

The reality of the organizational effectiveness of department heads in Jordanian private universities from the perspective of faculty members

### Preparation

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### Abstract

The current study aimed to identify the reality of the organizational effectiveness of department heads in Jordanian private universities from the point of view of faculty members. The study sample consisted of (345) faculty members in Jordanian private universities, and the descriptive survey method was used, and a questionnaire was used to collect data. After the objectives came in the first rank with an arithmetic average of (3.48) with a moderate degree, followed by the second rank after the competitive values with an arithmetic average of (3.46) with a moderate degree, and internal operations dimension came in the third rank with an arithmetic mean (3.40) with a medium degree, and the stakeholders dimension came in the fourth rank with an arithmetic average ( 3.38) with a moderate degree, and employing resources dimension , it ranked fifth, with an arithmetic mean of (3.30), with a moderate degree. The current study recommended developing the skills of department heads to improve their organizational effectiveness and directing future research to search for problems facing department heads in universities, and making a proposed model for developing the organizational effectiveness of department heads in universities.

**Keywords :organizational effectiveness, head of the department**

## The introduction

Universities are among the educational and productive institutions that enrich knowledge and prepare trained and qualified human resources in knowledge, thought and behaviour, in addition to their primary role in research, teaching and community service. Challenges, leadership is one of the most important elements whose development and progress is determined by the performance of any institution. Effective management in universities is that which is supposed to be characterized by efficiency and the ability to deal with others and understand points of view to achieve the desired goals.

The importance of the head of the academic department stems from his active role in all aspects of the educational process and the improvement of its outputs. Therefore, studies in educational administration dealt with the role of the leader and the extent of his skill and administrative competence in the success or failure of institutions. In the administration, because identifying the elements of effective leadership is an important requirement in developing the competence of the administrator or the head of the department. Therefore, the quality of the academic department and its achievement of the objectives, vision and mission of the university depends to a large extent on administrative competence. The capabilities and preparations of the department head to guide others towards excellence and achieve goals within certain criteria and foundations that are applied, and among the most important of these foundations is the extent to which the organization achieves organizational effectiveness, as it is very important because it is the criterion for determining the failure or success of the organization (Hakeem et al., 2019).

The existence of indicators that measure effectiveness in universities has become a competitive advantage that distinguishes them from other universities and evidence of the ability to achieve competitive advantage. As the search for the efficiency and continuity of the university is a challenge for organizations and to show their ability to survive, adapt to surrounding conditions, grow and keep pace with developments. The researchers sought to find a theory adopted by the organizations in order to be effective, given the importance of their presence in the institutions (Abu Al-Hassan, 2016).

The researcher sees the importance of raising the level of organizational effectiveness among the heads of academic departments and how it relates to the achievement of comprehensive quality standards as an indicator of long-term success through the goals it achieves and through its ability to survive and continue and keep pace with the developments of the times. (2017), which recommended the necessity of conducting and implementing training programs for heads of educational departments to raise their efficiency and obtain the necessary skills that enable them to raise the level of organizational effectiveness.

Organizational effectiveness has an important role in developing university revenues, as it represents the most important inputs to the productive system and the greatest influencing force in defining the university's identity and shaping the features of its future, as intellectual capital is the most important element for reaching the desired goals and objectives in light of the knowledge economy (Suwaidan, 2020).

Because of its importance in providing heads of academic departments with a set of skills necessary to improve administrative work and advance educational outcomes.

#### **In terms of organizational effectiveness:**

Researchers were interested in defining organizational effectiveness, as some of them defined its concept by doing the right things to achieve the goals of the organization. The organization may be effective but not efficient; That is, it achieves its objectives, but at a high cost, and this high cost means a loss of resources.

Noureddine (2016) defined it as an important skill in the life of organizations; Some of them believe that the effectiveness of the organization is determined by its ability to achieve the goals, and this ability depends on the criteria used to measure them, while others see that it is the degree to which the organization can achieve its goals, regardless of the capabilities used in that. It represents the relationship between the goals achieved and the goals set. A successful organization is one that focuses its resources on activities that bring results.

(Al-Yassin, 2017) stated that it is an organized dynamic process in which the individual's efforts and behavior within the organization affect the achievement of organizational goals. The concept of organizational effectiveness includes several axes and criteria, such as: goals, inputs, processes, available resources, and the satisfaction of stakeholders who have a benefit or interests with the organization. In order to achieve the effectiveness of the organization, the management must take into account motivating and supporting employees in order to increase their loyalty and affiliation, which greatly helps in the success of the organization. And the competitive value, and the soundness of organizational health in communication, creativity, adaptation and capabilities, and knowing which of them has the most impact on administrative efficiency.

Al-Saadi and Al-Gharabawi (2011) believe that the definitions of agency center around four main points:

1. Sustainability of the organization: It can be evaluated by three criteria: satisfaction of partners and customers, quality of goods
2. The worth of the personnel: It can be evaluated by four criteria: employee commitment, employee performance and capabilities, health and safety, and organizational climate.

