

The Degree of Availability of Leadership Standard Requirements Among Academic Leaders at the Hashemite University in Light of the European Excellence Model (EFQM)

Rawan Abu Shaqra

Department of Educational Foundations and Administration, Faculty of Educational Sciences, The Hashemite University, Zarqa, Jordan

Received: 19 Dec. 2023, Revised: 28 Dec. 2023, Accepted: 31 Dec. 2023.

Published online: 1 May 2024.

Abstract: In this study, we investigate to reveal the degree of availability of the requirements of the leadership standard among academic leaders at the Hashemite University in the light of the European Model of Excellence (EFQM), and to achieve the objectives of the study, the researcher prepared a tool consisting of (25) items distributed over four areas: the field of mission development, vision and values consisted of (8) paragraphs, the field of participation in the development, implementation and improvement of the university management system consisted of (4) paragraphs, the field of participation with customers, partners and community representatives consisted of (8) paragraphs, and the field of motivation, support and appreciation of employees, the university consisted of (5) paragraphs, and the study sample reached (78) academic leaders at the Hashemite University during the second semester of the year (2020-2021), the results of the study showed that the arithmetic averages and standard deviations of the degree of availability of the requirements of the leadership standard among academic leaders in the light of the European Model of Excellence (EFQM) came with an average degree, and the results showed that there were no statistically significant differences due to the difference in the gender variable, and there were statistically significant differences due to the impact of academic rank and in favor of the associate professor. The study recommended paying attention to excellence management and reviewing the quality assurance.

Keywords: Leadership, Academic Leaders, European Model of Excellence (EFQM).

1 Introduction

Universities nowadays, focus in performance on excellence through three main functions: teaching, scientific research, and community service, and therefore models and standards have been presented to many developed and developing countries aimed at developing and advancing government work, and among these integrated administrative models for institutional building, the model issued by the European Foundation for Quality (EFQM), which has become a global model as a model for institutional excellence applied in the European Union countries, many Arab countries, especially in the Gulf countries, have adopted the experience of the United Arab Emirates, which is an example of mature and successful experiences globally in this field, as well as Jordan's reliance on the European model of excellence by preparing a government excellence program, as well as the King Abdulaziz Award in the Kingdom of Saudi Arabia, and countries that have models of excellence or that adopt one of them have not only financially supported their organizations and given them opportunities, but also motivated and urged them to excel through the awards granted and introduced their public and private organizations in a competition ring whose purpose is to develop and improve outputs, where the idea of awards and quality medals emerged to enhance awareness of excellence internationally and locally, and even became an evaluation of organizations that manage their activities at a high level of quality and excellence.

The EFQM (European Foundation for Quality Management) model of excellence is one of the most famous models of excellence management, and it is a practical tool that aims to help organizations develop their administrative organization by measuring their position on a path compared to the improvements they make, thus helping organizations to identify the most important obstacles they face, and at the same time encouraging them to find innovative solutions to their problems, and identify the most important gaps that hinder the organization's path to improvement and excellence and try to find radical solutions to them. Excellence management is the ability of the

*Corresponding author e-mail: rawanke24@gmail.com

organization to coordinate between its elements and operate them in an integrated and coherent manner in order to achieve a high degree of interactivity and to reach the level of outputs necessary to achieve the desires, benefits and expectations of the stakeholders associated with the institution, as it is the result of the application of a set of standards that enable the organization to reach unprecedented competitive results to increase market share and profitability to contribute to improving productivity. Thus, many universities were keen to continue to search for methods and models of excellence, and many experts from developed countries made many contributions to building administrative models for excellence, led by the European Union, the United States, Japan, Australia, and that such models are used as a scientific tool for self-evaluation that contributes to the development of institutions in general, and educational institutions in particular, and these models have been characterized by comprehensiveness in the management of higher education institutions.

The European Foundation for Quality Management (EFQM) is one of the most prominent models of excellence commonly used in the contemporary world, and the award was established in (1988) with the membership of seven European countries, and in (1991) the framework of the European Quality Award was built, which is granted annually to honor distinguished European organizations, as amended in (2000), and the (EFQM) Foundation is based in the Belgian capital, and its membership now includes more than (700) companies and partners spread around the world, and is a practical tool to help organizations to enhance their competitiveness by providing them with general guidance to enable them to achieve and measure success, and to identify and evaluate performance levels in all places and key elements (Basheoh et al., 2013), and the philosophy of the European model of excellence is that excellence in performance and the satisfaction of internal beneficiaries and external stakeholders is achieved through effective leadership that formulates strategies, manages human resources, develops processes and services, and effectively invests in relationships with partners. The European model of excellence management is defined as: "Impressive practice in managing the organization and achieving results (Al-Meligy, 2012), a management framework that leads organizations to success by identifying their place on the path of excellence, and identifying potential strengths and gaps in their vision and mission, it also provides practical and clear means that enable effective communication within and outside the organization, and provides a basic structure for its management system. The establishment of the European Foundation for Quality Management dates back to (1988), and the European model was built in (1991), and accordingly the European model of excellence became an approved document through which all institutions can describe their tasks, follow up on the results reached by institutions, and focus on describing all the steps they take and how to develop their performance, so that it was the first session of the European Quality Award (Al-Ghamdi, 2010), also the European model of excellence has proven its success in industrial institutions by containing a structure consisting of nine basic axes that can be used and applied to educational institutions. Therefore, when using the European model with its nine axes in a correct, sound and balanced manner and then comparing the actual performance of the educational institution with these axes, we can identify the strengths and weaknesses and then work to improve performance and improve the available opportunities (Al-Hadi, 2013).

The European model is the general framework that is used to measure the evaluation process of the institution's performance during its pursuit of excellence, and this is done through continuous evaluation, identifying and addressing weaknesses and enhancing strengths. The European model pointed to the importance of creating a unified language and pattern of thinking in the educational institution, which thus helps to exchange ideas actively and effectively inside and outside the institution, in addition to developing a structure for the institution's management system and achieving integration and coherence of all existing and planned initiatives within the educational institution.

2 The importance of the European Model of Excellence (EFQM):

All educational institutions face many challenges, which requires educational administration to rely on a successful educational administration capable of facing these challenges, and the importance here is highlighted by the ability of the Excellence Department to support all the necessary developments and changes that support excellence, which is a steady and rapid change that requires the need for good and accurate planning to ensure continuity and progress (Zayed, 2005). Al-Ghamdi (2018) describes that its importance lies in preserving its status and place through excellence in its performance and providing its services in order to preserve its survival. Al-Hilalat (2014) pointed to the importance of the European model as a management tool that represents a criterion that achieves improving the performance of the institution, identifying appropriate development and improvement activities that enable the organization to achieve outstanding results effectively, and evaluating the performance of institutions competing for international quality awards.

Firstly: Foundations of the European Model of Excellence: The model is based on a set of foundations, which are as follows:

1. **Focusing on the targeted results:** This is shown by the institution's commitment to achieving results and benefits for various stakeholders, and distinguished institutions are keen to continue adding value to the target group (beneficiaries) by understanding their needs and proactively meeting these needs and expectations.

2. **Focus on customers (beneficiaries):** the group targeted by the institution, and excellence is measured through the services provided to customers (stakeholders) compared to what it can obtain from other institutions.
3. **Effective leadership and clear goals:** Leadership effectiveness, which is characterized by their future vision, their steadfastness towards achieving their desired goals, and their steadfastness in achieving them, regardless of the circumstances surrounding them.
4. **Management by processes and facts:** The organization will be more efficient and effective if its activities are formed through interconnected processes that are managed and directed to the planned goals according to correct, renewable and realistic information.
5. **Developing and empowering individuals:** Human resources are the most valuable thing that organizations have. They are the real resource and primary source for conscious organizations that strive for excellence. Their creative energy, intellectual abilities, experience and knowledge achieve the best results for the organization.
6. **Continuity of learning, improvement and innovation:** by investing the institution's expertise, the knowledge of its employees, and the results of science and its technical innovations in developing operations, providing services at the highest level, avoiding defects and errors, preventing their recurrence, and rising to the level of quality and excellence in providing services.
7. **Developing partnership and alliance relationships:** by investing in cooperative relationships with all business partners with whom the organization deals, obtains benefits from them, and provides services to it. These constructive relations should be based on the principle of mutual interests and benefits for both parties (Win-Win Relationship Ship).
8. **Realizing the organization's social responsibility:** respecting society's rules and regulations, committing to providing initiatives that are specifically directed to society.

Secondary: Criteria of the European Model of Excellence (EFQM): This model represents one of the most important models of excellence, and consists of two groups:

The first group is referred to as the enabler factors, which are the basis for supporting performance and enabling the organization to achieve excellence.

The second group is referred to as the target set of outcomes, and the European model of excellence is based on nine criteria, five of which represent enablers and four of which represent results. The enablers cover what the institution does and how it does, while the results cover what the institution achieves by doing the enablers, and if the correct enablers are applied effectively, the organization will achieve the results it expects, and includes enablers: (leadership, human resources (employees), policies and strategies, relationships and resources, operations) and these elements express what institutions need to achieve the goals and objectives for which they were established, and the elements of the enablers are evaluated on the basis of two important dimensions, the first dimension: The degree of excellence in the management approach and the second dimension is the application of the entrance (Al-Salmi, 2017).

