

## **Impact of Internal Environment on Performance Excellence in Jordanian Public Universities from Faculty Points of View**

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### **Abstract**

*The study examined the impact of internal environment on performance excellence in Jordanian public universities from faculty point of view. The sample of the study totaled (200) faculty members administrated the instrument of the study (30 items questionnaire) selected using random sampling from (5) Jordanian public universities. (150) usable questionnaires were returned (75% response rate). Results of the study showed that both internal organizational environment and performance excellence were at moderate levels. A statistically significant and positive correlation was found between overall internal organizational environment and its individual variables (organizational structure, organizational culture, resources) and overall performance and its individual variables (quality of teaching, quality of academic programs, research and development). There were statistically significant differences in the perceptions of faculty members due to gender in internal organizational environment, in favor of females while the differences were in favor of males in performance excellence; due to academic rank, in favor of professors; due to experience, in favor of ( less than 5 years). In light of these results, implications and suggestions were discussed.*

**Keywords:** Internal environment, Performance excellence, Jordanian public universities.

### **1. Introduction**

Jordan invested greatly in human capital, worked on creating individuals able to be active participants in the workforce market. Education has been the haven for Jordanian governments to direct their investments in developing human capital capable and competent, thus, play a vital role in the development of this small country. Higher education is of great importance for the development of both the developing and developed countries alike. Higher education institutions mainly focus on creating knowledge, sharing it, and providing all kinds of theoretical and applicable information and data for those needing them both domestically and globally.

In particular, universities have played a pivotal role in the development of societies wishing to progress seek excellence by creating a learning society capable of achieving modern educational systems strategic goals and objectives. These are to find higher education institutions having the needed requirement to be an active player in development (Al Zghoul, 2016). Stressing on this fact, Al Karabsheh (2009) indicated that public and private universities are key contributors in creating well educated citizens as they seek to make students acquire the necessary skills, competences and experiences that definitely will have positive effects on their future life. They provide various opportunities for students to be engaged in productive real life experience able to promote their personalities and abilities. Universities prepare students to encounter challenges and problems, manage them when they graduate and enter workforce market as active employees.

Several researchers and scholars have documented the importance of higher education for countries seeking to show higher performances. For example, Al Zghoul (2016) postulated that higher education always pursues to increase students' competencies in the various academic programs it delivers. It works on increasing the efficiency of learning teaching process as it is not only an activity of transmitting knowledge and information from teachers to their students, but is an active participation between the two assumed by developing collaborative partnerships between teachers and students as both seek knowledge, build critical attitudes and master reasoning skills. As the current market is highly competitive, organizations are forced to find effective strategies that may enhance their performance and productivity. For higher education institutions such as universities, and with the limited students market, especially in Jordan, the high number of both public and private universities ( 28 public, private universities), there should be more focus on finding effective measure enabling them to provide high quality performance so as to attract as many students as possible and decrease attrition rate, internal environment becomes a source of performance quality improvement as it has been effective in improving the quality of teaching provided and the learning outcomes obtained (Arambewela, Hall, 2013).

### ***Literature Review***

***Internal Environment:*** With the enormous changes in the market environment as a source of increasing influence on both business performance and overall processes, it has become evident that organization working in the various sectors should be great attention to those variables affecting its performance and the attitudes of those working in them. For these reasons, scholars in recent years have acknowledged that both external and internal organizational environment variables are key drivers in organizational performance (Genç, 2014). In the higher education sector, external environment consists of all the social and physical dimensions outside of the university campus in which a student spends a significant amount of their academic life, engaged in multiple actions with host community. As the variables of external environment are beyond the scope of the current study, they will be only mentioned in brief. External environment variables are those out of organization control and have direct effect on its operations and activities. These include changes in the international economy, changes in technology, changes in the national economy, national culture and traditions, industry/ business characteristics, regulations, actions of unions and actions of competitors (Tiwari & Saxena, 2012).

