

## إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

Organizational diagnosis of universities in the Gaza Strip  
Based on the Six Box Model  
(A comparative study)

أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه  
حيثما ورد، وإن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو  
بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

### DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification

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**Organizational diagnosis of universities in the Gaza Strip**  
**Based on the Six Box Model**  
**(A comparative study)**

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## نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ صابر موسى محمد عتيان لنيل درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال - إدارة موارد بشرية وموضوعها:

### التشخيص التنظيمي للجامعات في قطاع غزة بواسطة نموذج الصناديق الستة Organizational Diagnoses of Universities in the Gaza Strip Based on the Six Box Model

وبعد المناقشة العلنية التي تمت اليوم الثلاثاء 28 محرم 1437 هـ، الموافق 2015/11/10م الساعة الواحدة ظهراً بمبنى طيبة، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يستمر علمه في خدمة دينه ووطنه.

والله ولي التوفيق



نائب الرئيس لشئون البحث العلمي والدراسات العليا

أ.د. عبدالرؤوف علي المناعمة

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿شَهِدَ اللَّهُ أَنَّهُ لَا إِلَهَ إِلَّا هُوَ وَالْمَلَائِكَةُ وَأُولُو الْعِلْمِ

قَائِمًا بِالْقِسْطِ لَا إِلَهَ إِلَّا هُوَ الْعَزِيزُ الْحَكِيمُ﴾

صدق الله العظيم

سورة آل عمران: الآية "18"

## **Abstract**

This research aimed to measure the ability of the universities in Gaza Strip to achieve their goals based use one of an organizational diagnosis models, this model is a Weisbord six-box model, which works on the diagnosis of six variables in the organization, (purpose, structure, relationships, leadership, rewards, and helpful mechanism's). This research targeted three universities (Islamic University, Al-Azhar and Al-Aqsa university).

A questionnaire was used as a data collection tool. The research sample was (302) of the three universities employees (administrative, academic and academic with administrative position).

The results showed that there is a significant relationship between the ability of the universities in Gaza Strip to achieve their goals and the six independent variables; (purpose, structure, relationships, leadership, rewards, and helpful mechanism's) at level of significance  $\alpha \leq 0.05$ .

The research recommended that the universities of Gaza should adopt the organizational diagnosis strategy periodically to identify organizational problems and solve them. In order to reach their goals, and functional training programs for employees to develop their personal skills, and importance of independence of universities and away from the Palestinian political conflict.

## ملخص الدراسة

هذه الدراسة هدفت إلى قياس مدى قدرة الجامعات الفلسطينية في قطاع غزة على تحقيق أهدافها من خلال استخدام أحد نماذج التشخيص التنظيمي وهو نموذج الصناديق الستة، حيث يعمل هذا النموذج على تشخيص ستة متغيرات في المنظمة وهي ( الغرض، الهيكل، العلاقات، القيادة، العوائد، والإجراءات المساعدة)، واستهدفت الدراسة ثلاثة جامعات (الجامعة الإسلامية وجامعة الأزهر كجامعات عامة، وجامعة الأقصى كجامعة حكومية).

استخدمت في البحث الاستبانة كأداة لجمع البيانات، وكان عينة الدراسة يتكون من (302) من موظفي الجامعات الثلاثة ما بين إداري وأكاديمي وأكاديمين في مناصب إدارية، وتم توزيعها وتحليلها باستخدام برنامج التحليل الإحصائي.

وتوضح نتائج التحليل أن هناك علاقة ذات دلالة إحصائية بين قدرة الجامعات على تحقيق أهدافها وبين المتغيرات الخمسة وهم (الغرض، الهيكل، العلاقات، القيادة، العوائد، والإجراءات المساعدة) عند مستوى دلالة  $\alpha=0.05$ .

وأوصت الدراسة الجامعات في غزة بتطبيق استراتيجية التشخيص التنظيمي بشكل دوري لمعرفة المشاكل التنظيمية وحلها، كي تكون قادرة على تحقيق أهدافها، بالإضافة إلى دعم برامج التدريب للموظفين بهدف تطوير مهاراتهم الشخصية والوظيفية، وأهمية استقلالية الجامعات وإبعادها عن الصراع السياسي الفلسطيني.

## DEDICATION

*I dedicate this research to my homeland. To the people who die, who get injured for the sake of their home.*

*I dedicate it to my parents who are supporting me to reach this level.*

*I dedicate it to my beloved wife and my little child "Osama".*

*To my sisters and brothers, to my family.*

*To my Father in law and Mother in law Dr. Eyad and Eng. Heyam Eltayeb*

*To my friends who accompanied me.*

□

*Praying to Allah to help and to guide me in the world and the Hereafter*

□

Researcher  
Saber M. Alian

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*It is a great pleasure, a privilege, an honor, a source of much personal satisfaction, to introduce my research.*

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## ABBREVIATIONS

Abbreviation	Description
<b>CMMI</b>	Capability Maturity Model Integration Model
<b>ISO</b>	International Standards Organization Model
<b>IUG</b>	Islamic University of Gaza
<b>JDI</b>	Job Descriptive Index
<b>KMO</b>	(Kaiser-Mayer-Olkin) Test
<b>NGO</b>	Non-Governmental Organization
<b>OD</b>	Organizational Development
<b>ODQ</b>	Organizational Diagnosis Questionnaire
<b>P.H.D</b>	Doctor of Philosophy Degree
<b>ROI</b>	Return On Investment
<b>SPSS</b>	Statistical Package for The Social Sciences
<b>UNRWA</b>	United Nations Relief and Works Agency

## List of terms

terms	Definitions
organizational diagnosis	A process that helps organizations to enhance their capacity to assess and change dysfunctional aspects of their culture and patterns of behavior as a basis for developing greater effectiveness and ensuring continuous improvement, and is an effective ways of looking at an organization to determine gaps between current and desired performance and how it can achieve its goals. (Beer and Spector,1993)
Organizational diagnostic model	A representation, usually metaphorically, of an organization, It is a conceptual framework that people use to understand organizations. They describe the relationships among different features of the organization, as well as its context and effectiveness, hence point out what areas to examine and what questions to ask in assessing how an organization is functioning. (Cummings and Worley, 2005).

# Chapter 1

## Research Framework

### Chapter Outline:

- 1.1 Introduction
- 1.2 Research Problem
- 1.3 Research Question
- 1.4 Research Variables
- 1.5 The Hypotheses
- 1.6 Research Objectives
- 1.7 Research Importance
- 1.8 Previous Studies

## **1.1 Introduction**

Organizations are continually searching for innovative ways of enhancing competitiveness, as evolving external forces, such as changing demographics, globalization and technology, require managers to rapidly rethink and retool their organizational management strategies (Whitfield and Landeros, 2006). Renewed attention to servicing customers, quality, innovation, constituency management, and speed and efficiency of operations has stimulated organizations to restructure, reengineer, redesign and retrain (Beckhard and Pritchard, 1992).

In a world of increasing stakeholder expectations and decreasing resources, aggressive cost cutting programs have run their course. Where do you turn next? Studies have shown that 85% or more of the root causes of performance problems are in the organizational structures, systems, and culture within which people work – put good people in bad systems and you get poor performance. But trying to improve organizational performance by reorganizing, changing leadership or instituting new training and development programs creates change, but when done without a rigorous diagnosis of an organization's structures, systems, and culture, managers often solve one problem and unintentionally create others. (Breckenridge Institute®, 2011).

While Competing or conflicting groups must tend to teamwork methods. In order to make all these developments occur and maintain organizations must plan and organize efforts to achieve the desired change which means that we need regular development program.

Perhaps one of the most important community institutions are universities, where reliable in the formation of functional competencies whether public or private, which will work on the upswing, and highlights the role of universities in the Palestinian society under siege imposed on the Gaza Strip, through the operating or education, where hundreds of workers and administrators and academics in addition to thousands of students each year, where in Gaza Strip there is 28 higher education institution which is divided into faculties medium and the Polytechnic, it has been offering for the study in universities and colleges.

Organizational diagnosis highlights the risk of inaction giving aid to managers in identifying the most appropriate actions to respond to turbulent business environment.

Thus, The primary purpose of an organizational diagnosis is

- a) Discover the attitudes and perceptions of employees in the organization. Responses to interviews or questionnaires are often interpreted and aggregated to determine, as a whole, the salient concerns of the employees. For example, employees may complain more often about pay and benefits than any other area, followed by concerns about communication within the firm. The change practitioner often develops a plan based on a prioritized list of these concerns (Harrison & Shirom, 1999).
- b) Comprehending the existing social and functional reality of an organization. Correctly diagnosing organizational issues is also a key facet of action research, as the success of any intervention is dependent on accurately diagnosing the issues that are important to the organization (Styhre & Sundgren, 2005).

The Six Box Model is based on two main premises. The first premise refers to formal versus informal systems. Formal systems are those policies and procedures the organization claims to do. In contrast, informal systems are those behaviors which actually occur. The larger the gap between the formal and informal dimensions within the organization, the less effective the organization is. The second premise concerns the fit between the organization and the environment, that is, the discrepancy between the existing organization (what is) and the way the organization should function to meet external demands (what ought to be). External demands being defined as customers, government, and unions. (Burke as cited in Howard, 1994).

The importance of this model is to diagnosis six items: purpose, structure, relationship, leadership, rewards, and helpful mechanism.

## **1.2 Research Problem**

According to the statistics in the Statistical Yearbook of public education and higher education in Gaza provinces 2014/2015, which published in February 2015 by Ministry of Education and Higher Education, it is clear that 144070 of the population of Gaza Strip are enrolled in higher education institutions, which representing 8.18% of the population of the Gaza Strip (1,760,037) according to the Palestinian Central Bureau of Statistics report which released in

2014. This percentage is an important factor in institutions of higher education role to progress the society, promote it, and towards its economic growth, The higher education institutions are facing a big problem which is the blockade imposed on the Gaza Strip. This makes its development slow in both material or human resources, affect its performance and stand as an obstacle achieving its objectives. Through this research, we will diagnose these institutions organizationally and put solutions to the problem they face.

### **1.3 Research Question**

The research will measure the ability of universities in the Gaza Strip to achieve its objectives

Hence, the research question is: Are the universities under investigation able to achieve their objectives?

The research main question is divided into sub-questions to oversee the steps to achieve a similar answer to the research question.

#### **The research sub questions are:**

- a) What is the role of **purpose** in achieving the objectives of the universities under investigation?
- b) What is the role of **structure** in achieving the objectives of the universities under investigation?
- c) What is the role of **relationships** in achieving the objectives of the universities under investigation?
- d) What is the role of **rewards** in achieving the objectives of the universities under investigation?
- e) What is the role of **leaderships** in achieving the objectives of the universities under investigation?
- f) What is the role of **helpful mechanisms** in achieving the objectives of the universities under investigation?
- g) What is the role of **attitude to change** mechanisms in achieving the objectives of the universities under investigation?

- h) What is the role of **gender** in achieving the objectives of the universities under investigation?
- i) What is the role of **qualification** in achieving the objectives of the universities under investigation?
- j) What is the role of **age** in achieving the objectives of the universities under investigation?
- k) What is the role of **type of position** in achieving the objectives of the universities under investigation?
- l) What is the role of **type of university** in achieving the objectives of the universities under investigation?
- m) What is the role of **years of experience** in achieving the objectives of the universities under investigation?
- n) What recommendations can be offered to the researchers and decision makers on how to improve organizational performance?

#### 1.4 Research Variables

Diagnosis of universities by Weisbord six box model must therefore take into account a variety of internal and external variables and how they influence each other, and this model, also, pictures the balance of the weight of formal and informal elements of the organization. In short, the model focuses on internal variables of the organization and reaches an agreement between what the organizations ought to be and what it is.

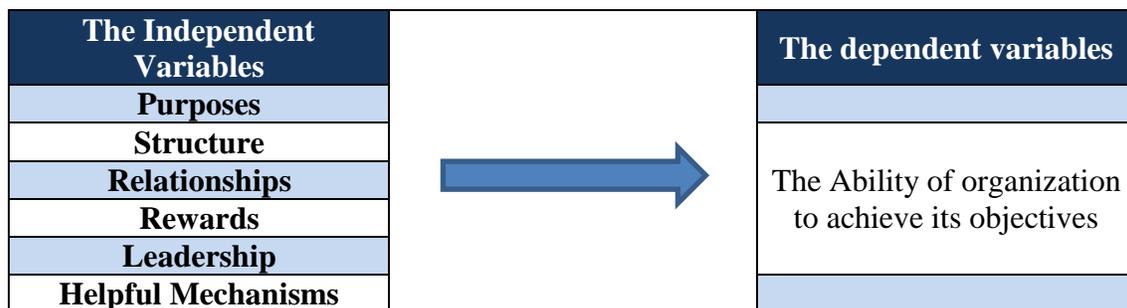


Figure 1.1. Research Variables

## 1.5 Research Hypotheses

The research relied on a set of hypotheses that aim to know the relationship between the ability of universities in Gaza Strip to achieve its objectives and among a group of independent variables as defined by the six boxes model:-

- a) The **purpose** of universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance  $\alpha \leq 0.05$
- b) The **structure** in universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance  $\alpha \leq 0.05$
- c) The **relationships** in universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance  $\alpha \leq 0.05$
- d) The **rewards** in universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance  $\alpha \leq 0.05$
- e) The **leadership** in universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance  $\alpha \leq 0.05$
- f) The **helpful mechanism** in universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance  $\alpha \leq 0.05$ .
- g) The **Attitude to change** in universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance  $\alpha \leq 0.05$ .

## 1.6 Research Objectives

Main objective: To conduct an organizational diagnosis of the universities effectiveness using the Six Box Model.

The research also includes the following sub-objectives:

- h) Identify the role of **purpose** in the ability of the universities to achieve its objectives.
- i) Identify the role of **structure** in the ability of the universities to achieve its objectives.
- j) Identify the role of **relationships** in the ability of the universities to achieve its objectives.

- k) Identify the role of **rewards** in the ability of the universities to achieve its objectives.
- l) Identify the role of **leadership** in the ability of the universities to achieve its objectives.
- m) Identify the role of **helpful mechanism** in the ability of the universities to achieve its objectives.
- n) Identify the role of **Attitude to change** in the ability of the universities to achieve its objectives.
- o) Identify the role of **gender** in the ability of the universities to achieve its objectives.
- p) Identify the role of **qualification** in the ability of the universities to achieve its objectives.
- q) Identify the role of **age** in the ability of the universities to achieve its objectives.
- r) Identify the role of **type of position** in the ability of the universities to achieve its objectives.
- s) Identify the role of **type of university** in the ability of the universities to achieve its objectives.
- t) Identify the role of **years of experience** in the ability of the universities to achieve its objectives.
- o) Provide researchers and decision makers with recommendations to improve organizational performance?

## 1.7 Research Importance

**The importance of this research stems through the following:**

- a) The importance of this research lies in the fact that it is dealing with an important strategy where the contribution of this research is an attempt to avoid or cope with the organizational problems in the universities, and provide the leadership and managers of information which they need in planning, leads to enhance their abilities and enable them in improving their strategies.

- b) At the scientific and academic level, it is hoped that this research will contribute to the development of scientific knowledge about organizational diagnosis and the Models which used in it.
- c) It is hoped that this research will benefit officials at universities and similar service organizations and draw their attention to the organizational problems so that they can solve it
- d) The scarcity of researches who discussed the subject of organizational diagnosis makes the research a new addition to the library of the Islamic University of Gaza.
- e) This research could serve as a background for future research on the topic of organizational diagnosis.
- f) Through this research, the researcher will be able to obtain a Master's degree in business administration which add a new knowledge and broad prospects and is important for development in her field.

## **1.8 Previous Studies**

### **1.8.1 Introduction**

In this section, the research aimed to provide an overview of literature that studied the organizational diagnosis, knowledge transfer, research utility & applicability topic. This is very important step to assure understanding of the whole concept.

After searching through studies and researches in Palestine about organizational diagnosis by six box model, it turns out that there aren't any studies linked to the title completely or even partially. While there are studies in many countries outside Palestine addressed the same subject, in this chapter the most important Studies and researches on this topic are reviewed.

### **1.8.2 Previous Studies**

Twenty studies were viewed in this chapter; which covered the reasons of research, foreign studies are depended which published through online database between "2000-2015".

- a) **(Esmat and Poursoltanizarandi, 2014): "Internal environment diagnoses of Iran states organization of exception education view of sport experts by using Weisberd six-box model.**

In this research internal environment diagnoses of Iran states organization of exceptional education in view of sport experts is investigated by using Weisbord six-box model. Purposes, structure, communications, rewards, leadership, helpful mechanisms and attitude towards change of Iran states organization of exceptional education are studied.

According to the results there are significant difference between assumptive mean and observed means of elements of Weisbord's model, and the means of these elements which are include Purposes, structure, leadership, communications, rewards, helpful mechanisms and attitude towards change, are 12.34, 11.78, 15.12, 11.25, 11.50, 12.28 and 11.67 respectively. These show that the organizations are in good condition. The results also show there is significant relationship among elements of Weisbord model and, are significant relationship between elements of Weisbord model and age. Additionally, there isn't significant difference between Weisbord model elements according to gender, field of study and level of education.

**b) (Darvish1, Kermani1 and Kolivand1, 2014): "Internal Environmental Analysis of Khatam Anbia Hospital Based on Weisbord's Organizational Diagnosis Model"**

This study was aimed to analyze the internal environment of Khatam Alanbia Hospital based on Weisbord's model for organizational diagnosis.

This cross-sectional and descriptive-practical research has been performed in Khatam Alanbia Hospital in Tehran on 2014. The data were compiled from the standard organizational diagnosis questionnaire and Weisbord's six-dimensional model. The investigation was conducted on 312 out of 1645 staff of Khatam Alanbia Hospital.

The results showed that there was a positive significant relation between different dimensions. Between the all internal dimensions, rewarding had the highest score and organizational purposes had the lowest score.

Regarding the magnitude and complexity, no organization is like a hospital. Therefore, conducting periodically investigation in order to have a better understanding of the organization, to make appropriate decisions, and to improve the

performance and efficiency of the hospital is recommended. Without an appropriate overview, it is impossible to adopt effective decisions.

**c) (Nasiripour, Raeissi and Yazdani, 2013) “Analysis Internal Factors of Hospitals Affiliated with Kurdistan University of Medical Science Based on Weisberg’s Six-Box Model and Its Relation to Their Crisis Preparedness”.**

This study is aimed to investigate the relationship between the statuses of hospitals` internal factors and their level of preparedness in crisis.