Standards: The European Excellence Model is based on nine criteria that can be divided into two groups, five of which represent the enablers, and the remaining four, which are the results, which cover what the organization does, how it does and covers what the organization achieves, and Al-Tuwaijri (2019) pointed to the criteria on which the model is based, which are as follows:

- **Leadership:** The leadership criterion refers to the style of the organization's leaders in achieving excellence in performance and ensuring the continuous success of the organization, and leaders according to this model are change leaders who work to develop the mission and vision of the organization, follow-up, review and lead the improvement of the organization's management system, positive interaction with external stakeholders, and promote an organizational culture that supports excellence.
- **Strategy:** This standard emphasizes that distinguished organizations achieve their mission and vision through a strategy that focuses on understanding the needs and expectations of stakeholders and the external environment, while also understanding internal roles and capabilities, and reviewing and updating the strategy periodically from the availability of policies, plans and objectives that translate the strategy into practical reality.
- **Human Resources:** This criterion refers to the organization's method of managing its human resources, achieving a balance between the organizational goals of the organization and the personal goals of employees, promoting justice and equality, building an effective communication network at all levels of the organization, developing the knowledge and capabilities of employees, and empowering them while recognizing and rewarding their achievements in order to ensure their participation and support to achieve the organization's strategy.
- **Partnerships and resources:** According to this standard, the organization plans and manages external partnerships, suppliers and external resources to achieve sustainable benefit, support its strategy and policies, and ensure the effective operation of operations. This standard focuses on the mechanisms by which financial affairs

are managed, managing buildings and natural resources sustainably, employing technology to support achieving the organization's strategy, managing information to support decision-making processes, and building the organization's capabilities.

- **Operations and Services:** This standard emphasizes the mechanisms adopted by the organization in designing, managing and improving the processes and services it provides to achieve added value for customers and stakeholders.
- **Results:** This criterion expresses the results achieved or achieved by the organization for customers, human resources and the community, as well as key performance results for the organization, by developing a set of financial and non-financial results to determine the successful deployment of the organization's strategy based on the needs and expectations of the beneficiaries, whether inside or outside the organization.

University leadership: University leadership is a type of leadership, as it does not depart from being an integral part of the general leadership in any country, and university leadership is represented by university presidents and their deputies, deans of colleges and agents, and heads of scientific departments. Al-Aydi (2009) pointed out that the university leadership has the greatest role in achieving excellence for the university by shaping the future and striving to achieve this, and their qualities of flexibility, delegation of authority and empowerment, and thus the ability to predict that may occur in the future and interact with them with absolute positivity and thus achieve success for the university through the participation of university leadership with academic leaders, heads of departments and local community institutions, and the participation of university leaders of academic leaders in strategic planning, the development of plans and the vision of the university, etc. of flexibility and adaptation to the surrounding circumstances and changes in the world, and promote a culture of excellence management among all individuals working at the university.

Previous Studies

The researcher conducted a survey of studies and research related to the subject of the study, showing the existence of many studies related to the subject of the study, **Al-Shammari (2020)** conducted a study aimed at identifying the reality of excellence management at Princess Nourah bint Abdulrahman University and ways to develop it according to the European model of excellence (EFQM), from the point of view of the university's academic leaders, and the study adopted the descriptive survey and analytical approach, and its data was collected through a questionnaire designed specifically for it, which was distributed to a sample of (56) single, the results of the study showed that the degree of availability of the Department of Excellence at the university for all dimensions was medium, and the highest was the availability after leadership, while it was the lowest after human resources. The study recommended a set of recommendations, most notably: working to spread the culture of excellence and applying its models at Princess Nourah bint Abdulrahman University and in higher education institutions, benefiting from international experiences and expertise in this field, and establishing specialized units to nurture excellence in universities.

Al-Rakaf (2019) conducted a study aimed at revealing the reality of the application of excellence management among the vice-deans of scientific departments at Imam Muhammad bin Saud Islamic University in light of the standards of the European Model of Excellence (EFQM) from the point of view of faculty members, by identifying the application of the degree of application of excellence management standards (EFQM) among the vice-deans of scientific departments at Imam Muhammad bin Saud Islamic University in light of the standards of the European model of excellence from the point of view of faculty members, and the researcher used the descriptive method, and to achieve the objectives of the study, the questionnaire was distributed to the study sample consisting of all faculty members in the scientific departments at Imam Muhammad University, and the results of the study found that the degree of application of excellence management among the departmental vice-deans was average, and there were statistically significant differences in the responses of the study sample attributed to the academic rank variable and in favor of professors and associate professor, and there were differences for the variable of the number of years of experience attributed to the category of (10-15) years.

Al-Tuwajri (2019) conducted a study aimed at building a proposed perception for the application of excellence management in the faculties of education in Saudi universities according to the European excellence model, the study population consisted of all faculty members in the faculties of education in (King Saud University, um Al-Qura University, and King University) and the study was applied to a random sample representing (50%) of the faculty members in each college, and to collect the study data, a questionnaire consisting of two parts was used, the first part included the primary data, and the second part consisted of two axes: The first axis: the degree of application of the faculties of education to manage excellence according to the European excellence model, and included five dimensions (leadership, strategy, human resources, partnerships and resources, operations and services, results). The second axis dealt with the requirements necessary to activate the application of these standards, the results of the study showed the approval of the study sample that the degree of application of excellence management according to the standards of the European model of excellence is high, and the leadership criterion won the first rank with high approval, and in the second place human resources with high approval, and in the third place the strategy and high approval, and in the

fourth place came the standard of companies and resources and the standard of operations and services with medium approval, and in the last order came the criterion of results with medium approval, and the results showed the approval of a sample Study on requirements to a high degree.

Zerzar (2019) conducted a study aimed at finding out the degree of application of the elements of excellence management according to the European Model of Excellence (EFQM) at the Faculty of Education in Skikda. The descriptive analytical approach was used, and the sample consisted of permanent professors numbering (95) professors, the questionnaire tool was used to collect the data necessary to achieve the objectives of the study, and to ensure the validity of the tool, the correlation coefficients were calculated, and Cronbach's alpha to verify stability, where the calculation of Cronbach alpha (0.964), and the results showed that the level of application of the European model of excellence in higher education in the college reached (71%), and accordingly the study reached an increased interest in the application of the European model for excellence management by the college administration, and to clarify the importance and benefits of adopting it for the guardian ministry and stakeholders.

The study (Faraj, 2018) aimed to evaluate the management of excellence at Taif University by looking at the European Excellence Model (EFQM), and the study followed the descriptive approach (survey and comparison), and the data was collected using a questionnaire distributed to a random sample of faculty members (284) from Taif University, and the results indicated statistically significant differences in the degree of excellence management for Taif University in the light of (EFQM), from the point of view of the sample members in reference to the following variables: (gender, academic rank, years of experience), and there were no statistically significant differences in the total degree of excellence management practice at Taif University in view of (EFQM) from the point of view of the members of the study sample in reference to the following variables: (type of college, number of training programs) The main recommendation of the study was to urge the university to increase efforts to achieve a higher level of excellence management practice given (EFQM).

Abu Humaidan (2018) conducted a study aimed at investigating the reality of excellence management in Jordanian universities in the governorate of the capital Amman according to the European Excellence Model (EFQM), and it adopted the descriptive approach and the study population consisted of all deans, deputy and assistant deans and heads of departments working in eleven Jordanian universities in the governorate of the capital Amman during the academic year (2015/2016) and their number is (471) academic leaders, the study sample was selected from them in a random stratified manner and its number reached (217) individuals, and to achieve the objectives of the study was built The study tool consisted of (93) items, within (9) areas according to the fields and standards of the European Excellence Model (EFQM), the results of the study indicated that the total estimate of the reality of excellence management in Jordanian universities came with an average degree in all fields, and the results showed that there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the reality of excellence management attributed to the variable of job title, and there were statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the reality of excellence management attributed to the academic rank variable and that the differences were between the rank of professor and the rank of associate professor and in favor of the rank of associate professor.

Al-Mikhlafi's (2018) study sought to know the degree of application of King Khalid leadership to excellence management standards in the light of the European model (EFQM) from the point of view of faculty members, and used the descriptive approach through a questionnaire consisting of (60) phrases distributed over the nine excellence management standards, applied to a sample of (350) members, and the study reached the most important results that the average degree of application of the standards came with an average degree, and achieved the criteria (leadership, policies and strategies, human resources, administrative processes, employee satisfaction, relations and material resources) Limit minimum applicability, while the criteria (key performance results, beneficiary satisfaction, community service) did not achieve the minimum applicability, and it reached results, including: the existence of statistically significant differences due to the specialization variable between practical and humanitarian disciplines in favor of humanitarian disciplines, and the existence of statistically significant differences due to the degree variable in favor of the degree of associate professor, and the absence of statistically significant differences due to the variable of the number of years of service at the university.

The study (Aladwan & Forrester, 2016) pointed to the discovery of the challenges faced by the leadership when implementing excellence programs in the Jordanian public sector, and the study used the analytical approach of the content by analyzing the performance evaluation reports in the King Abdullah II Award for Excellence, on a sample of (10) Jordanian public institutions that participated in the award more than once and did not achieve the desired results. The results of the study showed that the main challenges to the implementation of the leadership standard in the Jordanian public sector were weak strategic planning, weak empowerment of employees, weakness in reference performance, weakness in financial resources, weakness in integration and coordination, and weakness in the measurement system.

