

Organizational Excellence and its Relation to Human Resources Management as Perceived by Academic Teaching Staff

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Abstract

Organizational excellence is a challenge that can be met through human resources management, which aids educational organizations in enhancing and increasing their capacity for productivity and competitiveness in their field. **The study aimed** to assess organizational excellence and its relation to human resources management as perceived by academic teaching staff. **Design:** A descriptive correlational design was utilized. **Setting:** The study was conducted in all academic departments at the Faculty of Nursing, Benha University. **Subjects:** Included all available academic teaching staff 103 in all academic departments at the Faculty of Nursing, Benha University. **Two tools** were used for data collection: Organizational Excellence Questionnaire, Human Resources Management Questionnaire. **Results:** Showed that the majority (91.3%) of the academic teaching staff perceived high level of organizational excellence and the most (82.5%) of them perceived high level of human resources management. **Conclusion:** The study concluded that, there was highly statistically significant positive correlation between total organizational excellence and total human resources management as perceived by the academic teaching staff. **The study recommended** that the Faculty administration should intensify the training of the academic staff on the standards of excellence management through seminars, workshops and forums. In addition to, providing continuous feedback individually to the academic teaching staff for identifying their strengths and weakness in the performance.

Keywords: Academic teaching staff, Human resources management, Organizational excellence, Faculty of Nursing

Introduction

University excellence is the main entrance and component of educational excellence through the adoption of a system of institutional values supported by a comprehensive vision and mission. Organizational excellence is the capacity to harmonize and coordinate the organization's components and to manage them at the maximum rates of integration and interdependence to produce levels of outputs that satisfy the demands and expectations of all parties involved in the organization [1].

Organizational excellence contributes to the quality in all university facilities and services, increases the effectiveness of organizational processes at all levels, adopts new technologies, achieves quick change, and unrestricted competition while retaining the organization's position and state (work, organizational culture, organizational structure), and allocates resources to improving university services in accordance with international standards [2].

Organizational excellence achieved through the following five dimensions; organizational leadership excellence, organizational strategic excellence, organizational partnerships and resources excellence, organizational knowledge excellence, and organizational service excellence [3,4]. Organizational leadership excellence dimension describes academic leaders who create and promote educational organization's mission and vision, inspiring and motivating academic teaching staff to stay dedicated to achieving the vision [5].

Organizational strategic excellence dimension creating a market assessment and stakeholder-focused strategy. And, organizational partnerships and resources excellence dimension means that educational

organization having the best educational resources, suppliers. Otherwise, organizational knowledge excellence dimension describe the use of technology and experience in all knowledge acquisition, organization, and transfer activities [6].

Finally, organizational service excellence dimension shows how educational organizations manage the procedures of providing services to deliver high quality educational service [7]. The reachability of educational organizations excellence depends mainly on the academic teaching staff who hold an academic rank with titles such as professor, assistant professor, lecturer, instructor, or any title that is the equivalent of one of these academic ranks to take over all challenges through instruction, research, and volunteer work [8].

Human resource management (HRM) is a powerful tool for achieving organizational excellence. Human resources management is the set of organizational activities directed at attracting, developing and maintaining competent academic teaching staff to achieve the goals of the faculty in an effective and efficient manner. Also, (HRM) is a method of supervising academic teaching staff at the workplace, so they can provide the faculty with their best efforts [9].

Human resources management process includes; recruitment & selection, training & development, compensation or rewards, and performance appraisal. The first dimension is recruitment & selection that means finding and securing future employment in sufficient numbers, and choosing the most qualified academic teaching professionals to meet its staffing requirements [10]. Otherwise, training & development are other dimensions of human resource management which involve making sure academic teaching personnel are

properly trained to do their tasks and improving their necessary skills and capacities [11].

Compensation dimension means motivate competent academic teaching staff through providing compensation and incentives for developing and utilizing creativity. Finally, performance appraisal dimension refers to the systematic evaluation of the academic teaching staff on their work performance and gives feedback to staff so they can adjust or redirect activities as necessary [12].

