The Impact of Strategic Implementation on Institutional Performance at Al-Quds Open University

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Abstract

This study investigates the impact of strategic implementation on institutional performance at Al-Quds Open University. A descriptive-analytical approach was employed, utilizing a validated and highly reliable questionnaire (Overall Cronbach's Alpha = 0.98) administered to an available sample of 126 employees at the level of division head and above in the University's northern governorates. Data were analyzed using the Statistical Package for the Social Sciences (SPSS). The findings revealed that the overall level of strategic implementation was high, with organizational culture being the highest-rated dimension, while human resources scored at a medium level. Institutional performance was also found to be high, with beneficiary satisfaction as the leading domain. Crucially, stepwise multiple regression analysis demonstrated a statistically significant positive impact of strategic implementation on institutional performance. The regression model, incorporating organizational culture, work procedures, and organizational structure, was statistically significant (p < .001) and accounted for 73.3% of the variance in institutional performance. Based on these results, the study recommends ensuring the provision of financial resources dedicated to strategy implementation and conducting a thorough inventory of existing human competencies before new recruitment to better align human resources with strategic goals.

Keywords: Strategic implementation; institutional performance; Al-Quds Open University.

Introduction

In light of the dynamic, rapid, and continuous changes facing global institutions-particularly higher education institutions-it has become necessary for these

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institutions to move forward in implementing their strategic plans according to planned timelines, programs, budgets, and in an effective manner to ensure the achievement of their goals and competitiveness, thereby improving and enhancing their institutional performance.

Strategic planning plays the role of a compass that guides the work of institutions and defines the correct direction they should take through strategic analysis of their internal and external environments to determine the strategic position, select the most appropriate strategic alternative from among available options, and subsequently prepare functional-level plans that contribute to implementing the strategic plan.

The role of strategic implementation then follows, supported by strategic control, review, and audit tools to determine whether the strategy has been properly implemented in institutions (Dawood, 2020).

The strategic implementation phase is a difficult, challenging, and ongoing process. It is a vital process that involves translating strategic goals into tangible reality, focusing on turning the strategy-with its vision, mission, and defined objectives-into concrete outcomes that help achieve and improve the institution's overall institutional performance to the fullest.

Strategic implementation is challenging because it is the true, real-world measure of success; many experienced managers in strategy formulation and implementation have affirmed that developing a sound strategy is far easier than implementing it (Nasser Al-Din, 2022).

Given that Al-Quds Open University operates in a dynamic environment characterized by complexity, rapid change, and ongoing development-like other universities and higher education institutions in Palestine-it has become essential to implement its strategic plans optimally to achieve its objectives and improve its institutional   performance.

From this standpoint, this study explores the role of strategic implementation in improving institutional performance at the university.

Theoretical Framework and Review of Previous Studies

Definition of strategic implementation

Strategic implementation is "a series of interrelated activities that encompass the requirements of the chosen strategy" (Broekhuizen et al., 2018: 557).

Accordingly, in the researchers' view, strategic implementation at Al-Quds Open University means translating the orientations and goals in the strategic plan into the tasks required through mechanisms executed based on activities derived from the vision and involving all university departments by defining and assigning the tasks they are responsible for executing.

Dimensions of strategic implementation

The dimensions of strategic implementation focus on a set of interrelated activities and actions carried out to put the strategy into effect through operational programs, budgets, and procedures. These activities include:

1- Availability of financial and material resources: focusing on how to obtain funds from various sources and how to invest and spend them to reap the greatest benefit from that investment (Al-Ghnai, 2022).

2- Human resources: human resources planning serves multiple goals for the individual, the organization, and society. At the individual level, the principle of "the right person in the right place" can be achieved. At the organizational level, internal fit is achieved by avoiding shortages or surpluses of human resources. At the societal level, optimal and proper use of human resources within organizations contributes to achieving the best use of human resources overall (Masoud & Barakat, 2022).

3- Work procedures: when an organization selects a strategy, it may need to change its organizational structure, policies, and administrative systems; thus, it must be ready and able to make the required changes and plan for their implementation. For strategy choice to be effective, implementation must proceed hand in hand so that work procedures are clear and allocated among individuals according to their specializations, qualifications, and capabilities (Al-Maqoushi, 2023).

4- Organizational structure: Here, one asks whether the organization conducts its activities at costs commensurate with the outputs of its organizational structure; whether the outputs of activities and programs fit the size of the workforce; and whether activities and programs are implemented within the allotted and sufficient time (Mansour, 2020).

5- Organizational culture: Before commencing strategic implementation, it is necessary to establish an aware, informed, and activated culture at all organizational levels (Agaba et al., 2023).

6- Programs and projects: Programs and projects used in strategic implementation pass through several phases: detailed project planning, project execution, and project closure with a final review of overall project success (El-Sayed et al., 2023).

Barriers to strategic implementation

Bouzeid (2020) indicated numerous barriers to strategic implementation, foremost among them administrative barriers, such as centralization and a lack of attention by top management to delegating authority to employees; unclear or overlapping responsibilities among units charged with task execution; and weak coordination among units within the organization, reflecting in poor use of management information systems and weakened monitoring and follow-up. Aichawi (2021) added environmental barriers-reliance on traditional decision-making methods, favoritism,

and personal relationships-as well as professional barriers such as lack of competent leadership cadres, inadequate education, and insufficient administrative training.

Institutional performance

Al-Naqeeb (2022) defined institutional performance as "the resultant of the performance of the organizational units and individuals belonging to the organization, and the interactive reciprocal relations between the organization and its surrounding environment, in a way that reflects the positive role of how the institution uses its material and human resources and invests them effectively and efficiently to achieve its goals as intended." The researchers define institutional performance as the outputs the organization seeks to achieve, reflecting goals, activities, and means necessary to achieve them. Thus, institutional performance is the link between activities and the objectives the organization strives to accomplish through the tasks carried out by employees.

Strategic implementation and its impact on institutional performance

The relationship between strategic implementation and institutional performance is complementary. The principles underlying institutional performance must be present when formulating the organization's mission and strategic plan. Strategic planning is important and linked to institutional performance by achieving organizational objectives and is one of its most important components and criteria. The importance of strategic implementation emerges by embodying the link between planning and the quality of institutional work as essential elements upon which institutional orientations and strategies are defined. It also represents the decision that determines the organization's vision, its course of action, and the accuracy of its success and impact on the environment in which it operates (Saad, 2021).

