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كلية التجارة  
ماجستير إدارة الأعمال

# **The Readiness for Human Resources Management Benchmarking and Its Perceived Impact on Organizational Effectiveness in Universities in the Gaza Strip**

مدى الجاهزية للمقارنة المعيارية لإدارة الموارد البشرية وأثرها  
الملموس على الفعالية التنظيمية في الجامعات في قطاع غزة

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إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

**The Readiness for Human Resources Management  
Benchmarking and Its Perceived Impact on Organizational  
Effectiveness in Universities in the Gaza Strip**

مدى الجاهزية للمقارنة المعيارية للموارد البشرية وأثرها الملموس على الفعالية  
التنظيمية في الجامعات في قطاع غزة

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## نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة عمادة البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ منى عيد مرشد المصدر لنيل درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال وموضوعها:  
مدى الجاهزية للمقارنة المعيارية لإدارة الموارد البشرية وأثرها الملموس على الفعالية التنظيمية في الجامعات في قطاع غزة

**The Readiness for Human Resources Management Benchmarking and Its Perceived Impact on Organizational Effectiveness in Universities in the Gaza Strip**

وبعد المناقشة التي تمت اليوم الأحد 15 ربيع الأول 1439 هـ، الموافق 2017/12/03م الساعة الحادية عشرة صباحاً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن يسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق،،،

عميد البحث العلمي والدراسات العليا

أ.د. مازن اسماعيل هنية



## **Abstract**

This study aimed to determine the extent to which the universities in the Gaza Strip are ready for implementing human resources management benchmarking process and its perceived impact on organizational effectiveness. The researcher examined the readiness for that based on six variables as influential factors for the benchmarking process, which were: top management commitment, internal assessment of the organization, employee participation, benchmarking limitations, the role of quality department, and customer orientation of the organization, simultaneously, examined the effect of these factors on the organizational effectiveness. The researcher focused on the responsible departments for human resources management benchmarking adaption, which were: academic affairs, administrative affairs, personnel affairs, quality, planning, and development departments in three universities which were: Islamic University of Gaza (IUG), Al-Azher University (AUG), and Al-Aqsa University.

The research depended on the descriptive analytical approach, in which two interviews were conducted along with a comprehensive survey distribution for all employees on the related departments with total (102) employees. From (102) questionnaires were distributed, (80) questionnaires were collected with response rate (78.43%), the data was analyzed by using SPSS 24. The following are some of the main results which reached after data analysis:

1. The respondents agreed to all items of HRM benchmarking with 64.80%, which considered high but not remarkable, and this means that they are ready for the process with the same percent.
2. The respondents agreed to field of the organizational effectiveness with 68.11% which considered high but not remarkable.
3. There is a strong relationship between HRM benchmarking influential factors as independent variables and organizational effectiveness as dependent variable with 92.6%.
4. The most significant HRM benchmarking influential factors according to its effect on the organizational effectiveness coming as the following order: the role of quality department, internal assessment of the organization, customer orientation of the organization, employee participation, benchmarking limitations and finally top management commitment.
5. There is no significant differences between the mean of responses of the research population toward HRM benchmarking and its perceived impact on the organizational effectiveness due to age, years of service, and career category, while there are differences in the responses in some fields of the study due to gender, academic qualification and university.

Some of the main recommendations are:

1. Providing workshops and seminars for top management in order to make them more committed and more qualified in monitoring the process, in which they can benefit from the others experiences in the same filed while reviewing their success stories.
2. The university have carefully to evaluate their employees qualifications, abilities and tendencies to be able to give them the tasks which suitable for them, and this process should be done by experts and highly qualified people and supported by a well prepared job analysis to ensure organizational effectiveness.

## Abstract in Arabic Language

### ملخص الدراسة

هدفت هذه الدراسة إلى تحديد مدى الجاهزية للمقارنة المعيارية لإدارة الموارد البشرية وأثرها الملموس على الفعالية التنظيمية في الجامعات في قطاع غزة. اختبرت الباحثة مدى الجاهزية لذلك مرتكزة على 6 متغيرات كعوامل مؤثرة على تطبيق عملية المقارنة المعيارية وهي: دعم الإدارة العليا، التقييم الداخلي، مشاركة الموظفين، محددات عملية المقارنة المعيارية، دور وحدة الجودة، والتركيز على العميل، وفي الوقت ذاته اختبرت مدى تأثير هذه العوامل على الفعالية التنظيمية. ركزت الباحثة على الأقسام المسؤولة عن تبني عملية المقارنة المعيارية لإدارة الموارد البشرية، وهي: الشؤون الأكاديمية، الشؤون الإدارية، شؤون الموظفين، وأقسام الجودة والتخطيط والتطوير في ثلاث جامعات وهي: الجامعة الإسلامية، جامعة الأزهر، وجامعة الأقصى.

اعتمدت الباحثة على المنهج الوصفي التحليلي بحيث أجرت مقابلتين إلى جانب المسح الشامل لكل الموظفين في الأقسام ذات العلاقة بإجمالي (102) موظف. من (102) استبانة تم توزيعها، تم جمع (80) استبانة بحيث كان معدل الاستجابة (78.43%). تم تحليل البيانات باستخدام برنامج SPSS 24. التالي بعض النتائج الرئيسية التي تم التوصل لها بعد تحليل البيانات:

1. وافق المستجيبون على جميع عناصر المقارنة المعيارية لإدارة الموارد البشرية المقارنة مع 64.80%، والتي تعتبر عالية ولكن ليست استثنائية، وهذا يعني أنهم جاهزون للعملية بنفس النسبة المئوية.
2. وافق المستجيبون على مجال الفعالية التنظيمية بنسبة 68.11% والتي تعتبر عالية ولكن ليست استثنائية.
3. هناك علاقة قوية بين العوامل المؤثرة على المقارنة المعيارية لإدارة الموارد البشرية كمتغيرات مستقلة والفعالية التنظيمية كمتغير تابع بنسبة 92.6%.
4. أهم المتغيرات المستقلة من حيث تأثيرها على الفعالية التنظيمية تأتي وفقاً للترتيب التالي: دور وحدة الجودة، التقييم الداخلي للمنظمة، التركيز على العميل، مشاركة الموظفين، محددات عملية المقارنة المعيارية و أخيراً دعم الإدارة العليا.
5. لا توجد فروق ذات دلالة إحصائية بين متوسط استجابات مجتمع البحث نحو المقارنة المعيارية لإدارة الموارد البشرية وأثرها الملموس على الفعالية التنظيمية تعزى للعمر وسنوات الخدمة والفئة الوظيفية، في حين توجد فروق في الاستجابات في بعض مجالات الدراسة تعزى للجنس، المؤهل العلمي والجامعة.

بعض التوصيات الرئيسية هي:

1. تقديم ورش عمل وندوات للإدارة العليا من أجل جعلها أكثر التزاماً وأكثر تأهيلاً في مراقبة العملية، بحيث يمكنهم الاستفادة من تجارب الآخرين في نفس المجال مع مراجعة قصص نجاحهم.
2. على الجامعات أن تقيم بعناية مؤهلات موظفيها وقدراتهم واتجاهاتهم لكي يتمكنوا من إعطائهم المهام المناسبة لهم، وينبغي أن يكون ذلك على أيدي خبراء وأشخاص مؤهلين تأهيلاً عالياً ومدعومة بتحليل وظيفي جيد الإعداد لضمان الفعالية التنظيمية.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ﴾

[البقرة:222]

## **Dedication**

*I dedicate this research to my father and my mother who  
supported and inspired me to reach this stage*

*To my brothers and sisters and their families*

*To my friends and everyone who helped me to finish this research*

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First of all, I thank Allah for giving me the power to continue my life and complete my thesis.

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**Chapter 1**  
**Research General**  
**Framework**

# Chapter 1

## Research General Framework

### **Introduction:**

In a dynamic changing business environment it's become a necessity for organizations to evaluate their capabilities, positions and challenges in order to attain achievements. Organizations can be classified as strong and weak, and strong or weak doesn't remain the same, strong organization searches for more strengths and weak one tries to improve and become strong. This can be applied for universities as it is one of the most important service sector institutions that are playing a large role in social, economic and political life. Each universities is hoping to be the best, at the same time, it is looking for the most up-to-date tools in order to be adopted to reach that, especially in the increasing challenges that facing universities.

Today, higher education institutions face different challenges, like global competition, lacking funding and growing expectations (Woznicki, Luterek, & Degtyarova, 2013). In the Arab region, higher education institutions have lately faced increased demands for accountability which led to introduce a new policies that planned to make higher education institutions more accountable to some higher authority (Al-Khalifa, 2015). Benchmarking is one of the most useful tools available to support organizations with process improvement (Epper, 1999), and that's critical for universities as other segments (McKinnon, Walker, & Davis, 2000). Colleges and universities may find some helpful lessons that learned from other industry revolutions over the past decades. In particular, concentrating internally on process improvement is the first step on the way to realizing greater competitive advantage (Epper, 1999).

Benchmarking, for most higher education institutions in the Arab region, is a new concept which can be learned from the experience of other nations by inspecting the different tools used in benchmarking (Al-Khalifa, 2015). If taken seriously, organized and used accurately, benchmarking can help colleges and universities in positioning themselves for the new competitive environment (Epper, 1999).

As increasing globalization, competition, fast technological improvements and world markets, there are an increasing demands from organizations to have professional human resources (Zolfani, Rezaeiniya, Aghdaie, & Zavadskas, 2012). In any planned human activity, human beings are obviously taking superiority over other resources, because they alone are able to lead and employ other resources (Akinnusi, 2008).

Therefore, a contemporary trend in the industry is benchmarking the human resources management practices (Nafeesa, 2015), which supports the strategic focus on an organization's human resources management (HRM) performance by providing challenging, yet achievable targets across all the main areas of HRM framework (Zhenjia & Qiumei, 2005).

### **Research Problem Statement:**

In the Arab area in general, higher education organizations have lately watched growing instructions and responsibilities about academic standards. A new model for greatest higher education organizations in this region is benchmarking, in which they can benefit from the experience of other countries by observing the diverse techniques that used in benchmarking (Al-Khalifa, 2015), therefore they need reference points about the best practices and techniques for successful working (McKinnon et al., 2000), which affect the ability of organizations in achieving its goals.

Accordingly, the human resources department plays an important role in benchmarking process as employees are the unique factor of production that can help an organization in meeting its goal. Hence, the modern trend is to benchmark human resources (HR) functions in order to place a strong basis for benchmarking, which considered a proven way for improving HRM (Nafeesa, 2015; Pološki Vokić & Vidović, 2004).

In the Gaza Strip universities and according to interview held at 20 September, 2016 with Abu Lebda, the administrator in Islamic University personnel affair, which questions mainly focus on the mechanism that used in human resources strategies and policies formulation, the researcher can conclude that the current human resources strategies and policies formulation depends mainly on the higher education systems, these systems take on consideration the predominant political and economic conditions.

The current political and economic situations are imposing the strategies and policies which used in universities, this doesn't prevent the existence of procedures for improvement which fit with these situations, like some comparisons with ancient and powerful universities at the level of Palestine, the Arab world, and the world as a whole, but in matters that don't include the human resources policies, such as comparisons related to the environment matters (Abu Lebda, 2016).

Therefore, this study focuses on human resources benchmarking in universities of the Gaza Strip as a service sector and to what extent the universities are ready for applying human resources management benchmarking process, and the perceived impact of this process on the organizational effectiveness.

The researcher selects universities because the role that they are playing in the life of the Palestinians (Koni, Zainal, & Ibrahim, 2013), and the greater value which received from these organization as a service sector. Moreover, according to Palestinians view, the Palestine key wealth is the higher education particularly in the lack of natural resources (Saffarini, 2010). So, this research searches for answering the following question:

**To what extent the universities in the Gaza Strip are ready for implementing human resources management benchmarking and its perceived impact on organizational effectiveness?**

**Research Variables:**

The researcher depends on the same influential factors for common benchmarking process to human resources management benchmarking process, to be studied as independent variable, based on a study done by (Pin Lee, Zailani, & Lin Soh, 2006).

1. Dependent Variable: Organizational effectiveness.
2. Independent Variables:
  - a. Top Management Commitment.
  - b. Internal Assessment of The Organization.
  - c. Employee Participation.
  - d. Benchmarking Limitations.
  - e. The Role of Quality Department.
  - f. Customer Oriantation of The Organization.



**Figure (1.1): Resarch Model**

Source: Articulated by The researcher, 2016. Based on (Pin Lee et al., 2006).

**Research Hypotheses:**

To achieve the research objectives; researcher examines the following hypotheses:

1. There is a significant statistical correlation at level  $\alpha \leq 0.05$  between HRM benchmarking influential factors and organizational effectiveness.

The following are the sub hypotheses from the first main hypothesis:

- a. There is a significant statistical correlation at level  $\alpha \leq 0.05$  between top management commitment and organizational effectiveness.
  - b. There is a significant statistical correlation at level  $\alpha \leq 0.05$  between internal assessment of the organization and organizational effectiveness.
  - c. There is a significant statistical correlation at level  $\alpha \leq 0.05$  between employee participation and organizational effectiveness.
  - d. There is a significant statistical correlation at level  $\alpha \leq 0.05$  between benchmarking limitations and organizational effectiveness.
  - e. There is a significant statistical correlation at level  $\alpha \leq 0.05$  between the role of quality department and organizational effectiveness.
  - f. There is a significant statistical correlation at level  $\alpha \leq 0.05$  between customer orientation of the organization and organizational effectiveness.
2. There is a significant statistical effect at level  $\alpha \leq 0.05$  of HRM benchmarking influential factors on organizational effectiveness.
  3. There is a significant statistical differences at level  $\alpha \leq 0.05$  in the responses of the research population due to the following personal characteristic ( gender, age, academic qualification, years of service, career category, university).

### **Research Objectives:**

This research aims to achieve the following objectives:

1. Determining the level of interest in HRM benchmarking of universities in the Gaza Strip.
2. Evaluating the readiness for applying HRM benchmarking in universities in the Gaza Strip.
3. Putting the results in a general framework which proposed to model the impact of HRM benchmarking in organizational effectiveness.
4. Providing a set of recommendation for developing the practice of HRM benchmarking and improve organizational effectiveness.

### **Research Importance:**

The importance of the research is as the following:

1. The importance to the universities:
  - a. Reviewing the current situation for HRM system in the universities in the Gaza Strip.
  - b. Improving the awareness of universities about the significance of HRM benchmarking, its relation to organizational effectiveness and their role in overcoming the problems that are facing universities.
  - c. Adding new information to the list of university studies, where the library is still lacking studies and researches on the subject.

2. The importance to the society:
  - a. Contributing to enrich this area of research and studies and considered as a reference for researchers and those who are interested in the field of HRM in particular and in the field of business administration in general.
  - b. Discussing a new topic which didn't used dramatically in the Arab world generally and in the Gaza Strip particularly.
3. The importance to other researchers:
  - a. Improving the knowledge of other researchers about the HRM benchmarking.
  - b. Give them the inspire to continue research in this topic.
4. The importance to the researcher:
  - a. Contributing to improve the researcher about the topic through the access to literature of the subject in scientific studies, references and related articles.
  - b. Completing the requirements for obtaining the master degree.

# **Chapter 2**

## **Literature Review**

**Chapter 2**  
**Literature Review**  
**Section 1**  
**Human Resources Management Benchmarking**

**Introduction:**

In an active business world, organizations should be updated, continuously improved and innovated to be able to continue and survive. Subsequently, any organization can't continue in isolation, it should study their competitors, evaluate itself against them in order to get a clear view about its position and achievement.

Any organization's achievements are mainly determined by the innovations accepted (Nafeesa, 2015). Benchmarking is one technique to start and speed up the change process, which can lead to "out-of-the-box" thinking while identifying changes and targets on the way to development (Swist, 2001).

Benchmarking reflects a process that centered on an development gained by the modification and, in some situations, by the replacement of one process by another which accepted as better, that represent a reference process (Maire, Bronet, & Pillet, 2008).

For the last two decades, benchmarking has been common concept, and its importance as a real procedure for improving processes is indisputable (Anand & Kodali, 2008).

Consequently, as increasing globalization, competition, fast technological improvements and world markets, there is an increasing demand from organizations to have professional human resources (Zolfani et al., 2012), that's because the role of human resource management (HRM) represents a strategic and coherent approach to the management of an organization's most valued assets - the people working there who individually and collectively participate to the achievement of its objectives (Armstrong, 2014), and if it appropriately organized, it will provide a direct and economically important effect to the firm performance (Huselid, 1995), which reflects a powerful source of appropriate competitive advantage because its uniqueness (Kaplan & Norton, 2004).

Benchmarking process can be applied for HRM to determine to what extent managers of HRM have developed professionally through employing a collection of internally consistent policies and practices, to make sure that the organization's human capital participates in achieving the overall objectives (Akinnusi, 2008).

**HRM Benchmarking Background and Definition:**

The etymology of "benchmark" was in words used roughly in 1842 to define the surveying exercise (Moriarty & Smallman, 2009), which makes it easy to

establish a measurement from a well-known point which called a benchmark (Ammons, 2000).

“Benchmark”, as a noun, defines as a point of reference (Al-Tarawneh, 2014). While, “Benchmarking” as an adjective, mentions to a process that not only pursues to recognize distinct points of reference but moreover has the objective of aligning them in some favorable way (Moriarty & Smallman, 2009).

Benchmarking was developed in the late of 1970s (Sik-wah Fong, Shen, & Cheng, 2001), in the US at Xerox firm, the first firm that forever used this technique, as a reaction to a strong competition and fast decreasing market share (Achim, Cabulea, Popa, & Mihalache, 2009), so benchmarking represents a method that used to retain the market position through evaluating competitors performance and making the required changes for increasing quality (Burquel & van Vught, 2010). In this application benchmarking is considered a systematic and formal process for performance development (Panwar, Nepal, Jain, & Prakash Yadav, 2013), and it can be used for any practice (Fitz-enz, 2009).

In the context of human resources, benchmarking is not a new concept, in fact it's been around for more than 20 years, writes Colin Dawes in Best Human Resources Benchmarking (Zhenjia & Qiumei, 2005).

Human resources benchmarking is a constant process of gathering data on several characteristics of the HR system for the organization from other organizations in order to evaluate their own organization (Pološki Vokić & Vidović, 2004). In other words, HR benchmarking is a methodology for assessing HR performance and it is a main quality improvement method (Zhenjia & Qiumei, 2005).

In general, benchmarking can be a valued tools for setting suitable measurable objectives to advance the strategic performance for the organization. It can also support strategically focus an organization's HRM performance by providing challenging, yet achievable targets or goals across all the main areas of HRM framework including human resource planning, staffing practices, remuneration and conditions,...etc. (Zhenjia & Qiumei, 2005).

### **Purposes of HRM Benchmarking:**

Benchmarking in any area can lead to discover and add value, while focusing on the situation and understand the circumstances well (Fitz-enz, 2009). Precisely, implementing benchmarking in human resources management area can lead to achieve the following benefits:

1. Benchmarking plan can provide human resource specialists with tools, models, skills, approaches and data to identify, measure and share the best practices of leading HR organizations to increase the effectiveness of their human resource programs for their customers and to improve the quality of their own people management practices (Zhenjia & Qiumei, 2005).

2. Benchmarking gives managers the opportunity to have a clear view about the success of human management and organize the component of personnel policy with the strategic plan of the company (Vujic & Ivanovic, 2007).
3. Also, benchmarking can provide a useful manner to determine and evaluate the involvement and influence of people management practices to an organization's corporate performance (Zhenjia & Qiumei, 2005).
4. Benchmarking process can be applied for realizing performance improvement, like Staff ratios such as cost per employee, revenue vs. operational costs, turnover, and productivity index, gender mainstreaming, knowledge management strategies, performance management systems, remuneration, staff development and training, incentive schemes (Nafeesa, 2015).

### **Areas of HRM Benchmarking:**

According to Armstrong (2014), HRM focuses on organization, design and development, people resourcing, performance management, HR development, rewarding people, employee relations, health, safety and welfare, employment and HRM services.

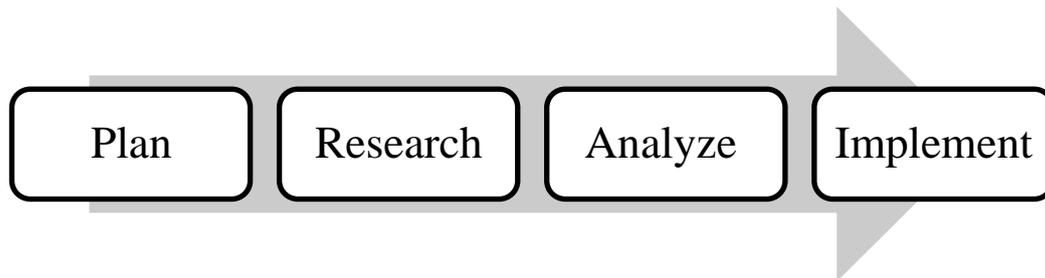
At the same time, benchmarking process can be applied in any HR practice within the same organization or with others in order to reach better quality and attain organizational goals. This is supported by Pološki Vokić and Vidović (2004), and other researcher as expressed in chapter three which includes examples of HRM benchmarking as a previous studies.

### **The Process of HRM Benchmarking:**

Obtaining advantages from benchmarking implementation is not easy, it requires maintaining an organized approach (Jetmarová, 2011). According to Swist (2001), the process of implementing human resources benchmarking includes four steps: plan, research, analyze, and implement.

1. Plan: In this step, they need an assessment for the human resources practices in order to determine the practices which have done in the right way and which not, while evaluating the real situation. This leads to determine the internal benchmarking opportunities (which need benchmarking).
2. Research: In this step, the organization determines the sources for getting benchmarking information. These sources can be internal or external, and the data should be meaningful and useful that focus on the core concept of the process.
3. Analyze: Analyzing step cares about the way to deal with the data which collected in the previous phase, and how to get the benefit from it while converted it to information, like recommended improvements, the gaps in data collected, recommendations, action plan suggestions (which involve a time line and determine who will be responsible for what).
4. Implement: The plan should be implemented in order to attain improvement. Through the process it is necessary to communicate results to top management

while gain their commitment and support, identifying the improvement opportunities and monitor progress.



**Figure (2.1): The Process of HRM Benchmarking:**  
Source: Articulated by The Researcher, 2017. Based on (Swist, 2001).

### **HRM Benchmarking Approaches and Methods:**

Human resources management can be applied by using two approaches: qualitative and quantitative (Pološki Vokić & Vidović, 2004). The qualitative benchmarking deals with the human resources activities and functions, and quantitative benchmarking deals with results and numbers about the human resources activities (Keegan & O’Kelly, 2004).

The widely used type is the quantitative benchmarking (Keegan & O’Kelly, 2004), as numbers give more credibility for the HR activities (Swist, 2001), but many users deal with results in too strict quantitative investigation and ignoring the other variables (Fitz-enz, 2009). Dealing with numbers only, helping in identifying what has been achieved, not how it was achieved. As knowing that your competitors are more profitable than you without knowing the way to achieve this level of profitability (Keegan & O’Kelly, 2004).

Here the importance of qualitative benchmarking occurs in which it helps in determining the way for this achievement not just numbers, as focusing on the company practices and the real situation that can help them in achieving these numbers (Keegan & O’Kelly, 2004), like organization mission, strategy and chart in order to be able to understand the relation between human resource management strategy and the general strategy (Brandenburg et al., 2008).

Because of that, the ideal approach is depending on both quantitative and qualitative as a way to improvement which look for numbers and understand how these numbers achieved (Keegan & O’Kelly, 2004).

Whatever the approach which selected to be used, there are many important and useful benchmarking methods. According to Stapenhurst (2009), some of these methods are:

1. **Public Domain Benchmarking:** Benchmarker collects data from public sources, analyzes the collected data and then prepares report, like hobby and consumer magazines or newspapers.

2. One to One Benchmarking: This happens when one participant visits another participant, it is the most benchmarking type which is discussed in books related to benchmarking. This method was the original one for benchmarking which was developed by Xerox company in the 1970s, 1980s.
3. Review Benchmarking: This happens when a person or a team visits each participant, determining the relative strength, weakness, best practices and may be preparing recommendations and supporting improvement.
4. Database Benchmarking: A participant's data are compared to a database of performance levels. In this case the benchmarker, usually an independent consultant, has created a performance levels database. Each participant shares in the study, their data are added to the database and their performance compared to other participants' performance in the database. This differs from the most types as a performance level of a group of two or more participants are compared.
5. Trial Benchmarking: This can happen by evaluating the products and services from other organizations and comparing them against your own products and services. All this is prepared by the initiating organization, and other participants usually will not be aware about the process. The main aim is controlling the competition and determining new ideas.
6. Survey Benchmarking: This process is carried by an independent organization, which involves studying customers in order to identify their perception about the products and services (strength and weakness) compared to competitors.
7. Business Excellence Models: Business excellence model represents a set of interrelated criteria that purports to capture all key aspects of any successful organization. Benchmarking using business excellence models occurs when an independent assessor scores aspects of the organization according to Business excellence models like: Baldrige Award or the European Foundation for Quality Management (EFQM), after that comparing the scores.
8. Akinnusi (2008) considers Investors in People Standard as one of benchmarking methods. Investors in People Standard was presented in the UK in 1991 (Bourne & Franco-Santos, 2010). It focuses on achieving a sufficient level of respectable practice in human resources which is required by organizations and offers a framework for best practice implementation in the major operational area for human resource management. To be evaluated as Investors in People, this requires the organization to be assessed against a sequence of 12 indicators, and evidence of action in 33 fields. The evaluation is done by external assessors (Bell, Taylor, & Thorpe, 2002).

But there is no one method for benchmarking which is suitable for all organizations, in every time, any organization should examine their performance and situation well, then select the appropriate one, and it can use more than one method (Stapenhurst, 2009).

On the other hand, any benchmarking type the organization selects for practice, it should be applied in the right manner to get the benefits from the benchmarking (Asrofah, Zailani, & Fernando, 2010). If it applied in wrong manner, then the organization will not reach the desired results from benchmarking that they are looking for (Zhenjia & Qiumei, 2005).

### **Influential Factors for HRM Benchmarking:**

The step-wise model only can't guarantee the effective benchmarking project implementation, they need more factors as a motivators for the implementation (Jetmarová, 2011), determining and understanding these factors is very significant in order to rise the success rate, decrease costs and avoid disappointment with continuous improvement programs (Fryer, Antony, & Douglas, 2007).

Pin Lee et al. (2006), in their study "Understanding factors for benchmarking adoption: new evidence from Malaysia", examine six variables as factors that can affect the benchmarking application, which are the same factors for total quality management (TQM) application as benchmarking one of its tools. The present study depends on the same factors as HRM benchmarking similar to general benchmarking but especially focus on the areas of HRM. The following are the six variables:

1. Top Management Commitment: Top management must all reveal their commitment and show that they are actually thoughtful about quality in all time not just lip service (Oakland & Sohal, 2007). If they really do that, there employees will be more motivated to do their best to achieve the organizational goals (Caroline, Harriet, & Anne, 2016).

In the context of benchmarking, benchmarking as any change necessitates top management commitment in order to be effective which should be translated to real actions. If the staff feel that the management doesn't care about benchmarking, they will never act in their best (Stapenhurst, 2009). Because of that, they should represent their interest and support (Elmuti, 1998).

Some examples of the activities according to Stapenhurst (2009), that should be implemented by top management in order to support benchmarking, are:

- a. Develop a policy which explains the organization's vision and observations about benchmarking, also the plans and goals should be displayed. Further, it would be suitable to develop, publish and monitor the activities that related to benchmarking.
- b. Charge a benchmarking steering committee or person, which usually a network includes managers and others who are well prepared for supporting benchmarking activities.
- c. Moreover, management should provide training, as a clear evidence for management support.
- d. Commission and support benchmarking teams, through making the required resources available, and removing any barriers which facing them.

- e. Take an active interest in benchmarking practices, through observation of benchmarking practices, presentations attendance, controlling, identifying and rewarding the participants in benchmarking.

Many studies (like: Asrofah et al. (2010), Burquel and van Vught (2010), Jetmarová (2011) and Magd (2008)) support the concept and consider top management commitment as a necessity for effective benchmarking implementation.

2. Internal Assessment of The Organization: Internal assessment of the organization includes organization's culture, training and internal communication level (Pin Lee et al., 2006).

- a. Organization's Culture: Organizational culture represents "those expectations, norms, and goals held in common by members of that group" (Deresky, 2014). So, the culture represents a complex phenomenon, ranging from underlying beliefs and assumptions to visible structures and practices (Fey & Denison, 2003). Because of that, the way that the employees act and interact with other is affected by the organizational culture (Robbins & Coulter, 2014).

This can be applicable for benchmarking, as organizational culture is considered one of the critical success factor for benchmarking application (Deros, Yusof, & Salleh, 2006). Therefore, the organizational culture should support benchmarking culture to be able to achieve successful benchmarking implementation, and benchmarking should be implemented integrated the organization's culture (Zhenjia & Qiumei, 2005).

Abazeed (2017) indicates that benchmarking culture represents the values, beliefs, assumptions, communications and behaviors predominant overall the organization which related to benchmarking practices. It includes, but not limited to, the following dimensions: prior benchmarking experience, behavior of internal analysis, behavior of external analysis, continuous improvement, share of internal opinions, searching for internal practices, comparison with a market leader, quality policy communication, organizational learning and team development (Abazeed, 2017). All these activities are considered motivators for successful benchmarking implementation.

- b. Internal Communication: Employee communication, staff communication and internal communication express the same meaning, which is the communication internally in the organization between employees and it is different from the communication with external parties such as suppliers and investors (Cornelissen, 2011). In other words, Internal communication represents the communication inside the organization's boundaries (Blundel & Lppolito, 2010).

According to Egan (2015), while managing internal communication in effective manner, employees can get benefits through different ways:

- Assists in making organizational roles clear, via clarifying and presenting the way that organization, the employees part in it, works and performs.
- Supports employees to create promises that can be delivered through understanding organization's strengths and limitations.
- Proves that the organization is committed to its ethical responsibility and has values through making employees aware about what the organization has realized in the local community, nationally and internationally.
- Internal communication makes employees well-informed, authorized and satisfied which make them more likely to stay and support the organization, which lead to higher employees loyalty.
- High level of employee satisfaction and loyalty lead to lower employee turnover.
- As employee turnover declines, training costs will be decrease.

