provide different services are subject to continuous improvement.	3.51	70.2	0.694	9.506	6

3.	Leaders rely on modern technologies to provide its services.	3.92	78.4	0.911	12.956	1
4.	Procedures for the provision of services are rapidly achieved.	3.7	74	0.993	9.15	2
5.	The university administration provides services that are consistent with the needs of beneficiaries.	3.58	71.6	0.795	9.468	5
6.	Leaders benefit from the results of the evaluation of community organizations satisfaction.	3.6	72	0.659	11.769	4
7.	The university administration is committed to social responsibility in the provision of services.	3.49	69.8	0.694	9.058	8
8.	Administration is sensitive to ethical dimensions of community services.	3.63	72.6	0.797	10.126	3
9.	Administration provides services to all the institutions fairly and without discrimination.	3.32	66.4	1.045	3.938	10
10.	The university administration responds to suggestions and complaints made by the beneficiaries.	3.5	70	0.893	7.216	7
All the paragraphs of excellence service sectors		3.57	71.4	0.578	12.631	
1.	Panel discussions are held among employees to invest their energies in intellectual fields of knowledge permanently.	3.46	69.2	0.912	6.469	1
2.	Bulletins are issued monthly to disseminate knowledge applications.	3.42	68.4	0.803	6.672	2
3.	University has a working knowledge of the market requirements of the disciplines.	3.22	64.4	1.039	2.689	5
4.	E-learning is used to support learning programs at the university.	3.13	62.6	0.891	1.916	7
5.	The university administration provides scholarships for talented workers.	2.98	59.6	1.098	-0.212	10
6.	Administration supports the participation of students in local and international competitions.	3.14	62.8	1.106	1.614	6
7.	Leaders assess their training programs to keep up with the cognitive developments.	3.23	64.6	0.778	3.891	4
8.	Administration graduates care for the worker performance in the institutions they work.	3.05	61	1.175	0.529	8
9.	The efficiency of our university graduates contribute to the interest of institutions on employment.	3.39	67.8	0.836	5.942	3
10.	The university administration employs scientific research to serve the community.	3.01	60.2	0.978	0.159	9
All the paragraphs of the excellence of knowledge		3.2	64	0.7	3.744	
Elements of Organizational Excellence		3.42	68.3	0.60	9.06	

It is seen from the above table the followings:

- The views of the respondents agreed on the importance of the axis of the "leadership excellence". The researchers attribute that the distinguished leadership is art that enable the leaders of universities to anticipate change and work on its management according to the vision of a clear strategy for managing the change and the continuous comprehensive development. Furthermore dealing creatively with the developments that appear in the work and achieving excellence in performance. This result is consistent with the studies of (AL-Hilali and Gabor, 2012; Abu-Kaoud and Rababah, 2013; Adamska & Minarova, 2014; Alrayes, 2006).
- The views of the respondents agreed on the importance of the axis of "excellence service sectors". The researchers attribute that excellence means there exist unique

differences that a university have but other universities do not. The excellence in services is that these services exceed customer expectations. This result differs with the study of (Abdul Aziz, 2013) and study of (Al Awadi, 2013).

- The views of the respondents also agreed on the importance of the axis of "cognitive excellence". The researchers attribute that to the fact that universities are the basis for building knowledge society, which all countries of the world puts among their priorities of plans and tasks. That depends mainly on the excellence of higher education in keeping up with scientific and technological developments. So it is universities responsibility the production and dissemination of knowledge as a culture and using it effectively. The results of this study are consistent with the study of (Sharma & Talwar, 2007) and study of (Shekhar & Joshi, 2007).
- The views of the respondents agreed on the importance of "organizational excellence". The researchers attributed to the fact that Palestinian universities seek to achieve excellence through customer satisfaction and the local community, in addition to establishing intellectual leadership to meet future challenges and to maintain excellence. The results of this study agree with the study of (AL-Foqaha, 2012) and the study of (Adamska & Minarova, 2014) and (Saada, 2013).

Q3 answer: Is there a relationship between learning organization components (organizational component, human component, cognitive component, and community component) and Corporate Excellence (Leadership Excellence, excellence in service, and excellence of knowledge) in the Palestinian universities?

Fifth - test and analysis of study hypotheses:

H1 test: There is no statistically significant relationship at the level of significance ($\alpha \leq 0.05$) between the components of learning organizations (organizational component, human component, component knowledge, and component community) and achieving organizational excellence (leadership, knowledge, and service) in the Palestinian higher education institutions in Gaza Strip.

It turned out through table (9) that the negativity of the hypothesis was rejected and the opposite of the hypothesis was accepted, in other words, there is a relationship between the components of learning organizations (organizational component, the human component, component knowledge, and component community) and institutional excellence in general from the perspective of staff members and their assistants. There is a direct relationship correlation between the components of learning organizations and organizational excellence in general terms with the value of (0.000) which is less than (0.05). This result shows that whenever there has been greater attention by the Palestinian universities components of learning organizations, the prospects for achieving organizational excellence increase. This result agreed with the study of (Khadra & Rawabdeh, 2006), and the study of (Ravangard et al., 2014).

Table 9. Shows the Correlation between the Components of Learning Organizations and Achieving Organizational Excellence

Organizational Excellence	Organizational component		Human component		Cognitive component		Community component	
	The correlation coefficient	Significance	The correlation coefficient	Significance	The correlation coefficient	Significance	The correlation coefficient	Significance
Leader	0.454	0.000	0.434	0.000	0.570	0.000	0.758	0.000
Service sectors	0.574	0.000	0.618	0.000	0.725	0.000	0.752	0.000
Cognitive	0.454	0.000	0.559	0.000	0.593	0.000	0.521	0.000
Organization	0.551	0.000	0.597	0.000	0.701	0.000	0.760	0.000

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H2 test: There is no statistically significant effect at the level of significance ($\alpha \leq 0.05$) between the mean responses of the respondents about the components of learning organizations combined together at the level of organizational excellence from the viewpoint of the faculty members.