Previous Studies

After reviewing a group of local, Arab, and foreign studies related to strategic implementation and institutional performance, the researchers present the following:

Al-Tarawneh et al. (2021) aimed to identify the impact of entrepreneurial culture dimensions on the effectiveness of strategic implementation in Jordanian commercial banks. Using a descriptive-analytical approach, they found a statistically significant positive effect of entrepreneurial culture (organizational enthusiasm, cohesion, opportunities as a driver for change) on the effectiveness of strategic implementation. The study recommended adopting entrepreneurial culture in banks by rewarding innovative employees, fostering trust, guiding employees to prioritize according to bank strategy, and enhancing coordination among administrative units.

Kombate (2021) investigated the impact of strategic implementation style and middle management efforts on strategic management implementation and organizational performance in public organizations. Using a descriptive-analytical

method, the study found that public organizations choosing a rational implementation style via middle management efforts did not achieve statistical significance, whereas applying an incremental implementation style was statistically significant. It further indicated that organizations in developing countries are characterized by traditional bureaucracy and lack administrative reform programs that choose the rational implementation style leading to decreased performance.

Al-Bahri (2024) aimed to examine the impact of transparency in work procedures on institutional performance at Al-Sabeen Hospital for Maternity and Childhood in Sana'a. Using a descriptive-analytical approach, the study found high application of transparency in work procedures and a medium level of institutional performance. It found no statistically significant differences in institutional performance means by gender, years of experience, or academic qualification, and showed an effect of transparency in work procedures on improving institutional performance. The study recommended reinforcing good governance principles, setting a clear organizational structure, and holding workshops to raise awareness about the anti-corruption law at the hospital.

Fares et al. (2023) aimed to identify the impact of human resource management on institutional performance with total quality as a mediating variable in the Palestinian Ministry of Health. Using a descriptive-analytical approach, they found that the reality of applying HRM dimensions and the level of institutional performance were moderate, while the level of total quality management was high. There was a statistically significant effect of HRM and TQM dimensions on institutional performance, and a significant effect of HRM on institutional performance through TQM as a mediating variable. The study recommended focusing on developing HRM practices and enhancing the application of TQM principles.

Al-Sharif (2022) aimed to identify the impact of practicing strategic planning on improving the quality of institutional performance at Cairo University and the Higher Institute for Cooperative and Administrative Studies. Using a descriptive-analytical approach, the study found that the quality of institutional performance was at a medium level from the perspective of university managers, and strategic planning had a positive effect on institutional performance. It recommended deepening managers' awareness of practicing strategic planning and strengthening top management support to enhance their ability to develop, implement, and evaluate strategic plans.

Yousef (2021) aimed to identify the role of knowledge management and its impact on institutional performance in higher education institutions. Using a descriptive-analytical approach, the study found the need for institutions to improve services and maintain knowledge experts, and that knowledge management requirements affect achieving institutional objectives. It recommended strengthening knowledge management programs, investing in knowledge experts, and developing IT infrastructure.

From the theoretical framework and previous studies, the researchers found the necessity and importance of strategic implementation in enhancing institutional performance at Al-Quds Open University. They believe that even outstanding strategic

planning does not necessarily guarantee successful implementation in practice. This motivated them to focus on the implementation phase of the university's strategy to help achieve planning objectives and reach distinguished institutional performance. Hence, this study fills a gap in this area.

Problem Statement and Research Questions

Al-Quds Open University has prepared all its administrative, academic, and financial aspects to work together to optimally formulate and implement its strategic plans, focusing on strategic implementation as a core stage and complement of modern strategic planning. The success of these strategic plans lies in their practical execution, as every institution looks to the future and seeks improvement, attempting to realize this future within its capabilities and available opportunities by adopting strategic planning that maximizes internal strengths, overcomes weaknesses, capitalizes on opportunities, and confronts external threats.

Based on the university's two five-year strategic plans that began in 2012 and ended in 2022, and the current strategic plan (2023-2027), it was noted that weaknesses and challenges accompanying strategic implementation across their multiple elements were rolled over into subsequent years without adequate and timely treatment as planned. This affected workflows and led to several administrative and financial problems, burdening the university's budget and hindering its ability to fully carry out its duties and activities.

This study seeks to identify the implications and impacts of implementing the university's strategic plans on its institutional performance, taking into account exceptional circumstances and crises faced by the university and the country-namely the COVID-19 pandemic in 2019 and the war launched by the occupation on the Gaza Strip since October 7, 2023 to date-affecting all sectors in Palestine, the region, and the world. After reviewing many prior studies on the study variables-and given the lack of research specifically examining strategic implementation and its impact on institutional performance at the university (to the researchers' knowledge)-this study addresses this research gap and answers the main question:

What is the impact of strategic implementation on institutional performance at Al-Quds Open University?

Sub-questions:

1- What is the reality of strategic implementation across its elements (availability of financial and material resources, human resources, work procedures, organizational structure, organizational culture, programs and projects) at Al-Quds Open University?

2- What is the level of institutional performance across its elements (efficiency, effectiveness, responsiveness, beneficiary satisfaction) at Al-Quds Open University?

3-   Is there an impact of strategic implementation on institutional performance at Al-Quds Open University?

Hypothesis

H0: There is no statistically significant effect at $\alpha \geq 0.05$ of strategic implementation in its domains (availability of financial and material resources, human resources, work procedures, organizational structure, organizational culture, programs and projects) on institutional performance at Al-Quds Open University.

Objectives

The study seeks to:

1-   Identify the reality of strategic implementation at Al-Quds Open University.
2-   Determine the level of institutional performance at Al-Quds Open University.
3-   Identify whether there is a significant impact of strategic implementation on institutional performance at Al-Quds Open University.
4-   Identify proposals that help develop institutional performance at Al-Quds Open University.

Method

The researchers used a descriptive-analytical approach to describe the problem and understand it more deeply, then analyze it inductively while focusing on the meanings expressed by respondents and describing them convincingly.

Population and Sample

The study population comprised employees holding the position of division head and above (N = 157). A purposive random sample was selected; the sample size reached 126 participants. In choosing the sample size, the researchers followed Melhem (2012), who noted that for small populations of a few hundred, the sample should not be less than 80% of the population.

Instrument

A questionnaire was adopted as the main research instrument. Its variables were derived from the relevant literature. To achieve the study's objectives, scales were adopted for the six strategic implementation domains and the four institutional performance domains to collect data.

Content validity

To verify content validity (expert validity), the preliminary version of the scales was presented to experts with relevant specialization and experience. The number of items in the strategic implementation scale was set at 40, and the number of items in the institutional performance scale at 22.