The study dealt with Al-Dabaan (2016) building a proposed strategy to develop the performance of emerging Saudi universities in light of international standards of institutional excellence, the study used the descriptive survey approach and the final results of the study revealed that the degree of availability of institutional excellence standards to

develop performance in emerging Saudi universities from the point of view of academic leaders is medium for all dimensions, including (leadership), and the existence of statistically significant differences between the responses of the study sample members about their estimate of the degree of availability of institutional excellence standards to develop performance in emerging Saudi universities according to the year of establishment variable in favor of the oldest established universities, and the study recommended that emerging universities adopt the application of the proposed strategy and model to develop the performance of emerging Saudi universities in light of international standards of institutional excellence, with a focus on all its dimensions.

Al-Hasan's (2016) study indicated to identify the reality of the application of excellence management among the heads of scientific departments at Imam Muhammad bin Saud Islamic University according to the standards of the European model of excellence from the point of view of its agents and agents, the results of the study showed a high application of excellence management among the heads of scientific departments, where the study members saw that the application of excellence management was highly in all the criteria covered by the study, based on the results of the study, the researcher recommended developing the relations of the scientific department inside and outside the university, paying attention to the satisfaction and motivation of employees, investigating their training needs, in addition to paying attention to measuring the degree of contribution of the scientific department in community service.

As for **the study of Al-Meligy (2016)**, it aimed to develop the scientific departments at the University of Hail in the light of the entrance to excellence management (EFQM), the study used the descriptive approach by building a questionnaire consisting of (47) phrases distributed on (8) axes, applied to a sample of faculty members numbering (306) faculty members, the results of the study showed that the scientific departments adopted a clear and declared policy for faculty members, the existence of a document that expresses the department's mission and future goals, the lack of knowledge of some departments of the departments with the basics of strategic planning, the preparation of strategic plans, the weakness of spreading the culture of excellence among faculty members, the lack of support for the administration of scientific departments to use democratic methods in dialogue and discussion with faculty members, and the lack of employment of technological applications to improve administrative work.

The study of Al-Alfi (2016) sought to know the degree of availability of the standards of the European model of excellence at the University of Hail, and to clarify the proposed procedures to meet some of its standards that have not been met, and has used the descriptive approach to achieve its goals, and the study has found that the degree to which the University of Hail meets the standards of the European Excellence Model for Excellence from the point of view of faculty members came to an average degree, and the order of the questionnaire criteria according to the degree of availability was as follows: partnership and resources, operations, results, leadership, human resources, strategy, the study recommended the need to meet the standards not available at the university.

The study (Saada, 2013) reviewed the extent of the application of the leadership standard in Palestinian higher education institutions according to the European model of excellence, and this study used the descriptive approach through the application of a questionnaire consisting of (30) items distributed on the dimensions of the leadership criterion on the study sample of (45) members of deans and heads of departments in Palestinian universities, and the arithmetic averages and standard deviations came to an average degree on all dimensions of the leadership criterion, and it showed that there were no statistically significant differences in the degree of practice of the study sample members of the leadership criterion attributed to the variables of gender and job position, and the existence of statistically significant differences attributed to the variable of experience and in favor of years of experience (5) years or more.

The researcher benefited from previous studies of the theoretical literature and the tools used, as well as the definition of the European model of excellence with its expression of institutional self-evaluation mechanisms, and standing on the standards and indicators of the model, as some previous studies indicated total quality and its importance as a basis for excellence management, and most of the previous studies focused on the European Foundation for Quality Management (EFQM) and its use in companies, factories and private sectors, and this study agreed with the study of Al-Hasan (2016), and the study of Al-Meligy (2016), and the most important feature of the current study is its uniqueness using the European Excellence Model (EFQM) to measure the degree of availability of the requirements of the leadership standard among academic leaders at the Hashemite University in the light of the European model of excellence and is characterized as the first study in - the limits of the researcher's knowledge - that applies the European Excellence Model (EFQM) at the Hashemite University.

3 Methodologies

Study Problem

Universities need to use modern leadership methods in leading the administrative process in order to achieve the goals of the educational institution, which is to direct faculty members towards their students, achieve quality in teaching, employ scientific research and serve the local community, and develop positive attitudes towards work and mastery, and the effectiveness and efficiency of universities depend largely on the efficiency and effectiveness of the

performance of their leadership, so the selection of academic leaders is the most important pillar of the success of universities in achieving their goals, and foreseeing a vision characterized by the use of modern strategies that work to create change, and Al-Jubaili (2019) adds the need to provide criteria based on clear and accurate scientific foundations for the appropriate selection of leadership (Dean, Vice Dean, Head of Department) in order to ensure quality in operations and achieve the desired goals, and to provide a clear mechanism for evaluating the performance of leaders, and Abu Saada (2013) explains the importance of choosing an academic leader who meets certain specifications that qualify him to carry out the process correctly, and help him to choose qualified individuals to form work teams, and that this is one of the reasons for the success of university performance evaluations in the self-evaluation stage, Al-Yahyawi (2011) states that leaders may be selected without receiving the necessary training, without gaining experience, depending on individual and personal criteria, and thus may affect the performance of operations in the college or department. Investing in excellence in education has become one of the important modern trends for the leaders of higher education institutions to achieve competition - inputs and processes - and ensure outputs consistent with the specified standards, including the requirements of the competitive labor market, and excellence models are one of the best means to achieve a qualitative leap in the level of performance of universities in terms of providing services and contributions to achieving sustainable development through models of excellence in accordance with the best international practices, and it is possible to meet the challenges of the requirements of performance evaluation processes in universities through good selection of the leader, some studies have confirmed that the level of leader performance affects the performance of the processes that take place within universities (Al-Bishr, 2016), (Al-Jubaili, 2019), (Al-Talaa', 2017), (Kaa'ki, 2018), and these processes include the process of evaluating institutional and programmatic performance, and in a study (Kok, S, McDonald, K, 2017), which is entitled "Supporting excellence in higher education, recognizing leadership, governance and administrative behavior of high-performing higher education institutions, the researchers confirmed after studying a number of higher education institutions that they are distinguished in performance on the role of leadership in academic departments in achieving improvement in performance, and the dependence of institutional success on the ability of leaders to manage performance well, and one of the results of the research was that the excellence of institutions in performance depends heavily on eight elements, and the performance and behaviors of academic leaders, and this study came to reveal the reality of the degree of availability of the requirements of the leadership standard for academic leaders at the Hashemite University in the light of the European model For Excellence (EFQM).

Study Questions: The problem of the study is to answer the following two questions:

The first question: What is the degree to which the requirements of the leadership standard are met by academic leaders at the Hashemite University in light of the European Foundation for Quality Management (EFQM)?

Second question: Are there statistically significant differences at the significance level (0.05) between the average estimate of the sample members, which are attributed to the study variables (gender, academic rank, type of work)?

Objectives of the study: The study aims to:

- Disclosure of the degree of fulfillment of the requirements of the leadership standard among academic leaders at the Hashemite University in light of the European model of excellence.
- Detection of statistically significant differences between the average estimate of the sample members attributed to the study variables (gender, academic rank, type of work).

The importance of the study:

- **Theoretical significance:**

- The importance of this study is represented in the topic it touches on and its role in the scientific enrichment that it may add in the fields and standards of excellence and the dissemination of a culture of excellence.
- Provide universities and educational institutions with knowledge to help them organize their efforts to fill the gap and strive for excellence.
- This study reveals some aspects in the subject of the leadership criterion, selection and nomination of leaders and their relationship to performance evaluation processes, especially in the Jordanian academic environment.
- Highlighting some international experiences for selecting, evaluating and training leaders in universities to achieve the requirements of performance evaluation processes, and clarifying the mechanisms of their application.

- **Practical importance:**

- The results of this study can be used to know the reality of excellence management in the light of the European model of excellence (EFQM) at the Hashemite University, which is an attempt to provide realistic results that help the university improve its performance, and ensure continuity, leadership and continuous improvement in performance, in light of the orientation of higher education in Jordan towards leadership and excellence.

- The benefit that will accrue to both administrators and workers in educational institutions as they are based on the most important global models, which is the European model of excellence (EFQM).
- Providing a modern treatment of the administrative performance of universities by addressing the management of excellence as one of the contemporary administrative approaches.
- Contribute to raising the level of quality of performance of administrative processes at the Hashemite University.
- It is hoped that the university in its various sectors will benefit from the results of research in developing the management practices followed to reach excellence.

Study limitations: The study was limited to the following limits

- **Human temporal spatial boundaries:** The study was limited to academic leaders at the Hashemite University during the second semester during the academic year (2020-2021).
- **Objective (procedural) limits:** The results of the study were limited to the truthfulness and stability of the measurement tool used in the study, which was prepared and developed by the researcher, and was represented by the preparation of a questionnaire consisting of (25) items distributed over four areas, namely; the field of mission development, vision and values consisted of (8) paragraphs, and the field of participation in the development, implementation and improvement of the university administration system consisted of (4) paragraphs, and the field of participation with customers, partners and community representatives consisted of (8) paragraphs, and the field of motivation, support and appreciation of university employees consisted of (5) paragraphs, in Light of study variables (gender, academic rank, type of work).