3. Processes efficiency: It is evaluated according to three criteria: productivity, resources, and general profitability.
4. Legitimacy of the organization: It can be evaluated by three criteria: social responsibility, respect for legislation, and environmental responsibility.

### **Elements of organizational effectiveness**

Al-Dalaeen (2021) mentions that the elements of organizational effectiveness have multiplied according to the renewal of the quality and nature of the concept over time, and these elements can be limited to the following:

**Values and culture:** a set of basic assumptions that explain how attitudes are defined and how work is done within the organization; It is coherently integrated with the organization's strategy, and values and culture are represented in the set of systems and behaviors that leaders and users demonstrate within the organization, provided that they are parallel with the prevailing culture to achieve the organization's strategies.

**Strategy:** Refers to the role, objective, and strategic direction that summarizes the work of the organization and the work of the organizational unit, which must be clear and appropriate.

**Leadership:** Leaders are those who have the appropriate ability, competence, and energy to lead the organization towards achieving goals.

Abdel Sattar (2020) adds that people management processes and systems are among the important elements of organizational effectiveness, as leaders need support through processes and people systems that help send messages, share information, and make decisions based on clear, sound, accurate information and knowledge structure that exist within the organization. Organizational processes represent an extension of the success of leadership and the creation of integration and mutual trust between employees and leaders within the organization. Also, capacity and structure: It means individuals who are able to complete the right actions at the right time through an appropriate structure for the purpose that describes the responsibilities within the organization in a transparent manner.

The researcher believes that the effectiveness of the organization is closely related to training the capabilities of individuals and developing their skills. As the training programs are of great importance in the development and improvement of performance, and thus the high levels of their performance at work. And the advancement of educational institutions to reach the desired goals.

### **Importance of Organizational Effectiveness:**

Organizational effectiveness is the main engine that leads the organization to success. As indicators are given about its performance and the performance of the individuals working in it; Therefore, it is the basic characteristic of the survival and existence of the

organization. Organizational effectiveness is the justification for the existence, continuity and development of the organization, and it is also a criterion for judging the success of the organization. Bernard was the first to try to provide a definition of organizational effectiveness in the field of management, while in the field of educational leadership Cameron was the first to use the concept; He conducted his study entitled: Evaluation of Organizational Effectiveness in Institutions of Higher Education. As for scientific institutions and universities, we find that effectiveness has been expressed through two indicators: the satisfaction of faculty members, and the productivity of scientific research at the university (Badi, 2015).

Abdel Sattar and Amrouni (2020) add that studying the effectiveness of organizations is an important issue for the organizational and administrative development of organizations and to help and push them towards achieving their goals and objectives by examining the degree of their effectiveness and knowing the causes of their decline or decline. With the aim of correcting the error and consolidating the correction. The importance of studying the effectiveness of organizations is evident in:

The study of the effectiveness of organizations helps to identify the extent to which the organization achieves its goals measured by the degree of services it provides, and its ability to achieve its goals also includes how the organization performs its services and the obstacles or challenges it faces in providing those services.

Studying the effectiveness of organizations helps in developing the services they provide by looking at the opinions of the beneficiaries of those services.

The study of the effectiveness of organizations helps in the field of staff planning for future services and aspects of care, making sound decisions and improving these services in the future.

### **Entrances to organizational effectiveness**

There have been many approaches to organizational effectiveness that are concerned with the study and measurement of organizational effectiveness in institutions, and there is no single approach suitable for all institutions, as the researcher previously pointed out to the different work of the organization, its size and objectives; Each entrance identifies certain criteria by which the organization's progress and development is measured. The researchers' differing opinions about the concept of organizational effectiveness and the purpose of its application are also due to the different approaches they followed in this field, but there is a consensus on important approaches that organizations share and have been adopted by several previous studies. Recently, researchers have adopted a more comprehensive and integrated modern view in the study of regulation effectiveness.

Khalaf (2020) explains that the approaches that dealt with the study of organizational effectiveness have varied and differed, and there is no single approach that is suitable for all organizations. As there are several entrances, the most important of which are: the objectives entrance, the environment entrance, the operations entrance, and the system resources entrance.

(Al-Qaddah, 2017) also presents the entrances to organizational effectiveness and its ability to achieve the planned goals as follows:

### **1. The entrance to achieving the goal:**

The organizational goal is defined as the result that the organization seeks to reach and achieve within a certain period of time. The goals are what determine the methods by which the bonds of human cooperation are achieved in order to achieve a common goal. Here, it is not only intended to define a specific goal to reach it, but rather a plan must be developed to define the methods. And the methods and strategies that lead to this.

The existence of the effective goals model is the most effective and comprehensive, and it is defined as the degree to which the organization was able to achieve its goals. The goal approach is the most used, and it is an appropriate and logical approach for various organizations. Because organizations work towards achieving certain levels of output, and seek customer satisfaction and profits (Alsaïda, 2014).