This correlative, applied, and cross-sectional study was conducted in 21 hospitals of Kurdistan University of Medical Science in 2008. The data were collected using the standard Weisbord questionnaire and hospital preparedness checklist to measure the status of internal factors and the hospitals` level of crisis preparedness, respectively. The data were analyzed using descriptive and analytical statistical methods.

Changing internal factors would result in 74% of the changes in level of hospital.

Preparedness in crisis in all studied hospitals. The preparedness level and the organizational structure of the hospital had strongest relationship and preparedness level and personnel’s attitude to changes had the weakest respectively.

Hospitals should analyze their internal factors status in order to improve their preparedness level in crisis. Concentrating on different aspects of internal factors, reviewing objectives, improving increasing teamwork, involving personnel in decision-making, using performance-based rewards, forming communication committee, improving leadership styles, training organization`s managers and leaders, and facilitating internal and external coordination could be effective.

**d) (Hamid, Sayyed Ali, Reza, Arash, Hasan Ali, Azizollah , 2011): “The Analysis of Organizational Diagnosis on Based Six Box Model in Universities”**

The purpose of this research is the analysis of organizational diagnosis on based six box model at universities.

Research method was descriptive-survey. Statistical population consisted of 1544 faculty members of universities which through random stratified sampling method 218 persons were chosen as the sample. Research Instrument were organizational

diagnosis questionnaires with 77 items that by use of cronbach alpha coefficient, reliability coefficients were obtained equal to 0.94. Out of 218 questionnaires we received 200 completed questionnaires. This represents a response rate is quite suitable for this type of study.

Analysis of the results indicated that mean the organizational diagnosis in dimensions of leadership, relationships and motivation & reward was bigger than average and in dimensions of purpose, structure and helpful mechanisms was smaller than average. There was not a positive and significant difference between views of faculty members about organizational diagnosis on based of gender, employment status and scientific degree.

**e) (Sanjay, Raja, 2011)”: Diagnosing organizational effectiveness in the tourism sector of Zanzibar”**

This research thus set out to explore and diagnose the organizational effectiveness of the accommodation units of the tourism sector in Zanzibar. The research had specific objectives of diagnosing and finding the gap between the current and the optimal organizational performance in two particular units of accommodation as well as determining the factors affecting organizational performance in these units. The study furthermore set out to recommend implementation of suitable intervention activities to improve organizational performance in the units analyzed.

In order to achieve the above objectives the research deployed an action research strategy with the Weisbord’s six box model as a framework to diagnose two five star grade accommodation units in Zanzibar. A qualitative method was used to collect data.

**f) (Foot, 2004)”: An exploration of factors that impact on levels of employee satisfaction and organizational performance”**

This research focused on a hotel that is part of an international chain of hotels, which has recently undergone a rebranding process (a change from within). This research aimed to assess and explore factors that impact on levels of employee satisfaction and organizational hotel performance, in other words it aimed to 'diagnose' the hotel's current status. The research was conducted in two phases. Phase one made use of a widely used measure of job satisfaction, the job descriptive index (JDI) that looked at

five facets of job satisfaction namely: pay, opportunity for promotion, co-workers, supervision and the nature of work. Phase two further explored the results of the JDI (staff being very dissatisfied with pay and promotions opportunity) and further explored other areas of the organizational hotel with the use of an organizational development model, Weisbord's Six-Box Model (1990).

The 'boxes' included areas of purpose, structure, relationships, leadership, rewards and helpful mechanisms. These areas were explored with staff using focus groups. Heads of departments (management) and the deputy general manager of the hotel were interviewed using a semi-structured interview format, exploring similar issues to those researched with staff. Results indicated problems in the hotel with regard to purpose, a severe lack of communication and staff feeling they have little chance for promotion as well as pay structures being perceived as unfair. The overall leadership at the hotel was described as erratic, and relationships between management revealed high levels of mistrust.

Due to limited research in the South African hospitality industry, much of the literature available is based on experiences in the United States of America or the United Kingdom. For this research, the researcher had few previous published findings and was unsure of the many issues that could possibly arise. However, the intervention was enjoyable and recommendations have been provided for the hotel to consider, so the hotel can go from "good to great".

**g) (Yousefi, Sajadie, 2014): Examining the relationship between contextual dimensions of organization and organizational climate according to Weisberd six-box model.**

This study investigates the relationship between contextual dimensions of organization and organizational climate. In order to examine the association between these two variables, library research as well as administering questionnaire was utilized. The employed questionnaire enjoys Alpha Cronbach of 0.91, sufficiently enough to support reliability. Descriptive statistics was used to analyze data obtained from the questionnaire and the most important tests were KMO test and Spearman correlation coefficient. This research is applied and concerning procedure, it is correlational descriptive. The statistical population is 85 staffs of telecommunication

management of Borujerd that among them a sample of 70 staffs were selected through simple random sampling based on Morgan's table for determining sample size. Analysis of results demonstrated that there are significant relationships between contextual dimensions of organization (goals, environment, size, technology and organizational culture) and organizational climate.

**h) (Verghese, 2007): OD Interventions for Sustainable Excellence in Higher Education: Conference on Global Competition & Competitiveness of Indian Corporate.**

Some 25 years ago came the birth of another discipline, called organizational development, the goal of which was to focus on the gap that exists between where a group or organization is and where they would like to be. This paper tries to address the role that organization development can play as an approach for sustainable excellence in higher educational institutions. The first section of the paper addresses the status of higher education in India, exploring the challenges faced by higher education institutions, and suggestions that can improve the quality of higher education. The second section suggests the use of Weisbords' Six-box model as a diagnostic tool for an educational institution. It illustrates how planned and focused organization development interventions can help in understanding of the system and guide the change process in today's unsettled higher education environment.

**i) (Casper-Curtis, 2002): Virtual team development in a college course setting.**

The purpose of the study is to determine how an instructor can facilitate collaboration among students during a virtual team project conducted within the framework of a traditional college course. Much of the current research on virtual teams has been conducted in business environments or controlled laboratory settings. Little is known about designing authentic collaborative team projects within an educational setting.

Marvin Weisbord's Six-Box Diagnostic Model (1976) was used as a framework for this interpretive qualitative study. Questionnaires were administered to college students who participated in a ten-week collaborative virtual team project. Open-ended questions were designed to elicit feedback in three specific areas of the project: the instructor's role, project training, and the structure of the project.

Unlike the findings in many current research studies, the majority of students in this study did not feel a need to meet virtual team members face-to-face. Research findings showed students instead focused on finding online ways of developing relationships, and requesting a longer project time frame to allow for virtual team building.

**j) (Stegerean, gavrea, Stegedean, Marin, 2010): The Application of a Diagnostic Model: An Empirical Study.**

The vast majority of managers and consultants use in conducting organizational diagnosis specific models to identify the organizational aspects that proved to be essential in the past. The object of this paper is to apply such a model within a Romanian organization. More specifically we extended the well-known Six Box Model to include, besides the six variables (purpose, structure, rewards, mechanisms, relation and leadership), other interest variables such as external environment and organizational performance in order to evaluate the organizational performance based on employees' perceptions. The results obtained show that three of the 8 variable registered a significant and positive impact on organizational performance (purpose, mechanisms and external environment, the latter was not considered as a distinct variable in the Six Box Model).

**k) (Philippe Rauffet, Catherine Da Cunha, Alain Bernard , 2010): Organizational capabilities assessment: a dynamic methodology, methods and a tool for supporting organizational diagnosis.**

Many methods, like CMMI, ISO norms or 5 steps road mapping, are implemented in organizations in order to develop collective competencies, called also organizational capabilities, around organizational needs. They aim at providing new means to controls resources of organization, and enabling an organizational diagnosis, it is to say the evaluation of the strengths and the weaknesses of the organization. Nevertheless, these methods are generally based on knowledge based models (they are composed of good practices libraries) and on the experience of functional experts who structure these models. So human and organizational errors can occur in these models and noise the assessment of organizational capabilities, and therefore the

organizational diagnosis. This paper proposes a methodology, some methods and a tool, to make these knowledge based models and the assessment of organizational capabilities more reliable, so as to enable an accurate organizational diagnosis.

**l) (Vitale, Armenakis, Field, 2008): Integrating Qualitative and Quantitative Methods for Organizational Diagnosis Possible Priming Effects?**

This study reviews considerations for integrating closed-ended items and open-ended questions in a single survey instrument, focusing on contextual effects as a potential pitfall in organizational diagnosis. A randomized posttest-only control group experiment was conducted in a field setting with a small (92 employees) for-profit firm wherein the experimental group received a mixed questionnaire (closed-ended, followed by open-ended, questions) and the control group received only open-ended questions. Individuals receiving the mixed survey responded with a lower response rate and fewer comments than those receiving only the open-ended questions. A thematic content analysis of responses revealed a practically significant difference between groups in respondents' perceptions of the organization's strengths. However, the reported weaknesses of the organization did not differ between groups.

**m) (Postma, Kok, 2008): Organizational Diagnosis in Practice: A Cross-Classification Analysis Using the DEL-Technique.**

In this paper, an empirical research about organizational diagnosis in The Netherlands is presented. Organizational diagnosis is seen as a strategic activity which is determined by the idiosyncrasies of the decision maker. The main research question is whether the usage of the kind of conceptual organizational diagnosis model and computer support in diagnosing problem situations is contingent upon background characteristics of management consultants and their agencies. The DEL-technique was applied to test a number of propositions among 72 respondents of a random sample of 300 Dutch consulting agencies. This cross-classification analysis technique is especially suitable for dealing with small samples. The results indicate that size of an agency, educational specialization, and work experience are important characteristics with respect to the usage of conceptual organizational diagnosis

models. Computer support was not found to be dependent on management consultant and agency characteristics in the specific hypothesized relationships.

**n) (Bin Saeed, Wang, 2014): Sustainability Embedded Organizational Diagnostic Model.**

Organizational diagnosis is an exercise done to check an organization's current health. A complete diagnosis not only checks the current health, but also suggests corrective measures. Diagnostic models suggested by others were evaluated in this paper including some of the authors' previous work and shortcoming i.e. lacking the sustainable development focus in these models of organizational health diagnosis was identified. The main focus of this paper is to incorporate sustainability dimension in the organizational diagnostic model. They therefore propose in this paper an alternative, sustainability embedded model for organizational diagnosis. This model can be used by the organizational diagnosticians to perform a comprehensive organizational diagnosis.

**1.8.3 Commentary.**

- a) This topic of organizational diagnosis by Weisbord Six-Box Model is still new in Palestine and Arab countries, and most of these studies took place in foreign countries.
- b) It seems there is no published paper or academic research dedicated in Palestine, which deals with the organizational diagnosis by Weisbord Six-Box Model.
- c) Organizational diagnosis can be applied in higher educational institutions using by Weisbord Six-Box Model.
- d) There are a lot of benefits that will be available, when universities in Gaza strip apply the organizational diagnosis.

# **CHAPTER 2**

## **Literature Reviews**

### **Chapter Outline:**

**2.1 Introduction**

**2.2 View of universities in Gaza strip**

**2.3 Definitions and concepts of organizational diagnosis.**

**2.4 The role and Purpose of organizational diagnosis**

**2.5 Organizational diagnosis and organizational analysis.**

**2.6 Organizational Diagnostic Models**

**2.7 The Weisbord Six-Box Model**

## **2.1 Introduction**

In today's global environment, an accessible and high quality higher education system is imperative for a nation's economic progress. A sound higher education system supports and enhances the process of economic and social development for a better future. Developing and transition countries are particularly challenged in a highly competitive world economy because their higher education systems are not adequately developed for the creation and use of knowledge. Converting the challenges into opportunities depend on the rapidity with which they adapt to the changing environment (Rani, 2005).

To be effective in the 21st century, an organization requires flexibility and the ability to transform rapidly. Senior management's understanding of their organization's internal state is a prerequisite to developing more effective strategies to meet the challenges of today's competitive environment. (See Armenakis & Bedeian, 1999; Beer & Spector, 1993; Cummings & Worley, 2005, for a review).

In a world of increasing stakeholder expectations and decreasing resources, aggressive cost cutting programs have run their course. Where do you turn next? Studies have shown that 85% or more of the root causes of performance problems are in the organizational structures, systems, and culture within which people work – put good people in bad systems and you get poor performance. But trying to improve organizational performance by reorganizing, changing leadership or instituting new training and development programs creates change, but when done without a rigorous diagnosis of an organization's structures, systems, and culture, managers often solve one problem and unintentionally create others (Breckenridge Institute®, 2011).

There are identified a number of techniques aimed at improving organizational performance. One of these techniques is organizational diagnosis, which presents the assessment of the current situation of an organization in order to identify the most appropriate interventions for its future development (Stegerean et al, 2010).

Diagnosis is crucial for organizations because of organizational problems and challenges such as competition, turbulence of environment, change management, reorganizations, and

improvements in productivity, competitiveness, and quality, risk of imitation of fashionable management techniques. (Harrison, 2015)

In order to better manage change from within, organizations have begun identifying their current status as an organization and developed from there. A tool used in the diagnosis of change management and development is for organizations to perform a diagnosis. An organizational diagnosis is designed to generate data on the current state of the organization and the relationship between how the organization IS functioning, and how it is performing against desired goals (French & Bell, 1995).

In addition, all the systems within organizations are interrelated and responsive to each other.

Diagnosis of an organization from an open systems perspective must therefore take into account a variety of internal and external variables and how they influence each other (Howard, 1994).

The key to establishing an effective change and transformation in organizations lies in the early stages of assessment and diagnosis. (Bolton and Heap, 2002)

Organizational diagnosis should provide the answer the following questions: Why should the organization is changed? What should the content of change include, i.e. what should be changed in the organization? Therefore, the diagnosis is given great importance in published writings in the sphere of organizational change. (Nebojša, 2010)

This chapter aims to provide a general glimpse about the organizational diagnosis, its definition, and its historical development. In addition to present for a used diagnosis models, it's benefits, and make comparison between them. Also to highlight the model of six boxes as a diagnostic tools for this search.

## **2.2 View of universities in Gaza strip**

Knowledge is the driving force in the rapidly changing globalized economy and society. Emergence of knowledge as a driving factor results in both challenges and opportunities. The growth of the global economy has increased opportunities for countries with good levels of education (Carnoy, 1999).

The primary role of higher education is increasingly to transform students by enhancing their knowledge, skills, attitudes and abilities while simultaneously empowering them as lifelong critical, reflective learners. (Harvey, 2000).

Organizations are continually searching for innovative ways of enhancing competitiveness, as evolving external forces, such as changing demographics, globalization and technology, require managers to rapidly rethink and retool their organizational management strategies (Whitfield and Landeros, 2006).

One of these organic organizations which have a dynamic interaction with the environment is universities. The main task of universities is training and educating experts and professional human resource for the society and at the same preparing the ground for stable developments. The quality & development of knowledge greatly depends on the quality of work environment in universities. Therefore, analyzing the quality of university working environment helps top executives of higher education systems get the needed feedback for making decisions and their future strategic planning on the one hand and universities themselves become aware of their quality and take measures for its improvement on the other. One of such actions is paying enough attention to the faculty members' welfare and the quality of their knowledge and its improvement because it highly affects the quality of higher education and university environment. As universities have the major role of societies' improvement power in scientific, cultural and social dimensions and must technically and scientifically always be one step ahead of other institutions, they must have the quality by which they can improve the quality of other organizational environments. (Hamid, Sayyed Ali, Reza, Arash, Hasan Ali, Azizollah, 2011)

According to the statistical book which published by the Ministry of Education and Higher Education in Gaza strip 2014-2015. The number of the higher education approved institutions which are in Gaza strip until 2015 are 28 organizations. Came as the follow:

- 5 traditional universities ( 1 governmental, 2 NGO, 2 private)
- 8 community college ( 4 governmental, 2 NGO, 2 private)
- 10 intermediate community college(1 governmental, 1 NGO, 6 private – 2 under the supervisor of UNRWA)
- 2 Open education universities ( 1 NGO, 1 private)

- 2 polytechnics ( 2 private )
- Higher education Academy (1 private)

This following table (2.1) shows the numbers of the new student who joined or who graduated in 2014-2015. Adding to that the previous enrolled students, so the total number according to the previous source, the number reached to 144070 students, 66712 males and 77358 females.

Table (2.1): Distribution of students in higher education institutions in Gaza Strip for the academic year 2015/2014

Gender	New	Enrolled	Graduates	Total
Male	14452	42806	9454	66712
Female	15963	52024	9371	77358
Total	30415	94830	18825	144070

Table (2.1) Statistical Yearbook of public education and higher education in Gaza provinces 2014/2015, Ministry of Education and Higher Education, February 2015

According to the statistics in the previous table it is clear that 144070 of the population of Gaza Strip are enrolled in higher education institutions, which representing 8.18% of the population of the Gaza Strip (1,760,037 ) according to the Palestinian Central Bureau of Statistics report which released in 2014. This percentage is an important factor in institutions of higher education role to progress the society, promote it, and towards its economic growth. This by providing a higher education with required quality for students, to be able to contribute in the economic growth of the community after graduation.

### **2.3 Definitions and concepts of organizational diagnosis.**

There is a number of old definitions and the reason is we cannot stand at the organizational diagnosis in its current form, without identifying the stages of its development from the beginning until today.

And it's like a medicine, if diagnosis is wrong, treatment will be ineffective. Organizational diagnosis reminds us that the organization is like a living organism because it consists of people. References to society and the composition of some selected people, makes that the

organization have the character or act a certain way based on its values and culture, which include a unique language, symbols, practices, rites and myths (Schein, 1998).

According to Lowman's (2005) organizational diagnosis process is influenced by three basic questions: What is diagnosed by the practitioner? For what purpose? And using that system? Organizational diagnosis has two essential purposes.

Beer and Spector (1993) define organizational diagnosis as “a process that helps organizations to enhance their capacity to assess and change dysfunctional aspects of their culture and patterns of behavior as a basis for developing greater effectiveness and ensuring continuous improvement”.

Lowman (1993) asserts that there are basically two types of diagnostic processes. One of these concerns the assessment of organizational dysfunction and the other of organizational wellbeing and intended optimization. Kontoghiorghes et al (2005) postulate that that a well-executed organizational diagnostic process fosters and promotes a continuous learning environment that not only impacts on the organization’s ability to rapidly adapt to change, but which also positively affects its bottom-line organizational performance and overall effectiveness.

After reviewing these definitions of the organizational diagnosis, organizational diagnosis is an exercise attempted to make an analysis of the organization, its structure, subsystems and processes in order to identify the strengths and weaknesses of its structural components and processes and use it as a base for developing plans to improve and/or maximize the dynamism and effectiveness of the organization.