Because of that, communication can - in many significant ways - influence individual, group and organization (J. M. George & Jones, 2012), and it represents a necessity for any change process to reach successful change management (Husain, 2013). In the context of benchmarking, Elmuti (1998) deals with open interdepartmental communication as one of the factors that affect benchmarking implementation success. Also, sharing internal opinion is considered one of the major dimensions for benchmarking culture (Abazeed, 2017).

- c. Training: Training is a very significant tool for supporting and developing skills that connected to an organization's beliefs and values in order to change to a culture that places high value on quality (A. M. Mosadegh Rad, 2006), while helping in achieving the organization overall goals (Abd Rahman, Imm Ng, Sambasivan, & Wong, 2013).

Appropriately trained employees reveal a critical need for benchmarking implementation (Oakland, 2003), as adequate training in the skills gives them the ability to participate in, understand the meaning of, and implement the results of benchmarking studies, which finally increases the benchmarking success rate (Brah, Ong, & Rao, 2000). Also, Elmuti (1998) deals with appropriate training as one of the most important factors for benchmarking success.

Accordingly, the organizations need to assess the training needs that mean the perceptions of need for training in different general staff areas (Lehman, Greener, & Simpson, 2002), and it should be in a systematic manner, especially when they talk about the first time of benchmarking application. Precisely, a systematic needs assessment is considered as the basis for the design, development, delivery, and evaluation of the training program; it can be used to identify a number of the main features for the implementation (input) and evaluation (outcomes) of training programs. Therefore, the presence and

the comprehensiveness of a needs assessment should be connected to the overall training effectiveness because it offers the tool whereby can answer the questions which related to successful training programs (Arthur Jr, Bennett Jr, Edens, & Bell, 2003)

3. Employee Participation: Benchmarking necessitates feedback and participation from the organization at all levels. Managers implement the process and train employees to know and understand the process. A company needs a strong strategic focus and some flexibility to achieve the goals that set forth by management, to be able to benchmark effectively (Asrofah et al., 2010). As employees participation increased, they will be more committed to achieve the overall goals.

Moreover, employees and their innovativeness could meaningfully affect the benchmarking effectiveness. They can support the development of the organization's performance through their capability to generate ideas, use these as building blocks for different and better products, services, and work processes, as work has become more knowledge-based and less rigidly defined (Asrofah et al., 2010) .

In benchmarking applications, team development is considered one of the major dimensions for benchmarking culture to reach successful benchmarking implementation (Abazeed, 2017), so it is necessary to maintain high level of employee involvement, participation and team work in order to increase the success rate of benchmarking application (Brah et al., 2000), and attain its benefits (Asrofah et al., 2010), as it is clear that the achievements from both the financial and non-financial view can be large, if enterprise implements benchmarking projects in a professional way (Jetmarová, 2011).

Simultaneously, employees must be persuaded to participate (not obligatory) in implementing the benchmarking activities, as the first few benchmarking projects achievement could determine in long run the benchmarking effort sustainability (Deros et al., 2006). Reward and recognition systems can be used to reinforce this participation at every level, which emphasize the objectives achievement (A. M. Mosadegh Rad, 2005). So, higher level of employees participation leads to attain the organizational goals (Amah & Ahiauzu, 2013).

4. Benchmarking Limitations: Any methodology or technique has its advantages and disadvantages. The researcher presents the benchmarking benefits, in this section the limitations and barriers will be presented. Benchmarking has limitations (Bhutta & Huq, 1999), some of these limitations are:
  - a. Some companies deal with benchmarking as one time project rather than continuous process.
  - b. Other companies refuse benchmarking, as benchmarking presents their weakness to the other companies and especially their competitors.

- c. Limited employee participation in the process although they need this participation to use the information in developing the processes.
- d. Benchmarking is too expensive as they need a travel expenses and indirect costs ( like employee time which required for team meeting).
- e. Benchmarking alone doesn't tell one what customers really want. The real benefit from benchmarking can be reached through an effort for improvement implementation. This effort comes from the human resources, rather than the management ( as employees express how much performance has improved but not essentially how).
- f. Some companies look at not invented, adapting something from others and implemented in their companies as something make them lower than others (low grade).

Other limitations can be: determining a suitable benchmarking partner and confidentiality (Panwar et al., 2013), a bias (Zhenjia & Qiumei, 2005), misunderstanding of the concept as a data collection tool (Burquel & van Vught, 2010), staff resistance (Magd, 2008), the product or service which being benchmarked should be the same at the various units that compared, whichever internally or externally benchmarking (Kaplan, 2005). Others find difficulty in benchmark skills or implicit factors as these factors difficult to be measured (Freytag & Hollensen, 2001).

5. The Role of Quality Department: In several organizations quality department shows a vital role in choosing and leading the quality improvement techniques (Pin Lee et al., 2006). The quality function should represent the organization's focal point and should be prepared to measure and evaluate the expectations of internal and external customers and the degree of satisfaction. Also, it should identify shortages and weaknesses in all business functions and promote improvements. The role of the quality function is to make quality as an inseparable feature of every employee's performance and responsibility (Oakland & Sohal, 2007).

Pin Lee et al. (2006) consider the role of quality department one of the three discriminating factors for benchmarking adoption, along with employee participation and top management commitment. Also, quality policy communication is considered one of the major dimensions for benchmarking culture which facilitates the successful implementation for benchmarking (Abazeed, 2017).

In benchmarking adaption, the role of quality department in benchmarking application can be evaluated according to (but not limited): the visibility of the quality department in the company, its ability to access to top management, its autonomy to run any project regarding to quality improvement, utilization of its quality staff professionals as a consulting resource, effectiveness of improving

quality and boost awareness of their employees and comprehensiveness of the quality program (Pin Lee et al., 2006).

6. Customer Orientation of The Organization: Customer orientation is the level of the company power and work that focus on how the company can reach customer satisfaction (Pin Lee et al., 2006). Advanced countries have recognized the necessity for being aware of their customers, that's because the key to the solution of everyday problems, is understanding the customer needs and rights (Ćirić, Počuča, & Raičević, 2014), so they can finally achieve more organizational goals which lead to higher organizational effectiveness (Ambrož & Praprotnik, 2008).

In benchmarking projects, customer satisfaction orientation affects positively the benchmarking practices effectiveness, and effective benchmarking implementation improves customer satisfaction (Asrofah et al., 2010). According to "customer is always the king", there should be a clear connection and relation between benchmarking and increasing customers value as the customers are a key for any company (Shamma & Hassan, 2013) as well as the benchmarking process depends on the customer voice (Chen, 2002).

Customer orientate helps a company to integrate internal resources, as well as adapt to the external (Matsuo, 2006). The best and the most detailed planning and implementation of customer orientation can't be achieved and maintained without active employees involvement and support. Customer orientation application depends mainly on the staff of the company, because they support the company in attaining competitive advantages, differentiating themselves from their competitors and providing higher quality to their customers (Ćirić, Djordjevic, & Ignjatijevic, 2013), which finally help in preventing customer from switching to competitors (Jones, Busch, & Dacin, 2003).

### **Benchmarking in Higher Education Institutions:**

The growth of Higher Education benchmarking reveals the search for continuous quality and performance improvement using more effective way in a highly diversified higher education sector to ensure that public funding is used effectively and then get more support (Brandenburg et al., 2008).

In higher education institutions, the difficulty of good performance definition and determination may be even greater than many other public institutions, that's because higher education institutions are considered as 'multi-product firms', which provide education in different fields of knowledge, at the same time, results of scholarship and research (fundamental or applied), while having a third mission to participate with the local or regional community and economy in different ways (Brandenburg et al., 2008). Reveal

A relatively small number of higher education organizations committed themselves to full-scale benchmarking efforts in the first to mid-1990s. Notable

pioneers included Babson College, Penn State, and the University of Central Florida (Epper, 1999).

The first project of benchmarking for higher education took place in 1991 in the US; it was initiated by The National Association of College and University Business Officers (NACUBO). In the field of universities Applications were related with other concepts of quality management, such as TQM and reengineering (Plaček, Ochrana, & Půček, 2015).

In 1996, the Houston-based American Productivity & Quality Center (APQC) started facilitating benchmarking studies in higher education (Epper, 1999).

In UK, a project of the British Quality Assurance Agency for Universities (QAA) represents an example of benchmarking projects. The agency has the competence to design and disclose standards for comparing disciplines and professional fields. Several small teams within this agency work to gather information on the applied standards in qualification frameworks. The latest benchmarking projects are under the moderation of HESA (Higher Education Statistics Agency) and are associated with the Universities UK Efficiency and Modernization Project (Plaček et al., 2015).

An example from a pan-European project is the European Centre for Strategic Management of Universities (ESMU) project, which initiated in 1999 and has had 26 participating universities so far (Plaček et al., 2015)

The beginning of the Australian experience was directly linked to the US NACUBO benchmarking project, which offered Australian universities access to databases, proprietary methodology assessment and counseling (Plaček et al., 2015).

A sample of benchmarking projects in universities in the Arab region related to the strong emphasis on benchmarking as a mechanism for accountability and quality enhancement in the Arab region, benchmarking project at the regional level was conducted in 2011. Several ministers and policymakers for higher education expressed their interests in benchmarking university governance at a seminar held at the Center for Mediterranean Integration (CMI) in Marseille in 2009 (Al-Khalifa, 2015)

This was in recognition of the university governance role in improving the education quality. The World Bank Regional Program on Higher Education based in the CMI began the process of developing a University Governance Screening Card to evaluate the extent to which universities in the Arab region are committed to governance practices that are associated with their missions, goals and international trends and to monitor their progress overtime. This initiative primarily aimed to introduce a benchmarking culture in the Arab region where the lack of national statistics constitutes one of the main obstacles to benchmarking at the regional level (Al-Khalifa, 2015).

Other examples for the concept of benchmarking in higher education but in Palestine are presented in section three.

Table (2.1) presents an overview of benchmarking projects and their main characteristics.

Appendix (1) provides a summary for "Benchmarking: A manual for Australian Universities" as a sample for benchmarking project.

### **Guidelines for Successful University Benchmarking:**

For reaching effective implementation for benchmarking in universities (Tee, 2016), they should be aware about the following:

1. Choosing partners that the university can learn from it, and both partners can gain advantages from this partnership.
2. Recognizing that the data collection is the activity which follows when the main performance and processes are completely understood.
3. Creating ownership for the benchmarking process between all members in order to carry out improvement, as benchmarking not just a responsibility for senior management.
4. Dealing with the process of benchmarking as on-going activity instead of a short-term project in order to attain the continuous improvement.
5. Combining the feedback in to the process and performance improvement.

**Table (2.1): Overview of Benchmarking Project and Their Main Characteristics**

<b>Title</b>	<b>Methodology EFIN</b>	<b>Set of criteria for comprehensive Quality assessment</b>	<b>Methodology ESMU</b>	<b>Benchmarking: A manual for Australian Universities</b>	<b>Nacubo indicators</b>	<b>HESA indicators</b>	<b>Ranking of faculties of universities in Slovakia (agency ARRA)</b>
<b>Localization</b>	Localization Czech Republic – National Level	Czech Republic – National Level	International – Europe	Australia – National Level	USA – National Level	England – National Level	Slovakia – National level
<b>Focus</b>	Partial – administration and management	Holistic	Holistic	Holistic	Partial – administration and management	Holistic	Holistic
<b>Areas</b>	Control and management, finance, property, ICT, human resources	The key results of the organization, employees, customers, surroundings	They are determined based on the self-assessment of the organization’s strategic objectives, and improvements are focused on inputs, processes, results and outcomes	Management and administration, external impact, finance and infrastructure, education and training, student support, research, library information services, internationalization, key results	Accounting and finance, sports programs, functioning of foundations, maintenance and facilities management, fundraising, human-resource management, risk management, budgeting, student support and scholarship	Strategic planning and management, student services, research, teaching, building management, finance, human resources, libraries and IT	Education, attractiveness of studies, science and research, doctoral studies, grant success

<b>Title</b>	<b>Methodology EFIN</b>	<b>Set of criteria for comprehensive Quality assessment</b>	<b>Methodology ESMU</b>	<b>Benchmarking: A manual for Australian Universities</b>	<b>Nacubo indicators</b>	<b>HESA indicators</b>	<b>Ranking of faculties of universities in Slovakia (agency ARRA)</b>
					programs, organizational effectiveness		
<b>Level of Documentation</b>	A comprehensive methodology, examples of good practice, the definition of indicators, links	A comprehensive methodology for defining the indicators and their evaluation, Design of indicators	A comprehensive methodology, literature review, the indicators are not precisely defined, the process of selection and use of indicators is described	A comprehensive methodology, including definition of indicators	Methodology, publishing sets of indicators	Methodology, guidance on the preparation of indicators, publishing sets of indicators	Methodology of compilation of indicators, report with results of the evaluation report with graphs and development trends
<b>Interconnection with other models of performance management</b>	Process Management, lean management, Balanced Scorecard	CAF	Process Management, Balanced Scorecard	Balanced Scorecard	CAF	Process Management, CAF	Performance indicators

Source: (Plaček et al., 2015)

## **Section 2**

### **Organizational Effectiveness**

#### **Introduction:**

The human being's needs are renewable, if they satisfy one then another need will occur and requisite to be satisfied, but if people try to cope with development and progress in business and technology world, they can satisfy the majority of their needs.

In modern societies, it is difficult to cope with development while depending on individual abilities, that's because the huge differences for human needs of the community members, which can't be satisfied without organizations that combine the individual efforts for achieving development and participating on community progress (Abu El-Khair, 2016).

Organization can be defined as a formal group of people who share one or more goals. This definition indicates that the organization includes human beings who interact with each other's and their interaction coordinated through a formal relationship with official rules in order to achieve a specific goals (Boella & Van Der Torre, 2006).

There are different ways to evaluate the performance of the organization, organizational effectiveness reflects one of the basic concepts that used for evaluating and measuring the organizational performance (Mouzas, 2006).

Organizational effectiveness is considered as one of the most elusive and debatable topic in the organization theory literature (Pandya & Srivastava, 2017), that represents a board concept (Hossein, Ramezanineghad, Yosefi, Sajjadi, & Malekakhlagh, 2011), moreover, a complex one as it indirectly reflects a group of variables at diverse organizational levels, and various studies in early 1960s to mid-1980 discuss organizational effectiveness definitions and the factors which influence it (Potnuru & Sahoo, 2016).

Because of the rapidly changes in the world nowadays and the intensive competition, various researches focus on developing a suitable methods for achieving organizational effectiveness and the right implementation for these methods, that's because organizational effectiveness plays a critical role in organizational development (Mehdibeigi, Dehghani, & Yaghoubi, 2016).

#### **Organizational Effectiveness Definition:**

There is no worldwide agreement about the meaning of organizational effectiveness, that's because the concept of organizational effectiveness for diverse people means different things (Hossein et al., 2011).

Organizational effectiveness can be defined as the level of the organizational goals achievement, which is the most popular definition. This means where is the organization now and where should it be (the organizational goals as the current

situation and the desired future position) (Mehdibeigi et al., 2016). Oakland (2003) defines organizational effectiveness as the degree to which people accomplish their duties and move towards the organization goals and objectives. Murray (2010) defines organizational effectiveness as a search for determining how well the organizational objectives achieved.

So, the effectiveness principle represents an assurance and promise that the organization will accomplish its objectives (Davitkovska & Gocevski, 2013), hence the outcome of the organizational activities is the organizational effectiveness (Henri, 2004). Accordingly, effectiveness shows the level to which the organization realizes its planned outcomes as a consequences of customers' receiving or experiencing the organization's outputs (Miller, 2007). Moreover, organizational effectiveness characterizes a wide perspective because it takes on consideration the quality, value added creation, employees satisfaction , and the interaction of output with social and economic environment (Bartuševičienė & Šakalytė, 2013)

Because of that, organization needs to evaluate organizational effectiveness. Evaluation of organizational effectiveness focuses on the practice of collecting information about the previous work in order to make decision which applied for the organization as whole (Murray, 2010).

**Organizational Effectiveness Measurement:**

The beginnings of research on the subject of organizational effectiveness see that its achievement depends on the ability of the organization to achieve the goals predicted from its establishment, as in 1950s, the common definition for organizational effectiveness focused on the ability of the organization to realize its objectives and the ability for the organization to survive was the main indicator for organizational effectiveness (Al-Qariouti, 2010).

But the concept of organizational effectiveness in the 1960s and early 1970s has changed from focusing on the organization's ability to achieve its goals of survival to partial criteria (Al-Qariouti, 2010). Behavioral indicators have developed, most of them focus on the human dimension within the organization, like: job satisfaction, minimize the possibility of work accidents and injuries, minimize absenteeism rate,... etc. (Taourriet, 2006).

The following table presents different standards for organizational effectiveness:

**Table (2.2): Different Standard for Organizational Effectiveness**

1	Productivity	16	Goal consensus
2	Efficiency	17	Internalization of organizational goals
3	Profit	18	Role and norm congruence
4	Quality	19	Managerial interpersonal skills
5	Accidents	20	Practical Skills for managers
6	Growth	21	Management and communication information
7	Absenteeism	22	Readiness

8	Turnover	23	Utilization of environment
9	Job satisfaction	24	Evaluations by external entities
10	Motivation	25	Stability
11	Morale	26	Value of human resources
12	Control	27	Participation and shared influence
13	Conflict/ cohesion	28	Training and development emphasis
14	Flexibility/ adaption	29	Achievement emphases
15	Planning and goal setting	30	Overall effectiveness

Source: (Al-Qariouti, 2010)

Moreover, because of the need for compound and multiple standards for measuring organizational effectiveness which depend on different factors that can be suitable for the nature of the organization work, including criteria related to goals and the tools for achieving these goals, Tom peters and Robert Waterman have determined in their book (In Search of Excellence) eight characteristics or standards for creative/effective organizations (Al-Qariouti, 2010), which are:

1. Emphasis on achievement.
2. Attention to beneficiaries of the organization services.
3. Degree of independence granted to employees in behavior.
4. Increase productivity through employee participation.
5. Employee understanding of organizational goals and interaction with them.
6. Having good relations with similar organizations.
7. Simple organizational structure and low cost of the supported services.
8. Limited the central control on the basic matters and greater freedom for action and creativity.

### **Organizational Effectiveness Approaches:**

Several scholars care about designing suitable approaches for organizational effectiveness as a result for increasing the competition (Mehdibeigi et al., 2016). Many models and approaches for evaluating organizational effectiveness have been developed (Potnuru & Sahoo, 2016). These models and approaches developed gradually from one dimensional measures to multidimensional one (Hossein et al., 2011).

According to Henri (2004), the following are some of these approaches:

1. Goal Attainment Approach: This is the earliest model (Eydi, 2015), in this approach, the concentration totally on the ends, in other words the focus on goals achievement (Henri, 2004). According to the model, effectiveness related to internal organizational objectives and performance (Love & Skitmore, 1996). This model assumes that the organization should have: ultimate goals, identifiable and defined goals, manageable goals, a general consensus or agreement on its goals and the ability to measure its goals (Love & Skitmore, 1996).

As such, the model looks at the organization as an effective one only if it achieve its goals which expose a problem for this model (Mitchell, 2012).

Because of that, the model is less helpful in evaluating the organizational effectiveness in the situation where: multiple goals, ambiguous goals, or goals not equally known by every related parties (Papadimitriou & Taylor, 2000).

2. **Systems Resource Approach:** The systems resource approach presented by Yuchtman and Seashore (1967), which differentiates effective from ineffective organizations according to their ability to secure resources from their environment (Papadimitriou & Taylor, 2000). So, the ability to attract the required resources and keep a positive relationship with the environment is the key to the systems model application (Eydi, 2015).

The model focuses on resources and processes which required to reach goals. This model looks at the organization as an open system which starts with receiving input, then transferring it to produce output (Love & Skitmore, 1996), moreover, it is considered a part of whole rather than independent components (Henri, 2004). Also, the model focuses on the means that required to reach organizational effectiveness rather than the ends which considered a limitation (Love & Skitmore, 1996).

3. **Strategic-Constituencies Approach:** The model takes on consideration the influential constituencies around the organization (which presents a wider range from the previous model), that must be satisfied to guarantee the organizational effectiveness and survival (Henri, 2004). Each has different power level and each aims to satisfy its needs and demands (Love & Skitmore, 1996), also every group may have a diverse view in the organization performance (Eydi, 2015). These influential constituencies can be owners, employees, customers, suppliers, creditors, community and government, each group has its anticipations that the organization must satisfied to be effective organization (Henri, 2004).

Constituencies approach tries to overcome the limitations of the previous models, it uses both means and ends and therefore overcomes the limitations associated with both the goal-attainment and system resource approaches (Love & Skitmore, 1996). Also, the model cares about social responsibility (Ashraf, 2012). But the difficult issue in this approach that the organization can't separating the strategic constituencies from their rapidly changing environment that they work. Because of that, researchers focus on determining the constituencies which they consider to be essential for the survival of any organization which decides to use this model as a way to deal with this difficulty (Love & Skitmore, 1996).

4. **Competing-Values Approach:** The model assumes that the different preferences can be combined in general comprehensive approach (Love & Skitmore, 1996). This model initially was developed to evaluate organizational effectiveness in profit organizations (Eydi, 2015). It observes the organizational effectiveness as a process which depends mainly on values. So, the starting point is the

organizational values (Henri, 2004), three groups of competing values which involve several parts of the previous model:

- a. Means-ends dilemma refers to the goal and system model.
- b. The internal-external focus dilemma refers to the different stakeholders' needs.
- c. The control-flexibility dilemma is an open debate in organizational literature.

Under competing value approach, there are four models: rational goal, internal process, open system and human relation (Henri, 2004). Constituencies approach tries to overcome the limitations of the previous models, it uses both means and ends and therefore overcomes the limitations associated with both the goal-attainment and system resource approaches. Moreover, this approach includes the strategic constituencies approach (Love & Skitmore, 1996).

5. Ineffectiveness Approach: This model focuses on the elements which prevent the organization from reaching success, so it is easier, more precise, and more helpful for the organization to determine problems and errors which represent ineffectiveness than determining the criteria of competencies which represent effectiveness. The nonexistence of ineffectiveness elements means reaching effectiveness (Henri, 2004).

According to the literature, the reserchers don't find one organizational effectiveness model which suitable for all organizations (Ashraf, 2012). Organizational effectiveness evaluation needs to select the suitable criteria, and the effective organizations don't depend only on one model, but balance between the previous approaches (Love & Skitmore, 1996).

The follwing table summarizes information about the main organizational effctivenss models.

**Table (2.3): Models of Organizational Effectiveness**

<b>Model</b>	<b>Conceptualization of The Organization</b>	<b>Focus</b>	<b>Advocates</b>
<b>Goal Model</b>	Organization as a rational set of arrangements oriented toward achieving goals	Accomplishment of outcomes (ends)	(Etzioni 1960)
<b>System Model</b>	Organization as an open system (input, transformation, output)	Inputs, acquisition of resources and internal processes (means)	(Yuchtman and Seashore 1967)
<b>Strategic Constituencies Model</b>	Organization as internal and external constituencies that negotiate a complex set of constraints, goals and referents	Response to the expectations of powerful interest groups that gravitate around the organization	(Connolly et al. 1980)

Model	Conceptualization of The Organization	Focus	Advocates
<b>Competing Values Model</b>	Organization as a set of competing values which create multiple conflicting goals	Three dimensions of competing values: a. Internal vs. external Focus b. Control vs. flexibility concern c. Ends vs. means concern	(Quinn and Rohrbaugh 1983)
<b>Ineffectiveness Model</b>	Organization as a set of problems and faults	Factors that inhibit Successful organizational performance	(Cameron 1984)

Source: (Henri, 2004), according to Goodman et al. (1977), Cameron (1984)

### **Organizational Effectiveness in Higher Education:**

Educational organizations are being affected by many aspects, like the political environment and decreasing the governmental financial support, along with the society large investment in higher education organizations as it provides a huge amount of human, financial and material resources in creating these organizations (Pandya & Srivastava, 2017). Therefore, the leading concern of all higher education institutions is organizational effectiveness (Ashraf, 2012), that's because these institutions want to prove that they well worth the society support and able to achieve their goals.

Over the years, there have been several diverse models of effectiveness along with the criteria for evaluating organizational effectiveness (Ashraf, 2012). Some of these models according to Ashraf (2012) are:

1. Antia and Cuthbert (1976): Depending on this model, evaluating organizational effectiveness is a multi-dimensional topic. The model evaluates organizational effectiveness from various observation, according to nine factors which are: social tune, cost effectiveness, course development, corporate reputation, investment in human capital, physical facilities development, student relations, the employee relations quality, and public responsibility.
2. Kleeman and Richardson (1985): In their observations about the effectiveness from the students' opinion, higher education effectiveness is categorized into ten groups: students programs and services, attention to women and minorities, teaching and research quality, knowledge and research publication, workshops and counseling to broaden access, sports, focus on cultural activities, programs for graduates, leasing facilities, and enhancement of standards.
3. Pounder (1999): The model includes nine characteristics for assessing the effectiveness of seven academic organizations in Hong Kong. The seven points are: productivity-efficiency, quality, cohesion, adaptability-readiness, information management-communication, growth, planning-goal setting, human resource development, and stability-control.

4. Cameron's Model (1978): Through the evaluation of effectiveness for 4-year colleges, there are nine aspects to ensure the views of members with regard to the effectiveness of their organizations based on these dimensions. The nine aspects are: student educational satisfaction, student academic development, student career development, student personal development, faculty and administrator employment satisfaction, professional development and quality of the faculty, system openness and community interaction, ability to acquire resources, organizational health.

### **The Importance of Organizational Effectiveness for Universities:**

According to Banat (2002) the importance of measuring organizational effectiveness for universities is as the following:

1. The measurement of organizational effectiveness benefits universities in diagnosing problems through determining the strong and weak points, then maintaining and developing the strong points, while dealing with weak points and trying to turn it in to strong points. Because of that, it reflects one of the most important sources for data which required for planning.
2. The measurement of organizational effectiveness is considered as one of the most important conditions for university development, as it provides the required information for decision making and draws the general policies in the university level, in the higher education level, or in the country level.

### **HRM Benchmarking and Organizational Effectiveness:**

Benchmarking represents a systematic and formal process for performance development (Panwar et al., 2013). In the HR context, HR benchmarking is a main quality improvement method, it assesses HR performance (Zhenjia & Qiumei, 2005), and shows to what extent managers of HRM have developed professionally through employing a collection of internally consistent policies and practices, to make sure that the organization's human capital participate in achieving the overall objectives (Akinnusi, 2008). So, the primary use of benchmarking is determining the best practice and implementing it in order to achieve the organizational goals and improve the organizational performance (Alosani, Al-Dhaafri, & Yusoff, 2016). Consequently, benchmarking displays an important part in organizational development (Sajjad & Amjad, 2012)

While organizational effectiveness demonstrates a basic concept in evaluating and measuring the organizational performance (Mouzas, 2006).

On the other hand, benchmarking is considered as a tool for evaluating effectiveness (Smith, 2006), as benchmarking is one technique to start and speed up the change process (Swist, 2001), it provides a real view about the strengths and weaknesses for the organization compared with others in the industry, also it gives the organization the ability to follow high standards and reach performance excellence which lead to gain competitive advantage (Nafeesa, 2015). Benchmarking makes the determination of the gap between where the organization would like to be

and where it really easier, which supports the organization to evaluate the improvement that required to be implemented. This process includes everyone in the organization for that it considers as an effective tool (Elmuti, 1998).

Also, benchmarking leads to higher productivity, quality, satisfaction and performance which lead to higher effectiveness. So, there is a positive relation between the benchmarking and effectiveness. In other words, benchmarking have a significant effect on the organizational effectiveness (Elmuti, 1998). Since a world-known HR benchmarks lists include advanced HR activities or measures, as a measure of organizational effectiveness (Pološki Vokić & Vidović, 2004).

### Section 3

## Universities in The Gaza Strip

#### **Introduction:**

In this section the researcher provides a brief information about higher education generally , and the universities in the Gaza Strip that included in the study particularly, which are: Islamic University of Gaza, Al-Azhar University-Gaza, Al-Aqsa and University of Palestine.

#### **Higher Education in The Gaza Strip:**

Education, especially university level, establishes the infrastructure for economy and society development, that's because it provides a creative human resources which reflects the key sources for development (Sobeih, 2005).

Saffarini (2010) considers Palestinian education and higher education rich and challenging experiences. Rich because their inspiration, enthusiasm and readiness for sharing their experiences with other as well as learning from them, while challenging as they are living in an independent state. Moreover, according to Palestinians view, the Palestine key wealth is higher education particularly in the lack of natural resources. Also, it draws a critical role in economic, political, and social condition improvement.

Higher education in the Gaza strip includes 29 accredited institutions, as represented in the Statistical Yearbook of Education in Gaza Governorates 2016/2017 (2017), which are:

1. 6 Traditional universities (one governmental, three private, two public).
2. 2 Open universities (one public, and the other private).
3. 10 Universities colleges (five governmental, four private, one public).
4. 8 Middle college (one governmental, two public, three private, two under the UNRWA supervision).
5. 2 Polytechnic (two private).
6. 1 Higher Studies Academy (one private).

The following table shows the number of registered students, the graduated students, and employees in the Gaza Strip higher education.

**Table (2.4): Statistics about Higher Education in The Gaza Strip**

<b>Registered Students</b>	<b>Male</b>	38312
	<b>Female</b>	47348
	<b>Total</b>	<b>85660</b>
<b>Graduated Students</b>	<b>Male</b>	11601
	<b>Female</b>	9907
	<b>Total</b>	<b>21508</b>
<b>Employees</b>	<b>Full-time academic educator</b>	2069
	<b>Administrative</b>	1267
	<b>Technical</b>	352
	<b>Office Boy</b>	258

	<b>Secretary and Guard</b>	515
	<b>Total</b>	<b>4461</b>

Source: (The Statistical Yearbook of Education in Gaza Governorates 2016/2017, 2017).