The key to achieve organizational excellence is human resources management, which translates strategy into action, manages processes intelligently and effectively, maximizes the contribution and commitment of academic teaching staff, and establishes the conditions for seamless change, increased productivity, decreased turnover, and ultimately positive outcomes. Development is impossible without an adequate, skilled, well-motivated, and managed academic teaching staff [13].

Significance of the study:

Achieving organizational excellence allows educational organizations to respond to the challenges of the new era and improve their academic performance. It also allows them to adapt to and cope with fast and rapid changes in the fields of science and technology, provided that excellence is attained through effective human resource management practices which providing them with skills required to do their jobs effectively by creating conditions that direct academic teaching staff efforts towards achieving the organization's objectives.

Aim of the study:

This study aimed to assess organizational excellence and its relation to human resources management as perceived by academic teaching staff.

Research questions

- 1- What are organizational excellence levels as perceived by academic teaching staff ?
- 2- What are the academic teaching staff perception regard human resources management?
- 3- Is there a relation between organizational excellence and human resources management as perceived by academic teaching staff ?

Subject and method:

Technical design:

Research design:

A descriptive correlational design was used.

Setting:-

This study was conducted in all academic departments at Faculty of Nursing (Medical Surgical Nursing, Community Health Nursing, Obstetrics and Gynecological Nursing, Nursing Administration, Pediatric Nursing and Psychiatric and Mental Health Nursing).

Sampling:

All available academic teaching staff 103 who were working at the previously mentioned setting during the study.

Table (A): Distribution of the academic teaching staff in the study (n=103)

Academic departments	Number of academic teaching staff			total
	lecturer	Assistant professors	professors	
Medical Surgical Nursing	11	7	4	45
Community Health Nursing	8	5	4	28
Obstetrics and Gynecological Nursing	7	9	3	30
Nursing Administration	6	9	-	25
Pediatric Nursing	8	6	3	27
Psychiatric and Mental Health Nursing	7	6	-	23
Total	47	42	14	103

Tools for Data Collection: Two tools were used to collect the data:

I-Organizational excellence questionnaire:

It was included two parts:

Part (1): Personal data of the academic teaching staff include; age, marital status, residence, academic position, years of experience and academic departments.

Part (2): Organizational excellence structured questionnaire developed by the investigator after reviewing the related literature [14,15,16] to assess organizational excellence as perceived by the academic teaching staff. It included 35 items grouped under five dimensions (organizational leadership excellence, organizational strategic excellence, organizational partnership and resources excellence, organizational knowledge excellence and organizational service excellence)

Scoring system:

Responses of the academic teaching staff were measured by using a three points Likerts scale as; (3) Agree, (2) Neutral, and (1) Disagree. Finally the scores of each dimension summed up and converted to percent scores. Range of scores from 35-105 and cutoff point was done at 60 % = 63 points. Accordingly, levels of organizational excellence as perceived by academic teaching staff were categorized as the following;

High perceived level if the percent >75% that equals to > 79 points. Moderate perceived level if the percent from 60 % to -> 75% that equals from 63 to less than >79 points and low perceived level if the percent <60% that equals >63 points.

II- Human resources management questionnaire:

A structured questionnaire developed by the investigator after reviewing the related literature [17,18,19] to assess human resources management levels as perceived by academic teaching staff. It included 25 items grouped under four dimensions

(recruitment and selection, training and development, compensation, performance appraisal)

Scoring system:

The academic teaching staff responses were rated by using a three points Likert Scale as; (3) Agree, (2) Neutral, and (1) Disagree. Finally the scores of each dimension summed up and converted to percent scores. Range of scores from 25-75 and cutoff point was done at 60 % = 45 points. So, the perception of academic teaching staff regard human resources management were categorized as the following;

High perceived level if the percent >75% that equals to > 56 points. Moderate perceived level ranged from 60% to >75% that equals to 45->56 points and low perceived level if the percent < 60% that equals >45 points.

II. Administrative design:

An official permission was issued from Dean of the Faculty of Nursing, Benha University to allow the investigator to collect the data. This approval was given after clarified the nature of the study.