Terminological and procedural definitions

- **Standards:** defined by Al-Dais and Al-Shuwai (2019) are objective and codified scientific criteria through which performance levels are judged and the extent of achievement in achieving the goals set for the institution is evaluated. **The criterion according to** (Abdel Hamid, 2008) is a measure by which others are measured for judgment and evaluation.
- **Leadership:** taken from the word “lead”: the opposite of the market, leads the bear in front of it and drives from behind it, the lead in front of and the market from behind (Ibn Manzur, 1993, 370) and is a source of leadership: in the sense of the ability to treat the nature of human beings and influence human behavior to direct a group of people towards a specific goal in a way that ensures their loyalty, trust, respect and cooperation (Abdul Hamid, 2008). **The researcher defines it procedurally** that distinguished leaders develop and facilitate the implementation of the vision and mission, develop the values required for long-term success, and implement them through appropriate procedures and behavior, and participate personally to ensure that the university's administrative system has been developed and implemented and maintain the stability of purpose during the period of change, or that it is a judgment through which resources, energies and goals can be evaluated and directed to achieve the best level of achievement.
- **Commanders:** as "the commander is the active name of the leader, the one who leads a team of soldiers, the commander of the position: the one who leads the army in a particular city or location, and the commander: what emerged from the mountain" (Masoud, 1992, 613).
- **Academic leadership:** They are faculty members in universities whose tasks are integrated within the three administrative levels (senior management, middle management, executive management) (Al-Saud, 2013).
- **European Model of Excellence (EFQM):** It is a globally adopted management framework that allows organizations to achieve success by measuring where they are on the path to transformation, helping them understand the gaps and possible solutions available, enabling them to progress and significantly improve the performance of the organization.

Method and procedures: The following are a description of the study population and sample, the study tool, methods for verifying its validity and stability, study variables, and statistical treatments that will be used to reach the results.

Study methodology: The researcher used the descriptive analytical survey method to collect and analyze data in order to answer the questions of the study, as this approach is the most appropriate for such studies.

Study population and sample: The study population consisted of all academic leaders at the Hashemite University during the second semester of the academic year (2020-2021), and their number reached (78) faculty members from academic leaders (head of department and dean of the college). Where all members of the community were selected as a sample for the study due to the small size of the community, as shown in Table (1)

Table (1): Distribution of Study Sample Members

Study Variables	Categories	Iteration	Ratio
Gender	Male	59	75.6%
	Female	19	24.4%
	Total	78	100.0%
Academic Rank	Professor	10	12.8%
	Associate Professor	33	42.3%
	Assistant Professor	35	44.9%
	Total	78	100.0%
Business Type	Head of Department	59	75.6%
	Dean of the College	19	24.4%
	Total	78	100.0%

Study Tool:

The researcher used a questionnaire "The degree of availability of the requirements of the leadership standard among academic leaders at the Hashemite University in the light of the European Foundation for Quality Management (EFQM)", the study tool consisted of (25) items distributed over four areas, namely; the field of mission development, vision and values consisted of (8) items, the field of participation in the development, implementation and improvement of the university management system consisted of (4) paragraphs, the field of participation with customers, partners and community representatives consisted of (8) paragraphs, and the field of motivation, support and appreciation of university employees consisted of (5) paragraphs, and it was presented to the arbitrators specialized in the field of educational administration, and all their observations were taken.

- **The sincerity of the questionnaire:** To verify the validity of the questionnaire, it was presented to a committee of arbitrators and experts in Jordanian universities, numbering (10) arbitrators with competence and experience, and the directives and proposals of the members of the committee were taken, as the linguistic wording of some paragraphs was modified when five arbitrators agreed on it.
- **Stability of the questionnaire:** In order to verify the validity of the construction, the study tool was applied to an exploratory sample consisting of (30) faculty members at the Hashemite University, from the target study sample in order to identify the validity of the internal consistency of the tool and the extent of the contribution of its constituent paragraphs, by calculating the Pearson correlation coefficient; Paragraphs of the study tool with the total degree of the field to which it belongs, as shown in the following table:

Table (2): Correlation Coefficients of the Paragraphs of the Study Tool with the Total Degree of the Field to Which It Belongs

Developing Mission, Vision and Values			Participate in the Development, Implementation and Improvement of the University Administration System			Engagement with Customers, Partners and Community Representatives			Motivating, Supporting and Appreciating University Staff		
Paragr aph number	Correla tion coeffici ent	Signif icanc e level	Paragr aph number	Correlat ion coefficie nt	Signif icanc e level	Paragr aph number	Correla tion coeffici ent	Signifi cance level	Paragr aph number	Correlat ion coefficie nt	Signifi cance level
1.	0.798**	0.000	1.	0.809**	0.000	1.	0.570**	0.000	1.	0.751**	0.000
2.	0.777**	0.000	2.	0.663**	0.000	2.	0.696**	0.000	2.	0.798**	0.000
3.	0.781**	0.000	3.	0.719**	0.000	3.	0.639**	0.000	3.	0.631**	0.000
4.	0.798**	0.000	4.	0.775**	0.000	4.	0.597**	0.000	4.	0.800**	0.000
5.	0.763**	0.000				5.	0.753**	0.000	5.	0.759**	0.000
6.	0.569**	0.000				6.	0.658**	0.000			
7.	0.789**	0.000				7.	0.759**	0.000			
8.	0.631**	0.000				8.	0.555**	0.000			

** Statistically significant at the level of ($\alpha = 0.01$).

* Statistically significant at the level of ($\alpha = 0.05$).

Table (2) shows that the values of paragraph correlation coefficients on the field of mission development, vision and values ranged between (0.569-0.798) with the field, and also shows that the values of paragraph correlation

coefficients on the field of participation in the development, implementation and improvement of the university management system ranged between (0.669-0.809) with the field, and the table shows that the values of paragraph correlation coefficients on the field of participation with customers, partners and community representatives ranged between (0.555-0.759) with the field, the table also shows that the values of the paragraph correlation coefficients on the field of motivating, supporting and estimating university employees ranged between (0.631-0.800) with the field, and all these values were statistically significant, and this means that there is a degree of sincerity of internal consistency in paragraphs on the scale. Table (3) shows the values of the Pearson correlation coefficient between the fields of the study tool and the total score of the tool, as shown in Table (3):

Table (3): Matrix of Correlation Coefficients Between Domains and Total Score

Domains	The scale as a whole
Developing Mission, Vision and Values	0.775**
Participate in the Development, Implementation and Improvement of the University Administration System	0.787**
Engagement with Customers, Partners and Community Representatives	0.876**
Motivating, Supporting and Appreciating University Staff	0.859**

** Statistically significant at the level of ($\alpha = 0.01$).

* Statistically significant at the level of ($\alpha = 0.05$).

It is noted from Table (3) that there are high and statistically significant correlation coefficients at ($\alpha = 0.05$) between the domains with the total score of the scale, which ranged between (0.775 – 0.876), which means that there is a degree of internal consistency between the domains and the total score on the scale.

Stability of the study tool: To verify the stability of the study tool, the internal consistency method was applied to Cronbach's Alpha, as the tool was applied to a sample consisting of (30) faculty members at the Hashemite University, from the target study sample, and Table (4) shows the results.

Table (4): Cronbach's Alpha Internal Consistency Stability Coefficients

#	Domain	Cronbach Alpha	Number of paragraphs
1	Developing Mission, Vision and Values	0.858	8
2	Participate in the development, implementation and improvement of the university administration system	0.779	4
3	Engagement with customers, partners and community representatives	0.889	8
4	Motivating, supporting and appreciating university staff	0.789	5
The Tool as a Whole		0.892	25

It is noted from Table (4) that the values of the Cronbach alpha stability coefficients for the tool of the degree of availability of the requirements of the leadership standard among academic leaders at the Hashemite University in the light of the European Foundation for Quality Management (EFQM) ranged between (0.779-0.889) on the fields, and the value of the Cronbach alpha coefficient for the tool as a whole was (0.892). These values are appropriate for the purposes of the present study.

The following statistical grading was used: The degree of availability of the requirements of the leadership standard for academic leaders at the Hashemite University was determined in the light of the European Foundation for Quality Management (EFQM) in three levels. Through the following equation:

Category length = (highest value of the alternative – minimum value of the alternative) / number of scores.

$$= (5-1)/3 = 1.33 \text{ Class length of paragraph}$$

Therefore, the scores (1-2.33) became low, (2.34-3.67) medium, and (3.68-5.00) high.

Study variables:

First: Independent variables:

1. **Gender variable:** It has two levels (male, female).
2. **Academic rank variable:** It has three levels (professor, associate professor, and assistant professor).
3. **Variable type of work:** It has two levels (head of department, dean of the college).

Second: Dependent variables: The degree of availability of the requirements of the leadership standard for academic leaders at the Hashemite University in the light of the European Foundation for Quality Management

(EFQM). Which is expressed by the arithmetic averages of the estimates of the sample members on the paragraphs and areas of the questionnaire.

Statistical treatments: arithmetic averages and standard deviations were extracted, the T-test was used for independent samples for both the gender and type of work variables, the single variance analysis test known as (One Way ANOVA) was used for the academic rank variables, and the Scheffé test.

Presentation and discussion of results: The study aimed to identify the degree of availability of the requirements of the leadership standard among academic leaders at the Hashemite University in the light of the European Foundation for Quality Management (EFQM), and to achieve these goals, this study answered its questions and discussed the results, which are as follows:

Presentation and discussion of the results related to the first question: “What is the degree of availability of the leadership standard requirements for academic leaders at the Hashemite University in the light of the European Foundation for Quality Management (EFQM)?” To answer the first question, the arithmetic averages and standard deviations of the degree of availability of the leadership standard requirements of the academic leaders at the Hashemite University were calculated in the light of the European Foundation for Quality Management (EFQM) in general and for each of the fields, and Table (5) shows this.