Organizational diagnosis could be done as a periodic routine exercise like the case of periodic medical checkup of an individual or may be undertaken whenever there is a cognizable problem that is affecting the functioning of an organization. (Satish, 2009)

Further argue that diagnosis in organization development is also a much more collaborative process than the medical diagnosis process since it involves both the organization’s members and change agents in discovering the determinants of current organizational effectiveness as well as developing appropriate interventions and implementing them. Secondly organizational

diagnosis is a more development oriented process which assesses the current functioning of the organization to discover areas for future development. (Sanjay, 2011)

So that, the problem with this type of diagnosis is that, all too often, the problem keeps reoccurring. Therefore, it is important to systematically examine the entire system when conducting organizational diagnosis, rather than focusing on rapid diagnoses and “quick fixes” (French & Bell, 1995).

Finally, within the organizational diagnostic process, the results of the data collection are fed back to organizational members within the organization in order to begin the process of organizational change (French & Bell, 1995).

- **The major steps of a diagnostic cycle include**
  - a) Orientation
  - b) Goal setting
  - c) Data gathering
  - d) Analysis/ Interpretation
  - e) Feedback
  - f) Action Planning
  - g) Implementation
  - h) Monitoring/ Measure
  - i) Evaluation
  - j) Forms of Diagnostic

Finally, Organizational diagnosis requires defining and using a pattern for understanding organizational problems, data collection and analysis and drawing conclusions based on the findings with the purpose of making necessary changes and probable modifications. This organizational diagnosis is a group process meaning it requires the existence of common and similar approaches and purposes. Individuals should seriously take active part in planning interventions and their implementation. (Cummings, 2005).

#### **2.4 The role and Purpose of organizational diagnosis**

Most managers struggle against the flow of overly complex systems and are frustrated by an invisible force that undermines their attempts to effect positive change. Their instincts tell

them that the organization's structures, systems, and culture are preventing them from getting the results they want, but "culture" has remained one of the least understood aspects of organizational life. The day-to-day reality of Invisible Bureaucracy manifests itself in a number of recurring and troubling questions:

- a) Why is it so difficult for some organizations to make decisions, and why (once made) do so many decisions go unimplemented?
- b) Why do most organizations have a gap between the formal rules for how things get done, and the informal rules for how things really get done?
- c) Why does vital business information get filtered, altered, or stopped as it moves up and down through the organizational structure?
- d) Why do projects that seem to have the full support of top managers and key personnel die a slow death and no one knows what happened to them?
- e) Why are some organizations able to change in the face of forces and threats from the external environment while others seem to have "Blind Spots" about these issues and fall prey to them over and over again?
- f) Why do the universal principles of organization development seem to work in some organizations, but not in others?
- g) Why do change initiatives so often show failed or marginal results?
- h) Why do so many people find their work to be a substantial part of life's problems, rather than one of the solutions to life's problems?

(Breckenridge Institute®, 2011).

Diagnosis helps managers avoid two types of risky reactions to the uncertain business environment: the tendency to avoid change and improper action. Managers of organizations that have been successful in the past have tended to show a certain resistance to change. The results recorded in the past, creates a "race for success" by supporting the incorrect assumption that the best way to meet future challenges is to rely on strategies and tactics that have had good results in the past (Nadler and Shaw, 1995).

Despite extensive literature extolling the virtues of a proper diagnosis, research has found that one reason for the high failure rate of change intervention efforts is the managers' or consultants' failure to diagnose the needs of the organization (Harrison and Shirom, 1999).

Beer & Spector (1993) suggest that an organization diagnosis can be helpful to organizations in the following ways:

- a) Enhancing their capacity to assess and change the culture of the organization.
- b) Providing an opportunity for organizational members to acquire new insights into the dysfunctional aspects of their culture and patterns of behavior as a Basis for developing a more effective organization.
- c) Ensuring that the organization remains engaged in a process of continuous improvement.

The context in which organizations work is very important in organizational diagnosis. Organizations are open systems so that everything outside of the organization can affect their daily activities. Organizations which work in a stable environment have generally a dynamic nature and from an organizational diagnosis perspective need very little changes. Organic organizations are really flexible. Those in charge of organizational diagnosis need to know the type of organizations in order to make decisions as to the choice of appropriate patterns and theories. Incorrect understanding can cause inappropriate problems (Smither, 1996).

## **2.5 Organizational diagnosis and organizational analysis**

Organizational diagnosis is a very important issue in the field of Organizational Development and Change. It is often the case in studies that organizational change management comes down to answering three questions: why (the causes of change), how (the process of change) and what (the content of change) (Pettigrew, 1987).

Organizational diagnosis is a method used for analyzing the organization in order to identify organizational shortcomings so they would be neutralized through organizational change. In itself, organizational diagnosis is a concept related to the concept of organizational analysis, and it is necessary to make a distinction between them at the very beginning. Organizational analysis is in many ways similar to organizational diagnosis, but there are some important differences. The main resemblance between organizational analysis and organizational diagnosis lies in the fact that both methods are focused on understanding the organizational content, i.e. on identifying the elements of organization and their nature, as well as the relations between them. (Nebojša, 2010)

Both methods start with certain organizational models and use very similar, or exactly the same, techniques for data collection and processing. The key difference between organizational analysis and organizational diagnosis is their aim: the aim of organizational analysis understands the organization for the purpose of its exploration, while the aim of organizational diagnosis understands the organization for the purpose of changing and improving it (action). It could be said that organizational diagnosis is a specific form of organizational analysis – a form focused on the performing of organizational change for the purpose of improving organizational performance. (Nebojša, 2010)

When it comes to organizational diagnosis, studies in the area of Organizational Development and Change are preoccupied with three main issues:

- a) development of organizational diagnostic models;
- b) the choice of procedures and methods for data collecting in diagnosis; and
- c) Methods and techniques of data processing and making conclusions (Hayes, 2002).

Organizations can be analyzed with different perspectives in mind. The perspectives one takes depends both on the purpose for which the analysis is being done and the professional background of the people doing organizational analysis. The following perspectives could be used for analyzing organizations: (Satish, 2009)

- a) Economics Perspective
- b) Political Science Perspective
- c) Sociology and Social Psychology Perspective
- d) Management Perspective
- e) Applied Behavioral Science or OD Perspective.

## **2.6 Organizational Diagnostic Models**

An Organizational diagnostic model is a representation, usually metaphorically, of an organization (Howard, 1994). It is a conceptual framework that people use to understand organizations (Cummings and Worley, 2005). They describe the relationships among different features of the organization, as well as its context and effectiveness, hence point out what

areas to examine and what questions to ask in assessing how an organization is functioning. According to Harrison and Shirom (1998), diagnostic models powerfully influence feedback provided to clients, shape the choices about interventions for change, and help determine the effectiveness of diagnosis and consultations.

Harrison and Shirom (1998) state that good diagnosis models help clients increase their understanding of the organizational gaps that require attention, and the required resources to better focus change interventions. The authors consider a good diagnostic model specifies its level of analysis, its limits, the interaction between variables, effectiveness criteria, and evaluative standards. Additionally, the authors emphasize that diagnosis models must analyze the internals and externals of the organization, reflecting macro contingencies and macro processes to support the managing of change, and increase organizational effectiveness.

Burke (as cited in Howard, 1994) points to several uses of organizational models:

- Models help to categorize data about the organization. It is far easier to deal with six or eight categories than to consider 100 bits of information all at once.
- Models help to enhance our understanding. If we have a model with say seven categories and we find that most of the organization's problems cluster in two of the seven, and then we have a better idea of where to begin to improve matters than if we had 100 bits of information.
- Models help to interpret data. Suppose in our model we have the two categories of strategy and structure. Let us further assume that from our data we have found problems with the organization's structure. Since in order to achieve organizational effectiveness, strategy and structure must be linked - in other words, to fix the structure problems without consideration first of the organization's strategy would lead to ineffectiveness.
- Models help to provide a common shorthand language. For example, the terms culture, shared values, networks, helpful mechanisms, and transactional factors all come from one model or the other. Greater efficiency in communication among organization members can be realized from the use of a model.

The organizational diagnosis model represents the core of the diagnosis instrument because it directs the managers or consultants activities in certain directions being composed of a number of variables that interact with each other (Weisbord, 1978). And the lack of a comprehensive diagnostic model may result in changes aimed at symptoms rather than causes. (Wyman, 2003).

The study of organizational diagnosis models is paramount for OD practitioners, because diagnostic models help to reveal key organizational gaps, and critical areas to focus. Moreover, this analysis emphasized the role of the OD practitioner as an advisor, helping clients identify the most appropriate diagnostic model -given the intervention objectives, and the organizational culture, and using feedback mechanisms to channel results in a non-threatening mode to later focus targeted OD interventions at the effective management of change, and the improvement of the organizational effectiveness. (Armando, 2009)

The models are presented in the chronological order in which they first appeared in the literature is:

- a) Force Field Analysis (1947-1951)
- b) Leavitt's Model (1965)
- c) Open Systems Theory (1966)
- d) Likert System Analysis (1967)
- e) Weisbord's Six-Box Model (1976)
- f) Galbraith's STAR Model (1977).
- g) Congruence Model for Organization Analysis (1977)
- h) Nadler and Tushman's Congruence Model (1982)
- i) McKinsey 7S Framework (1981-82)
- j) Tichy's Technical Political Cultural (TPC) Framework (1983)
- k) High-Performance Programming (1984)
- l) The "four quadrants" of Bolman and Deal (1984)
- m) Diagnosing Individual and Group Behavior (1987)
- n) The Burke-Litwin Model ( 1992)
- o) Freedman's SWAMP Model (2000).

These models explain what has been observed in the organization and indicate what action should be taken. An organizational model is defined as ‘a representation, to show the construction or appearance of an organization’ (Burke, 2002).

According to Harrison and Shimron (1999), diagnostic models reinforce the impact that comes from the results of customers, form choices about interventions for change and help determine the effectiveness of diagnosis.

Burke (1994) brings some uses of organizational models. Choosing a diagnostic model is a critical judgment. According to Howard (1994) choice of model depends on two criteria:

- First, the model chosen to work should be well understood by the user and the latter feels better with it.
- Secondly, the model chosen should fit as much as possible with the organization's customers, should be inclusive enough to cover many aspects of organization and clear enough for members to give the right answer.

And According to a study conducted in 1999, the most commonly used in practice proved to be Weisbord's Six Box Model (25% of companies analyzed, used as a basis for organizational diagnosis this model) followed by model 7 S (19 %) and third STAR Model and Nadler and Tushman's congruence Model (10%) (Jones and Brazzel, 2006 by Samuels)

Each of the models has its own advantages and disadvantages. This research used the Weisbord Six-Box model. This model was chosen because of the wide use in practice as well as empirical studies, especially because of the lack of complexity and usefulness to a simple goal of rapid diagnostic (Weisbord, 1978). One limitation is that Weisbord model does not consider the impact of the external environment but only considers internal factors within an organization (Harrison and Shimron 1999, Weisbord 1978).

- **Why Weisbord model is chosen: Comparing various diagnostic models.**

This section presents a comparison of various models that are common models used for diagnostic purposes.

**Table (2.2) comparison of various models that are common models used for diagnostic purposes**

<b>MODELS</b>	<b>STRENGTHS</b>	<b>LIMITATIONS</b>	<b>WHEN TO APPLY</b>
<b>Nadler Tushman congruence model (1982)</b>	<ul style="list-style-type: none"> <li>▪ Highlights both mismatches and congruence</li> <li>▪ Shows cause –effect relationships</li> <li>▪ Considers the influence of the external environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ In the short term, congruence can lead to improved effectiveness, but in the longer run it can fuel resistance to change.</li> <li>▪ Appears to be too complex and difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>▪ A comprehensive analysis is required</li> <li>▪ A system perspective is required</li> </ul>
<b>Burke–Litwin model of organizational performance and Change (1992)</b>	<ul style="list-style-type: none"> <li>▪ Explains linkages.</li> <li>▪ Shows cause-and-effect relationships between organization’s internal and external environments.</li> <li>▪ Distinguishes between the role of transformational and transactional dynamics in organizational behavior and change</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complexity (as in relation to the intricacy of organizational phenomena)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Need to see how organizational performance and effectiveness are affected.</li> <li>▪ Need to see how change can be influenced.</li> <li>▪ A cross-cultural application is required</li> </ul>
<b>Weisbord model (1976)</b>	<ul style="list-style-type: none"> <li>▪ Well-known</li> <li>▪ Easy to explain</li> <li>▪ Helps identify and focus priorities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not show interdependencies clearly</li> <li>▪ Too simplistic</li> <li>▪ Does not examine environmental influences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Environment is not a significant factor.</li> <li>▪ Simplicity and speed of diagnosis are important</li> </ul>
<b>Freedman Swamp model of</b>	<ul style="list-style-type: none"> <li>▪ Comprehensive</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appears complicated</li> </ul>	<ul style="list-style-type: none"> <li>▪ A specific, explicit comprehensive assessment</li> </ul>

<b>sociotechnical systems (2000)</b>	<ul style="list-style-type: none"> <li>▪ Considers many of the categories, linkages and boundaries that occur in organizations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Need to create unique meta-models that fit the organization</li> </ul>	is required
<b>McKinsey seven-S model (1981-82)</b>	<ul style="list-style-type: none"> <li>▪ Explains why renewal is a complex set of processes</li> <li>▪ Can be linked to the 7-C framework of planning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Too simplistic</li> </ul>	<ul style="list-style-type: none"> <li>▪ A multivariable framework is required to determine why organizations are not linking capability and competence</li> </ul>
<b>Galbraith STAR model (1977)</b>	<ul style="list-style-type: none"> <li>▪ Sees an organization as an information-processing entity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not include the external environment as an influencer</li> <li>▪ Too simplistic</li> </ul>	<ul style="list-style-type: none"> <li>▪ A review of organization design is indicated</li> <li>▪ The hierarchy seems overloaded</li> <li>▪ Extensive change is occurring</li> </ul>

**Resource: Cummings and Worley (2005); French and Bell (1999); Jones and Brazzel (2006); Harrison and Shirom (1998).**

## 2.7 The Weisbord Six-Box Model

In the mid 1970's, Marvin Weisbord, an organizational design consultant, created his six boxes model as a diagnostics tool of organizational effectiveness. He identified six key areas in which 'things must go right' and be internally consistent for an organization to be successful. The result of the diagnosis is a prioritized list of ready to be implemented interventions that can drive a change process.

Weisbord's (1976) 'six box' model is one of the most straight forward and easy to use system models in the literature. In presenting it, Weisbord sought to distill years of consulting experience and to provide users with "Six places to look for trouble with or without theory" (Harrison and Shirom, 1998).

Weisbord proposes six broad categories in his model of organizational life, including purposes, structures, relationships, leadership, rewards, and helpful mechanisms (Weisbord, 1976, Weisbord, 1978).

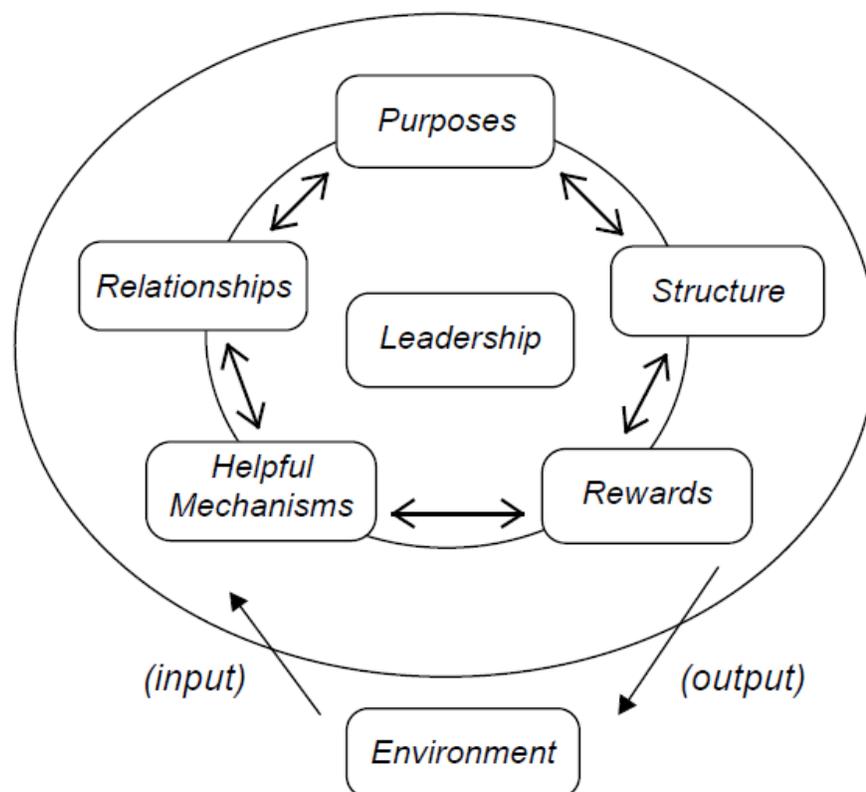


Figure 2.1. Six-box Model (Weisbord, 1976)

- For "purpose," the two most important factors are goal clarity (the extent to which the organization employees are clear about the organization's mission and vision), and goal agreements (whether the employees support the organization's purpose). An organization's mission serves to set the stage for all the organization's programs, internal functioning, and external relationships. This mission statement summarizes the organization's purpose and provides the rationale for defining goals and objectives. It is usually communicated in annual reports, personnel policies, Information brochures provided to donors or community members, and other documents. A vision which does not have the active support of the majority of the members of the organization is useless (Weisbord, 1990).
- For "structure", the primary question is whether there is an adequate fit between the purpose and the internal structure that is supposed to serve that purpose. The Organization's structure refers' to how the responsibilities, tasks, and functions are allocated among staff members. The structure serves to define the reporting relationships and the lines of authority for different levels of the staff. The structure is usually outlined in an organizational chart and in job descriptions (Weisbord, 1990).
- The concept of "relationships" refers to how all levels of staff interact with one another and how decisions are made and communicated many aspects of organizational relationships are determined by the organization's structure.
- Relationships serve the functions of collaboration, communication, and supervision, allowing work to be carried out toward the mission and goals. Relationships also serve to build the organizational culture. Weisbord (1990) speaks of three types that are important: between individuals (the employees), between units or departments that perform different tasks, and between people and the nature and requirements of their jobs.
- "Rewards" serve to recognize good performance. Rewards include both financial compensation - the basis on which an organization pays its employees – and non-financial compensation, such as promotions, titles, authority, status in the community, opportunities for personal growth, and recognition of contributions. Incentives serve to motivate staff members' performance. Incentives can include

giving staff members time for consulting outside the organization, providing training aimed at improving or developing skills, recognizing excellent programming, and ensuring strong organizational support for any new initiative (Weisbord, 1990).