Operational design

Preparatory phase:

This period lasted from January 2022 to March 2022, or around three months. Using journals, magazines, textbooks, the internet, and theoretical understanding of the different components relating to the research themes, it comprised a survey of recent national and worldwide related literature. The investigator set up the instruments for gathering the data and translated it into Arabic to ensure its accuracy.

Content validity of the tools:

Seven Experts from Nursing Administration of different Faculties; two Professors from Tanta University, three Professors from Menofia University, one Assistant Professor from Cairo University, and one Assistant Professors from Benha University were revised the tools. The validity of the tools aimed to judge its clarity, comprehensiveness, relevance simplicity and accuracy. All of their suggestions were taken into account and some items were rephrased as; characterize the faculty strategic plan by flexibility and integration after jury became the faculty strategic plan characterizes by flexibility and integration. To arrive at the final version of the tools. The tools were regarded as valid from the experts' point of view. It took two months from April, 2022 to May, 2022.

Pilot study:

In June 2022, a pilot study was carried out to determine the validity of the item sequence, the applicability and practicability of the study tools, the clarity of the language, and the estimated time required to complete each tool. There were 11 academic teaching staff members involved (10% of the total academic teaching staff, including ((2) professors, (4) assistant professors and (5) lecturers). No modification was needed so this sample was included in the final study sample size.

Reliability of the tools:

Reliability of tools was applied by using Cronbach's Alpha test to measure internal consistency for the tools and the value was **0.93** for organizational excellence questionnaire and was **0.94** for human resources management questionnaire. This indicates that both tools are highly reliable.

Field work:

Data collection took about one month in July, 2022. The investigator prepared the questionnaire electronically via Google form design and the links(<https://forms.gle/8mAsoqU2MpwapijQ9>) were sent to academic teaching staff through the WhatsApp groups via head of different academic departments who explained the aim and the nature of the study and the method of filling the electronic questionnaires to the academic teaching staff in their departments. Data was collected daily and the average numbers of responses per day was ranged from 3-4 responses from the academic teaching staff.

Ethical considerations:

The study was done with consideration for participant rights and ethical requirements for research. Before beginning the study, the academic teaching staff was informed of its nature and purpose in order to get their oral cooperation and approval. The assurance that all collected data will be utilized strictly for research was given to the academic teaching staff as a whole. Additionally, the investigator employed bracketing and intuitive techniques to eliminate bias. The investigator also allowed the academic teaching staff to withdraw from the study at any time without providing a justification. Confidentiality of the data and results were also secured.

Statistical analysis:

The collected data organized, tabulated and statistically analyzed using statistical package for social sciences (SPSS version 21.0). Descriptive statistics were applied in the form of mean and standard deviation for quantitative variables and frequency and percentages for qualitative variables. Anova test, Chi-square test and Fisher exact test was used to detect the relation between variables. In addition to, Pearson correlation coefficient (r) and spearman rank were used to estimate the closeness association between two quantitative variables. Statistical significance was considered at p-value $p < 0.05$, considered highly statistically significance at $p < 0.001$ and considered not significance at $P > 0.05$.

Result

Table (1): Illustrates that slightly more than two fifths (40.8%) of the academic teaching staff had age from 25 to less than 35 years old with a mean age of 1.86 ± 0.81 years. As regards their marital status and residence, more than three quarters (79.6% & 75, 7%) of them were married and living in rural areas

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respectively. As far as, the academic teaching staff years of academic experience slightly more than three fifths (61.2%) of them had experience ranged from 5 to less than 15 years with a mean 1.48 ± 0.66 years.

Figure (1): This figure shows that; more than one- fifth (21.4%) of the academic teaching staff were working in medical and surgical nursing department.

Figure (2): Shows that, less than half (45.6%) of the academic teaching staff were lecturers.

Figure (3): This figure clarifies that; the majority (91.3%) of the academic teaching staff had a high perceived level regard organizational excellence.