Table (5): Arithmetic Averages and Standard Deviations of the Degree of Availability of Leadership Standard Requirements for Academic Leaders at the Hashemite University in the Light of the European Model of Excellence (EFQM) in descending order

#	Domain	Arithmetic mean	Standard deviation	Rank	Level
1	Developing Mission, Vision and Values	3.41	0.70	1	Medium
2	Participate in the development, implementation and improvement of the university administration system	3.20	0.93	3	Medium
3	Engagement with customers, partners and community representatives	3.24	0.79	2	Medium
4	Motivating, supporting and appreciating university staff	2.25	0.82	4	Low
Total Grade		3.09	0.62	Medium	

It is noted from the results of Table (5) that the arithmetic averages and standard deviations of the degree of availability of the requirements of the leadership standard among academic leaders at the Hashemite University in the light of the European Model of Excellence (EFQM) came with an arithmetic medium level (3.09), a standard deviation (0.62) and a medium degree, the researcher attributed this to the fact that the university leadership encourages employees through support and motivation to achieve the goals and objectives and develop its activities, develop the vision, mission, values and objectives that include the university's strategic plans, and participate with customers and society to reach continuous excellence, and then competitiveness because of its important role within the concepts and elements of excellence models in general and the European model (EFQM) in particular. The researcher is also attributed to the keenness of the university administration to apply modern administrative leadership models and trends that will advance the level of the university, improve the services provided, achieve competitive advantage at its levels, improve the level of institutional performance, and the university's keenness to develop the educational and administrative performance of academic leaders, and its keenness to develop institutional performance, and the use of democratic methods in dialogue and discussion with faculty members and academic leaders, and build effective leadership skills through good selection, and the preparation and development of leaders according to the requirements of the times, this result is consistent with the results of the study (Al-Hasan, 2016), which show that the reality of applying excellence management among the heads of scientific departments at Imam Muhammad bin Saud Islamic University according to the standards of the European model of excellence from the point of view of its agents and agents, and differed with the results of the study (Aladwan & Forrester, 2016), which showed that the challenges faced by leadership when applying excellence programs in the Jordanian public sector, and the results of the study (Al-Dabaan, 2016) that the degree of availability of institutional excellence standards to develop performance in emerging Saudi universities from the point of view of academic leaders, and the results of the study (Saada, 2013) that the extent to which the leadership standard is applied in Palestinian higher education institutions according to the European model of excellence, and the results of the study (Al-Meligy, 2016) that showed that the development of scientific departments at the University of Hail in the light of the approach to excellence management (EFQM). And the results of the study (Al-Alfi, 2016), which showed that the degree to which the University of Hail meets the standards of the European Excellence Model for Excellence from the point of view of faculty members, and the results of a study (Faraj, 2018) that showed that the evaluation of excellence management at Taif University by looking at the European Excellence

Model (EFQM), and the results of the study (Al-Mikhlaifi, 2018) that showed that knowing the degree of application of King Khalid leadership to excellence management standards in the light of the European model (EFQM) from the point of view of faculty members, and the results of the study (Al-Rakaf, 2019) Which showed that the degree of application of excellence management among the departmental agents was medium. The arithmetic mean and standard deviations for each of the paragraphs on the domains are presented in descending order on the domain, and Table (6) illustrates this:

Table (6): Arithmetic Mean and Standard Deviations of the Availability of Leadership Standard Requirements for Academic Leaders at the Hashemite University in the Light of the European Model of Excellence (EFQM) in Descending Order

#	PARAGRAPH	ARITHMETIC MEAN	STANDARD DEVIATION	RANK ON DOMAIN	LEVEL
2	I develop ethics and values and model roles that support university culture	3.60	1.00	1	MEDIUM
5	I contribute to stimulating and encouraging empowerment, innovation and creativity at the university	3.50	1.09	2	MEDIUM
8	Motivate and encourage cooperation within the university	3.46	1.04	3	MEDIUM
4	I personally and actively participate in the improvement activities at the university.	3.45	0.99	4	MEDIUM
7	Prioritize optimization activity	3.41	0.99	5	MEDIUM
1	I contribute to the development of the university's vision and mission.	3.33	1.28	6	MEDIUM
6	I promote, support, and act on the outcomes of learning activities	3.28	1.16	7	MEDIUM
3	I monitor and improve the effectiveness of my leadership within the requirements of future leadership	3.21	1.24	8	MEDIUM
THE OVERALL DEGREE IN THE FIELD OF MISSION DEVELOPMENT, VISION AND VALUES		3.41	0.70	MEDIUM	
9	Contributed to the alignment of the university's structure to support its policy and strategy	3.44	1.13	1	MEDIUM
11	I continuously strive to develop, disseminate, update and implement policy and strategy	3.17	1.38	2	MEDIUM
10	Develop and implement an operations management system	3.12	1.24	3	MEDIUM
12	I work to identify, plan and implement improvements and empowerment at the university	3.08	1.39	4	MEDIUM
THE TOTAL DEGREE IN THE FIELD OF PARTICIPATION IN THE DEVELOPMENT, IMPLEMENTATION AND IMPROVEMENT OF THE UNIVERSITY MANAGEMENT SYSTEM		3.20	0.93	MEDIUM	
19	I provide full and complete support to those who excel academically	3.49	1.11	1	MEDIUM
20	I contribute to improving the university environment to serve the community	3.47	1.22	2	MEDIUM
13	I meet, understand and respond to needs and expectations	3.24	1.15	3	MEDIUM
14	I seek to establish and participate in partnerships.	3.22	1.18	4	MEDIUM
18	I contribute to supporting activities aimed at developing the community and the university	3.22	1.17	5	MEDIUM
16	Honor individuals who contribute to the work of the university and are loyal to it	3.15	1.26	6	MEDIUM
15	I create and participate in a group development activity	3.08	1.16	7	MEDIUM

#	PARAGRAPH	ARITHMETIC MEAN	STANDARD DEVIATION	RANK ON DOMAIN	LEVEL
17	I participate in professional conferences and seminars	3.04	1.14	8	MEDIUM
TOTAL DEGREE IN THE FIELD OF ENGAGEMENT WITH CLIENTS, PARTNERS AND COMMUNITY REPRESENTATIVES		3.24	0.79	MEDIUM	
21	I convey the University's mission, vision, values, policy, strategy, plans and objectives to people	2.49	1.14	1	MEDIUM
22	I guarantee accessibility, and are characterized by good active listening and responsiveness to individuals	2.21	0.94	5	LOW
23	I help and support my people to achieve their plans, goals and objectives.	2.15	0.88	3	LOW
24	I encourage my staff and enable them to participate in development activities	2.22	0.89	4	LOW
25	I appreciate the collective and individual efforts at all levels within the university at the right time and in the right way.	2.17	0.93	2	LOW
THE TOTAL DEGREE IN THE FIELD OF MOTIVATION, SUPPORT AND APPRECIATION OF UNIVERSITY EMPLOYEES		2.25	0.82	LOW	

Table (6) shows that the arithmetic averages for the field of mission development, vision and values reached (3.41) with a standard deviation of (0.70) at a medium

level and came in the first rank, and the researcher attributed this to the keenness of the leaders to publish and support the elements of the university's strategic document through fixed panels and electronic screens, print them on official correspondence and publish them on the site, and formulate and develop the vision, mission, values and objectives of the university according to the strategic objectives of the university, and encourage and support the results of learning activities, contributing to the development of the university's vision and mission, activating the leadership role within the requirements of future leadership through the development of ethics, values, role modeling, and personal participation in the continuous improvement of activities that support the university's culture, consolidating the culture of institutional excellence at the university, and seeking to make and consolidate a qualitative leap in the performance, results and services of organizational units by providing indicative models of excellence and a continuous set of improvement and development initiatives. It differs with the results of the study (Al-Rakaf, 2019), which showed that the degree of participation in strategic planning came with a medium degree, the results of the study (Al-Mikhlaifi, 2018), the results of the study (Faraj, 2018), the results of the study (Al-Alfi, 2016), the results of the study (Al-Meligy, 2016), and the results of the study (Saada, 2013), which came with a medium degree. In the first place in the field came paragraph (2), which stated "I develop ethics and values and model roles that support the culture of the university", with an arithmetic mean (3.60) and a standard deviation (1.00) and a medium level, this is due to the role of leadership in encouraging students to rely on themselves in thinking, studying and doing research, instead of competing and comparing, supporting students and guiding them to collaborate, carry out learning activities and deal with familiarity and calmness, and motivation depends more on encouragement than punishment. In the last rank, paragraph (2), which stipulated "I monitor and improve the effectiveness of my leadership within the requirements of future leadership", with an arithmetic mean (3.21) and a standard deviation (1.24) and a medium level, and the researcher attributes this to the selection of strategies that suit the university according to the priority for improvement and excellence and according to the conditions and capabilities available. The table also shows that the arithmetic averages for the field of "participation in the development, implementation and improvement of the university management system" with an arithmetic mean of (3.20) and a standard deviation of (0.93) in the third rank, and the researcher attributes this to the development of leaders of the university's vision, mission and values, and their participation in the development and implementation of the university management system to reach quality and excellence, by contributing to the harmonization of the university's structure to support its policy and strategy, and the development and implementation of an operations management system, and to develop, publish, update and implement the policy and strategy, thus, identifying, planning and implementing improvements and empowerment at the university, leadership is the spirit of the components of the total quality system that enhance performance by implementing the university's strategy, and this leads to the need for leadership to participate with employees in defining the vision and objectives of the university from the beginning. In the first place in the field, paragraph (9), which stated "contributed to the harmonization of the university's structure to support its policy and strategy", with an arithmetic mean (3.44) and a standard deviation (1.13) and a medium level, and the researcher attributes this to the fact that leaders seek to harmonize the skills and requirements and qualify students to build and support the university with what is adopted by the strategic plan, and the importance of informing the