Whereas for internal environment variables, which are the main focus of the current study, as the main objective of the study was to investigate their impact on performance excellence in Jordanian universities from faculty members' point of view, these will be examined in further detail. Internal environment variables are all elements of any given organization that it can control and have a clear impact on the organizational culture, philosophies, policies, human resource, mission and purpose (Genç, 2014). Internal environment is a broad concept and includes all the organizational material and human resources within the organization. They are in the control of the organization, can manipulate them for achieving the strategic objectives and goals. Thus, they are termed controllable variables in some previous management literature (Bin Ahsan, 2013). Al Sanfi and Al Ereeqi (2006) defined internal environment as all forces within the same organization. For this author, internal environment includes board of managers, workers and employees, organizational culture, structure, management strategies, and finally material and human resources. The current study takes Jordanian universities as the population of the study, thus, the internal environment variables analyzed in this study will be limited to organizational structure, organizational culture and material and human resources.

The first variable of the study is organizational structure, which contains the internal basic elements in the organization as responsibilities, duties and tasks are all directed towards creating an effective network of communication between various management levels to assure the smooth flow of information ( Al Ghalibi, 2007). Organizational structure is also the framework of all internal activities designed to achieve the strategic goals and objectives of any given organization. It defines the organizational roles and responsibilities assumed by each of the organization members. It set the lines for the interaction between employees and their superiors. It is the base for assigning roles and tasks, clarifies the tasks and processes each member in the organization should show so as the organizational short and long term objectives and goals are properly achieved (Stacey, 2011). Additionally, organizational structure defines roles and tasks, assures smooth data flow, and sets the boundaries in the relationship between the different levels of management structure till reaching the individual employee (Bani Hamdan, 2009). The second variable is organizational culture. It is defined as the expression of organizational philosophy and policies. It mirrors the dominating values adopted by members working in the same organization, reflects their personal goals and objectives they expect to achieve while being members in a specific organization.

Organizational culture dictates the behaviors, attitudes and values of those working in the organization (Bin Ahsan, 2013). Saqer (2008) defined it as the mixture of communication channels, behaviors and attitudes that are combined together to create the environment dominating the interactions between any given organization members. While Asfour (2008) argued that organizational culture is all beliefs and values the top management perceive as suitable for the work flow in the organization and achieve the desired objectives. These beliefs and values continue to be reflected in actions and behavior, so, they become an integral part of the organization. Furthermore, organizational culture is the formal and informal history of organization, documents the history of organization in the market it operates, its market position, management style, and defines the nature of interactions (Mukhtar, 2011).

The third variable of internal organizational environment in this study is organizational resources, these include material and human resources such as marketing resources which refer to all activities and responsibilities assumed by marketing specialists in the organization to manage the flow of products and services based on the market demand, using different forms of marketing mix, benefiting from the available material and human resources to develop an effective marketing strategy (Genç, 2014). Resources are also linked with the affordance of financial and human resources as both of them are key players in providing high quality products and services to maintain competitive advantage. And for organizations working in the knowledge creation sector such as universities, there is a need for further resources such as development and research resources to assure that the organization is able to keep abreast with the developments in the technical and technological domains (Bin Ahsan, 2013).

## 2.2. Performance Excellence

As higher education institutions are now facing many pressures due to the increasing competitiveness and market position. It is well documented in previous literature that many organizations gain their reputation, promote market share by their performance excellence. Organizations operating in higher education should and are to work on developing their operational capabilities so they can deliver educational services meeting the required standards for quality improvement and control. These capabilities include, but are not limited to, faculty and staff capabilities, measurement and assessment capabilities, and leadership capabilities (Asif, Searcy, 2014). Several performance excellence models have been developed and suggested in management literature. For example, the Malcolm Baldrige National Quality Awards (MBNQA), European Quality Awards (EQA), Deming Prize and Kanji's Model focus mainly on measuring tangibles aspect of performance, and these are only some examples of the performance excellence models developed. Performance excellence entails both internal and external variables that all pursue achieving the highest standards to be able to compete in the market. In measuring performance excellence, there are modern trends on focusing on customers as the main source for assessing the quality and Excellency of the products and services delivered for them. To ensure survival in a market rules by high competitiveness levels among the various organizations, these need to deliver and provide services meeting the expectations of their targeted customers and this require working on promoting the quality of their services (Sehova, Antosova, 2015).

