



Research Article

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The Impact of Performance Management on Organizational Excellence in Educational Institutions and How to Strengthen it in Private Schools

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Abstract

The study was designed to measure performance management's impact on organizational excellence in educational institutions and how to support it. It used a descriptive-analytical method to deal with data and its classification, and its tool was designed to collect data from the study sample and then analyze it through the statistical package program (SPSS). The study community determines the educational institutions and how to strengthen them. The inspection unit consisted of all directors, heads of departments, and consultants in educational institutions and how to support them and their number (70). The study found a high level of performance management in its dimensions (performance planning, performance development, performance guidance, and performance evaluation) and a high level of organizational excellence in its dimensions (excellence of leadership, the excellence of strategies, and excellence of operations). It also concluded that there is a significant and statistically significant impact on management (Performance planning, performance development, performance guidance, performance evaluation) on organizational excellence in its dimensions (excellence of leadership, the excellence of strategies, and excellence of processes) in educational institutions and how to support them. To maintain the high level of application of the process of performance management in the organization and recommended the study of the need to strengthen and develop after the development of performance through the support and development of activities and training courses for staff more than it is through the results obtained a positive impact on all dimensions of organizational excellence.

Keywords: Performance Management, Organizational Excellence, Educational Institutions, Private Schools

1. Introduction

With the increasing pressures resulting from globalization and developments on all economic, social, and political aspects, organizations found themselves in the face of difficult situations that require developing their organizational performance to achieve a position capable of proving their presence in the business world full of rapid changes. Regarding the organizations' organizational issue through their awareness of the necessity of competition and obtaining unique and rare resources and capabilities that make them able to achieve a competitive advantage, and among the most important of these resources is the human resource in the organization.

Performance management is a distinctive approach in the organization that every organization

aspire to reach charges in pursuit of competitiveness, which requires all the organization's internal activities and operations to increase revenues, achieve profits, and reach the advantage. The most common part of the past was focusing on performance appraisal systems geared toward what an individual could achieve in the future. After that, the past twenty years have witnessed an increase in organizations' focus on motivating and engaging employees, which led to the expansion of the concept of performance appraisal to a more dynamic performance management system that includes the performance appraisal process as a component of a more comprehensive approach to the management process. The performance management system has evolved so that many organizations have worked to demolish the traditional hierarchy in favor of more equal work environments that have led to an increase in and development of performance management systems and have sought to obtain multiple sources of feedback throughout the year that allow re-evaluation of goals and progress continuously to meet the organization changing needs. (Ibrahim, 2011)

This study was conducted to identify performance management's effect on organizational excellence in educational institutions and how to support them.

1.1 *The study problem and its questions*

All organizations seek, with their strategic resources, the most important of which is the human resource, to create an added value that distinguishes educational institutions and how to support them from others, because upgrading performance levels has become an important factor to face the new stage of the competition in the local and global market. So the existence of a performance management system for human resources that ensures the control and follow-up of employees and their development, especially at the moment of fundamental deviations, may negatively reflect the organization.

The researcher has made an exploratory increase to educational institutions and how to support them, which are considered among the distinguished institutions that are interested in the human resource component and which are working within an advanced performance management system that works to monitor and improve the performance of their employees and their development. This was the purpose of this study to identify the impact of performance management on organizational excellence.

1.2 *The purpose of the study can be achieved through the following questions.*

The first main question: Is there an impact of performance management with its components (performance planning, performance development, performance orientation, performance evaluation) on organizational excellence in its dimensions (Excellence in leadership, differentiation of strategies, differentiation of operations) of educational institutions and how to support them in Jordan?

The following sub-questions emerge from the central question: The first sub-question: Is there an impact of performance management elements together on the leadership of educational institutions and how to support them in Jordan?

The second sub-question: Is there an effect of the combined elements of performance management on the excellence of educational institutions' strategies and how to support them in Jordan?

The third sub-question: Is there an effect of the combined elements of performance management on educational institutions' facilities and how to support them in Jordan?

1.3 *Significance of the Study*

1.3.1 *The theoretical importance*

- The importance of this study lies in the fact that it deals with the strategic role of one of the human resources functions in business organizations, which is Managing important performance in the face of the challenges and rapid changes in the highly complex domestic and international environment.

The study's theoretical importance also resides in researching the employee entitlement performance management system's effectiveness, which measures the maximum utilization of human resources performance to reach the best performance to enhance the competitive advantage among the companies.

- The researcher hopes that this research will clarify the impact of the performance management system and its role to reach organizations excellence.

1.3.2 Practical importance

The practical importance of this study is shown by providing recommendations and suggestions that may help increase the effectiveness of educational institutions' performance management system and how to support them.

- The researcher hopes that this study will contribute to demonstrating the importance of the performance management system in educational institutions, how to support them, and the extent to which this affects the performance of the organization as a whole to achieve excellence
- The researcher hopes that educational institutions will benefit from the study results in the process of continuous development of the performance management system.

1.4 Study hypotheses

The first primary hypothesis: There is no statistically significant effect at the level ($0.05 = \alpha$) of performance management in all its dimensions (performance planning, performance development, performance guidance, performance evaluation) on the organizational distinction with its dimensions (leadership, strategies, and operations) of educational institutions and how to support them.

The following sub-hypotheses emerge from it:

The first sub-hypothesis: There is no statistically significant effect at the level ($\alpha = 0.05$) of performance management with its combined dimensions on the excellence of leadership in educational institutions and how to support them in Jordan.

The second sub-hypothesis: There is no statistically significant impact at the ($\alpha = 0.05$) level of performance management in its combined dimensions on the excellence of strategies of academic institutions and how to support them in Jordan

The third sub-hypothesis: There is no statistically significant effect at the level ($\alpha = 0.05$) of performance management with its combined dimensions on the excellence of operations of educational institutions and how to support them in Jordan.

1.5 Procedural definitions

Performance management: Achieving a continuous work mechanism based on setting specific and clear goals and expectations for the performance of employees in educational institutions, how to support them, and providing feedback to reduce problems and their effects, to ensure that the planned goals for business outcomes are achieved and work to improve the development of these works. The following elements measured it:

Performance Planning: It is a continuous process that aims to define the duties and responsibilities of individuals in educational institutions, how to support them in the future, and how they perform according to the vision of educational institutions, how to support them, their mission, and their strategic objectives within a certain period. It was measured through a set of items that appear in the study questionnaire.

Directing Performance: a set of activities that include observing and documenting business results, providing feedback, enhancing communication between all workers in educational institutions, how to support them, and clarifying all qualitative and quantitative criteria for the completion of work,

which makes them able to implement the business plan efficiently. It will be measured through a set of items that appear in the study questionnaire.

Performance Appraisal: It is a set of activities and procedures that include measuring the performance of employees and knowing their weaknesses and strengths in the performance of the business and tracking the efficiency and effectiveness of the performance of the worlds in educational institutions and how to support them to make decisions related to the compensation system and incentives and to achieve benefits for both employees, managers and the organization as a whole.