Figure (4): This figure indicates that; the most (82.5%) of the academic teaching staff had a high perceived level regard human resources management

Table (2): Shows that; there was a highly statistical significant positive correlation between total organizational excellence and total human resources management as perceived by the academic teaching staff ($p=0.001$).

Table (1) Distribution of the academic teaching staff regarding their personal data (n=103)

Personal data	N.	%
Age (years)		
25 <-35	42	40.8
35 <- 40	33	32.0
≥40	28	27.2
X ±SD	1.86 ± 0.81 years	
Marital Status		
Married	82	79.6
Unmarried	21	20.4
Residence		
Rural	78	75.7
Urban	25	24.3
Years of academic experience		
5 <-15	63	61.2
15 <-25	30	29.1
≥25	1	9.7
X ±SD	1.48 ± 0.66 years	

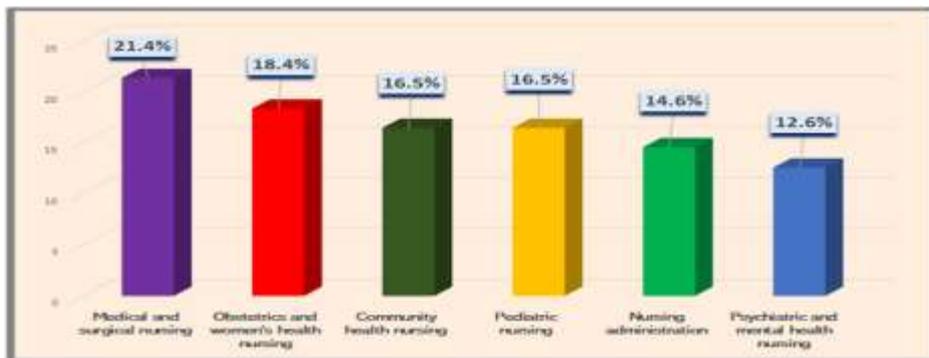


Fig. (1) Distribution of the academic teaching staff according to their academic department

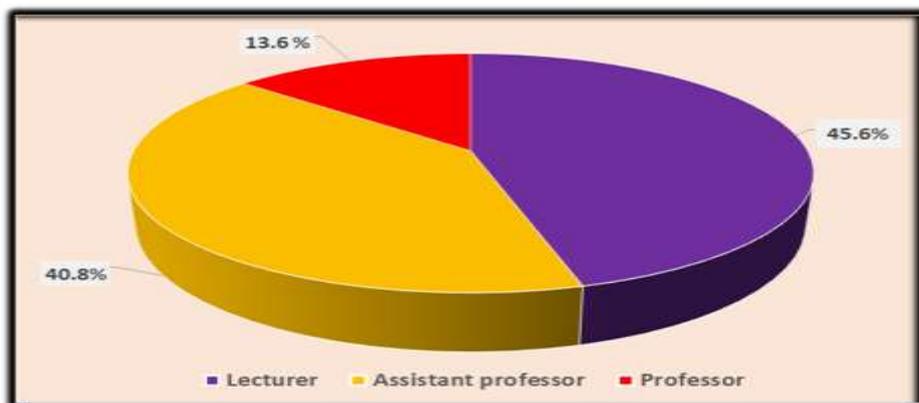


Fig. (2) Distribution of the academic teaching staff according to their academic degree

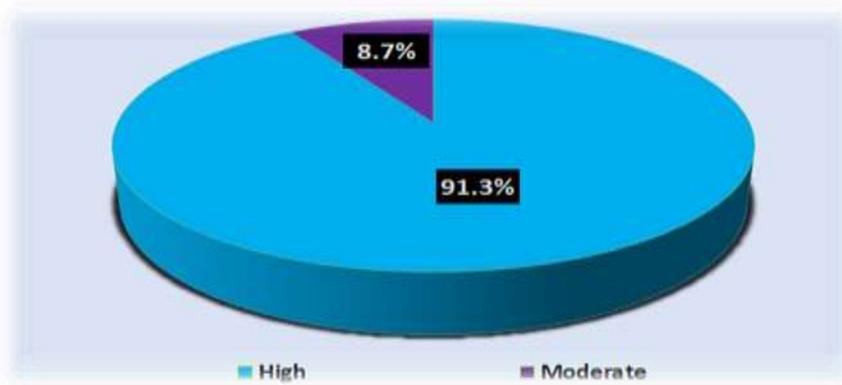


Fig. (3) Total organizational excellence levels as perceived by academic teaching staff