The authors further elaborate on this by arguing that any given organization achieves its predetermined goals defined in the organizational strategy if able to adopt an effective performance excellence management, which aims to provide guidelines for the improvement and development of their activities and operations performance to maintain their existing customers, thus, maintain a strong market position. The focus of the current study is on two elements of performance excellence in universities, and these include teaching quality and research contributions by faculty members. Higher education institutions performance excellence can be measured by quality of lectures, knowledge and experience of academic staff, academic staff availability for student consultation, campus location and layout, physical appearance of the institution, and the higher education institution reputation (Lakkoju, 2016).

**Internal environment & performance excellence:** Several studies have examined the internal environment of universities to examine their relationship with different organizational variables. In one study, Safarani, Arab., Rahimi, Ahangar, Bakhsh (2012) examined internal environment variables in Tehran Medical Sciences based on the perceptions of a sample totaling (580) of employees and faculty members. For data collection, a questionnaire was developed and administrated to the sample of the study.



## 5. Hypotheses of the Study

The study tested the following hypotheses:

**H0.1:** *There is no statistically significant impact for overall internal environment variables (organizational structure, organizational culture, resources) on overall performance excellence.*

From this main hypothesis, the following sub-hypothesis emerged:

**H0.1.1:** *There is no statistically significant impact for organizational structure on overall performance excellence.*

**H0.1.2:** *There is no statistically significant impact for organizational culture on overall performance excellence.*

**H0.1.3:** *There is no statistically significant impact for organizational resources on overall performance excellence.*

**H0.2:** *There is no statistically significant impact for overall internal environment variables on overall performance excellence (quality of teaching practices, quality of academic programs, research and development).*

From this main hypothesis, the following sub-hypothesis emerged:

**H0.2.1:** *There is no statistically significant impact for overall internal environment variables on quality of teaching practices.*

**H0.2.2:** *There is no statistically significant impact for overall internal environment variables on quality of academic programs.*

**H0.2.3:** *There is no statistically significant impact for overall internal environment variables on research and development.*

**H0.3:** *There are no statistically significant differences in Jordanian universities faculty points of view with respect to the impact of overall internal environment variables (organizational structure, organizational culture, resources) on overall performance excellence ( quality of teaching practices, quality of academic programs, research and development) due to gender, tenure and experience.*

## 6. Significance of the Study

The significance of the study stems from the field being examined in the study, which is the higher education sector in Jordan represented by the Jordanian universities. This sector is very important for the Jordanian economy as Jordan has invested greatly in the higher education sector. It is hoped that the results of the current study will shed light on the impact of internal environment variables on performance excellence and quality so as to open new ventures for future researchers to investigate other variables on internal environment in Jordanian universities and study their impact on performance excellence and quality. As for working in university administrations, it is hoped that these will benefit from the results obtained in this study to improve internal environment variables to achieve the strategic university organizational goals and objectives.

## 7. Method

### 7.1 Population and sample of the study

Population of this current study consisted of all employees working at Jordanian public universities. The public universities selected in the study were (Yarmouk University, University of Jordan, Jordan University for Science and Technology, Muta' University, The Hashemite University), 40 questionnaire were distributed for each university. A convenient sample was selected from the population the study in Jordan universities for the purpose of the study, totaling two hundred (200) faculties. A questionnaires was distributed to selected sample of which 150 questionnaire were with the response rate of %75. The following table describes the characteristics of the study sample. As shown in table (1)

**Table 1: Demographic Characteristics for the study sample**

Item	Level	Frequency	%
Gender	Male	112	74.7%
	Female	38	25.3%
Experience	Less than 5 years	59	39.3%
	5-10 years	35	23.3%
	More than 10 years	56	37.3%
Academic Rank	Lecturer	20	13.3%
	Assistant professor	58	38.7%
	Associate professor	39	26.0%
	Professor	33	22.0%

## 7.2. The study instrument

A questionnaire was developed to collect data from the study participants the questionnaire after reviewing relevant previous literature. The questionnaire consists of two parts the first one was developed to collect demographic data of participants and the second part was developed to collect about the main study variables. Table (2) shows these variables and their dimensions. The questionnaire was scaled using 5 point Likert scale ( 5= strongly agree and 1= strongly disagree).

