



**Arab American University**  
**Faculty of Graduate Studies**

**The Impact of Strategic Planning on Achieving the  
Competitive Advantage of Palestinian Universities:  
The Mediating Role of Organizational Culture**

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Requirements for the Master`s Degree in Strategic  
Planning and Fundraising**

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## Thesis approval

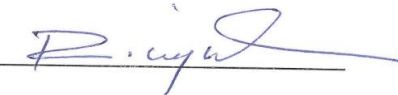
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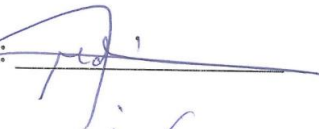
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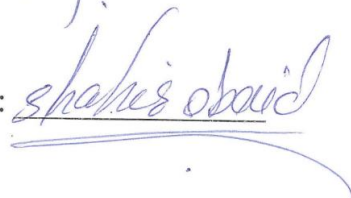
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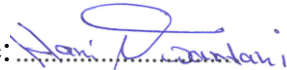
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## Declaration

I declare that this Master dissertation has been composed by me and is based on my own work, unless stated otherwise. I confirm that this Master's thesis is my own work and I have documented all sources and material used; no other person's work has been used without due acknowledgement.

All references and verbatim extracts have been quoted, and all sources of information, including graphs and data sets, have been specifically acknowledged. To my best knowledge, this Master dissertation has not been accepted in any other previous application for a degree, in whole or in part.

Name: Hani Hussien Awartani

Signature: 

## **Dedication**

To the soul of my dear father, to my mother who planted in me the love of homeland and knowledge- seeking;

To my wife and my children whom I love

To my brothers and sisters

To all my friends and all those who supported me in this effort, I dedicate this work.

### **Acknowledgement**

Now as my thesis has been completed, first, I would like to express my gratitude to Almighty Allah to enabling me to complete this research. I would like to thank everyone who supported the research from the very beginning. I am also thankful to the people who have made the essential information accessible to me. My appreciation especially goes to my supervisor,

**Dr. Raed Iriqat.**

Finally, I would like to deliver my sincere thanks to my colleagues and friends.

## **Abstract**

Most organizations try to stay in the market and compete for profits, stability, survival and growth in the labor market. Now in the light of competition between organizations, they are looking for an advantage to distinct it from others. Naturally, this distinction will not come on its own, but organizations must work and look at all their capabilities, and must take all available resources to achieve the desired goal. The Palestinian university sector has been expanded in the recent years despite the dependence on the changing outside funding. As a result, the internal competition has increased to capture opportunities and projects.

The purpose of this thesis is to investigate the mediating role of (OC) in the impact of (SP) on achieving the (CA) in the Palestinian universities.

The descriptive –analytical approach is used through using questionnaire consisted of (107) items designed by the scholar on light of previous studies was used to collect data from the study sample which consisted of (212) employees in the Palestinian universities in the West Bank selected as a non – probability sample.

The study concluded some results including that the Universities have a high level of (SP), a high level of (OC), and a high level of (CA). There was significant relationship between (SP) and (OC) and (CA) in the Palestinian universities in the West Bank. The findings provided empirical support for the debate that (CA) is positively and significantly impacted by (SP) different dimensions particularly, mission, goals, and strategic option. And that (CA) is positively and significantly impacted by (SP) dimensions combined with (OC) dimensions particularly, mission, strategic analysis, and strategic option, and values, beliefs, and norms. These (SP) and (OC) dimensions were found to be the most applied and practiced in the Palestinian universities. There

were no significant statistical differences in the Mediating Role of (OC) in the impact of (SP) on achieving the (CA) in the Palestinian universities due to all overall dimensions of SP, OC, and CA. But there were significant statistical differences attributed to all demographic variables on some dimensions. (OC) plays a mediator role in the Impact of (SP) on Achieving the (CA) of Palestinian Universities in the West Bank.

Upon these results, the researcher recommended that in order to maintain a culture of strategic thinking and to develop the Palestinian university system, it is preferred to emphasize more on the participation of the administrative and academic staff in formulating and reviewing its vision, employees should be more involved in the formulation of goals, common norms in the Palestinian university ought to encourage challenge and risk, credit hours cost should be more suitable to the average of income level, and the University should rely on the feedback of its graduates and institutions to identify weaknesses in their skills and work to address them.

**KEYWORDS:** Strategic Planning SP, Organizational Culture OC, Competitive Advantage CA.

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## TABLE OF DEFINITIONS

TERMS	DEFINITION	REFERENCE
<b>Strategic Planning</b>	It is an integrated organization process carried out by the organizations aims to answer some of the questions that concern the institution in the future and is interested in defining the vision general Goals and objectives of the long-term of the institution and how to reach these goals and achieve it.	(Leslie, 2008)
<b>Organizational culture</b>	Organizational culture: Common values and ways of thinking and beliefs that work within the organization, whether within the organization or with those around it that emanate from the working environment.	(Al- Sirafi, 2007)
<b>Competitive advantage</b>	Competitiveness means the ability to provide the consumer with products and services more efficiently and effectively than other competitors in the international market, which means the continuous success of this institution globally, in the absence of support and protection by the government. This is done by raising the productivity of the productive factors employed in the production process (Labor, capital and technology).	(Adnan, 2001)
<b>Palestinian universities</b>	"Institutions with at least three university faculties and offering educational programs ending with bachelors and bachelor's degrees, and the university may offer graduate programs that end with a higher diploma, master's or doctorate degree. Diploma in diploma systems".	(Palestinian Ministry of Higher Education, 1998).

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## LIST OF ABBREVIATIONS

<b>ST</b>	Strategic Planning
<b>OC</b>	Organizational culture
<b>CA</b>	Competitive advantage
<b>QG</b>	Quality of graduates
<b>QE</b>	Quality of education
<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of Research**

Achieving competitive advantages is the production of a number of social determinants. These advantages are basic factors (production, industries complementary and nutrition, domestic demand, and structure of the organization and strategy), and secondary factors (the role of government policies, the role of unexpected factors). Thus, (SP) is one of the determinants of the organizations to achieve competitive advantages through a strategy that will allow the organization to achieve balance between the external environment and internal capabilities (Al- Salman, 2014).

Strategic planning plays an important role in the process of acquiring a (CA) by optimal investment in order to increase productivity, improve quality and operations. (Abu-Jarad, Yusof & Nikbin, 2010)

Strategic Planning is the essence of strategic management and a management tool that enables the organization to deal with the future successfully. It provides the ability to control its resources, enables them to respond effectively to environmental changes, enhances their capacity to develop strategies to create values, and creates values strategies through which organizations seek to achieve the advantage competitiveness (Fossen, Korn & Rothstein, 2006).

Since 1967 there were university education institutions in Palestine, where there were institutions of a community that cared about the role of teachers, in addition to some private colleges like Bir Zeit College and Al Najah College. After that, the institutions of higher education were established in different places around Palestine (Modawikh, 2008). Both West Bank and Gaza include 14 universities, an open university for distance learning, 18 university colleges and 20 community colleges. (Modawikh, 2008).

Higher education institutions are now finding themselves in a highly competitive environment and under these growing environmental changes, so they are looking at (SP) and (CA) (Al-Sakarna, 2010).

Organizational culture refers to the common perception adopted by the members of the organization, meaning that culture is a system of common meanings. Thus, Individuals with different backgrounds, or at different levels of the organization, may be inclined to describe (OC) in similar expressions. To say that (OC) has combined characteristics doesn't necessarily mean that there cannot be subcultures in a culture, since most large organizations have a general culture and, in addition, many subcultures (Attia, 2003) .

On the other hand, there is no single culture in any society, nor does the culture of the Organization. Dominant Culture is a dominant group of values with the majority of the members of the organization. There are also subcultures of units or functional groups (e.g. engineers, accountants, etc.). Some may think that subcultures the organization can weaken the organization if it conflicts with the dominant culture and overall goals of the organization, but the reality is the opposite, many subcultures

Consist to help a particular group of employees cope with specific daily problems facing the group (Harem: 2004).

Organizational culture is an essential element of contemporary organizations, which requires leaders and managers to understand their dimensions and sub-components as the environmental milieu in which organizations live. (OC) is the product of the behavioral patterns, ways of thinking, values, habits, attitudes and technical skills acquired by employees before joining the organization in which they work. The organization gives its cultural characteristics to its employees, its characteristics, interests, policies, objectives and values, which defines the character of the organization and distinguishes it from other organizations. In order to understand the concept of (OC) and to benefit from it in the lives of workers and organizations, the researcher will address the concept of (OC), its characteristics, importance, types, components, means of development and composition (Attia, 2003).

It is important to recognize that there is no organization whose culture is very similar to that of another organization, even if it operates in the same sector. There are many different aspects of the culture of organizations. Each organization tries to develop its own culture and differences between organizations: its communication patterns, work systems and procedures, Power, leadership style, values and beliefs (Cegliński, 2016).

Since the organization is influenced by the prevailing culture in society, it makes organizations working in the same social environment also similar in some aspects, dimensions and culture. If we take two organizations that work in the same social environment, their cultures are not completely different or identical (Harem, 2004: 32)



## 1.2 Research Problem

Higher education institutions seek to achieve competitive advantage in order to have the ability to survive and continue, and it is important to investigate the factors that may have an impact on achieving competitive advantage. Strategic planning is known to be one of the tools used to gain competitive advantage, so we will try to discuss the strategic planning in the Palestinian higher education sector and its impact on competitive advantage. Strategic planning process of any organization is the main and important element in the formation, elaboration and refinement of organizational culture. Organizational culture is one of the vital areas in the study of the activities of organizations. In general, organizational culture provides a framework that reflects the work method of organizations and their distinctiveness from others. In other organizations, the performance of employees in organizations is influenced in one way or another by a number of factors from within and outside the organization, and therefore the culture of the organization has an important role in influencing the behavior of the workers in the organizations, in accordance with the nature and strength of the organizational culture enjoyed by the organization achieve the (CA) of these organizations, and therefore the research problem will developed through the following main question: **What is the impact of SP on CA in the Palestinian universities using the OC as a mediator?**

### **1.3 Research Objectives**

The main objective is to identify the mediating role of organizational culture in the impact of strategic planning in achieving the competitive advantage in the Palestinian universities.

#### **Sub-objectives:**

The present research seeks to achieve the following objectives as follows:

1. Identifying the level of strategic planning applied in the Palestinian universities in the West Bank.
2. Identifying the level of organizational culture in the Palestinian universities in the West Bank.
3. Identifying the level of competitive advantage in the Palestinian universities in the West Bank.
4. Identifying the relationship between strategic planning, organizational culture and competitive advantage.
5. Understanding the impact of strategic planning on the competitive advantage of Palestinian universities.
6. Identifying the role of personal characteristics (demographic variables) in understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities?

## 1.4 Research Questions

1. What is the level of implementation of strategic planning (vision, mission, goals, strategic analysis, strategic option, and monitoring and evaluation) in Palestinian universities?
2. What is the level of organizational culture (organizational value, organizational beliefs, organizational norms, and organizational attitudes/expectations) in Palestinian universities?
3. What is the level of competitive advantage (cost of education, quality of education, quality of graduates, university reputation, and time) in Palestinian universities?

## 1.5 Research Hypotheses

**H01**: There is no statistically significant role at ( $\alpha=0.05$ ) for strategic planning in the Palestinian universities in the West Bank.

**H02**: There is no statistically significant role at ( $\alpha=0.05$ ) for organizational culture in the Palestinian universities in the West Bank.

**H03**: There is no statistically significant role at ( $\alpha=0.05$ ) for competitive advantage in the Palestinian universities in the West Bank.

**H04**: There are no significant statistical differences in the Mediating Role of Organizational Culture in the Impact of Strategic Planning on Achieving the Competitive Advantage in the Palestinian Universities due to demographic characteristics.

**H04-1:** There are no significant statistical differences in understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to gender.

**H04-2:** There are no significant statistical differences in understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to type of university.

**H04-3:** There are significant statistical differences in understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to nature of work.

**H04-4:** There are significant statistical differences in understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to Qualification.

**H04-5:** There are significant statistical differences in understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to Specialization.

**H04-6:** There are significant statistical differences in understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to Years of scientific experience.

**H05:** There is no significant relationship between strategic planning and organizational culture and competitive advantage in the Palestinian universities in the West Bank.

**H06:** Organizational culture plays a mediating role in the Impact of Strategic Planning on Achieving the Competitive Advantage of Palestinian Universities in the West Bank.

**H07:** Organizational culture dimensions play a mediating role in the Impact of Strategic Planning on Achieving the Competitive Advantage of Palestinian Universities in the West Bank.

## **1.6 Importance of the Research**

By introducing the researcher to many of the literature of the research and previous studies, it was found that there is great importance to the subject of the current research, the researcher divided it into several sections as follows:

**Scientific importance:** The research in question is the first of its kind on the Palestinian level, and it completes previous studies dealing with some aspects of the problem.

The research will enrich the library of the Arab American University with a scientific material that can be used for researchers and form the basis for them to benefit from the work and develop new research.

**Practical importance:** The results and conclusions of the research will be made available to the Palestinian universities to be used to improve the level of administrative planning and organizational culture in achieving competitive advantage in universities.

**Importance of researcher:** To increase the researcher's culture and knowledge, by collecting multiple data and documents about the research, and also to complete the requirements for obtaining a master's degree.

**Importance related to borders:** The need to diagnose and analyze the contribution of strategic planning and organizational culture in achieving competitive advantage in

universities, because of the impact on the planning and development of its subsequent work.

**Community importance:** Meeting the needs of Palestinian universities for research and studies related to (SP), organizational culture and competitive advantage to upgrade their work as professional and nuclear institutions for the institutions of the independent Palestinian state.

### 1.7 Limits of the Research and its determinants

1. **Time limit:** This research will be conducted in the period from October -2018 to June-2019.
2. **The spatial limit:** This research will be conducted in Palestinian universities in the West Bank.
3. **Human Limit:** The research was limited to administrative and academic employees in Palestinian universities in the West Bank.
4. **Institutional Limit:** The research will be implemented in nine selected universities in the West Bank (.....).

### 1.8 Research Terms

**Strategic Planning:** It is an integrated organization process carried out by the organizations aims to answer some of the questions that concern the institution in the future and is interested in defining the vision general Goals and objectives of the long-term of the institution and how to reach these goals and achieve it (Leslie, 2008).

**Organizational culture:** Organizational culture: Common values and ways of thinking and beliefs that work within the organization, whether within the organization or with those around it that emanate from the working environment (Al- Sirafi, 2007).

**Competitive advantage:** Competitiveness means the ability to provide the consumer with products and services more efficiently and effectively than other competitors in the international market, which means the continuous success of this institution globally, in the absence of support and protection by the government. This is done by raising the productivity of the productive factors employed in the production process (Labor, capital and technology) (Al-Shorfa, 2008: 68).

**University Terminology:** Is an independent scientific institution with a specific organizational structure, customs and academic traditions. Its functions are teaching, scientific research and community service. It consists of a group of colleges and sections of specialized scientific nature. It is a social institution established by society to serve some of its purposes. It must be relevant to people's lives, problems and hopes so that its first objective is to develop society and advance it to the best technical, economic, health and social levels (Bakir, 2011).

**Palestinian Universities:** "Institutions with at least three university faculties and offering educational programs ending with bachelors and bachelor's degrees, and the university may offer graduate programs that end with a higher diploma, master's or doctorate degree. Diploma in diploma systems" (Palestinian Ministry of Education and Higher Education, 1998).

## **CHAPTER TWO**

### **THEORETICAL BACKGROUND AND EMPIRICAL STUDIES**

#### **Introduction**

This chapter is divided into two sections: the first section dealing with the theoretical framework which includes the Strategic Planning (SP) (concept, importance, characteristics and Justifications, dimensions and Obstacles. The competitive advantage (CA) (concept, importance, characteristics and dimensions). In addition to the organizational culture (concept, importance & dimensions). In the second section the researcher will deal with previous Arab and foreign studies, which dealt with (SP), (CA) and organizational culture (OC).

#### **PART 1: THEORETICAL BACKGROUND**

##### **2.1 Strategic Planning**

###### **2.1.1 The Concept of Strategic Planning**

Griffin (2006) states that (SP) includes the allocation of resources, priorities and actions to achieve strategic objectives, (SP) consists of planning processes that are implemented in companies to develop strategies that may contribute to performance (Tapinos, Dyson & Meadows, 2005). (SP) is a process used to position the organization, by setting priorities of its use of resources according to the objectives set, trying to direct and develop them over the time (Bryson, 1995).



Ducker & Ducker (1993) also defines (SP) as a systematic process for making more systematic decisions about the future, systematically organizing efforts to implement these decisions, and measuring results against expectations through organized responses. (SP) is an element of strategy, it is an active option for dealing with the future. Moreover, (SP) is defined as “the process of developing and maintaining strategic alignment between the organization and its changing marketing opportunities” (Kotler & Murphy, 1981).

In addition to Bryson's (1988) definition of strategic planning, (SP) is a management tool, it is used for one purpose only, to help an organization do a better job; to focus its energy, to ensure the organization members of are working for the same objectives, and to assess and adjust the direction of the organization in response to a changing environment. In short, SP is a controlled effort to make the key decisions and actions that shape and guide what an organization is, what it does, and why it does, focusing on the future. (SP) was introduced into management by nonprofit organizations such as universities and foundations in the 1970s (Liu & Li, 2006).

The increase of (SP) within higher education institutions (HEIs) was linked with the changes in higher education in the latter period of the last century, involving changing demographics, reduced funding, introducing new technology, growing globalization and rising scrutiny from the public sector (Leslie & Fretwell, 1996; Sporn, 1999; Kotler & Keller, 2006). It became necessary for the University to enhance its ability to adapt to its environment, through innovative strategies and professional academic management in this period of change (Sporn, 1999; Salminen, 2003).

From the above definitions, (SP) consists allocate resources, priorities and actions, prioritize according to objectives, in the regular process, and measure performance results against expectations. Strategic planning is a management tool, helping the organization work towards the same goals, assessing and adjusting the direction of the organization in response to a changing environment.

The researcher defines (SP) as an administrative process for establishing and sustaining the relationship between the objectives and aspirations of the organization and the proper rearrangement of activities that will generate growth and profits in future.

### **2.1.2 The Importance of Strategic Planning in Academic Institutions**

As a result of the terrible changes that have taken place in the world in recent years, universities around the world have undergone drastic changes in their external and internal environments; these changes have been reflected in declining financial support, rapid technological advances, changing demographics and old academic programs. Consequently, many universities have been involved in (SP) "to make strategic changes beneficial to adapt to a rapidly changing environment" (Mckay, 2001). (Hassanien, 2017) pointed out that the challenges facing higher education institutions today increase the great demand for developing a new and innovative model for strategic analysis and planning to help them meet these critical challenges and ensure their continuity.

According to Fathi & Wilson (2009), (SP) is important for the success of higher education institutions, as it allows the institution to analyze the current situation and

predict the future. Like other companies, higher education institutions must also use a comprehensive (SP) framework for growth and prosperity in a competitive environment. (SP) is crucial for the effective allocation of resources in any organization, comprising higher education institutions. Some governments require a strategic plan to approve the necessary funding (Auld, 2010). The strategic plan helps to develop and strengthen the position of universities in the competitive environment. However, each university mission, which is a key component of the strategic plan, has different beneficiaries and it is impossible to reach consensus because individual beneficiaries read the mission of the university from different perspectives (Montesinos, Carot, Martinez and Mora, 2008).

### **2.1.3 Characteristics and Justifications of Strategic Planning**

In general, the success of the (SP) is correlated to its unique, renewable and flexible characteristics that are able to respond to the environmental changes and data. The plan itself cannot be seen as a basis for success without effective intervention to develop the resulting processes, (Latif, Gohar, Hussain & Kashif, 2014) showed that the successful (SP) method has a group of characteristics, SP has a real vision and meaning, supports a framework for action and not just physical predictions.

Strategic planning enjoys an effective process full support by the senior management, (SP) process participate in the staff participation and management. SP process divides and clarifies specific responsibilities, establish and confirm financial standards for results (Ugboro & Obeng, 2006), (Montesinos et al., 2008). Furthermore, the (SP) process is flexible, realistic and not a political bargaining process (Tapinos et al., 2005).

On the other hand, Jureviciene (2013) explained that there are numerous reasons for organization to use (SP) as a management tool that affects organizational performance; such as the lack of performance of the institution resulting in a noticeable gap in the case of performance results far exceeded the expectations or results of competing institutions, the discovery of errors in practices inside the organization, these errors in failure to achieve the set goals, and the appointment of a new general manager for the functions in the institutions, where Every Director General own style and leadership.

#### **2.1.4 The Dimensions of Strategic Planning**

Strategic planning can come in numerous different sizes and shapes, researchers discuss the SP topic in different ways, (Olsen, 2016) developed the following dimensions to the SP, **mission** statement which is a comprehensive expression for each time of the purpose and aspiration, considering what the organization wants to achieve and the way in which the organization seeks to achieve it. **Vision** statement is a brief statement of the organization's future, to know what the organization is and how it will be within five years or more, objectives which include long- term goals, every objective must be as "SMART" as possible: Specific, Measurable, Achievable, Realistic, and Time-based. And the SWOT Analysis which involves a brief outline of the organization's current position, particularly its strengths, weaknesses, opportunities and threats (Olsen & Olsen, 2009).

The next phase of the environmental analysis process is the **strategic selection choice**, which is the reference in the consecutive and interrelated process, where strategic alternatives and best identification are presented in line with the principles set

by the choice process itself, which is mainly based on the environmental analysis outcomes described in the preceding steps (Raji & Nazem, 2012), (Krmasheh, 2010), and **monitoring and evaluation**: The institution should develop measures to monitor the implementation of the organization's strategies and plans regularly, and to facilitate such monitoring it would be desirable to implement effective compliance processes designed to meet the needs of the organization. This risk management requires the Board to collect all relevant information and to identify and clarify discrepancies between planned and real performance (Snelling, 2012). The organization should introduce adequate strategies and planning, and evaluate them regularly, taking into consideration the organization's projects, goals and values (Tracy, 2012), (Olsen, 2016).

According to (Meers & Robertson, 2007) strategic planning include the following dimensions the formality of (SP), the use of (SP) techniques, the management participation in (SP), the employee participation in (SP) and the barriers to the (SP) implementation. Whereas, (Kraus, Harms & Schwarz, 2006) has analyzed (6) dimensions of (SP) (Formality, tools of planning, employee participation, Implementation of planning, Time horizon and control).

### **2.1.5 Obstacles to the Implementation of Strategic Planning**

Understanding the main challenges to strategy implementation will assist in avoid the most common dilemmas and better set organization up for success. According to Mutunga, (2017) there are many guidelines to successful strategy implementation, which include:

1. **Weak Strategy:** The aim of a strategy is a new vision. This is an opportunity to make a road map through wide buy and narrow focus. There should be highlights, clear schedules, and accurate roles for staff. If a large initiative is taken at the company level, it is best to start small to ensure that the goals are manageable and achievable. From there, resources and goals can be expanded until the final result is achieved in the specified schedules. Do not appoint unclear responsibilities, indulge in buzz words, or overwhelm administrations too quickly.
2. **Ineffective Training:** No new strategic initiative will ever be launched without the appropriate training of staff expected to be implemented (Meers & Robertson, 2007). Consider Challenge Based Development (CBD) was designed to provide effective and expanded training and new strategic initiatives across all companies. The right mix of education and work helps new initiatives to commit (Kraus et al., 2006).
3. **Lack of resources:** The most common direct costs of implementing a new strategy are related to the consultants or board members who are brought in to plan, implement and provide training, in addition to the cost of any new technology associated. This can be high- priced for the organization of any size, especially small and medium-sized and non-profit businesses.

That's why it's significant to start small and only expand once initial goals have been met. Consider the expertise already have in home. Choose a training podium or strategy implementation method that is accessible, scalable, and can be tracked across the organization (Kosar, 2015).

4. Lack of communication: Communication is important in the implementation of any new strategy, a necessary step in any new offering, the top-down communication plan must begin. (Latif et al., 2014) emphasized that lack of communication leads to disjointed teams and widespread uncertainty is not uncommon to resist teams, especially those who work together for a long period of time. There are no torpedoes of effective strategic implementation faster than lack of collaboration between teams (Mutunga, 2017).
5. Lack of follow through: Actually, the implementation of any new strategy is never ended. There should be regularly organized formal reviews of the new strategy to review processes, confirm the plan is performing as designed, and make any necessary adjustments. As such, training should be involved as part of this continuous process review (Abok, 2013).

## **2.2 Competitive Advantage**

### **2.2.1 The Concept of Competitive Advantage**

Competitive advantage has been defined as the current values of a company to customers, so that these values exceeding the price paid by the customer (De Toni & Tonchia, 2003). (Cater & Putcko, 2005) stated that (CA) known as a sole situation that the company develops compared to the competitor where excellence depends on how the customer perceives it.

Cegliński (2016) stated that the business strategy has become a synonym of searching for competitive advantages, whereas the very concept of (CAs) is surprisingly confused. According to (Ambrosini & Bowman, 2010) the primary mission of strategic

management is to build and maintain the organization's (CAs), which would make it possible to achieve above average results for its business activities. If this is the case, the development of (CA) is equal to achieving success by a particular organization. Despite ongoing discussions, the concept of (CA) is generally accepted in management science. It is of indestructible importance to the theory and practice of strategic management (Cerović, Kvasić & Cerović, 2011).

Evans, Collier & David, (2007) said that "Competitive advantage is the declaration of the organization's ability to surpass in both of marketing and finance, which requires an understanding of the general framework of the organization".

Through the previous concepts of (CA), it appeared that it is:

1. The ability of the organization to accomplish a particular activity imposing its distinction on the rest of its competitors, placing it in a different position.
2. It is clear that (CA) is an important and essential factor for the work of organizations of all kinds.

The researcher defines (CA) as the skill or technology that enables the organization to produce values and benefits to customers more than competitors.

### **2.2.2 The Importance of Competitive Advantage in Academic Intuitions**

Competitive advantage plays an essential role in increasing organization value, as it is one of the strengths that sustain the organization's continued development and stability.