Construct validity

Construct validity was assessed by computing Pearson correlation coefficients between each item and the total score of its domain. Item-total correlations ranged from 0.65 to 0.92 and were greater than the critical value at df = 28 and p = 0.01, indicating acceptable and statistically significant correlations. Garcia (2011) notes that correlations < 0.30 are weak, 0.30-0.70 are moderate, and > 0.70 are strong. This confirms that the items of each strategic implementation domain belong to the domain they were designed to measure; thus, no items were deleted. The same held for the institutional performance domains.

Reliability

Internal consistency was verified using Cronbach's alpha on pilot data after establishing validity. Table 1 shows the results.

Table 1. Reliability Coefficients (Cronbach's Alpha) for Study Scales

Instrument	Domain	Number of items	Cronbach's alpha
Strategic Implementation Scale	Financial and material resources	9	0.92
	Human resources	7	0.95
	Work procedures	6	0.93
	Organizational structure	7	0.92
	Organizational culture	6	0.91
	Programs and projects	5	0.90
	Total	**40**	**0.98**
Institutional Performance Scale	Efficiency	7	0.89
	Effectiveness	5	0.91
	Responsiveness	5	0.93
	Beneficiary satisfaction	5	0.95
	Total	22	0.97
Entire Instrument	**Total**	**62**	**0.98**

Not: All alphas statistically significant at p < 0.01.

As Table 1 shows, Cronbach's alpha values for the strategic implementation domains ranged from 0.90 to 0.95; the total was 0.98. For the institutional performance domains, alphas ranged from 0.89 to 0.95; the total was 0.97. The overall instrument alpha was 0.98. These values are suitable and indicate the instrument can be relied upon for the main sample (Fraenkel & Wallen, 2003; $\alpha \geq 0.70$).

Study limitations

The researchers faced several constraints, especially communication with the university's branches in the Gaza Strip (southern governorates) during wartime, as all branches were targeted and completely destroyed. Electricity, internet, and all communications were cut off. Another challenge was distributing the questionnaire in the northern governorates (the West Bank) due to the university's spread across multiple

cities rather than being in one location, along with military checkpoints that imposed strict closures and segmented the West Bank. The researchers had to travel under risk to reach respondents and communicate with them electronically.

Results

Answer to Research Question 1

Table 2 shows that the overall level of strategic implementation at Al-Quds Open University across the domains (availability of financial and material resources, human resources, work procedures, organizational structure, organizational culture, programs and projects) was high, while the "human resources" domain was at a medium level.

Table 2. Means, Standard Deviations, and Relative Weights by Strategic Implementation Domain and Overall

Rank	Domain	Mean	SD	Relative Weight (%)	Level
5	Financial and material resources	3.51	0.71	70.3	High
6	Human resources	3.21	0.89	64.3	Medium
4	Work procedures	3.59	0.72	71.8	High
3	Organizational structure	3.63	0.71	72.6	High
1	Organizational culture	3.67	0.68	73.3	High
2	Programs and projects	3.64	0.68	72.8	High
-	**Overall**	**3.53**	**0.67**	**70.7**	**High**

The means, standard deviations, and relative weights for the items of each domain are as follows.

1- **Financial and Material Resources**

Table 3. Financial and Material Resources Items

Item	Statement	Mean	SD	Relative weight (%)	Level
1	Financial resources and budgets are available in a way that ensures the implementation of the university's strategies.	3.28	1.03	65.6	Medium
2	Material resources are available in a way that ensures the implementation of the university's strategies.	3.29	1.00	65.8	Medium
3	The university administration has a team with experience and competence in managing different resources (material and financial) to implement its strategy.	3.76	0.87	75.2	High
4	The university administration is keen to adjust financial resource plans to align with internal environmental changes.	3.52	0.90	70.4	High
5	The university administration analyzes the external environment to capitalize on opportunities.	3.33	0.95	66.6	Medium
6	The university administration strives for alignment between the university's general orientations and financial resource management orientations.	3.62	0.87	72.4	High

Item	Statement	Mean	SD	Relative weight (%)	Level
7	The university's mission serves as the basis for the mission of financial resources.	3.73	0.81	74.6	High
8	The university administration invests financial resources in achieving its strategic objectives.	3.56	0.85	71.2	High
9	The university administration develops its strategy to reinforce the importance of financial resources for achieving it.	3.52	0.89	70.4	High
-	**Overall**	**3.51**	**0.71**	**70.3**	**High**

The arithmetic mean of the study sample's estimates for the total score of the "Availability of Financial and Material Resources" domain was (3.51), with a relative weight of (70.3%), indicating a high level. Statement number (3), "The university administration has staff with the experience and competence to manage various resources (material and financial) for implementing its strategy," ranked first with an arithmetic mean of (3.76) and a relative weight of (75.2%), also at a high level. Statement number (2), which reads, "Material resources are available in a way that ensures the implementation of the university's approved strategies," received the lowest arithmetic mean of (3.29) and a relative weight of (65.8%), indicating a medium level.

2- Human Resources

Table 4. Human Resources Items

Item	Statement	Mean	SD	Relative Weight (%)	Level
10	The university administration attracts suitable human cadres to achieve strategic goals.	3.26	0.97	65.2	Medium
11	The university administration trains human cadres to support successful strategy implementation.	3.27	0.98	65.4	Medium
12	Before appointing any new staff, the university administration inventories internal human resources to meet strategic requirements.	3.25	1.02	65.0	Medium
13	The university administration uses scientific methods to assess staff performance to meet strategic plan requirements.	3.34	1.01	66.8	Medium
14	The university administration provides financial incentives to encourage strategy implementation.	2.88	1.06	57.6	Medium
15	The university administration provides nonfinancial incentives to encourage strategy implementation.	3.10	0.98	62.0	Medium
16	The university administration uses the HR database to transfer staff to suitable positions for strategic goals.	3.38	1.02	67.6	Medium
-	**Overall**	**3.21**	**0.89**	**64.3**	**Medium**

The arithmetic mean of the study sample's estimates for the total score of the "Human Resources" domain was (3.21), with a relative weight of (64.3%), indicating a medium level. The arithmetic means of the responses of the study sample members on

the statements of the "Human Resources" domain ranged between (2.88-3.38). Statement number (16), "The university administration uses the human resources database to transfer personnel to appropriate positions for implementing strategic goals," ranked first with an arithmetic mean of (3.38) and a relative weight of (67.6%), indicating a medium level. The statement that received the lowest arithmetic mean was statement (15), "The university administration provides moral incentives for human resources to encourage them to implement its strategy," with an arithmetic mean of (3.10) and a relative weight of (62.0%), indicating a medium level.