## 7.3. Instruments validity:

Validity for the questionnaire was obtained by 10 experts in the field of marketing and were selected from marketing and management departments in Jordanian public and private universities. Relating to the validity of a measurement scale Sekran (2003) stated that "Validity tests how well an instrument measures the particular concept it is supposed to measure". As stated earlier, after developing the questionnaire, a pilot study was tests.

## 7.4. Reliability: Cronbach's Alpha Coefficient:

This study uses Cronbach's Alpha Coefficient to examine constructs reliability. Sekran (2003) indicates that the minimum acceptable value for a new scale is 0.70. Table (2) describes the Cronbach's coefficient alpha values for each construct in the study, and as shown in the following:

**Table 2: Reliability analysis for the study domains**

The domain	Cronbach's Alpha
<b>Total Organizational Internal Environment</b>	<b>0.88</b>
- Organizational Structure	0.81
- Organizational culture	0.82
- Resources	0.75
<b>Total Performance Excellence</b>	<b>0.83</b>
- Quality of Teaching Practices	0.82
- Quality of Academic Programs	0.85
- Research and Development	0.81

Table (2) indicates that the Cronbach alpha for the study main items is between (0.75-88) and considered accepted therefore it is suitable for the purpose of this study.

## 7.5 Statistical analysis

Due to the nature and content of this study, descriptive statistical techniques have been used. Sekran (2003) indicates that these techniques describes series of observations in a data set parsimoniously and in a meaningful way, which would enable individuals to get a feel for the basic characteristics if the data. Frequencies, the mean (average) and the standard deviation are the most common descriptive statistics used in data analysis. While frequencies refer to the number of times various phenomenon occurs, the mean is a central tendency measure that offers a general picture of the data without unnecessarily inundating one with each of the observations in a data set. The standard deviation is a dispersion measure offers an index of the spread of a distributed or the variability in the data. (Sekaran, 2003). Also simple and multiple and linear regression were employed in the research to test the main hypothesis.

## 8. Answering study questions

In order to achieve the study objectives, the study addresses the following questions: *What is the level of organizational internal environment and performance excellence among staff members?*

**Table 3: Means and SD for the study main and sub domains**

Main domain	Mean	Std0. Deviation
Factor 1: Organizational Structure	3.6507	0.63845
Factor 2: Organizational culture	3.2760	0.74534
Factor 3: Resources	3.5893	0.61689
Organizational Internal Environment	3.5053	0.56901
Factor (1): Quality of Teaching Practices	3.3200	0.72130
Factor (2): Quality of Academic Programs	3.6227	0.67058
Factor (3): Research and Development	3.4173	0.80932
Performance Excellence	3.4533	0.62353
All items	3.4793	0.56426

Table (3) showed that the main domains ranged from 3.27-3.62 with moderate degree, in which the main domain organizational internal environment (3.50) and performance excellence with mean (3.45).

This result can be explained by the fact the faculty members in the Jordanian public university lack the adequate knowledge about the implementation of organizational internal environment in universities as they are more concerned with the governmental academic work. Additionally, this result may be due to lack of effective communication between the universities and the academic department in the various faculties as they do not attempt to inform these working the academic departments with the necessary information about the organizational overall environment in the university.

### 8.1. Testing hypotheses of the study:

**H0.1: There is no statistically significant impact for overall internal environment variables (organizational structure, organizational culture, resources) on overall performance excellence.**

To test this hypothesis the researcher computed simple regression and multiple regression. Multiple linear regressions were employed to test this hypothesis. The results of regression analysis are shown in the following table (4).

**Table 4: Simple linear Regression for the impact for overall internal environment variables on overall performance excellence**

Independent variable	$\beta$	$t$	$Sig$	$R$	$R^2$	$F$	$sig$
Overall internal environment	0.791	15.706	0.000	0.791	0.625	246.668	0.000

As shown in table (4), it was found that (overall internal environment) explained a significant portion of variance in (overall performance excellence) ( $R^2=0.62$ ;  $P<0.05$ ). From these results, also it can be observed that (overall internal environment) is positively and significantly associated with (overall performance excellence). With rating of ( $R=0.79$ ,  $F=246.66$ ,  $P<0.05$ ). This overall result supports the alternative hypothesis so, we reject this hypothesis.

