



Achieving some Dimensions of Organizational Excellence among Managers of Secondary Schools in light of Strategic Management Approach

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Abstract

The present study aims to investigate the achievement of some dimensions of organizational excellence among managers of secondary schools in light of the strategic management approach, as well as identifying the intellectual framework for organizational excellence in secondary school in Egypt. Moreover, the study also sheds light on the theoretical foundations of strategic management approach in public secondary schools in Egypt. Also, the study pursued the role of school administration in achieving organizational excellence in light of the strategic management approach in public secondary schools. Methodologically, the study employed the descriptive approach, which is suitable for the nature of the research, its questions and objectives. The main finding of the research is devoted to activating the role of school administration in achieving some dimensions of organizational excellence in public secondary schools in light of the strategic management approach through a set of proposed mechanisms. Such mechanisms contribute to achieving some dimensions of organizational excellence like leadership excellence and organizational structure excellence, using strategic management approach and its administrative operations representing environmental analysis, strategy formulation, strategy implementation, and strategy monitoring and evaluation.

Keywords: *organizational excellence, Public secondary schools, strategic management approach*

Introduction

It is noted that public secondary school is particularly important in the educational process, as it links basic education schools in its two cycles (primary–Preparatory) and university education. Additionally, it is related to the adolescence stage. According to Abdel Moneim Al-Shehna, such educational stage is devoted to prepare the student to join university education or to integrate into practical life, and achieve citizenship in society.

Therefore, secondary school received the attention of those responsible for educational planning (2017: 391).

Organizational excellence is a modern administrative concept that addresses all elements of the educational institution for developing its performance, and reconsidering its philosophy, vision, mission properly. In effect, this leads to strengthening the competitive advantage of the educational institution. Hence, local

interest in achieving organizational excellence in public secondary schools has increased (Afkar Attia, 2017: 402).

The strategic management approach is also viewed one of the most important contemporary administrative approaches, which has received widespread attention from educational institutions to improve its performance. It has been found that educational institutions that adopt the strategic management approach have demonstrated distinct capabilities in terms of performance. Abdel Moneim Al-Shehna (2017: 393) states that the development of secondary school performance is based on strategic management that the administration should be open to the environment, exploits its opportunities and avoids its threats.

Accordingly, standing at the head of its administrative organization, and entrusted with achieving the educational goals in cooperation with all the school's employees, the manager of public secondary school manager must have the competence and effectiveness in achieving organizational excellence in the school in light of the strategic management approach (Jose & et.al, 2018, 272). Hence, the current research attempts to shed light on achieving some dimensions of organizational excellence in public secondary schools in light of Strategic management approach.

Organizational excellence, according to Ali Al-Ali (2016: 559), is a novel administrative concept that have arisen in public secondary schools, for the many social changes which have caused rapid, radical transformations. In turn, such changes affected secondary schools and led to increased competitiveness between these schools. Consequently, each school sought to achieve excellence in its performance and invest its resources. It can be addressed as follows:

1-The concept of organizational excellence: It is the school's superior ability to achieve the best practices in performance, the quality of its services, and investing in capabilities and opportunities to achieve goals, according to an effective strategy and a unified vision in which leadership and employees cooperate, within the framework of a positive organizational culture that enhances learning, creativity, and continuous improvement (Khaled Al-Salami, Ashraf Al-Alfy, 2018: 108).

2-Dimensions of organizational excellence: There are many dimensions of organizational excellence in public secondary school, including the following:

A- Strategic excellence: It is a process based on anticipating the future, being aware of the changes in the school's internal and external environment and moving

from the current situation to the hoped-for situation that achieves the requirements of excellence (Al-Akhdar Sayahy, 2018: 153). Strategic excellence is better viewed by the degree of excellence of the steps taken by the school to achieve its vision, mission, and their interaction as a unified, comprehensive plan, linking the school's advantages to its strategic capabilities to confront environmental challenges, as well as the use of excellence strategies to achieve the school's competitive advantage (Son Young, 2017: 139).

B-Excellence of Processes: Operations highlight an integrated system of performance strategies, all elements interact to achieve excellence in its services (Pinar, & Girard, 2018: 29). Excellence processes is concerned with how the school designs and improves its operations to support the school's policies and strategies, satisfy its beneficiaries based on the expectations of beneficiaries (Jiali, & et.al, 2019: 104).