(CA) is necessary for satisfied customers who will receive higher value in delivered products for higher income what the owners request from management and such requirements can be fulfilled with organization of production, higher application and as low as possible production costs (Ranko, Berislav & Antun, 2008).Whereas, (Besanko, Dranove & Shanley, 2000) said that "A company may have a (CA) in the market when its economic profit rate is higher than that of other competitors".

According to Abd Algaphafour (2015) the (CA) of the organization is important for many reasons, it gives the organization qualitative and superior superiority over competitors, leading to high performance results, makes the business excel in performance or in its offering to customers or both, also to contribute to the positive impact on customer perceptions, and the rest are educated with the organization for continuous and evolving dealing, competitive features are characterized by continuity and renewal; this enables the organization to pursue long-term development and progress, in addition to that (CAs) are based on the organization's resources, capabilities and resilience, thus giving dynamic dynamism to the organization's internal processes.

The importance of (CA) in educational institutions is that they contribute to maximizing the potential of all available facilities within educational institutions in order to reach the best outputs that meet the requirements of international quality standards as well as the needs and requirements of the labor market (Al-Otaibi, 2014).

Therefore, institutions of higher education are obliged to exercise (CAs) such as seeking exclusivity and excellence from other institutions, this requires a change in the philosophy and vision of higher education which is no longer far from the difficulties and variables facing economic institutions (Ranko et al., 2008) At the same time,

academic institutions are of a different nature. And the effects of the market and competition, and it is the place that provides science and knowledge of the crisis to face such difficulties and changes must find new ways to meet the aspirations of the future labor market and to address the problems that may arise from the Surprise laps (Al-Soussi, 2015).

### **2.2.3 Characteristics and Justifications of Competitive Advantage**

The characteristics of competitive advantages are supposed to be understood within a true, comprehensive and continuous perspective, so Abd Algaphafour (2015) embodied that (CA) is resulting from the wishes and needs of the customer, make an important contribution to the success of the business, appropriate alignment between the organization resources and opportunities in the external environment, provide a base for future improvements and long-lasting and difficult imitation by competitors.

The (CA) in universities is characterized by relativity in the sense that it achieves comparison, whether compared to competitors or compared with different periods of time and not absolute, achieve excellence and superiority over competitors as they follow from within the organization and achieve value to them, classification of the (CA) shall be through the beneficiary according to the nature of the benefit achieved (Cater & Putcko, 2005).

Shalabi (2018) argued that (CA) in universities characterized by influencing the competitor through the (CA) of the organization by directing the user without competition, long-term sustainability and sustainability, flexibility in the sense that (CAs) can be replaced by others easily and according to the development of the

resources and capabilities of the organization and renewal in accordance with the external environment, on the one hand, and the internal resources and resources of the organization on the other.

The characteristics of (CA) are classified by Evans et al. (2007) as follows proportionality with objectives and results that the organization considers to achieve in the short and long term, university uniqueness in strategic assets (students, teaching, management) and resources (physical, financial, technical), university uniqueness in the regulatory movement with consistency and professional and technical changes to achieve competitive frameworks nationally and internationally, excellence as a reference for other counterparts in terms of their organizational, educational and research frameworks and university excellence in its institutional productivity by preference, professionally and technically compared to competitors (Shalabi, 2018).

The Justifications for using the (CA) is that it is the pace of changes in the global economy to varying degrees; the spread of globalization has created a global competitive environment (Besanko et al., 2000). Furthermore universities today are considered one of the most important business organizations, the emergence of competitive pressures in educational organizations (Al- Abbad, 2017).

The most important justifications are also the lack of resources as conflict over material resources, owning the university as a practical knowledge organization for many resources, competencies, skills and experience, the emergence of strategic orientations in administrative thought, which seek distinction and excellence and build the reputation and academic status of universities, increasing interest in the human element as an intellectual capital and maximizing the importance and composition of

knowledge (Torzan, 2016). Multiple options in the labor market to attract and employ graduates from various local and international bodies and the emergence of international standards and classifications imposed by the culture of higher education (Al- Dihani, 2017).

Ndugo, Kyongo & Njoroge (2018) showed that the breadth of competitiveness with multiple national, regional and international dimensions, excessive investments in research and development, flow of research results and technical developments and acceleration of various processes of creativity and innovation, the abundance of information on different markets as a result of the development of market research methods and transparency and easy communication and exchange of information between different units and branches of institutions are the most important rationales for (CA) use (Al- Abbad, 2017).

#### **2.2.4 The Dimensions of Competitive Advantage**

The researchers differed in the dimensions of (CA), according to Kaheel (2016) the (CA) dimensions are cost, low cost is the first competitive dimension that organizations seek to achieve in order to market their products at a lower price than competitors, and get the most profit.

The cost of education is represented in the reduced fees for services of education; to protect against competitors, and to seek competition with other faculties at reduced costs for all expenses. The administration of the university provides capital to provide a variety of services at low cost. The low cost of study constitutes a bargaining power for the college with the students, because its prices are reduced (Dahman, 2018), the second

dimension is quality of education which means that the university's products and services with unique aspects and features that achieve special value for the beneficiaries in the competitive market, which in turn ensures the university to progress better than others, in addition to the university offers students services of quality and efficiency High in various scientific, research and technical fields, and integrated infrastructure and advanced (Cerović et al., 2011). The quality of education is also considered as the conditions, specifications and characteristics that must be available in the services of educational institutions, which are intended to meet the needs of students, and the preparation of efficient outputs to meet the requirements of the community (Dahman, 2018).

While Al- Dihani (2017) has mentioned 3 dimensions of (CA) in universities, represented in quality of graduates which means the graduation of human cadres possessing the necessary skills to deal with these innovations, which are in line with the global trends, with the steps towards increasing competitiveness among universities and creating opportunities for achieving their (CA). The quality of the graduates also shows the University's ability to provide its educational, research and community services at a high level of quality, which gives its graduates and faculty (CA) in the labor market, which reflects their progress in applying and reaching a level that can be a world-class university. The need for and the competitiveness of the local and global markets of university graduates must be taken into consideration.

The University's reputation is one of the most important dimensions, the most important mechanism or engine, which the University includes in order to educate the beneficiaries of its services and products to the value of these services and products

(Torzan, 2016). The University's reputation is a positive asset that creates the financial value and other values of the University and its stakeholders. Today, universities compete in a changing competitive economic environment in order to preserve and develop the University's reputation, which aims to attract professors and students, on international projects and various other objectives (Al- Dihani, 2017). The University's reputation is that the evaluation of the University's performance periodically and continuously, and that the University plays an active role towards the community through community responsibility, providing services to all students in a fair and non-discriminatory manner, and dealing ethically and professionally with everyone. The University's reputation offers many benefits such as organizational successes, high value of products and services, and higher levels of trust from the public (Burke, 2011).

And time which is represented in the easy for students to reach the university through the availability of permanent transportation and safe roads, and provide adequate parking in the university and its surroundings and provide student services inside and outside the university (Al- Dihani, 2017). The university must provide a sophisticated website and a portal that allows students to access their data easily and at any time, and facilitates administrative and academic communication with students (Kaheel, 2016).

Therefore, the researcher believes that universities and educational institutions in Palestine should work to reduce study fees and costs, and offer its services at lower prices than competitors with the ability to maintain the quality of services provided to students, if it wants to achieve (CA) to realize a leading position among the competitors. And the quality of education and the quality of student services are determined by the

expectations of students, and therefore the educational institutions and universities must provide services that match the level of expectations of students or exceed their expectations.

From the researcher point of view the university is facing a new challenge, which is the competitiveness of its graduates, which requires it to deal with the latest developments in the labor market in all its operations, activities, programs and decisions, making it more competitive in order to compete with its counterparts at the local or international level.

In addition to that the universities and educational institutions should do their utmost to identify students and beneficiaries of their activities and services, as well as their distribution to all segments of society and target groups, so that they can work on their needs and desires and satisfy them to achieve their goals, objectives and future aspirations.

## **2.3 Organizational Culture**

### **2.3.1 The Concept of Organizational Culture**

There are several definitions of organizational culture including the definition of Horbenko, (2014) who said that (OC) includes the following structural components: artifacts, values, norms, goals and mission of the organization; the signs of a university as a corporation; and competitive environment as the value of social identity formation. (OC) is introduced as a certain hierarchy of values, rules, norms, traditions, ceremonies and rituals that are accepted in the educational institution and adhered to by its members (Karamushka, 2014).

According to Koicheva (2015) the corporate (OC) reflects the values the aspirations of the students and the unity of the lecturers, to achieve common goals, considering these goals are generally accepted mission. (OC) is a model of the core values, beliefs and rules shared by all team members that are passed on to new team members as certainly true and correct (Kalnitska, 2015). (OC), as it is mentioned in the Webster's new collegiate dictionary, is "an integrated human behavior, which includes thought, speech, movement and artifacts, which depends on the human ability to learn and transfer knowledge to future generations".

Furthermore (Pandya, 2017) stated that (OC) means a pattern of common core assumptions that the group has learned while solving internal adaptation and integration problems that have worked well enough to be valid, and therefore must be taught to new members as the right way to visualize, think and feel about those problems. (OC) is a customary and traditional way of thinking and doing things, which all its members share more or less, and which new members must learn, and at least partially accept, so as to be accepted into the institution service. It is also described as a pattern of basic assumptions invented, discovered or developed by the group in learning to deal with their problems of external adaptation and internal integration, which worked well enough to be considered valid and, thus, are taught to new members as the right way to visualize, think and feel with respect to those problems (Fleury, 2009).

Organizational culture impacts different results related to employees and organizations. It also affects employee behavior, learning, development, creativity, innovation, knowledge management and performance (Opanma, 2010). The studies related to the influence of (OC) on different outcomes are very wide; however, the role



of (OC) on innovation is relatively limited. (Yesil & Kaya, 2012), and thus it is chosen as the subject of this study. In the current study, it is argued that (OC) may have a mediator role in the impact of (SP) on (CA) in the Palestinian universities.

According to these researchers, (OC) refers to:

1. Something that is holistic, designed historically (by founders or leaders).
2. (OC) related to things studied by anthropologists (such as rituals and symbols), socially created (created and maintained by a group of people who together make up the organization), is soft, and difficult to change.

The researcher concludes that (OC) is how people are promoted, what decisions are made, how employees wear and the sport they play, so culture has a big impact and that's why culture has a big influence on the achievement of any organization.

### **Organizational Culture at the University Level:**

Over the last two decades universities around the world have come under increasing pressures to adjust to all the rapidly altering social, technological, economic and political areas arising from the wider post-industrial external environment. The unparalleled growth, complication and competitiveness of the international economy with the associated social, political and technological forces have been making uncompromising and increasing pressures on higher education institutes to respond to the varying environment. Increased globalization and international competition have put pressure on colleges and universities. The creation of common markets, increased mobility of students and staff, and the free movement of capital hasten the academic improvement (Beytekin, Yalcinkaya & Karakoc, 2010).

Researchers investigated the relationship between three dimensions of (OC); type, congruence, organizational effectiveness and strength. They pointed out that the type of culture, as (clan, adhocracy, hierarchization, or market), was more specific to organizational effectiveness than congruence or strength. As well as, effective strategy and culture must be sound before the functional organizational mission is defined. Moreover, it seems that the most successful campus cultures are those that support both group collaboration and individual achievement (Folch & Ion, 2009).

At the university level, culture can be cited as the key to success. Culture impacts the individual's behavior in the workplace and affects both individual and organizational success. The study of (OC) has become increasingly important in the analysis of universities. It is important to analyze the (OC) of the university because it is interested in adapting its culture to the values and behavior of its members, in order to maintain a healthy state of mind and encourage lasting improvement (Beytekin et al., 2010).

University culture is a distinctive type of (OC) in which all universities share their core values, beliefs and assumptions. For example, universities have regular celebrations. Moreover, people should celebrate at work not only events associated with their professional promotions, but also personal events, like birthday, wedding and retirement. University culture cannot be shaped by individuals who work alone. Collective exchange and acceptance of the same values and artifacts is a major common role in university culture (Abu-Jarad & et al., 2010).

The culture of an organization is based on the following (3) foundations; the founders' beliefs, values, assumptions, and learning experiences of group members as their organizations development. Culture is much more than common values, rules and

culture include deeper underlying assumptions. Values, beliefs and assumptions are rooted in the profound impact on all procedures and processes in institutes, colleges and universities and the formation of individuals and organizational behaviors. Organizational cultural research can be traced back to the 1930s, and that time was the organizational climate the focus of research on behavior and organizational environment (Reda, 2018).

The shift from student-centered study to culture as a factor affecting organizational effectiveness was noted. During the 1980s, researchers worked to identify (OC), climate and how institutional effectiveness could be improved by addressing institutional culture. Culture emerged in the universities and colleges of the United States of America as the most influential work in the field of higher education literature. Higher education is offered because (OCs) studied the (environment, mission, socialization, information, strategy, and leadership), are not operational cultural concepts, but rather are considered "fundamental dimensions of culture" itself (Folch & Ion, 2009).

Most recent studies on academic culture have shown the emergence of a shift from studying student culture, the institutional climate to academic leadership, (SP), value creation, culture change, performance and many more. The researchers also stated that there is no systematic or holistic method to organizational improvement and the values perspective is ignored frequently (Abu-Jarad et al., 2010). For significant positive changes, there is an urgent need to work on improving the entire system of cultural transformation rather than on re-engineering of individual processes. Organizational culture is an essential element in universities functional decision-

making. In order for officials, faculty and staff to effectively coordinate an effective academic environment for health education, ongoing cultural change and assessment is needed (Reda, 2018).

### **2.3.2 The Importance of Organizational Culture:**

The importance of organizational culture comes from being a subtle force with a multifaceted impact. In organizational activities, a strong (OC) can be a source of (CA).

Organizational culture leads to a range of purposes or tools that increase their relevance to the organization, they are :(An-Noor & Albashir, 2016)

- Promoting internal integration among the organization's members through effective communication and collaboration.
- Achievement of adaptation between the staff and the relevant external environment.
- Serving as a guide for individuals and activities in the organization to guide the idea and efforts towards achieving the goals and mission of the organization.
- Determining the manner and speed of the organization's response to the movements of competitors and the needs of customers in order to achieve the organization's presence and growth (Mukhtar, 2015).

Anything that can be defined in life has a certain value. Because (OC) can be defined in many ways, it means that it has different values. When the founder of an organization builds an organization from scratch, this is done through the knowledge and experience that he has accumulated up to that moment, and these two parts (knowledge and experience) will be the basis of the culture to be implemented in the

company (Alexandru, 2015). The cultural structure that now takes shape will be determined by values, symbols, certain ways of working process, principles and methods, all of which can be defined as the invisible part of the organization.

The assumption is that by following the structure the firm's goal will be achieved. Employees who work for the company are supposed to understand and follow this cultural structure so that the process is as smooth as possible without interference that would delay production. Of course, over time, leaders can consider that not all start-up beliefs are beneficial to the firm, so they may choose to get rid of some of them so that only a few and important ones can assemble the structure upon which the company works (Alexandru, 2015). Organizational culture is defined as a significant structure that affects both individual and organizational relevant process and results. There looks to be no agreed in the literature upon the definition of culture (Yesil & Kaya, 2012).

Therefore, the (OC) structure can have as components the following:

1. Symbols: Symbols: Symbol may be an organization's means of distinguishing or associating itself with other similar organizations. A symbol, even if it is a physical object or not, occurs in complex relationships in an organization that cannot be easily spoken of, but are extremely important and meaningful to the organization.
2. Ideology: Ideology can be described as a group of beliefs about the organization and how it works and develops. These are the beliefs, ethical principles and values that compose the basis of (OC). It contains actions that its members must follow to achieve the goal. A strong ideology assists to define external and

internal relations. Because value is significant in (OC), the authors have identified prevailing beliefs and values (Folch & Ion, 2009).

In their research on excellence, Thomas Peters and Robert Waterman found that the dominant values are: belief in doing things right; belief in being the best; Belief in the importance of communication; belief in the importance of each individual as an individual; Belief in the importance of economic growth and profit (Alexandru, 2015).

### **2.3.3 The Dimensions of Organizational Culture:**

Organizational culture evolves and appears itself in different ways and at various universities, so universities shouldn't define their own culture only, but also use and change it, in addition to modifies it according to environmental changes. This study mainly deals with the role of (OC) as a mediator in the impact of strategic planning on achieving the (CA) of Palestinian universities.

A university culture consists of shared values and processes that must conform to the university's aims and objectives. Thus, this study will analyze the type of company culture shared by the members of the university. Hofstede's six cultural dimensions: process-oriented vs results-oriented; employee-oriented vs job-oriented; narrow vs professional; open system vs closed system; loose vs rigid control; normative vs pragmatic are analyzed to see if these dimensions are aligned with (SP) for university management and its (CA) (Zeqiri, 2016).

According to (Alsawat & Alotaibi, 2001) there are (6) dimensions for (OC) as follows:

1. Bureaucratic culture takes the hierarchy of power, and hierarchically to transmit information, bureaucratic culture defines authority and responsibilities, and depends on control and obligation.
2. Creative culture is distinguished by an appropriate environment for creativity.
3. A supportive culture in which the environment of work is characterized in friendly, with an atmosphere of trust, equality and cooperation among workers.
4. The culture of operations: This kind of culture concentrates on the accomplishment of work rather than on the outcomes achieved.
5. The mission culture, which focuses on accomplishing the goal, achieving work, focusing on outcomes, and concentrating on experience which plays a key role in decision-making.
6. This culture affirms the quality of job disciplines and the functional roles of individuals and gives importance to rules and regulations.

Whereas, Tepeci (2005) mentioned (7) organizational culture dimensions, including combined (1) Honesty and People Orientation, (2) Team Orientation, (3) Innovation, (4) Valuing Customers or Service Quality, (5) Employee Development, (6) Results Orientation and (7) Fair Compensation.

### **Dimensions of Organizational Culture in the university:**

Organizational culture contains several elements that have an impact on the behavior of individuals, which constitute the total outcome of how individuals think and behave as members of the organization, as well as reflected in the practice of management and its method in achieving its objectives and strategies. These components can be summarized as follows:

#### **Organizational Values:**

Organizational values represent an important fact in the life of the organization, which is an essential part of the (OC), which is an essential component of the organization's work environment. It is an essential asset of its origin that is built over periods because it gives it a distinctive personality and different from other organizations. Defined as "a set of concepts and norms that govern the behavior of an individual or group Tepeci (2005). These principles are linked to the identification of what is wrong and what is right and what is good and bad", thus providing an important framework for guiding and organizing the behavior of individuals and groups within organizations, It plays the role of an internal observer who monitors the actions of individuals and is considered by the individual to be important, and he always seeks to be consistent with his values (Mirdasi, 2016).

#### **Organizational beliefs:**

They are shared ideas about the nature of work and social life in the work environment, how to accomplish work and organizational tasks, and among these



believes the importance of participation in the decision- making process, and contributing to collective action and the impact on achieving organizational goals (Mirdasi, 2016).

### **Organizational customs:**

Customs are standards that employees of the organization are committed to believing are correct and necessary for them regardless of their usefulness or effectiveness. Organizational customs are standards that the organization's employees are committed to, as they are useful criteria for organization and the working environment, regardless of whether those customs are useful or useless (Boichuk, 2017). These are: the organization's commitment not to employ two brothers in the same organization or father and son or person who marries a foreigner who is not acceptable to work in certain organizations, and the customs are supposed to be unwritten and must be followed (Mokhtar, 2015). That is, what is known in any organization without the need to write these customs, where they prevail and everyone is committed to them, although not written, everyone believes that it is enforceable and adhere to it as beneficial to the organization and the working environment (Bahr & El-A'yaz, 2012).

### **Organizational Expectations:**

Organizational expectations are the unspoken psychological contract, which means a set of expectations that are determined and expected by the individual or organization during each individual's period of work in the organization, for example the expectations of bosses from subordinates, colleagues from other colleagues in the organization, and subordinate subordinates of respect And mutual appreciation, in

addition to providing an organizational environment that helps and supports the employee's psychological and economic needs (Mokhtar, 2015). That is, the expectations that the individual expects from the organization or vice versa what the organization expects from the employed individuals during the period of work of the individual in the organization, everyone is seeking a goal, the individual may expect that the organization adopt his creations or give him a certain social status, while the organization expects that the individual provides the best of what he has, and this varies according to the organization and individuals and their desires and aspirations. The employee also expects to provide an organizational environment that helps and supports the employee's psychological and economic needs. (Bahr & El-A'yaz, 2012)

After talking about strategic planning, competitive advantage and organizational culture, the researcher will deal with previous studies that dealt with all of the above.

## **PART 2: Empirical Studies**

- 1. Strategic Planning**
- 2. Competitive Advantage**
- 3. Organizational Culture**

### Empirical Studies (1) Strategic Planning

#### (a) (SP) in Arab Countries

#	The Author	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	<u><b>Dahman,</b></u> <u><b>(2018)</b></u>	"Role of Strategic Changes in Achieving a Competitive Advantage within University Colleges in Gaza Governorates and Methods for its Reinforcement"	To Identify the role of strategic changes in completing a (CA) in university colleges in Gaza strip and approaches for enhancing that role from the faculty member's viewpoint.	Quantitative method.	The study findings showed that the degree of utilization of strategic changes in accomplishing (CA) in university colleges in Gaza strip was high, and approaches to enhance the role of strategic changes in accomplishing (CA) inside university colleges in Gaza strip were achieved in these study fields (policies and regulations, quality of service, and study plans).	1.Encouraging continuous research and development by providing moral and financial motivations to university college students. 2. The university colleges must follow up and monitor the quantitative and qualitative explosion of information, which contributes to the development of scientific and cognitive tools for students.	This study was limited to the University College of Applied Sciences in Gaza.	The need for a new study from the viewpoint of students and the participation of other universities.
2	<u><b>Al- Saleh,</b></u> <u><b>Mahasneh</b></u> <u><b>&amp; Issa</b></u> <u><b>(2017)</b></u>	"The impact of strategic planning on the performance and productivity of the general and university education sectors in Al-Jouf region"	This study aimed to analyze the effect of (SP) on the performance and productivity of the public and university education sectors in Al-Jouf area, through analyzing the reality of (SP) in public and university education.	Descriptive method.	The study concluded that: 1. There is a lack of student talent and personal attention discovery in Al-Jouf schools. 2. Lack of coordination and continuity and weak control of plans on the ground and funding follow-up. 3. There is a lack of university education in Al-Jouf area from the lecturers and administrators perspective. 4. Lack of clarity of policies and procedures in departments and colleges at the university, and the absence of compulsory plans in case of non-compliance with plans.	****	****	For future researches, the study recommended the need for conducting more specialized studies on the different dimensions of (SP) in educational work at all levels.
3	<u><b>Ahmed,</b></u> <u><b>(2015)</b></u>	"The status of strategic planning in Sudanese universities: Khartoum university as a strategic model"	This study purpose was to study of (SP) in higher education institutions in Sudan, focusing on the University of Khartoum, through addressing the term of (SP) and culture, and stages of (SP), and focus on improving performance, quality, accreditation and knowledge of the most significant literature on the subject of (SP).	****	The study outcomes showed that there was acute lack of (SP) in the higher education institutions in Sudan, and a lack of appropriate features, principles and standards to adopt the vision, mission and formulation of objectives.	The study recommended that higher education institutions in Sudan should implement the (SP) process according to their own criteria.	****	****

4	<u><b>Zoebi,</b></u> <u><b>(2014)</b></u>	"The impact of strategic planning on the performance of Algerian higher education institutions (from a balanced performance card perspective) A Case Study of Mohammed Khader University"	This study sought in its goal to identify the trends of the administrative staff at Biskra University to the impact of (SP). And also to test the differences in these trends in relation to their personal and different functional characteristics.	Quantitative method.	The results revealed that the presence of statistically significant differences in the trends of the respondents according to the concept of (SP), because of the variable field of qualification, the current position, and also there were statistically significant differences in the trends of the respondents on the concept of performance due to variable gender, qualification and current job.	1. The university must analyze its external environment for identification on the different variables that can affect it in the future; 2. All parts must participate in the formulation of the university objectives.	****	****
5	<u><b>Saleh,</b></u> <u><b>(2013)</b></u>	"Strategic Planning in Higher Education Institutions: A Field Study of the Attitudes of Managers in Private Omani Universities"	The purpose of this study was to identify (SP) and its usage in the institutions of higher education	Descriptive method	The study concluded that the most significant difficulties that weaken the process of (SP) are the limited financial resources for the preparation and implementation of strategic plans, and that the specified period of time in the institutions of higher education to implement the strategic plans ranges from 3 to 5 years.	1. Employ professional expertise that can participate in the (SP) process, so that they are knowledgeable and informed with the culture of the region. 2. The need to involve as many of the workforce as possible, especially managers with higher and middle scores, in the preparation and implementation of (SP).	****	****

## (b) (SP) in Foreign Countries

#	The Author	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	<b><u>Bright &amp; Nataraja,(2018)</u></b>	"Strategic Planning Implications in Higher Education"	The purpose of this study was to identify the perceptions of the faculty leaders about the implications of (SP) in the chosen business school. As a case study, the study was carried out at the College of Business Administration at King Saud University (KSU-CBA), Saudi Arabia.	Quantitative method.	Good (SP) in the institutions of higher education requires sufficient time from leaders, faculty members and other stakeholders. Certainly, time means money in a professional environment. The cost of a good strategic plan is the high cost accumulation. It is clear that schools must determine their capacity and be prepared to invest the right time in the (SP) process	The study recommended that KSU-CBA leaders need to respond and adapt to emerging challenges in higher education, i.e. changing the demographics of students, growing new models to provide higher education since changes in educational needs, and the struggle for the balance between the traditional model and advanced technology - a paid model for delivering courses, adapting to the needs of consumer-driven markets such as offering courses in a suitable schedule for students.	The study was limited to the KSU-CBA in Saudi Arabia; therefore, the study should be done with other business schools internationally.	Future researches on the (SP) implications on the institutions of higher education whether public or private, for-profit or nonprofit must be conducted.
2	<b><u>Immordino, Gigliotti, Ruben &amp; Tromp, (2016)</u></b>	"Evaluating the Impact of Strategic Planning in Higher Education"	To evaluate the effectiveness of one model for (SP) at State University. To facilitate a more in-depth assessment of the impact and perceived benefit of Center for Organizational Excellence (COE) (SP) services.	Quantitative method.	The program has succeeded not only in helping departments and programs in evolving mission statements, vision, organizational goals and action plans, but also in spreading organizational information, encouraging participation, integrating new members, and raising awareness of strengths and opportunities for improvement.	A structured (SP) process including a wide group of participants who can have a positive impact on the organization in many ways.	****	For future research it must evaluate the effectiveness of one (SP) model at the State University, in order to facilitate a more in-depth assessment of the effect and perceived benefit of Center for Organizational Excellence (COE) (SP) services.