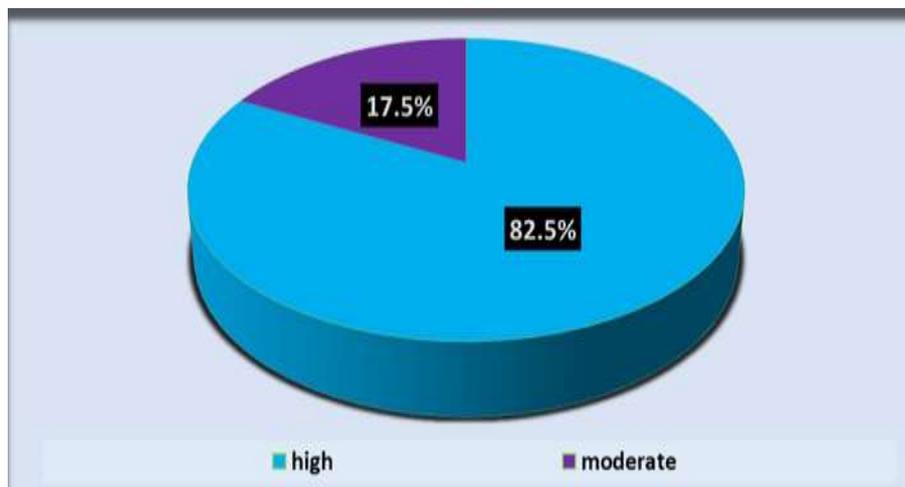


Fig. (4) Total human resources management levels among academic teaching staff

Table (2) Correlation between total organizational excellence and total human resources management as perceived by academic teaching staff

Organizational excellence	Hunman resources management	
	r	P value
	0.973	0.000**

Correlation is significant at the 0.01 level (2-tailed)

Discussion

Organizational excellence is a key requirement for thriving, growing, and achieving a competitive advantage in a context that is changing quickly [20]. Organizational excellence is attained through human resources management, which boosts staff productivity and efficiency also advancing the organization's performance overall done through the hiring, selection, training, compensation, development, and efficient staff evaluation processes [21].

The finding of the present study illustrated that, slightly more than two -fifths of the academic teaching staff aged from 25 to less than 35 years old. As regards their marital status and residence, more than three-quarters of them were married and living in rural areas. As far as, academic teaching staff years of academic

experience slightly more than three fifths of them had experience ranged from 5 to less than 15 years.

Regarding their academic departments, more than one- fifth of the academic teaching staffs were working in medical and surgical nursing department. Regarding their academic degree, less than half of the academic teaching staff were lecturers .

From the investigator point of view this might be due to in the past, Faculty of Nursing Benha University was recruited small number of first student (6) from the Faculty graduates due to small number of student .While, today with increasing number of student and work in the Faculty, the University recruiting larger number of first student (14) from the Faculty graduates and for 2022-2023 the Faculty will recruit (20) from the Faculty graduates. The highest number from academic

teaching staff specialist in medical and surgical of nursing department and teaching to two academic years. Conversely, psychiatric and mental health nursing department teaching to one academic year.

Regarding total organizational excellence levels as perceived by the academic teaching staff. The findings of the present study revealed that the majority of the academic teaching staff perceived high level of organizational excellence. This might be due to the Faculty of Nursing Benha University provide high level of educational services to achieve the vision and mission of the faculty and keen on continuous development in their systems, adopts new programs and improvements in postgraduate programs all these activities helped the Faculty of nursing to be reaccredited for the second time and have competitive position between other faculties.