It was measured through a set of items that appear in the study questionnaire.

Performance development: It is the process of raising employees' performance level in educational institutions and how to support them through the training provided by the organization to its workers, providing them with more skills and experience, and giving them opportunities for promotion based on the results of performance evaluation.

It was measured through a set of items that appear in the study questionnaire.

Organizational excellence: the organizational excellence of educational institutions and how to support them by providing high levels of performance through the interconnection between organizational leadership, strategies, adopted policies, and internal processes towards achieving efficiency and effectiveness in the overall performance of the organization.

It is an administrative and functional distinction that comes through investing in the untapped potential of the workers and the organization as a whole (Meyer, 2005, p31).

1.6 Limits of the study

Spatial Limits: The study will be limited to educational institutions and how to support them in the Kingdom.

Temporal limits: This study will begin in the second semester of 2019/2020.

Human Limits: This study will be limited to workers in educational institutions and how to support them.

Scientific limits: The scientific limits are the measurement of independent variables (performance planning, performance development, performance orientation, performance selection), and dependent (excellence leadership, the excellence of strategies, and excellence of operations)

2. Methodology and Procedures

Study methodology: To reach the goals of the study, the researcher adopted the descriptive and analytical method

Analyze and classify data to describe the phenomenon of the study and its community. The researcher also recorded observations of the study to present it in the form of tables and graphs. A questionnaire was also designed to collect data, analyze it using the SPSS program, and reach the study's results and recommendations.

Study population: educational institutions and how to support them in private schools, including a number of employees (100).

The Preview unit: It consists of all the principals, heads of departments, consultants in educational institutions, and how to support the private schools (70) individuals. The researcher did a comprehensive survey for all preview units' personnel.

The study tool: The researcher has adopted the design of a questionnaire that covers all dimensions of the independent and dependent study variables in a way that enables testing of the hypotheses of the study that were constructed, distributed, and formed according to the preview unit survey. To increase the reliability and credibility of the data collected, the researcher relied on the previous studies' measures to measure the study variables, whose reliability and credibility were proven. The researcher developed some expressions that were not mentioned in the previous studies and are necessary for measurement. They distributed the responses of the sample members on the

questionnaire paragraphs according to the Likert five-point scale to represent approval of the paragraphs in the form: (Strongly agree five marks, agree four marks, neutral three marks, disagree two marks, strongly disagree with one mark).

2.1 Reliability of the tool

The Cranach Alpha's coefficient was adopted for internal consistency in order to ensure the validity of the questionnaire as a tool to collect data necessary for the current study. With regard to the limits adopted by this study when commenting on the arithmetic mean of the variables in the study model.

Data collection sources: The researcher collected and analyzed theoretical and practical study data, relying on two types of sources:

Secondary sources: These are data obtained from library sources and from the literary review of previous studies, concerned with the two subjects of work on employee performance management and organizational excellence, such as books and scientific resources, official statistics and reports, master's theses, and doctoral theses as well as periodicals and pamphlets published in journals. This is to lay the foundations for the scientific benchmarks and the theoretical framework of the study.

Primary sources: The researcher designed a scientifically controlled questionnaire to measure the extent of performance management's impact on organizational excellence. It covers the aspects addressed by the theoretical framework, the questions, and the hypotheses on which all the study was based.

Methods of data analysis: The questionnaire data were entered into the (SPSS) program to be processed according to the tests that achieve the purpose of the study, and specifically, the following methods will be used:

1. Measures of central tendency: the arithmetic means, frequencies, and percentages, to describe the study sample's opinions about the study variables and to determine the importance of the expressions contained in the questionnaire, as well as the standardized regression to show the extent of the dispersion of the answers from their arithmetic mean.
2. Multiple Regression: to test the effect of a group of independent variables on the dependent variable.
3. Simple Regression: to test the effect of each independent variable on the dependent variable.

3. The Theoretical Framework and Previous Studies

Organizations face significant challenges due to globalization and economic and political changes that appear rapidly and suddenly, which made them research means and methods that enable them to keep pace with those changes and reach a more significant market share, relying in this on achieving competitive advantage (Basu and Mahboob, 2013).

The human element is one of the essential elements that organizations depend on in carrying out their activities and operations and achieving their goals within the contemporary environment characterized by complexity and intensity of competition; this is why organizations are looking for how to benefit from the human element and use it efficiently and effectively to reach the goals of the organization, increase productivity, achieve profits and make better use of the rest of the resources of production (Abu Sharkh, 2010)

The word performance is split from the verb performed in the Arabic language, which means delivering the thing to the thing or reaching it on its own, meaning that it performs what it owes (Ben Zakaria, p. 74) and administratively, it means that individuals carry out the duties and duties of the job entrusted to them according to the supposed work rate (Badri, 1992, P. 310).

The concept of performance management includes all activities that ensure the achievement of the organization's goals efficiently and effectively that focuses on the organizational performance of employees and on the main areas that would raise productivity (Homayounzadpanah & Baqerrkord, 2012). Performance management is a systematic approach to the communication process between workers about what must be achieved related to productivity and performance (Marsor, 2011).

Performance management has been recognized as a systematic process that contributes to the effective management of individuals and enveloping collaborative teams alike to achieve high levels of organizational performance through understanding and managing the organization and developing the performance of workers within the framework of the set guidelines and required performance standards (Baron & Armstrong, 2016). Performance management is also recognized as a continuous process of renewing, measuring, and developing organizations' performance by linking an individual's performance with the organization's goals and mission (Aguinis, 2013).

The researcher used based on the previous definitions and based on what the researchers stated that performance management is a continuous work mechanism based on setting specific goals and expectations for employees' performance and setting standards and measures for the performance of workers—ensuring that the required goals are achieved by using feedback.

Performance management characteristics: The performance process has many characteristics that the researcher summarized as follows: (Armstrong, 2016-4)

- Performance management is a planning-based process that includes the following primary elements:
Agreement, measurement, feedback, positive reinforcement, and dialogue. It is concerned with measuring performance results compared to expectations, which were previously identified as targets, and therefore it focuses on the goals, standards, and measures of performance.
- Performance management is a continuous and flexible process that provided a comfortable environment for work and make the employees feel that they were partners within the organization, which is also considered as a framework that defines how to work to achieve the best results, which depends on consensus and taking the views of all employees.

One of its most important characteristics is that it focuses on future planning rather than evaluating performance with impact retrograde, which is an evolutionary process that is improved over time and provides the development needs of workers. It is an integral part of the organization's compensation system.

Performance management objectives: The performance management goals are divided into the following (Aguinis - P15 2013):

Strategic goals. The first goal of the performance management process is to assist senior management in achieving its strategic goals by linking organizational goals with individuals' goals and aligning with them.