C- Leadership Excellence: It is a set of strategies, skills, and behaviors adopted by school leaders to achieve goals efficiently and effectively (Khalaf & Hamed, 2023: 34). Leadership excellence is manifested in the leader's ability to optimally invest in organizational opportunities, provide development opportunities for employees, and accept creative work in a way that helps the school to confront changes. In other words, leadership has a direct impact on excellence by possessing leadership skills, encouraging subordinates to excel, developing their abilities, and the ability to creative thinking (Fatima Al-Tuwaijri, Latifa Al-Ghamidi, Maha Al-DossarYes, 2019: 341).

D- Human Resources Excellence: Human resources are defined as the group of individuals who are able to perform seriously in the school (Dominguez, 2018: 124). The excellence of human resources is shown by the degree to which employees are characterized by outstanding enthusiasm in performing their tasks at school. Moreover, they possess distinct mental abilities that help them overcome the obstacles effectively, and encourage them to participate effectively to achieve the goals of the school, as well as in the decision-making process, and their enjoyment of a sufficient degree of freedom and independence in Performing their work (Awatif Al-Awfi, Shaden Al-Dubaikh, 2023: 63).

H- Excellence of the organizational structure: The organizational structure is defined as the way in which the school divides its members into distinct and specific tasks and coordinates them (Suhair Ammari, 2022: 51). The excellence of the organizational structure is represented by the availability of an organizational structure that is free

from routine, bureaucracy, and stagnation, and is characterized by a high degree of flexibility, with the ability to continuously update, quick decision-making, and enable team members to monitor their behavior and the behavior of the school's employees (Nahila Haddad, Munira Al-Sharman, 2022: 5).

I- Excellence of Organizational culture: Organizational culture is defined as the framework that governs, directs, and explains the behavior of individuals in the school, through the values, beliefs, and standards in which the school members participate (Mohamed Al-Omari, 2017: 118). The excellence of organizational culture is represented by the degree of suitability of behavior with the values and beliefs of individuals with authority in the school. It includes the values of openness, cooperation, trust, authenticity, positivity, and initiative, as well as the positive practices practiced by employees of all ages. Regardless of their administrative levels (Khadija Zaki, Rosa Kashmiri, 2019: 264).

Strategic management is also a fresh administrative approach that depends on drawing up the general policy of the school and developing strategic plans that determine its long-term directions. Given the importance of the strategic management approach, the current section overviews it in terms of its concept and operations as follows:

1- The Concept of Strategic management: It is a science concerned with formulating, implementing, and evaluating functional decisions and actions that enable the school to achieve its desired goals and integration between all management functions in the school (Aisha Al-Shumaili, Musa Al-Jabri, 2018: 136).

2- Processes of Strategic Management: strategic management consists of four main processes, which are as follows:

Firstly: Environmental analysis: It means the process through which the school administration analyzes the internal characteristics of the school and the evaluation of its operations, strength and weakness, as well as analyzing the external environment to know the opportunities and threats. It is called (SWOT) analysis. Moreover, the environmental analysis consists of the following: analysis of the internal environment, and analysis of the external environment (Jose, & et.al, 2018: 273).

secondly: Strategy formulation: It is known as the process of setting the school's goals and strategic objectives in light of the vision and mission of the school, determining appropriate policies, developing strategic alternatives, and then choosing the appropriate strategic alternative. The steps of formulating the strategy are as

follows: vision, mission, values, strategic objectives, strategic choice, and policies (Yaakob, & et. al, 2022: 3).

Third: Strategy Implementation: It is the activities and events that the school practices to put its strategies into action, by determining executive programs, financial budgets, and various procedures. It is also known as translating strategic plans into work procedures within an organized framework, with the allocation of resources and necessary development budgets. It contains three activities: setting school goals, policy making, and resource distribution (Wheelen, & Hunger, 2012: 35).

Fourth: Strategy Evaluation & Control: It is a system that aims to help managers evaluate the desired goals of their schools and to ensure that their strategic plans are running well. It is also a system for knowing the extent of implementation of school strategies and the extent of their success in achieving their goals by comparing what has been implemented with what is planned and implementing the necessary corrective measures (Juma Mualla, 2020: 470).

The role of school administration in achieving organizational excellence in light of the strategic management approach:

The role of the school administration in achieving organizational excellence in light of the strategic management approach in the public secondary school is as follows: determining the future directions of the school, including setting the vision, mission, and strategic goals, encouraging competition between the school and similar schools, optimal investment of human and material resources and capabilities, and formulating effective strategic plans and participation, as well as the continuous improvement of administrative processes, the presence of a flexible organizational structure that can adapt to internal and external variables, as well as the effective application of comprehensive quality management, as it is one of the pillars of achieving performance excellence, the availability of information to formulate and implement the strategy, and the use of scientific steps in making strategic decisions, paying attention to the beneficiaries and meeting their ambitions (Reham Al-Badawi, Aida Khattab, 2019: 143).