3- Work Procedures

Table 5. Work Procedures Items

Item	Statement	Mean	SD	Relative Weight (%)	Level
17	The university administration provides clear procedures to employees to achieve desired goals.	3.56	0.84	71.2	High
18	The university administration uses standard procedures to facilitate achieving strategic goals.	3.54	0.85	70.8	High
19	The university administration follows up on work procedures to ensure proper execution toward strategic goals.	3.60	0.81	72.0	High
20	The university administration reviews work procedures to align with contemporary requirements for strategic goals.	3.62	0.82	72.4	High
21	Work procedures used in the university keep pace with developments supporting successful strategy implementation.	3.58	0.88	71.6	High
22	The university modifies work procedures as needed to implement strategic goals.	3.65	0.88	73.0	High
-	**Overall**	**3.59**	**0.72**	**71.8**	**High**

It is clear from the previous table that the arithmetic mean of the study sample's estimates for the total score of the "Work Procedures" domain was (3.59), with a relative weight of (71.8%), indicating a high level. The arithmetic means of the responses of the study sample members on the statements of the "Work Procedures" domain ranged between (3.54-3.65). Statement number (22), "The university modifies work procedures as needed to implement its strategic goals," ranked first with an arithmetic mean of (3.65) and a relative weight of (73.0%), indicating a high level. The statement that received the lowest arithmetic mean was statement (17), "The university administration provides clear procedures for employees to achieve the desired goals," with an arithmetic mean of (3.56) and a relative weight of (71.2%), indicating a high level.

4- Organizational Structure

Table (6): Arithmetic Means, Standard Deviations, Relative Weight, and Ranking of Statements for the Organizational Structure Domain

No.	Rank	Statement	Arithmetic Mean	Standard Deviation	Relative Weight	Level
23	6	The organizational structure at the university possesses the flexibility that ensures the achievement of strategic goals.	3.49	0.85	69.8	High
24	5	The university delegates authorities to employees in a way that supports the achievement of strategic goals.	3.52	0.89	70.4	High
25	7	Authority is balanced with the responsibility granted to employees to enable them to execute strategic goals.	3.46	0.81	69.2	High
26	3	The university administration adopts a flexible organizational structure that enables adminis-trative units to exchange the necessary data for achieving strategic goals.	3.69	0.93	73.8	High
27	4	The university defines the responsibilities of employees in a way that aligns with achieving strategic goals.	3.67	0.81	73.4	High
28	2	The university adopts a clear job description for employees that defines their authorities for achieving strategic goals.	3.71	0.90	74.2	High
29	1	The university has effective communication systems between administrative units.	3.94	0.87	78.8	High
		Total Score	**3.64**	**0.71**	**72.8**	**High**

The previous table shows that the arithmetic mean of the study sample's estimates for the total score of the "Organizational Structure" domain was (3.64), with a relative weight of (72.8%) and a high level. The arithmetic means of the responses of the study sample members on the statements of the "Organizational Structure" domain ranged between (3.46-3.94).

Statement number (29), "The university has effective communication systems between administrative units," ranked first with an arithmetic mean of (3.94) and a relative weight of (78.8%), at a high level. The statement that received the lowest arithmetic mean was statement (23), "The organizational structure at the university possesses the flexibility that ensures the achievement of strategic goals," with an arithmetic mean of (3.49) and a relative weight of (69.8%), at a high level.

5- Organizational Culture

It is clear from Table (7) that the arithmetic mean of the study sample's estimates for the total score of the "Organizational Culture" domain was (3.67), with a relative weight of (73.3%) and a high level. The arithmetic means of the responses of the study

sample members on the statements of the "Organizational Culture" domain ranged between (3.44-3.89).

Statement number (30), "The hierarchy for executing tasks is important in the university's organizational culture for implementing strategic goals," ranked first with an arithmetic mean of (3.89) and a relative weight of (77.8%), at a high level. The statement that received the lowest arithmetic mean was statement (35), "The university is keen on achieving fairness in distributing tasks among employees for the successful implementation of the strategy," with an arithmetic mean of (3.46) and a relative weight of (69.2%), at a high level.

Table (7): Arithmetic Means, Standard Deviations, Relative Weight, and Ranking of Statements for the Organizational Culture Domain

No.	Rank	Statement	Arithmetic Mean	Standard Deviation	Relative Weight %	Level
30.	1	The hierarchy for executing tasks is important in the university's organizational culture for implementing strategic goals.	3.89	0.79	77.8	High
31.	3	The university focuses on implementing regulations and systems in work management to ensure the successful implementation of the strategy.	3.76	0.75	75.2	High
32.	2	The university focuses on employees' commitment to executing tasks with precision to achieve strategic goals.	3.84	0.76	76.8	High
33.	4	The organizational culture at the university supports the average responses of the study sample members regarding the reality of work teams to confront the problems they face in achieving strategic goals.	3.60	0.81	72.0	High
34.	6	The organizational culture at the university provides an atmosphere of transparency to ensure the successful implementation of the strategy.	3.44	0.84	68.8	High
35.	5	The university is keen on achieving fairness in distributing tasks among employees for the successful implementation of the strategy.	3.46	0.94	69.2	High
		Total Score	**3.67**	**0.68**	**73.3**	**High**

6- Programs and Projects

The arithmetic mean of the study sample's estimates for the total score of the "Programs and Projects" domain was (3.64), with a relative weight of (72.8%), indicating a high level. The arithmetic means of the responses of the study sample members

on the statements of the "Programs and Projects" domain ranged between (3.48-3.76). Statement number (39), "Academic staff with the necessary skills participate in the preparation of academic programs," ranked first with an arithmetic mean of (3.76) and a relative weight of (75.2%), indicating a high level. The statement that received the lowest arithmetic mean was statement (37), "The university administration is keen to develop programs and projects to ensure the implementation of strategic directions," with an arithmetic mean of (3.60) and a relative weight of (72.0%), indicating a high level.

Table 8. Programs and Projects Items

Item	Statement	Mean	SD	Relative weight (%)	Level
36	Programs and projects are designed to enhance the university management's ability to achieve strategic goals.	3.75	0.77	75.0	High
37	The university administration is keen to develop programs and projects to ensure implementing strategic orientations.	3.60	0.77	72.0	High
38	The university's implementation plans include innovative programs to achieve strategic goals.	3.48	0.90	69.6	High
39	Qualified cadres participate in preparing academic programs.	3.76	0.84	75.2	High
40	The university administration provides everything necessary to implement programs and projects.	3.62	0.80	72.4	High
-	**Overall**	**3.64**	**0.68**	**72.8**	**High**

Answer to Question 2

The results related to the level of institutional performance with its elements (efficiency, effectiveness, responsiveness, beneficiary satisfaction) at Al-Quds Open University came at a high degree in all its elements on the total score. Table (9) shows: Arithmetic means, standard deviations, and relative weight for each area of the institutional performance scale and on the scale as a whole.