- Administrative objectives. It includes making decisions about salaries, incentives, and layoffs.
 - Communication objectives. Performance management has a vital role in communication between employees.
 - developmental objectives. The performance management provides feedback on business results and identifies weaknesses that may exist and helps develop appropriate training programs or show strengths emerge and reinforce them with development programs.
 - Corrective objectives. Performance management provides important information that the organization can benefit from in re-planning the workforce according to the environmental changes that may occur either inside or outside.
 - Documentation objectives. It is related to documenting all-important administrative decisions and documenting information that can be used later as specific data.
- 2- The performance management goals have been defined as follows (Farmer, 2014):
- Provide employees with information on their performance.
 - Clarify and define the organization's expectations of its employees.
 - Determine the needs for development and improvement.
 - Collect information that is used as the basis for determining wages.
 - Collecting information that can be used to direct and instruct employees.
 - Collect information needed for promotions and upgrades.

Staff performance guidance: It is a collaborative process by which the manager and the employees

set short and long-term goals in a manner related to the results that can be achieved or that may exceed continuously, and each side listens to the other about the matters, expectations of performance results, and they exchange questions and perspectives (O'Connor, 2012). There are many definitions of the concept of mentoring, Fiedler (2009) defined a directive as: "a person in a group who assumes tasks in the absence of a formal leader." Fiedler mentioned some definitions of some people, including (Cattell's) definition of a mentor as the person who brings about the effective change is the group achievement" (Fiedler, 2009), (Khader 2012p42) defined the directive as the behavior that affects individuals and their actions and feelings to reach the goals required by the work. The directive can be defined as the executive administrative function that involves supervising the individuals, directing and guiding them on how to perform and complete the work, and achieve common goals between workers and the organization (Al-Ola 2016, p. 36). The researcher believes that direction is a communicative process from the heads and supervisors to the subordinates, based on motivation, mentoring, or human relations. A directive is considered the most important work in all managerial levels as it focuses on most workers in the organization and follows up the performance and its results consistently.

Characteristics of the mentoring process: The performance orientation process has several characteristics, the most important of which are (Khader, 2012p35):

- Mission: For the organization to ensure that it will succeed in achieving the desired and specified goals, it must carry out the correct and appropriate guidance to the employees.
- Continuous: It is characterized by continuity in every stage of work
- Answer: The supervisors or business heads give subordinates orders, and the subordinates must respond to those orders.

Coordinated: The performance directing process's success depends on the coordination of efforts between the superiors and among the subordinates.

The importance of performance evaluation: evaluate performance has many benefits for the organization and for the individual, the most important of which are (Al-Hiti, 2013, p. 210):

- Improving the career level through the development and training process, as it deals with the aspect related to the individual and the aspect related to the organization as a whole and provides important information on the performance results of the employees and thus determines the training or development programs necessary for the individual and the organization.
- The evaluation process helps in identifying the skills of individuals and their potential capabilities so that the organization can benefit from this in the process of re-division of work and the distribution of roles and responsibilities.
- Improving and developing the worker's performance and adopting this evaluation as an appropriate guideline for determining rewards, periodic bonuses, and incentives.
- The performance assessment shares in identifying training needs.
- Performance evaluations help to judge the correctives of selection, recruitment, and training policies

3.1 Concept of organizational excellence

The word distinction in language refers to the verb distinguishing, and it is said to excel a thing, meaning that its merit seemed to be superior to it (Al-Wasit, p. 893). (Abu Bakr, 2008, p. 15) the summarized distinction is the organization's ability to offer goods or services that other organizations cannot imitate through the organization's many capabilities and resources, and in which the human element occupies the most important resource in achieving this. It is referred to as every action or activity for each person that promotes and strengthens achievement. Excellence is recognized within the organization and includes many of the work forces that make up the organization's structure (Mcgregor, 2010). The definition of organizational excellence stems from many books, studies, and research, and the following is an explanation of this concept. Organizational excellence was considered the superior performance of the organization, in which the organization achieves high levels of performance that distinguish it from

the rest by caring for the individual and team spirit and benefiting from external incentives (Ibrahim, 2011, p.109). It also means that employees achieve management functions with less possible effort and less time and costs (Abu Al-Nasr, 2012, p. 72). The organizational distinction is an integrated concept that includes the exploitation of opportunities available within the framework of effective strategic planning and commitment to a common vision characterized by clarity of purpose and interest in performance (Zairi, p. 25, 2015). Organizational excellence is also presented as a process consisting of a set of practices that include self-evaluation of workers, harmonizing work between workers and managing the organization, identifying errors, and improving and developing work (Jawad and Khuraisha, 2008). Organizational excellence consists of two axes. The first axis is the organization's pursuit of excellence and the second axis is that all policies and decisions that result from the organization's management and the systems it adopts must be distinguished by excellence. The two axes must interact and intertwine to reach the organization for excellence and creativity (Al-Sulami 2011, p. 12). Quality provides distinguished organizations with several definitions, including the definition of the European Quality Model of Excellence, which clarifies that the distinguished organization can perform practices that work to achieve nine basic concepts: (Focus on workers, management through processes and facts, continuous learning, partnership, development, and public responsibility. Results from orientation, leadership, improvement, development, innovations, and inventions (EFQM guidelines 2013). The researcher believes that organizational excellence is the process of strengthening and developing the organization's management system and processes through a set of methods and means of its capabilities. Managing employee performance and effective utilization Excellence in all organization activities to obtain superior business results, create value for stakeholders, achieve their goals, and exceed expectations.

3.2 *Distinguish strategies*

It is the organization's desire to achieve excellence through its movement within an integrated and clear vision and to utilize all its resources efficiently and effectively by adopting strategic development plans (Kharsha and others, 2013: 144).

The distinction of strategies is defined as the degree to which the steps taken by the organization for interaction and complementarity are distinguished between the organization's vision and mission and linked to its strategic capabilities in facing environmental changes (Belkabir, 2016).

The excellence of strategies is also known as the organization's excellent implementation of its mission and vision by developing a strategy that focuses on stakeholders and transforming specific objectives and strategies into action plans as well as taking corrective actions in cases of deviations. It also works on effective communication between all members of the organization and at all levels, and to include them in developing and implementing action plans (Aldamen, 2006).

The researcher believes that distinguishing strategies is the ability of the organization and its keenness to implement its strategy based on the suitability between its goals and the goals of the stakeholders. It is also able to keep pace with sudden internal or external changes and has alternative plans to face those changes if they occur.

3.3 *Previous Studies*

Abu Hatab (2009) "Effectiveness of the performance evaluation system and its impact on employee performance": This study aimed to introduce the evaluation mechanism for the employees of the Patients Friends Charity Association in Gaza, to identify the problems facing the process of evaluating workers, and to try to find the scientific and practical solutions and mechanisms needed to develop a performance evaluation system, the study community included all workers who they work full time in the Medical Patient Friends Association and its branches amounting (121) individuals. The study concluded that the design of the performance evaluation system within the association was weak as a result of not being designed by a competent authority, and the results of the study showed that there is a positive relationship between the clarity of the methods of evaluation and understanding and

between employees productivity competences. It also showed weakness in the training programs needed to improve employees' performance, and the results also showed a relationship between the effectiveness of the performance evaluation system and the job analysis component, methods, and standards used for evaluation.