- "Helpful mechanisms" are those factors that bind an organization together. These include mechanisms such as planning, controlling, budgeting, and various information systems.
- For Weisbord (1990), "leadership" is the center of the framework and is the key element that brings together the other organizational elements. The leadership element IS also responsible for recognizing and managing influences stemming from organizations, communities, or trends in the outside environment. Successful leaders are those who:
  - a) Are committed to the organizational mission and goals;
  - b) Are able to develop and communicate the vision of what the organization can and should accomplish as well as the strategic approaches to achieve this vision.
  - c) Have skills in mobilizing financial and human resources;
  - d) Provide direction to facilitate staff members' contribution toward the stated goals;
  - e) Can expect and manage change;
  - f) Are passionate and emotionally intelligent (Goleman, 1996).

The job of the leader is to identify inconsistencies and problems within the other boxes and maintain a balance between them. The organization's leaders are responsible for integrating the various elements

This model has proved to be helpful in organizational diagnosis. The Six-Box model is a simple but powerful diagnostic tool, whereby each box has both formal and informal systems which could form the root of organizational problems, i.e. there are formally appointed leaders, leadership positions; and there are also informal leaders, with strong referent power with whom employees identify and follow (Weisbord, 1990). These leadership roles can often conflict. Often, if the formal system is dysfunctional, the informal system compensates.

One of the limitations of the Weisbord diagnostic model is that it does not take into consideration the influence of the external environment and only takes into account the intrinsic factors within an organization (Harrison and Shirom 1998, Weisbord 1978).

Weisbord (1990) suggests that the Six-Box Model is particularly useful in the following situations:

- a) When the researcher/consultant does not have as much time as would be desirable for diagnosis;
- b) When a relatively uncomplicated organizational map- is- required/needed for diagnosis; or
- c) When the client is unaccustomed to thinking in systems terms. This model then helps the client to visualize the organization as a systemic whole without the use of foreign and academic terminology.

It is essential to remember not to be confined to the six boxes; in reality organizations are far more complicated. However, these six areas/boxes do provide the researcher/consultant with a good overview of an organization. It is then the responsibility of the researcher to incorporate other areas and issues that arise during the diagnosis into the model.

The external environment is also depicted in Weisbord's model, although it is not represented as a "box". Weisbord identifies inputs as the money, people, ideas, and machinery which are used to fulfill the organization's mission. The outputs are products and services (Weisbord, 1976)

The model is based on two main premises. The first premise refers to formal versus informal systems. Formal systems are those policies and procedures the organization claims to do. In contrast, informal systems are those behaviors which actually occur. The larger the gap between the formal and informal dimensions within the organization, the less effective the organization is. The second premise concerns the fit between the organization and the environment, that is, the discrepancy between the existing organization (what is) and the way the organization should function to meet external demands (what ought to be). External demands being defined as customers, government, and unions (Burke as cited in Howard, 1994).

Weisbord poses diagnostic questions for each box of his model. The questions are summarized in the table below:

**(Table 2.3); The Weisbord Diagnostic matrix**

	<b>Formal System (work to be done)</b>	<b>Informal System (process of working)</b>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>▪ Goal clarity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Goal agreement</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>▪ Functional, program, or matrix?</li> </ul>	<ul style="list-style-type: none"> <li>▪ How is work actually done or not done?</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>▪ Who should deal with whom on what?</li> <li>▪ Which technologies should be used?</li> </ul>	<ul style="list-style-type: none"> <li>▪ How well do they do it?</li> <li>▪ Quality of relationships?</li> <li>▪ Modes of conflict management?</li> </ul>
<b>Rewards</b>	<ul style="list-style-type: none"> <li>▪ Explicit system; what is it?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implicit rewards</li> <li>▪ What do people feel about payoffs?</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>▪ What do top people manage?</li> <li>▪ What systems are in use?</li> </ul>	<ul style="list-style-type: none"> <li>▪ How?</li> <li>▪ Normative “style” of administration?</li> </ul>
<b>Helpful mechanism’s</b>	<ul style="list-style-type: none"> <li>▪ Budget system</li> <li>▪ Management information (measures)?</li> <li>▪ Planning</li> <li>▪ Control</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are they actually used for?</li> <li>▪ How do they function in practice?</li> <li>▪ How are systems subverted?</li> </ul>

**Source: Weisbord (1976)**

In summary, Weisbord's model is particularly useful when the consultant does not have as much time as would be desirable for diagnosis, when a relatively uncomplicated organizational map is needed for quick service, or when the client is unaccustomed to thinking in systems terms. In the latter case, the model helps the client to visualize his or her organization as a systemic whole without the use of strange terminology. (Burke, 2002)

Considering the importance of organizational diagnosis and its role in improving organizational processes, the present research aims to investigate the organizational diagnosis strategies of Gaza strip universities based on Wiesboard six boxes model.

# Chapter 3

## Research Methodology

### Chapter Outline:

- 3.1 Introduction.
- 3.2. Research Methodology
- 3.3 Research Method
- 3.4 Data Sources
- 3.5. Research Population & Sample
- 3.6. Questionnaire Design and Content.
- 3.7 Data Measurement
- 3.8 Research Procedure
- 3.9 Test of Normality
- 3.10 Statistical analysis Tools
- 3.11 Validity of Questionnaire
- 3.12 Internal Validity
- 3.13 Structure Validity of the Questionnaire
- 3.14 Reliability of the Research
- 3.15 Cronbach's Coefficient Alpha

### **3.1 Introduction**

This chapter describes the methodology that was used in this research. The adopted methodology to accomplish this research uses the following techniques: the information about the research design, research population, questionnaire design, statistical data analysis, content validity and pilot study.

### **3.2 Research Methodology**

Under the methodology, the research method, period, place and data resources were identified.

### **3.3 Research Method**

For the purpose of this research, the descriptive analytical approach was used. Needed data was collected to describe the utility of organizational diagnosis using the Weisbord Six-Box model. Then, it was analyzed to evaluate the relationship between the variables which was formulated by the researcher.

### **3.4 Data Sources**

#### **3.4.1 Secondary Data**

Different types of secondary data resources were used. These resources are to introduce the theoretical part of the research topic and to situate it within the body of literature and to provide context for the particular reader. Through access to books and references, scientific journals and academic magazines, data bases, periodicals, articles, published papers, referred previous related studies, published reports and internet sites.

#### **3.4.2 Primary Data**

Primary data are to analyze the quantitative characteristics of utility of organizational diagnosis and use the Weisberg's Six-Box model. Quantitative data collected through designed questionnaire which was distributed to research sample.

### **3.5 Research Population & Sample**

Under the research population and sample, the population of the research and the research sample were described.

### 3.5.1 Research Population

The population of the research consists of (2472) faculty members of (three selected universities in Gaza Strip, distributed as the follow:

Table (3.1): Distribution of research population in universities according to the type of position

Population university	Islamic University	Al azhar University	Al aqsa University	Total
Academics	269	290	419	978
Academics with administrative positions	120	74	98	292
administrators	484	382	336	1202
Total				2472

### 3.5.2 Research Sample

Through random stratified sampling method (302) persons were chosen as the sample. Like that, distributors according to the following table:

Table (3.2): Distribution of research sample in universities according to the type of position

Population university	Islamic University	Al azhar University	Al aqsa University	Total
Academics	33	35	51	119
Academics with administrative positions	15	9	12	36
administrators	59	47	41	147
Total				302

### 3.6 Questionnaire Design and Content.

After reviewing the literature and interviewing the specialists, the questionnaire is ‘the most appropriate tool for this research, been relying on this research on the Organizational Diagnosis Questionnaire (ODQ) which based on Weisbord’s practitioner-oriented theory. The ODQ generates data in each of Weisbord’s suggested six areas as well as in a seventh, attitude toward change. This item was added as a helpful mechanism for the person involved in organizational diagnosis. In attempting any planned-change effort in an organization it is wise to know how changeable an organization is. Such knowledge helps the change agent understand how to direct his efforts. (See Appendix A), and then it is translated into Arabic (see Appendix C)

The questionnaire is provided with a cover letter which explains the purpose of this research, the aim of the research and the privacy of the information in order to encourage high response.

Thirty-five items compose the ODQ, five in each of the seven variables. Respondents are asked to indicate their current views of their organization on a scale of 1 to 7, with a score of 4 representing a neutral point.

### 3.7 Data Measurement

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this research, ordinal scales were used. Ordinal scale is a ranking or a rating data that normally uses integers in ascending or descending order. The numbers assigned to the important (1, 2, 3, 4, 5, 6, 7) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels. Based on Likert scale the following is had:

<b>Item</b>	<b><i>Strongly agree</i></b>	<b><i>Agree</i></b>	<b><i>View agree</i></b>	<b><i>Do not Know</i></b>	<b><i>View disagree</i></b>	<b><i>Disagree</i></b>	<b><i>Strongly disagree</i></b>
<b>Scale</b>	7	6	5	4	3	2	1

### **3.8 Research Procedure:**

- a) First, Identify main fields of the questionnaire and items for each field, and then prepare a preliminary questionnaire for use in the data and information collection.
- b) Then, take into account the rules of scientific research from objectivity and comprehensiveness in the preparation of this questionnaire.
- c) Then, show questionnaire to the supervisor, in order to test their suitability for data collection, and then modify the questionnaire primarily according to the vision of the supervisor.
- d) Then, distribute the questionnaire to the referees, the population consists of (10) referees working in management and Statistics fields inside and outside the IUG. (see appendix B or D)
- e) Then, prepare the final form of the questionnaire according to the vision of the referees. See (Appendix A or C)
- f) Then, obtain the formal book from the Islamic University of Gaza to facilitate the task of the researcher in the distribution of questionnaires, and conduct the research on the research population.
- g) Then, distribute the questionnaire to (302) in the duration from 10 September to 10 October 2015. Questionnaire was retrieved from (302).
- h) Finally, enter the data of retrieved questionnaires from the respondents and discharged in the computer using SPSS statistical software to analyze their data statistically and get results.

### **3.9 Test of Normality**

The One-Sample Kolmogorov-Smirnov test procedure compares the observed cumulative distribution function for a variable with a specified theoretical distribution, which may be normal, uniform, Poisson, or exponential. The Kolmogorov-Smirnov Z is computed from the largest difference (in absolute value) between the observed and theoretical cumulative distribution functions. This goodness-of-fit test tests whether the observations could reasonably have come from the specified distribution. Many parametric tests require normally

distributed variables. The one-sample Kolmogorov-Smirnov test can be used to test that a variable of interest is normally distributed (Henry, C. and Thode, Jr., 2002).

Table (3.3) shows the results for Kolmogorov-Smirnov test of normality. From Table (3.3), the p-value for each variable is greater than 0.05 level of significance, and then the distributions for these variables are normally distributed. Consequently, parametric tests should be used to perform the statistical data analysis.

**Table 3.3: Kolmogorov-Smirnov test**

<b>Field</b>	<b>Kolmogorov-Smirnov</b>	
	<b>Statistic</b>	<b>P-value</b>
Purpose	1.215	0.104
Structure	0.769	0.595
Leadership, Kosovo-Albania	1.213	0.105
Relationships	1.106	0.173
Reward	1.076	0.197
Helpful Mechanisms	0.791	0.560
Attitude to change	0.894	0.401
<b>All paragraphs of the questionnaire</b>	0.849	0.466

### 3.10 Statistical analysis Tools

Data analysis was used both qualitative and quantitative data analysis methods. The Data analysis made utilizing (SPSS 22). The following statistical tools are utilized:

- a) Kolmogorov-Smirnov test of normality.
- b) Pearson correlation coefficient for Validity.
- c) Cronbach's Alpha for Reliability Statistics.
- d) Frequency and Descriptive analysis.
- e) One-sample T test.
- f) Independent Samples T-test.
- g) Analysis of Variance.

### 3.11 Validity of Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which include internal validity and structure validity.

### 3.12 Internal Validity

Internal validity of the questionnaire is the first statistical test that used to test the validity of the questionnaire. It is measured by a scouting sample, which consisted of 40 questionnaires through measuring the correlation coefficients between each paragraph in one field and the whole field.

Table (3.4) clarifies the correlation coefficient for each paragraph of the “Purpose” and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 3.4: Correlation coefficient of each paragraph of “Purpose” and the total of this field**

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The goals of this organization are clearly stated.	.878	0.000*
2.	I am personally in agreement with the stated goals of my work unit.	.762	0.000*
3.	I understand the purpose of this organization	.920	0.000*
4.	The priorities of this organization were understood by its employees	.837	0.000*
5.	I had enough input in deciding my work-unit goals	.514	0.000*

\* Correlation is significant at the 0.05 level

Table (3.5) clarifies the correlation coefficient for each paragraph of the “Structure” and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 3.5: Correlation coefficient of each paragraph of “Structure” and the total of this field**

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The division of labor of this organization is flexible.	.870	0.000*
2.	The division of labor in this organization is intended to help it reach its goals	.890	0.000*
3.	The manner in which work tasks are divided is a logical one	.891	0.000*
4.	The structure of my work unit is well designed	.873	0.000*
5.	The division of labor in this organization actually helps it to reach its goals	.882	0.000*

\* Correlation is significant at the 0.05 level

Table (3.6) clarifies the correlation coefficient for each paragraph of the “Leadership” and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 3.6: Correlation coefficient of each paragraph of “Leadership” and the total of this field**

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	My immediate supervisor is supportive of my efforts.	.813	0.000*
2.	The leadership norms of this organization help its progress.	.841	0.000*
3.	This organization’s leadership efforts result in the organization’s fulfillment of its purposes.	.871	0.000*
4.	It is clear to me whenever my boss is attempting to guide my work efforts	.886	0.000*
5.	I understand my boss’s efforts to influence me and the other members of the work unit	.888	0.000*

\* Correlation is significant at the 0.05 level

Table (3.7) clarifies the correlation coefficient for each paragraph of the “Relationships” and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of

this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 3.7: Correlation coefficient of each paragraph of “Relationships” and the total of this field**

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	My relationship with my supervisor was a Harmonious one.	.834	0.000*
2.	I can always talk with someone at work if I have a work-related problem	.814	0.000*
3.	My relationships with members of my work group are friendly as well as professional	.653	0.000*
4.	I have established the relationships that I need to do my job properly	.761	0.000*
5.	There is no evidence of unresolved conflict in this organization	.733	0.000*

\* Correlation is significant at the 0.05 level

Table (3.8) clarifies the correlation coefficient for each paragraph of the “Reward” and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 3.8: Correlation coefficient of each paragraph of “Reward” and the total of this field**

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	My job offers me the opportunity to grow as a person.	.755	0.000*
2.	The pay scale and benefits of this organization treat each employee equitably	.753	0.000*
3.	The opportunity for promotion exists in this organization	.817	0.000*
4.	The salary that I receive is commensurate with the job that I perform	.677	0.000*
5.	All tasks to be accomplished are associated with incentives	.597	0.000*

\* Correlation is significant at the 0.05 level

Table (3.9) clarifies the correlation coefficient for each paragraph of the “Helpful Mechanisms” and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 3.9: Correlation coefficient of each paragraph of “Helpful Mechanisms” and the total of this field**

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	My immediate supervisor has ideas that are helpful to me and my work group	.817	0.000*
2.	I have the information that I need to do a good job.	.677	0.000*
3.	This organization has adequate mechanisms for binding itself together	.785	0.000*
4.	Other work units are helpful to my work unit whenever assistance is requested	.802	0.000*
5.	This organization’s planning and control efforts are helpful to its growth and development	.815	0.000*

\* Correlation is significant at the 0.05 level

Table (3.10) clarifies the correlation coefficient for each paragraph of the “Attitude to change” and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

**Table 3.10: Correlation coefficient of each paragraph of “Attitude to change” and the total of this field**

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	This organization is not resistant to change	.602	0.000*
2.	This organization introduces enough new policies and procedures	.792	0.000*
3.	This organization favors change	.871	0.000*
4.	Occasionally I like to change things about my job	.646	0.000*
5.	This organization has the ability to change	.756	0.000*

\* Correlation is significant at the 0.05 level

### 3.13 Structure Validity of the Questionnaire

Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of liker scale.

Table (3.11) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at  $\alpha = 0.05$ , so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the research.

**Table 3.11: Correlation coefficient of each field and the whole of questionnaire**

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Purpose	.690	0.000*
2.	Structure	.889	0.000*
3.	Leadership	.916	0.000*
4.	Relationships	.871	0.000*
5.	Reward	.741	0.000*
6.	Helpful Mechanisms	.905	0.000*
7.	Attitude to change	.920	0.000*

\* Correlation is significant at the 0.05 level

### 3.14 Reliability of the Research

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (George and Mallery, 2006). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient (George and Mallery, 2006). To insure the reliability of the questionnaire, Cronbach's Coefficient Alpha should be applied.

### 3.15 Cronbach's Coefficient Alpha

Cronbach's alpha (George D. & Mallery P, 2006) is designed as a measure of internal consistency, that is, do all items within the instrument measure the same thing? The normal

range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

### **Cronbach's Coefficient Alpha**

Table (3.12) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.757 and 0.930. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.965 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

**Table 3.12: Cronbach's Alpha for each field of the questionnaire**

<b>No.</b>	<b>Field</b>	<b>Cronbach's Alpha</b>
1.	Purpose	0.854
2.	Structure	0.930
3.	Leadership,	0.911
4.	Relationships	0.757
5.	Reward	0.760
6.	Helpful Mechanisms	0.829
7.	Attitude to change	0.759
	<b>All paragraphs of the questionnaire</b>	<b>0.965</b>

It can be said that the questionnaire was valid, reliable, and ready for distribution for the population sample that was proved.

# **Chapter 4**

## **Data Analysis and Discussion**

### **Chapter Outline:-**

**4.1 Introduction**

**4.2 Personal Traits Respondents**

**4.3 Hypotheses Testing**

#### 4.1 Introduction

According to a general data which is collected from the respondents in the first section of the questionnaire, and by using statistical repetitions, the population characteristics was determined in order to identify the characteristics of the respondents in terms of the structure of scientific, practical and social. The repeatability distributions of some of these variables are presented to the following arrangement: University, Gender, Qualification, Age, Type of Position, and Years of Experience.