3	<b><u>Kinyanjui &amp; Juma, (2014)</u></b>	"Investigate The Effect Of Strategic Plans Implementation On Performance In Kenya's Public Universities. A Case Study Of The University Of Nairobi"	This study aimed to examine the impact of the implementation of strategic plans on the performance of public universities in Kenya	Quantitative method.	The research findings revealed that strategic financial allocation, strategic expansion, strategic cooperation and strategic alliances respectively affected the performance of public universities in Kenya.	The study recommended that the public universities management should:  1. Allocate sufficient financial resources for the process of (SP). 2. Adopt clear policies that create helpful environment to support strategic growing.	*****	Future research should also emphasis on both public and private universities in Kenya so as to realize the relationship between (SP) and their performance.
4	<b><u>Arslankaya. Polat &amp; Akvel, (2012)</u></b>	"Strategic Planning In Institutions Of Higher Education: A Case Study Of Sakarya University"	To investigate the role of (SP) in the institutions of higher education	Qualitative method	The increase in expectations from Turkey's higher education institutions and the diversity in the management function have moved forward in order to implement a systematic approach based on strategy in education, universities and community-oriented services in universities. In line with its environmental, social and economic needs and as required by Law 5018, higher education institutions also had to revise, modernize and rebuild their existing systems.	Higher education institutions should review their objectives each year, as well as to develop and improve activities continuously.	*****	*****
5	<b><u>Mukokho (2010)</u></b>	"The Influence of Strategic Planning on Performance on Public Universities in Kenya: The Case of University of Nairobi"	The study purpose was to study the impact of (SP) on performance in Kenyan public universities.	Method of structured/unstructured interviews	(SP) had an impact on the performance of the University of Nairobi. The study also stated that the University of Nairobi faced many challenges in terms of (SP).	*****  1. Some of the interviewees were not available for interview on the scheduled dates.  2. Some of the respondents were not very conversant with the UoN strategic plans in relation to Vision 2030.	*****	*****

## Empirical Studies (2) Competitive Advantage

### (a) (CA) in Arab Countries

#	The Author	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	<u>Shalabi, (2018)</u>	"Requirements of Achieving Competitive Advantage of Mansoura University in the Light of Some International Experiences"	The objective of the study was to study the requirements needed to achieve (CA), which confirms its superiority from other universities, where it found many weaknesses and deficiencies in its three functions (scientific research, education and community service).	The descriptive approach	The study outcomes showed that: 1. It is essential for universities to recognize that they no longer live in isolation from the world because of the globalization, local and global challenges for example the knowledge development, technological development and information revolution, and it must have the (CA) that keep them Competitive local and international educational market. 2. In order to accomplish excellence in the university, there must be a planning procedure as a guarantee to complete the visions and goals desired and to conduct a comprehensive development of the higher education system and develop a future plan (horizons) to build up modern and integrated databases and data and raise the efficacy of the educational system and internal efficiency and external compatibility, in addition to developing a mutually exclusive strategy to shape the future of the higher education institutions.	1. The study recommended the need for excellent preparation for university graduates in order to have the knowledge, skills and abilities that qualify them to work in international markets, and thus increase the competitiveness of the universities in Egypt.	****	The necessity of conducting future researches which involves all Egyptian universities in order to produce generalizable results..
2	<u>Ali, (2017)</u>	"Quality of the Educational out Comes and it's Reflection to Achieve The Competitive Advantage"	The research tries to ensure that the quality of educational results (Alumni graduates) can lead to educational systems (CA) to other competitors.	The descriptive approach	The study showed a positive relationship between the quality of educational outputs and the (CA) given by the senior leadership in the private colleges to achieve excellence over competitors through the quality of graduates and their efficiency at all levels.	1. The main recommendations of the study are to encourage departments in all colleges and institutes to adopt the latest programs and technologies that lead to increasing the efficacy of graduates and in accordance with the requirements of the local and global market.	****	Designing educational activities for accredited programs according to international standards in higher education and occupational requirements, as well as the needs of the university, students, state and society.

3	<u>Hassanien, (2017)</u>	"Strategic Planning in Higher Education, a Need for Innovative Model"	The aim of this study, which consisted of (2) parts are to review (SP) and (CA) in higher education institutions.	The qualitative approach	The challenges facing the institutions of higher education today raise significant demands for the development of a new and innovative model for strategic analysis and planning aimed at helping them meet these enormous challenges and ensure their sustainability. A revised model based on the Johnson (SP) and Analysis Model is described in this review and can be applied at the HEI.	1. Some actions should be taken into account to improve the strategic process in higher education, such as using a good to great approach, developing a strategy using a balanced scorecard (BSC), developing a questionnaire to assess the strategic process and developing a risk management plan.	****	The need to conduct more research that contains a sample and a study population
4	<u>Al-Foqahaa, (2012)</u>	"Adoption of Strategies for Excellence in Learning and Teaching & their Role in Achieving Sustainable Competitive Advantage for Institutions of Higher Education: An-Najah National University as a Case Study"	This study objective was to study the role of adopting excellence strategies in learning and teaching in accomplishing sustainable (CA) for higher education institutions.	Descriptive methodology	The study revealed a strong logical relationship between adopting excellence strategies in learning and teaching and achieving a sustainable (CA) in the institutions of higher education. This is completed by providing students with an outstanding learning experience, supporting faculty to enable them to perform according to the required quality standards, providing a learning environment that supports diversity and creativity, as well as designing educational activities that foster creativity and critical thinking for all parties in the educational process.	The study made a number of recommendations including:  1. The adoption of strategies for excellence in learning and teaching, rewarding excellence at the national level, 2. Following- up on the (CA) of higher education institutions so as to be continuously measured by the institutions of higher education.	Lack of previous research on the subject in Palestine.	The need to carry out a comprehensive surveys of university graduates, including areas of employment, skills, university assessment, employers evaluation, etc. because this will provide precise indicators of graduates and help establish a more precise link on the relationship between excellence strategies and (CA).
5	<u>Al- Nazer &amp; Bzadog, (2017)</u>	"The Level of Achievement of The Heads of Academic Departments at The University of Jordan and The Petra University for The Competitive Advantage From The Point Of View Of Faculty Members"	The objective of this study is to identify the level of achievement of the (CA) of the academic department heads at the University of Jordan and Petra University from the perspective of the faculty members.	Quantitative method.	The results of the study showed that the level of achieving (CA) at the University of Jordan and Petra University from the point of view of faculty members was moderate.	1. The need to organize training courses in Jordanian public and private universities, on the (CA) in universities.	****	The necessity of conducting a similar study to this one that includes other variables.



## (b) (CA) in Foreign Countries

#	The Author	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	<u>Ndugo &amp; et al., (2018)</u>	"Competitive Strategies And Performance Of Private Primary Schools"	The study objective was to recognize the impact of competitive strategies on the performance of the private basic schools	Quantitative method.	Competitive strategies have positive and important impacts on the performance of private basic schools. The study emphasizes competition theory, stakeholder theory, and the general Porter model, which shows a close correlation between the two variables.	1. Adopt of differ-entiation and focus on the overall strategies of academic institutions and other organizations to reinforce their performance.	****	Further studies can be conducted using a more competitive strategy, which is low-cost leadership, and running performance differently or even using a (CA) as a dependent variable. Variables can also be tried in different contexts.
2	<u>Boşcor, (2015)</u>	"Sources of competitive advantage in the field of higher education. Case Study: Transilvania University of Brasov"	To identify the sources of (CA) in the institutions of higher education	Qualitative method	The contribution of the university at educational carnivals at national and international level attracts a significant number of students. Efforts have been intensified at national level but more funds should be allocated for promotion at international level. The model used by British and American universities in Romania might be a starting point. The relationship with graduates have constantly been improved and many famous graduates are being invited at different conferences and events within the university but graduates might also be attracted to be involved more in university's life.	1. The need to collaborate with university-companies regarding university education, which may bring many advantages to the university.	****	In the future, online courses may be merged with traditional courses, in order to attract more people working in different companies.

3	<u>Valitov, (2014)</u>	"University brand as a modern way of winning competitive advantage"	To recognize the brand of the university as a modern way to gain (CA).	Qualitative approach	Identifying the essence of the brand, the key features, in addition to the stages of its creation and implementation is the first stage towards building a successful competitive higher education institution that is popular with both learners and employers. Kazan Federal University has all the necessary characteristics, in addition to the infrastructure to achieve the desired goal.	1. Involvement of professionals in the branding process of Kazan Federal University will help in the rapid and rapid implementation of the planned program.	****	****
4	<u>Aydın,( 2013)</u>	"Location as a Competitive Advantage to Attract Students: An Empirical Study from a Turkish Foundation University"	The purpose of this study is to reveal if the site has a potential (CA) to attract students or not.	Qualitative & quantitative methods	<p>The results of study indicated that the site impacts the students' university choice decision and so it is a type of sustainable (CA) for this sample university.</p> <p>This paper proposes the location has an important effect to attract the students to universities. This will help the university manager's decision-making on the (SP). This study has revealed one important (CA) criteria for foundation universities.</p>	<p>1. Universities need to achieve a (CA), using public philosophies with a (CA), but with different strategic content from the private business sector.</p> <p>2. Reflects the mission and objectives of the university, and is based on improvements and excellence in processes that ensure the safety of its outputs.</p>	There are several public and private universities in Turkey. This study has been applied in only one foundation university and only 100 enrolled students in the 2013-2014 semesters	****
5	<u>Bisaria, (2013)</u>	"Achieving Competitive Advantage By Private Management Colleges Or Private Universities"	To identify to what extent does (CA) is achieved by private management colleges or private universities	The qualitative approach was used in this review.	Competitive advantage accomplished by colleges or universities can be considered ethically and legally correct if it is beneficial for the students, parents and the society.	1. The study concluded that the need to conduct a similar study on other educ-ational stages.	The study not include all Indian universities	****

### Empirical studies (3) Organizational Culture

#### (a) (OC) in Arab Countries

#	The Author	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	<u><b>Khabbaba, (2018)</b></u>	"The Impact of Organizational Culture on the Formulation and Implementation of the Enterprise Strategy"	The study aimed at recognizing the effect of (OC) on the construction and implementation of the enterprises strategy by investigating the effect of the most significant component of the (3) dimensions of (OC) like leadership styles and leadership comportments for the leadership dimension, organizational structure for the organizational dimension and job satisfaction for the human dimension.	Descriptive analytic approach	The influence of the (OC) on the implementation of strategy is positive.	****	****	****
2	<u><b>Reda, (2018)</b></u>	"Organizational Culture: A Case Study Measuring the Importance and Presence of Organization Values at a Higher Education Organization in Saudi Arabia"	The aim of this study was to study the levels of (OC) values found in students and trainers at the Higher Education Institute in Saudi Arabia.	Descriptive method	The results of the study provide beneficial insights into how students and trainers recognize the significance of organizational values and beliefs in the organization.	****	Higher education organizations may examine the findings of this paper and may choose to apply their methodology to their institutions and use their findings to better understand and then improve their (OC).	****
3	<u><b>Mirdasi, (2016)</b></u>	"The Impact of Organizational Culture on Achieving Competitive Advantage - Case Study"	The study aimed to identify the effect of (OC) on accomplishing (CA) in three-star hotels in Biskra.	Quantitative method.	The (OC) in terms of (creativity values, concerning about details and result, teamwork orientation, ethical values and staff appreciation, customer orientation values, on human capital) has a significant statistical effect on (CA) accomplishing.	1. Establishing the values of creativity within staff as a component of (OC) that plays a major role in developing workers' skills in introducing creative ideas that contribute to (CA).	****	Conduct further studies to identify the dimensions of the (OC) most effective in accomplishing (CA) in various organizations.
4	<u><b>An-Noor&amp; Albashir, (2016)</b></u>	"Organizational culture and its impact on competitive advantage - practical study on Sudanese commercial banks"	The study aimed to identify the influence of (OC) on the (CA) in the banking sector in Sudan.	Quantitative method.	The results of the study indicated that there were a relationship and influence of (OC) on the different dimensions of (CA) (development, innovation, product quality and financial performance).	1. Increased interest by staff and management in the field of positive (OC), as they contribute to the development of performance and promote (CA).	****	****

5	<u>Iriqat, (2016)</u>	"Organizational Commitment Role in Mediating the Impact of the Organizational Culture Dimensions on Job Satisfaction for MFIs' Employees in Palestine"	The purpose of the manuscript is to examine the role of organizational commitment in mediating the influence of (OC) dimensions on the job satisfaction of workers in Palestinian Microfinance Institutions.	Quantitative method.	Key findings demonstrate that organizational values, beliefs, norms, and expectations as dimensions of (OC) are interrelated empirically. The main finding in this study showed that the role of organizational commitment in mediating the impact of organizational values on job satisfaction doesn't affect any other dimension in Palestinian MFIs. Whereas, the organizational expectations are positively significant direct effect on organizational commitment. In addition, the organizational values are negatively significant direct effect on job satisfaction in the Palestinian MFIs. The mediator has a positive significant direct effect on job satisfaction in the Palestinian MFIs.	****	****	****
6	<u>Hijazi, (2015)</u>	"Patterns of organizational culture prevailing in the Palestinian universities in Gaza governorates and their relation to knowledge management"	The study aimed to explore the relationship between the organization of cultural stereotypes and knowledge management in Palestinian universities in the Gaza Strip.	Analytic descriptive methodology.	The cultural stereotypes prevailing in Palestinian universities in the Gaza Strip governorates are the culture of rules and roles. The culture of achievement came second. Then comes the culture of power. Finally comes the culture of human empathy.	1. It is necessary for the management of universities in Palestine to understand the concept of organized culture as a significant administrative concept upon which the success or failure of knowledge management depends.	****	****

## (b) (OC) in Foreign Countries

#	The Author	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	<u>Beytekdin &amp; et al. (2010)</u>	"The Organizational Culture At The University"	The purpose of this qualitative study was to study the concept of current (OC) at the University of Ege, so effective management strategies are developed.	Qualitative method.	The market culture organization focuses on the results to be achieved and the competition is an important feature of this type. Research on (OC) suggested that the organization's mission, goals and strategic objectives should not conflict with the current culture and should work together to promote the organization's effectiveness.	1. The need to join methodologies and sample sizes outside the scope of this study.	This study didn't investigate all faculty members at the University of Ege. So, an increased sample size would support the validity of the outcomes.	Future research may include measuring the perceptions of more faculty members from several faculties or measuring students in order to raise both the internal and external validity of the results in this study. Moreover research may be conducted to compare the (OC) of the state universities and private universities to see the differences about the organizational types.
2	<u>Bogdanowicz, (2012)</u>	"Organizational Culture As A Source Of Competitive Advantage – Case Study Of A Telecommunication Company In Poland"	The aim of this paper is to examine the effect of (OC) on the competitiveness of the company.	Qualitative method	(OC) forms the basis for desired behaviors, corporate identity and external image. In the context of strategic selection, in an industry where it is significant to innovate new products and respond quickly to customer needs, a company's culture can be "valuable" if it rewards cooperation, flexibility, risk tolerance and creativity.	The study concluded that: 1. Companies must remain innovative and responsive so as to survive and continue, thus developing behavioral standards that encourage creativity and collaboration in the company. 2. Technological skills, along with expected behavioral standards, will enable the company to respond to new jobs.	****	****
3	<u>Vidyalaya, (2017)</u>	"Models of Organizational Culture in Higher Education"	The purpose of this study was to identify different models for studying higher education culture and to analyze the most suitable model for studying higher education culture.	Qualitative method	For the cultural study of educational institutions, the Cameron Model (2011) is more relevant as it depend on the educational institution culture.	****	****	Further research can be done empirically to understand the effect of (OC) of different models in the institutions of higher education. The comparative study of the application of all (4) models in an empirical study can be a very innovative field of research.

4	<u>Akini, (2015)</u>	"Influence Of Organizational Culture On Strategy Implementation At The University Of Nairobi"	The main objective of this research was to investigate the influence of (OC) at the University of Nairobi.	Quantitative method	The results provided insight into how the (OC) is instilled by the university and how it affects the implementation of the strategy. The study found that the culture in the university is instilled from the recruitment of employees to disseminate it. Overall results showed that (OC) had an impact on the University of Nairobi in implementing its strategies.	<p>1. In the future, more research should be conducted on the strategic responses adopted at various Kenyan universities.</p> <p>2. The need for the university to obtain alternative packages to retain trained staff to reduce the high turnover rate due to overfishing by other competitors in the industry.</p>	Insufficient time available to complete this study	Further in-depth studies should be conducted to identify the impact of each culture on strategy in universities in Kenya.
5	<u>Yesil, &amp; Kaya (2012)</u>	"The Role of Organizational Culture on Innovation Capability: an Empirical Study"	To explore the impact of (OC) on the ability to innovate.	Quantitative method	The findings concluded that the adhocracy culture is positively linked to the ability to innovate, and the results provide evidence regarding the effects of (OC) in addition to the enabling factors behind innovation in companies.	<p>1. For studies involving large sample size and possibly company's scattered throughout the country.</p>	One limitation is that the companies involved in this study come from only one city with a relatively small sample size. This limits the ability to generalize the results to the other context. This may have led to a lack of a significant relationship between the dimensions of (OC) and the ability to innovate.	Future studies may explore the impact of (OC) dimensions on innovation in companies of different measurement involving all members of the organization.

### **Summary of previous studies:**

The section reviews the previous studies related to (SP) and its effect on (CA) in many areas and showed that (SP) elements have a positive impact on (CA), which is considered crucial for the organizations and companies in general and for universities and higher education institutions in particular, due to its ability to maintain these institutions.

The section reviews various critical literatures of scholars related to **organizational culture** and its effectiveness in different organizations in Arabic and foreign countries.

The findings revealed that (OC) is necessary and important to enhance (SP) and that it has a positive impact on (CA) in the educational institutions.

The previous studies were done in different countries in the world such as China, Sudan, Algeria, Palestine, etc..., most of them depended on the descriptive analytic approach using questionnaire or survey method to collect data from the study sample. They all mentioned some advantages of (OC) in the university, or other organizations in addition to its positive effect on the implementation of (SP) in the universities or in the higher education institutions. They also supported the existence of a strong relationship between (SP) dimensions and organizational culture.

### **Relevance to the current research**

The current research deals with this subject and the study is implemented on the Palestinian universities, taking in consideration the mediating role of (OC) in the impact of (SP) on achieving (CA).

The current study made use of the previous studies in the process of designing the questionnaire domains and in some fields of the theoretical frame.

The researcher benefited from the previous studies in determining the dimensions of the questionnaire and in choosing the study method such as the study of (Immordino et al, 2016), (Dahman, 2018) study and the study of (Al- Nazer & Bzadog, 2017).

The researcher also benefited from the previous studies in the presentation of the theoretical framework and using appropriate dimensions in each item of research, and in the submission of recommendations and suggestions. In the (SP) variable, the researcher benefited from (Zoebi, 2014) study which used the following (SP) dimensions (vision, mission, goals, analysis, and strategic choice) and (Bright & Nataraja, 2018) study which used the following dimensions (goals, policies and plans, strategic analysis and the surrounding environment).

In terms of competitive advantage, the researcher benefited from (Hassanien, 2017) study, which identified the following dimensions of (CA) (quality of education and quality of graduates) in addition to the study of (Shalabi, 2018) which addressed (cost, quality, flexibility and creativity) as dimensions of (CA). Furthermore (Aydin, 2013) study which



benefited the researcher in the dimension of university's reputation, the quality of university services and the quality of graduates.

In addition to organizational culture, the researcher has benefited from previous studies on (OC) in terms of dimensions used, such as (2016, Iriqat) which used the following dimensions (norms, beliefs, and expectations) and the study of (Yesil, & Kaya, 2012) which used (values, norms, and expectations).

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the procedures and the methodology that used to conduct this research. It also explains research design, population size and sample, validity and reliability, data collection procedures, and the statistical analysis.

#### **3.1 Research Design**

This study focuses on the mediating role of organizational culture on the impact of (SP) on achieving the competitive advantage in the Palestinian universities. The study uses a descriptive-analytical approach to reach the results; a structured questionnaire was used as data collection tool to gather information from the employees in the Palestinian universities in the West Bank. The Secondary data was obtained from published and unpublished articles.

#### **3.2 Data Collection Tool**

A structured questionnaire was distributed to the workers in the Palestinian universities in the West Bank. Since the participants were Palestinians, the questionnaire was translated and audited to ensure conceptual correspondence. Our questionnaire includes the personal information and the axes of study variables including (SP) dimensions (vision, mission, goals, strategic analysis, strategic option, and monitoring &

evaluation), organizational culture dimensions (organizational value, organizational beliefs, organizational norms, and organizational expectations) and (CA) dimensions (cost of education, quality of education, quality of graduates, university reputation, and time).(See table 3.1)

**Table (3.1): Thesis variables and its related indicators**

<b>Study variables Variables</b>	<b>Type</b>	<b>Related indicators</b>
<b>Strategic Planning</b>	Independent	Vision
		Mission
		Goals
		Strategic analysis
		Strategic option
		Monitoring and evaluation
<b>Organizational Culture</b>	Mediator	Organizational value
		Organizational beliefs
		Organizational norms
		Organizational expectations
<b>Competitive Advantage</b>	Dependent	Cost of education
		Quality of education
		Quality of graduates
		University reputation
		Time

The variables are scaled by using a 5 Likert scale from 5= strongly agree, to 1=strongly disagree. The questionnaire was distributed to the workers in the universities of Palestine in the West Bank. It was made to achieve the study objectives and answer the study questions and to test research hypotheses.

The questionnaire used by the scholar to collect data takes the following methods to be performed: questionnaire design, the validity of the questionnaire, and the reliability of the questionnaire, as discussed in this section:

### **3.2.1 Questionnaire Design**

The questionnaire was used in this study to collect data after modification by editing or omitting some points to suit the research purposes. It included four parts including demographic data, the axes of study variables including (SP) axes, (OC) axes, and (CA) axes.

First part: the demographic information about the respondents consisted of six variables including: (gender, type of university, nature of work, qualification, specialization, years of experience).

Second part: covered the research three main variables each of which had subparts:

- (1) Strategic planning which consisted of six dimensions: vision is structured into seven items, mission had seven items, goals and objectives had eight items, strategic analysis had six items, strategic options had seven items, and monitoring and evaluation had four items.
- (2) Organizational culture consisted of four dimensions: organizational value had seven items, organizational beliefs had five items, organizational norms had six items, and organizational attitude/expectations had five items.

- (3) Competitive advantage consisted of five dimensions: cost of education had six items, quality of education had fifteen items, quality of graduates had six items, university reputation had seven items, and time had eleven items.

### 3.2.2 Validity of Questionnaire

The questionnaire was developed, approved and edited to reach the final form which was distributed to the target respondents. The questionnaire was sent to five evaluators and the supervisor to evaluate each dimension and its consistency in order to validate the consistency of all the paragraphs in the questions.

The first draft of the questionnaire was structured into (92) ninety two items, thirty three items in the (SP) variable, twenty three items in the (OC) variable, and thirty six items in the (CA) variable. The demographic characteristics consisted of six parts (gender, type of university, nature of work, qualification, specialization, years of experience). The final draft consisted of one hundred seven items; thirty nine items in the (SP) variable, twenty three items in the (OC) variable, and forty five items in the (CA) variable. The items structured per each variable as shown in the table (3.2).

**Table (3.2): Questionnaire Modification Process**

	<b>Before Modification (# if Items)</b>	<b>After Modification (# if Items)</b>
<b>Strategic Planning</b>	33	39
<b>Organizational culture</b>	23	23
<b>Competitive Advantage</b>	36	45
<b>Total</b>	<b>92</b>	<b>107</b>

### 3.2.3 Questionnaire Reliability

Pre-testing the questionnaire is considered important based on the earlier observations to pilot study to test the questionnaire and ensure its reliability. The minimum number of questionnaires in pilot study should be above (10) questionnaires (Fink, 2013). This Study pretested using a sample of 30 employees in the Palestinian collages in the West Bank. The questionnaires were tested for content forms and construct of reliability to ensure the conformity with relevant guidelines, as well as to ensure the validity of the research instrument.

This study used Cronbach Alpha test to calculate the reliability score, it was used for the instrument before and after the main survey. The test used in this study was executed by distributing 30 questionnaires to a sample that share the same characteristics of the targeted sample. The study questionnaires that were distributed were discussed by the researcher with the respondents.

The researcher gave clarifications to the respondents in the target places before answering the questionnaires. As a result, all participants were prepared and able to answer the questionnaire easily. This was intentionally done to achieve the meaning of data reliability. The acceptable Alpha value that meets the statistical requirement for the instrument to be characterized as reliable should be equal to or above 0.70 according to Travakol & Dennick (2011). The reliability of the instrument was tested by using Cronbach's Alpha coefficient and the results are shown in the following table:

**Table (3.3): Cronbach's alpha value of each variable**

<b>Dimension</b>	<b>Items</b>	<b>Cronbach alpha</b>	<b>Result/Pass</b>
Vision	7	0.872	<b>Yes</b>
Mission	7	0.822	<b>Yes</b>
Goals	8	0.828	<b>Yes</b>
Strategic analysis	6	0.812	<b>Yes</b>
Strategic option	7	0.868	<b>Yes</b>
Monitoring and evaluation	4	0.797	<b>Yes</b>
<b>Strategic Planning</b>	<b>39</b>	<b>0.945</b>	<b>Yes</b>
Organizational value	7	0.865	<b>Yes</b>
Organizational beliefs	5	0.796	<b>Yes</b>
Organizational norms	6	0.878	<b>Yes</b>
Organizational expectations	5	0.786	<b>Yes</b>
<b>Organizational Culture</b>	<b>23</b>	<b>0.925</b>	<b>Yes</b>
Cost of education	6	0.701	<b>Yes</b>
Quality of education	15	0.908	<b>Yes</b>
Quality of graduates	6	0.869	<b>Yes</b>
University reputation	7	0.881	<b>Yes</b>
time	11	0.860	<b>Yes</b>
<b>Competitive Advantage</b>	<b>45</b>	<b>0.952</b>	<b>Yes</b>
<b>Total value</b>	<b>107</b>	<b>Yes</b>	

As shown from the above table, reliability of the instruments was tested by using Cronbach's Alpha coefficient and the result was found to be more than 0.7, the Cronbach's Alpha coefficient for all dimensions Scale was  $> 0.70$ . This indicates that there is high internal consistency among the all questionnaire items.