The study identified the dependent variable in the effectiveness of the independent variable's performance evaluation system with the level, limit, and dimensions (the criteria used, job analysis, the professionalism of the evaluation system, the evaluation methods used, and feedback). The researcher benefits from this study in Managing employee performance and building the independent variable study model.

Al-Mobaideen (2013) "The Effectiveness of the Institutional Performance Appraisal System and Its Impact on Organizational Excellence: An Empirical Study on the Social Security Corporation in Jordan" The study aimed to identify the effectiveness of the institutional performance evaluation system and its impact on organizational excellence of the Social Security Corporation in Jordan and to measure all the elements of the independent variable, which is the institutional performance evaluation system and its impact on organizational excellence. The study population included all employees of the Social Security Corporation (260) individuals. The study used the descriptive and analytical approach and identified the independent variable with its following dimensions (evaluation legislation, evaluation objectives, evaluation criteria, evaluators, and evaluation problems) and the dependent variable of organizational excellence.

4. Analyze and Discuss the Results of the Study

This chapter includes the study results to identify the effect of managing organizational performance on completion of the educational institutions and how to support them in private schools. The results will be presented depending on the assumptions of the study.

4.1 Characteristics of the study sample

Table (1) shows the characteristics of the study sample related to personal factors.

Table (1): description of the characteristics of the study sample

Variables	Category	Repetition	Percentage
Gender	Male	45	73.8
	Female	16	26.2
	Total	61	100.0
Age	30 years and less	24	39.3
	30-less than 40	16	26.2
	40 years	1	1.6
	Total	61	100.0
Qualification	Academic	48	78.7
	M.A	13	21.3
	PhD	0	0
	Total	61	100.0
Current Career Level within the organization	Senior management	13	21.3
	Middle management	44	72.1
	Minimum management	4	6.6
	Total	61	100.0
Years of Experience	Less than 5 years	24	39.3
	5-less than 10 years	20	32.8
	10 years and above	17	27.9
	Total	61	100.0

It appears from Table (1) that:

- for the variable of gender, we note that male workers are the most frequent, which reached (45) with a percentage of (73.8%), while females are the least recurring, which reached (16) with a percentage of (26%)
- concerning the age variable, we note that workers with (30 years or less) are the highest frequency (24) with a percentage of (3.39%) while those aged (40 years and over) are the least frequent which counted (10) with a percentage of (1.6%).
- Concerning the variable of academic qualification, we note that workers with a university degree are the most frequent, which reached (48) by a percentage (78.7%), while those who obtained a master are the least frequent, which reached (13) by a percentage (21.3%).
- Concerning the variable of the current job level of the organization, we note that workers who work in middle management are the highest frequency, which reached (44) with a percentage (72.1), while those who work within the level of lower management are the least frequent, which reached (4) with a percentage of (6.6 %).
- Concerning the variable years of experience in the institution, we note that work in educational institutions and how to support them in private schools whose experience ranges from (less than 5 years) are the highest frequency, which reached (24) percentage (39.3%), while those with experience 20 years or more are The least frequent, which reached (17) percentage (27.9%)

4.2 Description of study variables

4.2.1 First: the independent variable (performance management)

4.2.1.1 Planning the performance of employees

Table 2: The arithmetic means, standard deviations, and the relative importance of the performance planning variable paragraphs, in descending order

Rank	Ser.	Paragraph	Arithmetic mean	Standard deviation	Relative importance
1	1	The organization is keen to set smart (specific, midwife) goals. Measurable, achievable, motivational, and specific With a specific time) for all its employees	4.56	0.5	HIGH
2	2	The organization is keen to set detailed plans for managers to execute according to the planned targets	4.33	0.63	High
3	6	The organization is interested in taking into account the achievement of goals as soon as possible through performance plans	4.2	0.65	High
4	3	The organization is keen to provide feedback to workers during the implementation of performance	4.13	0.78	High
5	5	The organization is keen to involve employees in the performance planning process	4.1	0.72	High
6	4	The organization takes into account the obstacles to achieving goals while developing operational plans	4.08	0.76	High
		General rate	4.23	0.52	High

It appears from Table (2) that the arithmetic averages of the paragraphs in the field "Performance Planning" ranged between (08.4-56.4) as if above paragraph No. (1) which states: "The organization is keen on setting smart goals (specific, measurable, and measurable). Motivation can be achieved and limited to a particular time (for all its workers, with an average of 56.4) and with a high degree, and this indicates the organization's keenness to set smart goals that help them understand how to reach the pledges easily and without difficulties. Which states:

The organization is keen to develop detailed plans for managers to implement them according to the planned goals, with an average of (33.4) and a high degree, and this is due to the organization's keenness to implement its drawn plans accurately. This was during the development of the executive plans with an average of (08.4) and a high degree, and the arithmetic average of the field as a whole (23.4) with a high degree. The manager carefully ensures its proper implementation, as it is keen on the feedback process to make the necessary adjustments in the plans.

4.2.1.2 Developing employees' performance

Table 3: The arithmetic means, standard deviations, and the relative importance of the performance development variable items are ranked in descending order

Rank	Ser.	Paragraph	Arithmetic mean	Standard deviation	Relative importance
1	7	The organization was keen to diagnose the current performance gap using the analysis.	4.3	0.72	High
2	9	The organization is keen to provide continuous training courses for workers	4.26	0.79	High
3	12	The organization is keen to enhance the professional competencies of its employees continuously	4.21	0.78	High
4	10	The organization is interested in amending the internal legislation in a manner consistent with developing the performance of employees	4.2	0.78	High
5	8	The organization is keen to educate employees about all regulations related to the implementation of the performance	4.1	0.63	High
6	11	The organization emphasizes activating effective communication between managers and subordinates in the organization	4.18	0.59	High
		General rate	4.18	0.65	High

Table (3) shows that the arithmetic averages of the paragraphs of the field "Performance Development" ranged between (4.30-4.18) as if the above paragraph (7) which states "The organization is keen to diagnose the current performance gap using the analysis" with an average of (4.30) This is due to the nature of the work of educational institutions and how to support them in schools that requires constant attention to the performance of the workers. Here is Paragraph No. (9), Which stipulates that the organization is keen to provide continuous training courses for employees with an average of (4.26), which indicates the awareness of educational institutions and how to support them of the need to give training courses for workers to enhance and develop performance and work to bridge the performance gap. In the last rank, Paragraph No. (11), which states: "The organization emphasizes activating effective communication between managers and subordinates in the organization," with an arithmetic average (4.18) and a high degree, and this indicates the interest of educational institutions and how to support them and their awareness of the importance of having communication channels between managers and subordinates. Arithmetic for the domain as a whole (4.22) and a high degree. These results indicate the desire of educational institutions and how to support them in making the best use of their employees through more experience, training, and developing job skills because of their positive impact on performance.