Table (9) Arithmetic Means, Standard Deviations, and Relative Weight for Each Area of the Institutional Performance Scale and on the Scale as a Whole

Field	Rank	Field	Arithmetic Mean	Standard Deviation	Relative Weight	Level
1	4	Efficiency	3.67	0.63	73.3	High
2	3	Effectiveness	3.68	0.74	73.6	High
3	2	Responsiveness	3.75	0.71	74.9	High
4	1	Beneficiary Satisfaction	3.89	0.72	77.7	High
		Total Score	**3.74**	**0.63**	**74.8**	**High**

The arithmetic means, standard deviations, and relative weights were calculated for the estimates of the study sample members on the items of each area of the institutional performance scale separately as follows:

1- **Efficiency**

It is clear from Table (10) that the arithmetic mean of the study sample's estimates for the total score of the "Efficiency" domain was (3.67), with a relative weight of (73.3%) and a high level. The arithmetic means of the responses of the study sample members on the statements of the "Efficiency" domain ranged between (3.39-3.96). Statement number (4), "The university adopts modern technology in its work, which contributes to the effectiveness of performance in achieving strategic goals," ranked first with an arithmetic mean of (3.96) and a relative weight of (79.2%), at a high level. The statement that received the lowest arithmetic mean was statement (7), "The university achieves its strategic goals as planned," with an arithmetic mean of (3.48) and a relative weight of (69.6%), at a high level.

Table (10): Arithmetic Means, Standard Deviations, and Ranking of Statements for the Area of Efficiency

Item No.	Rank	Statement	Arithmetic Mean	Standard Deviation	Relative Weight %	Level
1.	3	The parity between the qualifications of employees in all departments contributes to the implementation of strategic directions in the university.	3.79	0.76	75.8	High
2.	2	Employees participate in facing the challenges they face during work to achieve strategic goals.	3.94	0.63	78.8	High
3.	5	The university invests all available resources optimally to achieve its strategic goals.	3.55	0.83	71.0	High
4.	1	The university adopts modern technology in its work, which contributes to the effectiveness of performance in achieving strategic goals.	3.96	0.80	79.2	High
5.	7	The university adopts efficient training programs to improve performance levels in implementing strategic directions.	3.39	0.95	67.8	Medium
6.	4	The university works to improve its processes to ensure the achievement of strategic goals.	3.56	0.86	71.2	High
7.	6	The university achieves its strategic goals as planned.	3.48	0.86	69.6	High
		Total Score	**3.67**	**0.63**	**73.3**	**High**

2- **Effectiveness**

The arithmetic mean of the study sample's estimates for the total score of the "Effectiveness" domain was (3.68) with a relative weight of (73.6%), and a high level. The arithmetic means of the responses of the study sample members on the statements of the "Effectiveness" domain ranged between (3.52-3.86). Statement number (12), "Employees at the university use information technology in a modern way to achieve

strategic goals," ranked first with an arithmetic mean of (3.86) and a relative weight of (77.2%), at a high level. The statement that received the lowest arithmetic mean was statement (10), "Employees use teamwork spirit to achieve strategic goals," with an arithmetic mean of (3.63) and a relative weight of (72.6%), at a high level.

Table (11): Arithmetic Means, Standard Deviations, Relative Weight, and Ranking of Statements for the Area of Effectiveness

Item No.	Rank	Statement	Arithmetic Mean	Standard Deviation	Relative Weight %	Level
8.	5	Employees at the university at all levels participate in performing the university's strategic plans.	3.52	0.93	70.4	High
9.	3	Employees effectively achieve the strategic goals that have been set.	3.67	0.88	73.4	High
10.	4	Employees use teamwork spirit to achieve strategic goals.	3.63	0.85	72.6	High
11.	2	Employees at the university effectively complete their assigned tasks which achieve the strategic goals.	3.70	0.83	74.0	High
12.	1	Employees at the university use information technology in a modern way to achieve strategic goals.	3.86	0.81	77.2	High
		Total Score	**3.68**	**0.74**	**73.6**	**High**

3- Responsiveness

Table (12): Arithmetic Means, Standard Deviations, Relative Weight, and Ranking of Statements for the Area of Responsiveness

Item No.	Rank	Statement	Arithmetic Mean	Standard Deviation	Relative Weight %	Level
13.	1	Employees use training skills to achieve positive results in achieving strategic goals.	3.85	0.72	77.0	High
14.	4	Employees use communication between different administrative levels in the university to achieve strategic goals.	3.69	0.85	73.8	High
15.	2	The capabilities possessed by employees at the university contribute to achieving strategic goals at the required speed.	3.79	0.80	75.8	High
16.	3	Employees are aware of the importance of information related to strategic goals which helps them accomplish them quickly.	3.72	0.86	74.4	High
17.	5	Employees at the university quickly address problems they may face during the achievement of strategic goals.	3.68	0.83	73.6	High
		Total Score	**3.75**	**0.71**	**74.9**	**High**

It is clear from Table (12) that the arithmetic mean of the study sample's estimates for the total score of the "Responsiveness" domain was (3.75), with a relative weight of (74.9%) and a high level. The arithmetic means of the responses of the study sample members on the statements of the "Responsiveness" domain ranged between (3.68-3.85). Statement number (13), "Employees use training skills to achieve positive results in achieving strategic goals," ranked first with an arithmetic mean of (3.85) and a relative weight of (77.0%), at a high level. The statement that received the lowest arithmetic mean was statement (14), "Employees use communication between different administrative levels in the university to achieve strategic goals," with an arithmetic mean of (3.69) and a relative weight of (73.8%), at a high level.