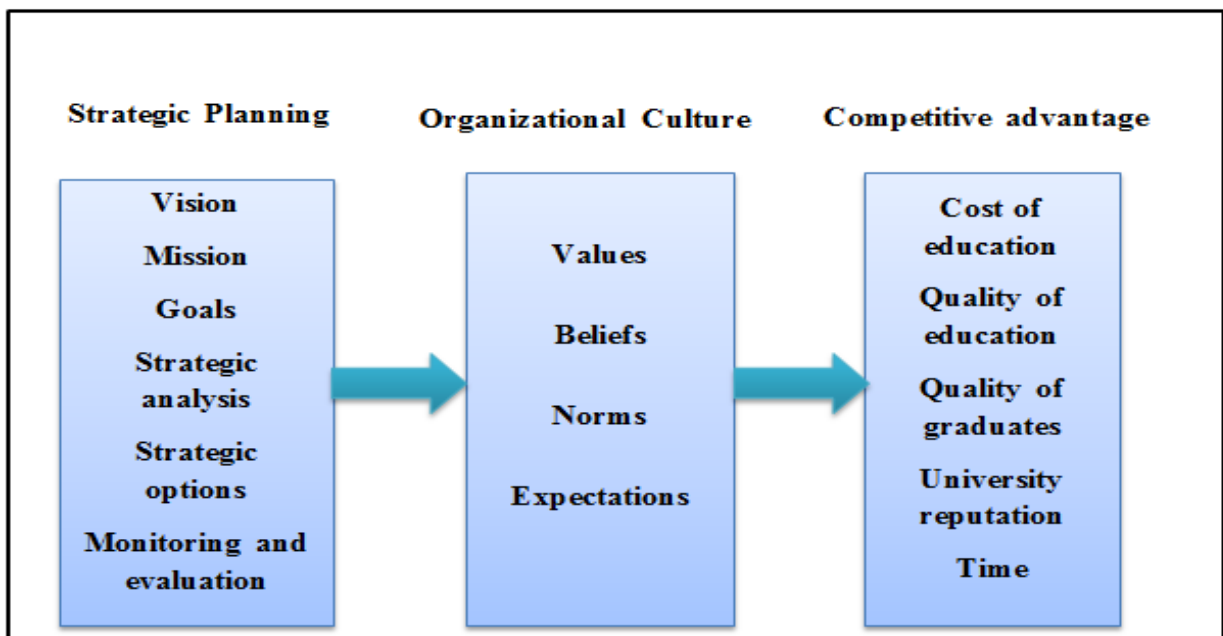
### 3.3 Conceptual Model

As shown in figure (1), the researcher developed the conceptual model based on review of empirical and theoretical literature. For the independent variables related to

strategic planning and its components were identified based on studies of (Nickols, 2016) and (Krmasheh, 2010).

The mediator variable: (OC) and its factors were determined based on studies of Folch & Ion (2009), Reda (2018), and Beytekin et al, (2010).

The dependent variable: (CA) and its factors were determined based on the studies of Kaheel (2016), Dahman, (2018), and Al- Dihani (2017).



**Figure (1):** Conceptual Model

### 3.4 Population and Sample

The research population consisted of workers in the Palestinian universities in the West Bank, which are (9) universities and the number of the academic, administrative, and academic administrative employees in the universities is 10,032 employees according to



the statistics that the researcher obtained from the Ministry of Higher Education. The numbers are shown in details in the following table:

**Table (3.4): Study Population**

Type of work	Number
Academics	7153
Administrators	2233
Academic-administrators	646
Total	10.032

**Source: (Ministry of Higher Education, 2017)**

### **3.4.1 Sample of study**

The sample is the part of society that is chosen according to scientific rules and methods so that the society is properly represented. The researcher selected a Non-Probability sample of the original study population according to the geographical distribution of the universities. The sample individuals were given the questionnaires by hand. The sample size of this study is identified according to the following Daniel (1999) equation:

**The sample size (n)**

$$(n) = \frac{Z^2 P(1-P)}{d^2}$$

Where:

$n$  : Sample size required,

$z$ : Z statistic for a level of confidence required,

$P$  : Expected prevalence or proportion (If the expected prevalence is 20%, then  $P= 0.2$ ), and

$d$ : Precision (If the precision is 5%, then  $d = 0.05$ ).

$$\text{The sample size} = \frac{0.95^2 * 0.5(1-0.5)}{0.05^2}$$

$$= 70\%$$

**Collected sample size = 300**

**Number of distributed questionnaires = 300**

**Number of recovered questionnaires = 212**

**Table (3.5): Distributed and recovered Questionnaires**

Distributed questionnaires	Recovered questionnaires	Sturdy sample	Percentage
300	212	212	70%

### 3.5 Statistics Approaches

The primary data were analyzed by using the Statistical Package for Social Sciences (SPSS).

Descriptive tests:

1. Frequency to describe the demographic variables,
2. Mean and standard deviation to answer the study questions,
3. One sample T-test, independent T-test, and one-way ANOVA to examine the significance of differences due to demographic variables.

4. Pearson correlation test to examine the relationship among (SP) and (OC), and (CA).
5. Simple linear regressions to test the mediating role of (OC) on the impact of (SP) on achieving the (CA).

## CHAPTER FOUR

### DATA ANALYSIS & DISCUSSION

In order to achieve the main aim of the study, a descriptive - analytical study was utilized. The sample size was (212) participants with 70% respondent rate; and they were selected using a non-probability sample. Also, data was collected by using the questionnaire.

#### 4.1 Descriptive of demographic variables

Table (4.1) below contains the data of the participating sample in terms of gender, age, educational level, specialization, years of experience, job title ,and place of work.

**Table (4.1): Demographic characteristics of respondents (N = 212)**

Demographic variables	Items	Frequency	Percentage
Gender	Male	126	59.4
	Female	86	40.6
	<b>Total</b>	<b>212</b>	<b>100.0</b>
Type of university	Government	43	20.3
	Private	83	39.2
	Public	86	40.6
	<b>Total</b>	<b>212</b>	<b>100.0</b>
Nature of work	Administrative	73	34.4
	Academic	101	47.6
	Administrative and Academic	38	17.9
	<b>Total</b>	<b>212</b>	<b>100.0</b>
Qualification	Bachelor	83	39.2
	Master	98	46.2
	Doctorate (PhD.)	31	14.6

	<b>Total</b>	<b>212</b>	<b>100.0</b>
Specialization	Natural Sciences	69	32.5
	Human sciences	143	67.5
	<b>Total</b>	<b>212</b>	<b>100.0</b>
Years of experience	Less than 5 years	35	16.5
	5-10 years	75	35.4
	from 10 to 15	62	29.2
	15 - and more.	40	18.9
	<b>Total</b>	<b>212</b>	<b>100.0</b>

## 4.2 Research Questions

This section aims at answering the study questions, which shows the level of (SP), (OC), and (CA) in the Palestinian universities.

The research included the following questions

1. What is the level of implementation of (SP) (vision, mission, goals, strategic analysis, strategic option, and monitoring and evaluation) in Palestinian universities?
2. What is the level of organizational culture (organizational value, organizational beliefs, organizational norms, and organizational attitudes/expectations) in Palestinian universities?
3. What is the level of competitive advantage (cost of education, quality of education, quality of graduates, university reputation, and time) in Palestinian universities?

To judge on the level of items on Likert scale the researcher considered that if the mean of the item (1-2.33) so the level is low, (2.34-3.66) moderate but for high level item its mean will be (3.67-5.00). (See table 4.2)  $(5-1=4/3=1.33)$

**Table (4.2): Submitted Data Analysis Procedures for Likert Scale Data**

Degree	Range
High	3.67-5.00
Moderate`	2.34-3.66
Low	1-2.33

Source: Iriqat (2019)

- 1. To answer the first question:** "What is the level of implementation of strategic planning (vision, mission, goals, strategic analysis, strategic option, and monitoring and evaluation) in Palestinian universities?"

In order to answer this question the level of (SP) dimensions was investigated and the following tables show the results.

**1<sup>st</sup> sub Q:** "What is the level of vision in Palestinian universities?"

**Table (4.3): Descriptive Statistics of the Vision Dimension.**

	Items	Mean	Standard Deviation	Level	Percent
1	The university has a clear and declared vision.	3.9764	.87861	High	80%
2	The University's vision reflects its promising future and its bright ambition.	3.8019	.95312	High	76%
3	The University's vision of a specific reality with a suitable date for achieving it.	3.8113	.92478	High	76%
4	The University administration participates administrative and academic staff in formulating and reviewing its vision	3.4009	1.12473	Moderate	68%
5	The University's vision takes into consideration the external factors.	3.8113	.97469	High	76%

6	The university's vision is concerned with the internal community of the university	3.8821	.87094	High	78%
7	The vision of the university contributes to the development of academic and administrative process	3.7925	.92585	High	76%
	<b>Vision</b>	<b>3.7823</b>	<b>.71712</b>	<b>High</b>	<b>76%</b>

As shown in the above table, the overall mean of vision shows that there is a high level of knowledge of vision in the Palestinian universities ( $M=3.78$ ,  $SD=0.717$ ), whereas the mean for all of them ranges from (3.40 -3.97). The respondents believed that item one “The university has a clear and declared vision” was the most important item in the dimension of vision due to its greater mean (3.97) with 80% importance percentage, while the fourth item “The University administration participates administrative and academic staff in formulating and reviewing its vision” comes in the latest stage of importance since its mean was (3.40) with 68% importance percentage.

Employees in the Palestinian universities highly agreed that the university has a clear and declared vision, the University's vision reflects its promising future and its bright ambition, the University's vision of a specific reality with a suitable date for achieving it, the University's vision takes into consideration the external factors, the university's vision is concerned with the internal community of the university, the vision of the university contributes to the development of academic and administrative process, and the University administration participates administrative and academic staff in formulating and reviewing its vision.

As we can see from table (4.3) that there is a high level of knowledge for vision in the Palestinian universities and that may be due to the fact that the vision is published and available in the websites of the universities and this reflects the high knowledge of workers in the Palestinian universities about it (Bakir, 2011).

This result is supported by the study of (Dahman, 2018) which showed that the level of (SP) in its dimension (vision) within university colleges in Gaza was high. This result is also consistent with the results of (Al- Saleh et al., 2017) which showed a high level of knowledge of vision in the public education and university education sectors in Al-Jouf region in Jordan.

**2<sup>nd</sup> sub Q: "What is the level of mission in the Palestinian universities?"**

**Table (4.4): Descriptive Statistics of Mission Dimension.**

	Items	Mean	Standard Deviation	Level	Percent
1	The University has a clear and concise mission.	4.1509	.70600	High	83%
2	The mission of the university is derived from its values and beliefs.	4.1651	.73253	High	83%
3	The university mission is applicable.	4.1840	.83133	High	84%
4	The University's mission responds to how we achieve our goals and reach our vision.	3.9340	.79416	High	79%
5	The University Mission is a reference point for decision makers at the University.	3.6840	.99245	High	74%
6	The university is interested in explaining its message to others (students, employees, community)	3.7264	1.02604	High	75%
7	The mission of the University stimulates creativity and scientific research	3.9057	.98355	High	78%
	<b>Mission</b>	<b>3.9643</b>	<b>.60894</b>	<b>High</b>	<b>79%</b>



As shown in the above table, the overall mean of mission shows that there is a high level of knowledge of mission in the Palestinian universities ( $M=3.96$ ,  $SD=0.608$ ), whereas the mean for all of them ranges from (3.68– 4.18). The respondents believed that item three “The university mission is applicable” was the most important item in the dimension of mission due to its greater mean (4.18) with 84% importance percentage, while the fifth item “The University Mission is a reference point for decision makers at the University” comes in the latest stage of importance since its mean was (3.68) with 74% importance percentage.

Employees in the Palestinian universities highly agreed that the University has a clear and concise mission, the mission of the university is derived from its values and beliefs, the university mission is applicable, the University's mission responds to how we achieve our goals and reach our vision, the University Mission is a reference point for decision makers at the University, the university is interested in explaining its message to others (students, employees, community), and the mission of the University stimulates creativity and scientific research (Bakir, 2011).

We can see from table (4.4) that there is a high level of knowledge for mission in the Palestinian universities and that may be due to the fact that the mission is published and available in the websites of the universities, and the mission is available for every worker as publications and continuous information and this reflects the high knowledge of workers in the Palestinian universities about it.

This result does not support the results of study of (Ahmad, 2015) which showed that the level of (SP) in its dimension (mission) in Sudanese universities: Khartoum university

was low. This result is consistent with the results of (Dahman, 2018) which showed that the level of (SP) in its dimension (mission) within university colleges in Gaza was high.

### 3-: 3<sup>rd</sup> sub Q: "What is the level of goals in the Palestinian universities?"

**Table (4.5): Descriptive Statistics of Goals Dimension**

	<b>Items</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Level</b>	<b>Percent</b>
<b>1</b>	University objectives are realistic and achievable.	4.1792	.69251	High	84%
<b>2</b>	University objectives are measurable.	4.0425	.79875	High	81%
<b>3</b>	The University objectives specified with specific periods of time to achieve them.	3.8019	.77177	High	76%
<b>4</b>	University objectives related to mission and vision.	3.9764	.79953	High	80%
<b>5</b>	University objectives adapted to external internal variables.	3.7500	.92298	High	75%
<b>6</b>	The University has long-term goals to achieve.	3.9387	.84372	High	79%
<b>7</b>	Employees are involved in the formulation of goals.	3.2783	1.03168	Moderate	66%
<b>8</b>	The University periodically reviews its objective	3.6179	.90823	Moderate	72%
	<b>Goals and Objectives</b>	<b>3.8231</b>	<b>.57389</b>	<b>High</b>	<b>76%</b>

As shown in the above table, all items of the goals and objectives dimension in the Palestinian universities had a high level except for the seventh and the eighth items That means that there is a high level of knowledge of goals and objectives in the Palestinian universities ( $M=3.82$ ,  $SD=0.573$ ), whereas the mean for all of them ranges from (3.27–4.17). The respondents believed that item one “University objectives are realistic and achievable” was the most important item in the dimension of goals and objectives due to its greater mean (4.17) with 84% importance percentage, while the seventh item “Employees

are involved in the formulation of goals and objectives” comes in the latest stage of importance since its mean was (3.27) with 66% importance percentage.

Employees in the Palestinian universities highly agreed that the university objectives are realistic and achievable, university objectives are measurable, the university objectives specified with specific periods of time to achieve them, university objectives related to mission and vision, university objectives adapted to external internal variables, and the university has long-term goals to achieve.

From table (4.5), we can see that there is a high level of knowledge for goals and objectives in the Palestinian universities and that may be because it is important for each worker to have full knowledge about the university goals and objectives in order to be accepted by its management, and it is obvious that the goals and objectives are clear and well stated in the university website and periodical publications.

This result is supported by the study of (Dahman, 2018) which showed that the level of (SP) in its dimension (goals) within university colleges in Gaza was high. But this result does not support the results of study of (Ahmad, 2015) which showed that the level of (SP) in its dimension (goals) in Sudanese universities: Khartoum university was low.

**4<sup>th</sup> sub Q: "What is the level of strategic analysis in the Palestinian universities?"**

**Table (4.6): Descriptive Statistics of strategic Analysis Dimension**

	Items	Mean	Standard Deviation	Level	Percentage
1	The University identifies its strengths.	3.8538	.79234	High	77%
2	The University identifies weaknesses.	3.7547	.84664	High	75%
3	The University identifies opportunities.	3.8726	.76524	High	77%
4	The university identifies threats.	3.8208	.71274	High	76%
5	The University use SWOT analysis	3.6368	.79403	Moderate	73%
6	The University participates stakeholders in the process of analyzing the internal and external environment.	3.5849	.87480	Moderate	72%
	<b>Strategic Analysis</b>	<b>3.7539</b>	<b>.57379</b>	<b>High</b>	<b>75%</b>

As shown in the above table, all items of the strategic analysis dimension in the Palestinian universities had a high level except for the fifth and the sixth items, that means that there is a high level of strategic analysis in the Palestinian universities with ( $M=3.75$ ,  $SD=0.573$ ), whereas the mean for all of them ranges from (3.58–3.87). The respondents believed that item three “The University identifies opportunities” was the most important item in the dimension of strategic analysis of the Palestinian universities due to its greater mean (3.87) with 77% importance percentage, while the sixth item “The University participates stakeholders in the process of analyzing the internal and external environment.” comes in the last stage of importance since its mean was (3.58) with 72% importance percentage.

Employees in the Palestinian universities highly agreed that the university identifies its strengths, the university identifies weaknesses, the university identifies opportunities, the university identifies threats, and the university use SWOT analysis.

The results indicated that the level of strategic analysis from the view point of workers in the Palestinian universities is high. This may be attributed to the high concern of the universities managements identify strengths and weaknesses and to deal with the main problems and issues that protect the university's interests and future goals (Modawikh, 2008).

This result is supported by the study of (Zoebi, 2014) where a good level of strategic analysis was found in the Algerian universities (Mohammed Khader and Biskra Universities). But the result is not supported by the study of (Saleh, 2013) which found weakness in (SP) analysis in Private Omani universities caused by financial and other obstacles.

**5<sup>th</sup> sub Q: "What is the level of strategic option in the Palestinian universities?"**

**Table (4.7): Descriptive Statistics of strategic Option Dimension**

	Items	Mean	Standard Deviation	Level	Percent
1	The strategic options of the university depend on the results of the strategic analysis of both its internal and external environment.	3.6651	.97655	High	73%
2	The university will suit every strategic option with the internal and external environment variables	3.7406	.82821	High	75%
3	The university is moving towards strategic choice of stability.	3.7170	.86265	High	74%
4	The University strives towards strategic choice in rapid growth.	3.7783	.98467	High	76%
5	The University is moving towards a strategic choice in focus.	3.7217	.89913	High	74%
6	The University strives towards strategic choice in diversity.	3.9245	.79331	High	78%
7	The University has alternative plans.	3.6462	.96002	High	73%
	<b>Strategic Options</b>	<b>3.7419</b>	<b>.67517</b>	<b>High</b>	<b>75%</b>

As shown in the above table, all items of the strategic option in the Palestinian universities had a high level, that means that there is a high level of strategic options recognition in these universities with ( $M=3.74$ ,  $SD=0.675$ ), whereas the mean for all of them ranges from (3.64–3.92). Item six “The University strives towards strategic choice in diversity” was the most important item in the dimension of strategic option due to its greater mean (3.92) with 78% importance percentage, while the seventh item “The University has alternative plans” was the lowest item of the strategic option dimension as its mean was (3.64) with 73% importance percentage.

Employees in the Palestinian universities highly agreed that the strategic options of the university depend on the results of the strategic analysis of both its internal and external environment, the university will suit every strategic option with the internal and external environment variables, the university is moving towards strategic choice of stability, the university strives towards strategic choice in rapid growth, the university is moving towards a strategic choice in focus, the university strives towards strategic choice in diversity, and the university has alternative plans.

The results of the previous table show that the level of strategic option from the viewpoint of the workers in the Palestinian universities is high. This can be attributed to the high interest of the Palestinian university in adaptation to strategic choice in diversity, and in rapid growth and focus, because the Palestinian university seeks to enhance its competitive position by sustaining adaptation to external environment changes.

This result is supported by the study of (Hassanien, 2017) which found that the challenges which higher education institutions are facing nowadays raise the high demands to develop a new and innovative model for strategic analysis and planning that aims to help them to cope with these enormous challenges and to ensure their sustainability.

This result is also supported by the study of (Zoebi, 2014) where a good level of strategic option was found in the Algerian universities.

**6<sup>th</sup> sub Q: "What is the level of monitoring and evaluation in the Palestinian universities?"**

**Table (4.8): Descriptive Statistics of Monitoring and Evaluation Dimension**

	Items	Mean	Standard Deviation	Level	Percent
<b>1</b>	The University has performance measurement criteria for each element of the strategic plans.	3.9340	.73850	High	79%
<b>2</b>	The University shall abide by the timetables set by it for the achievement of its plans.	3.7311	.96300	High	75%
<b>3</b>	The University shall apply clear performance criteria to judge the Strategic Plan	3.8726	.78360	High	77%
<b>4</b>	The University has alternative plans.	3.6792	.87131	High	74%
	<b>Monitoring and Evaluation</b>	<b>3.8042</b>	<b>.66524</b>	<b>High</b>	<b>76%</b>

As shown in the table above, all items of the monitoring and evaluation dimension in the Palestinian universities had a high level, that means that there is a high level of monitoring and evaluation in the Palestinian universities with (M=3.80, SD=0.665), whereas the mean for all of them ranges from (3.67–3.93). The respondents believed that item one “The University has performance measurement criteria for each element of the

strategic plans” was the most important item in the dimension of monitoring and evaluation in the Palestinian universities due to its greater mean (3.93) with 79% importance percentage, while the fourth item “The University has alternative plans” was the lowest item of dimension with 74% importance percentage.

Employees in the Palestinian universities highly agreed that the university has performance measurement criteria for each element of the strategic plans, the university shall abide by the timetables set by it for the achievement of its plans, the university shall apply clear performance criteria to judge the Strategic Plan, and the university has alternative plans.

The results of the previous table show that the level of monitoring and evaluation in the Palestinian universities is high. This may be due to the Palestinian universities' interest in adaptation to performance measurement criteria for each element of the strategic plans, and in applying clear performance criteria to judge the Strategic Plan, because the university seeks to enhance (CA) through monitoring its strategies and plans.

This result is supported by what the study of the study of (Al-Foqahaa, 2012) and (Hassanien, 2017) which concluded about the need to conduct comprehensive surveys on university graduates, for evaluating the areas of employment opportunities, skills, university assessment, evaluation of employers, to provide accurate indicators on graduates and help to establish a more accurate link on the relationship of (SP) with (CA).



To answer the first question: "What is the level of Strategic planning in the Palestinian universities?"

**Table (4.9): Descriptive Statistics of Strategic Planning variable**

	Items	Mean	Standard Deviation	Level	Percent
<b>1</b>	Vision	3.7823	.71712	High	76%
<b>2</b>	Mission	3.9643	.60894	High	79%
<b>3</b>	Goals	3.8231	.57389	High	76%
<b>4</b>	Strategic analysis	3.7539	.57379	High	75%
<b>5</b>	Strategic option	3.7419	.67517	High	75%
<b>6</b>	Monitoring and evaluation	3.8042	.66524	High	76%
	<b>Strategic Planning</b>	<b>3.7268</b>	<b>.50949</b>	<b>High</b>	<b>75%</b>

As shown in the table above, all dimensions of the (SP) in the Palestinian universities had a high level, that means that there is a high level of (SP) in the Palestinian universities with (M=3.72, SD=0.509), whereas the mean for all of them ranges from (3.74–3.96). The “mission” dimension was the most important in the dimensions of (SP) of the Palestinian universities due to its greater mean (3.96) with 79% importance percentage, while the “goals” dimension came in the second stage of importance since its mean was (3.82) with 76% importance percentage, the “monitoring and evaluation” dimension came in the third stage of importance since its mean was (3.80) with 76% importance percentage, the “vision” dimension came in the fourth stage of importance since its mean was (3.78) with 76% importance percentage, the “strategic analysis” dimension came in the fifth stage of importance since its mean was (3.75) with 75% importance percentage, and the lowest dimension of the (SP) was “strategic option” as its mean was (3.74) with 75% importance percentage.

This result is supported by the study of (Dahman, 2018) which showed that the level of (SP) in its dimension (vision) within university colleges in Gaza was high. This result is also consistent with the results of (Al- Saleh et al., 2017) which showed a high level of knowledge of vision in the public education and university education sectors in Al-Jouf region in Jordan.

**2. To answer the second question: "What is the level of organizational culture (organizational value, organizational beliefs, organizational norms, and organizational attitudes/expectations) in Palestinian universities?"**

In order to answer this question, the level of (OC) dimensions was investigated and the following tables show the results.

**1<sup>st</sup> sub Q: "What is the level of organizational values in the Palestinian universities?"**

**Table (4.10): Descriptive Statistics of Organizational Values Dimension**

	Items	Mean	Standard Deviation	Level	Percent
<b>1</b>	The University develops the spirit of creativity for employees.	3.3538	1.14467	Moderate	67%
<b>2</b>	The University involves staff in decision-making.	3.2972	1.07156	Moderate	66%
<b>3</b>	University staff has mutual respect and teamwork.	3.9670	.82258	High	79%
<b>4</b>	The University develops the spirit of innovation, excellence and initiative between employees and students.	3.6226	1.08373	Moderate	72%
<b>5</b>	University policies are characterized by integrity and transparency.	3.5943	1.07340	Moderate	72%
<b>6</b>	Employees have a shared value system at work.	3.6840	.85937	High	74%

7	The University respects cultural diversity, pluralism and the other opinion.	3.8585	.95330	High	77%
	<b>Organizational Values</b>	<b>3.6253</b>	<b>.74936</b>	<b>Moderate</b>	<b>73%</b>

As shown in the table above, the dimension of the Organizational Values in the Palestinian universities had a moderate level, that means that there is a moderate level of Organizational Values in the Palestinian universities with ( $M=3.62$ ,  $SD=0.749$ ), whereas the mean for all of them ranges from (3.29–3.96). The respondents believed that third item “University employees has mutual respect and teamwork” dimension was the most important in the dimensions of Organizational Values of the Palestinian universities due to its greater mean (3.96) with 79% importance percentage, while the second item “The University involve staff in decision-making” was the lowest item of dimension with 66% importance percentage.