4.2.1.3 Directing the performance of employees

Table 4: The arithmetic means, standard deviations, and the relative importance of the performance directive variable paragraphs, arranged in descending order

Rank	Ser.	Paragraph	Arithmetic mean	Standard deviation	Relative importance
1	17	The organization is keen to attract professional competencies.	4.36	0.61	High
2	14	The senior management is keen to follow the direction of performance in the organization continuously	4.31	0.72	High
3	13	The organization is keen to activate open communication channels between management and workers continuously	4.2	0.81	High
4	16	The organization clarifies the criteria used to complete work efficiently and for all employees	4.2	0.68	High
5	15	The organization provides staff with information continuously about the methods of achieving the goals	4.18	0.74	High
6	18	The organization provides its employees with continuous feedback information in the process of directing performance	4.18	0.74	High
		General rate	4.32	.55	High

Table (4) shows that the arithmetic averages for the paragraphs of the field "Performance Guidance" ranged between (4.36-4.18), as if the highest paragraph No. (17), which states that "the organization is keen to attract the appropriate professional competencies" with an arithmetic average (4.36) and a high degree, and this indicates the interest of educational institutions and how to support them in schools and their keenness to appoint the appropriate individuals for the nature of work, its requirements, and the suitability of academic qualifications with the nature of work.

In the last rank, Paragraph (18) states that "the organization provides employees with continuous feedback information in the process of directing the performance" with an arithmetic average (4.18) and a high degree, and this indicates the eagerness of educational institutions and how to support them to educate workers and benefit them from the actual performance review process. The average of the domain as a whole was (3.36), with a high degree.

4.2.1.4 Staff performance evaluation

Table 5: The arithmetic means, standard deviations, and the negative importance of the performance evaluation variable paragraphs in descending order

Rank	Ser.	Paragraph	Arithmetic mean	Standard deviation	Relative importance
1	20	The organization is keen to evaluate the performance of employees periodically	4.44	0.7	HIGH
2	22	The organization is keen to provide moral incentives to workers based on the evaluation results	4.41	0.72	High
3	26	The organization is keen on the process of continuous improvement of the performance evaluation system in the organization	4.41	0.72	High
4	19	The organization is keen to activate the performance evaluation process based on clear and specific criteria	4.38	0.71	High
5	23	The organization is keen to know the strengths of the performance levels of its employees	4.3	0.76	High
6	24	The organization is keen to know the weaknesses in the performance levels of its employees	4.3	0.78	High
7	21	The organization is keen to provide financial incentives based on the evaluation results	4.15	0.87	High
8	25	The organization is keen to carry out a continuous feedback process for workers on their performance	4.15	0.83	High
		General rate	4.24	.55	High

Table (5) shows that the arithmetic averages of the paragraphs of the field "performance evaluation" ranged between (4.44-4.15), the highest of which was paragraph (20), which states that "the organization is keen to evaluate the performance of the two work periodically" with an arithmetic average (4.44) and with a high degree. This indicates that educational institutions and how to support them in schools are continuously measuring and reviewing performance levels. In the last rank, Paragraph No. (25), which states that "the organization is keen to carry out the process of feedback for workers on their performance continuously" with an average of (4.15) and a high degree, due to the keenness of educational institutions and how to support them in schools in monitoring and correcting performance to avoid problems and errors. The mean of the field as a whole was (4.24), with a high degree. The results indicate the awareness of educational institutions and how they clearly support the performance appraisal process in measuring the level of achievement of the goals set for employees and the organization's goals.

4.2.2 Second: the dependent variable (organizational excellence)

4.2.2.1 Driving distinction

Table 6: The arithmetic means, standard deviations, and the relative importance of the paragraphs of a variable that characterize the leadership in descending order

Rank	Ser.	Paragraph	Arithmetic mean	Standard deviation	Relative importance
1	1	Leadership represents a good example to the subordinates in the organization.	4.59	0.56	High
2	3	The leadership ensures that the employees carry out the duties entrusted to them entirely and with a high level of quality and professionalism	4.36	0.66	High
3	5	Leadership promotes a culture of creativity in organizational development	4.36	0.9	High
4	7	Leadership is characterized by transparency and responsibility towards the dealers in the organization	4.34	0.89	High
5	2	The leadership is keen on continuous contact with the employees of the organization	4.28	0.73	High
6	6	Leadership is transparent and holds accountable to the organization's personnel	4.16	0.8	High
7	4	The leadership is keen on having flexibility in work procedures	4.15	0.73	High
		General rate	4.32	.61	High

Table (6) shows that the arithmetic averages of the items in the field "Distinguishing Leadership" ranged between 4.59-4.15). The highest was in paragraph (1), which states that "Leadership represents a good example for subordinates in the organization" with an arithmetic average (4.59) and a high degree, and this indicates the educational institutions and how to support them in schools are concerned with the positive impact on the team by limiting them to motivation and giving at work. At the last rank item (4) which states that "the leadership is keen on having flexibility in work procedures" with an average of (4.15) and a high degree, as it was found that educational institutions and how to support them in schools reduce complications and energize work procedures. The mean of the domain as a whole was (4.32), with a high degree. The results indicate that educational institutions and how to support them in schools to provide an environment that encourages creativity and is keen to embody institutional values and to set an excellent example of integrity, to be flexible and to sharpen motivation to create a culture of empowerment, improvement, and accountability for all employees.

4.2.2.2 Distinguish strategies

Table 7: The arithmetic means, standard deviations, and the relative importance of the variable paragraphs that characterize the strategy in descending order

Rank	Ser.	Paragraph	Arithmetic mean	Standard deviation	Relative importance
1	8	The organization adopts its strategy in light of the needs of its stakeholders.	4.25	0.87	High
2	14	The strategy takes into account scientific developments and is in line with global standards	4.23	0.8	High
3	15	The strategy takes into account practical developments and is in line with global standards	4.23	0.84	High
4	9	The organization is keen to inform employees of the necessary procedures to implement strategies	4.2	0.83	High
5	10	The organization is keen to study the internal environment of the organization before determining its strategy	4.15	0.68	High
6	11	The strategy focuses on highlighting the progress the organization has made in achieving its goals	4.13	0.74	High
7	12	The strategy includes alternative plans to face the changes	4.13	0.74	High
8	13	The organization adopts its strategy in light of the needs of its stakeholders	4.11	0.86	
		General rate	4.18	.62	High

Table (7) shows that the arithmetic averages for the periods of the field "distinguishing strategies" ranged between (4.25-4.11), the highest was in paragraph (8), which states that the organization adopts its strategy in light of the needs of its stakeholders, with an arithmetic average of (4.25) and a high degree. This indicates that educational institutions and how to support them are keen to strive to add value for the benefit of those dealing with them and in the last rank paragraph (13) which states that "the strategy includes alternative plans to confront the variables" with an arithmetic average (4.11) and a high degree, and the arithmetic average for the field as a whole (4.18) and with a high degree.