This result is logic as the dimensions of internal organizational environment are without doubt have an impact on performance excellence as a whole and the individual domains of this construct. It is well documented in the management previous literature that the different dimensions of internal organizational environment are of great importance for the various organizational operations. For example, Bin Ahsan, (2013) indicated that the different dimensions of performance excellence. The following is a test for the hypothesis relating to the second null hypothesis of the study stating "There is no statistically significant impact for overall internal environment variables on overall performance excellence (quality of teaching practices, quality of academic programs, research and development)". From this main hypothesis, the following sub- hypotheses were tested as follows:

### 8.2. Testing the first sub-hypotheses

The first sub- hypothesis of the study (H0.1.1) stating "There is no statistically significant impact for organizational structure on overall performance excellence". To test this hypothesis, multiple linear regressions was employed to test this hypothesis. The results of regression analysis are shown in table (5).

**Table 5: Multiple linear Regression for the Organizational Structure on overall performance excellence**

Independent variable	$\beta$	T	Sig	R	R <sup>2</sup>	F	Sig.
Organizational Structure	0.587	8.827	0.000	0.587	0.345	77.919	0.000

As shown in table (5), it was found that organizational structure, explained a significant portion of variance in overall performance excellence ( $R^2=0.34$ ;  $P<0.05$ ). From these results, it can be observed that organizational structure, were positively and significantly correlated with overall performance excellence ( $R=0.58$ ,  $F=77.919$ ,  $P<0.05$ ). This result supports the alternative hypotheses, so, we reject these hypotheses.

### 8.3 Testing the second sub-hypotheses

The second sub- hypothesis of the study (H0.1.2) stating “There *is no statistically significant impact for organizational culture on overall performance excellence*”. To test this hypothesis, multiple linear regressions were employed to test this hypothesis. The results of regression analysis are shown in table (6).

**Table 6: Multiple linear Regression for the Organizational culture on overall performance excellence**

Independent variable	$\beta$	t	Sig	R	R <sup>2</sup>	F	Sig.
Organizational culture	0.762	14.332	0.000	0.762	0.581	205.417	0.000

As shown in table (6), it was found that organizational culture, explained a significant portion of variance in overall performance excellence ( $R^2=0.58$ ;  $P<0.05$ ). From these results, it can be observed that organizational culture, were positively and significantly correlated with overall performance excellence ( $R=0.76$ ,  $F=205.41$ ,  $P<0.05$ ). This result supports the alternative hypotheses, so, we reject these hypotheses.

### 8.4. Testing the third sub-hypotheses

The third sub- hypothesis of the study (H0.1.3) stating “There *is no statistically significant impact for organizational resources on overall performance excellence*”. To test this hypothesis, multiple linear regression was employed to test this hypothesis. The results of regression analysis are shown in table (7).

**Table 7: Multiple linear Regression for the Organizational resources on overall performance excellence**

Independent variable	$\beta$	t	Sig	R	R <sup>2</sup>	F	Sig.
Organizational resources	0.659	10.650	0.000	0.659	0.434	113.433	0.000

As shown in table (7), it was found that organizational resources, explained a significant portion of variance in overall performance excellence ( $R^2=0.434$  ;  $P<0.05$ ). From these results, it can be observed that organizational resources, were positively and significantly correlated with overall performance excellence ( $R=0.659$ ,  $F=113.43$ ,  $P<0.05$ ). This result supports the alternative hypotheses, so, we reject these hypotheses. This result can be explained by the fact that several studies have documented the significant impact of the individual dimensions and the overall construct of organizational internal environment equally contribute in explaining the variance found in performance excellence with various degrees. For example, Lakkoju (2016) indicated in his study that organizational internal environment was a significant predictor of performance excellence in universities.

### 8.5. H0.2.1: There is no statistically significant impact for overall internal environment variables on quality of teaching practices.