### **Universities in The Gaza Strip:**

Palestinian universities are considered a new one, but their influence indisputable on the Palestinian situation. They work hard to keep high quality service and satisfy the student's needs (Koni et al., 2013).

In Palestinian education, in order to get bachelor's degree it requires 4 years of college education, to get a master's degree it requires 2 additional years, and 3 years or more for a doctorate. Therefore, the educational system in Palestine cares about the process of continuous improvement that makes it easier to internationalize (Saffarini, 2010)

In the current study, the researcher focuses mainly on the traditional universities, especially three universities, which are: Islamic University of Gaza (IUG) and Al-Azher University (AUG) as public universities and Al-Aqsa University as governmental university. These three universities attract the highest number of students according to the Statistical Yearbook of Education in Gaza Governorates 2016/2017 (2017).

#### **1. The Islamic University of Gaza:**

The Islamic University of Gaza (IUG) is an independent academic institution supervised by the Ministry of Higher Education. In 1967, it deemed necessary to a group of businessmen to establish a higher education institution in the Gaza Strip to serve thousands of students and to help them in saving their time, money and effort. On that account was the establishment of Islamic University in 1978 (The Islamic University of Gaza Website, 2017).

IUG provides for its students an academic environment that adheres to Islamic principles as well as Palestinian traditions and customs. It also provides all available resources, including the most up-to-date technology in service of the education process (The Islamic University of Gaza Website, 2017).

#### **2. Al-Azhar University-Gaza:**

Al-Azhar University-Gaza (AUG), which Started in 1991, has steadily provided successive generations with solid education, and has fundamentally contributed to achieve the Palestinian dream of establishing a Palestinian national university that able to fulfill the ambitions and dreams of the Palestinian upcoming generations, and to help them pursue their higher studies under the supervision of highly qualified Palestinian teams (Al-Azhar University-Gaza Website, 2017).

#### **3. Al-Aqsa University:**

Al-Aqsa University in Gaza is an independent Palestinian academic institution in accordance to the Civil Service Law and the Law of the Palestinian Higher Education No. (11) for the year 1998. It was the beginning of its inception

in 1955, when it was an institute for teachers, then grown and evolved to become a university college in the year 1991, a governmental education collage, and then the college turned to Al-Aqsa University in the year 2001 (Al-Aqsa University Website, 2017).

The following table presents key information about the three universities:

**Table (2.5): Key Information about The Three Universities**

	<b>The Islamic University of Gaza</b>	<b>Al Azhar University- Gaza</b>	<b>Al-Aqsa University</b>
<b>Establishment Year</b>	1978	1991	1991
<b>Type</b>	Public	Public	Governmental
<b>Students</b>	18488	12675	16630
<b>Graduates</b>	4113	2240	2691
<b>Colleges</b>	11	12	7
<b>Specializations</b>	104	85	65
<b>Employees</b>	1063	324*	770
<b>The highest degree</b>	PhD	PhD	Master
<b>The lowest degree</b>	Vocational Diploma	Post School Diploma	Vocational Diploma

Source: (The Statistical Yearbook of Education in Gaza Governorates 2016/2017, 2017).

\* This number include only academic and managerial staff.

### **The Reality of HRM in The Gaza Strip Universities:**

Most of the universities have a personnel affairs departments, which responsible for running the basic issues that related to employees, instead of having human resource management department which supposed to deal with more strategic human resource issues.

In the Islamic University case, they follow the Ministry of Higher Education laws along with laws developed inside the university for managing their personnel affairs (Abu Lebda, 2016), they manage the basic issues related to the employees. The department coordinates with deanship of quality and development to ensure the quality of their staff both academic and administrative through training and continuous evaluation. They depend on different quality committees and councils which monitor the evaluation and development process.

In Al-Azhar University, according to interview held with Abu Zaid - the dean of planning and quality assurance of Al-Azhar University- at 5 February, 2017 , who indicates that they have their own personnel law which developed from the establishment of the university, and they make modifications from time to another to be able to cope with needs development as possible. They care about the development of their human resources for both academic and managerial staff through a coordination between personnel affairs and the planning and quality assurance office.

In Al-Aqsa University, the personnel affairs department follows the ministry of higher education laws (civil servant law), while develops their own internal systems to follow and monitor the employees issues (Al-Aqsa University Personnel Affairs,

2017). Also, they monitor and evaluate the performance of their staff continuously in coordination with quality unit and general the personnel council because it a governmental institute.

Teaching, research, and community engagement represent, for most institutions, the mission statement. Teaching and staff salaries are considered the priority to be covered by the university budget, which means a small part from the budget assigned to research activities (Elaydi & Hammond, 2013).

The main source for covering the universities cost is student fees which cover 60% of the operating cost, while depend on fundraising and governmental funding in order to cover the remaining costs (Saffarini, 2010).

Consequently, universities in the Gaza Strip suffer from unstable political problems and difficult economic conditions that lead to financial crises. Their employees work, and they need their wages, but because of the economic situation the universities in the Gaza Strip, at the end of the month most of them can't pay all the wages. This doesn't mean ignoring the improvement, but the base line should be satisfied as possible to be able to continue for more development (Abu Zaid, 2017).

However universities in the Gaza Strip challenge all the difficulties and follow global trends (Elaydi & Hammond, 2013), Palestinian universities continue in their efforts for continuous improvement and not only locally but moreover regionally and internationally (Saffarini, 2010). A clear evidence that these universities have experience in benchmarking as a way for realizing improvement.

### **Universities Experience in Benchmarking:**

In the context of regional engagement, Elaydi and Hammond (2013), in their article about the regional engagement, show that universities affected by the environment which they live in, as the political situation which makes strict closure of Gaza. This makes the effort for the lifelong learning more challenging. That's because people can't move freely and colleagues can't go out as Europeans come in. People draw a primary role in knowledge exchange, but in the Gaza Strip case it extremely difficult (Elaydi & Hammond, 2013).

As involvement is the initial Lifelong Learning task, universities benchmark involvement (benchmark regional engagement). Benchmarking examines the techniques which used in evaluating public needs, and determines constant future regional involvement approaches. Nowadays, Palestinians depend on social media and mobile phones for connection with others (Elaydi & Hammond, 2013).

Elaydi and Hammond (2013) present three examples for this concept which related to Palestinian universities that going toward regional engagement, one by Al-Quds University through Community Action Center (CAC), which cares about the marginalized groups and how to help them in reaching the full participation in their society. The second example by IUG, which is the Center for Architecture Heritage

or IWAN, that aims to preserve the urban heritage in the Gaza Strip and raise awareness about its historical importance, and prepare research and informational studies on this heritage. Third example also by IUG, which is Business and Technology Incubators (BTI), that supports young entrepreneurs with different business services (Elaydi & Hammond, 2013).

Also, IUG has more experience in benchmarking but in environmental issues, as it for the fourth time IUG classified as number one on the Palestinian universities, according to the green environment standards in international classification of the World's Most Sustainable Companies of 2014 (The Islamic University of Gaza Website, 2017).

Another example by University of Palestine (UP), which gets the first among the Gaza Strip universities, the second among the Palestinians universities, and twenty second among the universities in the Arab world according to the international classification (Webometric), which related to the electronic academic knowledge stores classification (The University of Palestine Website, 2017)

According to the researcher knowledge, these universities don't have a formal benchmarking process for human resources management areas. But agreeing with Abu Zaid (2017), the universities in the Gaza Strip are willing to that process and the economic and political situation hail stands in front of that, especially the financial crisis which face these universities.

If the three universities which under the study decide to start a systematic and formal human resources management benchmarking process, they will need cooperation from different departments.

In The Islamic University of Gaza, they need a cooperation from:

1. Academic Affairs.
2. Administrative Affairs.
3. Deanship of Quality and Development.
4. Personnel Affairs Department.

In Al-Azhar University, they need a cooperation from:

1. Academic Affairs.
2. Administrative Affairs.
3. Deanship of Planning And Quality Assurance.
4. Personnel Affairs Department.

In Al-Aqsa University, they need a cooperation from:

1. Academic Affairs
2. Administrative Affairs
3. Deanship of Planning and Development
4. Deanship of Quality Assurance.
5. Personnel Affairs Department.

This doesn't mean ignoring other departments, but these departments have the crucial and initial role in the process of initiating human resources management benchmarking.

Each university can benefit from its local, regional and international membership, its relations with partners and it's a agreements, so that it can carry out this process in the best manner as possible.

# **Chapter 3**

## **Previous Studies**

## **Chapter 3**

### **Previous Studies**

#### **Introduction:**

Previous studies are considered one of the key elements for any research, because of its importance in providing the researchers with insights and direction about the research methods and tools, while benefit from the results and recommendations, at the same time, continue research based on these results and recommendations.

This chapter aims to present a group of previous studies about benchmarking, human resource management benchmarking, organizational effectiveness and the relationship between these variable. The researcher depends on electronic data base (like Google Scholar), also, depends on the Islamic University library and other web pages.

The studies (37 studies in total) distribute over three parts: Palestinian studies (3 studies), Regional studies (5 studies) and International studies (29 studies), which arranged from the latest to the oldest for each part. After that the researcher provides general comments about the studies, and what distinguishes this study from others.

#### **Palestinian Studies:**

##### **1. (Al-Bata, 2015). "Senior & middle management perception for benchmarking method and its impact on achieving excellence competitive for operating banks in Gaza Strip".**

This study aims to identify the senior and middle management perception for the concept of benchmarking and its impact on the attainment of competitive superiority of operating banks in the Gaza Strip. To achieve this, the researcher depends on descriptive analytical methods, the population was 13 bank, but 10 banks accepted questionnaire, the sample was 80 from 197 employees with different job title (middle and senior).The data was collecting from diverse sources, the questionnaire was the main data collection tool, the response rate was 100% then these data analyzed using SPSS program. Taking in consideration that some banks refuse participation for their own reasons.

The outcomes for this study reveal that senior and middle managers aware about the importance of benchmarking and the importance of the data obtained by using it, and they actually use benchmarking which helps them in achieving competitive superiority.

The study finishes with a group of recommendations that aim to enhance and encourage the application of benchmarking, like the necessity for determining the best operating banks in the Gaza Strip to make a coordination with them for implementing benchmarking process, enhancing the employee participation through implementing benchmarking process while developing effective reward system

which help in dealing with employees resistance, and maintaining effective communication.

**2. (Abed, 2008). "Productivity benchmarking in the Gaza Strip construction industry".**

This study aims to determine the primary factors which participate in developing the productivity of local construction industry, and put the foundation for applying benchmarking for construction industry in the Gaza Strip. The study presents a comprehensive theoretical frame work about benchmarking and its application in construction industry. The factors which participate in increasing the work productivity determine based on previous studies taking in consideration the geographical areas. Also, some local factors have been added through interviews with experts who work in the local construction sector. The questionnaire was the data collection tool, 90 questionnaires were distributed to local construction companies ( the population 139 and the sample 72 contractors) while the number of valid questionnaires was 73 questionnaires. Also, a benchmarking study implemented for masonry labor productivity between ten construction in the Gaza Strip.

The results show that from the eleven factors groups the external circumstances group (economic and political) factors is the most influencing group on the construction productivity. Closure and economic difficulties is the highly ranked factor between overall factors (83 factors). Furthermore, benchmarking study presents that a round 40% of the studied projects performed poorly, 60% of overall the studied projects were performing well.

The recommendations focus mainly on creating structured procedures to be able to reduce the effect of continuous closure and difficult political situation. Moreover, the study recommends to adopt well-known productivity measurement methods like benchmarking model along with, proper planning and scheduling, successful procurement system. Also, the construction organizations should have monitoring role on labor agreements.

**3. (Banat, 2002). "The organizational effectiveness of Palestinian universities: The Islamic University of Gaza a case study".**

This study aims to measure the level of organizational effectiveness in the Islamic University of Gaza, and to determine the influence of job type, years of experience, college type, and academic rank on the evaluation of the university organizational effectiveness. The study depends on descriptive analytical research method. The population was 556 employees (both academic and administrative). A sample which was 223 depended on a stratified-random sampling technique, that represents 40% of the study population. The questionnaire was the data collection tool, and for analyzing these data the researcher used SPSS program.

The results show that the organizational effectiveness of the Islamic University is high. Concurrently, there are statistically significant differences between the sample members responses due to job type (in favor of administrators), and due to the college type (in favor of Islamic studies, followed by humanities and finally science), but there were no statistically significant differences between the sample members responses due to experience years and academic rank.

The study mainly recommends that the Islamic University should maintain and develop its high level of organizational effectiveness by enhancing academic member professional development, increasing employees satisfaction, developing the personality of student, and looking for superior managerial practices.

### **Regional Studies:**

#### **1. (Alosani et al., 2016). "Mechanism of benchmarking and its impact on organizational performance".**

The current paper aims to examine benchmarking and its significant effect on organizational performance, and the nature of problems and difficulties that face organizations while applying benchmarking, through reviewing most important studies about benchmarking and its impact on organizational performance are reviewed, as many organizations use benchmarking as competitive tool for performance improvement, so it depends on a qualitative approach.

Most studies reach the result that there is a positive relationship between benchmarking and organizational performance and it can be used as a tool for achieving the competitive advantage.

The paper recommends that there is a need for empirical studies to examine the relation between benchmarking and organizational performance especially in Arab countries, that's because there is a limited number of studies about the relationship between benchmarking and organizational performance in public sector organizations in Arab and Middle East region.

#### **2. (Al-Khalifa, 2015). "Benchmarking as a means to gauge and improve academic standards in higher education within the Arab Region".**

This study summarizes the contemporary changes in Arab area higher education systems as a requirement for accountability, which lead to design innovative strategies to enable higher education organizations to be more responsible. So, the approach which was used, a qualitative approach. The study inspects the diverse benchmarking explanations, discussing some applications in higher education organizations. These applications have a group of shared features, which contain deciding on the scope of the study; finding best practice institutions; determining and taking best practices; recording and publishing features which can be shifted.

Grounded on the evaluation of diverse explanations and uses, this study determines that benchmarking is "a continuous systemic process of learning, comparing and implementing best practices to improve performance". Also, the study agrees that benchmarking can lead to improvement in academic practices.

The study recommends for the decision maker and newcomers to benchmarking higher education to take advantage from the experience of others such as the European benchmarking platforms that can offer them with suggestions and guidelines. Furthermore, surveys can be used to gather similar data, which offer opportunities at the regional level and try to solve the problem of statistics and information shortage.

**3. (Al-Tarawneh, 2014). "The utilization of benchmarking in the Jordanian banking sector".**

The study aims to examine and highlight the effect of employing benchmarking on the improvement and performance of Jordanian banking sector. A data collection tool was a questionnaire survey, which was used to collect data related to benchmarking applications and general business performance from 12 diverse commercial banks in Jordan. 200 questionnaires were distributed to the sample, 185 responses (with rate 93%), just 180 were used for analysis.

The results indicate that benchmarking is an effective administrative instrument to support managers in developing comprehensive and well prepared organizational strategies and policies which lead to customer satisfaction, at the same time, its meaningfully connection with the services quality and performance. Also, the results indicate that benchmarking is widespread among Jordanian commercial banks and give a progressive indicator for more future usage.

The main recommendation focuses on the long term work, energy, money, persistence and management support which needed for investment in benchmarking. Also, increasing the study population will be better to be able to generalize the results, moreover, depending on more than one data collection tool.

**4. (El Jack, Fadlalla, & Idris, 2012). "Benchmarking human resource management (HRM) practices in the Sudan against total quality management (TQM) models".**

This paper aims to benchmark conventional human resource practices against TQM-oriented human resource management practices in Sudan. The population was: 31 banks, 5 Telecommunication companies, 6 Petroleum companies, as these three sectors play major roles in any economy, and assumed to have human resource management departments. The sample was 23 banks, 4 Telecommunication companies and 6 Petroleum companies. Data is collected using a questionnaire, which was designed, depends on the European Foundation for Quality Management Model (EFQM) official questionnaire after making some adjustments to suit with the purpose of this paper.

The results for this study expose the absence of quality oriented human resource management practices even with the existence of some approaches. Despite the existence of human resources departments, but these department are restricted to personnel function.

The study recommends that the human resource management is one of the vital factors that would weaken the TQM implementation, as Sudanese companies are still recognizing the human resource function as conventional personnel administration, which give a clear evidence about the absence of the quality oriented human resources management approach and the absence of its implementation.

**5. (Magd, 2008). "Understanding benchmarking in Egyptian organizations: an empirical analysis".**

The purpose of the study is to test and explore benchmarking in different organizations in Egypt. More precisely, to examine the general practice of benchmarking, the powers and benefits of use benchmarking, the problems related to benchmarking implementation, the critical success factors of right benchmarking implementation, and the reason of not using benchmarking in non-benchmarking firms. This study represents an empirical research, the sample was 500 organizations, 500 questionnaires were distributed, 215 questionnaires were reverted with 43% responded through mail surveys.

The outcomes show that achieving and increasing competitive advantage, increase profitability, productivity and achieving continuous improvement are the most important reasons for introducing benchmarking. Also, top management commitment is the most important success factor for right benchmarking implementation. Furthermore, increase customer satisfaction and better response time are the most significant benefits related to benchmarking implementation.

The study recommends that managers in Egyptian organizations should be able to understand the main critical success factors of effective implementation for benchmarking (top management commitment, employee involvement and participation and effective communication). Also, strategic direction for the organization and the delivery of the appropriate resources should be taken in consideration when implementing benchmarking in order to attain the desired benefits.

**International Studies:**

**1. (Tasopoulou & Tsiotras, 2017). "Benchmarking towards excellence in higher education".**

This paper aims to examine the degree to which higher education institutions can gain advantage from benchmarking implementation as a successful instrument for improving higher education quality, and attaining excellence in higher education organizations. The paper depends on a method approach, both quantitative and qualitative analysis. The research sample was 20 universities committed to

excellence globally around the world from rankings worldwide population. The data collection tool was a well-designed questionnaire about how benchmarking practices that can lead to quality improvement.

The outcomes of this paper show that through assessment and comparison, benchmarking can enhance the academic excellence and lead to achieving competitive advantages, because of that most of the participated universities are satisfied from benchmarking application.

This paper which focuses on higher education institutions benchmarking recommends perspectives and practices to help educational organizations to attain excellence as it supports those organizations to reach more knowledge and model for quality improvement that leads to excellence.

## **2. (Tee, 2016). "Suitability of performance indicators and benchmarking practices in UK universities".**

This study aims to offer a common benchmarking practices framework which applied in higher education. The data collection tool was an electronic questionnaire, for the top 200 UK university in the world, which especially distributed to senior management team and senior administrators, and the questionnaire had filled by 55 respondents.

The results indicate that the most universities which included in the study benchmark performance indicators. Grounded on the responses, good benchmarks need to be capable of analysis both at course level as well as institutionally. Moreover, the performance indicators kinds which approved in the universities with regard to research, teaching, and administration are summarized. According to the responses, Research Excellence Framework (REF), entry standards and career prospects are amongst the chosen good indicators.

The study recommends that these results could offer helpful information to be able to identify which performance indicators should be accepted and how to apply an effective benchmarking practices.

## **3. (Nafeesa, 2015). "Effect of HR benchmarking process and progress on workforce retention".**

The study aims to examine the reality of human resources benchmarking process in Chennai (IT companies) and its impact on employee retention. Data collection tool was a questionnaire that was distributed to HR department in IT companies in Chennai in India, with intention to extract employees' opinion on the areas of HR benchmarking, and their level and its impact on the workforce retention.

The results show that benchmarking is mostly adopted in recruitment, training and performance evaluation while its practice in HRD is limited. Therefore, this has a positive impact on employee retention. Also, creative acceptance of benchmarking has the prospective to achieve radical and positive changes in HRM.

The main flaws of HR specialists may be the fear of quantitative, measurable results. The researcher recommends that they need positioning courses on benchmarking to be more comfortable for upcoming work. Also, they need to be committed on the fact that the survival of the organization is mainly determined by the improvements accepted like benchmarking, and especially of knowledge intensive organizations like IT companies.

**4. (Thom & Reilly, 2015). "Compensation benchmarking practices in large U.S. local governments: results of a national survey".**

The study shows the outcomes of a national survey of human resource professionals concerning with compensation benchmarking practices. For this survey, human resource directors at large city and county governments in the United States represent the population (400 directors), with the response rate (35%) (141 directors).

The results indicate that over half of respondents point out that they directed a benchmarking study in the last decade. A majority of comparisons are public–public, with few process for examining comparable private sector compensation. Also, in benchmarking studies, the main focus on salary rather than benefit comparisons, whereas most directors report using the information to modify existing compensation. A significant number (about one quarter) direct benchmarking studies which using that only for informational objectives, and about 9% carried out a study in expectation of labor negotiations.

The results recommend that at least half of local governments basically look for compensation in order to ensure that their own pay and benefit structures is competitive. Because of that, the study hopes to increase the awareness of those practices, encourage additional research, and help as a roadmap for human resource specialists who not currently involved in benchmarking to try.

**5. (Plaček et al., 2015). "Benchmarking in Czech higher education".**

This study reviews the present practice in using benchmarking in Czech higher education and also in the world, depending on primary and secondary research along with a questionnaire survey. Economic and management faculties were the main focus of the study, both public and private universities in the Czech Republic. The study included 22 economic faculties from public universities and 21 from private one. 146 academics were interviewed, but only 41 complete the questionnaire.

The results show that collaborative benchmarking is not used commonly nowadays, but most actors display some attention in its primer. Also this article provides a suggestion for a collaborative benchmarking plan, the potential of which remains unused in the Czech situation, containing the individual indicators.

The study proposes collaborative benchmarking model for Czech economics and management in higher-education programs, which is prepared on the base of an arrangement of recent philosophy and earlier used benchmarking models. The

finishing model is planned as a multi-stage model, because the completely compound model cannot be executed directly. This method let schools determine the organization involvement level into benchmarking and therefore lead to the determination of the key obstacles to the benchmarking application. The model is assessed by a structured interview with academics who have real involvement with benchmarking. Higher education can achieve advanced level of this instrument through real-world application.

**6. (Abbas, 2014). "The characteristics of successful benchmarking implementation. Guidelines for national strategy for promoting benchmarking".**

The purpose of the thesis is supporting the organizations that are accountable for national benchmarking programs through a collection of recommendation and plans to enhance and improve the applications of benchmarking inside their countries. While it evaluates the perceived effectiveness, awareness, present and future acceptance of benchmarking and discovers the characteristics of best practices benchmarking. The data collection tool was an online questionnaires for 44 countries (focused mainly on the national benchmarking clubs and networks), which involves seven parts, the questionnaire was used in five languages and driven primarily by the Global Benchmarking Network (GBN), a network of benchmarking centers that representing 21 countries. SPSS was used for data analysis, were 453 responses.

The results propose that the two types of benchmarking (informal and performance) is being used by most administrations, whereas the best practice benchmarking is limited. Also, awareness, effectiveness and future application for benchmarking parallels with other widespread improvement techniques. Moreover, organizations lean towards using benchmarking to solve process performance matters more than dealing with strategic issues. Furthermore, the study present a group of barriers related to benchmarking project, some of these related to knowledge like, knowledge in planning benchmarking project and the lack of benchmarking partners. Other related to management, like the limited of top management support and fear of sharing information. At the same time, it offers a group of ways to deal with these barriers, one of these is appropriate training as training is a critical part in any important project.

Accordingly, the study recommends three objectives to be covered as a next step, which are: determining the benefit of developing a national benchmarking strategy, the key component of the strategy, and determining the best practice in designing and developing the strategy.

**7. (Odora, 2014). "The Effectiveness of benchmarking as an organizational transformation strategy in higher education institutions in South Africa".**

This paper focuses on reviewing the influence of Higher Education benchmarking in South Africa with superior focus on Central University of

Technology, since the present policy trend is in the direction of "best practice". Self-administered questionnaire was used for data collection, an aggregate of 62 lecturers contributed from 80 lecturers which represent a random sample for the study, and the data was analyzed using SPSS software.

The study discloses that many staff members are aware with benchmarking but it is not broadly practiced. The results also highlight some discouragements and difficulties related with the practice of benchmarking as a quality assurance instrument at Central University of Technology. One of the key constraints is the lack of time, money, and expertise. On a progressive side, the study discloses that over 50% of lecturers approve that benchmarking provide a number of advantages for higher education and hence can performance a great role in attaining organizational transformation strategy in Higher Education organizations in South Africa.

Some of the most substantial recommendations for right benchmarking implementation in higher education organizations are: benchmarking process need full participation of all related parties, outcomes need to be evaluated and examined by specialists inside the field better than external experts who has little awareness of the parts of the systems they are important to measure, moreover, benchmarking implementation can create valued results if it is used as a tool rather than as an end in itself.

#### **8. (Panwar et al., 2013). "Implementation of benchmarking concepts in Indian automobile industry – an empirical study".**

This study purposes to show inclusive analysis of the reality of benchmarking implementation concepts in Indian automotive firms. Because of that this study is the first effort to understand spread of benchmarking concepts, entirely between Indian auto companies. The study is supported by more than one research method involving a survey of 300 auto companies in India as a random sample, 48 (16%) valid responses, together with three additional case studies were used in the data analysis in order to get deeper understanding into the issues relating to acceptance of best practices and then the application of benchmarking activities.

Results show that benchmarking has been consistently recognized as an active productivity and performance development instrument by Indian auto firms. But Indian automobile companies still see benchmarking as an instrument to assess the features of the product, quality sides, operations, and processes. Furthermore, it has been supposed as being less appropriate at strategic level. Also, results display that benchmarking is in its prime phase in the Indian automotive business, and it still requests much more top management commitment for its propagation.

The study provides a group of recommendations for benchmarking implementation, some of these recommendations are: allocation of resources for

benchmarking, creation of business clusters, and forming reward patterns for motivation and enhancing progressive participation in benchmarking application.

**9. (Singh & Sindhu, 2010). "Benchmarking industry practices in sales HR in India".**

This study aims to benchmark HR activities relating to frontline sales staff through the insurance and telecom sector in India against the best companies in the industry. The study involved gathering quantitative and qualitative information. Primary information was collected through questionnaire which include 80 questions on general and specific HR policies of the company for field workforces. Next, interviews were conducted with HR executives in person and over telephone. Data was obtained from 7 companies of which 6 were from insurance and 1 was from telecom sector.

The results show that most of the insurance companies are actually new and the HR divisions are less experienced and under development. Activities like recruitment, training and development, compensation, incentives, rewards and recognition have been accepted more or less in the same way with minor modifications. Performance management process has been found to be varying in terms of the techniques, but the parameters being the same.

A sample of study recommendations presents mainly initiatives to advance consultant performance and recruitment quality by improving the testing methods, online training and material implementation and others related to develop HR activities.

**10. (Akinnusi, 2008). "Benchmarking of human resource management in the public sector: prospects, problems and challenges".**

The study aim is to define the role of human resource management (HRM) in South Africa, and the nature of benchmarking process in the public sector, besides too highpoint the essential problems in implementing benchmarking in HRM and to propose a plan of action, so the researcher depended on a qualitative approach.

The results show that human capitals investments are a prospective source of competitive advantage, and creative implementation of benchmarking is a way for right revolution in HRM in the public sector which leads to achieve the required service delivery.

The main recommendation for the study is about the needs for right cooperative efforts of HRM practitioners and academicians in the process of finding "best" practices in HRM. Moreover, they need to advance their skills in strategic HR rather than focus on operational goals. Also, leader should look for the best combination of HRM practices in their own segments.

**11. (Rohlfers, 2007). "Benchmarking in human resource management".**

This study searches the relationship among the day-to-day activities of managers in multinationals (MNCs) and the structural framework in which they operate. It focuses attention on benchmarking practice in four British and German MNCs with working business divisions in the financial services (FS) and mass-process production (MPP) sectors and examines the impact of sector and organizational characteristics on benchmarking practice. It then inspects how far benchmarking is taken up by companies in the area of HR and discusses some implications for management. Twenty seven in-depth, semi-structured interviews were directed with organizational members accountable for benchmarking and with HR staff.

The results demonstrate that specific patterns in benchmarking practice can be attributed to sector characteristics (such as scope of the product market; the scope of competition in the product market; the nature of the production process; and the nature of the product). Also, organizational characteristics (including the degree of internationalization in business activity, business strategy and organizational structure) influence benchmarking practice characteristics. Although, similarities in practices are detected, these structural limits on benchmarking have several concerns for the management of HR. The research shows that benchmarking in HR is not currently widespread; that it is more likely to be adopted by companies in FS; which focuses mainly on the gathering and comparison of statistical data and is less worried about sharing of HR practices.

The main recommendation for this paper is about the need for employee representatives contribution in benchmarking actions, which expected to be increased when applying benchmarking in the HRM area.

**12. (Smith, 2006). "Benchmarking human resource development: an emerging area of practice".**

This study aims to test the possibility of applying benchmarking for human resource development (HRD) in library and information service sector (LIS). The study framework includes presenting benchmarking principles, inspecting dimensions that may be useful for HRD benchmarking, and concentrating exactly on the possibility of applying HRD benchmarking principles for LIS. Also, many model for developing benchmarking practices for HRD in the LIS sector are presented to show the principles and methods for this type of application.

The results indicate that there is a possibility for dealing with HRD benchmarking as effective method for making LIS sector's HRD practices more successful as LIS sector already has a well-established record in adopting and applying performance measurement processes, including benchmarking.

The study mainly recommends practical material and guidance for organizations which want to apply HRD benchmarking in order to reach more effective application.

**13. (Pin Lee et al., 2006). "Understanding factors for benchmarking adoption: new evidence from Malaysia".**

This study aims to clarify the factors which influence benchmarking adaption in Malaysian manufacturing companies. The theoretical framework for the study focuses on six factors which are: top management commitment, internal assessment, employee participation, benchmarking limitations, role of quality department and customer orientation. The population involves all the registered manufacturing companies under federation of Malaysian manufacturers in Penang, while Quality assurance manager or director presented the study's respondents. Data collection tool was mail and personally administered questionnaire, and only 68 manufacturing companies participated.