#### 4.2 Personal Traits Respondents

In this section the questionnaire personal traits are characterized as the following:

##### 4.2.1 University

Table No. (4.1) shows that 35.4% of the sample work in Islamic university , 30.1% of the sample work in Al Azhar university and 34.4% of the sample work in Al Aqsa university.

**Table (4.1): University**

University	Frequency	Percent
Islamic university	107	35.4
Al Azhar university	91	30.1
Al Aqsa university	104	34.4
Total	302	100.0

##### 4.2.2 Gender

Table No. (4.2) shows that 80.5% of the sample are males and 19.5% of the sample are females.

**Table (4.2): Gender**

Gender	Frequency	Percent
Male	243	80.5
Female	59	19.5
Total	302	100.0

##### 4.2.3 Qualification

Table No.(4.3) shows that 36.8% of the sample are " Bachelor " holders, 28.1% of the sample are " Master " holders and 35.1% of the sample are " P.H.D " holders .

**Table (4.3): Qualification**

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>
Bachelor	111	36.8
Master	85	28.1
P.H.D	106	35.1
Total	302	100.0

#### **4.2.4 Age**

Table No.(4.4) shows that 17.9% of the sample are " 20 – less than 30 years ", 38.4% of the sample are of "30 – less than 40 years ", 26.5% of the sample are of "40 – less than 50 years " and 17.2% of the sample are of "50 years and Older".

**Table (4.4): Age**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
20 – less than 30 years	54	17.9
30 – less than 40 years	116	38.4
40 – less than 50 years	80	26.5
50 years and older	52	17.2
Total	302	100.0

#### **4.2.5 Type of Position**

Table No. (4.5) shows that 48.7% of the sample are "Administrative ", 39.4% of the sample are of" Academy "11.9 % of the sample are of "Academy with administrative position ".

**Table (4.5): Type of Position**

<b>Work nature</b>	<b>Frequency</b>	<b>Percent</b>
Administrative	147	48.7
Academy	119	39.4
Academy with administrative position	36	11.9
Total	302	100.0

#### **4.2.6 Years of Experience**

Table No. (4.6) shows that 21.9% of the sample have experience " 1 –5 year ", 26.5% of the sample have experience "6 –10 year ", 26.2% of the sample have experience "11- 15 years " and 25.5% of the sample have experience " more than15 years ".

**Table (4.6): Years of Experience**

<b>Years of Experience</b>	<b>Frequency</b>	<b>Percent</b>
1 –5 year	66	21.9
6 –10 year	80	26.5
11- 15 years	79	26.2
more than15 years	77	25.5
<b>Total</b>	<b>302</b>	<b>100.0</b>

### **4.3 Hypotheses**

#### **4.3.1 The purpose in universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance $\alpha \leq 0.05$ .**

T-test to test the Hypothesis is used, it's used to determine if the mean of a paragraph is significantly different from a hypothesized value 4 (Middle value of Likert scale). If the P-value (Sig.) is smaller than or equal to the level of significance,  $\alpha \leq 0.05$  then the mean of a paragraph is significantly different from a hypothesized value 4. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 4. On the other hand, if the P-value (Sig.) is greater than the level of significance  $\alpha \leq 0.05$ , then the mean a paragraph is insignificantly different from a hypothesized value 4.

##### **4.3.1.1 All university**

Table (4.7) show the mean of the field "purpose" equals 5.96 (85.18%), Test-value = 40.97, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of "purpose".

The results of the universities are converged, and consistent to achieve this hypothesis as follows:

- a. Islamic University (87.86 %)
- b. Al-Azhar University (85.71 %)
- c. Al-Aqsa University (81.97 %)

**Table (4.7): Means and Test values for “purpose” for all university**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	The goals of this organization are clearly stated.	6.22	0.96	88.90	39.93	0.000*	1
2.	I am personally in agreement with the stated goals of my work unit.	6.01	1.03	85.86	33.93	0.000*	3
3.	I understand the purpose of this organization	6.10	1.02	87.19	35.56	0.000*	2
4.	The priorities of this organization were understood by its employees	5.68	1.16	81.18	25.15	0.000*	5
5.	I had enough input in deciding my work-unit goals	5.81	1.01	82.96	30.90	0.000*	4
	<b>All paragraphs of the field</b>	5.96	0.83	85.18	40.97	0.000*	

\* The mean is significantly different from 4

*The reasons were attributed for this convergence between the three universities are they have the same task, as all of them are institutions of high education in the same society and the environment and targeted the same sample, this compatibility will be explained of each university alone, as it will come later.*

*This research is Inconsistent with the findings of the research (Rahimi & Sayyed Ali & Reza & Arash & Hasan Ali & Azizollah, 2011). Which results indicated that mean the organizational diagnosis in dimension of purpose was smaller than average.*

#### **4.3.1.2 Islamic university**

Table (4.8) show the mean of the field “purpose” equals 6.15 (87.86%), Test-value = 46.80, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “purpose ”.

**Table (4.8): Means and Test values for “purpose” for Islamic university**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
	The goals of this organization are clearly stated.	6.53	0.54	93.26	48.37	0.000*	1
2.	I am personally in agreement with the stated goals of my work unit.	6.15	0.68	87.85	32.50	0.000*	3
3.	I understand the purpose of this organization	6.28	0.66	89.72	35.97	0.000*	2
4.	The priorities of this organization were understood by its employees	5.90	0.87	84.25	22.61	0.000*	5
5.	I had enough input in deciding my work-unit goals	5.90	0.73	84.25	27.03	0.000*	4
	<b>All paragraphs of the field</b>	6.15	0.48	87.86	46.80	0.000*	

\* The mean is significantly different from 4

*The reason behind such a high result is that the IUG since its establishment in 1979. Is planning to establish a special unit for planning and quality. Its work is to set a strategic plan and to set goals. This is clear in the last three strategic plans since 2005, until 2020. This is characterized with clarity of vision, mission, and the involvement of all staff of employees in the planning and construction.*

#### **4.3.1.3 Al Azhar university**

Table (4.9) show the mean of the field “purpose” equals 6.00 (85.71%), Test-value = 22.28, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “purpose ”.

**Table (4.9): Means and Test values for “purpose” for Al Azhar University**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
	The goals of this organization are clearly stated.	6.27	0.98	89.64	22.18	0.000*	1
2.	I am personally in agreement with the stated goals of my work unit.	6.00	1.10	85.71	17.22	0.000*	3
3.	I understand the purpose of this organization	6.14	1.06	87.78	19.28	0.000*	2
4.	The priorities of this organization were understood by its employees	5.76	1.16	82.34	14.37	0.000*	5
5.	I had enough input in deciding my work-unit goals	5.84	1.02	83.36	17.08	0.000*	4
	<b>All paragraphs of the field</b>	6.00	0.86	85.71	22.28	0.000*	

\* The mean is significantly different from 4

*This result came out of several reasons is found out. Most importantly is the mission of the university and its goals are clear to all staff since its inception. The university works through some actions each employee has to understand. In addition to involving them in the planning and continuous evaluation process. This will provide them satisfaction and High acceptance for the university.*

#### **4.3.1.4 Al Aqsa university**

Table (4.10) show the mean of the field “purpose” equals 5.74 (81.97%), Test-value = 17.19, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “purpose”.

**Table (4.10): Means and Test values for “purpose” for Al Aqsa University**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1	The goals of this organization are clearly stated.	5.86	1.16	83.77	16.26	0.000*	3
2.	I am personally in agreement with the stated goals of my work unit.	5.88	1.23	83.93	15.57	0.000*	2
3.	I understand the purpose of this organization	5.88	1.25	84.05	15.23	0.000*	1
4.	The priorities of this organization were understood by its employees	5.39	1.35	76.98	10.42	0.000*	5
5.	I had enough input in deciding my work-unit goals	5.69	1.24	81.28	13.86	0.000*	4
	<b>All paragraphs of the field</b>	5.74	1.03	81.97	17.19	0.000*	

\* The mean is significantly different from 4

*Although it had the third rank but having the percentage of (81.97%) almost considered positive. Even though it is a governmental University tracking the Ministry of Education and Higher Education. The university had a clear and specific mission and objectives. Also a strategic plans, operational and oversight plans. The university tries to apply this plan and to evaluate the performance through accomplishment plans for all colleges and departments.*

### **4.3.2 The structure in universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance $\alpha \leq 0.05$ .**

#### **4.3.2.1 All university**

Table (4.11) show the mean of the field “Structure” equals 5.30 (75.75%), Test-value = 19.12, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Structure”.

The results of the universities are converged, and consistent to achieve this hypothesis as follows:

- a) Islamic University of Gaza (81.45%)
- b) Al-Azhar University (75.93%)
- c) Al-Aqsa University (69.73%)

**Table (4.11): Means and Test values for “Structure” for all university**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	The division of labor of this organization is flexible.	5.35	1.33	76.46	17.67	0.000*	2
2.	The division of labor in this organization is intended to help it reach its goals	5.40	1.34	77.09	17.95	0.000*	1
3.	The manner in which work tasks are divided is a logical one	5.13	1.40	73.24	13.96	0.000*	5
4.	The structure of my work unit is well designed	5.32	1.39	75.98	16.39	0.000*	4
5.	The division of labor in this organization actually helps it to reach its goals	5.33	1.30	76.08	17.71	0.000*	3
	<b>All paragraphs of the field</b>	5.30	1.18	75.75	19.12	0.000*	

\* The mean is significantly different from 4

*Reasons why the results are positive for the three universities (Islamic, Al-Azhar and Al-Aqsa), were found that they had the similar nature of work and its functions. And they have the same common division of their employees (administrators, academics, academics post of manager). This illustrated by the actions which taken by each university, as it will come later.*

*The results are Inconsistent with the findings of (Rahimi & Sayyed Ali & Reza & Arash & Hasan Ali & Azizollah, 2011). Which indicated that mean the organizational diagnosis in dimension of structure was smaller than average.*

#### 4.3.2.2 Islamic university

Table (4.12) show the mean of the field “Structure” equals 5.70 (81.45%), Test-value = 21.75, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Structure”

**Table (4.12): Means and Test values for “Structure” for Islamic university**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The division of labor of this organization is flexible.	5.63	1.12	80.46	15.06	0.000*	4
2.	The division of labor in this organization is intended to help it reach its goals	5.83	0.92	83.27	20.26	0.000*	1
3.	The manner in which work tasks are divided is a logical one	5.63	0.87	80.37	19.24	0.000*	5
4.	The structure of my work unit is well designed	5.72	1.08	81.73	16.20	0.000*	2
5.	The division of labor in this organization actually helps it to reach its goals	5.71	1.00	81.58	17.69	0.000*	3
	<b>All paragraphs of the field</b>	<b>5.70</b>	<b>0.81</b>	<b>81.45</b>	<b>21.75</b>	<b>0.000*</b>	

\* The mean is significantly different from 4

*This ratio is found that came for several reasons. The most important one is since the establishment of the university it has made great efforts in organizing its structure. Also developing and modernizing its old legacy systems. In addition, applying Reengineering project till having computing project. All this led them to have administrative and Academic units which distributed with logical and systematic manner. There is an administrative structural for each department in the university, in addition to the job description for each employee.*

#### 4.3.2.3 Al Azhar university

Table (4.13) show the mean of the field “Structure” equals 5.31 (75.93%), Test-value = 10.72, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test

is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Structure ”.

**Table (4.13): Means and Test values for “Structure” for Al Azhar University**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	The division of labor of this organization is flexible.	5.51	1.17	78.65	12.30	0.000*	1
2.	The division of labor in this organization is intended to help it reach its goals	5.38	1.29	76.83	10.16	0.000*	2
3.	The manner in which work tasks are divided is a logical one	5.12	1.44	73.17	7.41	0.000*	5
4.	The structure of my work unit is well designed	5.23	1.43	74.73	8.21	0.000*	4
5.	The division of labor in this organization actually helps it to reach its goals	5.33	1.37	76.14	9.23	0.000*	3
	<b>All paragraphs of the field</b>	5.31	1.17	75.93	10.72	0.000*	

\* The mean is significantly different from 4

*These positive percentages were found out that came of several reasons. The most important is the university had a clear organization structure depending on the administrative systems, both horizontally and vertically. Work and employees tasks had only one fixed reference which is the University administrative and the advisory committees have jurisdiction, in addition they follow career recycling system periodically.*

#### **4.3.2.4 Al Aqsa university**

Table (4.14) show the mean of the field “Structure” equals 4.88 (69.73%), Test-value = 6.55, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that conclude that the respondents agreed to field of “Structure ”.

**Table (4.14): Means and Test values for “Structure” for Al Aqsa University**

	Item	Mean	S.D	Proportional mean	Test value	P-value (Sig.)	Rank
1.	The division of labor of this organization is flexible.	4.93	1.55	70.47	6.15	0.000*	3
2.	The division of labor in this organization is intended to help it reach its goals	4.97	1.60	71.01	6.16	0.000*	2
3.	The manner in which work tasks are divided is a logical one	4.61	1.61	65.83	3.81	0.000*	5
4.	The structure of my work unit is well designed	4.99	1.53	71.29	6.57	0.000*	1
5.	The division of labor in this organization actually helps it to reach its goals	4.92	1.39	70.32	6.73	0.000*	4
	<b>All paragraphs of the field</b>	4.88	1.37	69.73	6.55	0.000*	

\* The mean is significantly different from 4

*The rate of 70% almost is a positive that is found although there is a clear difference between Alaqsa university and other two universities in the percentage, but. Perhaps the reasons that led to it are Alaqsa University is governmental university. It keep track to the policies and procedures of the government in employment. As well as it haven been affected by the internal political factors between Gaza Strip and West Bank. For example: some staff university has been appointed by Court of staff in Gaza Strip, others through Court of staff in West Bank.*

### **4.3.3 The leadership in universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance $\alpha \leq 0.05$ .**

#### **4.3.3.1 All university**

Table (4.15) show the mean of the field “Leadership” equals 5.50 (78.59%), Test-value = 23.20, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Leadership ”.

The results are consistent universities to achieve this hypothesis as follows:

- a) The Islamic University (83.51%),
- b) Al-Azhar University (78.96%),
- c) Al-Aqsa University (73.91%),

**Table (4.15): Means and Test values for “Leadership” for all university**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	My immediate supervisor is supportive of my efforts.	5.72	1.30	81.76	22.90	0.000*	2
2.	The leadership norms of this Organization helps its progress.	5.28	1.37	75.43	16.22	0.000*	5
3.	This organization’s leadership efforts result in the organization’s fulfillment of its purposes.	5.32	1.38	76.03	16.65	0.000*	4
4.	It is clear to me whenever my boss is attempting to guide my work efforts	5.44	1.26	77.65	19.73	0.000*	3
5.	I understand my boss’s efforts to influence me and the other members of the work unit	5.74	1.18	81.98	25.69	0.000*	1
	<b>All paragraphs of the field</b>	5.50	1.12	78.59	23.20	0.000*	

\* The mean is significantly different from 4

*There is a satisfaction in the three universities is found, on the role of leadership in different percentage; the reasons will be reviewed for each university separately.*

*This research is consistent with the findings of the research (Rahimi & Sayyed Ali & Reza & Arash & Hasan Ali & Azizollah, 2011). Which results indicated that mean the organizational diagnosis in dimension of leadership was bigger than average.*

#### **4.3.3.2 Islamic university**

Table (4.16) show the mean of the field “Leadership” equals 5.85 (83.51%), Test-value = 28.18, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Leadership”.

**Table (4.16): Means and Test values for “Leadership” for Islamic university**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	My immediate supervisor is supportive of my efforts.	6.01	0.88	85.85	23.49	0.000*	1
2.	The leadership norms of this Organization helps its progress.	5.73	0.87	81.81	20.48	0.000*	5
3.	This organization’s leadership efforts result in the organization’s fulfillment of its purposes.	5.82	0.84	83.18	22.32	0.000*	3
4.	It is clear to me whenever my boss is attempting to guide my work efforts	5.75	0.89	82.11	20.29	0.000*	4
5.	I understand my boss’s efforts to influence me and the other members of the work unit	5.93	0.83	84.65	23.93	0.000*	2
	<b>All paragraphs of the field</b>	5.85	0.68	83.51	28.18	0.000*	

\* The mean is significantly different from 4

*The reasons are found that this result back to the support of the University for Continued Development, through a number of policies. The most important policy is presenting a scholarship abroad for scientific and career development. So students can provide new ideas which may develop the university. In addition, the Council of the League changed every two years. The period allowed for its survival is only four years, which increases productivity and change for better. Also providing a new planning system, computerized system, and supervisory procedures that followed in the university, lead to involve the employees at all levels in planning and evaluation process.*

#### **4.3.3.3 Al Azhar university**

Table (4.17) show the mean of the field “Leadership” equals 5.53 (78.96%), Test-value = 13.14, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Leadership”.

**Table (4.17): Means and Test values for “Leadership” for Al Azhar University**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	My immediate supervisor is supportive of my efforts.	5.79	1.32	82.73	12.94	0.000*	2
2.	The leadership norms of this Organization helps its progress.	5.27	1.39	75.35	8.74	0.000*	4
3.	This organization’s leadership efforts result in the organization’s fulfillment of its purposes.	5.24	1.35	74.92	8.73	0.000*	5
4.	It is clear to me whenever my boss is attempting to guide my work efforts	5.51	1.26	78.73	11.41	0.000*	3
5.	I understand my boss’s efforts to influence me and the other members of the work unit	5.80	1.18	82.89	14.62	0.000*	1
	<b>All paragraphs of the field</b>	5.53	1.11	78.96	13.14	0.000*	

\* The mean is significantly different from 4

*The followed policy in the university is found regarding leadership led to this ratio. The most important is leadership of the University Council variable periodically. This is an opportunity to change and take the opportunities and renewal for ideas. In addition to the involvement of employees in decision-making process and their views taken into consideration. Also the reasons which led to this acceptance are the role of Leadership in providing a good university environment. This can be showed by establishing new university buildings which qualified as a branch of the south to Faculties of Arts, Education. The university work hard to open it soon as they can. As well as some service-centers not only for students but also for society.*

#### **4.3.3.4 Al Aqsa university**

Table (4.18) show the mean of the field “Leadership” equals 5.12 (73.19%), Test-value = 8.36, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Leadership ”.