To test this hypothesis, simple linear regression was employed. The results of regression analysis are shown in the following table (8).

**Table 8: Multiple linear Regression for the for overall internal environment variables on quality of teaching practices**

Independent variable	$\beta$	t	Sig	R	R <sup>2</sup>	F	sig
Overall internal environment	0.595	8.995	0.000	0.595	0.353	80.911	0.000

From table (8), it was found that overall internal environment variables explained a significant portion of variance in quality of teaching practices ( $R^2=0.35$ ;  $P<0.05$ ). From these results, also it can be observed that (overall internal environment variables are positively and significantly associated with (quality of teaching practices). With rating of ( $R=0.59$ ,  $F=80.911$ ,  $P<0.05$ ). This overall result supports the alternative hypothesis so we reject this hypothesis.



This results can be attributed to the fact that internal organizational environment has an unquestionable impact on the various organizational activities, especially in higher education institutions. It can be argued, then, that this result was not surprising as the impact was assumed. Teaching practices are a human activity and they are affected by several organizational variables. As internal organizational environment is highly related with those operations inside the organization, it is then normal to see such an impact in the current study.

**8.6 H.0.2.2 There is no statistically significant impact for overall internal environment variables on quality of academic programs.**

To test this hypothesis. Simple linear regression was employed. The results of regression analysis are shown in table (9).

**Table 9: Simple linear Regression for the impact of for overall internal environment variables on quality of academic programs**

Independent variable	$\beta$	t	Sig	R	R2	F	sig
overall internal environment	0.784	15.342	0.000	0.784	0.614	235.386	0.000

Table (9) found that (overall internal environment) explained a significant portion of variance in quality of academic programs ( $R^2=0.595$ ;  $P<0.05$ ). From these results, also it can be observed that overall internal environment is positively and significantly associated with quality of academic programs with rating of ( $R=0.78$ ,  $F=235.38$ ,  $P<0.05$ ). This overall result supports the alternative hypothesis. So, we reject this hypothesis. These results can be explained by the moderate internal organizational environment level reported in the current study. Being at moderate levels means that the university administration works on providing high quality academic programs to attract as many students as possible in their institutions. Furthermore, universities administrations realize the importance of providing high quality academic programs as they are seek making the highest returns. Educational institutions nowadays are adopting a modern trend that considers education as a profitable service industry and that universities are in fact firms seeking achieving the highest returns so as to survive in this increasingly competing market.

**8.7 H.0.2.3 There is no statistically significant impact of overall internal environment variables on research and development.**

To test this hypothesis, simple regression and multiple regressions were employed as shown in table (10).

**Table 10: Simple linear regression for the impact of overall internal environment variables on research and development**

Independent variable	$\beta$	t	Sig	R	R2	F	sig
Overall internal environment variables	0.648	10.354	0.000	0.648	0.420	107.208	0.000

The results of regression analysis are shown in the following table. It was found that overall internal environment explained a significant portion of variance in research and development ( $R^2= 0.648$  ;  $P<0.05$ ). From these results, it can be observed that overall internal environment variables is positively and significantly associated with research and development ( $R=0.648$ ,  $F=107.2$ ,  $P<0.05$ ).

This result can be explained by the fact that as the level of internal organizational environment increases, the higher research and development is. It can be said in this matter that universities with high internal organizational environment are without doubt report high performance levels. As universities are mainly research and development institutions, the existence of a positive and a significant correlation between internal organizational environment variables on one hand and research development on the other are consistent with the results reported in previous literature and studies ( e.g. Memon, Salleh, Baharom& Harun , 2014). Previous studies ( e.g. Safarani, Arab et al., 2012) found that internal organizational environment was correlated with research and development in universities as the higher internal organizational environment is, the more research and development found in them.