Employees in the Palestinian universities highly agreed that the university develops the spirit of creativity for employees, the university involves staff in decision-making, university staff has mutual respect and teamwork, employees have a shared value system at work, and the University respects cultural diversity, pluralism and the other opinion.

The results of the previous table show that the level of organizational values in the Palestinian universities is moderate. This may be due to the Palestinian universities respect cultural diversity, pluralism and the other opinion, and give the employees a shared value system at work, because the university seeks to enhance (CA) through motivating organizational values, but the degree is moderate, which means that more interest and attention should be given to organizational culture.

This result is supported by the study (Bright & Nataraja, 2018) which showed that the cost of a good strategic plan is accrual of high cost. Obviously, schools should determine their ability and be prepared to invest the right amount of time in the (SP) process

**2<sup>nd</sup> sub Q: "What is the level of Organizational beliefs in the Palestinian universities?"**

**Table (4.11): Descriptive Statistics of Organizational Beliefs Dimension**

	Items	Mean	Standard Deviation	Level	Percent
<b>1</b>	I love my work and consider it a sacred duty.	4.3443	.68796	High	87%
<b>2</b>	I take care of my work and the performance of the university in person.	4.4057	.53818	High	88%
<b>3</b>	I cherish my work at the university and talk about it constantly.	4.1226	.89974	High	82%
<b>4</b>	Do everything I can to accomplish the work perfectly.	4.5094	.55495	High	90%
<b>5</b>	I consider that student satisfaction is very important to the policy of the university	4.2594	.82247	High	85%
	<b>Organizational Beliefs</b>	<b>4.3283</b>	<b>.53089</b>	<b>High</b>	<b>87%</b>

As shown in the table above, all items of the Organizational Beliefs dimension in the Palestinian universities had a high level, that means that there is a high level of Organizational Beliefs in the Palestinian universities with (M=4.32, SD=0.530), whereas the mean for all of them ranges from (4.12–4.50). The respondents believed that fourth item “I Do everything I can to accomplish the work perfectly” was the most important item in the dimension of Organizational Beliefs in the Palestinian universities due to its greater mean (4.50) with 90% importance percentage, while the third item “I cherish my work at

the university and talk about it constantly” was the lowest item of dimension with 82% importance percentage.

Employees in the Palestinian universities highly agreed that the (I love my work and consider it a sacred duty), I take care of my work and the performance of the university in person, I cherish my work at the university and talk about it constantly, do everything I can to accomplish the work perfectly, and I consider that student satisfaction is very important to the policy of the university.

The results of the previous table show that the level of organizational beliefs in the Palestinian universities is high. This may be due to the Palestinian universities' interest in motivating organizational beliefs, through encouraging workers to accomplish their work perfectly and take care of their performance, in order to implement the university policy to satisfy the students and to enhance (CA) through organizational beliefs.

This result is supported by the study of (An-Noor& Albashir, 2016) which showed that the existence of a relationship and an impact of (OC) on the various dimensions of (CA) (development and innovation, product quality, and financial performance), and (Hijazi, 2015) which showed that the organizing cultural stereotypes dominant in the Palestinian universities in the Gaza strip governorates is the culture of rules and roles. The culture of achievement came second. Then comes the culture of power. Finally the culture of human sympathy.

**3<sup>rd</sup> sub Q: "What is the level of Organizational Norms in the Palestinian universities?"**

**Table (4.12): Descriptive Statistics of Organizational Norms Dimension**

	Items	Mean	Standard Deviation	Level	Percent
<b>1</b>	Experienced staff will guide their less experienced colleagues.	3.9670	.90488	High	79%
<b>2</b>	The prevailing standards among employees encourage creativity and innovation.	3.5519	.99389	Moderate	71%
<b>3</b>	Common norms encourage challenge and risk.	3.5283	1.08158	Moderate	71%
<b>4</b>	Managers faults considers as one of the sources of education.	3.3113	1.12585	Moderate	66%
<b>5</b>	Managers are concerned with simplifying procedures to improve employee performance.	3.3538	1.20124	Moderate	67%
<b>6</b>	The university Department shall publish the achievements of its employees and highlight their work	3.6792	.99332	High	74%
	<b>Organizational Norms</b>	<b>3.5653</b>	<b>.83060</b>	<b>Moderate</b>	<b>71%</b>

As shown in the table above, the dimension of the Organizational Norms dimension in the Palestinian universities had a moderate level, that means that there is a moderate level of Organizational Norms in the Palestinian universities with ( $M=3.56$ ,  $SD=0.830$ ), whereas the mean for all of them ranges from (3.31–3.96). The respondents believed that first item “Experienced staff will guide their less experienced colleagues” was the most important item in the dimension of Organizational Norms in the Palestinian universities due to its greater mean (3.96) with 79% importance percentage, while the fourth item “Managers faults considered as one of the sources of education” was the lowest item of dimension with 66% importance percentage.

Employees in the Palestinian universities highly agreed that the experienced staff will guide their less experienced colleagues, the prevailing standards among employees encourage creativity and innovation, common norms encourage challenge and risk, and the university department shall publish the achievements of its employees and highlight their work.

This result may be because the prevailing standards among employees encourage creativity and innovation, common norms encourage challenge and risk, and managers are concerned with simplifying procedures to improve employee performance, but not to a high degree, so the university department shall publish the achievements of its employees and highlight their work.

This result is also supported by the study of (Iriqat, 2016) which showed that the organizational values, beliefs, norms, and expiations as an (OC) dimensions are empirically correlated. Main finding in this study illustrates that the organizational commitment role in mediating the impact of organizational values on job satisfaction and it does not affect any other dimension in Palestinian Microfinance Institutions.

**4<sup>th</sup> sub Q:"What is the level of Organizational Expectations in the Palestinian universities?"**

**Table (4.13): Descriptive Statistics of Organizational Expectations Dimension**

	Items	Mean	Standard Deviation	Level	Percent
<b>1</b>	Management encourages staff to complete their work outside of office hours.	3.2170	1.03498	Moderate	64%
<b>2</b>	Employees shall take courses related to their work.	3.6604	.86957	High	73%
<b>3</b>	Employees shall have the opportunity to make work decisions without recourse to the Chairman.	3.0943	1.18864	Moderate	62%
<b>4</b>	The general administration provides its employees with job security.	3.9245	.89969	High	78%
	<b>Organizational Expectations</b>	<b>4.0142</b>	<b>.92608</b>	<b>High</b>	<b>80%</b>

As shown in the table above, the dimension of the Organizational Expectations dimension in the Palestinian universities had a high level, that means that there is a high level of Organizational Expectations in the Palestinian universities with (M=4.01, SD=0.926), whereas the mean for all of them ranges from (3.09–4.01). The respondents believed that fourth item “The general administration provides its employees with job security” was the most important item in the dimension of Organizational Expectations in the Palestinian universities due to its greater mean (3.92) with 78% importance percentage, while the third item “Employees shall have the opportunity to make work decisions without recourse to the Chairman” was the lowest item of dimension with 62% importance percentage.



Employees in the Palestinian universities highly agreed that the management encourages staff to complete their work outside of office hours, employees shall take courses related to their work, employees shall have the opportunity to make work decisions without recourse to the Chairman, and the general administration provides its employees with job security.

The results of the previous table show that the level of Organizational Expectations in the Palestinian universities is high. This may be due to fact that employees take courses related to their work, and the general administration provides its employees with job security in high levels, but the Management moderately encourages staff to complete their work outside of office hours, and the employees moderately have the opportunity to make work decisions without recourse to the chairman.

This result is supported by the study of (Bogdanowicz, 2012) which showed that the (OC) makes a foundation for desired behaviors, company identity and external image. In the context of strategic choice, in an industry where it is important to innovate new products and quickly respond to the customer needs, a firm's culture can be "valuable" if it rewards collaboration, flexibility, risk taking and creativity.

To answer the second question: "What is the level of Organizational culture in the Palestinian universities?"

**Table (4.14): Descriptive Statistics of Organizational Culture**

	Items	Mean	Standard Deviation	Level	Percent
<b>1</b>	Organizational values	3.6253	.74936	Moderate	73%
<b>2</b>	Organizational beliefs	4.3283	.53089	High	87%
<b>3</b>	Organizational norms	3.5653	.83060	Moderate	71%
<b>4</b>	Organizational expectations	3.5821	.72691	Moderate	72%
	<b>Organizational Culture</b>	<b>3.7531</b>	<b>.59030</b>	<b>High</b>	<b>75%</b>

As shown in the table above, Organizational Culture in the Palestinian universities had a high level, that means that there is a high level of (OC) in the Palestinian universities with (M=3.75, SD=0.590), whereas the mean for all of the (OC) dimensions ranges from (3.56–4.32). The “Organizational beliefs” was the most important in the dimensions of (OC) of the Palestinian universities due to its greater mean (4.32) with 87% importance percentage, while the “Organizational values” dimension came in the second stage of importance since its mean was (3.62) with 73% importance percentage, the “Organizational expectations” dimension came in the third stage of importance since its mean was (3.58) with 72% importance percentage, and the lowest dimension of the (OC) was “Organizational norms” as its mean was (3.56) with 71% importance percentage.

Employees in the Palestinian universities moderately agreed that the organizational values, organizational norms, and organizational expectations, and highly agreed that the organizational beliefs.

This result is supported by the study of (Bogdanowicz, 2012) which showed that the (OC) makes a foundation for desired behaviors, company identity and external image, also supported by the study of (Iriqat, 2016) which showed that the organizational values, beliefs, norms, and expiations as an (OC) dimensions are empirically correlated, and the study of (An-Noor& Albashir, 2016) which showed that the existence of a relationship and an impact of (OC) on the various dimensions of (CA) (development and innovation, product quality, and financial performance).

- 1. To answer the third question: "What is the level of competitive advantage (cost of education, quality of education, quality of graduates, university reputation, and time) in Palestinian universities?"**

In order to answer this question, the level of competitive advantage dimensions was investigated and the following tables show the results.

**1<sup>st</sup> sub Q: "What is the level of Cost of Education in the Palestinian universities?"**

**Table (4.15): Descriptive Statistics of Cost of Education Dimension**

	Items	Mean	Standard Deviation	Level	Percent
<b>1</b>	Credit hours cost suit the average of income level.	3.5425	1.07672	Moderate	71%
<b>2</b>	University encourages students to enroll in some specializations by reducing the price of the credit hours.	3.9387	.82094	High	79%
<b>3</b>	University offers scholarships to outstanding students in their fields of specialization.	3.9953	1.03263	High	80%
<b>4</b>	University offers scholarships to students with special needs.	4.2689	.80777	High	85%

5	University offers scholarships to students in the case of more than one brother.	4.1792	.64282	High	84%
6	University offers grants to the first students in the secondary school.	4.1557	.82572	High	83%
	<b>Cost of Education</b>	<b>4.0134</b>	<b>.55735</b>	<b>High</b>	<b>80%</b>

As shown in the table above, the dimension of the Cost of Education in the Palestinian universities had a high level, all the items had a high level except the first item which had a moderate level, that means that there is a high level of Cost of Education in the Palestinian universities with ( $M=4.01$ ,  $SD=0.557$ ), whereas the mean for all of them ranges from (3.54–4.26). The respondents believed that fourth item “University offers scholarships to students with special needs” was the most important item in the dimension of Cost of Education in the Palestinian universities due to its greater mean (4.26) with 85% importance percentage, while the first item “credit hours cost suit the average of income level” was the lowest item of dimension with 71% importance percentage.

Employees in the Palestinian universities highly agreed that the university encourages students to enroll in some specializations by reducing the price of the credit hours, university offers scholarships to outstanding students in their fields of specialization, university offers scholarships to students with special needs, university offers scholarships to students in the case of more than one brother, university offers grants to the first students in the secondary school.

The results of the previous table show that the level of cost of education in the Palestinian universities is high. This may be attributed to the fact that the university highly encourages students to enroll in some specializations by reducing the price of the credit

hours, and offers scholarships and grants to students, but the credit hours cost moderately suits the average of income level, which may be due to high costs of education.

This result is supported by the study (Bright & Nataraja, 2018) which showed that the cost of a good strategic plan is accrual of high cost. Obviously, schools should determine their ability and be prepared to invest the right amount of time in the (SP) process, and (Shalabi, 2018) study which concluded that lower cost means the ability of universities to design and market their services compared to other universities, leading to greater returns.

**2<sup>nd</sup> sub Q: "What is the level of quality of education in the Palestinian universities?"**

**Table (4.16): Descriptive Statistics of Quality of Education Dimension**

	Items	Mean	Standard Deviation	Level	Percent
1	University attracts scientific competencies.	4.0142	.82312	High	80%
2	University has clear policies to preserve intellectual capital.	3.8491	.95185	High	77%
3	University is distinguished by its scientific and practical experience and expertise in teaching	3.9245	.82264	High	78%
4	University is interested in applying the ISO quality standards.	4.1368	.79998	High	83%
5	University is interested in developing specialized specialties suitable for the labor market.	4.1604	.67644	High	83%
6	University is interested in developing students' extracurricular skills.	3.9151	.91969	High	78%
7	University supports the participation of students in international or local competitions.	4.2217	.69042	High	84%
8	University is concerned with the issue of classification number globally and locally and seeks to strengthen its position locally, regionally and globally.	4.2830	.68504	High	86%

9	Suitable for classrooms and student preparation.	4.1415	.84246	High	83%
10	University is working to modernize the teaching aids in a good way.	4.1651	.78861	High	83%
11	University is interested in facilitating the training of students in institutions.	4.2028	.72294	High	84%
12	University is working to build partnerships with government and private sectors.	4.1179	.87094	High	82%
13	University supports gifted and talented students.	4.0566	.89050	High	81%
14	University assists students in participating in cultural exchange programs.	3.9387	.94443	High	79%
15	Academic and administrative plans are subject to provisions.	3.8396	.89904	High	77%
	<b>Quality of Education</b>	<b>4.0645</b>	<b>.54715</b>	<b>High</b>	<b>81%</b>

As shown in the table above, all items of the Quality of Education dimension in the Palestinian universities had a high level, that means that there is a high level of Quality of Education in the Palestinian universities with ( $M=4.06$ ,  $SD=0.547$ ), whereas the mean for all of them ranges from (3.83–4.28). The respondents believed that item eight “University is concerned with the issue of classification number globally and locally and seeks to strengthen its position locally, regionally and globally” was the most important item in the dimension of Quality of Education in the Palestinian universities due to its greater mean (4.28) with 86% importance percentage, while the fifteenth item “Academic and administrative plans are subject to provisions” was the lowest item of dimension with 77% importance percentage.

Employees in the Palestinian universities highly agreed that the university attracts scientific competencies, university has clear policies to preserve intellectual capital, university is distinguished by its scientific and practical experience and expertise in

teaching, university is interested in applying the ISO quality standards, university is interested in developing specialized specialties suitable for the labor market, university is interested in developing students' extracurricular skills, university supports the participation of students in international or local competitions, university is concerned with the issue of classification number globally and locally and seeks to strengthen its position locally, regionally and globally, suitable for classrooms and student preparation, university is working to modernize the teaching aids in a good way, university is interested in facilitating the training of students in institutions, university is working to build partnerships with government and private sectors, university supports gifted and talented students, university assists students in participating in cultural exchange programs, and academic and administrative plans are subject to provisions.

These results show that the level of quality of education in the Palestinian universities is high. This may be due to the Palestinian universities' interest in attracting scientific competencies, preserving intellectual capital, applying the ISO quality standards, and other procedures and actions taken to enhance (CA) through quality of education.

This result is supported by (Al-Foqahaa, 2012) study which indicated that a strong logical association between the adoption of strategies for excellence in learning and teaching and the achievement of sustainable (CA) for higher education institutions. This is achieved through providing students with distinguished educational experience, supporting faculty members to enable them to perform according to the desired quality standards, offering a learning environment that supports diversity and creativity, in addition to

designing educational activities that promote creativity and critical thinking to all parties in the educational process.

**3<sup>rd</sup> sub Q: "What is the level of Quality of Graduates in the Palestinian universities"**

**Table (4.17): Descriptive Statistics of Quality of Graduates Dimension**

	Items	Mean	Standard Deviation	Level	Percent
<b>1</b>	University graduates enjoy high proficiency that qualifies them to master their work at the beginning of the appointment.	4.0519	.82734	High	81%
<b>2</b>	The success rate of university graduates in the licensing/ professional tests, knowledge and skills, and high professional graduates.	4.0377	.73407	High	81%
<b>3</b>	Employment rates for university graduates are high.	3.5472	.99413	Moderate	71%
<b>4</b>	University has a wide knowledge of the needs of the local and regional labor market in terms of the quality and efficiency of graduates.	3.6651	.98139	High	73%
<b>5</b>	The University relies on the feedback of its graduates and institutions to identify weaknesses in their skills and work to address them.	3.5849	1.04739	Moderate	72%
<b>6</b>	The proportion of university graduates who complete their graduate studies is high.	3.6651	.94197	High	73%
	<b>Quality of Graduates</b>	<b>3.7586</b>	<b>.72134</b>	<b>High</b>	<b>75%</b>

As shown in the table above, all items of the Quality of Graduates dimension in the Palestinian universities had a high level, except for the third and the fifth items that means



that there is a high level of Quality of Graduates in the Palestinian universities with ( $M=3.75$ ,  $SD=0.721$ ), whereas the mean for all of them ranges from (3.54–4.05). The respondents believed that item one “University graduates enjoy high proficiency that qualifies them to master their work at the beginning of the appointment” was the most important item in the dimension of Quality of Graduates in the Palestinian universities due to its greater mean (4.05) with 81% importance percentage, while the third item “Employment rates for university graduates are high” was the lowest item of dimension with 71% importance percentage.

Employees in the Palestinian universities highly agreed that the university graduates enjoy high proficiency that qualifies them to master their work at the beginning of the appointment, the success rate of university graduates in the licensing/ professional tests, knowledge and skills, and high professional graduates, university has a wide knowledge of the needs of the local and regional labor market in terms of the quality and efficiency of graduates, the university relies on the feedback of its graduates and institutions to identify weaknesses in their skills and work to address them, the proportion of university graduates who complete their graduate studies is high, and employment rates for university graduates are high.

The results of the previous table show that the level of Quality of Graduates in the Palestinian universities is high. This may be due to the Palestinian universities' interest in qualifying their graduates to master their work at the beginning of the appointment through professional tests, knowledge and skills, to create high professional graduates, in addition

to the fact that university has a wide knowledge of the needs of the local and regional labor market in terms of the quality and efficiency of graduates.

This result is supported by the study of Boşcor, (2015) which showed that the relationship with graduates have constantly been improved and many famous graduates are being invited at different conferences and events within the university but graduates might also be attracted to be involved more in university's life. In addition to (Ndugo & et al., 2018) study which indicated that competitive strategies have positive and significant effects on the performance of private primary schools. The study confirms Competition Theory, Stakeholder Theory and Porter's Generic Model which show a close link between the two variables.

**4<sup>th</sup> sub Q: "What is the level of University Reputation in the Palestinian Universities?"**

**Table (4.18): Descriptive Statistics of University Reputation Dimension**

	Items	Mean	Standard Deviation	Level	Percent
<b>1</b>	The performance of the University shall be evaluated periodically and continuously by the Board of Directors.	3.8066	.98585	High	76%
<b>2</b>	The University plays an active role towards the community through community responsibility.	4.0094	.74140	High	80%
<b>3</b>	The University provides its services to all students fairly and without discrimination.	3.8491	1.04217	High	77%
<b>4</b>	Staff and teachers of the university shall deal in an ethical and professional manner with all.	3.8962	.87546	High	78%
<b>5</b>	The University responds to proposals and complaints submitted	3.7123	1.05635	High	74%

	by staff and students.				
6	The University supports scientific research.	4.0330	.93070	High	81%
7	The university supports the patent for faculty members and students	3.9387	1.00285	High	79%
	<b>University Reputation</b>	<b>3.8922</b>	<b>.72812</b>	<b>High</b>	<b>78%</b>

As shown in the table above, all items of the University Reputation dimension in the Palestinian universities had a high level, that means that there is a high level of University Reputation in the Palestinian universities with (M=3.89, SD=0.728), whereas the mean for all of them ranges from (3.71–4.03). The respondents believed that item six “The University supports scientific research” was the most important item in the University Reputation in the Palestinian universities due to its greater mean (4.03) with 81% importance percentage, while the fifth item “The University responds to proposals and complaints submitted by staff and students” was the lowest item of dimension with 74% importance percentage.

Employees in the Palestinian universities highly agreed that the performance of the university shall be evaluated periodically and continuously by the Board of Directors, the university plays an active role towards the community through community responsibility, the university provides its services to all students fairly and without discrimination, staff and teachers of the university shall deal in an ethical and professional manner with all, the university responds to proposals and complaints submitted by staff and students, the university supports scientific research, the university supports the patent for faculty members and students.

The results of the previous table show that the level of university reputation in the Palestinian universities is high. This may be due to the Palestinian universities' interest in evaluating the performance of the university periodically and continuously by the Board of Directors, playing an active role towards the community through community responsibility, supporting scientific research, and responding to proposals and complaints submitted by staff and students in order to improve the reputation of the university.

This result is supported by the study of (Aydın, 2013) which showed that the University's reputation offers many benefits such as organizational successes, high value of products and services, and higher levels of trust from the public, in addition to (Hassanien, (2017) study which indicated that University's reputation aims to attract professors and students, on international projects and various other objectives.

**5<sup>th</sup> sub Q: "What is the level of Time in the Palestinian universities?"**

**Table (4.19): Descriptive Statistics of Time Dimension**

	Items	Mean	Standard Deviation	Level	Percent
1	Easy access to the university	3.9953	.84594	High	80%
2	Transportation is available permanently.	3.9811	.87602	High	80%
3	Services are available at the University and its surroundings.	4.2217	.47983	High	84%
4	Transportation to the University is safe.	4.3255	.58635	High	87%
5	Adequate parking is available at the University and its surroundings.	3.7123	1.03825	High	74%
6	The University has an advanced website.	4.3443	.61522	High	87%
7	Ease of use of portal (portal).	4.2075	.74423	High	84%
8	The University offers an open Internet	4.2358	.66106	High	85%

<b>9</b>	The electronic portal works perfectly at any time.	3.8491	.94184	High	77%
<b>10</b>	The University is interested in e-learning policy.	3.8349	.99578	High	77%
<b>11</b>	Ease of communication between administrative and academic bodies with students.	4.0519	.74918	High	81%
	<b>Time</b>	<b>4.0690</b>	<b>.51322</b>	<b>High</b>	<b>81%</b>

As shown in the table above, all items of the time dimension in the Palestinian universities had a high level, that means that there is a high level of Time in the Palestinian universities with ( $M=4.06$ ,  $SD=0.513$ ), whereas the mean for all of them ranges from (3.71–4.34). The respondents believed that item six “The University has an advanced website” was the most important item in the dimension of Time in the Palestinian universities due to its greater mean (4.34) with 87% importance percentage, while the fifth item “Adequate parking is available at the University and its surroundings” was the lowest item of dimension with 74% importance percentage.

Employees in the Palestinian universities highly agreed that the easy access to the university, transportation is available permanently, services are available at the university and its surroundings, transportation to the university is safe, adequate parking is available at the university and its surroundings, the university has an advanced website, ease of use of portal (portal), the university offers an open Internet, the electronic portal works perfectly at any time, the university is interested in e-learning policy, and ease of communication between administrative and academic bodies with students.

The results of the previous table show that the level of time management in the Palestinian universities is high. This may be due to the fact that services are available at the

University and its surroundings, transportation to the university is safe and available permanently, direct communication between administrative and academic bodies with students is available, the University has an advanced website, it offers an open Internet and use of portal.

This result is supported by the study of (Bisaria, 2013) which showed that the university provides a sophisticated website and a portal that allows students to access their data easily and at any time, and facilitates administrative and academic communication with students. Furthermore (Valitov, 2014) study revealed that the university portal contributes to providing multiple services in a record time. The portal has two main tasks: providing information and providing services to the beneficiaries.

**To answer the third question: "What is the level of competitive advantage in the Palestinian universities?"**

**Table (4.20): Descriptive Statistics of competitive advantage**

	<b>Dimension</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Level</b>	<b>Percent</b>
<b>1</b>	Cost of Education	4.0134	.55735	High	80%
<b>2</b>	Quality of Education	4.0645	.54715	High	81%
<b>3</b>	Quality of Graduates	3.7586	.72134	High	75%
<b>4</b>	University Reputation	3.8922	.72812	High	78%
<b>5</b>	Time	4.0690	.51322	High	81%
	<b>Competitive Advantage</b>	<b>3.9912</b>	<b>.48747</b>	<b>High</b>	<b>80%</b>

As shown in the table above, Competitive Advantage in the Palestinian universities had a high level, that means that there is a high level of Competitive Advantage in the Palestinian universities with ( $M=3.99$ ,  $SD=0.487$ ), whereas the mean for all of the dimensions of competitive advantage ranges from (3.75–4.06). The “Quality of Education”, and the “Time” dimensions were the most important in the dimensions of Competitive Advantage in the Palestinian universities due to their greater mean (4.06) with 81% importance percentage, while the “Cost of Education” dimension came in the second stage of importance since its mean was (4.01) with 80% importance percentage, the “University Reputation” dimension came in the third stage of importance since its mean was (3.89) with 78% importance percentage, and the lowest dimension of (CA) was “Quality of Graduates” as its mean was (3.75) with 75% importance percentage.

This result is supported by the study (Bright & Nataraja, 2018) which showed that the cost of a good strategic plan is accrual of high cost. Obviously, schools should determine their ability and be prepared to invest the right amount of time in the (SP) process, and (Al-Foqahaa, 2012) study which indicated that a strong logical association between the adoption of strategies for excellence in learning and teaching and the achievement of sustainable (CA) for higher education institutions.