university of those standards for the European model; to be able to align its research strategies, support the university's infrastructure and human resources in aligning its strategies with the sustainable development goals, develop the university health center, and spread awareness programs. In the last rank came paragraph (12), which stated "I work to identify, plan and implement improvements and empowerment at the university", with an arithmetic mean (3.08), a standard deviation (1.39) and a medium level. The researcher attributes this to the leadership's determination of the way employees, customers and students interact and successfully implement changes, as they participate in making decisions about how to make future improvements and provide data to help the university be distinct, through making improvements, implementing solutions, and organizational development that includes data collection, diagnostics, implementation planning, and evaluation. The table shows that the arithmetic mean of the field of participation with customers, partners and community representatives reached (3.24) with a standard deviation of (0.79) at a medium level, and came in second place, and the researcher attributes this to the involvement of all members of the educational, administrative and technical staff and community representatives in a brainstorming process as an institutional dialogue periodically in order to obtain new and unconventional ideas to develop the university's strategy and operational plan for the university, modernize work systems and develop the main and supporting operations at the university, and in order to ensure continuous interaction with various categories of stakeholders according to the internal and external communication and communication processes, and to contribute to supporting activities aimed at developing the community and the university, thus meeting and understanding the needs and expectations, providing full and complete support to those who excel academically, and improving the university environment to serve the community through holding and participating in conferences, professional seminars, and collective development. In the first place in the field, paragraph (19), which stipulated "I provide full and complete support to those who excel academically", with an arithmetic mean (3.49) and a standard deviation (1.11) and a medium level, and the researcher attributes this to enhancing the university's openness to the local community in all its sectors and components and taking into account the spatial dimension in the framework of the continuous pursuit of renewal and development to keep pace with successive developments in the various fields of knowledge, and provide it with various skills and experiences. In the last rank, came paragraph (17), which stipulated "I participate in professional conferences and seminars", with an arithmetic mean (3.04) and a standard deviation (1.14) and a medium level, and the researcher attributes this to the formation of a real and effective participation tool in the process of development and development of the local community and activities, by establishing the Development and Community Service Unit, and partnerships with universities are an important mechanism for institutions aspiring to open paths through which they engage in broader innovation ecosystems. From the table, it is noted that the arithmetic mean for the field of motivation, support and appreciation of university employees was (2.25) with a standard deviation of (0.82) at a low level, and it came in the fourth rank, and the researcher attributes this to the university administration's encouragement of employees to achieve their ambitions and participation in development plans, and their role in delivering the university's mission, vision, values, policy, strategy, plans and objectives, it integrates goals with the general objectives of the university, trains and trains them inside and outside the country and responds to effective listening by motivating and supporting them, provides opportunities for education, learning and achievement for all, as well as provides social services and health care for them. In the first place in the field came paragraph (21), which stated "I convey the university's mission, vision, values, policy, strategy, plans and goals, to people", with an arithmetic mean (2.49) and a standard deviation (1.14) and a medium level, the researcher attributes this to the preparation of scientific competencies in various fields of science and knowledge by providing distinguished education, and producing creative scientific research that serves society and contributes to building a knowledge economy by creating a university environment that stimulates creativity, and through freedom of thought and expression and responding to the requirements of society and scientific development. In the last rank came paragraph (25), which stated "I appreciate collective and individual efforts at all levels within the university, in a timely manner and in the appropriate manner", with an arithmetic mean (2.17) and a standard deviation (0.93) and a low level, the researcher attributes this to achieving better outcomes, since the correct communication based on active listening contributes to understanding the topic addressed and then responding to it in the appropriate way, and therefore effective listening includes a critical and realistic understanding of ideas and information.

The results related to the second question, which stated: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the average estimate of the respondents to the degree of fulfillment of the requirements of the leadership standard among academic leaders at the Hashemite University in the light of the European Model of Excellence (EFQM) attributed to demographic variables (gender, academic rank, and type of work)?" To answer the second question, the arithmetic averages and standard deviations were calculated to the degree of availability of the requirements of the leadership standard among academic leaders, and to indicate the statistical differences between the arithmetic averages, the T-test was used for independent samples for both the variables (gender and type of work), and the use of the single analysis of variance test known as (One Way ANOVA) for the academic rank variable, as shown in the tables below.

Firstly: Gender

Table (7): Arithmetic Averages, Standard Deviations and Gender Impact Test (T) on the Degree of Availability of Leadership Standard Requirements among Academic Leaders at the Hashemite University in the Light of the European Model of Excellence

#	Questionnaire Fields	Gender	Number	Arithmetic mean	Standard deviation	"T" Value	Degrees of freedom	Significance level
1	Developing Mission, Vision and Values	Male	59	3.32	0.70	-1.827	76	.072
		Female	19	3.66	0.66			
2	Participate in the development, implementation and improvement of the university administration system	Male	59	3.12	0.96	-1.267	76	.209
		Female	19	3.43	0.85			
3	Engagement with customers, partners and community representatives	Male	59	3.21	0.82	-.612	76	.542
		Female	19	3.34	0.69			
4	Motivating, supporting and appreciating university staff	Male	59	2.26	0.82	.279	76	.781
		Female	19	2.20	0.86			
The scale as a whole		Male	59	3.04	0.63	-1.142	76	.257
		Female	19	3.23	0.55			

Table (7) shows that there were no statistically significant differences at the significance level ($\alpha = 0.05$) between the averages of the estimates of the sample members on all areas (developing the mission, vision and values, participating in the development, implementation and improvement of the university management system, participation with customers, partners and community representatives, motivating, supporting and appreciating university employees) due to the difference in the gender variable, as the statistical value of the (t) test on the domains (-1.827) (-1.267) (-0.612) (0.279) with the significance level (0.072) (0.209) (0.542) (0.781) respectively, and these values are considered statistically insignificant at ($\alpha = 0.05$). The researcher attributes the absence of differences to the subjection of both males and females to the same laws, regulations, decisions and processes that come from the Ministry of Higher Education, equality in the material and human capabilities of all leaders, and the benefit for each of the males and females from the development courses held by the Ministry periodically. This result agreed with the results of the study (Saada, 2013), and differed with the results of the study (Al-Alfi, 2016), which indicated differences in the responses of the study sample, which came to gender and in favor of males. The table also shows that there were no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the averages of the estimates of the sample members on the scale as a whole due to the difference in the gender variable, as the statistical value of the test (t) on the total scale was (-1.142) at the level of significance (0.257), and this value is considered not statistically significant at ($\alpha = 0.05$). The researcher attributes this to the fact that males and females have similar leadership personalities. They are able to solve problems and manage operations at the university due to their ability to interact with the surrounding community and their extensive social relationships.

The Second: Type of Work

Table (8): Arithmetic Averages, Standard Deviations and "T" Test for the Impact of Work Type on the Degree of Availability of Leadership Standard Requirements among Academic Leaders at the Hashemite University in the Light of the European Model of Excellence

#	Questionnaire Fields	Business Type	Number	Arithmetic mean	Standard deviation	"T" Value	Degrees of freedom	Significance level
1	Developing Mission, Vision and Values	Head of Department	59	3.27	0.70	-3.252	76	.002

#	Questionnaire Fields	Business Type	Number	Arithmetic mean	Standard deviation	"T" Value	Degrees of freedom	Significance level
2	Participate in the development, implementation and improvement of the university administration system	Dean of the College	19	3.84	0.54	-2.548	76	.013
		Head of Department	59	3.05	0.93			
		Dean of the College	19	3.66	0.81			
3	Engagement with customers, partners and community representatives	Head of Department	59	3.09	0.78	-3.068	76	.003
		Dean of the College	19	3.70	0.65			
4	Motivating, supporting and appreciating university staff	Head of Department	59	2.14	0.84	-2.139	76	.036
		Dean of the College	19	2.59	0.68			
The scale as a whole		Head of Department	59	2.95	0.62	-3.750	76	.000
		Dean of the College	19	3.51	0.39			

Table (8) shows the existence of statistically significant differences at the level of significance ($\alpha = 0.05$) between the averages of the estimates of the sample members on all areas (developing the mission, vision and values, participating in the development, implementation and improvement of the university management system, participation with customers, partners and community representatives, motivating, supporting and appreciating university employees) due to the different type of work variable, the statistical value of the (T) test on the domains (-3.252), (-2.548), (-3.068) (-2.139) at the significance level was (0.002), (0.013), (0.003) (0.036) respectively, and these values are considered not statistically significant at ($\alpha = 0.05$). The differences came in favor of the dean category.

The statistical value of the (T) test was, as the statistical value of the test (T) on the total scale was (-3.750) with the level of significance (0.000), and this value is considered statistically significant at ($\alpha = 0.05$). Where the differences came in favor of the category of dean of the college and with a higher arithmetic average compared to the category of work head of department on the scale as a whole. The researcher attributes this to the fact that leaders of different types of work in the same environment and are subject to the same policies, systems, procedures, processes and decisions that come from the Ministry of Higher Education, but the tasks and procedures that result from the dean of the college are much higher than the tasks of the head of the department, the dean of the college requires development, innovation, participation in the development, implementation and improvement of the university management system, community participation, support and motivation, with opportunities for deans regarding participation in conferences, seminars and research, and providing all distinguished achievements in the field of scientific research, which qualifies the university to lead to the application of excellence management and its activation more, and the absence of challenges to the application of the leadership standard at the Hashemite University according to the European model (EQFM), the power of empowering academic leaders at the Hashemite University, and the power of integration and coordination, as well as evidence of the availability of leadership standards according to the European model. The results of this study are consistent with the results of the study (Al-Rakaf, 2019), and differ with the results of the study (Saada, 2013).