4- Beneficiary Satisfaction

Table (13): Arithmetic Means, Standard Deviations, Relative Weight, and Ranking of Statements for the Area of Beneficiary Satisfaction

Item No.	Rank	Statement	Arithmetic Mean	Standard Deviation	Relative Weight %	Level
18.	1	Employees at the university provide the best services to beneficiaries correctly, which achieve strategic goals.	3.91	0.74	78.2	High
19.	3	Employees at the university care about the problems of beneficiaries and answer their inquiries.	3.88	0.80	77.6	High
20.	5	The employees' performance of their duties ensures confidence between the beneficiaries and the university.	3.86	0.79	77.2	High
21.	2	Workers at the university are committed to implementing services for beneficiaries at the specified times.	3.90	0.84	78.0	High
22.	4	Employees at the university address all issues related to beneficiaries to achieve the highest degree of their satisfaction.	3.87	0.80	77.4	High
		Total Score	**3.89**	**0.72**	**77.7**	**High**

It is clear from Table (13) that the arithmetic mean of the study sample's estimates for the total score of the "Beneficiary Satisfaction" domain was (3.89), with a relative weight of (77.7%) and a high level. The arithmetic means of the responses of the study sample members on the statements of the "Beneficiary Satisfaction" domain ranged between (3.86-3.91). Statement number (18), "Employees at the university provide the best services to beneficiaries correctly, which achieve strategic goals," ranked first with an arithmetic mean of (3.91) and a relative weight of (78.2%), at a high level. The statement that received the lowest arithmetic mean was statement (20), "The employees' performance of their duties ensures confidence between the beneficiaries and the university," with an arithmetic mean of (3.86) and a relative weight of (77.2%), at a high level.

Results Related to the Main Third Question

Is there a statistically significant effect of strategic implementation in its domains (availability of financial and material resources, human resources, work procedures, organizational structure, organizational culture, programs and projects) on institutional performance at Al-Quds Open University?

To answer the third question, it was converted into the following main hypothesis: There is no statistically significant effect at the level ($\alpha \leq 0.05$) of strategic implementation in its domains (availability of financial and material resources, human resources, work procedures, organizational structure, organizational culture, programs and projects) on institutional performance at Al-Quds Open University.

Stepwise Multiple Regression was used using the Stepwise method:

Table (14): Results of Stepwise Multiple Regression Analysis to Determine the Impact of Strategic Implementation Domains on Institutional Performance at Al-Quds Open University

Model Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig. Level	Correlation Coefficient (R)	Explained Variance R^2	Adjusted R^2
	B	Std. Error	Beta β					
Constant	0.77	0.16		4.75	0.00**			
Organizational Culture	0.35	0.09	0.38	4.10	0.00**	.860c	0.739	0.733
Work Procedures	0.26	0.08	0.30	3.18	0.00**			
Organizational Structure	0.21	0.10	0.24	2.18	0.03*			
Calculated F-value = 115.39 Significant at sig. level <.001								

**Significant at the level ($\alpha < .01$)

It is clear from Table (14) that there is a statistically significant effect at the level ($\alpha \geq 0.05$) for the domains of strategic implementation on institutional performance in the university. It is noted that the domains: (Organizational Culture, Work Procedures, and Organizational Structure) together explained (73.3%) of the variance in the level of institutional performance in the university. As for the domains (Availability of Financial and Material Resources, Human Resources, and Programs and Projects), they were excluded from the model because they do not contribute in a statistically significant way. The results indicate the significance of the model, as the F-statistic value was (115.39) with a statistical significance level of (0.00), which is less than the significance level (0.05), meaning that the model used is appropriate for determining the impact of the independent variable (domains of strategic implementation) on the dependent variable (institutional performance) in the university.

Accordingly, the regression equation can be written as follows: ($\hat{y}$ = .77 + .35x1 + .26x2 + .21x3), where $\hat{y}$ represents: Institutional Performance, x1: Organizational Culture, x2: Work Procedures, x3: Organizational Structure.

That is, for every one-unit change in the Organizational Culture domain, there is a positive direct change in Institutional Performance by (.35). For every one-unit change in the Work Procedures domain, there is a positive direct change in Institutional Performance by (.26). For every one-unit change in the Organizational Structure domain, there is a positive direct change in Institutional Performance by (.21).

The following sub-hypotheses branch from the main hypothesis above:

First Sub-Hypothesis

There is no statistically significant effect at the level ($\alpha \leq 0.05$) of the availability of financial and material resources on institutional performance at Al-Quds Open University. To test the hypothesis and to measure the impact of the domain (Availability of Financial and Material Resources) on institutional performance from the viewpoint of administrative employees at Al-Quds Open University, Simple Linear Regression was used using the Enter method, and Table (15) illustrates this:

Table (15): Results of Simple Linear Regression Analysis to Determine the Impact of the Domain (Availability of Financial and Material Resources) on Institutional Performance at Al-Quds Open University

Model Variables	Unstandardized Coefficients		Standardized Coefficients Beta β	t-value	Sig. Level	Correlation Coefficient (R)	Explained Variance R^2	Adjusted R^2
	B	Std. Error						
Constant	1.56	0.21		7.62	0.00**	0.698	0.488	0.483
Availability of Financial and Material Resources	0.62	0.06	0.70	10.86	0.00**			
Calculated F-value = 117.98 Significant at sig. level <.001								

**Significant at the level ($\alpha < .01$)

It is clear from Table (15) that there is a statistically significant effect at the level ($\alpha \geq 0.05$) for the domain of Availability of Financial and Material Resources on institutional performance from the viewpoint of administrative employees in the university. It is noted that the domain: (Availability of Financial and Material Resources) explained (48.3%) of the variance in the level of institutional performance from the viewpoint of administrative employees in the university. The results indicate the significance of the model, as the F-statistic value was (117.98) with a statistical significance level of (0.00), which is less than the significance level (0.05), meaning that the model used is appropriate for determining the impact of the independent variable (Availability of Financial and Material Resources) on institutional performance from the viewpoint of administrative employees in the university. Accordingly, the regression equation can be written as follows: ($\hat{y} = 1.56 + .62x1$), where $\hat{y}$ represents: Institutional Performance, x1: Availability of Financial and Material Resources. That is, for every one-unit change

in the Availability of Financial and Material Resources domain, there is a positive direct change in Institutional Performance by (.62).

Second Sub-hypothesis

There is no statistically significant effect at the level ($\alpha \leq 0.05$) of human resources on institutional performance at Al-Quds Open University. To test the hypothesis and to measure the impact of the domain (Human Resources) on institutional performance in the university, Simple Linear Regression was used using the Enter method, and Table (16) illustrates this:

Table (16): Results of Simple Linear Regression Analysis to Determine the Impact of the Domain (Human Resources) on Institutional Performance at Al-Quds Open University

Model Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig. Level	Correlation Coefficient (R)	Explained Variance R^2	Adjusted R^2
	B	Std. Error	Beta β					
Constant	2.12	0.15		14.07	0.00**	0.707	0.499	
Human Resources	0.50	0.05	0.71	11.12	0.00**			
Calculated F-value = 123.70 Significant at sig. level <.001								

**Significant at the level ($\alpha < .01$)

It is clear from Table (16) that there is a statistically significant effect at the level ($\alpha \geq 0.05$) for the domain of Human Resources on institutional performance in the university. It is noted that the domain: (Human Resources) explained (49.5%) of the variance in the level of institutional performance in the university. The results indicate the significance of the model, as the F-statistic value was (123.70) with a statistical significance level of (0.00), which is less than the significance level (0.05), meaning that the model used is appropriate for determining the impact of the independent variable (Human Resources) on institutional performance in the university. Accordingly, the regression equation can be written as follows: ($\hat{y}$ = 2.12 + .50x1), where $\hat{y}$ represents: Institutional Performance, x1: Human Resources. That is, for every one-unit change in the Human Resources domain, there is a positive direct change in Institutional Performance by (.50).