**Table (4.18): Means and Test values for “Leadership” for Al Aqsa University**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	My immediate supervisor is supportive of my efforts.	5.36	1.56	76.61	8.83	0.000*	2
2.	The leadership norms of this organization help its progress.	4.83	1.61	68.93	5.22	0.000*	5
3.	This organization’s leadership efforts result in the organization’s fulfillment of its purposes.	4.88	1.66	69.64	5.38	0.000*	4
4.	It is clear to me whenever my boss is attempting to guide my work efforts	5.05	1.48	72.12	7.20	0.000*	3
5.	I understand my boss’s efforts to influence me and the other members of the work unit	5.49	1.42	78.43	10.70	0.000*	1
	<b>All paragraphs of the field</b>	5.12	1.37	73.19	8.36	0.000*	

\* The mean is significantly different from 4

*The reasons are found out that this result is the application of governance in the university administration, which makes consistent management, coherent policy and decision-making is part of the responsibility. In addition to that, in spite of the dispute at the university on the chair because of political factors that was mentioned previously. But Board of Trustees is not divided, the University Council as well as the boards of colleges and departments. This gives the Leadership an environment out of conflict to achieve the goals.*

#### **4.3.4 The relationship in universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance $\alpha \leq 0.05$ .**

##### **4.3.4.1 All university**

Table (4.19) show the mean of the field “Relationships” equals 5.74 (81.94%), Test-value = 33.01, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Relationships”.

The results are consistent universities to achieve this hypothesis as follows:

- a) The Islamic University (85.53%),
- b) Al-Azhar University (83.97%),
- c) Al-Aqsa University (76.84%),

**Table (4.19): Means and Test values for “Relationships” for all university**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	My relationship with my supervisor was a Harmonious one.	6.11	1.13	87.28	32.56	0.000*	2
2.	I can always talk with someone at work if I have a work-related problem	6.02	1.10	85.95	31.81	0.000*	3
3.	My relationships with members of my work group are friendly as well as professional	6.21	1.02	88.75	37.74	0.000*	1
4.	I have established the relationships that I need to do my job properly	5.86	1.03	83.77	31.34	0.000*	4
5.	There is no evidence of unresolved conflict in this organization	4.47	1.83	63.90	4.47	0.000*	5
	<b>All paragraphs of the field</b>	5.74	0.91	81.94	33.01	0.000*	

\* The mean is significantly different from 4

*The results were found out were positive because of that relationship as a variable depends on other variables as the structure and leadership which sets the policies and procedure, which governing the relations within the university. This will be clear during the next comments.*

*This research is consistent with the findings of the research (Rahimi & Sayyed Ali & Reza & Arash & Hasan Ali & Azizollah, 2011). Which results indicated that mean the organizational diagnosis in dimension of relationships was bigger than average.*

#### **4.3.4.2 Islamic university**

Table (4.20) show the mean of the field “Relationships” equals 5.99 (85.53%), Test-value = 37.63, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of

the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Relationships”.

**Table (4.20): Means and Test values for “Relationships” for Islamic university**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	My relationship with my supervisor was a Harmonious one.	6.29	0.85	89.85	27.97	0.000*	2
2.	I can always talk with someone at work if I have a work-related problem.	6.18	0.82	88.25	27.40	0.000*	3
3.	My relationships with members of my work group are friendly as well as professional	6.32	0.72	90.25	33.22	0.000*	1
4.	I have established the relationships that I need to do my job properly	6.03	0.71	86.11	29.69	0.000*	4
5.	There is no evidence of unresolved conflict in this organization	5.11	1.32	73.05	8.69	0.000*	5
	<b>All paragraphs of the field</b>	5.99	0.55	85.53	37.63	0.000*	

\* The mean is significantly different from 4

*The reasons are found led to this result is that the relations Organized either between individuals themselves or between faculties and departments. Each employee has a job description. Each department has a clear structure. But what make the relationship internally strong are the intellectual trends which are similar in the majority of workers at the university. This facilitates communication between them, and strengthens social relations, as well as the role of the Union of Workers and the Public Relations Department also.*

#### **4.3.4.3 Al Azhar University**

Table (4.21) show the mean of the field “Relationships” equals 5.88 (83.97%), Test-value = 20.58, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Relationships”.

**Table (4.21): Means and Test values for “Relationships” for Al Azhar University**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	My relationship with my supervisor was a Harmonious one.	6.15	1.04	87.91	19.71	0.000*	2
2.	I can always talk with someone at work if I have a work-related problem	6.13	1.04	87.60	19.65	0.000*	3
3.	My relationships with members of my work group are friendly as well as professional	6.30	0.85	90.00	25.55	0.000*	1
4.	I have established the relationships that I need to do my job properly	5.83	1.10	83.33	15.75	0.000*	4
5.	There is no evidence of unresolved conflict in this organization	4.97	1.54	70.95	5.96	0.000*	5
	<b>All paragraphs of the field</b>	5.88	0.87	83.97	20.58	0.000*	

\* The mean is significantly different from 4

*The university management procedures are found concerning the organizational structure and the mechanism of distribution tasks led to create a coherent professional environment, and harmonious relations. Where it governs by the university policy which organized the relationship between the faculties, departments, and employees both horizontal and vertical.*

#### **4.3.4.4 Al Aqsa university**

Table (4.22) show the mean of the field “Relationships” equals 5.35 (76.48%), Test-value = 12.40, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Relationships”.

**Table (4.22): Means and Test values for “Relationships” for Al Aqsa University**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	My relationship with my supervisor was a Harmonious one.	5.88	1.39	84.07	13.84	0.000*	2
2.	I can always talk with someone at work if I have a work-related problem	5.75	1.34	82.11	13.23	0.000*	3
3.	My relationships with members of my work group are friendly as well as professional	6.03	1.34	86.13	15.44	0.000*	1
4.	I have established the relationships that I need to do my job properly	5.72	1.22	81.73	14.41	0.000*	4
5.	There is no evidence of unresolved conflict in this organization	3.39	2.03	48.49	-3.04	0.003*	5
	<b>All paragraphs of the field</b>	5.35	1.11	76.48	12.40	0.000*	

\* The mean is significantly different from 4

*After the search, a number of reasons were suggested that led to this result. The most important that there is a Department of Cultural Affairs and Public Relations, this is responsible for the consolidation of professional and social relations between the workers, faculties and departments.*

#### **4.3.5 The reward in universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance $\alpha \leq 0.05$ .**

##### **4.3.5.1 All university**

Table (4.23) show the mean of the field “Reward” equals 5.26 (75.17%), Test-value = 18.37, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Reward ”.

The results of the universities agreed upon achieving this hypothesis; however, Al-Azhar University precedes the Islamic University as follows:

- a) Al-Azhar University (80.90 %),
- b) The Islamic University (79.45 %),
- c) Al-Aqsa University (65.76 %),

**Table (4.23): Means and Test values for “Reward” for all university**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	My job offers me the opportunity to grow as a person.	5.49	1.41	78.43	18.32	0.000*	1
2.	The pay scale and benefits of this organization treat each employee equitably	5.01	1.60	71.62	10.97	0.000*	5
3.	The opportunity for promotion exists in this organization	5.27	1.49	75.23	14.78	0.000*	3
4.	The salary that I receive is commensurate with the job that I perform	5.19	1.73	74.14	11.93	0.000*	4
5.	All tasks to be accomplished are associated with incentives	5.37	1.48	76.70	16.06	0.000*	2
	<b>All paragraphs of the field</b>	5.26	1.19	75.17	18.37	0.000*	

\* The mean is significantly different from 4

*The results were found are positive because the relationships, as a variable, depends on other variables such as structure and leadership that sets the policies and procedures that organize the relations inside the university, which will be clear in the coming comments.*

*This research is consistent with the findings of the research (Rahimi & Sayyed Ali & Reza & Arash & Hasan Ali & Azizollah, 2011). Which results indicated that mean the organizational diagnosis in dimension of reward was bigger than average.*

#### **4.3.5.2 Islamic university**

Table (4.24) show the mean of the field “Reward” equals 5.56 (79.45%), Test-value = 19.92, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test

is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of "Reward".

**Table (4.24): Means and Test values for "Reward" for Islamic university**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	My job offers me the opportunity to grow as a person.	5.83	0.88	83.31	21.42	0.000*	1
2.	The pay scale and benefits of this organization treat each employee equitably	5.44	1.07	77.70	13.97	0.000*	4
3.	The opportunity for promotion exists in this organization	5.50	1.28	78.50	12.05	0.000*	3
4.	The salary that I receive is commensurate with the job that I perform	5.71	1.21	81.63	14.56	0.000*	2
5.	All tasks to be accomplished are associated with incentives	5.35	1.37	76.42	10.16	0.000*	5
	<b>All paragraphs of the field</b>	5.56	0.81	79.45	19.92	0.000*	

\* The mean is significantly different from 4

*Although the Islamic University came in second rank after to Al-Azhar, but this ratio was found is positive and advanced in light of the general conditions that affect the financial position of the University. The higher education suspended its financial contribution to the University since 2007 for political reasons, in addition the University exposed to bombing during the aggression on Gaza in 2008, 2012 and 2014, which required the providing an additional expenses on the budget. Also the three universities had the same reason which is they cannot raise up hours prices since 1999 for example at the Islamic University. This led to the stability of rate input with continuous increase in the rate of expenditure.*

*But all these reasons did not prevent the university to apply unified staff system by the minimum. So this led to increase receivables, private insurance and employee's pensions.*

#### 4.3.5.3 Al Azhar university

Table (4.25) show the mean of the field “Reward” equals 5.66 (80.90%), Test-value = 15.59, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Reward”.

**Table (4.25): Means and Test values for “Reward” for Al Azhar University**

	Item	Mean	S.D	Proportion al mean (%)	Test value	P-value (Sig.)	Rank
1.	My job offers me the opportunity to grow as a person.	5.71	1.44	81.63	11.36	0.000*	2
2.	The pay scale and benefits of this organization treat each employee equitably	5.67	1.26	81.06	12.54	0.000*	3
3.	The opportunity for promotion exists in this organization	5.56	1.40	79.43	10.63	0.000*	5
4.	The salary that I receive is commensurate with the job that I perform	5.81	1.30	83.05	13.32	0.000*	1
5.	All tasks to be accomplished are associated with incentives	5.59	1.43	79.91	10.63	0.000*	4
	<b>All paragraphs of the field</b>	5.66	1.02	80.90	15.59	0.000*	

\* The mean is significantly different from 4

*As a result of the research, the reasons are found of this result lies behind the financial system that Al-Azhar University follows which is fair and equitable for several reasons, mainly its apply to the common cadre system, unlike the Islamic University , which approved it but still on the list of entitlements.*

*Fixing the price of Jordanian Dinar to be 5 and a half, in addition to providing living allowance each year, and for extra-time, but the university stopped the scholarship out process because of the general economic situation. The rate of the question is found here, which states that there are opportunities for promotion at the university is the least compared to the rates of other questions, while they are in conflict with the viewpoint of the university administration that there are opportunities for promotion, this conflict is found because these opportunities closer to academics and far somewhat to*

administrators. According to the nature of progress and development in the job, and who were the largest percentage in the sample was selected for testing.

#### 4.3.5.4 Al Aqsa university

Table (4.26) show the mean of the field “Reward” equals 4.60 (65.76%), Test-value = 4.45, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Reward ”

**Table (4.26): Means and Test values for “Reward” for Al Aqsa university**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	My job offers me the opportunity to grow as a person.	4.94	1.66	70.60	5.79	0.000*	2
2.	The pay scale and benefits of this organization treat each employee equitably	4.01	1.82	57.28	0.05	0.957	5
3.	The opportunity for promotion exists in this organization	4.77	1.63	68.10	4.76	0.000*	3
4.	The salary that I receive is commensurate with the job that I perform	4.12	1.98	58.79	0.59	0.554	4
5.	All tasks to be accomplished are associated with incentives	5.19	1.61	74.18	7.54	0.000*	1
	<b>All paragraphs of the field</b>	4.60	1.38	65.76	4.45	0.000*	

\* The mean is significantly different from 4

*The ratio of the employees acceptance was found in Al-Aqsa University is low compared to other universities, it was expected that because the university is governmental and follows the Civil Service Law in its financial system and payment, where the university does not have the decision about it; however, there is a special bonus related to Higher university education for university staff.*

**4.3.6 The helpful mechanism in universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance  $\alpha \leq 0.05$ .**

**4.3.6.1 All university**

Table (4.27) show the mean of the field “Helpful Mechanisms” equals 5.62 (80.28%), Test-value = 29.43, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Helpful Mechanisms ”.

The results of the universities agreed upon achieving this hypothesis as follows:

- a) The Islamic University (84.54%),
- b) Al-Azhar University (80.60%),
- c) Al-Aqsa University (75.63%),

**Table (4.27): Means and Test values for “Helpful Mechanisms” for all university**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	My immediate supervisor has ideas that are helpful to me and my work group	5.59	1.32	79.85	20.91	0.000*	2
2.	I have the information that I need to do a good job.	6.17	0.94	88.10	39.96	0.000*	1
3.	This organization has adequate mechanisms for binding itself together	5.56	1.22	79.48	22.28	0.000*	3
4.	Other work units are helpful to my work unit whenever assistance is requested	5.56	1.16	79.40	23.40	0.000*	4
5.	This organization’s planning and control efforts are helpful to its growth and development	5.23	1.43	74.66	14.91	0.000*	5
	<b>All paragraphs of the field</b>	5.62	0.96	80.28	29.43	0.000*	

\* The mean is significantly different from 4

The results are found are generally positive for the three universities because the supportive tools come within the procedures, policies and services that they implement. For example, the Continuous Learning Service and The Deanship of Quality and Development aim to develop the staff and provide them with the necessary skills to accomplish their work, as will be clarified later.

This research is inconsistent with the findings of the research (Rahimi & Sayyed Ali & Reza & Arash & Hasan Ali & Azizollah, 2011). Which results indicated that mean the organizational diagnosis in dimension of helpful mechanisms was smaller than average.

#### 4.3.6.2 Islamic university

Table (4.28) show the mean of the field “Helpful Mechanisms” equals 5.92 (84.54%), Test-value = 35.07, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Helpful Mechanisms ”.

**Table (4.28): Means and Test values for “Helpful Mechanisms” for Islamic university**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	My immediate supervisor has ideas that are helpful to me and my work group	5.90	0.88	84.25	22.33	0.000*	3
2.	I have the information that I need to do a good job.	6.31	0.65	90.12	36.72	0.000*	1
3.	This organization has adequate mechanisms for binding itself together	5.93	0.72	84.78	27.90	0.000*	2
4.	Other work units are helpful to my work unit whenever assistance is requested	5.88	0.80	83.96	24.12	0.000*	4
5.	This organization’s planning and control efforts are helpful to its growth and development	5.57	0.97	79.57	16.70	0.000*	5
	<b>All paragraphs of the field</b>	5.92	0.57	84.54	35.07	0.000*	

\* The mean is significantly different from 4

The reasons are found for this consensus on this hypothesis because the university is working to provide qualified university environment, whether for employees or students. In addition to the Deanship of Quality Management, that is working to develop the skills of staff according to their personal and functional needs. Islamic University is characterized by almost 20 service centers serve the community in all disciplines. Also offering many awards that run on the continuous development. The most important awards are the ideal employee in dealing with the Audience Award, the Distinguished Employee Award and the award for outstanding college.

#### 4.3.6.3 Al Azhar university

Table (4.29) show the mean of the field “Helpful Mechanisms” equals 5.64 (80.60%), Test-value = 16.69, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Helpful Mechanisms”

**Table (4.29): Means and Test values for “Helpful Mechanisms” for Al Azhar University**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	My immediate supervisor has ideas that are helpful to me and my work group	5.53	1.40	78.96	10.40	0.000*	3
2.	I have the information that I need to do a good job.	6.29	0.81	89.80	27.03	0.000*	1
3.	This organization has adequate mechanisms for binding itself together	5.61	1.14	80.16	13.42	0.000*	2
4.	Other work units are helpful to my work unit whenever assistance is requested	5.47	1.22	78.18	11.48	0.000*	4
5.	This organization’s planning and control efforts are helpful to its growth and development	5.31	1.56	75.82	7.99	0.000*	5
	<b>All paragraphs of the field</b>	5.64	0.94	80.60	16.69	0.000*	

\* The mean is significantly different from 4

The results are found that Al-Azhar University is working among a single administrative system, and depends on specialized advisory committees in planning and monitoring, in addition to its continuous work to develop and qualify the staff through implementing workshops and training services provided by the Center of Continuous Learning.

#### 4.3.6.4 Al Aqsa university

Table (4.30) show the mean of the field “Helpful Mechanisms” equals 5.29 (75.63%), Test-value = 11.25, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Helpful Mechanisms ”.

**Table (4.30): Means and Test values for “Helpful Mechanisms” for Al Aqsa University**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	My immediate supervisor has ideas that are helpful to me and my work group	5.33	1.55	76.10	8.71	0.000*	2
2.	I have the information that I need to do a good job.	5.91	1.22	84.45	15.83	0.000*	1
3.	This organization has adequate mechanisms for binding itself together	5.14	1.53	73.37	7.55	0.000*	4
4.	Other work units are helpful to my work unit whenever assistance is requested	5.31	1.32	75.82	10.08	0.000*	3
5.	This organization’s planning and control efforts are helpful to its growth and development	4.80	1.59	68.52	5.07	0.000*	5
	<b>All paragraphs of the field</b>	5.29	1.17	75.63	11.25	0.000*	

\* The mean is significantly different from 4

The results are found that there is no big difference between the supportive tools offered by the university such as planning, monitoring and different information systems, and other universities .Deanship of Continuous Learning is working to develop and motivate employees.

*In addition, there's a scholarship plan in order to develop the academic and vocational sides. Also, the university focuses on providing appropriate university environment with advanced techniques as well as sustainability and green environment.*

**4.3.7 The Attitude to change in universities in Gaza strip plays significant role in the Ability to achieve its objectives at level of significance  $\alpha \leq 0.05$ .**

**4.3.7.1 All university**

Table (4.31) show the mean of the field “Attitude to change” equals 5.39 (76.96%), Test-value = 24.73, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Attitude to change ”.

The results of the universities agreed upon achieving this hypothesis as follows:

- a) The Islamic University (79.97%)
- b) Al-Azhar University (77.22%)
- c) Al-Aqsa University (73.64%)

**Table (4.31): Means and Test values for “Attitude to change” for all university**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	This organization is not resistant to change	5.11	1.50	73.06	12.78	0.000*	5
2.	This organization introduces enough new policies and procedures	5.40	1.29	77.10	18.82	0.000*	2
3.	This organization favors change	5.22	1.34	74.57	15.82	0.000*	4
4.	Occasionally I like to change things about my job	5.82	1.04	83.08	30.25	0.000*	1
5.	This organization has the ability to change	5.39	1.45	77.00	16.65	0.000*	3
	<b>All paragraphs of the field</b>	5.39	0.97	76.96	24.73	0.000*	

\* The mean is significantly different from 4

The results were found were positive, and nearly close. Also, the question that received the highest percentage of admission in three universities is "Occasionally I like to change things about my job", perhaps because it reflects the desire of the person himself to change while other questions expresses the desire of the university desire to change, and also because the change is a result of existing policies that attached to other variables, as will be seen in the next comments

#### 4.3.7.2 Islamic university

Table (4.32) show the mean of the field "Attitude to change" equals 5.60 (79.97%), Test-value = 22.29, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of "Attitude to change".