The results mainly indicate that employee participation is the most factor affect benchmarking adaption, coming after that the commitment from top management and quality department role. While benchmarking limitations and customer orientation have minor effect on the benchmarking adaption .

The main recommendations focus on developing employee participation and quality department should draw a critical role in accepting benchmarking as a strategic tool.

**14. (Rodrigues & Chincholkar, 2005). "Benchmarking the HR Practices of an engineering institute with public sector industry for performance enhancement".**

The study aims to present a comparison between human resource development climate (HRDC) in an engineering institute and public sector industry in India. To reflect the nature of the HRDC. The study depends on seven dimension ( scope for advancement, supervision, mentoring and counseling, training and development, interpersonal relation, objectivity and rationality, monetary benefits, participative management) to make this comparison. 100 individuals was a sample size each from the public sector and the institute, the response rate was 40%, from 200 questionnaires were distributed, SPSS used for data analysis. Along with the questionnaire, the researchers depended on informal personal interview.

The results for this study display that HRDC in public sector and the engineering institute seems to be acceptable. As general perception there was no significant differences, but there was a significant differences on perception in the following dimensions: supervision, mentoring and counseling, training and development, and participative management.

Recommendations are presented for developing these dimensions and improve the engineering institute HRDC. Some of these recommendations are: establishing

separate HR department in Engineering institute for providing training and development (T&D) programs as a part of continuous learning, simultaneously, immediate attention and corrective actions required for participative management. Also, present industry-based projects to students through their study help them in shaping their ability to analyze actual situations and to contribute in problem solving.

**15. (Zhenjia & Qiumei, 2005). "Benchmarking in human resource management".**

While applying human resources benchmarking, there are many misunderstanding about the right practice for the concept, even though it has been accepted method for HRM improvement, because of that this study aims to clarify the HRM benchmarking, its meaning, development, appropriateness for companies processes, errors related to the idea, limitations, problems, and the steps of the process. This presented after reviewing literature, survey and figures.

The study concludes that HR benchmarking is a methodology to assessing HR performance and can be a valued tools of setting suitable measurable objectives to advance the strategic performance for organization. It can also support strategically focus an organization's HRM performance by providing challenging, yet achievable targets or goals across all main areas of HRM framework.

The study recommends mainly that there is a necessity for combining the culture of the company with the benchmarking practices because benchmarking is not just data collection tool, it is also a tool for benefit from other organizations and accept what is appropriate for the company and its culture and environment.

**16. (Marr, 2004). "Measuring and benchmarking intellectual capital".**

This paper purposes to explore the benchmarking application for intellectual capital (IC), focusing on operational benchmarking for IC and their techniques. The paper is built on a longitudinal action research and a case study of a prominent R&D organization.

After reviewing the case study, the findings indicate that the process of IC benchmarking in the organization failed. From the research, it becomes clear that there is a necessity for carefully understanding the organization context, organizational epistemology, and the ways for value creation before starting IC benchmarking to be able, at the end, to attain successful benchmarking implementation for IC.

Studies in IC benchmarking are limited, in spite of the importance and the value of IC. Because of that, the current paper recommends that there is a need for continuing research in this concept to be able to reach better understanding and gaining more advantages from its application.

**17. (Pološki Vokić & Vidović, 2004). "Development of Croatian HR benchmarks list and its comparison with the world-approved ones".**

This study purposes to define human resource benchmarks for Croatian companies in order to assess, enlarge and improve the present HR practices, and finally achieve overall organizational progress. To be able to achieve this purpose, the national survey and structured interview was conducted, the population was Croatian companies with more than 500 employees (152), the sample involved 42 companies, and the response rate was 27.6%.

The result from the survey exposes that Croatian HR benchmarks are different from HR benchmarks used in developed companies. Specifically, in Croatia, HRM as management practice is still developing and evolving, so Croatian HR benchmarks are concerned with basic HR activities such as HR administration, performance appraisal and particularly compensation. Croatian HR benchmarks don't involve more advanced HR activities or measures, as do world-known HR benchmarks lists, such as measures of organizational effectiveness, measures of training and development, or measure for work arrangement.

The study mainly recommends that Croatian companies, by using HR benchmarks, could enlarge, develop and improve HR functions and duties that is very important in a current business conditions where the HR becomes the primary resource for organizations.

**18. (Huang, Roy, Ahmed, Heng, & Lim, 2002). "Benchmarking the human capital strategies of MNCs in Singapore".**

Multinational corporates (MNCs) play a great role in the success of Singapore's economy. At the same time, as the strong competition local organizations search for strategies to be more successful and benchmarking human capital strategies for MNCs is one technique to be used. So, the current study focuses on benchmarking and studying the human capital strategies of both Promising local enterprise (PLEs) and MNCs, to determine whether PLEs benefit from MNCs human resource strategies or not. The study depends on positivist approach (quantitative methods). The study was built on a sample of 261 MNCs and 218 PLEs, the data collection tool was a questionnaire about human resources strategies.

The findings indicate a large differences between theoretical and real world human resources strategies applications. PLEs in most of their human resource exercises still lag behind MNCs. There are many improvement opportunities in recruitment and selection, training and development, and career management practices of PLEs. The main focus of their strategies on short-term solutions than the results for long-term, while MNCs focus on team work and learning organizations development.

The study recommends that PLEs should follow the MNCs successful strategies, and not only depends on initiatives from government. That's because MNCs are actually aware about and value the investment in the future human

resource development which helps them in attaining and maintaining competitive advantage.

**19. (Chen, 2002). "Benchmarking and quality improvement: a quality benchmarking deployment approach".**

Benchmarking is considered a competitive tool that applied by various successful organizations as a part of total quality management (TQM). The current study presents a quantitative model that connects performance indicators with benchmarking in order to benefit the company in crating competitive benchmarking. It suggests the Quality Benchmarking Deployment (QBD) and offers a conceptual framework around the house of quality and its application QBD process. So, the benchmarking process depends on the customer voice. This empirical study applied for Chianf Kai Shek International Airport (CKS).

The results from the study indicate that some factors should take the priority over other factors in order to achieve progress in applying benchmarking practices, these factors are: convenience of transport facilities connecting to the outside, interior design and layout, information service of the airport.

The study recommends that the authority of CKS International Airport can benefit from benchmarking practices through having a long term vision and a valued method for strategic planning for the airport service.

**20. (Drost, Frayne, Lowe, & Geringer, 2002). "Benchmarking training and development practices: a multi-country comparative analysis".**

The study aims to analyze the present and the desired practices of training and development in and across nine countries and one region, furthermore determine whether these practices are universal practices or limited for specific country (as explanatory study). This study is a part of the Best International Human Resource Management Practices project (or Best Practices Project) that was planned for studying the group of HRM practices and organizational contextual aspects throughout countries, so it is based on survey (functionally equivalent survey item), while the sample is consisted mainly of managers and engineers (which consider a broad international sample).

The results indicate that there are no universal practices through the nine countries and region which studied. But there are important similar practices between countries. The managers from the Asian countries (China, Japan, Korea, Indonesia, Taiwan) are considered as the greatest consistently satisfied with training and development practices for their organizations. In the other side, the managers from Mexico and Latin America greatest consistently perceived that the training and development practices for their organizations inadequate and need improvement. While American, Canadian, and Australian managers perceived the “softer” training and development practices (like team building and corporate value) as well as the more “proactive” training and development practices (like preparation for the future)

to be requiring and in need of substantial improvement. The common practices found within these groups are assumed to be influenced by cultural values and industry trends.

The study offers visions for the researcher for future research about the government, industry and the business strategies effect on training and development practices. As long as how to evaluate the training and development application across countries.

**21. (Naves, 2002). "Benchmarking ESKOM'S human resources practices impacting on organizational performance".**

The purpose of this study is determining whether the human resources practices at Eskom add value to the organizational performance or not. At the same time, providing an overview about HR practices benchmarking and the Balanced Scorecard as an instrument for organizational effectiveness measurement. Also, to benchmark HR practices at Eskom, build HR scorecard for Eskom and provide a model for applying the HR practices that add value and affect the organization's performance. Because of that the researcher depends on an explanatory research.

The results are offered depending on the following indicators: acquiring skills, maintenance, development and retention, which are the main employment cycle indicators, and another group of indicators related to the HR function itself. Some of these results are: Eskom's human capital performance showed good results, maintenance displayed poor results, Eskom have very effective retention policies and very good employees development investment.

This study offers a group of recommendations, the key recommendation is about that this study presents a qualitative approach, and need to be backed up with numbers about the supportive HR functions.

**22. (Senker, 2001). "Changing organization of public sector research in Europe - implications for benchmarking human resources in RTD".**

The paper focuses on the public sector research (PSR) changes that influence PSR researcher traditional role and the changes that reduce the student interest in searching careers in PSR, as these changes have established new work settings for PSR researchers and for the development of future researchers generations. Concurrently, only unsatisfying and inadequate evidence exists about the potentially contrary effects of these changes on human resources in research and technological development (RTD) and there are no comparative, European-wide, empirical indicators around their potential effects. So a consistent and reliable data for this purpose should be developed, and this paper provides data and analysis around this topic.

The analysis highlights that policies for public sector research (PSR), particularly the training of new researchers generations, have often been established in isolation from their subsequent employment policies, both in PSR and in industry.

The study emphasizes on providing more opportunities for talented young researchers to undertake curiosity oriented research which has the potential to reestablish the circumstances to attract good researchers to develop PSR careers, as well as generating research results which foster industrial innovation. Moreover, there is a need for policies to encourage commerce and industry in order to demand highly skilled RTD researchers.

**23. (Rodwell, Lam, & Fastenau, 2000). "Benchmarking HRM and the benchmarking of benchmarking: best practices from outside the square in the Australian finance industry".**

This study aims to explore which practices consider as HRM best practices in the Australian Finance Industry (AFI). The study sample includes 64 workplaces, each one had 20 or more employees. The data collection tool was a structured interview with HR manager or manager with responsibility for HRM.

The results indicate that the identification and application of innovative best practices like: benchmarking relative cost position, developing a corporate ethic, valuing negotiation an enterprise agreement and not having a written occupational health and safety (OH&S) policy, help organizations in the AFI characterized by low absenteeism and low turnover to distinguish themselves from organizations with high absenteeism and high turnover. While some of the other 16 practices that presented in the literature, considered to be standard industry practice in the AFI, not best practices.

The study recommends that competitive advantage can only be achieved through new practices development and innovation in their industry. But benchmarking doesn't create competitive advantage, it gives organizations the opportunity to determine what practices support competitors to attain competitive advantages and reach superior performance, so following these practices, will not benefit in gaining competitive advantage.

**24. (Browne, 2000). "Benchmarking HRM practices in healthy work organizations".**

This study examines the utility of Health Working Organizations (HWOs) concept in finding practices for HRM which connected with macro-level measures of organizational outcomes (i.e. organizational effectiveness) and micro-level measures of employee well-being (i.e. measures of both employee job stress and job satisfaction). Moreover, this study offers support for using HWOs in benchmarking HRM. The study context was the major manufacturing company with headquarter in the Northeast US. Data collection tool was a questionnaire and the sample was random sample of 1162 employees.

The outcomes indicate that there is a significant impact of HRM practices on the organization, both macro and micro level. The practices for HRM, that were

examined in this study, lead to improving employee job satisfaction and preventing work related stress, at the same time improving organizational effectiveness.

The study recommends that the results are suitable for determining HRM practices which can serve as useful guide in leading an organization on the way to the ideal of a healthy work organization.

**25. (Papalexandris & Nikandrou, 2000). "Benchmarking employee skills: results from best practice firms in Greece".**

Work force with higher qualification and various skills become a necessity for any organization because economic activities globalization and speedy technological developments. In this article firstly, the results of the Cranfield survey about HR strategies and policies through Europe are presented, in which Greece participated three times (in 1993, 1996 and 1999), with a sample of about 156 companies to present a general view for HRM in Greece. The second part examines the outcome of European Union project to review skills benchmarking in Europe, which was directed in nine countries in Europe in 1998 including Greece. They depended on questionnaire for define how best practice companies explaining training needs and implementing them.

Greek study results don't present significant deviations from all sample. Some of the key study conclusions are: training considered as a continuous, life-long learning process with significant influence on the organizational growth, obtaining human skills considered as the greatest training challenge. Moreover, adaptability and self-learning ,as critical elements, should be combined in the educational system from the beginning.

The study recommends that there is a need for developing a human and conceptual skills not only technical one. Also, there is a need for policy makers for supporting improvement skills in Greece.

**26. (Ifill & Moreland, 1999). "Auditing recruitment and selection using generic benchmarking: a case study".**

This study aims to present auditing process for recruitment and selection practices, which focus on determining provision or service quality standards, while assessing the current performance of a printing company in West Midlands (England) in contrast to those standards, to be able to determine quality gaps. A human resources audit of generic benchmarks is created from reviewing and analyzing literature, which used for evaluating the company current position in recruitment and selection processes. Additionally, the practical examination includes documents analysis and conducting interviews with 13 staff in the company.

The results from auditing recruitment and selection practices show that these practices are invalid, ineffective, and inefficient. Because of that 14 point action plan is consequentially developed, as a part of the process of quality improvement and as a requirement for Investors in People Award which the company hopes to gain.

The main recommendation focuses on the necessity of directing a periodic human resource auditing because of its importance in ensuring continuous improvement and preventing companies from depending on ineffective tools. Also, regular audit should be taken in consideration for any modifications as a consequences of rule or a new initiatives, like Investors in People (LiP). As a results of that, the company and staff culture can reach higher quality level.

**27. (Parker, 1998). "The Employment Service benchmarking study: internal vacancy filling".**

This paper presents a case study about the Employment Service (ES) as a large government agency within the Department for Education and Employment (DfEE), and their benchmarking.

The paper displays ES approach to apply benchmarking process, by reviewing how it achieved improvement in a main human resource process, which is internal vacancy filling. The case study focuses on three key points to give a clear view: leadership, which clarify the reason for using benchmarking and the fund sources for the project. Process, which clarify how to implement benchmarking for internal vacancy filling. And finally the results, which clarify the benchmarking results as the way for attaining and applying changes to vacancy filling and the lessons learned.

At the end, the main recommendation shows that this process is considered the beginning, and the process of improvement should continue. Sequentially, they need to continue in their awareness programs about the process and what the learning from it for the organization as whole and the community.

**28. (Elmuti, 1998). "The perceived impact of the benchmarking process on organizational effectiveness".**

This study aims to examine the relationship between benchmarking programs and organizational effectiveness. For measuring benchmarking techniques effectiveness in different industries types and through diver's settings in United States, online questionnaire was used mailed to 1000 organizations as a random sample. This questionnaire was designed to evaluate benchmarking concept familiarity, programs duration, and benchmarking techniques effectiveness. The respondents were presidents, vice presidents, general managers, project managers, and supervisors. For evaluating organizational effectiveness, Likers' profile of organization characteristics was used, it accepts additions to be made to the questionnaire to evaluate general effectiveness with particular new programs or initiatives. Only 252 questionnaires were considered usable one (25% response rate).

The results indicate that there is a positive relationship between benchmarking process measures and organizational effectiveness. 60% form the surveyed organizations indicate that participating in benchmarking programs is positively linked to perceived changes in performance, quality, productivity, cycle time, customer service, job satisfaction and business process between employees.

Furthermore, 58% from respondents agreed with the concept that this positive relation lasting for long period of time. Also, results indicate that there are many factors that affect the success of benchmarking process, some of these factors are: top management commitment, adequate planning and training, interdepartmental communication, employees participation, customers value added and other factors related to organizational culture. Too, the study presents some factors for its failure.

The study recommends mainly that senseless mistakes can be eliminated through setting goals and following rules. Also, by getting top management commitment and forming project team effectively, benchmarking can be considered as an effective tool to gain competitiveness. Moreover, companies should be aware about ethical and legal guidelines to ensure attaining the stated objectives for all parties.

**29. (Hiltrop & Despres, 1994). "Benchmarking the performance of human resource management".**

The study emphasizes on performance measures which related to human resource management (HRM). The researcher depended on a qualitative approach for presenting the approaches for measuring HR performance.

The study displays that most practices to evaluate HR performance have been restricted to (a) general measures of limited value, like payroll costs, or (b) complicated measures that many directors are reluctant to use. So modifications in human resource policies and practices have a tendency to be grounded on intuition rather than systematic valuation of specific effects. Alternative HRM performance management techniques are discussed, including the benchmarking technique, its aims and limitations.

Moreover, recommendations are presented to be followed when developing a system for evaluating HR effectiveness. Some of these recommendations are: realize that the goal of a measurement system is the change, at the same time, communicate frequently the goal and details of the system to all the employees participated and be organized and prepared to explain measures. Also, to be prepared to adjustment in the measurement system if a specific indicator fails to attain business goals, or if the costs of gathering and examining the data exceeds the possible benefits of their use.

### **Comments on Previous Studies:**

From following up the Palestinian studies which related to benchmarking, the first, Al-batta (2015) which agrees with the current study about the importance of human resources participation and using incentives for guarantee the success of the implementation and reduce resistances. Also, it emphasizes on the necessity for selecting the appropriate partners and maintaining effective communication while uses a descriptive analytical approach to prepare the study.

The second Abed (2008), which depends on interview for complete theoretical framework and continue with questionnaires, that similar to the current study approach. Also, it deals with productivity labor benchmarking which consider HRM benchmarking as the concept of the current study but in construction projects.

For the Palestinian study which talk about organizational effectiveness, Banat (2002), which is similar to the current study population (but focus only on the Islamic University) and uses the same approach which is the descriptive analytical approach (but depends only on questionnaire). The measurement is based on Cameron model indicators and it shows that the organizational effectiveness for the Islamic University is high.

With regard to regional studies, most of these studies talk about the general concept of benchmarking in different areas. Alosani et al. (2016), which reviewed large number of studies, most of these studies reach the result that there is a positive relationship between benchmarking and organizational performance.

Al-Khalifa (2015), in higher education, which depends on a descriptive analysis to reach the result that benchmarking leads to improving academic practices through taking advantage from the others experience and agrees with the current study in the need for investment in resources and the need for professional quality expertise.

Al-Tarawneh (2014), in the Jordanian Banking Sector, which considers benchmarking as effective managerial tool that leads to higher performance and service quality, depending on descriptive analytical approach (but depends only on questionnaire), also agrees with the current study as the long run management support and resources are required for benchmarking process.

Magd (2008), which represents empirical study about benchmarking in Egyptian organizations, considers top management commitment (as the highest), employee involvement, participation and effective communication as a main factors for benchmarking application success which matches with some of the factors that presented in the current study.

While El Jack et al. (2012), which presents the concept of HRM benchmarking that similar to the current study basic concept, but the concept compared to TQM models and applied in Banking, Telecommunication, Petroleum companies. The

study uses the same approach which is the descriptive analytical approach (but depend only on questionnaire).

All of these studies provide recommendations for improving the implementation of benchmarking in Arab region.

For international studies, some of these studies present benchmarking application in different areas: Panwar et al. (2013) in Indian automobile industry, Nafeesa (2015) in IT sector, Pin Lee et al. (2006) in Malaysian manufacturing companies and Chen (2002) in international airport.

Moreover, some of the studies present benchmarking concept in higher education like: Tasopoulou and Tsiotras (2017), Tee (2016), Plaček et al. (2015), and Odora (2014).

Others talk about the HRM benchmarking in general, like Nafeesa (2015), Singh & Sindhu (2010), Zhenjia and Qiumei (2005), Akinnusi (2008), Rohlfer (2007), Rodrigues and Chincholkar (2005), Pološki Vokić and Vidović (2004), Marr (2004), Huang et al. (2002), Naves (2002), Senker (2001), Browne (2000), Rodwell et al. (2000), and Hiltrop and Despres (1994).

Other studies focus benchmarking process on specific practice for human resources management, like: Thom and Reilly (2015) about compensation benchmarking. Tee (2016) about benchmarking performance indicators. Drost et al. (2002), Papalexandris and Nikandrou (2000) about training and development practices benchmarking. Smith (2006) about Benchmarking human resource development. Ifill and Moreland (1999) about recruitment and selection benchmarking. Parker (1998) about internal vacancy filling benchmarking.

From these international studies, Abbas (2014) depends descriptive on analytical approach (but depends only on questionnaire), presents the most important success factors, in which top management gets the highest percentage, also, presents a group of barriers related to benchmarking project, some of these related to knowledge like, knowledge in planning benchmarking project and the lack of benchmarking partners. Other related to management, like the limited of top management support and fear of sharing information. At the same time, it offers a group of ways to deal with these barriers, one of these barriers is appropriate training as a training is a critical part in any important project which is similar to the current study view.

Odora (2014), which depends on descriptive analytical approach (but uses only questionnaire), agrees with the current study that benchmarking needs a full participation from all parties. Also, considers the lack of time, money, and expertise as key constraints.

Panwar et al. (2013) results show that benchmarking has been consistently recognized as an active productivity and performance development instrument. It

requires top management commitment for its propagation. The study emphasizes on: allocation of resources for benchmarking, creation of business clusters, forming reward patterns for motivation and enhancing progressive participation in benchmarking application which similar to the current study view, but depends on both questionnaire and case study.

Zhenjia and Qiumei (2005) depend on descriptive analysis, emphasize on the necessity for combining the culture of the company with the benchmarking practices because benchmarking not just a data collection tool, it is a tool for benefiting from other organizations and accept what is appropriate for the company and its culture and environment, which similar to the current study view.

The current study uses the same six factor that Pin Lee, Zailani, and Lin Soh (2006) depend on as factors affecting the benchmarking adaption, which are: top management commitment, internal assessment of the organization, employee participation, benchmarking limitations, the role of quality department, customer orientation of the organization. But they depend only on the questionnaire

Pološki Vokić and Vidović (2004) depend on national survey and structured interview, which stated that world-known HR benchmarks lists include advanced HR activities or measures, such as measures of organizational effectiveness, measures of training and development, or measure for work arrangement. They indicate that there is a relationship between HR benchmark and organizational effectiveness as the current study propose and HR benchmark can be used for evaluating organizational effectiveness.

Chen (2002) offers a new concept which is a quality benchmarking deployment approach (QBD) as a quantitative model that takes on consideration customer orientation which is one of the factors that presented in the current study.

Elmuti (1998), similar to the concept of the current study, as it examines the perceived impact of the benchmarking process on organizational effectiveness, which indicates that there is a positive relationship between benchmarking process measures and organizational effectiveness. Also, the study results show that there are many factors that affect the success of benchmarking process, some of these factors are: top management commitment, adequate planning and training, interdepartmental communication, employees participation, customers value added, and other factors related to organizational culture, which agree with the current study.

### **What Make This Study Different from Other Studies?**

The current study is different from other studies as:

1. The study focuses on a new concept which is human resources management benchmarking, that still being addressed internationally in its beginnings, and attention for that is still growing.
2. The study is applied on the Gaza Strip universities, as its significant role in the society development, since the Gaza Strip is a unique community.

3. The study focuses on three universities which consider large universities, which make it easy to generalize the results.
4. The study benefits different types of organization as human resources the most important assets in any organization.
5. The concept has been applied recently on higher education institutions, the present study may contribute by highlighting the direct relationship between HRM benchmarking and organizational effectiveness. In addition, it might provide good information that show to which extent the Palestinian universities are ready to follow other international universities which in turns reflect their readiness to compete the international universities.

**Chapter 4**  
**Research Design and**  
**Methodology**

## **Chapter 4**

### **Research Design and Methodology**

#### **Introduction:**

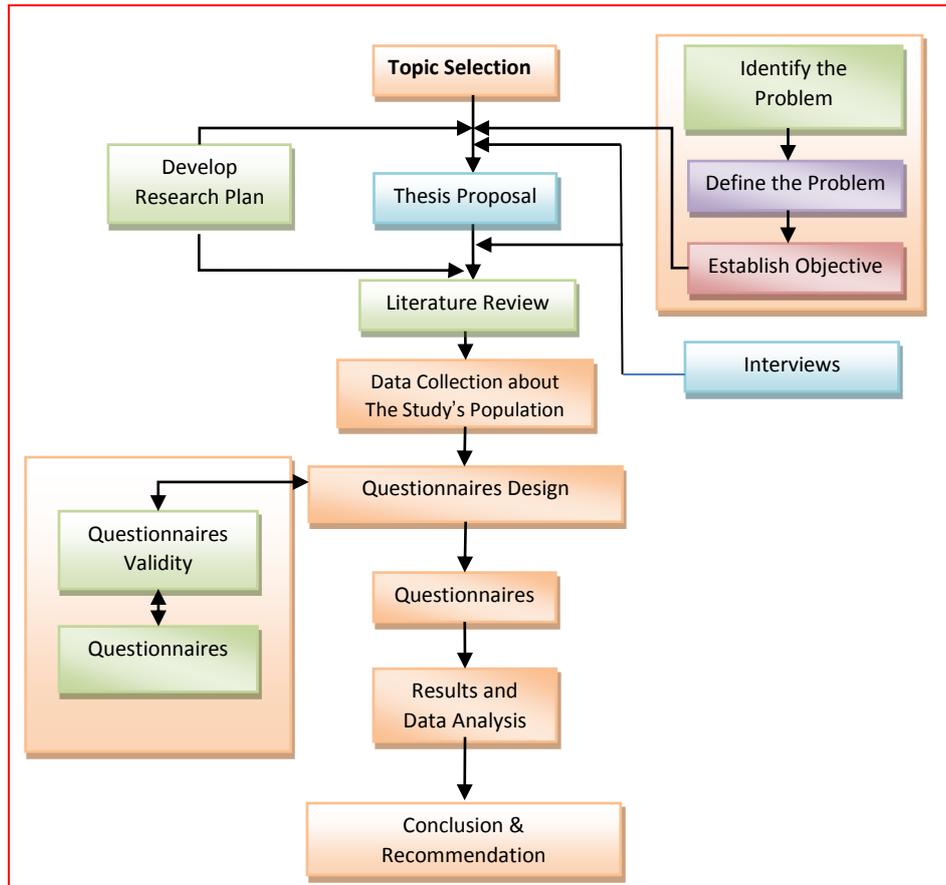
This chapter aims to define and clarify the implemented methodology in this research which examines the readiness for human resources benchmarking and its perceived impact on organizational effectiveness in universities in the Gaza Strip. The researcher depends on several techniques in order to accomplish this study and achieve the stated goals, which are: the information about the research methodology, research design, research population, questionnaire design and procedures, data measurement, testing questionnaire validity and reliability, test normality and statistical data analysis tools.

#### **Research Design:**

For conducting the research, the researcher depends on the following stages:

1. The research first stage involves preparing the research proposal, which involves mainly the identification and definition of the research problem, research objectives formation and research plan development. An interview is conducted in this stage with an administrator from the personnel affairs of The Islamic University of Gaza in order to clarify the proposed research problem and objectives appropriately.
2. The research second stage involves a comprehensive literature review about the main research topic, variables and research population, along with a related previous studies. This stage is supported by an interview with the dean of planning and quality assurance of Al-Azhar University.
3. The research third stage involves data collection about the study's population.
4. The research fourth stage involves a questionnaire development which covers the stated research variables to be examined, this questionnaire is revised and evaluated by 9 academic and professional referees.
5. The research fifth stage involves a comprehensive survey for questionnaire distribution, which directed on 102 employees, as the research population in the three universities related departments, to attain the objectives of the research. 102 questionnaires were distributed to the research population and 80 questionnaires are received with respond rate 78.43%.
6. The research sixth stage involves data analysis and discussion. Using (SPSS 24) the required analysis was made.
7. The research final stage involves the conclusions and recommendations.

Figure (4.1) displays the methodology flowchart, which the researcher used in order to achieve the research objective.



**Figure (4.1): The Methodology Flow Chart**

Source: Articulated by The researcher, 2017. Based on (Kothari, 2004 ).

### **Research Methodology:**

For analyzing data, the researcher depends on descriptive analysis method as a research methodology. Descriptive analysis focuses on describing the phenomenon, determining patterns in the data in order to provide answer to the questions that related to who, what, where, when, and to what extent. It is considered as a fundamental for almost every research project as it offers what can be known about capacities, needs, methods, practices, policies, populations, and settings in a way that is appropriate to a particular research question (Loeb et al., 2017). The researcher depends on the poll and use main program Statistical Package for the Social Sciences (SPSS 24).

### **Data Sources:**

The researcher depends on two types of data sources, in order to achieve the research objectives, which are:

1. Secondary Data Sources: Such as books, thesis, dissertations, journals, articles, papers, statistics and web pages.
2. Primary Data Sources: The researcher depends on two unstructured interviews, the first one with an administrator from the personnel affairs of The Islamic University of Gaza in order to clarify the proposed research problem and

objectives appropriately. The second with the dean of planning and quality assurance of Al-Azhar University for supporting the literature review. Also, the researcher distributes questionnaires on the study population in order to get their opinions about the readiness for human resources management benchmarking and its perceived impact on organizational effectiveness in universities in the Gaza Strip.

### **Research Population:**

Research population represents the cases or group of members that the researcher studying (Saunders, Lewis, & Thornhill, 2009).

In the current study, the researcher focuses on the traditional universities, especially three universities, which are: Islamic University of Gaza (IUG) and Al-Azhar University (AUG) as public universities, and Al-Aqsa University as governmental university. These three universities attract the highest number of students according to the Statistical Yearbook of Education in Gaza Governorates 2016/2017 (2017). The researcher emphasizes on the departments which have a direct responsibility for the application of the human resources management benchmarking, which as the following:

**Table (4.1): Study Population**

<b>University</b>	<b>Related Departments</b>	<b>Number of Employees</b>
Islamic University of Gaza (IUG)	Academic Affairs	8
	Administrative Affairs	14
	Deanship of Quality and Development	8
	Personnel Affairs Department	6
Al-Azhar University (AUG)	Academic Affairs	9
	Administrative Affairs	5
	Deanship of Planning And Quality Assurance	3
	Personnel Affairs Department	5
Al-Aqsa University	Academic Affairs	13
	Administrative Affairs	12
	Deanship of Planning and Development	5
	Deanship of Quality Assurance	5
	Personnel Affairs Department	9
<b>Total</b>		<b>102</b>

**Source: (Al-Aqsa University Personnel Affairs, 2017; Al-Azhar University Personnel Affairs, 2017; The Islamic University Personnel Affairs 2017).**

Because of the small number of the population, the researcher depends on a comprehensive survey for the questionnaire distribution, and thus 102 questionnaires were distributed to the research population and 80 questionnaires are received with response rate 78.43%.