The study of (Boşcor, 2015) also which showed that the relationship with graduates have constantly been improved and many famous graduates are being invited at different conferences and events within the university but graduates might also be attracted to be involved more in university's life. In addition to (Hassanien, (2017) study which indicated that University's reputation aims to attract professors and students, on international projects

and various other objectives, and (Valitov, 2014) study which revealed that the university portal contributes to providing multiple services in a record time. The portal has two main tasks: providing information and providing services to the beneficiaries.

### 4.3 Testing the Normality

This section displays the results of the One-Sample Kolmogorov-Smirnov Normality Test. The null and alternative hypotheses of the normality are explained as the following: The null hypothesis is (X variable follows the normal distribution). Also, the decision rule is when alpha (probability) is more than 0.05. The null hypothesis should be accepted. Table (4.35) shows the results of the One-Sample Kolmogorov-Smirnov normality test for the strategic planning, organizational culture and competitive advantage. Table (4.35) shows that most the variables of the study follow the normal distribution whereas the alpha is more than 0.05, except strategic planning.

**Table (4.21): One-Sample Kolmogorov-Smirnov Normality Test**

<b>Dimensions</b>	<b>(# of Items)</b>	<b>Alpha</b>
<b>Strategic Planning</b>	39	0.042
<b>Organizational culture</b>	23	0.122
<b>Competitive Advantage</b>	45	0.077



#### 4.4 Testing hypotheses

In this part we will illustrate the results related to study hypotheses.

**H01: There is no statistically significant role at ( $\alpha=0.05$ ) for strategic planning in the Palestinian universities in the West Bank.**

**Table (4.22): One Sample T- test for strategic planning dimensions**

Test value = 3.67									
Dimension	N	Mean	S.D	D.F	T	Sig.	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
vision	212	3.78	.717	211	2.281	.024	.11235	.0153	.2094
mission	212	3.96	.608	211	7.037	.000	.29429	.2118	.3767
goals	212	3.82	.573	211	3.885	.000	.15311	.0754	.2308
analysis	212	3.75	.573	211	2.130	.034	.08393	.0062	.1616
option	212	3.74	.675	211	1.551	.122	.07191	-.0195	.1633
monitoring	212	3.80	.665	211	2.938	.004	.13425	.0442	.2243
SP	212	3.72	.509	211	1.623	.016	.05678	-.0122	.1258

The table above shows that (SP) has a significant role in the Palestinian universities ( $M=3.72$ ,  $SD=.509$ ,  $P\text{-value}=.016$ ) and that all SP dimensions have a significant role in the Palestinian universities except for the option dimension. On vision dimension ( $M=3.78$ ,  $SD=.717$ ,  $P\text{-value}=.024$ ), on mission dimension ( $M=3.96$ ,  $SD=.608$ ,  $P\text{-value}=.000$ ), on goals ( $M=3.82$ ,  $SD=.573$ ,  $P\text{-value}=0.000$ ), on analysis ( $M=3.75$ ,  $SD=.573$ ,  $P\text{-value}=.034$ ), on option ( $M=3.74$ ,  $SD=.675$ ,  $P\text{-value}=.122$ ), and on monitoring dimension ( $M=3.80$ ,  $SD=.665$ ,  $P\text{-value}=.004$ ). So we reject this hypothesis.

**H02: There is no statistically significant role at ( $\alpha=0.05$ ) for organizational culture in the Palestinian universities in the West Bank.**

**Table (4.23): One Sample T- test for organizational culture dimensions**

Test value = 3.67									
Dimension	N	Mean	S.D	D.F	T	Sig.	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
value	212	3.62	.749	211	-.868	.386	-.04466	-.1461	.0568
Beliefs	212	4.32	.530	211	18.054	.000	.65830	.5864	.7302
norms	212	3.56	.830	211	-1.836	.068	-.10475	-.2172	.0077
expectation	212	3.58	.726	211	-1.761	.080	-.08792	-.1863	.0105
OC	212	3.75	.590	211	2.049	.042	.08308	.0032	.1630

The table above shows that (OC) has a significant role in the Palestinian universities (M= 3.75, SD= .590, P- Value =.042).

The table above shows that all (OC) dimensions has no significant role in the Palestinian universities except for the beliefs dimension. On value dimension (M=3.62, SD=.749, P-value=.386), on beliefs (M=4.32, SD=.530, P-value=.000), norms (M= 3.56, SD=.830, P-value= .068), and the expectations dimension (M=3.58, SD =.726, P-value=.080). So we reject the hypothesis.

**H03: There is no statistically significant role at ( $\alpha=0.05$ ) for competitive advantage in the Palestinian universities in the West Bank.**

**Table (4.24): One Sample T- test for competitive advantage dimensions**

Test value = 3.67									
Dimension	N	Mean	S.D	D.F	T	Sig.	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
cost	212	4.01	.557	211	8.970	.000	.34336	.2679	.4188
Quality of edu.	212	4.06	.547	211	10.497	.000	.39447	.3204	.4685
Quality of graduates	212	3.75	.721	211	1.789	.075	.08865	-.0090	.1863
Univ. reputation	212	3.89	.728	211	4.443	.000	.22218	.1236	.3208
time	212	4.06	.513	211	11.321	.000	.39904	.3296	.4685
CA	212	3.99	.487	211	9.594	.000	.32119	.2552	.3872

The table above shows that (CA) has a significant role in the Palestinian universities (M= 3.99, SD= .487, P- Value= .000).

The table above shows that all (CA) dimensions have a significant role in the Palestinian universities except for the quality of graduate's dimension. On the cost dimension (M= 4.01, SD = .557, P-value =.000 ), on the quality of education dimension (M=4.06, SD = .547, P-value =.000), on quality of graduates (M=3.75, SD= .721, P-value= .075), on Univ. reputation (M=3.89, SD=.728, P-value= .000), and on time dimension (M= 4.06, SD= .513, P-value= .000). So we reject the hypothesis.

**H04: There are no significant statistical differences in the mediating role of organizational culture in the impact of strategic planning on achieving the competitive advantage in the Palestinian universities due to demographic characteristics.**

**H04-1: There are no significant statistical differences in understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to gender.**

**Table (4.25): The Results of Independent T-test for the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to gender.**

<b>Dimensions</b>	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. deviation</b>	<b>T-value</b>	<b>Sig.</b>
<b>vision</b>	Male	126	3.7528	.78692	-.724	<b>.470</b>
	Female	86	3.8256	.60228		
<b>mission</b>	Male	126	3.9490	.63515	-.442	<b>.659</b>
	Female	86	3.9867	.57127		
<b>goals</b>	Male	126	3.7569	.59986	-2.047	<b>.042</b>
	Female	86	3.9201	<b>.52191</b>		
<b>analysis</b>	Male	126	3.7196	.57335	-1.055	<b>.292</b>
	Female	86	3.8043	.57405		
<b>option</b>	Male	126	3.7279	.66821	-.365	<b>.715</b>
	Female	86	3.7625	.68865		
<b>monitoring</b>	Male	126	3.8056	.67371	.035	<b>.972</b>
	Female	86	3.8023	.65655		
<b>SP</b>	Male	126	3.6992	.53447	-.953	<b>.342</b>
	Female	86	3.7671	.47064		
<b>value</b>	Male	126	3.5839	.78017	-.974	<b>.331</b>
	Female	86	3.6860	.70185		
<b>beliefs</b>	Male	126	4.3841	.53223	1.864	<b>.064</b>
	Female	86	4.2465	.52124		
<b>norms</b>	Male	126	3.5238	.82320	-.879	<b>.380</b>
	Female	86	3.6260	.84247		
<b>expectation</b>	Male	126	3.4667	.74490	-2.845	<b>.005</b>
	Female	86	3.7512	.66858		
<b>OC</b>	Male	126	3.7167	.60842	-1.086	<b>.279</b>
	Female	86	3.8064	.56195		
<b>Cost</b>	Male	126	4.0622	.54436	1.548	<b>.123</b>

	Female	86	3.9419	.57153		
<b>QE</b>	Male	126	4.0683	.60029	.122	<b>.903</b>
	Female	86	4.0589	.46170		
<b>QG</b>	Male	126	3.7407	.68817	-.437	<b>.663</b>
	Female	86	3.7849	.77073		
<b>Univ. reputation</b>	Male	126	3.9014	.69175	.222	<b>.825</b>
	Female	86	3.8787	.78231		
<b>time</b>	Male	126	4.0938	.48610	.850	<b>.397</b>
	Female	86	4.0328	.55147		
<b>CA</b>	Male	126	4.0041	.48654	.46	<b>.643</b>
	Female	86	3.9724	.49106		

Independent t-test was used to test the H04-1 hypothesis “There are no significant statistical differences in understanding the role of (OC), (SP), and (CA) in the Palestinian universities due to gender, with a 95% level confidence.

The table above shows that the P-value for the three main variables (SP, OC, CA) is more than 0.05. Therefore the researcher can accept the hypothesis that there are no significant statistical differences in understanding the role of organizational culture, (SP), and (CA) in the Palestinian universities due to gender. Thus the gender doesn’t play an important role in understanding the role of (OC), (SP), and (CA) in the Palestinian universities as the H04-1 hypothesis was accepted.

From the table above, we can notice that the P value for the goals as a dimension of SP was less than (0.05), which means that there were significant statistical differences attributed to gender on this dimension. The differences were for the benefit of females who had the higher mean.

We can also notice that the P value for the expectations as a dimension of OC was less than (0.05), which means that there were significant statistical differences attributed to gender on this dimension. The differences were for the benefit of females who had the higher mean. But on the overall variables of SP, OC and CA there were no statistically significant differences attributed to gender.

This result can be attributed to the fact that the employees whether males or females are exposed to the same circumstances in the university, they both have good knowledge about the environment that they live in, especially because the university is concerned to publish its strategies and (OC) to be well known to its employees. The researcher interprets the differences on goals and expectations due to gender by saying that females are sometimes more accurate and more sensitive to details than males who always take things in general.

**H04-2: There are no significant statistical differences in understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to type of university.**

**Table (4.26): The Results of One Way ANOVA test for the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to type of university.**

Dimensions	Type of University	Sum of Squares	Df	Mean Square	F	Sig.
Vision	Between Groups	3.333	2	1.666	3.311	<b>.038</b>
	Within Groups	105.175	209	.503		
	Total	108.508	211			
Mission	Between Groups	.461	2	.230	.619	<b>.540</b>
	Within Groups	77.779	209	.372		

	Total	78.240	211			
<b>Goals</b>	Between Groups	.410	2	.205	.620	<b>.539</b>
	Within Groups	69.082	209	.331		
	Total	69.492	211			
<b>Analysis</b>	Between Groups	.686	2	.343	1.042	<b>.354</b>
	Within Groups	68.783	209	.329		
	Total	69.469	211			
<b>Option</b>	Between Groups	1.233	2	.617	1.357	<b>.260</b>
	Within Groups	94.952	209	.454		
	Total	96.185	211			
<b>Monitoring</b>	Between Groups	.750	2	.375	.846	<b>.431</b>
	Within Groups	92.626	209	.443		
	Total	93.376	211			
<b>SP</b>	Between Groups	.388	2	.194	.745	<b>.476</b>
	Within Groups	54.383	209	.260		
	Total	54.770	211			
<b>Value</b>	Between Groups	2.800	2	1.400	2.530	<b>.082</b>
	Within Groups	115.686	209	.554		
	Total	118.486	211			
<b>Beliefs</b>	Between Groups	3.137	2	1.569	5.820	<b>.003</b>
	Within Groups	56.333	209	.270		
	Total	59.470	211			
<b>Norms</b>	Between Groups	.569	2	.285	.410	<b>.664</b>
	Within Groups	145.000	209	.694		
	Total	145.570	211			
<b>Expectation</b>	Between Groups	2.174	2	1.087	2.079	<b>.128</b>
	Within Groups	109.318	209	.523		
	Total	111.492	211			
<b>OC</b>	Between Groups	.451	2	.226	.646	<b>.525</b>
	Within Groups	73.073	209	.350		
	Total	73.524	211			
<b>Cost</b>	Between Groups	.136	2	.068	.217	<b>.805</b>
	Within Groups	65.410	209	.313		
	Total	65.545	211			
<b>QE</b>	Between Groups	.196	2	.098	.326	<b>.722</b>
	Within Groups	62.972	209	.301		
	Total	63.168	211			
<b>QG</b>	Between Groups	1.461	2	.730	1.409	<b>.247</b>
	Within Groups	108.329	209	.518		
	Total	109.790	211			

<b>Univ. Reputation</b>	Between Groups	2.251	2	1.126	2.146	<b>.120</b>
	Within Groups	109.611	209	.524		
	Total	111.862	211			
<b>Time</b>	Between Groups	.120	2	.060	.226	<b>.798</b>
	Within Groups	55.456	209	.265		
	Total	55.576	211			
<b>CA</b>	Between Groups	.303	2	.151	.635	<b>.531</b>
	Within Groups	49.836	209	.238		
	Total	50.139	211			

One Way ANOVA test was used to test the H04-2 hypothesis “There are no significant statistical differences in understanding the role of (OC), (SP), and (CA) in the Palestinian universities due to type of university”.

The table above shows that the P-value for the three main variables (SP, OC, CA) is more than 0.05. Therefore the researcher can accept the H04-2 hypothesis that there are no significant statistical differences in understanding the role of (OC), (SP), and (CA) in the Palestinian universities due to type of university. Thus the type of university doesn't play an important role in understanding the role of (OC), (SP), and (CA) in the Palestinian universities as the H04-2 hypothesis was accepted.

From the table above, we can notice that the P value for the vision as a dimension of SP was less than (0.05), which means that there were significant statistical differences attributed to type of university on this dimension.

We can also notice that the P value for the beliefs as a dimension of OC was less than (0.05), which means that there were significant statistical differences attributed to type of university on this dimension. But on the whole Total variables of SP, OC and CA there were no statistically significant differences attributed to Type of University.



**Table (4.27): LSD test results for differences in the responses of the study sample according to the type of university.**

<b>Dimension</b>	<b>Type of University</b>	<b>Governmental</b>	<b>Private</b>	<b>Public</b>
<b>Vision</b>	Governmental		.05956*	.29070*
	<b>Private</b>			.23114*
	<b>Public</b>			
<b>Dimension</b>	<b>Type of University</b>	<b>Governmental</b>	<b>Private</b>	<b>Public</b>
<b>Organizational Beliefs</b>	Governmental		-.23502-*	-.33023-*
	<b>Private</b>			-.09521*
	<b>Public</b>			

The table above shows that there were differences according to the vision dimension between the governmental and private universities. The differences were in favor of governmental universities. There were also differences in the responses between the governmental and public universities. The differences were in favor of governmental universities. It also showed differences between private and public universities in favor of public universities.

Regarding the organizational beliefs, it was found that there were differences between governmental and private universities and the differences were in favor of private universities. It also showed differences between governmental and public universities. It was in favor of public universities, and there were differences between private and public universities. The differences were in favor of public universities.

**H04-3: There are no significant statistical differences in understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to nature of work.**

**Table (4.28): The Results of One Way ANOVA test for understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to nature of work.**

<b>Dimensions</b>	<b>Nature of work</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Vision</b>	Between Groups	3.056	2	1.528	3.028	<b>.051</b>
	Within Groups	105.452	209	.505		
	Total	108.508	211			
<b>Mission</b>	Between Groups	1.157	2	.579	1.569	<b>.211</b>
	Within Groups	77.083	209	.369		
	Total	78.240	211			
<b>Goals</b>	Between Groups	1.733	2	.867	2.673	<b>.071</b>
	Within Groups	67.759	209	.324		
	Total	69.492	211			
<b>Analysis</b>	Between Groups	.796	2	.398	1.212	<b>.300</b>
	Within Groups	68.673	209	.329		
	Total	69.469	211			
<b>Option</b>	Between Groups	1.609	2	.805	1.778	<b>.172</b>
	Within Groups	94.576	209	.453		
	Total	96.185	211			
<b>Monitoring</b>	Between Groups	.418	2	.209	.470	<b>.626</b>
	Within Groups	92.958	209	.445		
	Total	93.376	211			
<b>SP</b>	Between Groups	.945	2	.472	1.834	<b>.162</b>
	Within Groups	53.826	209	.258		
	Total	54.770	211			
<b>Value</b>	Between Groups	.744	2	.372	.661	<b>.518</b>
	Within Groups	117.742	209	.563		
	Total	118.486	211			
<b>Beliefs</b>	Between Groups	1.432	2	.716	2.579	<b>.078</b>

	Within Groups	58.038	209	.278		
	Total	59.470	211			
<b>Norms</b>	Between Groups	1.716	2	.858	1.247	<b>.290</b>
	Within Groups	143.854	209	.688		
	Total	145.570	211			
<b>Expectation</b>	Between Groups	2.956	2	1.478	2.846	<b>.060</b>
	Within Groups	108.536	209	.519		
	Total	111.492	211			
<b>OC</b>	Between Groups	.690	2	.345	.990	<b>.373</b>
	Within Groups	72.834	209	.348		
	Total	73.524	211			
<b>Cost</b>	Between Groups	.314	2	.157	.502	<b>.606</b>
	Within Groups	65.232	209	.312		
	Total	65.545	211			
<b>QE</b>	Between Groups	2.776	2	1.388	4.804	<b>.009</b>
	Within Groups	60.392	209	.289		
	Total	63.168	211			
<b>QG</b>	Between Groups	.521	2	.260	.498	<b>.609</b>
	Within Groups	109.269	209	.523		
	Total	109.790	211			
<b>Univ. reputation</b>	Between Groups	2.528	2	1.264	2.416	<b>.092</b>
	Within Groups	109.335	209	.523		
	Total	111.862	211			
<b>Time</b>	Between Groups	1.648	2	.824	3.192	<b>.043</b>
	Within Groups	53.929	209	.258		
	Total	55.576	211			
<b>CA</b>	Between Groups	1.043	2	.521	2.219	<b>.111</b>
	Within Groups	49.096	209	.235		
	Total	50.139	211			

One Way ANOVA test was used to test the H04-3 hypothesis “There are no significant statistical differences in understanding the role of (OC), (SP), and (CA) in the Palestinian universities due to type of university” with a 95% level confidence.

The table above shows that the P-value for the three main variables (SP, OC, CA) is more than 0.05. Therefore the researcher can accept the H04-3 hypothesis that there are no significant statistical differences in understanding the role of (OC), (SP), and (CA) in the Palestinian universities due to Nature of work. Thus the Nature of work doesn't play an important role in understanding the role of (OC), (SP), and (CA) in the Palestinian universities as the H04-3 hypothesis was accepted.

From the table above, we can notice that the P value for the (QE and time) as dimensions of CA was less than (0.05), which means that there were significant statistical differences attributed to Nature of work on these dimensions. But on the whole Total variables of SP, OC and CA there were no statistically significant differences attributed to Nature of work.

**Table (4.29): LSD test results for differences in the responses of the study sample according to the nature of work**

Dimension	work nature	Administrative	academic	Academic administrative
<b>Quality of education</b>	Administrative		.25174*	.09214
	academic			-.15960*
	Academic administrative	-.09214*		
<b>Time</b>	Administrative		.09008	-.15216
	academic	-.09008		-.24224-*
	Academic administrative			

The above table shows the significance of the differences in the responses of the study sample according to the field of (CA) of the nature of work variable.

There were differences according to the quality of the education between administrators and academics. The differences were in favor of the administrators. The differences were in favor of the academic administrator. As for the time dimension, it was found that there were differences between the academic and the academic administrators. These differences were in favor of the academic administrators.

**H04-4: There are no significant statistical differences in understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to Qualification.**

**Table (4.30): The Results of One Way ANOVA test for understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to Qualification.**

Dimensions	Qualification	Sum of Squares	Df	Mean Square	F	Sig.
<b>Vision</b>	Between Groups	2.220	2	1.110	2.183	<b>.115</b>
	Within Groups	106.288	209	.509		
	Total	108.508	211			
<b>Mission</b>	Between Groups	1.055	2	.527	1.428	<b>.242</b>
	Within Groups	77.185	209	.369		
	Total	78.240	211			
<b>Goals</b>	Between Groups	.257	2	.129	.388	<b>.679</b>
	Within Groups	69.234	209	.331		
	Total	69.492	211			
<b>Analysis</b>	Between Groups	1.239	2	.619	1.897	<b>.153</b>
	Within Groups	68.230	209	.326		
	Total	69.469	211			
<b>Option</b>	Between Groups	.250	2	.125	.273	<b>.761</b>
	Within Groups	95.935	209	.459		

	Total	96.185	211			
<b>Monitoring</b>	Between Groups	1.854	2	.927	2.117	<b>.123</b>
	Within Groups	91.522	209	.438		
	Total	93.376	211			
<b>SP</b>	Between Groups	.117	2	.059	.224	<b>.799</b>
	Within Groups	54.653	209	.261		
	Total	54.770	211			
<b>value</b>	Between Groups	1.242	2	.621	1.107	<b>.332</b>
	Within Groups	117.244	209	.561		
	Total	118.486	211			
<b>Beliefs</b>	Between Groups	.380	2	.190	.672	<b>.512</b>
	Within Groups	59.090	209	.283		
	Total	59.470	211			
<b>Norms</b>	Between Groups	.615	2	.308	.443	<b>.642</b>
	Within Groups	144.954	209	.694		
	Total	145.570	211			
<b>Expectation</b>	Between Groups	3.034	2	1.517	2.923	<b>.056</b>
	Within Groups	108.458	209	.519		
	Total	111.492	211			
<b>OC</b>	Between Groups	.376	2	.188	.538	<b>.585</b>
	Within Groups	73.148	209	.350		
	Total	73.524	211			
<b>Cost</b>	Between Groups	2.261	2	1.130	3.733	<b>.026</b>
	Within Groups	63.285	209	.303		
	Total	65.545	211			
<b>QE</b>	Between Groups	.442	2	.221	.737	<b>.480</b>
	Within Groups	62.726	209	.300		
	Total	63.168	211			
<b>QG</b>	Between Groups	.044	2	.022	.042	<b>.959</b>
	Within Groups	109.745	209	.525		
	Total	109.790	211			
<b>Univ. reputation</b>	Between Groups	.119	2	.060	.111	<b>.895</b>

	Within Groups	111.743	209	.535		
	Total	111.862	211			
<b>Time</b>	Between Groups	.481	2	.241	.913	<b>.403</b>
	Within Groups	55.095	209	.264		
	Total	55.576	211			
<b>CA</b>	Between Groups	.002	2	.001	.004	<b>.996</b>
	Within Groups	50.137	209	.240		
	Total	50.139	211			

One Way ANOVA test was used to test the H04-4 hypothesis “There are no significant statistical differences in understanding the role of (OC), (SP), and (CA) in the Palestinian universities due to Qualification” with a 95% level confidence.

The table above shows that the P-value for the three main variables (SP, OC, CA) is more than 0.05. Therefore the researcher can accept the H04-4 hypothesis that there are no significant statistical differences in understanding the role of (OC), (SP), and (CA) in the Palestinian universities due to Qualification. Thus the Qualification doesn't play an important role in understanding the role of (OC), (SP), and (CA) in the Palestinian universities as the H04-4 hypothesis was accepted.

From the table above, we can notice that the P value for the Cost as a dimension of CA was less than (0.05), which means that there were significant statistical differences attributed to Qualification on this dimension. But on the whole Total variables of SP, OC and CA there were no statistically significant differences attributed to Qualification.

**Table (4.31): LSD test results for differences in the responses of the study sample according to the qualification**

Domain	Qualification	Bachelor	Master	Doctorate
<b>The cost of education</b>	Bachelor		-.20119-*	-.23811-*
	Master			-.03692
	Doctorate		.03692	

The table shows that there are differences between the bachelor's and the master's degrees on the cost dimension. The differences were in favor of the Masters, and there were also differences between the Bachelor and PhD holders, the differences were in favor of PhD holders.

**H04-5: There are no significant statistical differences in understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to Specialization.**

**Table (4.32): The Results of Independent T-test for the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to Specialization.**

Dimensions	Specialization	N	Mean	Std. deviation	T-value	Sig.
<b>Vision</b>	Natural Sciences	69	3.7930	.64427	.149	<b>.881</b>
	Human sciences	143	3.7772	.75185		
<b>Mission</b>	Natural Sciences	69	3.9193	.60781	-.747	<b>.456</b>
	Human sciences	143	3.9860	.61042		
<b>Goals</b>	Natural Sciences	69	3.6993	.50472	2.202	<b>.029</b>
	Human sciences	143	3.8829	.59694		
<b>Analysis</b>	Natural Sciences	69	3.6232	.45702	2.329	<b>.021</b>
	Human sciences	143	3.8170	.61391		
<b>Option</b>	Natural Sciences	69	3.5362	.57531	-	<b>.002</b>



	Human sciences	143	3.8412	.69885	3.145	
<b>Monitoring</b>	Natural Sciences	69	3.6522	.71514	-	<b>.020</b>
	Human sciences	143	3.8776	.62929	2.336	
<b>SP</b>	Natural Sciences	69	3.6206	.44076	-	<b>.035</b>
	Human sciences	143	3.7780	.53343	2.126	
<b>Value</b>	Natural Sciences	69	3.6273	.63379	.027	<b>.979</b>
	Human sciences	143	3.6244	.80128		
<b>Beliefs</b>	Natural Sciences	69	4.2348	.54552	-	<b>.075</b>
	Human sciences	143	4.3734	.51961	1.791	
<b>Norms</b>	Natural Sciences	69	3.5193	.76512	-.558	<b>.577</b>
	Human sciences	143	3.5874	.86214		
<b>Expectation</b>	Natural Sciences	69	3.6493	.56818	.935	<b>.351</b>
	Human sciences	143	3.5497	.79203		
<b>OC</b>	Natural Sciences	69	3.7360	.50546	-.292	<b>.770</b>
	Human sciences	143	3.7613	.62866		
<b>Cost</b>	Natural Sciences	69	4.0169	.56458	.064	<b>.949</b>
	Human sciences	143	4.0117	.55582		
<b>QE</b>	Natural Sciences	69	3.9266	.52296	-	<b>.010</b>
	Human sciences	143	4.1310	.54789	2.583	
<b>QG</b>	Natural Sciences	69	3.5459	.72810	-	<b>.003</b>
	Human sciences	143	3.8613	.69763	3.041	
<b>Univ. reputation</b>	Natural Sciences	69	3.7019	.72874	-	<b>.008</b>
	Human sciences	143	3.9840	.71229	2.682	
<b>Time</b>	Natural Sciences	69	4.0119	.48102	-	<b>.261</b>
	Human sciences	143	4.0966	.52747	1.128	
<b>CA</b>	Natural Sciences	69	3.8738	.47147	-	<b>.014</b>
	Human sciences	143	4.0479	.48652	2.466	

One sample t-test was used to test the H04-5 hypothesis “There are no significant statistical differences in understanding the role of (OC), (SP), and (CA) in the Palestinian universities due to Specialization” with a 95% level confidence.