4.2.2.3 Process Excellence

Table 8: The arithmetic means, standard deviations, and the relative importance of the paragraphs of a variable that characterize the operations in descending order

Rank	Ser.	Paragraph	Arithmetic mean	Standard deviation	Relative importance
1	16	Data on current performance are used for benchmarking.	4.23	0.74	High
2	17	The organization identifies the vital processes necessary to meet the needs of the employees continuously	4.1	0.65	High
3	21	The organization is concerned with the coordination between the various operations and procedures to work with	4.31	0.62	High
4	18	The organization is keen on the availability of electronic devices in the exercise of its operations	4.38	0.76	High
5	19	The organization is keen to know the opinions of the beneficiaries in determining the methods of improving organizational performance	4.26	0.68	High
6	20	The organization conducts periodic surveys to determine the requirements of the customers and provide them	4.21	0.84	High
		General rate	4.25	.52	High

It appears from Table (8) that the arithmetic averages of the paragraphs of the field "Characterizing

Operations" ranged from (4.23-4.21). The highest was in Paragraph No. (16), which states that "data on current performance is used to make standard comparisons," with an arithmetic average (4.23) and a high degree; this indicates that educational institutions and how to support them are interested in comparing their performance with specific performance standards. In the last rank, Paragraph No. (20) which states, "The organization conducts periodic opinion polls to determine the requirements of the customers and provide them," with an arithmetic average (4.21) and a high degree, and this indicates the awareness of educational institutions and how to support them of the importance of building and developing a continuous dialogue with their clients. The mean of the field as a whole was (4.25), with a high degree. The results indicate that educational institutions and how to support them work on analyzing the impact of operations to understand current capabilities and then identify development opportunities to achieve strategic goals.

4.3 Main hypothesis HO1:

This hypothesis states, "There is a statistically significant impact at the level ($\alpha = 0.05$) of performance management with its dimensions (performance planning, performance development, performance guidance, performance evaluation) on the organizational distinction of its dimensions (leadership, strategies, and processes) of educational institutions and how to support them.

The Multiple Regression test was used to know the effect of performance management in its dimensions (performance planning, performance development, performance direction, performance evaluation) on organizational excellence with its dimensions (leadership excellence, strategies distinction, and process excellence) in educational institutions and how to support them, results as follows:

Table 9: Analysis of the results of variance

Model	Sum of squares	Df	Mean Square	F	Sig.
1 Regression	13.545	4	3.386	50.515	.000
Residual	3.754	56	.067		
Total	17.299	60			

Table 10: Multiple regression analysis to know performance management with its dimensions (performance planning, performance guidance, performance evaluation, performance development) on organizational excellence with its dimensions (leadership distinction, strategy distinction, and process distinction) of educational institutions and how to support them

Independent variable	link R	coefficient of determination	F	Significance level Sig. F	Regression coefficient	T	Significance level Sig. * T	Fixed limit
Performance planning	.885	.783	50.515	.000	.234	2.487	.016	.031
Performance development					.278	2.081	.042	
Performance directing					.474	4.270	.000	
Performance evaluation					.021	-.180	.858	

Tables (9) and (10) illustrate the impact of performance management in its dimensions (performance planning, performance development, performance guidance, performance evaluation) on organizational excellence with its dimensions (leadership distinction, strategy distinction, process excellence) on educational institutions and how to support them. As the results of the statistical analysis showed the existence of a statistically significant effect of performance management in its dimensions (performance planning, performance development, performance guidance, performance evaluation) on organizational excellence in its dimensions (leadership distinction, strategies distinction, process excellence) on educational institutions and how to support them, as the coefficient of correlation reached R (0.885) at the level of significance ($\alpha \leq 0.05$). As for the parameter of

determination, it reached (0.783), meaning that performance management with its dimensions (performance planning, performance guidance, performance evaluation, performance development) explains 78.3% of the variables in Organizational excellence with its dimensions (leadership distinction, strategies distinction, and process excellence) of educational institutions and how to support them. The value of F (50.515) is a function of the level of significance ($\alpha \leq 0.05$) for performance management in its dimensions (performance planning, performance guidance, performance evaluation, performance development) On organizational excellence with its dimensions (leadership distinction, strategy distinction, and process excellence) of educational institutions and how to support them. It is shown in Table (10) that after directing performance on organizational excellence was the highest impact, as the regression coefficient reached Beta (0.474), followed by an effect after developing performance on excellence, a Regression coefficient reached Beta (0.278). The effect of performance planning on organizational excellence and the regression coefficient reached Beta (0.234) and came in the last place after evaluating performance, as the regression coefficient reached (0.021). As the value of t.Sig was (0.000), which is less than ($\alpha \leq 0.05$), and the dimension of performance planning on organizational excellence has a statistically significant effect, as t. Sig reached (0.016), which is less than ($\alpha \leq 0.05$). The results did not show that the performance evaluation dimension on organizational excellence, a statistically significant effect, as the value of t. Sig (0.858) is higher than the level of significance ($\alpha \leq 0.05$). The previous results show that improving and enhancing performance will positively impact the organization's excellence as it indicates the focus and support of educational institutions on the process of directing performance And follow-up and keenness to enhance and develop the performance of employees.

And the formula for the previous results becomes as follows:

Organizational Excellence = 031.0 (+ 234.0 x Performance Planning) (+) 278.0 x Performance Development (+) 474.0 x Performance Orientation + (021.0 x - performance evaluation).

The first sub-hypothesis: There is no statistically significant effect at the level of ($\alpha = 0.05$) for performance management in its combined dimensions on Leadership excellence in the educational institutions and how to support them in Jordan.

The multiple regression test was used to know the impact of whether there is an effect of performance management with all combined dimensions on leadership excellence in educational institutions and how to support them in Jordan.