Notes about the distribution process:

1. Some of the departments allowed the researcher to distribute the questionnaire and deal directly with employees, while others refused and distributed the questionnaire through internal employees.
2. The distribution of questionnaires was in the summer semester, when large number of the population on vacation, especially academicians, which resulted in an inability to collect a higher number of questionnaires.

### **Questionnaire Procedures and Design:**

The researcher depends on the following questionnaire procedures:

1. The questionnaire is designed by the researcher based on reviewing literature.
2. The questionnaire is reviewed and modified by the research's supervisor.
3. The modified copy is given to a number of 9 academic referees from different universities. Referees list is attached in (appendix 2).
4. The questionnaire is then modified based on the referee's comments.
5. Based on these modifications, it is concluded that the questionnaire is ready to be distributed as a final copy.

The researcher firstly designs the questionnaire in Arabic language (appendix 4), in order to make it easier for understanding. After the distribution and collection of the questionnaire, it was translated into English (appendix 3). The researcher in both copies depends on a clear and simple language. The questionnaire are distributed with a covering letter, this letter clarifies the research purpose, the responding way, the research aim and the information security in order to have high response rate.

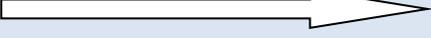
The research questionnaire involves the following:

1. Section one includes information about the personal data of the respondents.
2. Section two includes information about the research variables. The independent variables are the influential factors for human resources management benchmarking, which are: top management commitment, internal assessment of the organization, employee participation, benchmarking limitations, the role of quality department, customer orientation of the organization, and the dependent variable which is the organizational effectiveness.

### **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, scale 1-10 is used, where 1 represents the highest degree of disagreement, and 10 represents the highest degree of agreement. The numbers assigned to the importance (1, 2, 3, ....., 10) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities, they are merely numerical labels.

**Table (4.2): Measurement Scale**

<b>Item</b>	The highest degree of disagreement									The highest degree of agreement
<b>Scale</b>	1	2	3	4	5	6	7	8	9	10

**Validity of the Questionnaire:**

Validity represents the degree to which any measuring instrument measures what it is proposed to measure (Thatcher, 2010). There are many aspects and methods for evaluating the questionnaire validity:

1. External (Content) Validity: Content validity refers to the degree to which the questionnaire delivers adequate coverage of the research questions (Saunders et al., 2009). The content validity of the questionnaire is conducted through the supervisor review in order to assure that the content of the questionnaire is consistent with the research objectives, and evaluate whether the items reflect the research problem or not. Also, academicians from the Islamic University of Gaza, Al-Azhar University and Al-Quds Open University reviewed the questionnaire and provided valuable notes to improve its validity that their comments are taken into consideration. Appendix (4) shows the questionnaire in its final version.
2. Internal Validity: Internal validity of the questionnaire is measured by the correlation coefficients between each item in one field and the whole field.
  - a. Internal Validity for "Top Management Commitment":  
Measuring the correlation coefficient for each item of the "Top Management Commitment" and the total of the field. Table (4.3) presents this correlation.

**Table (4.3): Correlation coefficient of each item of "Top Management Commitment" and the total of this field**

No.	Item	Correlation Coefficient	P-Value (Sig.)
1.	The university's management compares the quality of its human resources performance with local and international approved quality standards	.703	0.000*
2.	The university's management has a plan that outlines the actions taken to implement the human resources management benchmarking process with other institutions	.848	0.000*
3.	The university's management sets a documented regulatory policy and multiple procedures to accomplish the human resources management benchmarking process	.838	0.000*
4.	The university's management allocates sufficient resources for benchmarking processes which related to human resources management	.857	0.000*
5.	There is a policy for tracking errors that go along with the implementation of the human resources management benchmarking process and finding solutions	.815	0.000*

No.	Item	Correlation Coefficient	P-Value (Sig.)
6.	The university's management provides the necessary powers and support to ensure effective implementation for the human resources management benchmarking process	.796	0.000*
7.	The university's management strives to reduce employee resistance to change, which go along with the human resources management benchmarking process	.851	0.000*
8.	The university's management reviews and audits the activities for the human resources management benchmarking	.820	0.000*
9.	The university's management utilizes the comparison processes with approved quality standards in creating an environment that supports continuous improvement	.805	0.000*

\* Correlation is significant at the 0.05 level

From Table (4.3), the p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha \leq 0.05$ , so it can be said that the items of this field are consistent and valid to measure what they were set for.

b. Internal Validity For "Internal Assessment of The Organization":

Measuring the correlation coefficient for each item of the "Internal Assessment of the Organization" and the total of the field. Table (4.4) presents this correlation.

**Table (4.4): Correlation coefficient of each item of "Internal Assessment of The Organization" and the total of this field**

No.	Item	Correlation Coefficient	P-Value (Sig.)
1.	The university's culture supports the implementation of human resources management benchmarking process in order to reach better performance quality	.763	0.000*
2.	Employees accept the new ideas and make changes to work in order to support the comparison process with approved quality standards which related to human resources management	.738	0.000*
3.	The spirit of participation in decision-making and teamwork is common for supporting the activities which related to human resources management benchmarking process	.807	0.000*
4.	Employees can easily communicate with their managers to ensure that the human resources management benchmarking process is effectively implemented	.792	0.000*
5.	The university is care about communication improvement between its employees during the human resources management benchmarking process	.736	0.000*
6.	Internal systems are controlled flexibly to help them develop according to changes that may occur according to the comparison process with approved quality standards which related to human resources management	.676	0.000*

No.	Item	Correlation Coefficient	P-Value (Sig.)
7.	The training needs of the university are determined based on a scientific basis to deal with the changes in the work environment which related to the human resources management benchmarking process	.875	0.000*
8.	Training and awareness programs related to the human resources management benchmarking process are being established and developed	.837	0.000*
9.	The university provides all necessary facilities for employees participation in the training program which related to the human resources management benchmarking process	.891	0.000*
10.	Individuals who responsible for the human resources management benchmarking process are trained to determine their roles	.835	0.000*
11.	Training programs for the human resources management benchmarking process are evaluated periodically to ensure their effectiveness	.870	0.000*

\* Correlation is significant at the 0.05 level

From Table (4.4), the p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha \leq 0.05$ , so it can be said that the items of this field are consistent and valid to measure what they were set for.

c. Internal Validity for "Employee Participation":

Measuring the correlation coefficient for each item of the "Employee Participation" and the total of the field. Table (4.5) presents this correlation.

**Table (4.5): Correlation coefficient of each item of "Employee Participation" and the total of this field**

No.	Item	Correlation Coefficient	P-Value (Sig.)
1.	Employees are involved in all the human resources management benchmarking activities	.741	0.000*
2.	Employees freely share their views in meetings which related to the human resources management benchmarking process	.769	0.000*
3.	Employees suggestions with regard to the human resources management benchmarking process are taken into consideration	.862	0.000*
4.	Employees recognize the objectives of the human resources management benchmarking process and its benefits	.826	0.000*
5.	There is an incentive system to enhance employees effective participation in the comparison process with approved quality standards which related to human resources management	.873	0.000*
6.	Employees are committed to policies which related to improving the quality of their performance to ensure the effective implementation for the human resources management benchmarking process	.772	0.000*
7.	Powers are delegated to support employees participation in the implementation of activities regarding the comparison process with approved quality standards which related to human resources management	.775	0.000*

No.	Item	Correlation Coefficient	P-Value (Sig.)
8.	Fair criteria are used to assess employees performance in relation to achievement of activities which related to the human resources management benchmarking process	.767	0.000*
9.	The university is rewarding creative employees to ensure that the human resources management benchmarking process continues to be effectively implemented	.790	0.000*
10.	Special committees are established to consider employees complaints regarding the completion of the activities which related to the human resources management benchmarking process	.838	0.000*
11.	The university adopts an effective feedback system for employees about their application of the human resources management benchmarking activities in order to achieve better performance	.809	0.000*

\* Correlation is significant at the 0.05 level

From Table (4.5), the p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha \leq 0.05$ , so it can be said that the items of this field are consistent and valid to measure what they were set for.

d. Internal Validity for " Benchmarking Limitations":

Measuring the correlation coefficient for each item of the "Benchmarking Limitations" and the total of the field. Table (4.6) presents this correlation.

**Table (4.6): Correlation coefficient of each item of "Benchmarking Limitations" and the total of this field**

No.	Item	Correlation Coefficient	P-Value (Sig.)
1.	Physical and human resources are allocated to apply the comparison process with approved quality standards which related to human resources management	.553	0.000*
2.	The university accepts the disclosure of data which necessary to complete the human resources management benchmarking process	.624	0.000*
3.	The university faces difficulty in identifying a partner for the human resources management benchmarking process	.342	0.001*
4.	The university has the knowledge and scientific competence necessary to implement the comparison process with approved quality standards which related to human resources management	.590	0.000*
5.	The university can easily obtain information about competitors which needed to complete the human resources management benchmarking process	.341	0.001*
6.	The university is considering the human resources management benchmarking process as a data collection tool	.202	0.036*
7.	The university finds it difficult to perform the benchmarking process in terms of measuring and comparing areas involving skills or implicit factors	.206	0.033*

\* Correlation is significant at the 0.05 level

From Table (4.6) the p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha \leq 0.05$ , so it can be said that the items of this field are consistent and valid to measure what they were set for.

e. Internal Validity for "The Role of Quality Department":

Measuring the correlation coefficient for each item of the "The Role of Quality Department" and the total of the field. Table (4.7) presents this correlation.

**Table (4.7): Correlation coefficient of each item of "The Role of Quality Department" and the total of this field**

No.	Item	Correlation Coefficient	P-Value (Sig.)
1.	The quality department is linked to top management at the university in order to support the implementation of the comparison process with approved quality standards which related to human resources management	.833	0.000*
2.	The quality department reviews top management guidelines regarding the human resources management benchmarking process to develop implementation mechanisms	.918	0.000*
3.	The quality department benefits from the competencies in the university as a consultant resource for the human resources management benchmarking process	.873	0.000*
4.	The quality department studies the university's human and financial resources needs which required to implement the university's human resources management benchmarking process	.884	0.000*
5.	The quality department develops policies which required to implement human resources management benchmarking process	.886	0.000*
6.	The quality department defines the tasks and responsibilities for each member in the organization to implement human resources management benchmarking process	.876	0.000*
7.	The quality department periodically reviews the implementation method to provide the required improvements to achieve the desired objectives	.878	0.000*
8.	The quality department reports to top management about the application position as well as the results of the departmental meetings with quality department	.892	0.000*

\* Correlation is significant at the 0.05 level

From Table (4.7), the p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha \leq 0.05$ , so it can be said that the items of this field are consistent and valid to measure what they were set for.

f. Internal Validity for "Customer Orientation of The Organization":

Measuring the correlation coefficient for each item of the "Customer Orientation of The Organization" and the total of the field. Table (4.8) presents this correlation.

**Table (4.8): Correlation coefficient of each item of "Customer Orientation of The Organization" and the total of this field**

No.	Item	Correlation Coefficient	P-Value (Sig.)
1.	The university takes into consideration the interest of the customer by applying the comparison process with approved quality standards which related to human resources management	.848	0.000*
2.	The university strengthens the policies which aimed to maintain its customer and increasing their loyalty to the University in order to support the implementation of the human resources management benchmarking process	.866	0.000*
3.	The university adopts a systematic approach to examining the needs, expectations, desires and level of satisfaction of its customers to enhance the human resources management benchmarking process	.877	0.000*
4.	The university is committed to quickly respond to the desires and expectations of its customers to ensure the completion of the human resources management benchmarking process	.898	0.000*
5.	The university is interested in following up customer complaints and providing appropriate solutions to support the implementation of the human resources management benchmarking process	.864	0.000*
6.	Customer feedback and recommendations lead to positive changes in the human resources management benchmarking process to reach a higher quality level	.794	0.000*
7.	The university is interested in comparing the level of customer satisfaction with other institutions to support the implementation of human resources management benchmarking process	.843	0.000*
8.	Customer satisfaction consider one of the indicators for measuring the success of the human resources management benchmarking process	.829	0.000*

\* Correlation is significant at the 0.05 level

From Table (4.8), the p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha \leq 0.05$ , so it can be said that the items of this field are consistent and valid to measure what they were set for.

g. Internal Validity for "Organizational Effectiveness":

Measuring the correlation coefficient for each item of the "Organizational Effectiveness" and the total of the field. Table (4.9) presents this correlation.

**Table (4.9): Correlation coefficient of each item of "Organizational Effectiveness" and the total of this field**

No.	Item	Correlation Coefficient	P-Value (Sig.)
1.	The university achieves a higher level of customer satisfaction through the effective implementation of the human resources management benchmarking process	.764	0.000*
2.	The university reaches a better academic and professional level for students through the implementation of the human resources management benchmarking process	.690	0.000*

No.	Item	Correlation Coefficient	P-Value (Sig.)
3.	The university achieves a higher level of employee satisfaction through the effective implementation of the human resources management benchmarking process	.828	0.000*
4.	The university promotes the professional growth of the teaching staff through the completion of activities which related to the human resources management benchmarking process	.837	0.000*
5.	The university keeps pace with the renewable environment variables and the needs of the changing society in order to support the effective application of the comparison process with approved quality standards which related to human resources management	.849	0.000*
6.	The university takes a positive and balanced view of the public interest of the university community and the surrounding external environment, thus facilitating the application of the human resources management benchmarking process	.848	0.000*
7.	The university has the ability to acquire financial, material and human resources which required to accomplish the human resources management benchmarking process	.835	0.000*
8.	The university has a collaborative social environment that supports the effective implementation of the human resources management benchmarking process	.847	0.000*
9.	The university has flexible adaptive and change-oriented management that helps it to effectively apply the comparison process with approved quality standards which related to human resources management	.799	0.000*
10.	The staff roles are distributed in a manner that takes into account the qualifications, abilities and tendencies of each of them to accomplish the human resources management benchmarking process	.708	0.000*
11.	The university has a great ability to utilize the capabilities, talents and expertise of its employees to the highest degree in order to support the effective implementation of the human resources management benchmarking process	.748	0.000*
12.	The University has an open communication style that makes it easier to apply the human resources management benchmarking process	.792	0.000*

\* Correlation is significant at the 0.05 level

From Table (4.9), the p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha \leq 0.05$ , so it can be said that the items of this field are consistent and valid to measure what they were set for.

3. Structure Validity: For measuring the validity of the questionnaire structure, the researcher depends on the statistical test (structure validity test), which depends on testing the validity of each field and the validity of the whole questionnaire. In other words, the test examines the correlation coefficient amongst one field and all the fields of the questionnaire that have the same level of liker scale.

**Table (4.10): Correlation coefficient of each field and the whole of questionnaire**

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Top Management Commitment	.832	0.000*
2.	Internal Assessment of The Organization	.946	0.000*
3.	Employee Participation	.930	0.000*
4.	Benchmarking Limitations	.626	0.000*
5.	The Role of Quality Department	.798	0.000*
6.	Customer Orientation of The Organization	.895	0.000*
	<b>Human Resource Management Benchmarking</b>	<b>.992</b>	<b>0.000*</b>
	<b>Organizational Effectiveness</b>	<b>.953</b>	<b>0.000*</b>

\* Correlation is significant at the 0.05 level

Table (4.10) 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  $\alpha \leq 0.05$ , so it can be said that the fields are valid to measure what they were set for to achieve the main aim of the study.

#### **Reliability of the Questionnaire (Cronbach's Coefficient Alpha):**

reliability is the degree to which a research instrument (the questionnaire), when used more than once, will give the same outcomes or answer (Kothari, 2004 ). This means repeating the measurement with the same sample in different occasions, and then comparing the scores which are acquired through a reliability coefficient calculation, the less variation an instrument achieved means higher its reliability (D. George & Mallery, 2006). The researcher depends on Cronbach's Coefficient Alpha test in order to insure instrument reliability.

Cronbach's Alpha is a statistical analysis tools, which tests whether all items within the instrument (the questionnaire) measure the same thing which is supposed to measure or not. Its normal range between 0.0 and + 1.0, the higher values reveals a higher degree of internal consistency (D. George & Mallery, 2006). So, Cronbach's alpha is a function of the average inter correlations of items and the number of items in the scale (Kimberlin & Winetrstein, 2008).

The Cronbach's coefficient alpha is calculated for each field of the questionnaire.

**Table (4.11): Cronbach's Alpha for each field of the questionnaire**

No.	Field	Cronbach's Alpha
1.	Top Management Commitment	0.936
2.	Internal Assessment of The Organization	0.945
3.	Employee Participation	0.943
4.	Benchmarking Limitations	0.734
5.	The Role of Quality Department	0.958
6.	Customer Orientation of The Organization	0.945

No.	Field	Cronbach's Alpha
	<b>Human Resource Management Benchmarking</b>	<b>0.976</b>
	<b>Organizational Effectiveness</b>	<b>0.947</b>
	<b>All items of the questionnaire</b>	<b>0.982</b>

Table (4.11) 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 0.734 and 0.976. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.985 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Thereby, it can be said that the researcher proved that the questionnaire was valid and reliable.

### **Test of Normality:**

To determine whether the data follow the normal distribution or not, the researcher depends on Kolmogorov-Smirnov (KS) test. This test was proposed by Kolmogorov firstly after that developed by Smirnov. It compares the cumulative distribution of the data with the expected cumulative normal distribution, and bases its P value on the largest discrepancy (Öztuna, Elhan, & Tüccar, 2006). Table (4.3) shows the results for Kolmogorov-Smirnov test of normality.

**Table (4.12): Kolmogorov-Smirnov test**

Field	Kolmogorov-Smirnov	
	Statistic	P-value
Top Management Commitment	0.830	0.497
Internal Assessment of The Organization	0.666	0.767
Employee Participation	1.034	0.235
Benchmarking Limitations	1.029	0.240
The Role of Quality Department	0.990	0.281
Customer Orientation of The Organization	0.997	0.273
<b>Human Resource Management Benchmarking</b>	<b>0.932</b>	<b>0.3503</b>
<b>Organizational Effectiveness</b>	<b>0.759</b>	<b>0.612</b>
<b>All items of the questionnaire</b>	<b>1.109</b>	<b>0.171</b>

From Table (4.12), the p-value for each variable is greater than 0.05 level of significance, then the distributions for these variables are normally distributed.

Thus, parametric tests should be used to perform the statistical data analysis.

### **Statistical Analysis Tools:**

The researcher used data analysis both qualitative and quantitative data analysis methods. The data analysis made utilizing (SPSS 24). The researcher utilizes the following statistical tools:

1. Kolmogorov-Smirnov test of normality.
2. Pearson correlation coefficient for Validity.
3. Cronbach's Alpha for Reliability Statistics.

4. Frequency and Descriptive analysis.
5. Multiple Linear Regression Model.
6. Parametric Tests (One-sample T test, Independent Samples T-test and Analysis of Variance (ANOVA)).
  - a. T-test is used to determine if the mean of an item is significantly different from a hypothesized value  $\mu_0$ . If the P-value (Sig.) is smaller than or equal to the level of significance,  $\alpha \leq 0.05$ , then the mean of an item is significantly different from a hypothesized value  $\mu_0$ . The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value  $\mu_0$ . On the other hand, if the P-value (Sig.) is greater than the level of significance,  $\alpha \geq 0.05$ , then the mean an item is insignificantly different from a hypothesized value  $\mu_0$ .
  - b. The Independent Samples T-test is used to examine if there is a statistical significant difference between two means among the respondents toward the Readiness for Human Resources Management Benchmarking and Its Perceived Impact on Organizational Effectiveness in Universities in the Gaza Strip due to (gender and career category).
  - c. The One- Way Analysis of Variance (ANOVA) is used to examine if there is a statistical significant difference between several means among the respondents toward the Readiness for Human Resources Management Benchmarking and Its Perceived Impact on Organizational Effectiveness in Universities in the Gaza Strip due to (age, academic qualification, years of service and university).

# **Chapter 5**

## **Data Analysis and Hypotheses Testing**

## Chapter 5

### Data Analysis and Hypotheses Testing

#### Introduction:

This chapter aims to provide analysis for the data which is collected by the questionnaire to be able to determine the extent to which the universities in the Gaza Strip are ready for implementing human resources management benchmarking and its perceived impact on organizational effectiveness.

The current chapter includes three main parts. Part one is about the descriptive analysis (the personal data) which will be presented and discussed. Part two is about the data analysis (means and Test values for each field). Part three is about hypotheses testing. Also, the results for these points will be discussed and compared to previous studies.

#### Descriptive Analysis of Personal Data:

##### 1. Gender

**Table (5.1): Gender**

Gender	Frequency	Percent
Male	66	82.5
Female	14	17.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

Table (5.1) illustrates that 82.5% from the respondents are male while 17.5% are female. This agrees with the statistics that presented in the Statistical Yearbook of Education in Gaza Governorates 2016/2017 (2017), which indicates that the majority of employees are from male. Also, agrees with the work culture that predominant in Palestine as they depend on male employment more than female employment.

##### 2. Age

**Table (5.2): Age**

Age	Frequency	Percent
Less than 30 years	6	7.5
30 - Less than 40 years	40	50.0
40 - Less than 50 years	24	30.0
50 years and more	10	12.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

Table (5.2) illustrates that 57.5% from the respondents are less than 40 years old, and 42.5% 40 years old and more. This means that the universities care about participation from different life stages, moreover, care about development, attracting newly graduated competences and new specializations, because they believe in their capabilities in directing any positive change and their contribution to the organization success.

### 3. Academic Qualification

**Table (5.3): Academic Qualification**

Academic Qualification	Frequency	Percent
Diploma	2	2.5
Bachelor	37	46.3
Master	25	31.3
PhD	16	20.0
<b>Total</b>	<b>80</b>	<b>100.0</b>

Table (5.3) illustrates that 46% from the respondents have bachelor degree which indicates that most administrative jobs in universities require the first degree to do them. Also, the table illustrates that 51.3% from the respondents have at least master degree, which indicates that the universities work hard to attract scientific and academic competences, to match the size of the powers and tasks entrusted to them and consider it as a work requirement. Moreover, this gives good impression about the responses of the respondents because they scientifically and academically qualified and able to deal with the questionnaire in the right manner. Also, this indicates that the universities care about providing employees with opportunity for developing their education and providing them with the required support.

### 4. Years of Service

**Table (5.4): Years of Service**

Years of Service	Frequency	Percent
less than 5 years	3	3.8
5 – less than 10 years	22	27.5
10 – Less than 15 years	24	30.0
15 years and more	31	38.8
<b>Total</b>	<b>80</b>	<b>100.0</b>

Table (5.4) illustrates that 68.8% from the respondents have at least 10 years' experience. This indicates that the employees have the sufficient practical experience which support them in dealing with the questionnaire in the right manner and give more significant responses. Also, the universities can benefit from the accumulated experience as they having the sufficient experience for doing their tasks and responsibilities, working very hard in order to reach university superiority and to be the best in the market and support continuous improvement as they more committed and loyal to their universities. Accordingly, this indicates that universities care about keeping the skilled and capable employees and invest on them to more careers building and growth (which present high retention and low turnover rate).

### 5. Career Category

**Table (5.5): Career Category**

Career Category	Frequency	Percent
Academic and Administrative	12	15.0
Administrative	68	85.0
<b>Total</b>	<b>80</b>	<b>100.0</b>

Table (5.5) illustrates that 85% from the respondents are administrative, and 15% academic and administrative. This indicates that the universities allow academic staff to participate in the administration activities, but still this participation is limited as it has only 15%, they need to increase it in order to give the universities more power and support to drive positive changes and improvement projects in more professional way.

## 6. University

**Table (5.6): University**

University	Frequency	Percent
Islamic University- Gaza	30	37.5
Al-Azhar University	15	18.8
Al-Aqsa University	35	43.8
<b>Total</b>	<b>80</b>	<b>100.0</b>

Table (5.6) illustrates that the highest percentage is for Al-Aqsa University, then the Islamic University- Gaza and finally Al-Azhar University, which is realistic and consistent with the table (4.1) which presents the study population.

### Data Analysis:

The researcher depends on One sample T-test for data analysis which used to determine if the mean of an item is significantly different from a hypothesized value 6. The following is the analysis for each field:

#### 1. Top Management Commitment

**Table (5.7): Means and Test values for “Top Management Commitment”**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The university's management compares the quality of its human resources performance with local and international approved quality standards	6.41	1.59	64.13	2.32	0.011*	3
2.	The university's management has a plan that outlines the actions taken to implement the human resources management benchmarking process with other institutions	6.18	1.67	61.75	0.93	0.176	7
3.	The university's management sets a documented regulatory policy and multiple procedures to accomplish the human resources management benchmarking process	6.49	1.52	64.88	2.87	0.003*	2
4.	The university's management allocates sufficient resources for benchmarking processes which related to human resources management	6.30	1.51	63.00	1.77	0.040*	5
5.	There is a policy for tracking errors that go along with the implementation of the human resources management benchmarking process and finding solutions	6.09	1.72	60.88	0.46	0.325	9

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
6.	The university's management provides the necessary powers and support to ensure effective implementation for the human resources management benchmarking process	6.20	1.81	62.00	0.99	0.163	6
7.	The university's management strives to reduce employee resistance to change, which go along with the human resources management benchmarking process	6.35	1.62	63.50	1.93	0.029*	4
8.	The university's management reviews and audits the activities for the human resources management benchmarking	6.16	1.55	61.63	0.94	0.176	8
9.	The university's management utilizes the comparison processes with approved quality standards in creating an environment that supports continuous improvement	6.65	1.63	66.50	3.56	0.000*	1
	<b>All items of the field</b>	6.31	1.32	63.14	2.12	0.019*	

\* The mean is significantly different from 6

**Table (5.7) shows the following results:**

- a. The mean of item 9 “The university's management utilizes the comparison processes with approved quality standards in creating an environment that supports continuous improvement” equals 6.65 (66.50%), Test-value = 3.56, 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 item is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to this item (the highest results in term of proportional mean).
- b. The mean of item 3 “The university's management sets a documented regulatory policy and multiple procedures to accomplish the human resources management benchmarking process” equals 6.49 (64.88%), Test-value = 2.87, and P-value = 0.003 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to this item (the second highest results in term of proportional mean).
- c. The mean of item 5 “There is a policy for tracking errors that go along with the implementation of the human resources management benchmarking process and finding solutions” equals 6.09 (60.88%), Test-value = 0.46, and P-value = 0.325 which is greater than the level of significance  $\alpha \geq 0.05$ . Then the mean of this item is insignificantly different from the hypothesized value 6. It can be concluded that the respondents (do not know, neutral) to this item (the lowest results in term of proportional mean).

- d. The mean of item 8 “The university's management reviews and audits the activities for the human resources management benchmarking” equals 6.16 (61.63%), Test-value = 0.46, and P-value = 0.94 which is greater than the level of significance  $\alpha \geq 0.05$ . Then the mean of this item is insignificantly different from the hypothesized value 6. It can be concluded that the respondents (do not know, neutral) to this item (the second lowest results in term of proportional mean).
- e. The mean of the field “Top Management Commitment” equals 6.31 (63.14%), Test-value = 2.12, and P-value=0.019 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 6. It can be concluded that the respondents agreed to field of “Top Management Commitment ”.

**Comments:**

- “Top Management Commitment” field gets 63.14% and respondents agreed to it, this result supported by many studies, like: Tee (2016), Al-Bata (2015), Al-Tarawneh (2014), Panwar et al. (2013), Deros et al. (2006), and Swist (2001).
- Also, in Pin Lee et al. (2006), deal with top management commitment as one of the three discriminating factors for benchmarking adaption.
- According to Elmuti (1998), top management is considered one of the success factors for benchmarking.
- In Magd (2008), top management commitment represents the most important influential factors for benchmarking application.
- Abbas (2014), supports the results as top management support is considered the most factor which affect the benchmarking success.
- About the result which indicates that the university's management utilizes the comparison processes with approved quality standards supports continuous improvement, which gets 66.50% ( the highest one in this section), its normal, as benchmarking tool is considered as one of the continuous improvement tool, and its common to be used by top management for creating an environment for supporting continuous improvement, through their future vision and objectives. Furthermore, the result is supported by Magd (2008) and Elmuti (1998), as attaining continuous improvement is considered one of the three top reasons for introducing benchmarking. Also, Tasopoulou and Tsiotras (2017) and Al-Khalifa (2015) agree with the result.
- In this section results, setting a documented regulatory policy and multiple procedures by top management which gets 64.88%, this result is supported by Elmuti (1998), as adequate planning reflects the second factor that affecting the success of benchmarking, while the lack of effective methodology to implement benchmarking -according to the same study- represents the second factors that affect benchmarking failure.