Multiple linear regression analysis was used to determine the impact of the independent variables (organizational component, the human component, cognitive component, and community component) on the dependent variable (Organizational Excellence).

Table 10. The Results of Multiple Linear Regression Analysis of the Influence of the Independent Variables on the Dependent Variable

Independent variables	Regression coefficients	Standard error	Standardized regression coefficients	T value	Potential value sig.	The level of significance	Ranking
Hard	8.605	4.025		2.138	0.000	Significant	
Organizational component	0.174	0.083	0.066	0.895	0.037	Significant	3
The human component	0.196	0.075	0.204	2.631	0.009	Significant	2
Cognitive component	0.390	0.089	0.094	1.021	0.000	Significant	1
Community component	0.157	0.065	0.557	7.908	0.040	Significant	4
ANOVA analysis of variance							
F test value		73.712		Potential value		0.000	
Average interpretation coefficient R²		0.674		The potential value of coefficient of interpretation		0.000	

It turned out from table 10 that the negativity of the hypothesis was rejected and the opposite of the hypothesis was accepted, in other words there is impact between the averages of the respondents responses about the components of learning organizations combined together at the level of organizational excellence, and the equation of good and acceptable gradient in all categories.

It was as follows: the value of calculated F is equal to (73.712), which is statistically significant at the level of (0.05) as the potential value equal to (0.000) which is less than (0.05). This indicates the presence of a statistically significant relationship between learning organization components and organizational excellence and that is a good regression model.

$$Y = 8.605 + 0.174 (x_1) + 0.196 (x_2) + 0.390 (x_3) + 0.157 (x_4)$$

Through the statistical significance of the components it turned out as follows:

1. Improve the capacity of each (0.174) in the organizational component leads to an increased level of excellence by one degree.
2. Improve the capacity of each (0.196) in the human component leads to an increased level of excellence by one degree.
3. Improve the capacity of each (0.390) in the cognitive component leads to an increased level of excellence by one degree.
4. Improve the capacity of each (0.157) in the community component leads to an increased level of excellence by one degree.

10. Research Results

1. The study sample agree on the importance of "organizational component" highly with relative weight (70.98%), "human component" moderately with relative weight (67.06%), "cognitive component" moderately and its relative weight (66.88%), "community component" moderately and its relative weight (68.26%).
2. The study sample agrees substantially on the importance of "leadership excellence" and the relative weight (69.8%). The axis of the "service-excellence" relative weight (71.4%). The axis of the "cognitive excellence" relative weight (64%).
3. There is no statistically significant relationship between the (organizational component, the human component, cognitive component, the component community) and achieving organizational excellence (leadership, knowledge, service sectors).
4. There is a statistically significant between the mean responses of the respondents about the components of learning organizations combined together at the level of the impact of organizational excellence, from the viewpoint of the faculty members.

11. Research Recommendations

A. General Recommendations

- The need to focus on the regulatory environment in support of the application of the concept of learning organization by senior management of universities and developing them to make appropriate strategies for the University, according to internal and external data, and employing modern technology in information systems. In addition to the development of technological infrastructure (hardware, software, networks, databases, and human skills) because of the great advantages that they offer.
- Develop incentive system that encourages employees to apply their knowledge and experience and participate in linking incentives and rewards creativity and innovation system so as to distinguish them according to the level of exercise to encourage innovation and excellence. The administration should provide the support for the teams to create an excellent training strategy and a clear mechanism for working on the development of the skills of workers geared toward teamwork and work teams.
- Establish the concept of learning organization at the university leaders and staff through the establishment of specialized courses and workshops, and the development of the university turned into a learning organization as a strategic objective is to measure the performance of managers accordingly, organizing visits of the leaders in this field for organizations to benefit from their experiences.
- Emphasize the importance of community participation, democracy, activate the institutional work, and strive hard to achieve a global partnership and international cooperation between the Palestinian universities, various universities across the developed world. Establish technological incubators in universities to adopt outstanding university research projects and marketing them. Establish centers of excellence for scientific research of the university, subject to the disciplines of department, provides research and knowledge services to researchers, policy makers, community and various institutions.

- Achieve excellence in university education through the adoption of the strategic objectives of the proposed model of learning organization, and make it national targets to upgrade the Palestinian universities.
- A periodic survey to measure the satisfaction of employees of the university faculty and staff members, and taking into account the effect of the university decisions on other internal and external parties; to see what response to changes and study their impact on the university, and to take the necessary action.

B. Recommendations relating to the Ministry of Higher Education:

- The establishment of new approval systems for programs of higher education, and applied strictly to ensure quality in all institutions of higher education to meet the needs of the community. The establishment of an institution linking the outputs of scientific research, and turn it into a process commensurate with the institutions of civil society needs, thus ensuring direct investment in scientific research.
- Taking successful global models, the most important one: the American model in the field of quality, quality and excellence of university, and its application in university institutions taking into account the human and material resources, and mechanisms of the application.
- Use of the proposed model to achieve organizational excellence in the light of the components of learning organizations, which was built based on the results of the study as it demonstrates the existence of a correlation between corporate bodies and the impact of the components of learning organizations and achieving organizational excellence in the Palestinian universities.

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