Additionally, the school management plays a vital role in defining educational policies well to organize school work and align them with strategic plans, the existence of an organizational culture that supports excellence, the availability of effective communication channels to spread excellence in the school, strengthening the distinguished organizational behavior of employees, developing human

relations with employees, students and the local community, and identifying and overcoming obstacles to organizational excellence. The school also is concerned with providing feedback and evaluating the performance of employees, developing the capabilities and skills of employees, encouraging competition among them for excellence, defining their responsibilities and specialties and delegating authority to them, and analyzing the internal and external environment of the school to identify strengths, weaknesses, opportunities, and threats (Rasha Samar Al-Din, Suzan Al-Qurashi, 2020: 7).

Methodology:

For achieving the research's objectives, the current research used the descriptive approach, which provides accurate and detailed knowledge of the elements of the problem under study (Mohamed Al-Kabani, 2012: 86). The current research was applied spatially on (4) educational departments affiliated with the Directorate of Education in Gharbia Governorate, which are the Administrations of (Samannoud, East Mahalla al-Kubra, West Mahalla al-Kubra, West Tanta). The study sample consisted of (28) school managers. The following table shows the percentage of the study sample to the original population.

Table (1) Ratio of the study sample to the original population

Administration	Manager
Samannoud	14
East of Mahalla al-Kubra	14
West of Mahalla al-Kubra	12
West Tanta	10
Total	50
the Sample	28
the Ratio	56%

In line with the nature of the research, the questionnaire was used as a main tool for conducting the field study and collecting data to identify the reality of organizational excellence in public secondary schools in Gharbia Governorate from the point of view of public secondary schools' managers in Gharbia Governorate. The questionnaire in its final form consisted of two axes:

The first axis: It is an explanatory section that included: the subject of the study, the purpose of the questionnaire, the study sample, then basic data about the study sample members, which included the study variables: educational

administration, job, academic qualification, number of years of experience in the current job).

The second axis: the reality of organizational excellence in Public secondary schools in Gharbia Governorate: It included (14) items divided into some dimensions: leadership excellence (leadership excellence) including (7) items, and organizational structure excellence containing (7) items.

To manifest the degree of availability of each dimension of organizational excellence in public secondary schools identified (to a large extent, to a moderate degree, to a low degree), the three-way Likert scale has been used. The following procedures are used for verifying the validity and reliability of the questionnaire (study tool):

The validity of the internal consistency of the questionnaire was calculated using Pearson's correlation coefficient to measure the correlation coefficients between the score of each statement and the dimension to which it belongs. The correlation coefficients between the questionnaire statements and the dimensions to which they belong are manifested in the following table:

Table (2) Pearson correlation coefficients between the score of each statement and the dimension to which it belongs from the managers' point of view (n= 28)

Leadership Excellence		organizational structure Excellence	
M	Correlation coefficient	M	Correlation coefficient
1	0,931	1	0,551
2	0,519	2	0,577
3	1	3	0,566
4	0,628	4	0,644
5	0,566	5	1
6	0,514	6	0,561
7	0,681	7	0,714

All values are significant at a significance level of 0,001.

To calculate the reliability of the questionnaire, Cronbach's alpha reliability coefficients were used for the dimensions of the questionnaire as follows:

Table (3) Cronbach's alpha reliability coefficients for the questionnaire dimensions from the managers' point of view

Dimensions of the questionnaire	Cronbach's alpha reliability coefficient
Leadership Excellence	0,573
organizational structure Excellence	0,932
The total questionnaire as a whole	0,633

The following procedures are adopted for applying the questionnaire:

1-After preparing the questionnaire in its final form, the questionnaire was handed to a random sample of public secondary school managers in Gharbia Governorate in the four afore-mentioned educational administrations during the second semester of the academic year (2022-2023 AD).

2- The responses of the questionnaire were collected and invalid ones were excluded. The following table shows the number of distributed, lost, received, and excluded questionnaires.