## 2. Internal Assessment of The Organization

**Table (5.8): Means and Test values for “Internal Assessment of The Organization”**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The university's culture supports the implementation of human resources management benchmarking process in order to reach better performance quality	6.88	1.84	68.75	4.24	0.000*	2
2.	Employees accept the new ideas and make changes to work in order to support the comparison process with approved quality standards which related to human resources management	6.86	1.57	68.63	4.90	0.000*	3
3.	The spirit of participation in decision-making and teamwork is common for supporting the activities which related to human resources management benchmarking process	6.73	1.79	67.25	3.62	0.000*	5
4.	Employees can easily communicate with their managers to ensure that the human resources management benchmarking process is effectively implemented	6.89	1.67	68.88	4.76	0.000*	1
5.	The university is care about communication improvement between its employees during the human resources management benchmarking process	6.80	1.80	67.97	3.94	0.000*	4
6.	Internal systems are controlled flexibly to help them develop according to changes that may occur according to the comparison process with approved quality standards which related to human resources management	6.70	1.58	67.00	3.97	0.000*	6
7.	The training needs of the university are determined based on a scientific basis to deal with the changes in the work environment which related to the human resources management benchmarking process	6.59	1.76	65.88	2.99	0.002*	8
8.	Training and awareness programs related to the human resources management benchmarking process are being established and developed	6.43	1.89	64.25	2.01	0.024*	9
9.	The university provides all necessary facilities for employees participation in the training program which related to the human resources management benchmarking process	6.59	2.04	65.95	2.59	0.006*	7
10.	Individuals who responsible for the human resources management benchmarking process are trained to determine their roles	6.06	1.79	60.63	0.31	0.378	10
11.	Training programs for the human resources management benchmarking process are evaluated periodically to ensure their effectiveness	6.06	1.91	60.63	0.29	0.385	11
	<b>All items of the field</b>	<b>6.59</b>	<b>1.44</b>	<b>65.94</b>	<b>3.69</b>	<b>0.000*</b>	

\* The mean is significantly different from 6

**Table (5.8) shows the following results:**

- a. The mean of item 4 “Employees can easily communicate with their managers to ensure that the human resources management benchmarking process is effectively implemented” equals 6.89 (68.88%), Test-value = 4.76, 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 item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the highest results in term of proportional mean).
- b. The mean of item 1 “The university's culture supports the implementation of human resources management benchmarking process in order to reach better performance quality” equals 6.88 (68.75%), Test-value = 4.24, 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 item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the second highest results in term of proportional mean).
- c. The mean of item 11 “Training programs for the human resources management benchmarking process are evaluated periodically to ensure their effectiveness” equals 6.06 (60.63%), Test-value = 0.29, and P-value = 0.385 which is greater than the level of significance  $\alpha \geq 0.05$ . Then the mean of this item is insignificantly different from the hypothesized value 6. It can be concluded that the respondents (do not know, neutral) to this item (the lowest results in term of proportional mean).
- d. The mean of item 10 “Individuals who responsible for the human resources management benchmarking process are trained to determine their roles” equals 6.06 (60.63%), Test-value = 0.31, and P-value = 0.378 which is greater than the level of significance  $\alpha \geq 0.05$ . Then the mean of this item is insignificantly different from the hypothesized value 6. It can be concluded that the respondents (do not know, neutral) to this item (the second lowest results in term of proportional mean).
- e. The mean of the field “Internal Assessment of The Organization” equals 6.59 (65.94%), Test-value = 3.69, 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 6. It can be concluded that the respondents agreed to field of “Internal Assessment of The Organization ”.

**Comments:**

- “Internal Assessment of The Organization” field gets 65.94% and respondents agreed to it, this result is supported by Brah et al. (2000), which consider internal assessment as a necessity to reach the benefits which desired from benchmarking application. Also, Deros et al. (2006) consider self-assessment as very important step prior benchmarking to evaluate the real situation for the organization before going toward external.

- One result for this section related to make it easy for employees to communicate with their managers which gets 68.88% (the highest percentage), this result is supported by Deros et al. (2006), Swist (2001), and Elmuti (1998) in which open interdepartmental communication represents one of the factors that affect benchmarking success. That's normal, as in any change process, open communication is very important to make sure that the employees understand well and committed to implement that change, and the managers keep with any problems that face their employees.
- Another result which related to the need for culture that support benchmarking application (the second highest percentage), this result is supported by Deros et al. (2006) and Zhenjia and Qiumei (2005).
- The result which gets the third highest percentage related to the employees ability to accept the new ideas and to make changes to work in order to support benchmarking implantation, this result is supported by Elmuti (1998) in which openness to change and new idea is considered one of the factors that affect benchmarking success. Also, it is supported by Brah et al.'s (2000) as both employees and managers should accept the new ideas for improving and competing.

### 3. Employee Participation

**Table (5.9): Means and Test values for “Employee Participation”**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Employees are involved in all the human resources management benchmarking activities	5.85	1.74	58.50	-0.77	0.221	10
2.	Employees freely share their views in meetings which related to the human resources management benchmarking process	6.43	1.77	64.25	2.15	0.017*	4
3.	Employees suggestions with regard to the human resources management benchmarking process are taken into consideration	6.31	1.56	63.13	1.80	0.038*	7
4.	Employees recognize the objectives of the human resources management benchmarking process and its benefits	6.40	1.65	64.00	2.17	0.017*	5
5.	There is an incentive system to enhance employees effective participation in the comparison process with approved quality standards which related to human resources management	5.80	2.04	58.00	-0.88	0.192	11
6.	Employees are committed to policies which related to improving the quality of their performance to ensure the effective implementation for the human resources management benchmarking process	6.54	1.53	65.38	3.15	0.001*	1

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
7.	Powers are delegated to support employees participation in the implementation of activities regarding the comparison process with approved quality standards which related to human resources management	6.40	1.51	64.00	2.36	0.010*	5
8.	Fair criteria are used to assess employees performance in relation to achievement of activities which related to the human resources management benchmarking process	6.46	1.74	64.63	2.38	0.010*	3
9.	The university is rewarding creative employees to ensure that the human resources management benchmarking process continues to be effectively implemented	5.91	2.11	59.13	-0.37	0.356	9
10.	Special committees are established to consider employees complaints regarding the completion of the activities which related to the human resources management benchmarking process	6.51	2.04	65.06	2.20	0.015*	2
11.	The university adopts an effective feedback system for employees about their application of the human resources management benchmarking activities in order to achieve better performance	6.13	1.89	61.25	0.59	0.278	8
	<b>All items of the field</b>	<b>6.25</b>	<b>1.43</b>	<b>62.48</b>	<b>1.56</b>	<b>0.062</b>	

\* The mean is significantly different from 6

**Table (5.9) shows the following results:**

- a. The mean of item 6 “Employees are committed to policies which related to improving the quality of their performance to ensure the effective implementation for the human resources management benchmarking process” equals 6.54 (65.38%), Test-value = 3.15, and P-value = 0.001 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the highest results in term of proportional mean).
- b. The mean of item 10 “Special committees are established to consider employees complaints regarding the completion of the activities which related to the human resources management benchmarking process” equals 6.51 (65.06%), Test-value = 2.20, and P-value = 0.015 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the second highest results in term of proportional mean).

- c. The mean of item 5 “There is an incentive system to enhance employees effective participation in the comparison process with approved quality standards which related to human resources management” equals 5.80 (58.00%), Test-value = -0.88, and P-value = 0.192 which is greater than the level of significance  $\alpha \geq 0.05$ . Then the mean of this item is insignificantly different from the hypothesized value 6. It can be concluded that the respondents (do not know, neutral) to this item (the lowest results in term of proportional mean).
- d. The mean of item 1 “Employees are involved in all the human resources management benchmarking activities” equals 5.85 (58.50%), Test-value = -0.77, and P-value = 0.221 which is greater than the level of significance  $\alpha \geq 0.05$ . Then the mean of this item is insignificantly different from the hypothesized value 6. It can be concluded that the respondents (do not know, neutral) to this item (the second lowest results in term of proportional mean).
- e. The mean of the field “Employee Participation” equals 6.25 (62.48%), Test-value = 1.56, and P-value = 0.062 which is greater than the level of significance  $\alpha \geq 0.05$ . The mean of this field is insignificantly different from the hypothesized value 6. It can be concluded that the respondents (do not know, neutral) to field of “Employee Participation ”.

**Comments:**

- The field “Employee Participation” gets 62.48% and respondents neutral about it. This result differs from other studies, like Pin Lee (2006) in which the employee participation represents the most important factor which affect the benchmarking adoption. Also, it's different from Odora (2014), Panwar et al.(2013), Rohlfer (2007).
- The researcher can explain that employees are motivated to doing the best and committed to the policies for improving their performance and supporting the improvement of their organizations. But in this study, in the case of human resources management benchmarking and according to the respondents, the employees aware about the benchmarking process, but until filling the questionnaire they don't have a full and complete view about the real application for the process, also, because the financial problems that face the universities they work slowly about the process especially incentives and reward system. In addition, they don't have enough training to be more familiar with benchmarking human resources process and their roles.
- The results similar to the study which done by Brah et al. (2000), that talks about (Understanding the benchmarking process in Singapore), as the respondents don't have the required level of employee participation in benchmarking application, the researchers explain that as employees don't have suitable training and organizations just copy the best practice and apply it without making the required modifications to be suitable for their internal process.

#### 4. Benchmarking Limitations

**Table (5.10): Means and Test values for “Benchmarking Limitations”**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Physical and human resources are allocated to apply the comparison process with approved quality standards which related to human resources management	6.33	1.82	63.29	1.61	0.056	4
2.	The university accepts the disclosure of data which necessary to complete the human resources management benchmarking process	6.34	1.58	63.38	1.91	0.030*	3
3.	The university faces difficulty in identifying a partner for the human resources management benchmarking process	4.99	1.63	49.90	-5.54	0.000*	6
4.	The university has the knowledge and scientific competence necessary to implement the comparison process with approved quality standards which related to human resources management	6.96	1.75	69.63	4.91	0.000*	1
5.	The university can easily obtain information about competitors which needed to complete the human resources management benchmarking process	6.48	1.50	64.75	2.83	0.003*	2
6.	The university is considering the human resources management benchmarking process as a data collection tool	4.78	1.80	47.80	-6.09	0.000*	7
7.	The university finds it difficult to perform the benchmarking process in terms of measuring and comparing areas involving skills or implicit factors	5.01	1.69	50.10	-5.23	0.000*	5
	<b>All items of the field</b>	5.84	0.56	58.40	-2.49	0.015*	

\* The mean is significantly different from 6

**Table (5.10) shows the following results:**

- a. The mean of item 4 “The university has the knowledge and scientific competence necessary to implement the comparison process with approved quality standards which related to human resources management” equals 6.96 (69.63%), Test-value = 4.91, 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 item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the highest results in term of proportional mean).
- b. The mean of item 5 “The university can easily obtain information about competitors which needed to complete the human resources management benchmarking process” equals 6.48 (64.75%), Test-value = 2.83, and P-value =

0.003 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the second highest results in term of proportional mean).

- c. The mean of item 6 “The university is considering the human resources management benchmarking process as a data collection tool” equals 4.78 (47.80%), Test-value = -6.09, and P-value = 0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 6 . It can be concluded that the respondents disagreed to this item (the lowest results in term of proportional mean).
- d. The mean of item 3 “The university faces difficulty in identifying a partner for the human resources management benchmarking process” equals 4.99 (49.90%), Test-value = -5.54, and P-value = 0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is negative, so the mean of this item is significantly smaller than the hypothesized value 6 . It can be concluded that the respondents disagreed to this item (the second lowest results in term of proportional mean).
- e. The mean of the field “Benchmarking Limitations” equals 5.84 (58.40%), Test-value = -2.49, and P-value=0.015 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 6. It can be concluded that the respondents disagreed to field of “Benchmarking Limitations”.

**Comments:**

- The respondents disagreed to the field of benchmarking limitations because these factors can be eliminated and controlled especially when they are talking about universities, but if these limitations found with high level, this will show a negative effect.
- The first and the second highest percentages in this section related to having the required knowledge and scientific competence necessary to implement the comparison process with approved quality standards and the ability to obtain the required information these results seem to be logical as the study talks about universities which have employees with high qualification and have the required knowledge which give them the power to guide the implementation process. Also, they have the ability to obtain information as they have different membership locally, regionally and internationally.
- The following are three items which represent negative sentences: the university is considering the human resources management benchmarking process as a data collection tool, the university faces difficulty in identifying a partner for the human resources management benchmarking process, the university finds it difficult to perform the benchmarking process in terms of measuring and comparing areas involving skills or implicit factors. These

items get the three lowest results according to the proportional mean, which means a positive indicator as the universities can deal with benchmarking as a continuous improvement technique, able to find a suitable partner, and able to make benchmarking for skills or implicit factors even though this found with not remarkable percentage.

- Also, the respondents neutral about the availability of resources for the process and they don't have a clear view about that, as they are living in unstable economic and political situations.

## 5. The Role of Quality Department

**Table (5.11): Means and Test values for “The Role of Quality Department”**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The quality department is linked to top management at the university in order to support the implementation of the comparison process with approved quality standards which related to human resources management	7.29	1.82	72.88	6.32	0.000*	2
2.	The quality department reviews top management guidelines regarding the human resources management benchmarking process to develop implementation mechanisms	7.05	1.81	70.50	5.18	0.000*	3
3.	The quality department benefits from the competencies in the university as a consultant resource for the human resources management benchmarking process	6.95	1.84	69.50	4.62	0.000*	4
4.	The quality department studies the university's human and financial resources needs which required to implement the university's human resources management benchmarking process	6.84	1.75	68.38	4.29	0.000*	5
5.	The quality department develops policies which required to implement human resources management benchmarking process	6.80	1.64	68.00	4.36	0.000*	6
6.	The quality department defines the tasks and responsibilities for each member in the organization to implement human resources management benchmarking process	6.79	1.67	67.88	4.23	0.000*	7
7.	The quality department periodically reviews the implementation method to provide the required improvements to achieve the desired objectives	6.74	1.70	67.38	3.89	0.000*	8
8.	The quality department reports to top management about the application position as well as the results of the departmental meetings with quality department	7.35	1.60	73.50	7.55	0.000*	1
	<b>All items of the field</b>	6.98	1.52	69.75	5.74	0.000*	

\* The mean is significantly different from 6

**Table (5.11) shows the following results:**

- a. The mean of item 8 “The quality department reports to top management about the application position as well as the results of the departmental meetings with quality department” equals 7.35 (73.50%), Test-value = 7.55, 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 item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the highest results in term of proportional mean).
- b. The mean of item 1 “The quality department is linked to top management at the university in order to support the implementation of the comparison process with approved quality standards which related to human resources management” equals 7.29 (72.88%), Test-value = 6.32, 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 item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the second highest results in term of proportional mean).
- c. The mean of item 7 “The quality department periodically reviews the implementation method to provide the required improvements to achieve the desired objectives” equals 6.74 (67.38%), Test-value = 3.89, 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 item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the lowest results in term of proportional mean).
- d. The mean of item 6 “The quality department periodically reviews the implementation method to provide the required improvements to achieve the desired objectives” equals 6.79 (67.88%), Test-value = 4.23, 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 item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the second lowest results in term of proportional mean).
- e. The mean of the field “The Role of Quality Department” equals 6.98 (69.75%), Test-value = 5.74, 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 6. It can be concluded that the respondents agreed to field of “The Role of Quality Department ”.

**Comments:**

- The field “The Role of Quality Department” gets 69.75% and the respondents agreed to it, this result is supported by Pin Lee et al. (2006) which consider the role of quality department one of the three discriminating factors for benchmarking adoption.
- One result in this section related to communicating the results to top management which gets 73.50% (the highest percentage), this results

supported by Swist (2001). Also, the researcher explains that as all the universities have quality department and every university cares about the quality of its performance in all field included human resources areas especially that in the three universities, human resources management is done through personal affairs and they don't have special human resources management department to deal with more strategic issues like benchmarking. Because of that, quality department linked directly with top management and have direct responsibility for the quality improvement program even if it related to human resources.

## 6. Customer Orientation of The Organization

**Table (5.12): Means and Test values for “Customer Orientation of The Organization”**

	Item	Mean	S.D	Proportional mean(%)	Test value	P-value (Sig.)	Rank
1.	The university takes into consideration the interest of the customer by applying the comparison process with approved quality standards which related to human resources management	7.09	1.65	70.88	5.90	0.000*	3
2.	The university strengthens the policies which aimed to maintain its customer and increasing their loyalty to the University in order to support the implementation of the human resources management benchmarking process	7.13	1.59	71.25	6.34	0.000*	1
3.	The university adopts a systematic approach to examining the needs, expectations, desires and level of satisfaction of its customers to enhance the human resources management benchmarking process	6.91	1.42	69.13	5.73	0.000*	4
4.	The university is committed to quickly respond to the desires and expectations of its customers to ensure the completion of the human resources management benchmarking process	6.73	1.55	67.25	4.18	0.000*	8
5.	The university is interested in following up customer complaints and providing appropriate solutions to support the implementation of the human resources management benchmarking process	6.85	1.79	68.50	4.24	0.000*	5
6.	Customer feedback and recommendations lead to positive changes in the human resources management benchmarking process to reach a higher quality level	6.74	1.28	67.38	5.15	0.000*	7
7.	The university is interested in comparing the level of customer satisfaction with other institutions to support the implementation of human resources management benchmarking process	6.78	1.37	67.75	5.07	0.000*	6

	Item	Mean	S.D	Proportional mean(%)	Test value	P-value (Sig.)	Rank
8.	Customer satisfaction consider one of the indicators for measuring the success of the human resources management benchmarking process	7.11	1.49	71.13	6.67	0.000*	2
	<b>All items of the field</b>	6.92	1.30	69.16	6.32	0.000*	

\* The mean is significantly different from 6

**Table (5.12) shows the following results:**

- a. The mean of item 2 “The university strengthens the policies which aimed to maintain its customer and increasing their loyalty to the University in order to support the implementation of the human resources management benchmarking process” equals 7.13 (71.25%), Test-value = 6.34, 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 item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the highest results in term of proportional mean).
- b. The mean of item 8 “The university strengthens the policies which aimed to maintain its customer and increasing their loyalty to the University in order to support the implementation of the human resources management benchmarking process” equals 7.11 (71.13%), Test-value = 6.67, 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 item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the second highest results in term of proportional mean).
- c. The mean of item 4 “The university is committed to quickly respond to the desires and expectations of its customers to ensure the completion of the human resources management benchmarking process” equals 6.73 (67.25%), Test-value = 4.18, 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 item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the lowest results in term of proportional mean).
- d. The mean of item 6 “Customer feedback and recommendations lead to positive changes in the human resources management benchmarking process to reach a higher quality level” equals 6.74 (67.38%), Test-value = 5.15, 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 item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the second lowest results in term of proportional mean).
- e. The mean of the field “Customer Orientation of The Organization” equals 6.92 (69.16%), Test-value = 6.32, 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 6. It can be concluded that the respondents agreed to field of " Customer Orientation of The Organization ".

**Comments:**

- The “Customer Orientation of The Organization” field gets 69.16% and the respondents agreed to it, this result is supported by Asrofah et al. (2010), as customer orientation affects positively the effectiveness of benchmarking application.
- Elmuti (1998) considers providing better customer service as one of the reasons for benchmarking application.
- Also, the result is supported by Magd (2008) and Brah et al. ( 2000 ) which both indicate that customer satisfaction is considered as a major benefit that can be achieved through benchmarking application. Moreover, Deros et al. (2006) consider improving customer satisfaction as a main benchmarking objective. So, it is normal to focus on policies in order to maintain customers and increase their loyalty.
- One result in this study related to using customer satisfaction as indicator for measuring the benchmarking success, which gets 71.13%, this result is supported by Deros et al. (2006) as one of the indicators or the performance measures that the company can choose is customer satisfaction.

**In General " Human Resource Management Benchmarking ":**

**Table (5.13): Means and Test values for " Human Resource Management Benchmarking "**

Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
Top Management Commitment	6.31	1.32	63.14	2.12	0.019*	4
Internal Assessment of The Organization	6.59	1.44	65.94	3.69	0.000*	3
Employee Participation	6.25	1.43	62.48	1.56	0.062	5
Benchmarking Limitations	5.84	0.56	58.40	-2.49	0.015*	6
The Role of Quality Department	6.98	1.52	69.75	5.74	0.000*	1
Customer Orientation of The Organization	6.92	1.30	69.16	6.32	0.000*	2
<b>All Items of Human Resource Management Benchmarking</b>	6.48	0.56	64.80	3.85	0.000*	

\*The mean is significantly different from 6

**Table (5.13) shows the following result:**

The mean of all items equals 6.48 (64.80%), Test-value = 3.85 and P-value =0.000 which is smaller than the level of significance  $\alpha \leq 0.05$ . The mean of all items is significantly different from the hypothesized value 6. It can be concluded that the respondents agreed to all items of Human Resource Management Benchmarking.

**Comments:**

- This means that the study population is ready for the process of human resources management benchmarking with 64.80%.
- From the table the highest agreement is on "The role of quality department" with a mean of 6.92 (69.75%), followed by customer orientation of the organization with a mean of 6.59 (69.16%). And the lowest agreement is on the benchmarking limitations with a mean of 5.84 (58.40%).
- The role of quality department, customer orientation of the organization, internal assessment of the organization, and top management commitment, have significant effect on the readiness for human resources management benchmarking according to the study population, while employee participation and benchmarking limitations don't play significant role.
- Among the six factors, benchmarking limitations has a negative value, which means that this factor can have a significant role if it is found with an extremely sufficient level.

**Organizational Effectiveness**

**Table (5.14): Means and Test values for “Organizational Effectiveness”**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The university achieves a higher level of customer satisfaction through the effective implementation of the human resources management benchmarking process	6.86	1.46	68.63	5.27	0.000*	5
2.	The university reaches a better academic and professional level for students through the implementation of the human resources management benchmarking process	7.06	1.63	70.63	5.82	0.000*	1
3.	The university achieves a higher level of employee satisfaction through the effective implementation of the human resources management benchmarking process	6.84	1.58	68.38	4.74	0.000*	6
4.	The university promotes the professional growth of the teaching staff through the completion of activities which related to the human resources management benchmarking process	6.98	1.79	69.75	4.86	0.000*	3
5.	The university keeps pace with the renewable environment variables and the needs of the changing society in order to support the effective application of the comparison process with approved quality standards which related to human resources management	7.00	1.83	70.00	4.87	0.000*	2

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
6.	The university takes a positive and balanced view of the public interest of the university community and the surrounding external environment, thus facilitating the application of the human resources management benchmarking process	6.96	1.90	69.63	4.53	0.000*	4
7.	The university has the ability to acquire financial, material and human resources which required to accomplish the human resources management benchmarking process	6.71	1.84	67.13	3.46	0.000*	9
8.	The university has a collaborative social environment that supports the effective implementation of the human resources management benchmarking process	6.78	1.65	67.75	4.21	0.000*	7
9.	The university has flexible adaptive and change-oriented management that helps it to effectively apply the comparison process with approved quality standards which related to human resources management	6.69	1.60	66.88	3.83	0.000*	10
10.	The staff roles are distributed in a manner that takes into account the qualifications, abilities and tendencies of each of them to accomplish the human resources management benchmarking process	6.49	1.78	64.88	2.45	0.008*	12
11.	The university has a great ability to utilize the capabilities, talents and expertise of its employees to the highest degree in order to support the effective implementation of the human resources management benchmarking process	6.61	1.63	66.13	3.35	0.001*	11
12.	The University has an open communication style that makes it easier to apply the human resources management benchmarking process	6.76	1.86	67.63	3.66	0.000*	8
	<b>All items of the field</b>	6.81	1.37	68.11	5.31	0.000	

\* The mean is significantly different from 6

**Table (5.14) shows the following results:**

- a. The mean of item 2 “The university reaches a better academic and professional level for students through the implementation of the human resources management benchmarking process” equals 7.06 (70.63%), Test-value = 5.82, 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 item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the highest results in term of proportional mean).

- b. The mean of item 5 “The university keeps pace with the renewable environment variables and the needs of the changing society in order to support the effective application of the comparison process with approved quality standards which related to human resources management” equals 7.00 (70.00%), Test-value = 4.87, 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 item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the second highest results in term of proportional mean).
- c. The mean of item 10 “The staff roles are distributed in a manner that takes into account the qualifications, abilities and tendencies of each of them to accomplish the human resources management benchmarking process” equals 6.49 (64.88%), Test-value = 2.45, and P-value = 0.008 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. It can be concluded that the respondents agreed to this item (the lowest results in term of proportional mean).
- d. The mean of item 11 “The university has a great ability to utilize the capabilities, talents and expertise of its employees to the highest degree in order to support the effective implementation of the human resources management benchmarking process” equals 6.61 (66.13%), Test-value = 3.35, and P-value = 0.001 which is smaller than the level of significance  $\alpha \leq 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6 . It can be concluded that the respondents agreed to this item (the second lowest results in term of proportional mean).
- e. The mean of the field “Organizational Effectiveness” equals 6.81 (68.11%), Test-value = 5.31, 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 6. It can be concluded that the respondents agreed to field of “Organizational Effectiveness ”.

**Comments:**

- This results seem to be logical as ensuring the ability of the universities in achieving their goals and attain higher organizational effectiveness link to the quality of their human resources, and applying benchmarking can lead to achieve better quality if it implemented in the right manner.
- So, the universities can modifying and developing its programs as these are reflected in the student's growth in the academic specialization, also, in the academic services provided by the universities that suitable to the needs and aspirations of students. As well as, are reflected in the quality of the teaching staff and the advantages of the teaching methodologies diversity and development, moreover, contemporary.
- Simultaneously, this gives universities the power and the competences for linking the academic preparation with the professional preparation in an

attempt to find integration between them where the universities recognize the importance of this in the practical life, as the student during the universities study period is prepared to practice a job or profession or to play a specific role in society regardless of the type of specialization.

### Research Hypotheses Testing:

In the following, the researcher provides a discussion for the three hypotheses which presented in chapter one.

#### 1. There is a significant statistical correlation at level $\alpha \leq 0.05$ between HRM benchmarking influential factors and organizational effectiveness.

**Table (5.15): Correlation coefficient between benchmarking influential factors and organizational effectiveness**

	Pearson Correlation Coefficient	P-Value (Sig.)
Relationship between Top Management Commitment and organizational effectiveness	.708	0.000*
Relationship between Internal Assessment of The Organization and organizational effectiveness	.867	0.000*
Relationship between Employee Participation and organizational effectiveness	.853	0.000*
Relationship between Benchmarking Limitations and organizational effectiveness	.519	0.000*
Relationship between The Role of Quality Department and organizational effectiveness	.817	0.000*
Relationship between Customer Orientation of The Organization and organizational effectiveness	.857	0.000*
<b>Relationship between benchmarking influential factors and organizational effectiveness</b>	<b>.926</b>	<b>0.000*</b>

\* Correlation is significant at the 0.05 level

Table (5.15) shows that the correlation coefficient between HRM benchmarking influential factors and organizational effectiveness equals 0.926 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at  $\alpha \leq 0.05$ . It can be concluded that there exists a significant relationship between benchmarking influential factors and organizational effectiveness.

#### Comments:

- The results indicate that there is a strong relationship between benchmarking influential factors and organizational effectiveness (92.6%), as all these variable are closely related to the ability of the organization for achieving its goals.
- Top management helps in improving the organizational effectiveness through their visions, new ideas and the way that they used in empowering employees to attain the organizational goals in the best way, and how these factors can be directed to achieve higher organizational effectiveness.

- c. Internal assessment gives a real view about the organization position, its culture, internal communication and the required training for achieving goals.
- d. With regard to participation, according to Amah and Ahiauzu (2013) it is highly related to organizational effectiveness, as giving employees the chance to participate make them more committed to work hard in order to achieve the organizational objectives and finally higher organizational effectiveness.
- e. While benchmarking limitations, if these limitations can be eliminated and controlled this leads to better organizational effectiveness.
- f. Also, the role of quality department plays critical role in achieving the organizational goals, as it tries to keep high service quality through high level of quality for the human resources, to finally reach success.
- g. With regard to customer orientation, is supported by previous study, as Ambrož and Praprotnik (2008), which indicates that organizational effectiveness is highly related to the ability to increase customer satisfaction by the service provider.

**2. There is a significant statistical effect at level  $\alpha \leq 0.05$  of HRM benchmarking influential factors on organizational effectiveness.**

**The researcher uses Multiple Linear Regression Model and obtain the following results:**

**Table (5.16): Result of Multiple Linear Regression Analysis**

Variable	B	T	Sig.	R	R-Square	F	Sig.
(Constant)	0.456	0.790	0.432	.941	0.886	94.183	0.000
Top Management Commitment	0.046	0.661	0.510				
Internal Assessment of The Organization	0.278	2.926	0.005				
Employee Participation	0.171	1.962	0.054				
Benchmarking Limitations	-0.102	-0.856	0.395				
The Role of Quality Department	0.313	5.977	0.000				
Customer Orientation of The Organization	0.227	2.611	0.011				

**Table (5.16) show the flowing results:**

- The Multiple correlation coefficient  $R = 0.941$  and  $R\text{-Square} = 0.886$ . This means 88.6% of the variation in organizational effectiveness is explained by all of the independent variables together "Top Management Commitment, Internal Assessment of The Organization, Employee Participation, Benchmarking Limitations, The Role of Quality Department and Customer Orientation of The Organization".
- The Analysis of Variance for the regression model.  $F=94.183$ , p-value (Sig.) less than 0.05, so there is a significant relationship between the dependent variable organizational effectiveness and the independent variables "Top Management Commitment, Internal Assessment of the Organization, Employee Participation,

Benchmarking Limitations, The Role of Quality Department and Customer Orientation of The Organization ".

- a. **For the variable " Top Management Commitment ", the t-test = 0.661, the P-value (Sig.) =0.510, which is greater than 0.05, hence this variable is statistically insignificant. Then there is insignificant effect of Top Management Commitment on organizational effectiveness.**

**Comments:**

- The results shows that respondents consider "Top Management Commitment " is not important for achieving the organizational effectiveness.
- This results different from previous studies results, for example Caroline, Harriet, and Anne (2016), which indicate that if the top management shows their commitment and leading the rules, then their employees become more motivated for achieving the organization goals which mean higher organizational effectiveness.
- The researcher explains the insignificant effect as the respondents consider that the major role should be played by the quality department instead of top management, as the quality department linked to top management and have high authority in order to support the benchmarking process and achieve the organizational goals. But this doesn't mean ignoring the role of top management totally. Simultaneously, most of uncollected questionnaires from the administrative and academic affairs who consider top management and proposed to have more full real view about their role in the process.

- b. **For the variable " Internal Assessment of the Organization", the t-test =2.926, the P-value (Sig.) less than 0.05, hence this variable is statistically significant. Since the sign of the test is positive, then there is significant positive effect of the variable Internal Assessment of the Organization on organizational effectiveness.**

**Comments:**

- The result shows that respondents consider "Internal Assessment of the Organization" is important for achieving organizational effectiveness. This is logical as it provides real view about the organization, also, because culture, internal communication and training affect the ability of any organization to reach effective improvement, right change management and finally achieve its goals.
- Abd Rahman, Imm Ng, Sambasivan, and Wong (2013) support the result in the context of training , as providing training for employees to obtain more skills leads to higher organizational effectiveness.