Third Sub-hypothesis

To test the hypothesis stating there is no statistically significant effect at the level ($\alpha \leq 0.05$) of work procedures on institutional performance at Al-Quds Open University, Simple Linear Regression using the Enter method was employed. The results, illustrated in Table (17), reveal a statistically significant effect at the level ($\alpha \geq 0.05$) for the domain of Work Procedures on institutional performance. It was found that the Work Procedures domain explained 64.2% of the variance in institutional performance. The model's significance is confirmed by an F-statistic value of 224.81 with a statistical significance level of 0.00, which is less than the 0.05 threshold, indicating the model's appropriateness for determining the impact. The resulting regression equation is $\hat{y}$ = 1.23 + 0.70x1, where $\hat{y}$ represents Institu-

tional Performance and x1 represents Work Procedures, indicating that a one-unit change in Work Procedures leads to a positive direct change of 0.70 in Institutional Performance.

Table (17): Results of Simple Linear Regression analysis to determine the impact of the domain (Work Procedures) on institutional performance at Al-Quds Open University

Model Variables	Unstandardized Coefficients		Standardized Coefficients Beta β	t-value	Sig. Level	Correlation Coefficient (R)	Explained Variance R^2	Adjusted R^2
	B	Std. Error						
Constant	1.23	0.17		7.18	0.00**	0.803	0.645	0.642
Work Procedures	0.70	0.05	0.80	14.99	0.00**			
Calculated F-value = 224.81 Significant at sig. level <.001								

**Significant at the level ($\alpha < .01$)

Fourth Sub-hypothesis

There is no statistically significant effect at the level ($\alpha \leq 0.05$) of organizational structure on institutional performance at Al-Quds Open University. To test the hypothesis and to measure the impact of the domain (Organizational Structure) on institutional performance in the university, Simple Linear Regression was used using the Enter method, and Table (18) illustrates this:

Table (18): Results of Simple Linear Regression analysis to determine the impact of the domain (Organizational Structure) on institutional performance at Al-Quds Open University

Model Variables	Unstandardized Coefficients		Standardized Coefficients Beta β	t-value	Sig. Level	Correlation Coefficient (R)	Explained Variance R^2	Adjusted R^2
	B	Std. Error						
Constant	1.11	0.17		6.48	0.00**	0.814	0.663	0.660
Organizational Structure	0.72	0.05	0.81	15.61	0.00**			
Calculated F-value = 243.56 Significant at sig. level <.001								

**Significant at the level ($\alpha < .01$)

It is clear from Table (18) that there is a statistically significant effect at the level ($\alpha \geq 0.05$) for the domain of Organizational Structure on institutional performance in the university. It is noted that the domain: (Organizational Structure) explained (66.0%) of the variance in the level of institutional performance in the university.

The results indicate the significance of the model, as the F-statistic value was (243.56) with a statistical significance level of (0.00), which is less than the significance level (0.05), meaning that the model used is appropriate for determining the impact of the independent variable (Organizational Structure) on institutional performance in the university.

Accordingly, the regression equation can be written as follows: $(\hat{y} = 1.11 + .72x1)$, where $\hat{y}$ represents: Institutional Performance, x1: Organizational Structure. That is, for every one-unit change in the Organizational Structure domain, there is a positive direct change in Institutional Performance by (.72).

Fifth Sub-hypothesis

There is no statistically significant effect at the level ($\alpha \leq 0.05$) of organizational culture on institutional performance at Al-Quds Open University. To test the hypothesis and to measure the impact of the domain (Organizational Culture) on institutional performance in the university, Simple Linear Regression was used using the Enter method, and Table (19) illustrates this:

Table (19): Results of Simple Linear Regression Analysis to Determine the Impact of the Domain (Organizational Culture) on Institutional Performance at Al-Quds Open University

Model Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig. Level	Correlation Coefficient (R)	Explained Variance R^2	Adjusted R^2
	B	Std. Error	Beta β					
Constant	0.98	0.18		5.51	0.00**	0.818	0.669	0.667
Organizational Culture	0.75	0.05	0.82	15.85	0.00**			
Calculated F-value = 251.11 Significant at sig. level <.001								

**Significant at the level ($\alpha < .01$)

It is clear from Table (19) that there is a statistically significant effect at the level ($\alpha \geq 0.05$) for the domain of Organizational Culture on institutional performance in the university. It is noted that the domain: (Organizational Culture) explained (66.7%) of the variance in the level of institutional performance in the university.

The results indicate the significance of the model, as the F-statistic value was (251.11) with a statistical significance level of (0.00), which is less than the significance level (0.05), meaning that the model used is appropriate for determining the impact of the independent variable (Organizational Culture) on institutional performance in the university.

Accordingly, the regression equation can be written as follows: $(\hat{y} = 0.98 + .75x1)$, where $\hat{y}$ represents: Institutional Performance, x1: Organizational Culture. That is, for every one-unit change in the Organizational Culture domain, there is a positive direct change in Institutional Performance by (.75).

Sixth Sub-hypothesis

There is no statistically significant effect at the level ($\alpha \leq 0.05$) of programs and projects on institutional performance at Al-Quds Open University. To test the

hypothesis and to measure the impact of the domain (Programs and Projects) on institutional performance in the university, Simple Linear Regression was used using the Enter method, and Table (20) illustrates this:

Table (20): Results of Simple Linear Regression Analysis to Determine the Impact of the Domain (Programs and Projects) on Institutional Performance at Al-Quds Open University

Model Variables	Unstandardized Coefficients		Standardized Coefficients Beta β	t-value	Sig. Level	Correlation Coefficient (R)	Explained Variance R^2	Adjusted R^2
	B	**Std. Error**						
Constant	1.07	0.19		5.72	0.00**	0.792	0.628	0.625
Programs and Projects	0.73	0.05	0.79	14.47	0.00**			
	Calculated F-value = 209.25 Significant at sig. level <.001							

**Significant at the level ($\alpha < .01$)

It is clear from Table (20) that there is a statistically significant effect at the level ($\alpha \geq 0.05$) for the domain of Programs and Projects on institutional performance in the university. It is noted that the domain: (Programs and Projects) explained (62.5%) of the variance in the level of institutional performance in the university.