Third: Academic Rank

Table (9): Arithmetic Averages and Standard Deviations of the Impact of Academic Rank on the Degree of Availability of Leadership Standard Requirements Among Academic Leaders at the Hashemite University in Light of the European Model of Excellence (EQFM)

Domains	Categories	Number	Arithmetic mean	Standard deviation
Developing Mission, Vision and Values	Professor	10	3.94	0.48
	Associate Professor	33	3.49	0.61

Domains	Categories	Number	Arithmetic mean	Standard deviation
	Assistant Professor	35	3.17	0.75
	Total	78	3.41	0.70
Participate in the development, implementation and improvement of the university administration system	Professor	10	4.13	0.38
	Associate Professor	33	3.30	0.77
	Assistant Professor	35	2.84	1.00
	Total	78	3.20	0.93
Engagement with customers, partners and community representatives	Professor	10	4.03	0.37
	Associate Professor	33	3.38	0.64
	Assistant Professor	35	2.88	0.81
	Total	78	3.24	0.79
Motivating, supporting and appreciating university staff	Professor	10	2.86	0.23
	Associate Professor	33	2.28	0.85
	Assistant Professor	35	2.03	0.83
	Total	78	2.25	0.82
The tool as a whole	Professor	10	3.78	0.30
	Associate Professor	33	3.18	0.49
	Assistant Professor	35	2.80	0.62
	Total	78	3.09	0.62

Table (9) shows that there are apparent differences between the arithmetic averages on the degree of availability of the requirements of the leadership criterion among academic leaders at the Hashemite University in the light of the European Model of Excellence (EQFM), according to the academic rank variable on each field and on the tool as a whole. To show the statistical differences between the arithmetic averages, the single variance analysis test known as (One Way ANOVA) was used to identify the extent to which there are statistically significant differences in the responses of the study sample, and the following table shows the results of that.

Table (10): Analysis of the Single Variance of the Impact of Academic Rank on the Degree of Availability of the Requirements of the Leadership Standard Among Academic Leaders at the Hashemite University in the Light of the European Model of Excellence (EQFM)

Domains	Contrast source	Sum of squares	Degrees of freedom	Average squares	(F) Value	Significance level
Developing Mission, Vision and Values	Between groups	4.997	2	2.499	5.672	.005*
	Inside groups	33.040	75	.441		
	Total	38.037	77			
Participate in the development, implementation and improvement of the university administration system	Between groups	13.321	2	6.661	9.255	.000*
	Inside groups	53.974	75	.720		
	Total	67.295	77			
Engagement with customers, partners and	Between groups	11.280	2	5.640	11.537	.000*
	Inside groups	36.663	75	.489		

Domains	Contrast source	Sum of squares	Degrees of freedom	Average squares	(F) Value	Significance level
community representatives	Total	47.943	77			
Motivating, supporting and appreciating university staff	Between groups	5.389	2	2.694	4.321	.017*
	Inside groups	46.765	75	.624		
	Total	52.154	77			
Performance as a whole	Between groups	8.013	2	4.006	14.136	.000*
	Inside groups	21.257	75	.283		
	Total	29.270	77			

* Function at significance level ($\alpha = 0.05$).

Table (10) shows the existence of statistically significant differences at the level of significance ($\alpha = 0.05$) between the averages of the estimates of the sample members on all of the fields to the degree of availability of the requirements of the leadership standard among academic leaders at the Hashemite University in the light of the European model of excellence due to the difference in the academic rank variable, the statistical value of the (F) test on the areas of (developing the mission, vision and values, participating in the development, implementation and improvement of the university management system, participation with customers, partners and community representatives, motivating, supporting and appreciating university employees) reached (5.672) (9.255) (11.537) (4.321) with the significance level (0.005) (0.000) (0.000) (0.017) respectively, and all these values are considered statistically significant at the level of ($\alpha = 0.05$). It was found that there were statistically significant differences at the level of significance ($\alpha = 0.05$) between the averages of the estimates of the sample members on the tool as a whole attributed to the academic rank variable, as the statistical value of the (F) test on the total scale was (14.136) at the level of significance (0.000), and this value is considered statistically significant at ($\alpha = 0.05$) and to detect the locations of statistically significant differences in the fields and the tool as a whole according to the difference in the academic rank variable, the dimensional comparisons were used by the method of the Scheffé test, and Table (11) shows the results of these comparisons:

Table (11): Results of Dimensional Comparisons by Scheffé Test Method by Academic Rank

Domains	Academic Rank	Arithmetic mean	Associate Professor	Assistant Professor
Developing Mission, Vision and Values	Professor	3.94	.445	.766*
	Associate Professor	3.49	-	.321
	Assistant Professor	3.17		-
Participate in the development, implementation and improvement of the university administration system	Professor	4.13	.830*	*1.282
	Associate Professor	3.30	-	.453
	Assistant Professor	2.84		-
Engagement with customers, partners and community representatives	Professor	4.03	.646*	1.143*
	Associate Professor	3.38	-	.497*
	Assistant Professor	2.88		-
Motivating, supporting and appreciating university staff	Professor	2.86	.575	.826*
	Associate Professor	2.28	-	.251
	Assistant Professor	2.03		-
Performance as a whole	Professor	3.78	.597*	*.981

Domains	Academic Rank	Arithmetic mean	Associate Professor	Assistant Professor
	Associate Professor	3.18	-	*.384
	Assistant Professor	2.80		-

*** Function at significance level ($\alpha = 0.05$).**

Table (11) shows that there are statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the averages of the sample members' ratings on the field of developing the mission, vision and values due to the effect of academic rank, as the differences were between individuals with academic rank (assistant professor) on the one hand and individuals with academic rank (Professor), on the other hand, the differences were in favor of individuals of the academic rank (Professor) with a higher arithmetic average, and the researcher attributes this to the appreciation and promotion of the aspects of excellence of the rank of Assistant Professor by the higher ranks, considering obtaining research and promotions as one of the aspects of excellence. It shows that there are statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the averages of the estimates of the sample members on the field of participation in the development, implementation and improvement of the university management system, due to the impact of the academic rank, where the differences between members of the academic rank (assistant professor) on the one hand and members of the academic rank (professor) on the other hand, between members of the academic rank (associate professor) on the one hand and members of the academic rank (professor) on the other hand, and the differences were in favor of members of the academic rank (professor) with a higher arithmetic average, and the researcher attributes this to the fact that the academic degree is one of the aspects of excellence and its accreditation and that participation in the development, implementation and improvement of the university management system entails the rank of professorship with a greater degree than any other rank, and attention to the university's strategic plans and the development of its system. The researcher attributes this to the fact that faculty members with academic rank always strive for excellence and renewal in the scientific material they provide, especially in research and promotions, which pushes them to strive tirelessly to achieve excellence in scientific production, as well as their membership in the college councils, which motivates them in the direction of excellence and excellence management, and the results of this question are consistent with the results of the study (Al-Mikhlaifi, 2018), which showed the existence of statistically significant differences due to the variable of the degree and in favor of the degree of associate professor, and differ with the results of the study (Al-Alfi, 2016), the results of the study (Al-Dabaan, 2016) and the study (Saada, 2013), which showed differences in the responses of the study sample due to the variable of academic rank and in favor of an associate professor, and a study (Faraj, 2018), which showed differences in the responses of the study sample in favor of the rank of professor.

4 Results

A. Objectives of the study: The study aims to:

- Disclosure of the degree of fulfillment of the requirements of the leadership standard among academic leaders at the Hashemite University in light of the European model of excellence.
- Detection of statistically significant differences between the average estimate of the sample members attributed to the study variables (gender, academic rank, type of work).

B. Study population and sample: The study population consisted of all academic leaders at the Hashemite University during the second semester of the academic year (2020-2021), and their number reached (78) faculty members from academic leaders (head of department and dean of the college). Where all members of the community were selected as a sample for the study due to the small size of the community.

5 Discussions

Findings of the first question indicated that the arithmetic averages and standard deviations of the degree of availability of the requirements of the leadership standard among academic leaders at the Hashemite University in the light of the European Model of Excellence (EFQM) came with an arithmetic medium level (3.09), a standard deviation (0.62) and a medium degree.

Findings of the second question indicated that, Firstly: Gender shows that there were no statistically significant differences at the significance level ($\alpha = 0.05$) between the averages of the estimates of the sample members on all areas

(developing the mission, vision and values, participating in the development, implementation and improvement of the university management system, participation with customers, partners and community representatives, motivating, supporting and appreciating university employees) due to the difference in the gender variable, And the Second: Type of Work shows the existence of statistically significant differences at the level of significance ($\alpha = 0.05$) between the averages of the estimates of the sample members on all areas (developing the mission, vision and values, participating in the development, implementation and improvement of the university management system, participation with customers, partners and community representatives, motivating, supporting and appreciating university employees) due to the different type of work variable that The differences came in favor of the dean category, And third: Academic Rank shows that there are statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between the averages of the sample members' ratings on the field of developing the mission, vision and values due to the effect of academic rank, as the differences were between individuals with academic rank (assistant professor) on the one hand and individuals with academic rank (Professor), on the other hand, the differences were in favor of individuals of the academic rank (Professor)

6 Conclusions

The study revealed interest in managing excellence and reviewing the quality assurance and accreditation policy in coordination with the Jordanian Higher Education Accreditation Commission to deal with the standards of the European model for managing excellence, employing these standards, and training all employees and teaching staff on these standards to match international standards, to reflect its use in effective ways and to highlight A positive evaluation of the activities that serve to achieve the objectives of these institutions.