The table above shows that the P-value for the variables (SP, CA) is less than 0.05. But the P-value for the variable (OC) is more than 0.05. Therefore the researcher can reject the H04-5 hypothesis that there are no significant statistical differences in understanding the role of (OC), (SP), and (CA) in the Palestinian universities due to Specialization. The

results show that the null hypothesis was accepted at the level of organizational culture variable, but rejected for the strategic planning and competitive advantage variables,

From the table above, we can notice that the P value for the (goals, analysis, option and monitoring) as dimensions of SP was less than (0.05), which means that there were significant statistical differences attributed to Specialization on these dimensions. The differences were in favor of the human sciences that got the higher mean than the natural sciences.

We can also notice that the P value for the (QE, QG and Univ. reputation) as dimensions of CA was less than (0.05), which means that there were significant statistical differences attributed to Specialization on these dimensions. The differences were also in favor of the human sciences who got the higher mean than the natural sciences.

But on the second variable (OC) there were no statistically significant differences attributed to Specialization, so we can accept the hypothesis regarding this variable.

This result can be attributed to the fact that the employees with human sciences are more concerned of the (SP) dimensions and (CA) dimensions than the employees with natural sciences specialization.

**H04-6: There are no significant statistical differences in understanding the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to Years of scientific experience.**

**Table (4.33): The Results of One Way ANOVA test for the role of organizational culture, strategic planning, and competitive advantage in the Palestinian universities due to Years of scientific experience.**

<b>Dimensions</b>	<b>Years of scientific experience</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Vision</b>	Between Groups	.947	3	.316	.611	<b>.609</b>
	Within Groups	107.560	208	.517		
	Total	108.508	211			
<b>Mission</b>	Between Groups	1.502	3	.501	1.357	<b>.257</b>
	Within Groups	76.738	208	.369		
	Total	78.240	211			
<b>Goals</b>	Between Groups	.425	3	.142	.427	<b>.734</b>
	Within Groups	69.066	208	.332		
	Total	69.492	211			
<b>Analysis</b>	Between Groups	.461	3	.154	.464	<b>.708</b>
	Within Groups	69.008	208	.332		
	Total	69.469	211			
<b>Option</b>	Between Groups	.948	3	.316	.690	<b>.559</b>
	Within Groups	95.237	208	.458		
	Total	96.185	211			
<b>Monitoring</b>	Between Groups	.209	3	.070	.155	<b>.926</b>
	Within Groups	93.167	208	.448		
	Total	93.376	211			
<b>SP</b>	Between Groups	.377	3	.126	.481	<b>.696</b>
	Within Groups	54.393	208	.262		
	Total	54.770	211			
<b>Value</b>	Between Groups	1.025	3	.342	.605	<b>.612</b>
	Within Groups	117.461	208	.565		
	Total	118.486	211			
<b>Beliefs</b>	Between Groups	1.573	3	.524	1.883	<b>.133</b>

	Within Groups	57.897	208	.278		
	Total	59.470	211			
<b>Norms</b>	Between Groups	1.895	3	.632	.914	<b>.435</b>
	Within Groups	143.675	208	.691		
	Total	145.570	211			
<b>Expectation</b>	Between Groups	1.887	3	.629	1.194	<b>.313</b>
	Within Groups	109.605	208	.527		
	Total	111.492	211			
<b>OC</b>	Between Groups	1.031	3	.344	.986	<b>.400</b>
	Within Groups	72.493	208	.349		
	Total	73.524	211			
<b>Cost</b>	Between Groups	2.746	3	.915	3.032	<b>.030</b>
	Within Groups	62.799	208	.302		
	Total	65.545	211			
<b>QE</b>	Between Groups	.258	3	.086	.285	<b>.836</b>
	Within Groups	62.910	208	.302		
	Total	63.168	211			
<b>QG</b>	Between Groups	2.379	3	.793	1.535	<b>.206</b>
	Within Groups	107.411	208	.516		
	Total	109.790	211			
<b>Univ. reputation</b>	Between Groups	1.049	3	.350	.657	<b>.580</b>
	Within Groups	110.813	208	.533		
	Total	111.862	211			
<b>Time</b>	Between Groups	3.851	3	1.284	5.162	<b>.002</b>
	Within Groups	51.725	208	.249		
	Total	55.576	211			
<b>CA</b>	Between Groups	1.429	3	.476	2.034	<b>.110</b>
	Within Groups	48.710	208	.234		
	Total	50.139	211			

One Way ANOVA test was used to test the H04-6 hypothesis “There are no significant statistical differences in understanding the role of (OC), (SP), and (CA) in the Palestinian universities due to Years of scientific experience” with a 95% level confidence.

The table above shows that the P-value for the three main variables (SP, OC, CA) is more than 0.05. Therefore the researcher can accept the H04-6 hypothesis that there are no significant statistical differences in understanding the role of (OC), (SP), and (CA) in the Palestinian universities due to Years of scientific experience. Thus the Years of scientific experience doesn't play an important role in understanding the role of (OC), (SP), and (CA) in the Palestinian universities as the H04-6 hypothesis was accepted.

From the table above, we can notice that the P value for the (Cost and time) as a dimension of CA was less than (0.05), which means that there were significant statistical differences attributed to Years of scientific experience on this dimension. But on the whole Total variables of SP, OC and CA there were no statistically significant differences attributed to Years of scientific experience.

**Table (4.34): LSD test results for differences in the responses of the study sample according to the years of experience**

Dimension	Years of Experience	Less than 5 years	5-10 years	10-15 years	15 or more
<b>The cost of education</b>	Less than 5 years		-.19143	-.28541-*	-.35476-*
	5-10 years			-.09398	
	10-15 years				-.06935
	15 or more				
<b>Time</b>	Less than 5 years		.09541	-.32589-*	-.32890-*
	5-10 years			-.23048-*	-.23348-*
	10-15 years	.32589*			
	15 or more			.00301	

The table shows the differences in the sample answers according to the dimension of the cost of education. It was found that there were differences between those who have less than 5 years of experience and those who were between 10-15 years of experience; the differences were in favor of those who have 10-15 years of experience. There were also differences between those who have less than 5 years of experience and those who have 15 and over. The results were in favor of those who were 15 and over.

As for the time dimension, it was found that there were differences between those who have less than 5 years of experience and those who have 10-15 years of experience and the differences were in favor of those who have 10-15 years. And there were differences between those with less than 5 years of experience and those who have 15 years and over in favor of those who have 15 years and over. There were differences between those who have 5-10 years of experience and those who have 10-15 years. The differences were in favor of those who have (10-15) years of experience, and there were differences between those who have 10-15 years of experience and those who have 15 years and more, the differences were in favor of those who have 15 and more years' experience. It was also found that there were differences between those who have 10-15 years of experience and those who have less than 5 years of experience in favor of those who have 10-15 years.

**H05: There is no significant relationship between strategic planning, organizational culture and competitive advantage in the Palestinian universities in the West Bank.**

**Table (4.35): Correlation coefficients among strategic planning dimensions and organizational culture and competitive advantage**

Correlations																		
Dimensions								Value	beliefs	Norms	Expectation	OC	Cost	QE	QG	Univ. Reputation	Time	CA
Value	.737**	.673**	.696**	.510**	.515**	.556**	.741**	1										
	.000	.000	.000	.000	.000	.000	.000											
	212	212	212	212	212	212	212	212										
Beliefs	.329**	.495**	.411**	.261**	.332**	.288**	.434**	.370**	1									
	.000	.000	.000	.000	.000	.000	.000	.000										
	212	212	212	212	212	212	212	212	212									
Norms	.625**	.666**	.594**	.472**	.605**	.637**	.721**	.757**	.424**	1								
	.000	.000	.000	.000	.000	.000	.000	.000	.000									
	212	212	212	212	212	212	212	212	212	212								
Expectation	.554**	.456**	.555**	.426**	.490**	.430**	.587**	.647**	.110	.658**	1							
	.000	.000	.000	.000	.000	.000	.000	.000	.110	.000								
	212	212	212	212	212	212	212	212	212	212	212							
OC	.727**	.723**	.716**	.536**	.617**	.620**	.793**	.910**	.523**	.919**	.781**	1						
	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000							
	212	212	212	212	212	212	212	212	212	212	212	212						
Cost	.387**	.464**	.292**	.337**	.312**	.323**	.426**	.361**	.383**	.408**	.356**	.459**	1					
	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000						
	212	212	212	212	212	212	212	212	212	212	212	212	212					
QE	.494**	.644**	.597**	.495**	.555**	.511**	.662**	.599**	.601**	.536**	.315**	.630**	.336**	1				
	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000					
	212	212	212	212	212	212	212	212	212	212	212	212	212	212				
QG	.527**	.670**	.647**	.531**	.662**	.487**	.722**	.549**	.550**	.645**	.413**	.667**	.438**	.608**	1			
	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000				

[illegible]



There are positive relationships between elements of (SP), (OC) and (CA).

The results are detailed as follows:

Strategic planning dimensions have a strong correlation with competitive advantage. As shown in the table above, goals coefficient value was the highest (.773\*\*)  $p = (0.00)$ , followed by mission correlation value (.752\*\*)  $p = (0.00)$  then the other (SP) dimensions which had moderate correlation value ranged between (0.514 and 0.583), while vision dimension had the weakest correlation value.

Organizational culture dimensions also had a strong correlation with competitive advantage, as shown in the table above, values coefficient value was the highest (.737\*\*)  $p = (0.00)$ , followed by norms correlation value (.625\*\*)  $p = (0.00)$  then the other competitive advantage dimensions which had moderate correlation value ranged between (0.329\*\*) and (0.554\*\*), while vision dimension had the weakest correlation value.

Competitive advantage dimensions a strong correlation with (SP) and organizational culture, as shown in the table above, time coefficient value was the highest (.583\*\*)  $p = (0.00)$ , followed by university reputation correlation value (.582\*\*)  $p = (0.00)$  then quality of graduates with a correlation value of (0.527\*\*) and quality of education with a correlation value of (0.494\*\*), while cost dimension had the weakest correlation value (0.387).

This result is supported by the study of (Ali, 2017) which showed that the existence of a positive relationship between quality of educational outcomes and competitive advantage that the senior leadership in colleges civil pays attention to

achieving excellence on competitors through the quality of graduates and the extent of their competence at all levels and also supported by the study of (Iriqat, 2016) which showed that the organizational values, beliefs, norms, and expiations as an (OC) dimensions are empirically correlated. Main finding in this study illustrates that the organizational commitment role in mediating the impact of organizational values on job satisfaction and it does not affect any other dimension in Palestinian Microfinance Institutions.

**H06: Organizational culture plays a mediating role in the Impact of Strategic Planning on Achieving the Competitive Advantage of Palestinian Universities in the West Bank.**

**Table (4.36): R-square and ANOVA for Econometrics Model**

Model	Sum of Squares	Df	Mean Square	F	Sig.	R	R Square	Adjusted R Square	R Square Change
1 Regression	32.376	1	32.376	382.766	.000b	.804a	.646	.644	.646
Residual	17.763	210	.085						
Total	50.139	211							
2 Regression	35.036	2	17.518	242.418	.000c	.836b	.699	.696	.053
Residual	15.103	209	.072						
Total	50.139	211							

. Dependent Variable: CA

b. Predictors: (Constant), SP

c. Predictors: (Constant), SP, OC

To test the sixth hypothesis, the research employs multi regression analysis to investigate the mediating role of OC in the impact of (SP) on (CA) in the Palestinian universities. Hierarchical regression analysis includes two steps. Step (1) presents

model number one, to identify the impact of SP on CA, and Step (2) presents model number two, to identify the impact of both of SP, OC on CA.

Table 4.36 shows the model summary two models; first model refers to the first step in the hierarchical regression analysis when (SP) variable is used as a predictor. Whereas the second model refers to the second step in the hierarchy when (SP) and (OC) are used as a predictor, in the labelled column R presents simple correlation among (SP) and (CA) (0.804) in the first model, while, in the second model R presents multiple correlation among (SP), (OC) and (CA) (0.836). R square for the first model indicates that (SP) accounts for 6.46% of the variation in (CA). Whereas, by adding moderate variable (organizational culture) in second model, the value of R square increase to 6.99% of the variation of (CA). Therefore, the addition of the (OC) significantly enhance prediction of (CA) added extra (0.699-0.646) .053% of the variation of (CA). The table above shows that ( $F=382.766$ ,  $P = 0.000$ ) for the initial model, while the second model ( $F = 242.418$ ) which is highly significant ( $P = 0.000$ ). That's mean that (OC) is significantly improve prediction ( $R^2$  change = 0.053.  $P = 0.000$ ).

**Table (4.37): The OLS Summary Statistics of the Hypothesis**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.126	.148		7.617	.000
SP	.769	.039	.804	19.564	.000
(Constant)	1.023	.138		7.429	.000
SP	.482	.060	.504	8.095	.000
OC	.312	.051	.378	6.067	.000

a. Dependent Variable: CA

Hierarchical regression analysis was performed to test if the (SP) significantly predicted (CA). As shown in Table (4.37), there are two models, the regression of first model indicated that (SP) significantly predicted (CA) ( $\beta = 0.769$ ,  $P < 0.05$ ), whereas, the regression of second model indicated that (OC) significantly predicted (CA) ( $\beta = 0.312$ ,  $P < 0.00$ ). Thus, the results from hierarchical multi regression support the sixth hypothesis, that (OC) plays a mediating role in enhancing the impact of (SP) on (CA) in the Palestinian universities in the West Bank.

This result is supported by the study of (Khabbaba, 2018) which showed that the impact of the (OC) on strategy implementation is positive, and (Mirdasi, 2016) which showed that the (OC) in terms of (creativity values, concerning about details and result, teamwork orientation, moral values and employees appreciation, customer orientation values, concerning about human capital) has a significant statistical impact on achieving a (CA).

**H07: Organizational culture dimensions (Value, Beliefs, Norms and Expectations) play a mediating role in the Impact of Strategic Planning on Achieving the Competitive Advantage of Palestinian Universities in the West Bank.**

**Table (4.38): R-square and ANOVA for econometrics model**

Model	Sum of Squares	Df	Mean Square	F	Sig.	R	R Square	Adjusted R Square	R2 change
1. Regression	35.158	6	5.860	80.185	.000 <sup>b</sup>	.837 <sup>a</sup>	.701	.692	0.701
Residual	14.981	205	.073						
Total	50.139	211							
2.	41.496	10	4.150	96.502	.000 <sup>c</sup>	.910 <sup>b</sup>	.828	.819	0.126

Regression									
Residual	8.643	201	.043						
Total	50.139	211							

a. Dependent Variable: CA

b. Predictors: (Constant), monitoring, goals, analysis, mission, option, vision.

c. Predictors: (Constant), monitoring, goals, analysis, mission, option, vision, beliefs, expectation, norms, value.

To test the seventh hypothesis, this research employs hierarchical multi regression analysis to investigate the mediating role of (OC) in the impact of (SP) on (CA). Hierarchical regression analysis includes two steps. Step (1) presents model number one, to identify the impact of (SP) on (CA), and Step (2) presents model number two, to identify the impact of both of (SP) and organizational culture.

Table 4.38 shows the model summary two models; first model refers to the first step in the hierarchical regression analysis when (SP) variable is used as a predictor. Whereas the second model refers to the second step in the hierarchy when (SP) and (OC) are used as a predictor, in the labelled column R presents simple correlation among (SP) and (CA) (0.837) in the first model, while, in the second model R presents multiple correlation among (SP), (OC) and (CA) (0.910). R square for the first model indicates that (SP) accounts for 7.01% of the variation in (CA). Whereas, by adding moderate variable (OC) in second model, the value of R square increase to 8.28% of the variation of (CA). Therefore, the addition of the (OC) significantly enhances prediction of (CA) added extra (7.01-8.28) .126% of the variation of (CA). Table (4.38) shows that (F=80.185, P = 0.000) for the initial model, while the second model (F = 96.502) which is highly significant (P = 0.000). That's mean that (OC) is significantly improve prediction (R2 change = 0.126. P = 0.000).

**Table (4.39): The OLS Summary Statistics of the Hypothesis**

<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
(Constant)	1.054	.145		7.288	.000
<b>Vision</b>	-.071	.046	-.105	-1.561	.120
<b>mission</b>	.408	.051	.510	7.952	.000
<b>Goals</b>	.188	.061	.222	3.096	.002
<b>Analysis</b>	.020	.046	.023	.429	.669
<b>Option</b>	.199	.044	.276	4.529	.000
<b>Monitoring</b>	.013	.041	.017	.305	.761
(Constant)	.342	.151		2.271	.024
<b>Vision</b>	-.064	.038	-.095	-1.706	.090
<b>Mission</b>	.212	.043	.265	4.926	.000
<b>Goals</b>	.078	.049	.092	1.585	.115
<b>Analysis</b>	.073	.036	.086	2.031	.044
<b>Option</b>	.187	.035	.260	5.379	.000
<b>Monitoring</b>	-.053	.034	-.073	-1.566	.119
<b>Value</b>	.075	.036	.116	2.062	.040
<b>Beliefs</b>	.324	.033	.353	9.714	.000
<b>Norms</b>	.095	.033	.162	2.894	.004
<b>Expectation</b>	-.009	.030	-.013	-.294	.769

Hierarchical regression analysis was performed to test if the strategic planning dimensions significantly predicted (CA). As shown in Table (4.39), there are two models, the regression of first model indicated that (SP) dimensions (mission, goals, strategic option) significantly predicted (CA) ( $\beta = .408$ ,  $P < 0.00$ ), ( $\beta = .188$ ,  $P < 0.02$ ), ( $\beta = .199$ ,  $P < 0.00$ ) respectively, whereas, the regression of second model indicated that (SP) dimensions (mission, strategic analysis, strategic option significantly predicted (CA) ( $\beta = .212$ ,  $P < 0.00$ ), ( $\beta = .073$ ,  $P < 0.044$ ), ( $\beta = .187$ ,  $P < 0.00$ ) respectively. The table also indicated that (OC) dimensions (value, beliefs, norms) significantly predicted (CA) ( $\beta = .075$ ,  $P < 0.040$ ), ( $\beta = .324$ ,  $P < 0.00$ ), ( $\beta = .95$ ,  $P < 0.004$ ) respectively, Thus, the results from hierarchical multi regression support the seventh hypothesis, indicate

that (OC) dimensions play a mediating role in enhancing the impact of (SP) on (CA) in the Palestinian universities in the West Bank.

One of the main purposes of this study was to investigate the mediating role of (OC) in the impact of (SP) on achieving (CA) in Palestinian universities; the findings proved that there is a statistically significant role of (OC) in the impact of (SP) on achieving competitive.

This finding is consistent with almost all the previous studies related to (OC) especially An-Noor & Albashir (2016), Reda (2018), Khabbaba (2018), and Iriqat (2016) which showed that there is a statistically significant role of (OC) in the impact of (SP) on achieving competitive in many organizations and companies, especially in universities and higher education institutions.

This result is consisted with the study of (Akini, 2015) which concluded that the culture at the university is inculcated from recruitment of staff to deployment. Overall findings showed that (OC) had an influence on University of Nairobi implementing its strategies.

#### **The interpretations of the significant independent variables:**

1. There is a significant impact of mission on competitive advantage, and increasing mission by (10) units may increase competitive advantage by (2.12) units.
2. There is a significant impact of goals on competitive advantage, and increasing goals by (10) units may increase competitive advantage by (0.73) units.
3. There is a significant impact of option on competitive advantage, and increasing option by (10) units may increase competitive advantage by (1.87) units.

4. There is a significant impact of value on competitive advantage, and increasing value by (10) units may increase competitive advantage by (0.75) units.
5. There is a significant impact of beliefs on competitive advantage, and increasing beliefs by (10) units may increase competitive advantage by (3.24) units.
6. There is a significant impact of norms on competitive advantage, and increasing norms by (10) units may increase competitive advantage by (0.95) units.



## **CHAPTER FIVE**

### **Conclusions and Recommendations**

#### **5.1 Conclusions**

The study investigated the mediating role of (OC) in the impact of (SP) on achieving the (CA) in the Palestinian universities.

Strategic planning plays an important role in the process of acquiring a competitive advantage by investing in an optimal investment in order to increase productivity, improve quality and operations. (SP) dimensions are seen as a way to know the potential and the different capabilities that can be available to the university through different plans, programs and projects, so that the university can maintain high level (CA) that commensurate with the importance and nature of the work of the university.

The results of the level of practice of (SP) variable were high which indicates that that the participating respondents have a positive view towards practicing the dimensions of (SP). And the level of (CA) was high, and this indicates that the respondents showed a high level of (CA) in the Palestinian universities.

The results of the level of (OC) variable were also high which indicates that that the participating respondents have a positive view towards (OC) in the Palestinian universities.

The results showed a positive relationship between (SP) and (CA) and that there is a mediating role of (OC) in the impact of (SP) on achieving (CA) in the Palestinian universities.

The results of testing the hypotheses indicated the following:

- There is a statistically significant role at ( $\alpha=0.05$ ) for (SP) in the Palestinian universities in the West Bank. (Rejected)
- There is a statistically significant role at ( $\alpha=0.05$ ) for organizational culture in the Palestinian universities in the West Bank. (Rejected)
- There was a statistically significant role at ( $\alpha=0.05$ ) for competitive advantage in the Palestinian universities in the West Bank. (Rejected)
- There were no significant statistical differences in the Mediating Role of Organizational Culture in the Impact of (SP) on Achieving the Competitive Advantage in the Palestinian Universities due to gender on the overall dimensions of SP, OC, and CA. But there were there were significant statistical differences attributed to gender on the goals dimension in favor of females, and on the expectations dimension in favor of females also.
- There were no significant statistical differences in the Mediating Role of Organizational Culture in the Impact of (SP) on Achieving the Competitive Advantage in the Palestinian Universities due to type of university on the overall dimensions of SP, OC, and CA. But there were there were significant statistical differences attributed to type of university on the vision dimension, and on organizational beliefs dimension.

- There were no significant statistical differences in the Mediating Role of Organizational Culture in the Impact of (SP) on Achieving the Competitive Advantage in the Palestinian Universities due to nature of work on the overall dimensions of SP, OC, and CA. But there were significant statistical differences attributed to nature of work on the quality of education dimension, and on time dimension.
- There were no significant statistical differences in the Mediating Role of Organizational Culture in the Impact of (SP) on Achieving the Competitive Advantage in the Palestinian Universities due to qualification on the overall dimensions of SP, OC, and CA. But there were significant statistical differences attributed to qualification on the cost of education dimension.
- There were significant statistical differences in the Mediating Role of Organizational Culture in the Impact of (SP) on Achieving the Competitive Advantage in the Palestinian Universities due to specialization on the overall dimensions of SP and CA. But there were no significant statistical differences on the overall dimension of OC. There were significant statistical differences due to specialization on the dimensions of goals, analysis, option and monitoring, in addition to dimensions of QE, QG and Univ. reputation.
- There were no significant statistical differences in the mediating role of organizational culture in the impact of (SP) on achieving the competitive advantage in the Palestinian universities due to experience on the overall dimensions of SP, OC, and CA. But there were significant statistical differences attributed to years of experience on the dimensions of cost of education and time.

- There was significant relationship between (SP) and organizational culture and competitive advantage in the Palestinian universities in the West Bank.
- Organizational culture plays a mediator role in the impact of (SP) on achieving the competitive advantage of Palestinian universities in the West Bank.
- Organizational culture dimensions play a mediator role in the impact of (SP) on achieving the competitive advantage of Palestinian universities in the West Bank.

The strategic planning process of any organization is the main and important element in the formation, elaboration and refinement of organizational culture which is one of the vital areas in the study of the activities of organizations. The culture of the organization has an important role in influencing the behavior of the workers in the organizations, that in accordance with the nature and strength of the organizational culture enjoyed by the organization the competitive advantage of these organizations is enhanced and achieved.

This study has developed a theoretical framework to examine the mediating role of organizational culture in the impact of (SP) on achieving the competitive advantage in the Palestinian universities, and to discuss the effect of some variables.

The findings provided empirical support for the debate that competitive advantage is positively and significantly impacted by (SP) different dimensions particularly, mission, goals, and strategic option. And that competitive advantage is positively and significantly impacted by (SP) dimensions combined with organizational culture dimensions particularly, mission, strategic analysis, and strategic option, and values,

beliefs, and norms. These (SP) and (OC) dimensions were found to be the most applied and practiced in the Palestinian universities.

In order to maintain a culture of strategic thinking and organizational culture, and to develop the university system, there should be more emphases on the vision and the strategic analysis dimensions and on the expectation dimension. The university should highly focus on implementing (SP) and (OC) to enhance competitive advantage to a higher level.

## **5.2 Recommendations**

Based on the data analysis and the discussion demonstrated before, the following recommendations are suggested:

### **Recommendations related to strategic planning:**

- University employees should be more involved in the formulation of goals.
- It is necessary for the university to contribute more to improving the use SWOT analysis.
- The University should develop the spirit of creativity for its employees by involving staff in decision-making.
- It is necessary for the Palestinian universities to be more involved in administrative and academic staff in formulating and reviewing its vision.
- The University should develop the spirit of innovation, excellence and initiative between employees and students.
- University policies should be characterized by integrity and transparency.

**Recommendations related to organizational culture:**

- Common norms in the Palestinian university should encourage challenge and risk.
- Managers should be more concerned with simplifying procedures to improve employee performance.
- Management should encourage staff to complete their work outside of office hours.
- Employees should have the opportunity to make work decisions without recourse to the Chairman.