- c. **For the variable " Employee Participation ", the t-test = 1.962, the P-value (Sig.) =0.054, which is greater than 0.05, hence this variable is statistically**

**insignificant. Then there is insignificant effect of Employee Participation on organizational effectiveness.**

**Comments:**

- The result shows that respondents consider "employee participation" is not important for achieving organizational effectiveness. The researcher can explain that as the process of human resources management benchmarking doesn't have a real full implementation and the employees don't have a complete vision about the level of their participation as in this study the researcher measures the readiness for that, additionally, they don't have the required training to cope with changes and continuing for goals achievement. Moreover, the financial situation affects the ability of universities in providing the financial motivators which play a critical role in increasing the motivation for participation.

**d. For the variable " Benchmarking Limitations ", the t-test = -0.856, the P-value (Sig.) =0.395, which is greater than 0.05, hence this variable is statistically insignificant. Then there is insignificant effect of Benchmarking Limitations on organizational effectiveness.**

**Comments:**

- The result shows that respondents consider " Benchmarking Limitations " is not important for achieving organizational effectiveness. The researcher can explain that these limitations can be minimized and controlled while they working hard for achieving their goals so these limitations don't affect the organizational effectiveness in the case of the three universities.

**e. For the variable " The Role of Quality Department ", the t-test =5.977, the P-value (Sig.) less than 0.05, hence this variable is statistically significant. Since the sign of the test is positive, then there is significant positive effect of the variable The Role of Quality Department on organizational effectiveness.**

**Comments:**

- The result shows that respondents consider " The Role of Quality Department" is important for achieving organizational effectiveness. This is normal, that's because the quality department becomes a necessity for any organization, and most universities have especial department for managing the quality of their performance in all field includes human resources which linked to top management, that finally affects the universities ability in achieving its goals.

**f. For the variable " Customer Orientation of the Organization ", the t-test =2.611, the P-value (Sig.) less than 0.05, hence this variable is statistically significant. Since the sign of the test is positive, then there is significant positive effect of the variable Customer Orientation of the Organization on organizational effectiveness.**

**Comments:**

- The result shows that respondents consider " Customer Orientation " is important for achieving organizational effectiveness. This result logical especially in the case of universities as a service sector and the endurance of this type of business is closely linked to the ability of achieving higher customer satisfaction and emphasizes on the policies for achieving that.
- **In addition, based on the P-value (Sig.), the most significant independent variable (according to its effect) is: The Role of Quality Department, Internal Assessment of the Organization, Customer Orientation of the Organization, Employee Participation, Benchmarking Limitations and finally Top Management Commitment.**
3. **There is a significant statistical differences at level  $\alpha \leq 0.05$  in the responses of the research population due to the following personal characteristic (gender, age, academic qualification, years of service, career category and university).**
- This hypothesis can be divided into the following sub-hypotheses:
- a. **There is a significant statistical differences at level  $\alpha \leq 0.05$  in the responses of the research population due to gender.**

**Table (5.17): Independent Samples T-test of the fields and their p-values for gender**

No.	Field	Means		Test Value	Sig.
		Male	Female		
1.	Top Management Commitment	6.50	5.45	2.04	0.059
2.	Internal Assessment of The Organization	6.75	5.88	1.90	0.074
3.	Employee Participation	6.41	5.51	1.79	0.093
4.	Benchmarking Limitations	5.90	5.56	2.19	0.041*
5.	The Role of Quality Department	7.14	6.21	1.58	0.134
6.	Customer Orientation of The Organization	7.00	6.51	1.27	0.219
	<b>Human Resource Management Benchmarking</b>	6.62	5.83	2.04	0.058
	<b>Organizational Effectiveness</b>	7.01	5.86	2.68	0.016*
	<b>All items of the questionnaire</b>	6.69	5.84	2.20	0.043*

\* The mean difference is significant a 0.05 level

- Table (5.17) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha \leq 0.05$  for the fields "Organizational Effectiveness and Benchmarking Limitations", then there is significant difference among the respondents toward these field due to gender. It can be concluded that the personal characteristics' gender has an effect on these fields.
- For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha \geq 0.05$ , then there is insignificant difference among the respondents toward these fields due to gender. It can be concluded that the personal characteristics' gender has no effect on the other fields.

**Comments:**

- This means that the respondents have different views about the organizational effectiveness and benchmarking limitations, and male category are more affected by that, that's because the most of questionnaire respondents are from male category (82.5%). Also, it may be due some of managerial practices toward employees are different according to the gender, as some leading positions just for male and not allowed for female to assign to these types of positions. So, male category have the ability to evaluate benchmarking limitations and the level by which the universities can deal with it and control it more than female category, also, this make the way that they evaluate the organizational effectiveness be different.
- On the other hand, the other fields of the study are not affected by the gender whether male or female, the researcher can explain that as the respondent male and female have similar view and consensus about other influential factors for human resources management benchmarking and the human resources management benchmarking process itself, as they are working in the same organizational environment which is universities.

**b. There is a significant statistical differences at level  $\alpha \leq 0.05$  in the responses of the research population due to age.**

**Table (5.18): ANOVA test of the fields and their p-values for age**

No.	Field	Means				Test Value	Sig.
		Less than 30 years	30 - Less than 40 years	40 - Less than 50 years	50 years and more		
1.	Top Management Commitment	6.63	6.14	6.50	6.40	0.509	0.677
2.	Internal Assessment of The Organization	6.88	6.36	6.73	7.04	0.819	0.487
3.	Employee Participation	6.32	6.14	6.29	6.54	0.225	0.879
4.	Benchmarking Limitations	6.04	5.72	5.90	6.07	1.588	0.199
5.	The Role of Quality Department	6.83	6.73	7.14	7.64	1.076	0.364
6.	Customer Orientation of The Organization	7.13	6.77	6.94	7.34	0.577	0.632
	<b>Human Resource Management Benchmarking</b>	6.65	6.31	6.59	6.84	0.744	0.529
	<b>Organizational Effectiveness</b>	6.79	6.61	6.95	7.28	0.748	0.527
	<b>All items of the questionnaire</b>	6.67	6.37	6.65	6.92	0.755	0.523

\* The mean difference is significant a 0.05 level

- Table (5.18) shows that the p-value (Sig.) is greater than the level of significance  $\alpha \geq 0.05$  for each field, then there is insignificant difference among the respondents toward each field due to age. It can be concluded that the age has no effect on each field.

**Comments:**

- This indicates that the age categories for the respondents don't affect their view about the concept of human resource management benchmarking and organizational effectiveness, the researcher can explain that as the respondents have similar view and consensus about the concept of human resource management benchmarking, its influential factors, and organizational effectiveness as most of the respondents (80%) are from 30 to less 50 years old ( 50% from them 30 and less than 40 years old), so they can evaluate and deal with these concepts in roughly similar way.

**c. There is a significant statistical differences at level  $\alpha \leq 0.05$  in the responses of the research population due to academic qualification.**

**Table (5.19): ANOVA test of the fields and their p-values for academic qualification**

No.	Field	Means			Test Value	Sig.
		Diploma/ Bachelor	Master	PhD		
1.	Top Management Commitment	6.32	6.22	6.46	0.158	0.854
2.	Internal Assessment of The Organization	6.40	6.61	7.03	1.095	0.340
3.	Employee Participation	6.00	6.31	6.76	1.641	0.200
4.	Benchmarking Limitations	5.77	5.83	6.04	1.253	0.291
5.	The Role of Quality Department	6.43	7.55	7.41	5.496	0.006*
6.	Customer Orientation of The Organization	6.54	7.22	7.36	3.426	0.038*
	<b>Human Resource Management Benchmarking</b>	6.25	6.61	6.86	1.913	0.155
	<b>Organizational Effectiveness</b>	6.48	7.05	7.24	2.440	0.094
	<b>All items of the questionnaire</b>	6.29	6.69	6.93	2.064	0.134

\* The mean difference is significant a 0.05 level

- Table (5.19) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha \leq 0.05$  for the field “The Role of Quality Department and Customer Orientation of The Organization”, then there is significant difference among the respondents toward this field due to academic qualification. It can be concluded that the personal characteristics’ academic qualification has an effect on these field.
- For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha \geq 0.05$ , then there is insignificant difference among the respondents toward these fields due to academic qualification. It can be concluded that the personal characteristics’ academic qualification has no effect on the other fields.

**Comments:**

- The result indicates that the academic qualification categories affect the respondents view about the role of quality department for master category. The researcher can explain that as 31.3% from the respondents have master degree which considers a significant percentage that can't be ignored, and has its own way in evaluating the role of quality department and its effect on the process of human resources benchmarking and the organizational effectiveness. There evaluation may be differ due to their view to some managerial practices as the reality of its relation to top management, the power level that they give to the quality department and the department responsibility for quality improvement projects.
- Also, the result indicates that the academic qualification categories affect the respondents view about the customer orientation of the organization for PhD category. The researcher can explain that as 20% from the respondents have PhD category, and they have their own way for evaluating the effort that the universities put for customer orientation due some managerial practices, as the way that the universities deal with customer expectations, desires, and complaints.
- Moreover, the result indicates that the academic qualification categories for the respondents don't affect the rest of items and the respondents have the similar view about that items regardless the academic qualification categories as they are working in the same organizational environment which is universities.

**d. There is a significant statistical differences at level  $\alpha \leq 0.05$  in the responses of the research population due to years of service.**

**Table (5.20): ANOVA test of the fields and their p-values for Years of Service**

No.	Field	Means			Test Value	Sig.
		less than 10 years	10 – Less than 15 years	15 years and more		
1.	Top Management Commitment	6.40	6.16	6.36	0.227	0.798
2.	Internal Assessment of The Organization	6.58	6.52	6.67	0.074	0.929
3.	Employee Participation	6.18	6.17	6.37	0.175	0.840
4.	Benchmarking Limitations	5.82	5.76	5.93	0.628	0.536
5.	The Role of Quality Department	6.50	7.16	7.22	1.823	0.168
6.	Customer Orientation of The Organization	6.76	6.73	7.19	1.103	0.337
	<b>Human Resource Management Benchmarking</b>	6.39	6.41	6.62	0.353	0.704
	<b>Organizational Effectiveness</b>	6.74	6.60	7.03	0.687	0.506
	<b>All items of the questionnaire</b>	6.45	6.45	6.69	0.411	0.665

\* The mean difference is significant a 0.05 level

- Table (5.20) shows that the p-value (Sig.) is greater than the level of significance  $\alpha \geq 0.05$  for each field, then there is in significant difference among the respondents toward each field due to years of service. It can be concluded that the years of service has no effect on each field.

**Comments:**

- This indicates that the number of experience years categories for the respondents don't affect their view about the concept of human resource management benchmarking, its influential factors, and organizational effectiveness. The researcher can explain that as the respondents have similar view about these concepts as more than a half of respondents have at least 10 years' experience and they have consensus about that and can evaluate them in similar way.

**e. There is a significant statistical differences at level  $\alpha \leq 0.05$  in the responses of the research population due to career category.**

**Table (5.21): Independent Samples T-test of the fields and their p-values for career category**

No.	Field	Means		Test Value	Sig.
		Academic and Administrative	Administrative		
1.	Top Management Commitment	6.39	6.30	0.045	0.833
2.	Internal Assessment of The Organization	6.72	6.57	0.107	0.745
3.	Employee Participation	6.46	6.21	0.313	0.577
4.	Benchmarking Limitations	5.93	5.83	0.326	0.570
5.	The Role of Quality Department	7.55	6.87	2.061	0.155
6.	Customer Orientation of The Organization	7.20	6.87	0.667	0.417
	<b>Human Resource Management Benchmarking</b>	6.70	6.45	0.532	0.468
	<b>Organizational Effectiveness</b>	7.06	6.77	0.474	0.493
	<b>All items of the questionnaire</b>	6.77	6.50	0.532	0.468

\* The mean difference is significant a 0.05 level

- Table (5.21) shows that the p-value (Sig.) is greater than the level of significance  $\alpha \geq 0.05$  for each field, then there is insignificant difference among the respondents toward each field due to career category. It can be concluded that the career category has no effect on each field.

**Comments:**

- This indicates that the career categories for the respondents don't affect their view about the concept of human resource management benchmarking, its influential factors and organizational effectiveness, the researcher can explain that as 85% from the respondents are administrator, so they have consensus about these concepts and can evaluate them in similar way.

- f. There is a significant statistical differences at level  $\alpha \leq 0.05$  in the responses of the research population due to university.

Table (5.22): ANOVA test of the fields and their p-values for university

No.	Field	Means			Test Value	Sig.
		Islamic University-Gaza	Al-Azhar University	Al-Aqsa University		
1.	Top Management Commitment	6.41	6.88	5.99	2.628	0.079
2.	Internal Assessment of The Organization	6.69	7.13	6.28	2.019	0.140
3.	Employee Participation	6.42	6.83	5.86	2.883	0.062
4.	Benchmarking Limitations	5.98	6.04	5.64	4.377	0.016*
5.	The Role of Quality Department	7.36	7.40	6.46	3.817	0.026*
6.	Customer Orientation of The Organization	7.03	7.33	6.64	1.720	0.186
	<b>Human Resource Management Benchmarking</b>	6.65	6.96	6.14	3.428	0.037*
	<b>Organizational Effectiveness</b>	7.11	7.48	6.27	5.893	0.004*
	<b>All items of the questionnaire</b>	6.73	7.05	6.17	3.986	0.023*

\* The mean difference is significant a 0.05 level

- Table (5.22) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha \leq 0.05$  for the fields “Benchmarking Limitations, The Role of Quality Department, Human Resource Management Benchmarking and Organizational Effectiveness”, then there is significant difference among the respondents toward these fields due to university. It can be concluded that the personal characteristics’ university has an effect on these fields.
- For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha \geq 0.05$ , then there is insignificant difference among the respondents toward these fields due to university. It can be concluded that the personal characteristics’ university has no effect on the other fields.

**Comments:**

- This indicates that the university categories affect the respondents view about the benchmarking limitations, the role of quality department, human resource management benchmarking and organizational effectiveness for Al-Azhar University.
- The researcher can explain that as each university has its own managerial practices which affect the respondents and their view about these items. For example, with regard to benchmarking limitations it can be found with different level in each university and the ability for each university in controlling these limitations differs from another. With regard to the quality department, universities can differ according to the power level that they give to the quality department and the reality of its relation to top management in each university and its role in the process of human resource management

benchmarking. For human resource management benchmarking, each university may support and prepare to this process in different ways and with different level of readiness. For organizational effectiveness, these universities may depend on different models and tools for evaluating their level of goals achievement.

- Moreover, the results indicate that the university categories for the respondents don't affect the rest of items and the respondents have similar view for that items regardless the university categories as they are working in the same organizational environment.

**Chapter 6**  
**Discussion of Conclusions**  
**and Recommendations**

## **Chapter 6**

### **Discussion of Conclusions and Recommendations**

#### **Introduction:**

This chapter presents the key conclusions grounded on the research results. At the same time, recommendations will be presented in the light of conclusion, and finally, suggestion for topics to be studied in the future research will be listed.

#### **Conclusions:**

This research searches for answering the following question "To what extent the universities in the Gaza Strip are ready for implementing human resources benchmarking and its perceived impact on organization effectiveness?". Because of that, the researcher depends on reviewing literature, distribution questionnaires and analyzing them, and some findings are found. The researcher summarizes the research conclusion as the following:

##### **1. Conclusions Related to Top Management Commitment:**

The respondents agreed to field of top management commitment (but still not remarkable agreement). Some items from the field are available in the universities, as utilizing the comparison processes in creating an environment that supports continuous improvement, setting a documented regulatory policy and multiple procedures to accomplish the human resources management benchmarking process, and comparing the quality of their human resources performance with local and international approved quality standards, which get the highest levels of agreement from the respondents in this field. These results are considered normal as benchmarking represents one of the continuous improvement techniques and required universities to be well-prepared.

Other items, as reviewing and auditing the activities of the process, the availability of a policy for tracking errors that go along with the process implementation, and availability of a plan that outlines the actions are taken in the process, found with the lowest levels of agreement from the respondents in this field, as universities still in the preparation stages for the process and need to put more focus on these points.

##### **2. Conclusions Related to Internal Assessment of The Organization:**

The respondents agreed to field of internal assessment (but still not remarkable agreement). Some items from the field are available in the universities, as the availability of internal communication system which reinforce the process, having supported organizational culture, accepting new ideas and make changes to reach better implementation, which get the highest levels of agreement from the respondents in this field, as these factors are very important in supporting any change process.

Other items, especially which related to training, as providing the training for employees who are responsible for the process in order to determine their roles,

and evaluating the training programs in regular basis, found with the lowest levels of agreement from the respondents in this field, as they don't have the sufficient level of training because the universities financial situation and problems.

### **3. Conclusions Related to Employee Participation:**

The respondents don't have a comprehensive clear view about the field. Some items from the field are available in the universities, as employees commitment for policies that related to improving the quality of their performance to ensure effective implementation, and forming a special committees for dealing with employees complaints that related to the process implementation, which get the highest levels of agreement from the respondents in this field, as they are working at learning environment (universities), in which they are always trying to do their best in order to be more competitive.

Other items, as the availability of incentive system in order to enhance employees effective participation, the employees participation in all activities related to the process, rewarding creative employees to ensure effective implementation and the availability of effective feedback system, found with the lowest levels of agreement from the respondents in this field. That's because of the employees don't have the sufficient level of training because the universities financial situations and problems.

### **4. Conclusions Related to Benchmarking Limitations:**

The respondents agreed to field of benchmarking limitations. Some items from the field are available in the universities, as having the knowledge and scientific competence necessary to implement the process and the easy for universities to obtain information about competitors which are needed to complete the human resources management benchmarking process, which get the highest levels of agreement from the respondents in this field. That's logical because they talk about universities which support learning environment and able to benefit from its international relations, which give positive indicators.

Other items, as dealing with the human resources management benchmarking process as a data collection tool, and the difficulties in determining a partner for the process, found with the lowest percentages from the respondents in this field. So, this gives a positive indicator (negative sentences) as they have the ability to deal with benchmarking as a continuous improvement tool rather than data collection tool, and they have the ability to determine the suitable partner as they can benefit from their memberships and international relations even though this found with not remarkable percentage. At the same time, the respondents are neutral about the availability of resources for the process and they don't have a clear view about that.

## **5. Conclusions Related to The Role of Quality Department:**

The respondents agreed to field of the role of quality department (but still not remarkable agreement). Some items from the field are available in the universities, reporting to top management about the application position as well as the results of the departmental meetings with quality department, linking the quality department to top management at the university in order to support the process implementation, reviewing top management guidelines by the quality department regarding the process to develop the implementation mechanisms, which get the highest levels of agreement from the respondents in this field. That's normal as quality department is considered one of the critical departments in universities especially when they talk about having personal affairs department rather than human resources department, which assumes to be more responsible for such strategic issues.

Other items, as periodically reviewing the implementation method by the quality department in order to provide the required improvements to achieve the desired objectives, and defining the tasks and responsibilities for each member in the organization by the quality department in order to implement human resources management benchmarking process, found with the lowest levels of agreement from the respondents in this field, as they still in the preparation stages for the process.

## **6. Conclusions Related to The Customer Orientation:**

The respondents agreed to field of the customer orientation (but still not remarkable agreement). Some items from the customer orientation field are available in the universities, as strengthening the policies which aim to maintain its customer and increasing their loyalty in order to support the process implementation, dealing with customer satisfaction as one of the indicators for measuring the success of the human resources management benchmarking process, and taking into consideration the interest of the customer through applying the process, which get the highest levels of agreement from the respondents in this field. That's logical especially when they talk about service sector organization in which the customer is the king.

Other items, as the universities commitment to quickly responding to their customers desires and expectations, and customer feedback and recommendations can lead to positive changes in the process to reach higher quality level, found with the lowest levels of agreement from the respondents in this field. That's may be due the lack of training as these functions should be monitored be a well-trained and highly qualified employees.

## **7. Conclusion Related to Human Resources Management Benchmarking in General:**

The respondents agreed to all items of human resource management benchmarking according to the following order: the role of quality department,

customer orientation of the organization, internal assessment of the organization, top management commitment, employee participation, and finally benchmarking limitations.

#### **8. Conclusions Related to Organizational Effectiveness:**

The respondents agreed to field of the organizational effectiveness (but still not remarkable agreement). Some items from the field are available in the universities, as reaching a better academic and professional level for students through the implementation of the human resources management benchmarking process, also, keeping pace with the renewable environment variables and the needs of the changing society in order to support the effective application of the process, which get the highest levels of agreement from the respondents in this field. That's logical as ensuring the quality of HR leads to better achievements.

Other items, as distributing the staff roles are taken in consideration the qualifications, abilities and tendencies of employees, and the universities ability to utilizing the capabilities, talents and expertise of its employees to the highest degree in order to support the effective implementation of the human resources management benchmarking process, found with the lowest levels of agreement from the respondents in this field. As they still in the preparation stages and they need to have a suitable training.

#### **9. Conclusions Related to The Correlation between Benchmarking Influential Factors and Organizational Effectiveness:**

There is a strong relationship between benchmarking influential factors as independent variables and organizational effectiveness as dependent variable, which consider logical as all these items are essential for achieving the organizational goals and reaching higher level of organizational effectiveness.

#### **10. Conclusions Related to The Effect of Benchmarking Influential Factors on Organizational Effectiveness:**

- a. There is significant positive effect of the variables: internal assessment of the organization, the role of quality department, and customer orientation on organizational effectiveness, as these factors can improve organizational goals achievement, which leads to higher organizational effectiveness.
- b. There is insignificant effect of top management commitment, employee participation and benchmarking limitations on organizational effectiveness, that's because employees have some perceptions as the biggest role is for quality department, additionally, they don't have the sufficient training, also, with regard to the limitations if managed appropriately, it can be controlled.
- c. The most significant HRM benchmarking influential factors according to its effect on the organizational effectiveness coming as the following order: the role of quality department, then internal assessment of the organization, then

customer orientation of the organization, then employee participation, then benchmarking limitations and top management commitment.

### **11. Conclusions Related to The Differences in the Population Responses toward Personal Characteristics:**

- a. There is no significant differences between the mean of responses of the research population toward human resources management benchmarking and its perceived impact on the organizational effectiveness due to some personal characteristics (age, years of service, and career category), because they are working in the same organizational environment and having similar views about the concepts, the majority of have close years of experience, the majority of them administrators and their ages are in a certain range.
- b. While there are differences in the responses in some fields of the study due to (gender, academic qualification and university). As some managerial practices and evaluations are different according to gender, academic qualification and university which affect the respondents views.

### **Recommendations:**

The following are the most important recommendations that the researcher draws based on the research analysis and conclusions:

#### **1. Recommendations Related to Top Management Commitment:**

- a. Providing workshops and seminars for top management in order to make them more committed and more qualified in monitoring the process. They can benefits from the others experiences in the same filed while reviewing their success stories. This can help them in improving their ability in dealing with employees resistance to change, and inspiring them to do their best.
- b. The universities' management have to review and audit the activities which related to human resources management benchmarking through internal experts and highly qualified employees as they understanding their own organization better that external one, which can be done through visits and reviewing performance reports and records. This can benefit in increasing the responsibility feeling for all employees, providing immediate feedback, determining the training needs, linking rewards to performance and finally increasing the organizational effectiveness.
- c. Depending more on using new IT tools and procedures to make the process of reviewing, auditing and tracking errors easier, consequently, they can contact for online help.
- d. There is a need for developing by experts a well-prepared policy for tracking errors that go along with the implementation, so they detect them from the time that they occur and finding solutions.
- e. There is a need for preparing a comprehensive plan that outlines the actions which required for implementing the human resources management

benchmarking process with other institutions, in order to be ready for the process. Also, the line of authority should be clearly defined.

## **2. Recommendations Related to Internal Assessment of The Organization:**

- a. There is a need for developing a training and awareness programs related to the human resources management benchmarking for all employees to make them more familiar with the concept and reduce the resistance to change, while providing all the necessary facilities for them to participate in these programs and make sure that these programs satisfy their real training needs.
- b. Benchmarking applications should be utilized in making the internal communication more flat which makes it easy to participate and enhance teamwork.
- c. The universities should periodically evaluate the developed training programs for the human resources management benchmarking process by experts in order to ensure their effectiveness and ensure that they have the required knowledge and skills.
- d. There is a need for training individuals who responsible for the human resources management benchmarking process, and providing all necessary facilities for that, to be able to determine their roles. This can be through participating in related workshops, seminars and conferences inside or outside the Gaza Strip, in addition, they can benefit from the memberships for their universities while benefit from others success stories.

## **3. Recommendations Related to Employee Participation:**

- a. The universities have to encourage and ensure that employees at all levels participate in the process of human resources management benchmarking to share their views and suggestions, this can be through teamwork, workshops, and motivation. If this applied rightly, they will be motivated and strongly committed to policies which related to improve the quality of their performance.
- b. There is a need for more developed incentives system both financial and non-financial (as bonuses and travelling to get more experience) and linking these incentives to performance, to enhance employees effective participation.
- c. The universities have to rewarding creative employees to ensure that the human resources management benchmarking process continues to be effectively implemented, and it is better to be public to motivate others.
- d. Employees performance evaluation should depend on fair criteria to avoid employees feeling of injustice which can limit their effective participation.
- e. There is a necessity for adopting an effective feedback system for employees about their performance in order to achieve better performance, as making regular meeting for discussions and giving them a review about their work, the degree of work achievement, strengths and weaknesses and the ways for removing weak points that help in achieving the organizational goals.

**4. Recommendations Related to Benchmarking Limitations:**

- a. The universities can benefit from the success stories which related to benchmarking process in terms of measuring and comparing areas involving skills or implicit factors, to make it more easy, and to be more able to outline measures for competency and performance clearly.
- b. The universities should benefit from their regional and international memberships in order to make it easy to identify a partner for the human resources management benchmarking process, and to be able to obtain finance and support for the process, concurrently, get more ability to have the required data for the process.
- c. The universities have to deal more with the human resources management benchmarking process as a continuous improvement tool rather than a data collection tool, which can be done through awareness and training programs.

**5. Recommendations Related to The Role of Quality Department:**

- a. Quality department should be aware about its strategic role in improvement programs like benchmarking, and its direct responsibility for these programs preparation, planning and controlling. They should have direct contact with top management, determine all the resources needed for these programs and develop all the required polices in order to reach right implementation and communicating the implantation status to the top management.
- b. There is a need for periodically review the implementation method by the quality department in order to keep on the spot of the implementation, and provide the required improvements to achieve the desired objectives, this can be through visits, meetings, and reviewing performance reports and records.
- c. It's necessary to appropriately define the tasks and responsibilities for each member in the organization by the quality department, also, they can benefit from job analysis in order to evaluate every one according to his achievement and determine where is delay and weak point, how to make improvements and reach better results.

**6. Recommendations Related to Customer Orientation of The Organization:**

- a. The universities should be more responsive to the desires and expectations of its customers to reach effective implementation, also, they should promote their customers to present their ideas, it can be through special website, occasions and events planned or financed by the universities.
- b. The universities should care more about the customer feedback and recommendations as a way for making positive changes to reach a higher quality level, they can benefit from social media in a well-planned way and to be monitored by a highly qualified employees (the universities care about the selection and training for them). This gives a broad view about the customer needs, expectation, desire and satisfaction level.

- c. The universities should care more about the customers complaints which should be viewed as an improvement opportunity, that determine what to be strengthen and improved. These complaints can provide new ideas and steps to make improvement and avoid the errors that lead to complaints. This can reduce customer frustration and increase customer satisfaction.

**7. Recommendations Related to Organizational Effectiveness:**

- a. The university have carefully to evaluate their employees qualifications, abilities and tendencies to be able to give each one the tasks which suitable for them in order to promote the right implementation of the benchmarking process, and this process should be done by experts and highly qualified people and supported by a well prepared job analysis.
- b. After making the right staff roles distribution, there is a need for improving the universities ability in utilizing the capabilities, talents and expertise of their employees to the highest degree. The employees should understand their tasks and should be provided by the required training internally and externally about what they need from ways and tools for accomplishing the work and after they mastered their work , they should have the opportunity to participate in the policies and plans which related to their work through workshops, focus groups, benefits from others experience, in that time they can support the effective implementation of the human resources management benchmarking process. All these factors can help in achieving higher customer satisfaction, better academic and professional level for the students, higher level of employees satisfaction, give more positive image about the universities in the local and international level, which make it easier to gain financial and non-financial support for the process.

**8. General Recommendations:**

The HRM benchmarking process depends on the coordination and the cooperation among different parties. For universities, they need support from different parties as the Ministry of Higher Education, especially Accreditation and Quality Authority, Higher Education Council, and The General Personnel Council, these parties can help in the following:

- a. Participate in increasing the awareness about the importance of the HRM benchmarking process as a tool to improve performance and developing the organizational effectiveness that enable them to distinguish the universities in its field of work with a clear vision based on scientific bases.
- b. Increase the enthusiasm to carry out the planning of the HRM benchmarking process which is important in achieving the organizational effectiveness through the employment of skills in the process application to be able to reach higher quality of the performance, moreover, the process require continuous review of the work schemes and methods in addition to the ongoing examination and follow-up to ensure organizational effectiveness.

- c. Help in identifying the leading universities and organizations which can be shared with them to implement the HRM benchmarking process.
- d. Take into account the appropriateness of the work environment, provide all the resources for the process and determine the procedures that would lead to significant leaps in change to achieve organizational effectiveness.
- e. Setting standards for customer service as a basis for sustainable university work.
- f. Develop periodic data and statistics on universities, colleges and departments in higher education institutions.
- g. Provide databases for information to ensure rational decision making.
- h. Make partnerships and agreements with regional and international organizations and accreditation bodies in order to make the implementation of the benchmarking process easier.