**Table (4.32): Means and Test values for "Attitude to change" for Islamic university**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	This organization is not resistant to change	5.13	1.47	73.23	7.79	0.000*	5
2.	This organization introduces enough new policies and procedures	5.65	1.11	80.68	15.22	0.000*	3
3.	This organization favors change	5.51	1.03	78.71	15.15	0.000*	4
4.	Occasionally I like to change things about my job	5.90	0.81	84.25	24.17	0.000*	1
5.	This organization has the ability to change	5.77	1.00	82.48	18.30	0.000*	2
	<b>All paragraphs of the field</b>	5.60	0.74	79.97	22.29	0.000*	

\* The mean is significantly different from 4

The university's position towards change is expected as a result from other variables for both have direct extrusive correlation. Causes that justify such result have been previously mentioned mainly the leadership's position towards change, working on commissioning envoys to develop and bring new ideas, laws of universities boards' terms and job rotation. All of these reasons

#### 4.3.7.3 Al Azhar University

Table (4.33) show the mean of the field “Attitude to change” equals 5.41 (77.22%), Test-value = 13.52, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Attitude to change ”.

**Table (4.33): Means and Test values for “Attitude to change” for Al Azhar university**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	This organization is not resistant to change	5.00	1.58	71.43	6.02	0.000*	5
2.	This organization introduces enough new policies and procedures	5.38	1.20	76.92	11.01	0.000*	3
3.	This organization favors change	5.29	1.33	75.56	9.16	0.000*	4
4.	Occasionally I like to change things about my job	5.80	1.14	82.83	14.88	0.000*	1
5.	This organization has the ability to change	5.58	1.52	79.75	9.93	0.000*	2
	<b>All paragraphs of the field</b>	5.41	0.99	77.22	13.52	0.000*	

\* The mean is significantly different from 4

*The university position of change is found is positive, because many of the actions carried out by the University that mentioned previously, such as changing the University Council periodically, in addition to job recycling, and the search for lasting experiences and ideas that work to develop the university.*

#### 4.3.7.4 Al Aqsa university

Table (4.34) show the mean of the field “Attitude to change” equals 5.15 (73.64%), Test-value = 10.53, and P-value=0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 4. So it can be said that the respondents agreed to field of “Attitude to change”.

**Table (4.34): Means and Test values for “Attitude to change” for Al Aqsa university**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	This organization is not resistant to change	5.20	1.48	74.31	8.30	0.000*	2
2.	This organization introduces enough new policies and procedures	5.15	1.47	73.63	7.99	0.000*	3
3.	This organization favors change	4.87	1.53	69.51	5.76	0.000*	4
4.	Occasionally I like to change things about my job	5.75	1.15	82.07	15.34	0.000*	1
5.	This organization has the ability to change	4.83	1.60	68.93	5.24	0.000*	5
	<b>All paragraphs of the field</b>	5.15	1.12	73.64	10.53	0.000*	

\* The mean is significantly different from 4

*The university position of change is found is positive, because many of the actions carried out by the University that mentioned previously, such as changing the University Council periodically, in addition to job recycling, and the search for lasting experiences and ideas that work to develop the university.*

**a) There is a statistically significant difference among the responses at significance level ( $\alpha \leq 0.05$ ) in regard to “The Organizational Diagnoses Based on Six Box Model in Universities of Gaza Strip” due to Personal data.**

This hypothesis can be divided into the following sub-hypotheses:

- **There is a statistically significant difference among the responses at significance level ( $\alpha \leq 0.05$ ) in regard to “The Organizational Diagnoses Based on Six Box Model in Universities of Gaza Strip” due to university.**

Table (4.35) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha \leq 0.05$  for each field, then there is significant difference among the respondents toward each field due to university. So it can be said that the personal characteristics’ university has significant effect on each field.

*The university type is found effects the results, where each university has its own procedures and policies, in most of the statistical indications are noted that the ratios are close between*

*the Islamic and Al-Azhar Universities, as both of them are public universities, and the difference is in Al-Aqsa University as it is governmental.*

For all fields, The mean for the category " Islamic university " respondents have the highest among the other university, then So it can be said that the category " Islamic university " respondents is agreed much more than the other university.

*The reason of this is believed that the Islamic University has a larger percentage of colleges and majors, as well as its space and services.*

**Table (4.35): ANOVA test of the fields and their p-values for university**

No.	Field	Means			Test Value	Sig.
		Islamic university	Al Azhar university	Al Aqsa university		
1.	Purpose	6.15	6.00	5.74	6.844	0.001*
2.	Structure	5.70	5.31	4.88	13.750	0.000*
3.	Leadership	5.85	5.53	5.12	11.694	0.000*
4.	Relationships	5.99	5.88	5.35	15.606	0.000*
5.	Reward	5.56	5.66	4.60	28.821	0.000*
6.	Helpful Mechanisms	5.92	5.64	5.29	12.062	0.000*
7.	Attitude to change	5.60	5.41	5.15	5.643	0.004*
	<b>All paragraphs of the questionnaire</b>	5.82	5.63	5.16	16.883	0.000*

\* The mean difference is significant a 0.05 level

- **There is a statistically significant difference among the responses at significance level ( $\alpha \leq 0.05$ ) in regard to “The Organizational Diagnoses Based on Six Box Model in Universities of Gaza Strip” due to gender.**

Table (4.36) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha \leq 0.05$  for the fields “Relationships and Reward”, then there is significant difference among the respondents toward these fields due to gender. So it can be said that the personal characteristics’ gender has an effect on these fields.

*The reason of this is found that the number of females in universities are less than males, and the largest percentage of women in administrative positions, making the reward develops slowly compared to academic positions, as well as the relations in our society in general is governed by gender and formality between gender.*

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to gender. So it can be said that the personal characteristics' gender has no effect on the other fields.

*It can be said that the gender does not affect the other variables such as purpose and structure, for example, because it is a general administrative system followed by everyone regardless its gender.*

**Table (4.36): Independent Samples T-test of the fields and their p-values for gender**

No.	Field	Means		Test Value	Sig.
		Male	Female		
1.	Purpose	5.96	5.96	0.028	0.978
2.	Structure	5.36	5.06	1.776	0.077
3.	Leadership	5.54	5.34	1.203	0.230
4.	Relationships	5.79	5.51	2.162	0.031*
5.	Reward	5.34	4.96	2.185	0.030*
6.	Helpful Mechanisms	5.65	5.50	1.088	0.277
7.	Attitude to change	5.40	5.35	0.358	0.721
	<b>All paragraphs of the questionnaire</b>	5.58	5.38	1.522	0.129

\* The mean difference is significant a 0.05 level

- **There is a statistically significant difference among the responses at significance level ( $\alpha \leq 0.05$ ) in regard to “The Organizational Diagnoses Based on Six Box Model in Universities of Gaza Strip” due to qualification.**

Table (5.37) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha \leq 0.05$  for the field “Reward”, and then there is significant difference among the respondents toward this field due to qualification. So it can be said that the personal characteristics' qualification has an effect on this field.

For the field “Reward”, The mean for the category " P.H.D " respondents have the highest among the other qualification, then So it can be said that the category " P.H.D " respondents is agreed much more than the other qualification.

*It is normal that the educational qualification affects the Reward at universities, since the financial system is based on several bases, including the educational qualification next to*

*other reasons, and there is a direct relation between higher educational qualification and Reward.*

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha \leq 0.05$ , then there is insignificant difference among the respondents toward these fields due to qualification. So it can be said that the personal characteristics' qualification has no effect on the other fields.

*The results are found that the lack of qualification does not effect of other variables, since it includes all degrees and shared by everyone, such a purpose, and the administrative positions that based on experience next to academic qualification.*

**Table (4.37): ANOVA test of the fields and their p-values for Qualification**

No.	Field	Means			Test Value	Sig.
		Bachelor	Master	P.H.D		
1.	Purpose	5.97	5.99	5.93	0.136	0.873
2.	Structure	5.28	5.34	5.30	0.066	0.937
3.	Leadership	5.49	5.47	5.53	0.072	0.931
4.	Relationships	5.77	5.62	5.79	0.884	0.414
5.	Reward	5.11	5.12	5.53	4.177	0.016*
6.	Helpful Mechanisms	5.61	5.63	5.62	0.018	0.982
7.	Attitude to change	5.37	5.39	5.41	0.044	0.957
	<b>All paragraphs of the questionnaire</b>	5.51	5.51	5.59	0.241	0.786

\* The mean difference is significant a 0.05 level

- **There is a statistically significant difference among the responses at significance level ( $\alpha \leq 0.05$ ) in regard to “The Organizational Diagnoses Based on Six Box Model in Universities of Gaza Strip” due to age.**

Table (4.38) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha \leq 0.05$  for the field “Reward”, and then there is significant difference among the respondents toward this field due to age. So it can be said that the personal characteristics' age has an effect on this field.

For the field “Reward”, The mean for the category " 40 – less than 50 years " respondents have the highest among the other age, then so it can be said that the category " 40 – less than 50 years " respondents is agreed much more than the other age.

*As mentioned earlier, there are multiple causes affecting the reward, among them is age that was seen, through year experience in work, the age group of 40-fewer than 50 are the most affected, that was seen, because they have spent many years on work.*

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to age. So it can be said that the personal characteristics' age has no effect on the other fields.

*Other variables are found depend on the administrative system ,purpose structure and leaderships For example, which relates back to the competence and experience as well as other reasons, and that age does not affect them since it is governed by administrative systems, regardless the age*

**Table (4.38): ANOVA test of the fields and their p-values for age**

No.	Field	Means				Test Value	Sig.
		20 – less than 30 years	30 – less than 40 years	40 – less than 50 years	50 years and older		
1.	Purpose	5.79	5.92	6.09	6.03	1.653	0.177
2.	Structure	5.09	5.27	5.56	5.19	2.060	0.106
3.	Leadership	5.31	5.50	5.70	5.40	1.544	0.203
4.	Relationships	5.59	5.70	5.83	5.85	1.071	0.362
5.	Reward	4.69	5.16	5.62	5.53	8.284	0.000*
6.	Helpful Mechanisms	5.43	5.59	5.77	5.64	1.461	0.225
7.	Attitude to change	5.21	5.36	5.50	5.47	1.077	0.359
	<b>All paragraphs of the questionnaire</b>	5.30	5.50	5.72	5.59	2.627	0.051

\* The mean difference is significant a 0.05 level

- **There is a statistically significant difference among the responses at significance level ( $\alpha \leq 0.05$ ) in regard to “The Organizational Diagnoses Based on Six Box Model in Universities of Gaza Strip” due to job title.**

Table (4.39) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha \leq 0.05$  for the field “Reward”, and then there is significant difference among the respondents toward this field due to job title. So it can be said that the personal characteristics' job title has an effect on this field.

For the field “Reward”, The mean for the category " Academics and administrators " respondents have the highest among the other job title, then So it can be said that the category " Academics and administrators " respondents is agreed much more than the other job title.

*The result is found here that job title affects the Reward because each job title has certain tasks differ from another, and it has financial benefits related to it, and whenever the Job Title is higher, the Reward will be larger, so that academics class that has management positions in higher ratios, because their job tasks are academic and administrative together, that is found.*

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to job title. So it can be said that the personal characteristics' job title has no effect on the other fields.

*Here the job title does not effect on other variables, structure and relationships for example, because it is ruled by the General administrative system, and follow its all levels and governs all relationships.*

**Table (4.39): ANOVA test of the fields and their p-values for job title**

No.	Field	Means			Test Value	Sig.
		administrators	Academics	Academics and administrators		
1.	Purpose	5.94	5.97	6.04	0.244	0.783
2.	Structure	5.26	5.35	5.34	0.225	0.799
3.	Leadership	5.44	5.52	5.67	0.657	0.519
4.	Relationships	5.69	5.78	5.77	0.354	0.702
5.	Reward	5.10	5.33	5.68	3.830	0.023*
6.	Helpful Mechanisms	5.56	5.68	5.68	0.601	0.549
7.	Attitude to change	5.29	5.50	5.42	1.533	0.217
	<b>All paragraphs of the questionnaire</b>	5.47	5.59	5.66	0.994	0.371

\* The mean difference is significant a 0.05 level.

- **There is a statistically significant difference among the responses at significance level ( $\alpha \leq 0.05$ ) in regard to “The Organizational Diagnoses Based on Six Box Model in Universities of Gaza Strip” due to years of experience.**

Table (4.40) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha \leq 0.05$  for the field “Reward”, and then there is significant difference among the respondents toward this field due to years of experience. So it can be said that the personal characteristics’ years of experience has an effect on this field.

For the field “Reward”, The mean for the category " more than15 years " respondents have the highest among the other years of experience, then so it can be said that t the category " more than15 years " respondents is agreed much more than the other years of experience.

*The impact of years of experience is found that return back to some reason they are among the determinants of the yield , followed by the financial system in all institutions and companies , and thus is a direct relationship between them , so the category of " 15 years and older " are most affected by this, that is found.*

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to years of experience. So it can be said that the personal characteristics’ years of experience has no effect on the other fields.

*The lack of effect of years of experience is found come because of other variables that regulates the relationship between them is the administrative system not financial.*

**Table (4.40): ANOVA test of the fields and their p-values for years of experience**

No.	Field	Means				Test Value	Sig.
		1 –5 year	6 –10 year	11- 15 years	more than15 years		
1.	Purpose	5.90	5.94	5.97	6.04	0.326	0.807
2.	Structure	5.24	5.29	5.40	5.26	0.277	0.842
3.	Leadership	5.56	5.52	5.48	5.45	0.118	0.950
4.	Relationships	5.72	5.70	5.74	5.78	0.103	0.958
5.	Reward	4.87	5.24	5.36	5.52	3.918	0.009*
6.	Helpful Mechanisms	5.63	5.57	5.64	5.64	0.110	0.954
7.	Attitude to change	5.31	5.38	5.36	5.48	0.404	0.750
	<b>All paragraphs of the questionnaire</b>	5.46	5.52	5.56	5.60	0.316	0.814

\* The mean difference is significant a 0.05 level

*This research is consistent with the findings of the research (Rahimi & Sayyed Ali & Reza & Arash & Hasan Ali & Azizollah, 2011). Which results indicated That There was not a positive and significant difference between views of faculty members about organizational diagnosis on based of gender, employment status and scientific degree.*

# **Chapter 5**

## **Results, Recommendations, and Future Studies.**

### **Chapter Outline:-**

**5.1 Introduction**

**5.2 Research Results**

**5.3 Recommendations**

**5.4 Future Research**

## **5.1 Introduction**

The main objective of this research is the organizational diagnosis of the universities in the Gaza Strip and identifies strengths and weaknesses and the extent of its ability to achieve its goals, and diagnose and determine the factors affecting organizational performance in these universities, and help organizational development practitioners categorize data about universities in the Gaza Strip, As well as recommend implementation of suitable intervention activities to improve organizational performance in the universities analyzed.

The findings of applied and field study were obtained through collected questionnaires field study, unloading operations; conduct appropriate statistical hypothesis testing, and extraction and presentation of results. Then make the necessary recommendations and suggestions that would help us to take advantage of organizational diagnosis to improve and develop their organizations. Finally, setting of proposals for future studies that could be conducted.

## **5.2 Research Results**

Through the results of the statistical analysis of the respondents' views, the most important findings of this research could be summarized as following:

### **5.2.1 Research Variables**

#### **❖ "Diagnosis of purpose in universities".**

According to statistical analysis, the research reached the following conclusions:

- a) (88.90%) of the respondents in all universities see that the goals of their universities are clearly stated.
- b) (87.19%) of the respondents in all universities see that they understand the purpose of their universities.
- c) (85.86%) of the respondents in all universities see that they are personally in agreement with the stated goals of their work unit.
- d) (82.96%) of the respondents in all universities see that they had enough input in deciding their work-unit goals
- e) (81.18%) of the respondents in all universities see that the priorities of their universities were understood by its employees.

❖ **"Diagnosis of structure in universities"**.

According to statistical analysis, the research is reached to the following conclusions:

- a) (77.09%) of the respondents in all universities see that the division of labor in their university is intended to help it reach its goals.
- b) (76.46%) of the respondents in all universities see that the division of labor of their university is flexible.
- c) (76.08%) of the respondents in all universities see that the division of labor in their university actually helps it to reach its goals.
- d) (75.98%) of the respondents in all universities see that the structure of their work unit is well designed.
- e) (73.24%) of the respondents in all universities see that the manner in which work tasks are divided is a logical one.

❖ **"Diagnosis of leadership in universities"**.

According to statistical analysis, the research is reached to the following conclusions:

- a) (81.98%) of the respondents in all universities see that they understand their boss's efforts to influence them and the other members of the work unit.
- b) (81.76%) of the respondents in all universities see that their immediate supervisor is supportive of their efforts.
- c) (77.65%) of the respondents in all universities see that it is clear to them whenever their boss is attempting to guide their work efforts.
- d) (76.03%) of the respondents in all universities see that their universities leadership efforts result in the universities fulfillment of its purposes.
- e) (75.43%) of the respondents in all universities see that the leadership norms of their universities helps its progress.

❖ **"Diagnosis of relationships in universities"**.

According to statistical analysis, the research is reached to the following conclusions:

- a) (88.75%) of the respondents in all universities see that their relationships with members of their work group are friendly as well as professional.
- b) (87.28%) of the respondents in all universities see that their relationship with their supervisors was a harmonious one.
- c) (85.95%) of the respondents in all universities see that they can always talk with someone at work if they have a work-related problem.
- d) (83.77%) of the respondents in all universities see that they have established the relationships that they need to do their job properly.
- e) (63.90%) of the respondents in all universities see that there is no evidence of unresolved conflict in these universities.

❖ **"Diagnosis of reward in universities"**.