**Recommendations related to competitive advantage:**

- Credit hours cost should be more suitable to the average of income level.
- The University should rely on the feedback of its graduates and institutions to identify weaknesses in their skills and work to address them.

**For Future Research:**

1. The researcher proposed to conduct a similar study on other Palestinian sectors since no literature is found for this context in this area. This will offer an opportunity to compare different results and implications.
2. The researcher proposed investigating other demographic variables that are not considered in this study such as number of training courses and university of graduation.

### **5.3 Study Limitations**

3. One of the Limitations encountered the researcher in the study was the small size of the sample. In addition, the researcher distributed many questionnaires at the universities and received no responses.

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## Appendices

### Appendix (1): The Evaluators

<b>Name</b>	<b>Academic Rank</b>	<b>Specialization</b>	<b>Affiliation</b>
Dr. Attiah Mosleh	Associate Professor	Business Administration	Al-Quds Open University
Dr. Jafar Abusaa	Assistant Professor	Arts and Educational Sciences	Palestine Technical University- Kadoorei
Dr. Shaher Obaid	Associate Professor	Business Administration	Al- Quds Open University
Dr. Hisham Jaber	Associate Professor	Finance	An- Najah National University

**Appendix (2): Questionnaire**

**The impact of strategic planning on achieving the competitive  
advantage of Palestinian universities: The mediating role of  
organizational culture**

This study aims at identifying the effect of strategic planning on achieving the competitive advantage of Palestinian universities as the intermediate role of organizational culture. In order to complete the requirements for obtaining a master's degree in strategic planning and fundraising, at the collage of post studies in the Arab American University.

Please kindly respond to the paragraphs of the form in all honesty and objectivity, note that the data and information extracted from the form the study will be used for scientific research purposes only.

**Thank you for your good cooperation**

Researcher: Hani Awartani



### Section 1: Personal Information:

Please place a sign (X) in front of the appropriate selection

- Gender: ☐ Male ☐ Female
- Type of university: ☐ government ☐ Private ☐ public
- The nature of the work: ☐ administrative ☐ academic ☐ administrative and academic
- Qualification: ☐ Bachelor: ☐ Master ☐ PhD
- Specialization: ☐ Natural Sciences ☐ Human sciences
- Years of experience: ☐ Less than 5 ☐ years 5-10 years ☐ from 10 to 15 ☐ 15 - and more.

### Section 2 : Strategic Planning

#### 1. VISION:

*Strongly Agree*      *Agree*      *Neutral*      *Disagree*      *Strongly disagree*

- 1- The university has a clear and declared vision.
- 2- The University's vision reflects its promising future and its bright ambition.
- 3- The University's vision of a specific reality with a suitable date for achieving it.
- 4- The University administration participates administrative and academic staff in formulating and reviewing its vision.
- 5- The University's vision takes into consideration the external factors.
- 6- The university's vision is concerned with the internal community of the university.
- 7- The vision of the university contributes to the development of academic and administrative process

#### 2. Mission:

- 1- The University has a clear and concise mission.
- 2- The mission of the university is derived from its values and beliefs.

- 3- The university mission is applicable.
- 4- The University's mission responds to how we achieve our goals and reach our vision.
- 5- The University Mission is a reference point for decision makers at the University.
- 6- The university is interested in explaining its message to others (students, employees, community)
- 7- The mission of the University stimulates creativity and scientific research

### **3. Goals and Objectives**

- 1- University objectives are realistic and achievable.
- 2- University objectives are measurable.
- 3- The University objectives specified with specific periods of time to achieve them.
- 4- University objectives related to mission and vision.
- 5- University objectives adapted to external internal variables.
- 6- The University has long-term goals to achieve.
- 7- Employees are involved in the formulation of goals.
- 8- The University periodically reviews its objective

### **4. Strategic Analysis:**

- 1- The University identifies its strengths.
- 2- The University identifies weaknesses.
- 3- The University identifies opportunities.
- 4- The university identifies threats.
- 5- The University use SWOT analysis
- 6- The University participates stakeholders in the process of analyzing the internal and external environment.

### **5. Strategic Option:**

- 1- The strategic options of the university depend on the results of the strategic analysis of both its internal and external environment.

- 2- The university will suit every strategic option with the internal and external environment variables
- 3- The university is moving towards strategic choice of stability.
- 4- The University strives towards strategic choice in rapid growth.
- 5- The University is moving towards a strategic choice in focus.
- 6- The University strives towards strategic choice in diversity.
- 7- The University has alternative plans.

## **6. Monitoring and Evaluation:**

- 1- The University has performance measurement criteria for each element of the strategic plans.
- 2- The University shall abide by the timetables set by it for the achievement of its plans.
- 3- The University shall apply clear performance criteria to judge the Strategic Plan
- 4- The University has alternative plans.

## **Section 3: Organizational Culture**

### **1. Organizational Value:**

- 1- The University develops the spirit of creativity for employees.
- 2- The University involves staff in decision-making.
- 3- University staff has mutual respect and teamwork.
- 4- The University develops the spirit of innovation, excellence and initiative between employees and students.
- 5- University policies are characterized by integrity and transparency.
- 6- Employees have a shared value system at work.
- 7- The University respects cultural diversity, pluralism and the other opinion.

### **2. Organizational beliefs:**

- 1- I love my work and consider it a sacred duty.
- 2- I take care of my work and the performance of the university in person.
- 3- I cherish my work at the university and talk about it constantly.
- 4- Do everything I can to accomplish the work perfectly.

- 5- I consider that student satisfaction is very important to the policy of the university.

### **3. Organizational Norms:**

- 1- Experienced staff will guide their less experienced colleagues.
- 2- The prevailing standards among employees encourage creativity and innovation.
- 3- Common norms encourage challenge and risk.
- 4- Managers faults considers as one of the sources of education.
- 5- Managers are concerned with simplifying procedures to improve employee performance.
- 6- The university Department shall publish the achievements of its employees and highlight their work.

### **4. Organizational Attitude/Expectations:**

- 1- Management encourages staff to complete their work outside of office hours.
- 2- Employees shall take courses related to their work.
- 3- Employees shall have the opportunity to make work decisions without recourse to the Chairman
- 4- The general administration provides its employees with job security.
- 5- Management seeks to develop the capabilities and skills of its employees.

## **Section 4: Competitive advantage**

### **1. Cost of education**

- 1- Credit hours cost suit the average of income level.
- 2- University encourages students to enroll in some specializations by reducing the price of the credit hours.
- 3- University offers scholarships to outstanding students in their fields of specialization.
- 4- University offers scholarships to students with special needs.
- 5- University offers scholarships to students in the case of more than one brother.
- 6- University offers grants to the first students in the secondary school.

## **2. Quality of education**

- 1- University attracts scientific competencies.
- 2- University has clear policies to preserve intellectual capital.
- 3- University is distinguished by its scientific and practical experience and expertise in teaching
- 4- University is interested in applying the ISO quality standards.
- 5- University is interested in developing specialized specialties suitable for the labor market.
- 6- University is interested in developing students' extracurricular skills.
- 7- University supports the participation of students in international or local competitions.
- 8- University is concerned with the issue of classification number globally and locally and seeks to strengthen its position locally, regionally and globally.
- 9- Suitable for classrooms and student preparation.
- 10- University is working to modernize the teaching aids in a good way.
- 11- University is interested in facilitating the training of students in institutions.
- 12- University is working to build partnerships with government and private sectors.
- 13- University supports gifted and talented students.
- 14- University assists students in participating in cultural exchange programs.
- 15- Academic and administrative plans are subject to provisions.

## **3. Quality of Graduates**

- 1- University graduates enjoy high proficiency that qualifies them to master their work at the beginning of the appointment
- 2- The success rate of university graduates in the licensing / professional tests, knowledge and skills, and high professional graduates
- 3- Employment rates for university graduates are high.
- 4- University has a wide knowledge of the needs of the local and regional labor market in terms of the quality and efficiency of graduates.
- 5- The University relies on the feedback of its graduates and institutions to identify weaknesses in their skills and work to address them.

- 6- The proportion of university graduates who complete their graduate studies is high.

#### **4. University Reputation**

- 1- The performance of the University shall be evaluated periodically and continuously by the Board of Directors.
- 2- The University plays an active role towards the community through community responsibility.
- 3- The University provides its services to all students fairly and without discrimination.
- 4- Staff and teachers of the university shall deal in an ethical and professional manner with all.
- 5- The University responds to proposals and complaints submitted by staff and students.
- 6- The University supports scientific research.
- 7- The university supports the patent for faculty members and students.

#### **5. Time**

- 1- Easy access to the university
- 2- Transportation is available permanently.
- 3- Services are available at the University and its surroundings.
- 4- Transportation to the University is safe.
- 5- Adequate parking is available at the University and its surroundings
- 6- The University has an advanced website.
- 7- Ease of use of portal (portal)
- 8- The University offers an open Internet
- 9- The electronic portal works perfectly at any time
- 10- The University is interested in e-learning policy
- 11- Ease of communication between administrative and academic bodies with students

## الاستبانة: (3) Appendix



تهدف هذه الدراسة إلى التعرف على أثر التخطيط الاستراتيجي في تحقيق الميزة التنافسية للجامعات الفلسطينية الدور الوسيط للثقافة التنظيمية . وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في مجال التخطيط الاستراتيجي وتجديد الأموال، في كلية الدراسات العليا في الجامعة العربية الأمريكية.

راجياً من حضرتكم التكرم في الاستجابة على فقرات الاستمارة في كل صدق وموضوعية، علماً بأن البيانات والمعلومات المستخلصة من استمارة

الدراسة سوف تستخدم لأغراض البحث العلمي فقط.

شاكرين لحضرتكم حسن التعاون

الباحث: هاني عورتاني

القسم الأول: المعلومات الشخصية:

الرجاء ضع اي إشارة (X) أمام الاختيار المناسب

الجنس :	<input type="checkbox"/> ذكر	<input type="checkbox"/> أنثى
نوع الجامعة:	<input type="checkbox"/> حكومية	<input type="checkbox"/> خاصة <input type="checkbox"/> عامة
طبيعة العمل:	<input type="checkbox"/> إداري	<input type="checkbox"/> أكاديمي <input type="checkbox"/> إداري وأكاديمي
المؤهل العلمي:	<input type="checkbox"/> بكالوريوس	<input type="checkbox"/> ماجستير <input type="checkbox"/> دكتوراه
التخصص:	<input type="checkbox"/> العلوم الطبيعية	<input type="checkbox"/> العلوم الإنسانية
عدد سنوات الخبرة العلمية:	<input type="checkbox"/> أقل من 5 سنوات	<input type="checkbox"/> من 5-10 سنوات <input type="checkbox"/> من 10-15 <input type="checkbox"/> من 15 فأكثر

## القسم الثاني : التخطيط الاستراتيجي

الرؤية :	موافق جدا	موافق	محايد	غير موافق	غير موافق جدا
1- يوجد لدى الجامعة رؤيا واضحة ومعلنه .					
2- تعكس رؤية الجامعة مستقبلها الواعد وطموحها المشرق.					
3- رؤية الجامعة واقعية محددة بتاريخ مناسب لتحقيقها .					
4- تشارك ادارة الجامعة كوادرها الادارية والاكاديمية في صياغة ومراجعة رؤيتها					
5- تراعي رؤية الجامعة العوامل الخارجية .					
6- تهتم رؤية الجامعة بالمجتمع الداخلي للجامعة					
7- تساهم رؤية الجامعة في احداث التطور الاكاديمي الاداري .					
الرسالة :	موافق جدا	موافق	محايد	غير موافق	غير موافق جدا
1- لدى الجامعة رسالة واضحة ومختصرة .					
2- رسالة الجامعة مستمدة من قيمها ومعتقداتها.					
3- رسالة الجامعة قابلة للتطبيق .					
4- تجيب رسالة الجامعة على كيفية تحقق الاهداف والوصل الى الرؤية.					
5- تعتبر رسالة الجامعة نقطة مرجعية لمتخذي القرار في الجامعة.					
6- تحتم الجامعة بشرح رسالتها للآخرين (الطلبة, العاملين, المجتمع المحلي )					
7- تحفز رسالة الجامعة الابداع والبحث اعلمي					
الاهداف	موافق جدا	موافق	محايد	غير موافق	غير موافق جدا
1- اهداف الجامعة واقعية ويمكن تحقيقها.					
2- اهداف الجامعة قابلة للقياس .					
3- اهداف الجامعة محددة بفترات زمنية لتحقيقها .					
4- اهداف الجامعة ذات صلة بالرسالة والرؤية .					
5- اهداف الجامعة تتكيف مع المتغيرات الداخلية والخارجية .					
6- لدى الجامعة أهداف طويلة الأجل تسعى لتحقيقها.					
7- يتم اشراك العاملين في صياغة الاهداف .					
8- تقوم لجامعة بمراجعة دورية لأهدافها.					



التحليل الاستراتيجي :					موافق جدا	موافق	محايد	غير موافق	غير موافق جدا
1- تقوم الجامعة بتحديد نقاط القوة لديها.									
2- تقوم الجامعة بتحديد نقاط الضعف.									
3- تقوم الجامعة بتحديد الفرص .									
4- تقوم الجامعة بتحديد التهديدات .									
5- تقوم الجامعة باستخدام ادوات التحليل المناسبة (SWOT)									
6- تشارك الجامعة عملية تحليل البيئة الداخلية والخارجية اصحاب المصلحة .									
الخيار الاستراتيجي :					موافق جدا	موافق	محايد	غير موافق	غير موافق جدا
1. تعتمد خيارات الجامعة الاستراتيجية على نتائج التحليل الاستراتيجي لكل من بيئتها الداخلية والخارجية.									
2. تقوم الجامعة بملائمة كل خيار استراتيجي مع متغيرات البيئة الداخلية والخارجية									
3. تتوجه الجامعة نحو الخيار الاستراتيجي بالاستقرار .									
4. تتوجه الجامعة نحو الخيار الاستراتيجي في النمو السريع.									
5. تتوجه الجامعة نحو الخيار الاستراتيجي في التركيز.									
6. تتوجه الجامعة نحو الخيار الاستراتيجي في التنوع .									
7. يتوفر لدى الجامعة الخطط بديلة									
المتابعة والتقييم :					موافق جدا	موافق	محايد	غير موافق	غير موافق جدا
8. لدى الجامعة معايير قياس الأداء لكل عنصر من عناصر الخطط الاستراتيجية.									
9. تلتزم الجامعة بالجدول الزمني التي تضعها لتحقيق خططها.									
10. تطبق الجامعة معايير أداء واضحة للحكم على الخطة الاستراتيجية									
11. يتوفر لدى الجامعة الخطط بديلة									

### القسم الثالث: الثقافة التنظيمية

القيمة التنظيمية:					موافق جدا	موافق	محايد	غير موافق	غير موافق جدا
1. تعمل الجامعة على تنمية روح الإبداع للموظفين.									
2. تعمل الجامعة على إشراك الموظفين في اتخاذ القرارات.									
3. يسود موظفين الجامعة الاحترام المتبادل والعمل بروح الفريق .									

					4. تمي الجامعة روح الابتكار والتميز والمبادرة بين الموظفين والطلبة .
					5. تتميز سياسات الجامعة في النزاهة والشفافية .
					6. يتوفر لدى الموظفين منظومة قيم مشتركة بالعمل.
					7. تحترم الجامعة التنوع الثقافي والتعددية والرأي الآخر.
غير موافق جدا	غير موافق	محايد	موافق	موافق جدا	الاتجاهات التنظيمية:
					1. أحب عملي وأعتبره واجب مقدس.
					2. أهتم بعملي وأداء الجامعة بشكل شخصي.
					3. أعتز بعملي في الجامعة وأتحدث عنه باستمرار.
					4. أبذل كل ما بوسعي لإنجاز الأعمال على أكمل وجه.
					5. أعتبر أن إرضاء الطلبة أمر مهم جدا لسياسة الجامعة.
غير وافق جدا	غير موافق	محايد	موافق	موافق جدا	الأعراف التنظيمية:
					1. يقوم الموظفون أصحاب الخبرة بإرشاد زملائهم الأقل خبرة .
					2. المعايير السائدة بين الموظفين تشجع الإبداع والابتكار.
					3. الأعراف السائدة تشجع التحدي والمخاطرة.
					4. يعتبر المدراء إلى الخطأ أحد مصادر التعليم.
					5. يهتم المدراء بتبسيط الإجراءات لتحسين أداء الموظفين.
					6. تقوم الإدارة بنشر إنجازات موظفيها وإبراز أعمالهم.
غير موافق جدا	غير موافق	محايد	موافق	موافق جدا	التوقعات التنظيمية:
					1. تشجع الإدارة الموظفين على إكمال أعمالهم خارج أوقات الدوام.
					2. يبادر الموظفون بالالتحاق بدورات تدريبية ذات صلة بأعمالهم.
					3. يتيح للموظفين فرصة اتخاذ قرارات متعلقة بالعمل دون الرجوع للرئيس
					4. توفر الإدارة العامة لموظفيها الأمن الوظيفي.
					5. تسعى الإدارة لتطوير قدرات ومهارات موظفيها.

القسم الرابع: الميزة التنافسية في المؤسسة

غير موافق جدا	غير موافق	محايد	موافق	موافق جدا	تكلفة التعليم
					6. تتناسب سعر الساعة المعتمدة ومستوى متوسط الدخل.

					7. تحفز الجامعة الطلبة بالالتحاق في بعض التخصصات عن طريق تخفيض سعر الساعة المعتمدة .
					8. تقدم الجامعة المنح للطلبة المتفوقين في تخصصاتهم.
					9. تقدم الجامعة منح للطلبة اصحاب الحالات الخاصة و ذوي الاحتياجات الخاصة .
					10. تقدم الجامعة المنح للطلبة في حال وجود أكثر من اخ .
					11. تقدم الجامعة منح لأوائل الطلبة في الثانوية العامة .

جودة التعليم	موافق جدا	موافق	محايد	غير موافق	غير موافق جدا
1. تستقطب الجامعة الكفاءات العلمية .					
2. يوجد في الجامعة سياسات واضحة للحفاظ على رأس المال الفكري.					
3. تتميز الجامعة في الخبرة والمهارات العملية في التدريس للأكادر الأكاديمي.					
4. تهتم الجامعة بتطبيق معايير جودة التعليم (ISO).					
5. تهتم الجامعة بتطوير تخصصات نوعية تتلاءم وسوق العمل .					
6. تهتم الجامعة بتطوير مهارات الطلبة اللامنهجية .					
7. تدعم الجامعة مشاركة الطلبة في المسابقات الدولية او المحلية.					
8. تهتم الجامعة في موضوع رقم التصنيف عالميا ومحليا وتسعى الى تعزيز مكانتها محليا واقليميا وعالميا .					
9. تتناسب القاعات الدراسية واعداد الطلبة .					
10. تعمل الجامعة على تحديث الوسائل التعليمية بشكل جيد.					
11. تهتم الجامعة بتسهيل تدريب الطلبة في المؤسسات.					
12. تعمل الجامعة على بناء شراكات مع القطاعي الحكومي والخاص.					
13. تدعم الجامعة الطلبة الموهوبين والمتفوقين.					
14. تساعد الجامعة الطلبة في المشاركة في برامج التبادل الثقافي.					
15. الخطة الأكاديمية والادارية موضوعه بأحكام .					

جودة الخريجين	موافق جدا	موافق	محايد	غير موافق	غير موافق جدا
يتمتع خريجو الجامعة بكفاءة عالية تؤهلهم لإتقان عملهم منذ بداية التعيين					
معدل نجاح خريجو الجامعة في اختبارات الترخيص/المهنة، والمعرفة والقدرات، ومهنية الخريجين عالية					
معدلات توظيف خريجو الجامعة الجدد مرتفعة.					
تمتلك الجامعة معرفة واسعة لحاجة سوق العمل المحلي والاقليمي من حيث نوعية وكفاءة الخريجين.					
تعتمد الجامعة التغذية الراجعة من خريجها والمؤسسات التي يعملون بها لتحديد جوانب الضعف في مهاراتهم والعمل على معالجتها.					
نسبة خريجو الجامعة من الطلبة الذين يكملون دراساتهم العليا مرتفعة .					

سمعة الجامعة	موافق جدا	موافق	محايد	غير موافق	غير موافق جدا
1- يتم تقييم أداء الجامعة بشكل دوري ومستمر من قبل مجلس الادارة.					
2- تقوم الجامعة بأداء دور فاعل تجاه المجتمع المحلي من خلال المسؤولية المجتمعية.					
3- تقدم الجامعة خدماتها إلى كافة الطلبة بعدالة ودون تمييز .					
4- يتعامل موظفو ومدرسو الجامعة بأسلوب أخلاقي ومهني مع الجميع.					
5- تستجيب الجامعة إلى المقترحات والشكاوى المقدمة من قبل الموظفين والطلبة.					
6- تدعم الجامعة البحث العلمي.					
7- تدعم الجامعة براءة الاختراع للأعضاء الهيئة التدريسية والطلبة .					

الوقت	موافق جدا	موافق	محايد	غير موافق	غير موافق جدا
1- سهولة الوصول الى الجامعة					
2- تتوفر المواصلات بشكل دائم .					
3- تتوفر الخدمات في الجامعة ومحيطها .					
4- طرق المواصلات للجامعة آمنة.					
5- تتوفر مواقف سيارات بشكل كافي في الجامعة ومحيطها					
6- يوجد للجامعة موقع الكتروني متطور.					
7- سهولة استخدام البوابة الالكترونية (البورتال)					

					8- توفر الجامعة شبكة انترنت مفتوحة
					9- البوابة الالكترونية تعمل بشكل ممتاز باي وقت
					10- تحتم الجامعة بسياسة التعليم الالكتروني
					11- سهولة تواصل الجهات الادارية والاكاديمية مع الطلبة

## الملخص باللغة العربية

تحاول معظم المنظمات البقاء في السوق والتنافس على الأرباح والاستقرار والنمو في سوق العمل، وفي الوقت الحالي في ضوء المنافسة بين المنظمات، تبحث المنظمات عن ميزة لتمييزها عن غيرها. وبطبيعة الحال، لن يأتي هذا التمييز من تلقاء نفسه، ولكن يجب على المنظمات العمل والنظر في جميع قدراتها، ويجب أن تأخذ جميع الموارد المتاحة لتحقيق الهدف المنشود. ولقد تم توسيع قطاع الجامعات الفلسطينية في السنوات الأخيرة على الرغم من الاعتماد على التمويل الخارجي المتغير ونتيجة لذلك، زادت المنافسة الداخلية لجذب الفرص والمشاريع.

إن الغرض من هذه الأطروحة هو دراسة الدور الوسيط للثقافة التنظيمية في تأثير التخطيط الاستراتيجي على تحقيق الميزة التنافسية في الجامعات الفلسطينية.

استخدم الباحث المنهج الوصفي التحليلي من خلال استخدام استبيان تكون من (107) نقاط صممها الباحث على ضوء الدراسات السابقة، حيث تم استخدامه لجمع البيانات من عينة الدراسة التي تألفت من (212) من العاملين الإداريين والأكاديميين في الجامعات الفلسطينية بالضفة الغربية.

وخلصت الدراسة إلى بعض النتائج كان منها، أن الجامعات الفلسطينية محل الدراسة تتمتع بمستوى عالٍ من التخطيط الاستراتيجي، ومستوى عالٍ من الثقافة التنظيمية، وكذلك مستوى عالٍ من الميزة التنافسية، كما تبين وجود علاقة هامة بين التخطيط الاستراتيجي والثقافة التنظيمية والميزة التنافسية في الجامعات الفلسطينية في الضفة الغربية، وقد قدمت النتائج دعماً تجريبياً

لمناقشة الدائرة بأن الميزة التنافسية تتأثر إيجابيا وبشكل كبير بأبعاد مختلفة للتخطيط الاستراتيجي وخاصة المهمة والأهداف والخيار الاستراتيجي.

كما بينت النتائج أن الميزة التنافسية تتأثر إيجابيا وبشكل كبير بأبعاد التخطيط الاستراتيجي جنبا إلى جنب مع أبعاد الثقافة التنظيمية وخاصة المهمة والتحليل الاستراتيجي والخيار الاستراتيجي، والقيم والمعتقدات والأعراف التنظيمية، حيث أن أبعاد التخطيط الاستراتيجي والثقافة التنظيمية هذه كانت الأكثر تطبيقاً وممارسة في الجامعات الفلسطينية حسب ما بينته الدراسة الحالية.

كما تبين عدم وجود فروق ذات دلالة إحصائية في الدور الوسيط للثقافة التنظيمية في تأثير التخطيط الاستراتيجي في تحقيق الميزة التنافسية في الجامعات الفلسطينية على المجال الكلي لكل من التخطيط الاستراتيجي والثقافة التنظيمية والميزة التنافسية ولكن كانت هناك فروق إحصائية هامة تعزى إلى جميع المتغيرات الديموغرافية على بعض الأبعاد.

تبين أن الثقافة التنظيمية تلعب دور الوسيط في تأثير التخطيط الاستراتيجي على تحقيق الميزة التنافسية للجامعات الفلسطينية في الضفة الغربية، وأن أبعاد الثقافة التنظيمية تلعب دور الوسيط في أثر التخطيط الاستراتيجي في تحقيق الميزة التنافسية للجامعات الفلسطينية في الضفة الغربية.

وبناءً على هذه النتائج، أوصى الباحث بأنه من أجل الحفاظ على ثقافة التفكير الاستراتيجي وتطوير نظام الجامعات الفلسطينية، فإنه من الأفضل التأكيد على مشاركة أعضاء هيئة التدريس والإداريين في صياغة ومراجعة رؤيتها، وينبغي إشراك الموظفين بشكل أكبر عند صياغة الأهداف،

كما ينبغي أن تشجع المعايير العامة في الجامعات الفلسطينية التحدي والمخاطر، وينبغي أن تكون تكلفة الساعات المعتمدة أكثر ملاءمة لمتوسط مستوى الدخل، كما ينبغي أن تعتمد الجامعة على آراء خريجها ومؤسساتها لتحديد نقاط الضعف في مهاراتهم والعمل لمعالجتها.