This result was consistent with [22] who indicated that the level of organizational excellence in the faculty of Skikda was high. Also, [23] who showed that staff has a high level of organizational excellence. Similarly, [24] who stated that the level of organizational excellence have reached a high level in Jordanian commercial banks. Moreover, this finding was matching with [25] who revealed that there is a very high level of organizational excellence at the University of Gaza.

Conversely, this result was contraindicated with [26] who stated that the degree of practicing organizational excellence from the perspectives of the faculty members was medium. Also, this result was disagreement with [27] who revealed that the degree of practicing organizational excellence among the academic leaders in the Jordanian universities was low.

As well as, [4] who found that nursing management staff had low perception levels of organizational excellence. Also, this result was disagreement with [28] who presented that there was a low level of organizational excellence in the University of Karbala.

Regarding total human resources management levels as perceived by the academic teaching staff. The finding of the current study revealed that most of the academic teaching staff perceived high level regard human resources management.

This might be due to effective Faculty management that commits with recruitment policies from the University, adopts continuous training to increase awareness and developing skills of the academic teaching staff, motivation and staff compensation to increase their satisfaction and evaluate performance of academic staff to achieve higher level of performance.

This result was parallel to [19] who stated that the majority of the academic staff has high level of human resources management. As well as, [29] who reported that majority of academic staff perceived that the all HRM dimensions were applied.

In contrary, this result contraindicated with [30] who found that there was a low level of the practices in the human resources management at Palestinian Universities. Also, [31] who revealed that the human

resources management in Polish higher education institutions still requires improvement, primarily in the areas of motivation and remuneration, evaluation and development of employees.

Regarding correlation between organizational excellence and human resources management as perceived by academic teaching staff. The result of the present study revealed that there was a highly statistical significant positive correlation between total organizational excellence levels and total human resources management levels. From the investigator point of view reachability of organizational excellence depends mainly on the effectiveness of the human resources management in identifying competencies, skills, training and development academic teaching staff, providing rewards and compensation and performance appraisal encourage academic teaching staff to do their work effectively by presenting high-quality services that could meet both the Faculty objectives and fulfill the needs and desires of customers for reaching competitive position .

This result was in agreement with [21] who showed that there was a positive correlation between green human resources management practices and organizational excellence. Also, [32] who found that human resources management is one of important factors that leads to organizational excellence. Similiary, [33] who presented that there was effect of human resource management practices in organizational excellence in the Ministry of Interior in the Kingdom of Bahrain.

As well as, [34] who showed that there was relationship between organizational excellence and total human resources management. Also, there is agreement with [35] who showed that there was a relationship between human resource management practices and their impact on achieving institutional excellence.

Moreover, [36] who described that there was relationship between organizational excellence and total human resources management concerning staff training and appraisal system. Also, there is agreement with [37] who stated that there was a relationship between human resource management practices and their impact on achieving organizational excellence.

Conclusion

Based on the finding of the present study, it can be concluded that the majority of the academic teaching staff had a high perception level of organizational excellence .Also, the most of the academic teaching staff had a high perception level regard human resources management within the Faculty of Nursing Benha University.

Moreover, the finding revealed that, there was highly statistical significant positive correlation between total organizational excellence and total human resources management as perceived by the academic teaching staff.

Recommendations

For faculty administration:

- Conducting continuous meeting with academic teaching staff to identify their problems and discussing solving it.
- Contracting cooperation protocols with maintenance companies that efficiently maintain the faculty buildings and resources and provide all resources that help academic teaching staff to do their work.
- Intensify the training of the academic staff on the standards of excellence management through seminars, workshops and forums.
- Providing continuous feedback individually to academic teaching staff for identifying their strengths and weakness in the performance

For academic teaching staff

- Keeping up to date knowledge and skills through training and workshops for continuous self-development and improving their performance.
- Collaborating with each other and working effectively as a team to increase their productivity and achieving the goals

For further research:

- Reapplication of the study on a larger probability sample is highly recommended to achieve generalizable results.
- Assessing impact the human resources management practices on achieving hospital excellence.

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