Table (4) Number of managers' distributed, lost, received and excluded questionnaires

Questionnaire	Distributed	Lost	Received	The excluded	The rightness
Managers	48	11	37	9	28

3- After applying the questionnaire to the study sample, the responses were transcribed according to the **three-way** Likert method according to the following table:

Table (5): Scores of the study sample's responses according to the three-way Likert scale

Degree of availability	To a great extent	To a moderate degree	To a weak degree
Score	3	2	1

For the purposes of statistical analysis of the results, the following criterion was used:

Table (6): Criterion for analyzing the responses of the study sample

Description/Availability (response level)	Range of averages
To a great extent	3,00- 2,34
To a moderate extent	1,67- 2,33
To a weak extent	1,00- 1,66

The questionnaire results were statistically analyzed using SPSS program (Statistical Package for the Social Sciences, Version 28). The following statistical methods were used: Pearson Correlation, and Cronbach's Alpha reliability coefficient, calculating the frequencies and percentages for each statement, the relative weight, and the (Ca2) test. Chi-Square, and one-way analysis of variance (One Way ANOVA), Scheffé test (Scheffe).

Results:

1- Reviewing the results of managers' responses to the second axis: The reality of organizational excellence in Public secondary schools in Gharbia Governorate. The results of this axis can be explained as follows:

Dimension of Leadership Excellence:

The results of this dimension can be expounded through the following table:

Table (7) Frequencies, percentages, relative weight, order of items (in ascending order), and CA2 value for managers' responses on the dimension of leadership excellence

No.	Statement	Degree of availability						the Relative	Ranking	value Ca2
		To a great degree		To a moderate degree		To a weak degree				
		K	%	K	%	K	%			
1	The School leadership develops its vision and mission to confront changes.	10	35,7	9	32,1	9	32,1	27,2	4	^a ,071
2	The school leadership encourages employees to excel, create and innovate.	11	39,2	9	32,14	8	28,5	2,27	1	^a ,500
3	School leadership develops people's abilities and effective work relationships at school.	10	35,7	11	39,29	7	25,0	2,53	1	^a ,929
4	School leadership encourages competition among employees to reach out new ideas.	8	28,5	11	39,29	9	32,1	2,14	5	^a ,500
5	School leadership supports good and effective communication	10	35,7	10	35,71	8	28,5	2,40	2	^a ,286

M	Statement	Degree of availability						the Relat ive weig ht	Ra nki ng	by decentralizati on and adaptation to internal and external variables.								
		To a great degree		To moderate degree		To degree Weak												
Organizational structure excellence		K	%	K	%	K	%											
1	The school's organizationa l structure is flexible and free of rigidity and bureaucracy.	12	42,8	9	32,1	7	25,0	2,18	1	All statements are statistically significant at the significance level of 0,01. The previous table indicates the following: Statements No. (1, 7, 6) ranked in the top three in the dimension of the organizational structure excellence of public secondary schools, as it came in a large degree with relative weights estimated at (2,18, 2,18, 2,11) for the three statements respectively. As for statements No. (5, 2, and 4), they								
2	The school's organizationa l structure includes integrated and coherent	8	28,5	13	46,4 3	7	25,0	2,04	5									

occupied the last three ranks with regard to the dimension of excellence of the organizational structure in public secondary schools, where they came in a weak degree and with relative weights estimated at (2,06, 2,04, 2,04) For the three statements respectively.

Discussion:

The study sample agree that the leadership of public secondary schools in Gharbia Governorate is interested in encouraging employees to excel, create and innovate, as well as developing the capabilities of individuals and effective work relationships in the school, strengthening good communication and effective communication with employees. Such practices indicate the existence of some strengths in the dimension of leadership excellence that have a positive impact on achieving organizational excellence in public secondary schools in Gharbia Governorate.

-The study sample (managers) agree on the weak interest of the leadership of public secondary schools in Gharbia Governorate in developing the vision and mission of the schools, as well as the lack of interest of its leadership in encouraging competition among employees to come up with new ideas, the lack of interest of its leadership in providing material and moral rewards and incentives for distinguished employees. This can be interpreted that there are some weaknesses in the dimension of leadership excellence, which have a negative impact on achieving organizational excellence in public secondary schools in Gharbia Governorate.

-The study sample (managers) agree that the organizational structure of public secondary schools in Gharbia Governorate is characterized by flexibility and far from stagnation and bureaucracy. The school's organizational structure is also characterized by decentralization and adaptation to internal and external variables and allowing communications between all administrative levels. this reflects the presence of strengths in the dimension of organizational structure excellence that have a positive impact on achieving organizational excellence in public secondary schools in Gharbia Governorate.

-The study sample (managers) agree that the organizational structure of public secondary schools in Gharbia Governorate does not take into account the lack of empowering employees and granting them the necessary responsibilities and powers, as well as the lack of the school's organizational structure including integrated and coordinated administrative units such as the human resources management unit. Moreover, the school's organizational structure does not allow for the

exchange of information quickly and accurately, which have a negative impact on achieving organizational excellence in public secondary schools in Gharbia Governorate.

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