### **Proposed Future Studies:**

The following are some interesting ideas that can be covered by researchers in their future researches:

1. Prepare a study that propose a comprehensive model for applying human resources management benchmarking process to be used in the Gaza Strip universities.
2. Prepare extensive study about the process of human resources management benchmarking process in universities which provide open education.
3. Prepare extensive study about the same topic in the private sector universities where conditions of employment might be different in both the Gaza Strip and West Bank.
4. Prepare extensive study about the role of external relation department in the universities in facilitating the process of human resources management benchmarking process.
5. Prepare a parallel study in NGOs which focus on human resources development.

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# Appendices

## **Appendix (1): Project Name: Benchmarking: A manual for Australian Universities**

### **Project Purpose:**

The project aims to determine the essential features for the present university life in unstable time, moreover, find out method for benchmarking these points.

### **Project Uses:**

This manual expected to be used in:

1. Helping top management in finding means to determine the trends in university performance and starting a activities which considered as self-improvement activities.
2. It suitable for universities which want to compare itself with other universities in some or all aspects which included in the manual.
3. Universities can use some benchmarks to determine their competitive situation against other universities.

### **Project Financial Support:**

The fund for this project come from the Commonwealth Department of Education, Training and Youth Affairs, and by the participating universities.

### **Project Evaluation:**

Emeritus Professor Ken McKinnon, Ms Dorothy Davis and Ms Suzanne Walker have provided judgments with regard to the material included and the way to present the materials.

### **Projects Results:**

The results for this manual is sixty-seven benchmarks which considered suitable to be used in different universities. This result reached after eighteen months of coordinated work from thirty three Australian universities, more than two hundred persons have participated, along with a huge amount of input.

The sixty-seven benchmarks divided in to nine areas, which are as the following:

1. Governance, planning, and management, which include: Governance and leadership, university-wide planning, strategic change initiatives, equity planning, clearly defined lines of responsibility & decision-making, core business systems, risk management, teaching and research expenditure ration, corporate information systems, organizational climate.
2. External impact, which include: Reputation, competitiveness, academic staff qualifications, strategic community service, exemplary community practices
3. Finance and physical infrastructure, which include: Operating results, diversity of revenue, liquidity, external debt, quick ratio, academic salary expenditure trends, commercialization(net return on equity), strategic assets management, recurrent maintenance funding, facilities maintenance backlog, space management, central

teaching space usage and effectiveness, large equipment utilization, information technology and telecommunications (IT & T) infrastructure

4. Learning and teaching, which include: Learning and teaching plan, course establishment processes, scholarly teaching, teaching environment, effective academic review processes, fitness of courses, student progress ratio, first to second year retention trends, equity quantitative success, student satisfaction, employability of Australian graduates.
5. Student support, which include: Student administrative services, student services, effectiveness of services
6. Research, which include: Research & research training planning, proportion of academic staff holding NCG, OPS or industry research grants, proportion of academic staff with direct involvement, research students" experience, research higher degree completion rates and times, research income trends, research higher degree completions per full time equivalent (FTE) academic staff, weighted research publications per FTE academic staff, impact of research
7. Library and information services, which include: Effectiveness of information planning and processes, contributions to teaching and learning, provision of support for research, effectiveness of collaborative alliances
8. Internationalization, which are: Internationalization strategy, culture of Internationalization, balanced onshore international student program, financing of international student program, student exposure to international experience, management offshore delivery, overseas links and activity
9. Staff, which include: Strategic human resource planning, management of workforce, workforce diversity, career development/ staff effectiveness

This number consider large one, the university can remove and add benchmarks which suitable for them to avoid unbalanced information.

Each of the previous benchmarks put in to a standard one page format to make it easy to be used from different users, this format include the following:

1. Type: benchmarks can be one of three types, which are: lagging indicators (results of past performance), leading indicators(related to present and future performance drivers), learning ( related to rate of change).
2. Benchmark national: explain the reason for selecting this elements to be benchmarked
3. Sources of data lists: determine the data sources which used.
4. Good practice: provide accurate description for the element, determining the good practices, not the theoretical ideal
5. Level: evaluating the university performance using five point scale, against one of three description levels.
6. Self-assessment: which made by the university or organization that use this benchmark

7. Check assessment: which done by independent experts to evaluate the benchmark in the university.

In relation to other performance management models, this benchmarks connected to balance scorecard. In this way, the university can interpret vision and strategy into key objectives and associated benchmarks, or checking how well specific performance outcomes, performance drivers, and rate of change helping the university in achieving the strategic objectives.

	<b>Lagging (Outcomes)</b>	<b>Leading (Performance drivers)</b>	<b>Learning (Rate of change)</b>
<b>Financial</b>			
<b>Customer/ Student</b>			
<b>Internal Process</b>			
<b>People/ Culture</b>			

**For universities:**

1. The Financial Perspective: will focus on determining the financial results which needed to reach success.
2. The Customer Perspective: will focus on the students as customers and their vision about the university whether successful and unsuccessful. This affect the students themselves and who help them in making their decisions.
3. The Internal Business Process Perspective: will focus on which university's processes, products or services need to be developed in order to be developed to satisfy their customers .
4. The People/Culture Perspective: will help in determining which type of organizational culture required for universities to provide its products or services.

## Appendix (2): List of Referees

No.	Referee Name	Referee Title
1.	Dr. Wasim Al-Habil	Islamic university of Gaza
2.	Dr. Bassam Saqqa	Islamic university of Gaza
3.	Dr. Khaled Dehleez	Islamic university of Gaza
4.	Dr. Samir Safi	Islamic university of Gaza
5.	Dr. Eyad Al-Dajani	Islamic university of Gaza
6.	Dr. Jalal Shabat	Al- Quds Open University
7.	Dr. Wafeeq Al- Agha	Al- Azhar university – Gaza
8.	Dr. Ali Abu Zaid	Al- Azhar university – Gaza
9.	Dr. Mohammed Fares	Al- Azhar university – Gaza

## Appendix (3): Questionnaire

**The Islamic University-Gaza**  
**Higher Education Deanship**  
**Faculty of Commerce**  
**Business Administration Department**



### Questionnaire

**Dear Employee .....**

**After Greetings;**

The researcher is preparing this study to complete a master's degree in business administration at the Islamic University of Gaza entitled " The Readiness for Human Resources Management Benchmarking and Its Perceived Impact on Organizational Effectiveness in Universities in the Gaza Strip".

The researcher puts this questionnaire in your hands asking for help by answering the questions in each paragraph of the questionnaire accurately and objectively. All of the answers will be appreciated and will only be used for research purposes.

**Thank you for your cooperation,,**

**The researcher**  
**Mona Al-mussader**

### Section One: Personal Data

Please answer these questions with a (√) sign in the right place:

1. **Gender:**  Male  Female
2. **Age:**  Less than 30 years  30 - Less than 40 years  
 40 - Less than 50 years  50 years and more
3. **Academic Qualification:**  Diploma  Bachelor  
 Master  PhD
4. **Years of Service:**  less than 5 years  5- less than 10 years  
 10 – Less than 15 years  15 years and more
5. **Career Category:**  Administrative  Academic and Administrative
6. **University:**  Islamic University- Gaza  Al-Azhar University  
 Al-Aqsa University

### Section Two : Information About The Variables of The Study

Note: The scale will be used from (1-10) for evaluation, where 1 represent the highest degree of disagreement, and 10 the highest degree of agreement.

No.	Paragraph	Evaluation 1-10
<b>Human Resource Management Benchmarking is:</b> the process of continuous comparison with appropriate standards which consider the best for evaluating human resource performance in order to make improvement and reach higher performance levels.		
<b>First: Top Management Commitment</b>		
1	The university's management compares the quality of its human resources performance with local and international approved quality standards	
2	The university's management has a plan that outlines the actions taken to implement the human resources management benchmarking process with other institutions	
3	The university's management sets a documented regulatory policy and multiple procedures to accomplish the human resources management benchmarking process	
4	The university's management allocates sufficient resources for benchmarking processes which related to human resources management	
5	There is a policy for tracking errors that go along with the implementation of the human resources management benchmarking process and finding solutions	
6	The university's management provides the necessary powers and support to ensure effective implementation for the human resources management benchmarking process	
7	The university's management strives to reduce employee resistance to change, which go along with the human resources management benchmarking process	
8	The university's management reviews and audits the activities for the human	

No.	Paragraph	Evaluation 1-10
	resources management benchmarking	
9	The university's management utilizes the comparison processes with approved quality standards in creating an environment that supports continuous improvement	
<b>Second: Internal Assessment of The Organization</b>		
10	The university's culture supports the implementation of human resources management benchmarking process in order to reach better performance quality	
11	Employees accept the new ideas and make changes to work in order to support the comparison process with approved quality standards which related to human resources management	
12	The spirit of participation in decision-making and teamwork is common for supporting the activities which related to human resources management benchmarking process	
13	Employees can easily communicate with their managers to ensure that the human resources management benchmarking process is effectively implemented	
14	The university is care about communication improvement between its employees during the human resources management benchmarking process	
15	Internal systems are controlled flexibly to help them develop according to changes that may occur according to the comparison process with approved quality standards which related to human resources management	
16	The training needs of the university are determined based on a scientific basis to deal with the changes in the work environment which related to the human resources management benchmarking process	
17	Training and awareness programs related to the human resources management benchmarking process are being established and developed	
18	The university provides all necessary facilities for employees participation in the training program which related to the human resources management benchmarking process	
19	Individuals who responsible for the human resources management benchmarking process are trained to determine their roles	
20	Training programs for the human resources management benchmarking process are evaluated periodically to ensure their effectiveness	
<b>Third: Employee Participation</b>		
21	Employees are involved in all the human resources management benchmarking activities	
22	Employees freely share their views in meetings which related to the human resources management benchmarking process	
23	Employees suggestions with regard to the human resources management benchmarking process are taken into consideration	
24	Employees recognize the objectives of the human resources management benchmarking process and its benefits	
25	There is an incentive system to enhance employees effective participation in the comparison process with approved quality standards which related to human resources management	
26	Employees are committed to policies which related to improving the quality of their performance to ensure the effective implementation for the human resources management benchmarking process	

No.	Paragraph	Evaluation 1-10
27	Powers are delegated to support employees participation in the implementation of activities regarding the comparison process with approved quality standards which related to human resources management	
28	Fair criteria are used to assess employees performance in relation to achievement of activities which related to the human resources management benchmarking process	
29	The university is rewarding creative employees to ensure that the human resources management benchmarking process continues to be effectively implemented	
30	Special committees are established to consider employees complaints regarding the completion of the activities which related to the human resources management benchmarking process	
31	The university adopts an effective feedback system for employees about their application of the human resources management benchmarking activities in order to achieve better performance	
<b>Forth: Benchmarking Limitations</b>		
32	Physical and human resources are allocated to apply the comparison process with approved quality standards which related to human resources management	
33	The university accepts the disclosure of data which necessary to complete the human resources management benchmarking process	
34	The university faces difficulty in identifying a partner for the human resources management benchmarking process	
35	The university has the knowledge and scientific competence necessary to implement the comparison process with approved quality standards which related to human resources management	
36	The university can easily obtain information about competitors which needed to complete the human resources management benchmarking process	
37	The university is considering the human resources management benchmarking process as a data collection tool	
38	The university finds it difficult to perform the benchmarking process in terms of measuring and comparing areas involving skills or implicit factors	
<b>Fifth: The Role of Quality Department</b>		
39	The quality department is linked to top management at the university in order to support the implementation of the comparison process with approved quality standards which related to human resources management	
40	The quality department reviews top management guidelines regarding the human resources management benchmarking process to develop implementation mechanisms	
41	The quality department benefits from the competencies in the university as a consultant resource for the human resources management benchmarking process	
42	The quality department studies the university's human and financial resources needs which required to implement the university's human resources management benchmarking process	
43	The quality department develops policies which required to implement human resources management benchmarking process	
44	The quality department defines the tasks and responsibilities for each member in the organization to implement human resources management benchmarking	

No.	Paragraph	Evaluation 1-10
	process	
45	The quality department periodically reviews the implementation method to provide the required improvements to achieve the desired objectives	
46	The quality department reports to top management about the application position as well as the results of the departmental meetings with quality department	
<b>Sixth: Customer Orientation of The Organization</b>		
47	The university takes into consideration the interest of the customer by applying the comparison process with approved quality standards which related to human resources management	
48	The university strengthens the policies which aimed to maintain its customer and increasing their loyalty to the University in order to support the implementation of the human resources management benchmarking process	
49	The university adopts a systematic approach to examining the needs, expectations, desires and level of satisfaction of its customers to enhance the human resources management benchmarking process	
50	The university is committed to quickly respond to the desires and expectations of its customers to ensure the completion of the human resources management benchmarking process	
51	The university is interested in following up customer complaints and providing appropriate solutions to support the implementation of the human resources management benchmarking process	
52	Customer feedback and recommendations lead to positive changes in the human resources management benchmarking process to reach a higher quality level	
53	The university is interested in comparing the level of customer satisfaction with other institutions to support the implementation of human resources management benchmarking process	
54	Customer satisfaction consider one of the indicators for measuring the success of the human resources management benchmarking process	
<b>Organizational Effectiveness:</b> The following paragraphs aim at determining the extent to which the previous variables (as factors affecting the implementation of human resource management benchmarking process) affect organizational effectiveness in universities		
55	The university achieves a higher level of customer satisfaction through the effective implementation of the human resources management benchmarking process	
56	The university reaches a better academic and professional level for students through the implementation of the human resources management benchmarking process	
57	The university achieves a higher level of employee satisfaction through the effective implementation of the human resources management benchmarking process	
58	The university promotes the professional growth of the teaching staff through the completion of activities which related to the human resources management benchmarking process	
59	The university keeps pace with the renewable environment variables and the needs of the changing society in order to support the effective application of the comparison process with approved quality standards which related to human	

No.	Paragraph	Evaluation 1-10
	resources management	
60	The university takes a positive and balanced view of the public interest of the university community and the surrounding external environment, thus facilitating the application of the human resources management benchmarking process	
61	The university has the ability to acquire financial, material and human resources which required to accomplish the human resources management benchmarking process	
62	The university has a collaborative social environment that supports the effective implementation of the human resources management benchmarking process	
63	The university has flexible adaptive and change-oriented management that helps it to effectively apply the comparison process with approved quality standards which related to human resources management	
64	The staff roles are distributed in a manner that takes into account the qualifications, abilities and tendencies of each of them to accomplish the human resources management benchmarking process	
65	The university has a great ability to utilize the capabilities, talents and expertise of its employees to the highest degree in order to support the effective implementation of the human resources management benchmarking process	
66	The University has an open communication style that makes it easier to apply the human resources management benchmarking process	

## Appendix (4): Questionnaire in Arabic Language



الجامعة الإسلامية-غزة

عمادة الدراسات العليا

كلية التجارة

قسم إدارة الأعمال

### استبانة

السيد الموظف المحترم.....

تحية طيبة وبعد؛

تقوم الباحثة بإعداد هذه الدراسة استكمالاً للحصول على درجة الماجستير في إدارة الأعمال بالجامعة الإسلامية بعنوان "مدى الجاهزية لعملية المقارنة المعيارية لإدارة الموارد البشرية وأثرها الملموس على الفعالية التنظيمية في الجامعات في قطاع غزة".

الباحثة تضع بين أيديكم هذه الاستبانة طالبة المساعدة، وذلك بالإجابة عن الأسئلة الموجودة في كل فقرة من فقرات الاستبانة بدقة وموضوعية، علماً بأن كل ما يرد في إجاباتكم سيكون موضع تقدير ولن تستخدم إلا لأغراض البحث العلمي فقط.

شاكرين لكم حسن تعاونكم،،

الباحثة

منى المصدر

## القسم الأول: البيانات الشخصية

الرجاء الإجابة عن هذه الأسئلة بوضع إشارة (√) في المكان المناسب:

1. الجنس:  ذكر  أنثى
2. العمر:  أقل من 30 سنة  30 - أقل من 40 سنة  40 - أقل من 50 سنة  50 سنة فأكثر
3. المؤهل العلمي:  دبلوم  بكالوريوس  ماجستير  دكتوراه
4. سنوات الخدمة:  أقل من 5 سنوات  5 - أقل من 10 سنوات  10 - أقل من 15 سنة  15 سنة فأكثر
5. الفئة الوظيفية:  أكاديمي إداري  إداري
6. الجامعة:  الإسلامية  الأزهر  الأقصى  فلسطين

## القسم الثاني: معلومات حول متغيرات الدراسة

ملاحظة: سيتم استخدام المقياس من (1-10) للتقييم، بحيث 1 يعبر عن أعلى درجة غير موافقة، و 10 يعبر عن أعلى درجة موافقة

التقييم	العبارة	رقم
10 - 1	المقارنة المعيارية لإدارة الموارد البشرية هي: عملية المقارنة المستمرة بمعايير مناسبة تعتبر الأفضل لتقييم أداء الموارد البشرية بهدف إحداث التحسينات للوصول إلى مستويات أداء أعلى	
	أولاً: دعم الإدارة العليا	
	1. تقوم إدارة الجامعة بمقارنة جودة أداء الكادر البشري لديها بمعايير جودة معتمدة محليا و دوليا	
	2. توجد لدى إدارة الجامعة خطة تبين الإجراءات المتخذة لتنفيذ عمليات المقارنة المعيارية لإدارة الموارد البشرية مع مؤسسات أخرى	
	3. تضع إدارة الجامعة سياسة تنظيمية موثقة و إجراءات متعددة لإنجاز عملية المقارنة المعيارية لإدارة الموارد البشرية	
	4. تخصص إدارة الجامعة الموارد المتنوعة الكافية لعمليات المقارنة المعيارية الخاصة بإدارة الموارد البشرية	
	5. توجد سياسة لتتبع الأخطاء التي ترافق تطبيق عملية المقارنة المعيارية لإدارة الموارد البشرية وإيجاد الحلول لها	
	6. توفر إدارة الجامعة الصلاحيات والدعم اللازمين لضمان التطبيق الفعال لعملية المقارنة المعيارية لإدارة الموارد البشرية	
	7. تسعى إدارة الجامعة جاهدة على الحد من مقاومة العاملين للتغيير الذي يرافق عملية المقارنة المعيارية لإدارة الموارد البشرية	
	8. تعمل إدارة الجامعة على مراجعة وتدقيق أنشطة المقارنة المعيارية لإدارة الموارد البشرية	
	9. تستغل إدارة الجامعة عمليات المقارنة بمعايير الجودة المعتمدة في خلق بيئة تدعم التحسين المستمر	

التقييم	العبارة	رقم
10 - 1		
<b>ثانياً: التقييم الداخلي للمنظمة</b>		
	تدعم ثقافة الجامعة تطبيق عملية المقارنة المعيارية لإدارة الموارد البشرية بهدف الوصول إلى جودة أداء أفضل	10.
	يقبل الموظفون الأفكار الجديدة وإحداث التغييرات في العمل لدعم تطبيق عملية المقارنة بمعايير الجودة المعتمدة الخاصة بإدارة الموارد البشرية	11.
	تسود روح المشاركة في اتخاذ القرار والعمل بروح الفريق لإنجاز الأنشطة المتعلقة بعملية المقارنة المعيارية لإدارة الموارد البشرية	12.
	يستطيع الموظفون الاتصال برؤسائهم بسهولة ويسر لضمان التطبيق الفعال لعملية المقارنة المعيارية لإدارة الموارد البشرية	13.
	تحرص الجامعة على تعزيز التواصل بين الموظفين لديها أثناء عملية المقارنة المعيارية لإدارة الموارد البشرية	14.
	يتم التعامل مع الأنظمة الداخلية بمرونة تساعد على التطور وفقاً للتغيرات التي قد تحدث طبقاً لعملية المقارنة بمعايير الجودة المعتمدة الخاصة بإدارة الموارد البشرية	15.
	يتم تحديد الاحتياجات التدريبية للجامعة على أساس علمي مدروس لمواجهة التغييرات في بيئة العمل فيما يتعلق بعملية المقارنة المعيارية لإدارة الموارد البشرية	16.
	يتم تجهيز وتطوير برامج التدريب والتوعية التي تتعلق بعملية المقارنة المعيارية لإدارة الموارد البشرية	17.
	تهيئ الجامعة التسهيلات كافة اللازمة لمشاركة الموظفين في برنامج الدورات التدريبية الخاصة بعملية المقارنة المعيارية لإدارة الموارد البشرية	18.
	يجري تدريب الأفراد المسؤولين على إنجاز المقارنة المعيارية لإدارة الموارد البشرية لتحديد أدوارهم	19.
	يتم تقييم برامج التدريب الخاصة بعملية المقارنة المعيارية لإدارة الموارد البشرية دورياً للتأكد من درجة فعاليتها	20.
<b>ثالثاً: مشاركة الموظفين</b>		
	يتم إشراك الموظفين في كافة أنشطة المقارنة المعيارية لإدارة الموارد البشرية	21.
	يطرح الموظفون آراءهم بحرية في الاجتماعات الخاصة بعملية المقارنة المعيارية لإدارة الموارد البشرية	22.
	يتم الأخذ باقتراحات الموظفين فيما يتعلق بعملية المقارنة بمعايير الجودة المعتمدة الخاصة بإدارة الموارد البشرية	23.
	يدرك الموظفون أهداف عملية المقارنة المعيارية لإدارة الموارد البشرية وفوائدها	24.
	يوجد نظام حوافز لتعزيز المشاركة الفعالة للموظفين في عملية المقارنة بمعايير الجودة المعتمدة الخاصة بإدارة الموارد البشرية	25.
	يلتزم الموظفون بالسياسات المتعلقة بتحسين جودة أدائهم لضمان التطبيق الفعال لعملية المقارنة المعيارية لإدارة الموارد البشرية	26.
	يتم تفويض الصلاحيات لدعم مشاركة الموظفين في تطبيق الأنشطة المتعلقة بعملية المقارنة بمعايير الجودة المعتمدة الخاصة بإدارة الموارد البشرية	27.
	يتم الاعتماد على معايير عادلة في تقييم أداء الموظفين فيما يتعلق بإنجاز الأنشطة المتعلقة بعملية المقارنة المعيارية لإدارة الموارد البشرية	28.
	تعمل الجامعة على مكافأة الموظفين المبدعين لضمان الاستمرار في التطبيق الفعال لعملية المقارنة المعيارية لإدارة	29.

التقييم	العبارة	رقم
10 - 1		
	الموارد البشرية	
	يتم تشكيل لجان خاصة للنظر في شكاوى الموظفين المتعلقة بإتمام أنشطة عملية المقارنة المعيارية لإدارة الموارد البشرية	30.
	تعتمد الجامعة نظام فعال للتغذية الراجعة للموظفين فيما يتعلق بتطبيقهم لأنشطة عملية المقارنة المعيارية لإدارة الموارد البشرية بهدف الوصول لمستوى أداء أفضل	31.
<b>رابعاً: محددات عملية المقارنة المعيارية</b>		
	يتم تخصيص موارد مادية و بشرية لتطبيق عملية المقارنة بمعايير الجودة المعتمدة المتعلقة بإدارة الموارد البشرية	32.
	تتقبل الجامعة الإفصاح عن البيانات اللازمة لإتمام عملية المقارنة المعيارية لإدارة الموارد البشرية	33.
	تواجه الجامعة صعوبة في تحديد شريك لإجراء عملية المقارنة المعيارية لإدارة الموارد البشرية	34.
	تمتلك الجامعة المعرفة والكفاءة العلمية اللازمين لتنفيذ عملية المقارنة بمعايير الجودة المعتمدة الخاصة بإدارة الموارد البشرية	35.
	تستطيع الجامعة بسهولة الحصول على معلومات عن المنافسين اللازمة لإتمام عملية المقارنة المعيارية لإدارة الموارد البشرية	36.
	تتظر الجامعة إلى عملية المقارنة المعيارية لإدارة الموارد البشرية كأداة لجمع البيانات	37.
	تجد الجامعة صعوبة في القيام بعملية المقارنة المعيارية فيما يتعلق بقياس ومقارنة المجالات التي تتضمن المهارات أو أي عوامل ضمنية	38.
<b>خامساً: دور وحدة الجودة</b>		
	يتم ربط وحدة الجودة بالإدارة العليا في الجامعة لدعم تطبيق عملية المقارنة بمعايير الجودة المعتمدة المرتبطة بإدارة الموارد البشرية	39.
	تقوم وحدة الجودة بدراسة توجيهات الإدارة العليا فيما يتعلق بعملية المقارنة المعيارية لإدارة الموارد البشرية لوضع آليات تنفيذها	40.
	تستفيد وحدة الجودة من الكفاءات الموجودة في الجامعة كمورد للاستشارات المرتبطة بعملية المقارنة المعيارية الخاصة بإدارة الموارد البشرية	41.
	تقوم وحدة الجودة بدراسة احتياجات الجامعة من الموارد البشرية والموارد المالية اللازمة لتطبيق عملية المقارنة المعيارية لإدارة الموارد البشرية في الجامعة	42.
	تقوم وحدة الجودة برسم السياسات اللازمة لتنفيذ عملية المقارنة المعيارية لإدارة الموارد البشرية	43.
	تقوم وحدة الجودة بتحديد المهام والمسؤوليات لكل عضو في التنظيم الإداري لتنفيذ عملية المقارنة المعيارية لإدارة الموارد البشرية	44.
	تقوم وحدة الجودة بالمراجعة الدورية لأسلوب التطبيق لإدخال التحسينات المطلوبة لتحقيق الأهداف المطلوبة	45.
	تقوم وحدة الجودة برفع تقرير للإدارة العليا عن موقف التطبيق وكذلك نتائج اجتماعات الإدارات مع وحدة الجودة	46.
<b>سادساً: التركيز على العميل</b>		
	الجامعة تأخذ بعين الاعتبار مصلحة العميل من خلال تطبيق عملية المقارنة بمعايير الجودة المعتمدة المرتبطة بإدارة	47.

التقييم	العبارة	رقم
10 - 1		
	الموارد البشرية	
	48. تقوي الجامعة السياسات التي تهدف إلى الحفاظ على جمهور عملاءها وزيادة ولائهم للجامعة لدعم تطبيق عملية المقارنة المعيارية لإدارة الموارد البشرية	
	49. تعتمد الجامعة طريقة نظامية في دراسة احتياجات وتوقعات ورغبات ومستوى الرضا لدى عملاءها لتعزيز عملية المقارنة المعيارية لإدارة الموارد البشرية	
	50. تلتزم الجامعة بسرعة الاستجابة لرغبات وتوقعات عملائها لضمان إنجاز عملية المقارنة المعيارية لإدارة الموارد البشرية	
	51. تهتم الجامعة بمتابعة شكاوي العملاء وتقديم الحلول المناسبة لها لدعم تطبيق عملية المقارنة المعيارية لإدارة الموارد البشرية	
	52. تؤدي تعليقات وتوصيات العملاء إلى إحداث تغييرات إيجابية ضمن عملية المقارنة المعيارية لإدارة الموارد البشرية للوصول إلى مستوى جودة أعلى	
	53. تهتم الجامعة بمقارنة مستوى رضى العملاء بالمؤسسات الأخرى لدعم تطبيق عملية المقارنة المعيارية لإدارة الموارد البشرية	
	54. يعتبر رضى العملاء أحد المؤشرات لقياس مدى نجاح عملية المقارنة المعيارية لإدارة الموارد البشرية	
<b>الفعالية التنظيمية</b>		
تهدف الفقرات التالية الى تحديد مدى تأثير متغيرات الدراسة السابقة (كعوامل مؤثرة على تطبيق عملية المقارنة المعيارية لإدارة الموارد البشرية) على الفعالية التنظيمية في الجامعات		
	55. تحقق الجامعة مستوى رضى أعلى للعملاء من خلال التطبيق الفعال لعملية المقارنة المعيارية لإدارة الموارد البشرية	
	56. تصل الجامعة إلى مستوى أكاديمي ومهني أفضل للطلبة من خلال تنفيذ عملية المقارنة المعيارية لإدارة الموارد البشرية	
	57. تحقق الجامعة مستوى أعلى من رضى الموظفين من خلال التطبيق الفعال لعملية المقارنة المعيارية لإدارة الموارد البشرية	
	58. تعزز الجامعة النمو المهني للهيئة التدريسية من خلال إنجاز الأنشطة المتعلقة بعملية المقارنة المعيارية لإدارة الموارد البشرية	
	59. تواكب الجامعة متغيرات البيئة المتجددة وحاجات المجتمع المتغيرة بما يدعم التطبيق الفعال لعملية المقارنة بمعايير الجودة المعتمدة المرتبطة بإدارة الموارد البشرية	
	60. تراعي الجامعة بشكل إيجابي ومتوازن الصالح العام لمجتمع الجامعة والبيئة الخارجية المحيطة بها مما يسهل تطبيق عملية المقارنة المعيارية لإدارة الموارد البشرية	
	61. تمتاز الجامعة بقدرتها على الحصول على الموارد المالية والمادية والبشرية التي تحتاجها لإنجاز عملية المقارنة المعيارية لإدارة الموارد البشرية	
	62. تتوفر في هذه الجامعة بيئة اجتماعية تعاونية تدعم التطبيق الفعال لعملية المقارنة المعيارية لإدارة الموارد البشرية	
	63. تتمتع هذه الجامعة بإدارة مرنة قابلة للتكيف وراغبة في التغيير تساعدها على التطبيق الفعال لعملية المقارنة بمعايير	

التقييم	العبارة	رقم
10 - 1	الجودة المعتمدة المرتبطة بإدارة الموارد البشرية	
	ينم توزيع الأدوار الوظيفية على الموظفين بشكل يراعي مؤهلات وقدرات وميول كل منهم لإنجاز عملية المقارنة المعيارية لإدارة الموارد البشرية	64.
	تعمل الجامعة بقدرة كبيرة على استغلال قدرات موظفيها ومواهبهم وخبراتهم إلى أعلى درجة لدعم التطبيق الفعال لعملية المقارنة المعيارية لإدارة الموارد البشرية	65.
	يسود في هذه الجامعة نمط الاتصال المفتوح مما يسهل تطبيق عملية المقارنة المعيارية لإدارة الموارد البشرية	66.