**8.8 H0.3: There are no statistically significant differences in Jordanian universities faculty points of view to the impact of overall internal environment variables (organizational structure, organizational culture, resources) on overall performance excellence (quality of teaching practices, quality of academic programs, research and development) due to gender, tenure and experience.**

To test this hypothesis, means and standard deviations were computed for all the study domains and sub domains, and its items, as shown in the following tables:

**Table 11: Means and SD for the study main domains due to (Gender, Experience, And Academic Rank)**

Variables	Statistics	Organizational Internal Environment	Performance Excellence
<b>Gender</b>			
<b>Male</b>	Mean	3.5119	3.4173
	N	112	112
	Std. Deviation	0.59104	0.60122
<b>Female</b>	Mean	3.4860	3.5596
	N	38	38
	Std. Deviation	0.50532	0.68243
<b>Total</b>	Mean	3.5053	3.4533
	N	150	150
	Std. Deviation	0.56901	0.62353
<b>Experience</b>			
<b>less than 5 years</b>	Mean	3.1480	3.1944
	N	59	59
	Std. Deviation	0.63077	0.69473
<b>5-10 years</b>	Mean	3.8248	3.8476
	N	35	35
	Std. Deviation	0.26176	0.42552
<b>more than 10 years</b>	Mean	3.6821	3.4798
	N	56	56
	Std. Deviation	0.42602	0.51064
<b>Total</b>	Mean	3.5053	3.4533
	N	150	150
	Std. Deviation	0.56901	0.62353
<b>Academic Rank</b>			
<b>Lecturer</b>	Mean	3.4933	3.3567
	N	20	20
	Std. Deviation	0.58014	0.53433
<b>Assistant professor</b>	Mean	3.4184	3.4322
	N	58	58
	Std. Deviation	0.78582	0.80100
<b>Associate professor</b>	Mean	3.5778	3.2803
	N	39	39
	Std. Deviation	0.33063	0.30748
<b>Professor</b>	Mean	3.5798	3.7535
	N	33	33
	Std. Deviation	0.22821	0.49958
<b>Total</b>	Mean	3.5053	3.4533
	N	150	150
	Std. Deviation	0.56901	0.62353

Table (11) shows that there are variations in means and SD due to the study variables (gender, experience, rank), To test the statistical differences, the researcher compute the multivariate analysis, as shown in the following table:

**Table 12: Multivariate analysis due to gender experience, academic rank**

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	Organizational Internal Environment	2.163	1	2.163	16.022	0.000
	Performance Excellence	2.740	1	2.740	13.084	0.000
Experience	Organizational Internal Environment	10.356	2	5.178	38.362	0.000
	Performance Excellence	6.695	2	3.348	15.988	0.000
Rank	Organizational Internal Environment	1.612	3	0.537	3.981	0.009
	Performance Excellence	3.971	3	1.324	6.322	0.000
Error	Organizational Internal Environment	17.953	133	0.135		
	Performance Excellence	27.848	133	0.209		
Total	Organizational Internal Environment	1891.347	150			
	Performance Excellence	1846.756	150			
Corrected Total	Organizational Internal Environment	48.242	149			
	Performance Excellence	57.929	149			

a. *R Squared* = .628 (*Adjusted R Squared* = .583)

b. *R Squared* = .519 (*Adjusted R Squared* = .461)

Table (12) shows that there are a statistical significance differences the domains organizational internal environment performance excellence due to gender at  $\alpha < 0.05$ . Also, there are a statistical significance differences the domains organizational internal environment performance excellence due to academic rank at  $\alpha < 0.05$ . Finally, there are a statistical significance differences for the domains organizational internal environment performance excellence due to experience at  $\alpha < 0.05$ .

### 8.8.1 Gender

There are a statistical significance differences the domains organizational internal environment performance excellence due to gender at  $\alpha < 0.05$ , and the differences were in favor for male in organizational internal environment, and for female in environment performance excellence. This result may be explained by the assumption that female faculty lack the necessary information about the real structure of internal organizational environment variables. As for performance excellence, the differences were in favor of males and this may be attributed to the positive perceptions these have about the university they work in and the positive experiences they encountered with other faculty members working in other sectors such as the private sector.