Table 11: Analysis of variance results

Model	Sum of Suares	Df	Mean Square	F	Sg.
1 Regression	14.973	4	3.743	29.545	.000
Residual	7.095	56	.127		
Total	22.068	60			

Table 12: Multiple regression analysis to find out whether there is an effect of performance management in its combined dimensions on the excellence of leadership in educational institutions and how to support it in Jordan

Independent variable	link R	coefficient of determination	F	Significance level Sig. F	Regression coefficient	T	Significance level Sig. * T	Fixed limit
Performance planning	.824	.678	29.545	.000	.125	1.089	.281	.113
Performance development					.320	1.971	.054	
Performance directing					.419	3.106	.003	
Performance evaluation					.032	.225	.823	

Table (12) shows performance management's effect in its dimensions (performance planning, performance development, performance guidance, performance evaluation) on the excellence of

leadership in educational institutions and how to support it in Jordan. As the results of the statistical analysis showed the existence of a statistically significant effect of performance management with its dimensions (performance planning, performance guidance, performance evaluation, performance development) on the excellence of leadership in educational institutions and how to support them in Jordan, where the correlation coefficient R reached (0.824) at the level of significance ($\alpha \leq 0.05$). As for the determination coefficient R, it reached (0.678), meaning that performance management with its dimensions (performance planning, performance guidance, performance evaluation, performance development) explains 67.8% of the changes in the leadership distinction of educational institutions and how to support them in Jordan as they reached The value of F (29.545) is a function of the level of significance ($\alpha \leq 0.05$) and this confirms the validity of the rejection of the null hypothesis, which states: "There is no statistically significant effect at the level ($\alpha = 0.05$) of performance management with its dimensions (performance planning, performance guidance, performance evaluation, Performance Development) on the excellence of leadership in educational institutions and how to support them in Jordan.

It was found from Table (12) that after directing performance on leadership, excellence was the highest, as the regression coefficient reached Beta (0.419), followed by an effect after performance development on leadership excellence and the coefficient of performance reached (0.320). Then the effect of performance planning on leadership excellence, where The regression coefficient reached Beta (0.125) and the least influential is after the performance evaluation, where the regression coefficient reached (0.032), which is less than ($\alpha = 0.05$). The dimension of performance development on leadership distinction has a statistically significant effect, as the value of t. Sig (0.054) at the level of significance ($\alpha = 0.05$) and The performance planning for leadership excellence was far from a statistically significant effect, as it reached t.Sig (0.281). The results also did not show that the performance evaluation dimension on leadership excellence had a statistically significant effect, as the value of t. Sig reached (0.823). This indicates that educational institutions and how to support them in Jordan are limited to following up on directing performance and activating communication channels between management and workers, promoting the culture of creativity in institutional development.

The second sub-hypothesis: There is no statistically significant impact at the level ($\alpha = 0.05$) of performance management with combined dimensions on the excellence of strategies of educational institutions and how to support them in Jordan

The multiple regression test was used to find out whether there is an effect of performance management in its combined dimensions on the differentiation of strategies of educational institutions and how to support them in Jordan,

Table 13: Analysis of variance results

Model	Sum of Squares	Df	Mean Square	F	Sg.
1 Regression	15.755	4	3.939	31.191	.000
Residual	7.072	56	.126		
Total	22.827	60			

Table 14: Multiple Regression Analysis to find out whether there is an impact of performance management in its combined dimensions on the excellence of strategies of educational institutions and how to support them in Jordan

Independent variable	link R	coefficient of determination	F	Significance level Sig. F	Regression coefficient	T	Significance level Sig. * T	Fixed limit
Performance planning	.831	.690	31.191	.000	.236	2.099	.040	-.394
Performance development					.226	1.416	.162	
Performance directing					.407	3.072	.003	
Performance evaluation					.046	.329	.743	

Table (14) shows the effect of performance management in its dimensions (performance planning, performance guidance, performance evaluation, performance development) on the excellence of educational institutions' strategies and how to support them in Jordan. The statistical analysis results showed the existence of a statistically significant effect of performance management in its dimensions (performance planning, performance guidance, performance evaluation, performance development) on the distinction of strategies of educational institutions and how to support them in Jordan. The correlation coefficient R (0.831) at the level of significance ($\alpha \leq 0.05$). As for the determination factor R², it reached (0.69), meaning that performance management with its dimensions (performance planning, performance guidance, performance evaluation, performance development) explains 69% of the changes in the differentiation of strategies of educational institutions and how to support them in Jordan. 31.191) and it is a function at the level of significance ($\alpha \leq 0.05$), and this confirms the validity of rejecting the null hypothesis, which states: "There is no statistically significant effect at the level ($\alpha = 0.05$) of performance management in its dimensions (performance planning, performance guidance, performance evaluation, performance development) on Distinguish the strategies of educational institutions and how to support them in Jordan.

And it was found through Table (14) that after directing performance on the differentiation of strategies, it had the highest effect, as the regression coefficient reached Beta (0.407), followed by the effect of after performance planning on the excellence of strategies. The regression coefficient reached (0.236), then the effect of after performance development on excellence Strategies, the regression coefficient reached Beta (0.226) and came last after the performance evaluation, as the regression coefficient reached (0.046). The results showed that the dimension of performance direction on the distinction of strategies had a statistically significant effect, as the value of t. Sig reached (0.003), which is less than ($\alpha = 0.05$) and that the performance planning dimension on the differentiation of strategies has a statistically significant effect, as the value of t.Sig reached (0.040) at the level of significance ($\alpha = 0.05$). Sig (0.162) The results also showed no statistically significant effect of the performance evaluation dimension on the excellence of strategies, as the value of t.Sig (0.743). This indicates that educational institutions and how to support them in Jordan are implementing strategies according to the planned objectives as they are keen to familiarize workers with the procedures needed to implement strategies.

The third sub-hypothesis: There is no statistically significant impact at the level ($\alpha = 0.05$) of performance management with its combined dimensions on the excellence of operations of educational institutions and how to support them in Jordan

Multiple regression test was used to find out the effect of performance management with its combined dimensions on the excellence of operations of educational institutions and how to support them in Jordan.

Table 15: Analysis of the variance results

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	10.352	4	2.588	25.117	.000a
Residual	5.756	56	.103		
Total	16.108	60			

Table 16: Multiple regression analysis to find out whether there is an effect of performance management in its combined dimensions on the excellence of operations in educational institutions and how to support them in Jordan

Independent variable	link R	coefficient of determination	F	Significance level Sig. F	Regression coefficient	T	Significance level Sig. * T	Fixed limit
Performance planning	.802	.643	25.177	.000	.295	2.443	.018	.661
Performance development					.222	1.300	.199	
Performance directing					.498	3.496	.001	
Performance evaluation					-.169	-1.124	.266	

Table (16) shows the effect of performance management in its dimensions (performance planning, performance development, performance guidance, performance evaluation) on the excellence of educational institutions' operations and how to support them in Jordan. The results of the statistical analysis showed the existence of a statistically significant effect of performance management in its dimensions (performance planning, performance development, performance guidance, performance evaluation) on the excellence of operations of educational institutions and how to strengthen them in Jordan, where the correlation coefficient R reached (0.802) at the level of significance ($\alpha \leq 0.05$). As for the determination coefficient R^2 , it reached (0.643), meaning that performance management in its dimensions (performance planning, performance development, performance guidance, performance evaluation) explains 64.3% of the changes in the differentiation of operations of educational institutions and how to support them in Jordan, and the value of F (25.177) and it is a function at the level of significance ($\alpha \leq 0.05$), and this confirms the validity of rejecting the null hypothesis, which states: "There is no statistically significant impact at the level ($\alpha \leq 0.05$) of performance management in its dimensions (performance planning, performance development, performance guidance, performance evaluation) on the excellence of operations. Of educational institutions and how to support them in Jordan."