The results indicate the significance of the model, as the F-statistic value was (209.25) with a statistical significance level of (0.00), which is less than the significance level (0.05), meaning that the model used is appropriate for determining the impact of the independent variable (Programs and Projects) on institutional performance in the university.

Accordingly, the regression equation can be written as follows: ($\hat{y} = 1.07 + .73x1$), where $\hat{y}$ represents: Institutional Performance, x1: Programs and Projects. That is, for every one-unit change in the Programs and Projects domain, there is a positive direct change in Institutional Performance by (.73).

Discussion

First, the reality of strategic implementation at Al-Quds Open University overall was high (M = 3.53; relative weight 70.7%). Domain means ranged from 3.21 to 3.67; organizational culture ranked first (M = 3.67; 73.3%, high), while human resources ranked last (M = 3.21; 64.3%, medium).

The researchers attribute the high result to the university's reliance on precise financial planning based on clear strategies, distributing financial resources in a studied way that meets needs and ensures optimal utilization, thereby supporting efficient and effective achievement of strategic goals.

They attribute the medium level for human resources to insufficient training and development, affecting HR capacity to achieve strategic goals efficiently. Employ-

ees may feel unprepared for implementation requirements, leading to performance declines.

Regarding work procedures, employees believe procedures are clear and standardized, facilitating adherence without complexity and increasing efficiency in strategic implementation by committing all to unified procedures that support institutional   goals.

For organizational structure, employees believe a clear structure that defines roles and responsibilities helps them understand tasks and expectations precisely, enhancing efficiency and coordination and facilitating strategic implementation and decision-making. Effective communication channels among units strengthen coordination and unify efforts toward university goals.

For organizational culture, employees believe the university promotes a culture of transparency and open communication, adopting clear values focused on quality, integrity, and accountability, which fosters belonging and collaboration across departments, creating a positive work environment that encourages innovation and creativity.

For programs and projects, employees believe the university adopts comprehensive strategic planning that clearly specifies goals, projects, and programs to achieve the institutional vision, helping employees understand how daily efforts connect to broader strategic goals.

These results agree with Husni (2022), which showed the Ministry of Planning's significant role in Egypt's Sustainable Development Strategy (Egypt Vision 2030) through monitoring and implementation; and with Al-Tarawneh et al. (2021), which showed Jordanian commercial banks place high emphasis on change drivers that enhance strategic implementation practices related to capacity, commitment, and coordination, thereby achieving goals and increasing competitiveness. They differ from Kombate (2023), which found that organizations in developing countries are characterized by traditional bureaucracy and lack administrative reform programs, and that selecting a rational implementation style is associated with lower performance.

Second, institutional performance among university employees overall was high (M = 3.74; relative weight 74.8%). Domain means ranged from 3.67 to 3.89; beneficiary satisfaction ranked first (M = 3.89; 77.7%, high), and efficiency ranked last (M = 3.67; 73.3%, high).

The researchers attribute the high result to a work environment that encourages efficiency and motivates employees to perform at their best, promoting collaboration and communication that facilitate knowledge sharing and overall efficiency. Teamwork helps solve problems faster and achieve goals efficiently. A clear vision and goals further focus efforts toward high efficiency aligned with institutional objectives.

Regarding effectiveness, effective communication channels between management and employees ensure necessary information flow, helping employees understand policies, plans, and strategies, thereby increasing effectiveness in execution.

Regarding responsiveness, a flexible structure facilitates quick decision-making and effective task distribution, enabling faster response to the needs of students, faculty, and the community.

Employees believe the university provides educational and administrative services that meet stakeholder needs and academic standards, enhancing satisfaction. Policies focus on meeting stakeholder expectations with services designed to match their aspirations.

These findings agree with Yousef (2021), which showed that improving services to students and administration and developing scientific research raises institutional performance; they differ from Al-Bahri (2024), which found a medium level of institutional performance at Al-Sabeen Hospital, and from Al-Sharif (2022), which found medium quality of institutional performance among university managers.

Third, there was a statistically significant effect ($\alpha \leq 0.05$) of strategic implementation domains on institutional performance. Organizational culture, work procedures, and organizational structure together explained 73.3% of the variance. The other domains (availability of financial and material resources, human resources, programs and projects) were excluded from the stepwise model (i.e., not adding unique variance beyond the retained predictors).

The researchers attribute this to employees' belief that these three domains are foundational in creating a stable, effective work environment that substantially raises institutional performance. Organizational culture determines values and standards, enhances loyalty and commitment, and guides employees toward achieving strategic goals-if supportive and inspiring, it raises job satisfaction and productivity. Work procedures provide clarity and order, ensuring quality by standardizing processes and reducing variation and errors-when clear and effective, they improve efficiency and support strategic plan execution. Organizational structure defines roles and responsibilities, enabling effective goal achievement, clear task and authority distribution, reduced role conflict, and enhanced coordination-all contributing markedly to improved institutional performance. The strength and stability of these effects explain the large variance accounted for.

These results align with Fares et al. (2024), which found a significant effect of HR dimensions on institutional performance in the Palestinian Ministry of Health; Husni (2021), which showed the Ministry of Planning's significant role in Vision 2030 and its effect on government institutions' efficiency in Egypt; and Al-Tarawneh et al. (2021), which found a significant effect of entrepreneurial culture dimensions on strategic implementation.

Recommendations

Based on the findings, the researchers propose:

1- Ensure the provision of financial resources and budgets that guarantee the implementation of university-approved strategies. The Board of Trustees should fulfill its responsibilities to secure funding from internal and external sources. The university should also open new programs at the bachelor's, master's, and doctoral levels to provide additional revenue that can help bridge budget deficits.

2- Continuously analyze the external environment to capitalize on available opportunities that can create funding to alleviate the university's financial crisis.

3- Train the university's human resources according to identified needs to support successful strategic implementation, reducing the need to recruit externally to implement strategic goals effectively.

4- Adopt efficient, internationally recognized training programs to elevate performance levels in implementing strategic orientations.

5- Before hiring new staff, inventory existing human resources to align with strategic implementation needs.

6- Use advanced scientific methods and standards for staff performance evaluation to direct human resources toward precise execution of the strategic plan.

7- Provide financial incentives to encourage human resources to implement the strategy efficiently and effectively.

8- Provide nonfinancial (moral) incentives to encourage human resources to implement the strategy efficiently and effectively.

9- Use advanced HR databases to facilitate redeploying staff to suitable positions for implementing strategic goals.

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