### 8.8.2 Academic rank

To test the differences, a multiple comparisons using Scheffe test was employed as showing the following table:

**Table 13: Multiple comparisons using Scheffe due to academic rank**

Dependent Variable	(I) Academic Rank	(J) Academic Rank	Mean Difference (I-J)	Sig.
Performance Excellence	Lecturer	Assistant professor	-0.0755	0.939
		Associate professor	0.0763	0.947
		Professor	-.3969(*)	0.028
	Assistant professor	Lecturer	0.0755	0.939
		Associate professor	0.1518	0.466
		Professor	-.3214(*)	0.018
	Associate professor	Lecturer	-0.0763	0.947
		Assistant professor	-0.1518	0.466
		Professor	-.4732(*)	0.000
	Professor	Lecturer	0.3969(*)	0.028
		Assistant professor	0.3214(*)	0.018
		Associate professor	0.4732(*)	0.000

Multiple comparisons using Scheffe test showed that there were differences between professor and lecturer and assistant professor and associate professor in favor of professors on performance excellence. This result can be explained by the fact that professors are faculty members with high experiences and are well informed about modern teaching methods, thus, they take their own perspective in judging the quality of performance excellence.

Additionally, professors do not face the same problems and barriers other university faculty members have, as they are well served by the university administrations and look to things from their own points of view.

### *Experience*

**Table 14: Multiple Comparisons using Scheffe due to Experience**

Dependent Variable	(I) Experience	(J) Experience	Mean Difference (I-J)	Sig.
<b>Organizational Environment</b>	Less than 5 years	5-10 years	-0.6767(*)	0.000
		more than 10 years	0.1426	0.201
	5-10 years	less than 5 years	0.6767(*)	0.000
		more than 10 years	-0.5341(*)	0.000
	More than 10 years	less than 5 years	-0.1426	0.201
		5-10 years	0.5341(*)	0.000
<b>Performance Excellence</b>	Less than 5 years	5-10 years	-0.6533(*)	0.000
		more than 10 years	0.3679(*)	0.001
	5-10 years	less than 5 years	0.6533(*)	0.000
		more than 10 years	-0.2854(*)	0.005
	More than 10 years	less than 5 years	-0.3679(*)	0.001
		5-10 years	0.2854(*)	0.005

Table (14) show multiple comparison using Scheffe and results showed that there a differences between (less than 5 years) and (5-10 years) and in favor of (5-10 years). Also, differences between (5-10 years) and (More than 10 years) were found and these differences were in favor of (More than 10 years) in organizational internal environment and performance excellence variables.

It can be said that this results is logical as the more experienced the faculty member was, the more he is able to recognize internal organizational environment and performance excellence variables. Experience is also a major factor in determining points of view with respect to these two important organizational operations as they are more apparent to those workers having a long experience in the organizations as they are in more contact with the factors consisting both internal environment and performance excellence.

### *Conclusion and Implications*

The results reported in the current study may benefit Jordanian universities in the adoption of more effective internal organizational environment systems that have proven to be effective for raising their internal organizational environment as it was found to be at moderate levels in this study. Also, the results showed that performance excellence was at moderate levels, so, Jordanian universities administrations are called to raise their performance to meet the expectations of various stakeholders such as students, faculty members, and parents. For achieving this, there should be an a division in university administration that works on periodically surveying the perceptions of faculty members and students, detect strengths in internal organizational environment, then develop them while working at the same time on reducing weaknesses. This will eventually lead to higher performance excellence in universities which will in turn have significant impact on the quality of higher education services provided.

### *Limitations of the study*

The limitations of the study can be summarized by the fact that the study subjects were confined to faculty members working in public universities. Additionally, the study was conducted in the academic year of 2016/20117. Finally, the results of the study were confined by the validity and reliability indicators of the instrument of the study. Since the current study was confined to some variables of internal environment, and internal environment entails many variables, so, other internal environment variables such as infrastructure may be examined in future research. Additionally, future research may examine the impact of external organizational environment on performance excellence in Jordanian universities.

### *Recommendations*

Based on the results, the following recommendations were suggested:

- 1- There should be more attention by the Jordanian universities administrations to internal organizational environment as they were of great importance for raising performance excellences.

- 2- Performance excellence was found to be at moderate levels, so, university administrations should work on raising performance excellence,.
- 3- It was found in this study that the different variables of internal organizational environment had an significant impact on performance excellence, so, they should be taken into consideration by university administrations.

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