It is evident from Table (16) that after directing the performance on the excellence of operations, the effect was the highest, as the regression coefficient reached Beta (0.498), followed by the effect of performance planning on the distinction of operations and the regression coefficient reached Beta (0.295). The regression coefficient beta (0.222) came in the last place after the performance evaluation, as the regression coefficient reached (-0.169). ($\alpha = 0.05$) The performance planning dimension on the excellence of operations has a statistically significant effect, as the value of t. Sig reached (0.018) at the significance level ($\alpha = 0.05$), and there is no statistically significant effect of the performance development dimension on the excellence of operations, as it reached t.Sig: (0.199) The results did not show that the performance evaluation dimension on the excellence of operations had a statistically significant effect, as the value of t.Sig was: (0.266).

4.4 *Discussing the Results*

1. The results showed that the influence of the sample members on performance management in its dimensions (performance planning, performance development, performance guidance, performance evaluation) all came within the high level, where it came in first place in the field of performance guidance, and in second place in the field of performance evaluation, and in the third place the field of performance planning, and finally, the field of performance development ranked fourth.
2. The results showed that the influence of the sample members on organizational excellence in its dimensions (leadership distinction, strategy distinction, operations distinction) all came within the high level, where leadership excellence came in the first place, operations excellence came in second place. Finally, the area of strategy distinction was ranked second.
3. The results also showed a positive effect of statistical significance at the level ($\alpha = 0.05$) of performance management with its combined dimensions (performance planning, performance development, performance guidance, performance evaluation) on organizational excellence in its combined dimensions (leadership excellence, strategies excellence, operations excellence) of Educational institutions and how to support them. This is what the results indicated, as employees' performance management explains the rate (0.783) of the change in organizational excellence. The results showed that performance management dimensions separately (performance directing, performance development, performance planning) have a statistically significant effect on organizational excellence and that there is no statistically significant effect of the performance evaluation dimension on organizational excellence. This explains the interest and eagerness of educational institutions and how to support them in applying the performance management process efficiently and

- effectively because of its importance and major role in achieving the excellence that it seeks and aspires to sustain.
4. The results showed a positive effect of statistical significance at the level ($\alpha = 0.05$) of performance management in its combined dimensions (performance planning, performance development, performance guidance, performance evaluation) on leadership excellence in educational institutions and how to support them. Where the results indicated that performance management in its combined dimensions explains a rate (0.678) of changes in leadership excellence, and the results indicated that the performance management dimensions separately (performance orientation, performance development) have a statistically significant effect on leadership excellence and that there is no significant effect. A statistic for the two dimensions of performance planning and performance evaluation on leadership excellence and indicates the eagerness of educational institutions and how to support them to represent a good example and continuous communication with employees and their keenness to have flexibility in work procedures.
 5. The results showed a positive effect of statistical significance at the level ($\alpha = 0.05$) of performance management in its combined dimensions (performance planning, performance development, performance guidance, performance evaluation) on the excellence of educational institutions' strategies and how to support them: "The results indicate that performance management in its dimensions Collectively, they explain a rate of (0.690) of changes in the differentiation of strategies. The results showed that the dimensions of performance management (performance orientation, performance planning) each have a statistically significant effect on strategies' excellence. There is no statistically significant effect of the two dimensions of performance evaluation and performance development on excellence Strategies. This indicates educational institutions' interest and how to support them in clarifying the necessary procedures to implement strategies for their employees.
 6. The results showed a positive impact statistically significant at the level ($\alpha = 0.05$) of performance management in its dimensions (performance planning, performance development, performance guidance, performance evaluation) on the excellence of educational institutions' operations and how to support them. The results indicate that performance management, in its dimensions, explains what Its percentage is (0.643) of changes in the differentiation of operations. The results showed that performance management dimensions separately (performance directing, performance development, and performance planning) have a statistically significant effect on organizational excellence. There is no statistically significant effect of the performance evaluation dimension on the excellence of operations. This shows that educational institutions and how to support them are keen on coordination and integration between different operations and work procedures and are interested in integrating the various processes in them.

These results are consistent with the following studies:

- Abu Hatab (2009) study concluded that there is a positive relationship between the clarity of the performance evaluation methods and their understanding and the productive efficiency of workers in educational institutions.
- Al-Nuwaiqa (2014) study concluded that there was a positive impact of the variable's dimensions, enabling work teams to variable organizational distinction in its dimensions, which led to raising productivity and achieving organizational excellence.
- Klinagmer (2015) study, which concluded that there is a positive relationship between the dimensions of organizational excellence (leadership commitment, strategic direction, staff, and operations efficiency) and the performance development variable.
- Al-Omari and Al-Khafaji (2016) study concluded that there is a strong relationship between business enablers and business results, and there was a positive effect between business enablers and business results.
- Abdel Mohsen (2010) study, which concluded that there is a high impact of performance

evaluation in achieving leadership excellence and a high impact of development and training in achieving leadership excellence

5. Conclusion

Organizations face great challenges due to globalization and economic and political changes that appear in an accelerated and sometimes sudden manner, which made them search for means and methods that enable them to keep pace with those changes and reach a larger market share relying on achieving competitive advantage.

The human element is considered one of the most important elements on which organizations depend in carrying out their activities and operations and achieving their goals within the contemporary environment characterized by complexity and unity of competition. Therefore, organizations are looking for how to benefit from the human element and use it efficiently and effectively to reach the organization's goals, increase productivity, achieve profits and better use the rest of production resources.

The performance evaluation process is a continuous and periodic process that works on a comparison between actual performance and expected performance based on specific performance standards for several objectives, including: Knowing the performance gaps and strengths in the performance of employees and determining what they require from training or development. Performance evaluation has an important role in determining wages and salaries. And the reward and incentive system in the organization.

6. Recommendations

Through the findings of the researcher through this study, she put together some recommendations that she hopes educational institutions will take into account and how to support them in consideration and other companies in general:

1. The study recommends educational institutions and how to support them with continuous work to maintain a high level to implement the organization's performance management process to keep pace with the needs of stakeholders and the changing and accelerating environmental conditions.
2. The study recommends educational institutions and how to support them by developing after directing performance and coordination between all administrative units and tasks by activating the role of discussion between executives and subordinates and presenting creative opinions and ideas that increase the development of employees and their efficiency.
3. The study also recommends educational institutions and how to support them by reviewing the performance appraisal system and continuous follow-up of the performance management process and developing performance standards to suit the accelerating environmental changes and to allow the performance of employees to be measured and to take appropriate corrective measures regarding deviations promptly.
4. The study recommends educational institutions to enhance and develop after developing performance through support and development of activities and training courses for employees in a greater manner than it is through the results obtained with a positive impact on all dimensions of organizational excellence.

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