According to statistical analysis, the research is reached to the following conclusions:

- a) (78.43%) of the respondents in all universities see that their job offers them the opportunity to grow as a person.
- b) (76.70%) of the respondents in all universities see that all tasks to be accomplished are associated with incentives.
- c) (75.23%) of the respondents in all universities see that the opportunity for promotion exists in these universities.
- d) (74.14%) of the respondents in all universities see that the salary that they received is commensurate with the job that they perform.
- e) (71.62%) of the respondents in all universities see that the pay scale and benefits of these universities treat each employee equitably.

❖ **"Diagnosis of helpful mechanism in universities"**.

According to statistical analysis, the research is reached to the following conclusions:

- a) (88.10%) of the respondents in all universities see that they have the information that they need to do a good job.

- b) (79.85%) of the respondents in all universities see that their immediate supervisors have ideas that are helpful to them and their work group.
- c) (79.48%) of the respondents in all universities see that these universities have adequate mechanisms for binding itself together.
- d) (79.40%) of the respondents in all universities see that other work units are helpful to them work unit whenever assistance is requested.
- e) (74.66%) of the respondents in all universities see that these universities planning and control efforts are helpful to its growth and development.

❖ **"Diagnosis of Attitude to change in universities".**

According to statistical analysis, the research is reached to the following conclusions:

- a) (83.08%) of the respondents in all universities see that occasionally they like to change things about their job
- b) (77.10%) of the respondents in all universities see that these universities introduces enough new policies and procedures
- c) (77.00%) of the respondents in all universities see that these universities have the ability to change.
- d) (74.57%) of the respondents in all universities see that these universities favors change.
- e) (73.06%) of the respondents in all universities see that these universities not resistant to change.

### 5.2.2 Relation of Research Variables

- ❖ **There is a significant relationship between independent variables (purpose, structure, leadership, relationship, reward, helpful mechanism, Attitude to change), and the Ability of universities to achieve its objectives (at level of significance  $\alpha= 0.05$ ).**

According to statistical analysis, the research is reached to the following conclusions:

- a) There is a statistical relation between **purpose** and the Ability of universities to achieve its objectives (at the level of significance  $\alpha= 0.05$ ).
- b) There is a statistical relation between **structure** and the Ability of

universities to achieve its objectives (at the level of significance  $\alpha= 0.05$ ).

- c) There is a statistical relation between **leadership** and the Ability of universities to achieve its objectives (at the level of significance  $\alpha= 0.05$ ).
- d) There is a statistical relation between **relationship** and the Ability of universities to achieve its objectives (at the level of significance  $\alpha= 0.05$ ).
- e) There is a statistical relation between **reward** and the Ability of universities to achieve its objectives (at the level of significance  $\alpha= 0.05$ ).
- f) There is a statistical relation between **helpful mechanism** and the Ability of universities to achieve its objectives (at the level of significance  $\alpha= 0.05$ ).
- g) There is a statistical relation between **attitude to change** and the Ability of universities to achieve its objectives (at the level of significance  $\alpha= 0.05$ ).

❖ **There are significant differences among respondents at ( $\alpha= 0.05$ ) Ability of universities to achieve its objectives and challenges observed by universities due to personal traits (Gender, Age, Qualifications, University, Position and Years of Experience).**

- a) There is a statistically significant difference among the responses at significance level ( $\alpha \leq 0.05$ ) in regard to “The Organizational Diagnoses Based on Six Box Model in Universities of Gaza Strip” due to university.
- b) There is a statistically significant difference among the responses at significance level ( $\alpha \leq 0.05$ ) in regard to “The Organizational Diagnoses Based on Six Box Model in Universities of Gaza Strip” due to gender.
- c) There is a statistically significant difference among the responses at significance level ( $\alpha \leq 0.05$ ) in regard to “The Organizational Diagnoses Based on Six Box Model in Universities of Gaza Strip” due to qualification.
- d) There is a statistically significant difference among the responses at significance level ( $\alpha \leq 0.05$ ) in regard to “The Organizational Diagnoses Based on Six Box Model in Universities of Gaza Strip” due to age.
- e) There is a statistically significant difference among the responses at significance level ( $\alpha \leq 0.05$ ) in regard to “The Organizational Diagnoses Based on Six Box Model in Universities of Gaza Strip” due to job title.

- f) There is a statistically significant difference among the responses at significance level ( $\alpha \leq 0.05$ ) in regard to “The Organizational Diagnoses Based on Six Box Model in Universities of Gaza Strip” due to years of experience.

### **5.3 Recommendations**

Based on previous results reached during the field research and statistical analysis, which revealed that the importance of organizational diagnosis of the universities in Gaza strip so, there are some of the recommendations can be formulated to adopt organizational diagnosis periodically in these universities as the following:

- a) Conduct objective studies, continuous and periodic surveys to measure the Ability of universities to achieve its objectives and in view of the importance of the subject in achieving better performance levels and thus achieve the objectives of these universities.
- b) The university of Gaza should adopt the organizational diagnosis strategic periodically to see where organizational problems and solve them, in order to reach their goals.
- c) The top management should be informed of ongoing developments of organizational diagnosis and the importance of its use.
- d) It's necessary for top management to provide the support and the needed requirements to implementation of organizational diagnosis.
- e) The University should provide training programs, for employees aims to develop their personal skills and functional.
- f) The universities should hold meetings, lectures and materials to their staff about the definition, the importance and the use of organizational diagnosis.
- g) Necessity creating a kind of compatibility between the duties and responsibilities assigned to the managers, and identify clear functional tasks in work.
- h) The need for the independence of universities and away from the Palestinian political conflict.

- i) Because this is the first research of this kind to be conducted in Palestine it is strongly recommended that the research be repeated in order to establish the external validity of the findings.

#### **5.4 Future Research Directions**

Organizational diagnosis is an important strategy that is worthy of further research to help universities to achieve its objective.

In light of the above findings and recommendations, the following studies were suggested:

- a) Future researchers may extend to study the impact of organizational diagnosis in the public and private sector.
- b) Future researchers may extend to study the impact of Palestinian divisions on the Palestinian universities.
- c) Future researchers may extend to study the Models used in the organizational diagnosis.
- d) Future researchers may extend to study the impact of Palestinian divisions on the Palestinian universities.
- e) Future researchers may extend to study the difference between NGO universities and Government universities

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- Al Azhar University - Gaza website: [www.alazhar.edu.ps](http://www.alazhar.edu.ps)
- Al-Aqsa University – Gaza website: [www.alaqsa.edu.ps](http://www.alaqsa.edu.ps)

# Appendices

# **Appendix A**

## **Questionnaire**

### **(English Version)**

**Islamic University of Gaza  
Dean of Postgraduate Studies  
Faculty of Commerce  
Department of Business Administration**



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## **Questionnaire**

**Dear All.....**

The researcher puts in your hands this questionnaire prepared for the collection of data about a study entitled:

**Organizational diagnosis of the universities in Gaza Strip  
Based on Six Box Model  
(A comparative study)**

**Between Islamic University "IUG" and Al-Azhar University and Al-Aqsa University**

Which this study be submitted in a partial fulfillment of the requirement for MBA degree.

I hope you to cooperate and provide information to assist in the completion of this study, which aims to diagnose universities organizationally in the Gaza Strip and identifies strengths and weaknesses and the extent of its ability to achieve its goals.

As you have the experience and professional in your work field, and also your currently position which related to the subject of the research, the researcher request you to see all questionnaire items in carefully ,and answer all of them in Objectively and high professional. Your feedback and comments would be a matter of interest and they will have great impact regarding the enrichment of this study. Please note that its use will be limited to scientific research

**Please accept our best regards**

**Researcher  
Saber M. Alian**

• **First: Personal Functional Information**

Would you please put tick (✓) beside the appropriate answer?

**1. University**

- IUG                                       Al azhar                                       Al aqsa

**2. Gender:**

- Male                                       Female

**3. Qualification:**

- Bachelor                                       Master                                       PHD and above

**4. Age (in years):**

- Below 30 years     From 30 – below40     From40 –below50     Above 50 years

**5. Type of Position**

- Administrative     Academy     Academy with administrative position

**6. Years of experience**

- Less than 5     From 5 – less than 10     From10–less than 15     Above 15 years

#	Items	Agree Strongly	Agree	Agree Slightly	Neutral	Disagree Slightly	Disagree	Disagree Strongly
		7	6	5	4	3	2	1
<b>• Purpose</b>								
1	The goals of this organization are clearly stated.							
2	I had enough input in deciding my work-unit goals							
3	I am personally in agreement with the stated goals of my work unit.							
4	I understand the purpose of this organization							
5	The priorities of this organization were understood by its employees							
<b>• Structure</b>								
6	The division of labor of this organization is flexible.							
7	The division of labor in this organization is intended to help it reach its goals							
8	The manner in which work tasks are divided is a logical one							
9	The structure of my work unit is well designed							
10	The division of labor in this organization actually helps it to reach							
<b>• Relationships</b>								
11	My relationship with my supervisor was a Harmonious one.							
12	I can always talk with someone at work if I have a work-related problem							
13	My relationships with members of my work group are friendly as well as professional							
14	There is no evidence of unresolved conflict in this organization							
15	I have established the relationships that I need to do my job properly							
<b>• Rewards</b>								
16	The salary that I receive is commensurate with the job that I perform							

17	My job offers me the opportunity to grow as a person.								
18	The pay scale and benefits of this organization treat each employee equitably								
19	The opportunity for promotion exists in this organization.								
20	All tasks to be accomplished are associated with incentives								

**• Leaderships**

21	My immediate supervisor is supportive of my efforts.								
22	The leadership norms of this organization help its progress.								
23	This organization's leadership efforts result in the organization's fulfillment of its purposes.								
24	It is clear to me whenever my boss is attempting to guide my work efforts								
25	I understand my boss's efforts to influence me and the other members of the work unit								

**• Helpful Mechanisms**

26	I have the information that I need to do a good job.								
27	This organization has adequate mechanisms for binding itself together								
28	Other work units are helpful to my work unit whenever assistance is requested								
29	My immediate supervisor has ideas that are helpful to me and my work group								
30	This organization's planning and control efforts are helpful to its growth and development								

**• Attitude to change**

31	This organization is not resistant to change.								
32	This organization introduces enough new policies and procedures.								
33	This organization favors change								
34	This organization has the ability to change								
35	Occasionally I like to change things about my job.								

# **Appendix B**

## **List of Referees**

### **(English)**

**List of Referees**

#	Name	Position
1	Dr. Sami Abu Al Ross	Associate Professor in Business Administration Department at Commerce College - IUG
2	Dr. Khalid Dahleez	Professor Assistant in Business Administration Department at Commerce College - IUG
3	Dr. Yousef Baher	Associate Professor in Business Administration Department at Commerce College - IUG
4	Dr. Yaser AL shorafa	Professor Assistant in Business Administration Department at Commerce College - IUG
5	Dr. Akram samour	Professor Assistant in Business Administration Department at Commerce College - IUG
6	Dr. Rushdi Wady	Associate Professor in Business Administration Department at Commerce College - IUG
7	Dr. Wasim Al-Habil	Professor Assistant in Business Administration Department at Commerce College - IUG
8	Dr. Nafez barakat	Professor Assistant in Commerce College – IUG, Professor of Statistics and Data Analysis
9	Dr. Mohammed El Madhoun	Associate Professor in Human Resource Management and Head of Management and Politics Academy in Gaza
10	Dr. Nabil Ellouh	Professor Assistant in Business Administration at Management and Politics Academy in Gaza

# **Appendix C**

## **Questionnaire**

### **(Arabic Version)**



بسم الله الرحمن الرحيم

الجامعة الإسلامية - غزة  
الدراسات العليا  
كلية التجارة  
قسم إدارة الأعمال

السادة / ..... المحترمون

تحية طيبة وبعد:

يضع الباحث بين أيديكم هذه الاستبيان المعد لجمع البيانات حول دراسة بعنوان:

## Organizational diagnosis of the universities in Gaza Strip

### Based on Six Box Model

### (A comparative study)

Between Islamic University "IUG" and Al-Azhar University and Al-Aqsa University

التشخيص التنظيمي للجامعات في قطاع غزة بواسطة نموذج الصناديق الستة

دراسة مقارنة

بين الجامعة الإسلامية وجامعة الأزهر وجامعة الأقصى

وهذه الدراسة هي متطلب استكمالاً للحدود على درجة الماجستير في إدارة الأعمال.

كلي أمل بكم في التعاون وتقديم المعلومات التي تساعد في إتمام هذه الدراسة، التي نهدف من خلالها إلى قياس مدى قدرة الجامعات في قطاع غزة على تحقيق أهدافها ونظراً لما تتمتعون به من خبرة ومهنية في مجال عملكم، وبحكم موقعكم الوظيفي والأكاديمي المتعلق بموضوع الرسالة، فإن الباحث يرجوكم بالتكرم والاطلاع على فقرات هذا الاستبيان بعناية وإجابة جميع أسئلته بموضوعية ومهنية عالية، علماً أن المعلومات التي سوف تملكون بها سوف تستخدم لأغراض البحث العلمي فقط.

وتفضلوا بقبول وافر الاحترام والتقدير

الباحث

صابر موسى عليان

• القسم الأول: البيانات الشخصية والوظيفية:-

يرجى التكرم بوضع إشارة (✓) أمام الإجابة المناسبة:-

1. الجامعة:-

○ الإسلامية ○ الأزهر ○ الأقصى

2. الجنس:-

○ أنثى ○ ذكر

3. المؤهل العلمي:-

○ بكالوريوس ○ ماجستير ○ دكتوراة فما فوق

4. العمر:-

○ 20 - أقل من 30 سنة ○ 30 - أقل من 40 سنة ○ 40 - أقل من 50 سنة ○ 50 سنة فما فوق

5. طبيعة العمل:-

○ إداري ○ أكاديمي ○ الاثنين معاً

6. سنوات العمل في الجامعة:-

○ 1-5 سنوات ○ 6-10 سنوات ○ 11-15 سنة ○ أكثر من 15 سنة

م	أوافق بشدة	أوافق	أوافق قليلاً	محايد	غير موافق قليلاً	غير موافق	غير موافق بشدة
	7	6	5	4	3	2	1
<b>• الغرض : الغرض من الجامعة</b>							
1							الهدف الرئيسي للجامعة واضح
2							أملك المدخلات الكافية لتحديد أهداف قسمي في العمل
3							أتفق مع أهداف قسمي في العمل
4							أفهم الغرض من هذه الجامعة
5							أولويات الجامعة مفهومة من قبل العاملين فيها
<b>• الهيكل التنظيمي في الجامعة</b>							
6							تقسيم العاملين في الجامعة مرنة
7							تقسيم العمل في الجامعة تساعدها في تحقيق أهدافها
8							يتم تقسيم مهام العمل في الجامعة بطريقة منطقية
9							هيكل وحدة العمل الخاصة بي مصمم بشكل جيد
10							تقسيم العاملين في الجامعة تساعد في تحقيق أهدافها
<b>• العلاقات في الجامعة</b>							
11							تربطني علاقة متناغمة ومنسجمة مع مديري المباشر
12							أستطيع التحدث دائماً مع شخص ما في العمل إذا كان لدي مشكلة تتعلق بالعمل
13							تربطني علاقة ودية ومهنية مع زملائي في فريق العمل
14							تخلو الجامعة من أي صراع داخلي غير محلول فيها
15							لقد أسست للعلاقات التي أحتاجها في عملي لأوديه بشكل صحيح
<b>• التحفيز والمكافآت</b>							
16							أتقاضى راتباً يتناسب مع العمل الذي أقوم به
17							تمنحني وظيفتي الفرصة لتطوير نفسي

							قانون الأجور والفوائد المتبع في الجامعة عادل مع كافة الموظفين	18
							هناك فرص للترقية في الجامعة	19
							كي تُتجز كل المهام لابد أن ترتبط بالحوافز	20
<b>• القيادة في الجامعة</b>								
							يدعم مديري المباشر جهدي ويقدره	21
							قواعد القيادة في الجامعة تساعد على التقدم	22
							تتضح جهود قيادة الجامعة في تحقيق الجامعة لمقاصدها	23
							يكون واضحاً بالنسبة لي متى يحاول مديري توجيه جهودي عملي	24
							أثقتهم جهود مديري في التأثير علي وعلى العاملين معي في القسم	25
<b>• تقنيات وإجراءات مساعدة</b>								
							يوجد لدي المعلومات الكافية من أجل القيام بعملية بشكل جيد	26
							تمتلك الجامعة الآليات الكافية لتكون متماسكة ومترابطة	27
							تقدم وحدات العمل الأخرى المساعدة لوحدة العمل التي أنتهي لها كلما تتطلب الأمر	28
							مديري المباشر لديه الأفكار التي تساعدني أنا ومجموعتي في العمل	29
							تساهم جهود الرقابة والتخطيط في الجامعة في نموها وتطورها	30
<b>• موقف الجامعة من التغيير</b>								
							هذه الجامعة غير مقاومة للتغيير	31
							تقوم الجامعة بتقديم سياسات وإجراءات جديدة كافية	32
							تفضل الجامعة التغيير	33
							هذه الجامعة لديها القدرة على التغيير	34
							أحياناً، أحب تغيير الأشياء في وظيفتي	35

# **Appendix D**

## **List of Referees**

### **(Arabic)**

## قائمة بأسماء المحكمين

م	الاسم	المسمى الوظيفي
1	د. سامي أبو الروس	الأستاذ المشارك في قسم إدارة الأعمال في كلية التجارة في الجامعة الإسلامية
2	د. خالد دهليز	الأستاذ المساعد في قسم إدارة الأعمال في كلية التجارة في الجامعة الإسلامية
3	د. يوسف بحر	الأستاذ المشارك في قسم إدارة الأعمال في كلية التجارة في الجامعة الإسلامية
4	د. ياسر الشرفا	الأستاذ المساعد في قسم إدارة الأعمال في كلية التجارة في الجامعة الإسلامية
5	د. أكرم سمور	الأستاذ المساعد في قسم إدارة الأعمال في كلية التجارة في الجامعة الإسلامية
6	د. رشدي وادي	الأستاذ المشارك في قسم إدارة الأعمال في كلية التجارة في الجامعة الإسلامية
7	د. وسيم الهابيل	الأستاذ المساعد في قسم إدارة الأعمال في كلية التجارة في الجامعة الإسلامية
8	د. نافذ بركات	الأستاذ المساعد في كلية التجارة / أستاذ الإحصاء وتحليل البيانات
9	د. محمد إبراهيم المدهون	الأستاذ المشارك في إدارة الموارد البشرية ورئيس أكاديمية الإدارة والسياسة للدراستات العليا
10	د. نبيل اللوح	الأستاذ المساعد في إدارة الأعمال في أكاديمية الإدارة والسياسة للدراستات العليا