7 Recommendations

Recommendations: Through the findings, the researcher recommends the following

- The need to review and develop the various university policies continuously by applying the European model in coordination with the Jordanian Higher Education Accreditation Commission concerned.
- The need for the Department of Excellence to be given sufficient attention by the university administration so that university leaders adopt a culture of excellence and work to spread it through courses and workshops.
- The need to give leaders a sense of confidence by distributing tasks to them according to their ability and delegating powers and following them up, which increases their affiliation and dedication to performing the work required to achieve excellence.
- The need to seek the help of experts and specialized consulting centers that have obtained a license (agency) from international institutions specialized in issuing and updating excellence management models in order to be able to obtain international excellence certificates and awards granted by these institutions, the most important of which is currently the excellence management model issued by the European Foundation for Quality and Excellence Management (EFQM).

Conflicts of Interest Statement

The author acknowledges that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

References

- [1] Abdel Hamid, Ahmed Mukhtar (2008). *Dictionary of the Contemporary Arabic Language* - 1st Edition - Amman - World of Books.
- [2] Abu Humaidan, Effat Mohammed (2018). The Reality of Excellence Management in Jordanian Universities According to the European Excellence Model EFQM from the Leaders' Point of View, *Studies Journal - Educational Sciences*, (45), 407-426.
- [3] Abu Saada, I. (2013). *Applying leadership criterion of EFQM excellence model in higher education institutions: UCAS as a case study*. Unpublished Master thesis. Faculty of Commerce Business

- Administration. Islamic University – Gaza.
- [4] Aladwan, S.A. & Forrester, P. (2016). The leadership criterion: challenges in pursuing excellence in the Jordanian public sector. *The TQM Journal*, 28(2), 295-316.
- [5] Al-Aidi, Hatem Ali (2009), *The European Foundation for Quality Management Model for Excellence in Higher Education*, Training Course within the Project of Evaluation and Re-engineering of Administrative Processes at the Islamic University, Gaza - Palestine.
- [6] Al-Alfi, Hani Rizk Abdel-Gawad (2016). The European Model (EFQM) for excellence and the requirements for meeting its standards at the University of Hail. *Journal of the Future of Arab Education*, 23(104), 11-128.
- [7] Al-Asmari, Abdulaziz bin Saeed (2011). *Strategic skills of security leaders*. (Edition.1). Al-Obeikan.
- [8] Al-Bilawi, Hasan (2006). *Total quality in education between indicators of excellence and accreditation standards*. Dar Al-Masirah for Publishing and Distribution.
- [9] Al-Bishr, Fatima (2016), The reality of the practice of heads of educational departments for distributed leadership at the College of Social Sciences at Imam Muhammad bin Saud Islamic University. *Journal of Educational Sciences*. (7). 210-270.
- [10] Al-Dabaan, Shalash (2016). *A proposed strategy to develop the performance of emerging Saudi universities in light of international standards of excellence* (unpublished doctoral thesis). Kingdom of Saudi Arabia - Um Al-Qura University.
- [11] Al-Dais, Mohammed and Al-Shuwai' Nabila (2019), Academic Practices of Sana'a University Professors in Light of Academic Accreditation and Quality Assurance Standards, *Al-Andalus Journal for Humanities and Social Sciences*, 6(24), 6-37.
- [12] Al-Ghamdeen Rafi' bin Said (2010). European Model of Excellence: Benefits and Standards, *Saudi Society for Educational Research*, 22(3), 764-754.
- [13] Al-Ghamdi, Reem, (2018), Organizational excellence among school leaders in Al-Baha region from the point of view of teachers. *International Journal of Educational and Psychological Studies*, 3(2), 317-333.
- [14] Al-Hadi, Sharaf Ibrahim (2013). Managing the Change of Arab Higher Education Institutions Towards Quality and Performance Excellence, *Arab Journal for Quality Assurance of University Education*, 6(11): 253-300.
- [15] Al-Hasan, Omar (2016). *Developing the performance of education offices in Al-Ahsa Governorate in light of the standards of the European model EFQM for quality management* (unpublished master's thesis). King Faisal University, Saudi Arabia.
- [16] Al-Hilalat, Saleh (2014), *Excellence Management: Modern Practice in Business Organization Management*, Amman: Dar Wael for Publishing and Distribution.
- [17] Al-Ja'bari, Taghreed Abd (2009). *The role of the Department of Higher Excellence in developing the performance of higher education institutions in the West Bank* (unpublished master's thesis). Hebron University, Palestine.
- [18] Al-Jubaili, Ahmed (2019), *Activating the Role of University Leaders through Selection Criteria and Performance Evaluation*. The first international conference to evaluate the performance of faculty members in the light of modern national and international trends. Al-Qassim University.
- [19] Al-Meligy, Reda Ibrahim (2012), *Managing Institutional Excellence between Theory and Practice*, Cairo - Egypt, World of Books.
- [20] Al-Meligy, Reda Ibrahim (2016). Developing the scientific departments at the University of Hail in light of the standards of excellence management. *Journal of the Future of Arab Education*, 23(100), 63-200.
- [21] Al-Mikhlaifi, Sultan (2018). The degree of application of King Khalid University's leadership to the standards of excellence management in light of the European model of excellence EFQM from the point of view of the university's faculty members. *International Journal of Educational Research*, 42(3) 155-195.
- [22] Al-Rakaf, Hind (2019), The reality of the application of excellence management among the vice-deans of scientific departments at Imam Muhammad bin Saud Islamic University in light of the standards of the European Model of Excellence (EFQM) from the point of view of female faculty members, *Journal of Scientific Research in Education*, 8(20), 253-302.
- [23] Al-Salmi, Ali (2017). *Management in the era of globalization and knowledge*. Amman - Sama Publishing and Distribution.
- [24] Al-Saud, Rateb. (2013). *Educational leadership*. Concepts and prospects. Amman, Safa Publishing House.
- [25] Al-Shammari, Adel bin Ayed (2020). *Excellence Management at Princess Nourah bint Abdulrahman University and ways to develop it in light of the European model EFQM*. Studies - Educational Sciences, 47(2), 536-562.
- [26] Al-Talaa', Suleiman (2017), The Impact of the Leadership Standard on University Performance Results within the Framework of International Quality Standards: A Field Study by Application to Palestinian Universities. *Scientific Journal of Business and Environmental Studies: Suez Canal University - Faculty of Commerce in Ismailia*, (8), 36-69.

- [27] Al-Tuwaijri, Fatima bint Abdulaziz (2019). Management of Excellence in Colleges of Education in Saudi Universities According to the European Excellence Model: A Proposed Conception, *The Future of Arab Education*, 26(3), 11-83.
- [28] Al-Yahyawi, Sabria (2011), Personal Quality Performance Standards among Heads of Departments and Methods of Enhancing Them in Saudi Universities. *Jordanian Journal of Educational Sciences*, 1(7), 35-58.
- [29] Basheoh, Hasan Abdullah, Al-Barwari, Nizar Abdul Majeed, Aishouni, Mohammed Ahmed (2013). *Introduction to Quality and Best Practices, Principles and Applications*. 1st edition, King Fahd National Library, Saudi Arabia.
- [30] Faraj, S. I. (2018). Assessing excellence management in the light of the European excellence model at Taif University. *International Journal of Education and Literacy Studies*, 6(4), 175-186.
- [31] Gad Al-Rab, Sayed Muhammad (2010). *Strategies for developing and improving performance: methodological frameworks and practical applications*. Dar Al-Sahab.
- [32] Ibn Manzur, Muhammad bin Makram bin Ali. (1993). *Arabs Tong*. Dar Al-Sader.
- [33] Kaaki, Siham (2018), Improving the effectiveness of leadership performance in higher education institutions in the Kingdom of Saudi Arabia - Princess Nourah bint Abdulrahman University as a model, *Journal of Educational and Psychological Studies*, (99) 331-337.
- [34] Kok, S. K., & McDonald, C. (2017). Underpinning excellence in higher education—an investigation into the leadership, governance and management behaviours of high-performing academic departments. *Studies in Higher Education*, 42(2), 210-231.
- [35] Mass'oud, Gibran (1992). Al-Raed, (7th ed.). *House of science for millions*.
- [36] Najim, Najim (2011). *Administrative leadership in the twenty-first century*. Amman - Dar Safaa.
- [37] Saada, A., & Jamal, I. (2013). *Applying leadership criterion of EFQM excellence model in higher education institutions: UCAS as a case study* (Master thesis, Islamic University, Gaza).
- [38] Said, Sherine Mohamed Maghazi (2010). *Using the (EFQM) model for excellence in strengthening the competitiveness of the textile industry - a field study applied to the canal cities* (unpublished doctoral thesis). Egypt - Suez Canal University.
- [39] Samhoud, Ehab Abed Rabbo (2013). *The reality of excellence management at Al-Aqsa University and ways to develop it in the light of the European model of excellence EFQM* (unpublished master's thesis). Palestine - Al-Aqsa University.
- [40] Zayed, Adel (2005), *Outstanding Organizational Performance: The Way to the Future Organization*. Cairo, Arab Administrative Development Organization.
- [41] Zerzar, Al-Ayashi (2019). Managing Excellence in Higher Education according to the European Model of Excellence: A Case Study of the Faculty of Education Skikda, *Arab Journal for Quality Assurance of University Education*, 12(42), 87-114.