As for Al-Enezi (2017), he believes that the objectives approach achieves real effectiveness in the progress of the organization, and the practical objectives indicators usually reflect the volume, amount and rates of production and awareness of the volume of commodity or service outputs provided during a certain period of time.

### **2. Entrance to the organization's resources:**

Khalaf (2020) stated that what is meant by the organization's resource entry is the organization's ability to exploit its environment, whether in absolute or relative terms, in acquiring valuable and scarce resources.

It is also considered in this approach to transformational processes, and that the organization must prove itself and succeed in obtaining and managing valuable resources in order to be effective, such as attracting human resources and qualified faculty members; Effectiveness is defined according to this approach as the ability of the organization or institution to obtain precious, valuable and scarce resources also in relative or absolute terms, and to succeed in the process of managing, integrating and benefiting from them. .

Janabi (2017) adds that an effective organization has internal resources that seek to work with high efficiency, and its employees are one of these resources, and they feel job satisfaction and happiness, and the administrative activities are compatible with

each other in order to ensure the achievement of goals and obtain high productivity, and this entry is the important element in effectiveness, which is what the organization can realize what it does with the resources it possesses and how it can make the best use of it without waste; This is reflected in its internal efficiency, and it is also concerned with the input of external resources with everything related to its external environment, evaluation and control effectively, as the ability of the organization to influence all stakeholders and obtaining good feedback and a positive evaluation from them is an important element for management and the organization alike for continuity and survival.

### **3. Entrance to internal operations:**

Mutawaf (2016) stated that this approach focuses on the quality of the internal process or internal activities in estimating and evaluating organizational effectiveness, and is not concerned with the organization's relationship with the external environment. This entry is also concerned with the viewpoint of employees in the organization, the extent of the efficiency of its internal operational processes, and the nature of the prevailing organizational and psychological climate among workers. An effective organization is considered according to this approach if its internal operations can be carried out smoothly and easily without obstacles, and also if the degree of satisfaction of its workers increases through the distribution of work, the development of a specific concept for everything, and the identification of tasks and duties for each job. Human resources are the most important and essential strategic resource in any organization or organization.

The researcher concludes that the institutions that can provide a harmonious internal environment and a good organizational climate are effective. The important aspects of this approach are not ignored, such as the satisfaction of service beneficiaries, participants or stakeholders, resources and outputs, identifying internal processes and developing methods for their evaluation.

### **4. Stakeholder Entrance:**

It is the extent to which the organization is able to work to satisfy the desires of the beneficiaries and satisfy them in its environment, whether inside or outside the organization, and relates a benefit to the performance of the organization, such as: suppliers, creditors, parents, employees, customers, students, relevant governmental organizations, in addition to environmental and consumer protection agencies (Hisrich, et al., 2017).

The stakeholder approach or the approach of the parties to the transaction (beneficiaries) is one of the approaches that focus on the desires of the stakeholders among the customers and the beneficiary in the survival, continuity and growth of the organization, and (Parlar & Cansoy, 2017) mentions who are the stakeholders:

1. Managers: They get the highest salaries and have the most power.
2. Consumers: Their goal is to get the best product at the lowest price.
3. Workers: Their goal is to obtain a reasonable wage and the best possible working conditions.
4. Suppliers: Their goal is the commitment of the organization to pay the value of the products supplied to them.
5. Owners: Their goal is to achieve the highest return on their investment.
6. Government: Its objective is to abide by regulations and laws.
7. Society: Its objective is the institution's participation in the economic and social development processes, preserving the environment from pollution, and increasing the well-being of community members.

### **5. Introduction to competitive values:**

It represents a group of behaviors that achieve a continuous and continuous advantage for competitors, and this entrance is determined by three main components: the method of competition, the basis of competition, and the parties to competition. The entrance to competitive values was developed by (Queen Wardbagh), and it contains the desired performance indicators used by managers and researchers. (Queen Wardbagh) provided an integrated framework for work by identifying all the main variables related to organizational effectiveness, and then determining how to relate to these efficacy variables. (Saaida, 2014).

The competitive values approach was initially designed to measure organizational effectiveness in for-profit organizations. As competitive values arose from the convergence of their effectiveness criteria, through the judgments of organizational researchers about organizational effectiveness in profit organizations. The stakeholder approach was an introduction to the competitive values approach, and it is also logical to be within the extent to which the effectiveness of integrating groups consisting of the three dimensions that include competitive values is measured, and the competitive values approach is an integrated framework through the formation of the basic variables related to organizational effectiveness (Khalaf, 2020).

### **Determinants of choosing the appropriate approach to study effectiveness:**

Determining the appropriate approach to measuring organizational effectiveness in an organization depends on considerations, namely: First: the preferences of the organization's senior management: senior management is responsible for the results of the organization's work, and it often exerts influence in setting organizational goals and determining criteria by which the organization's effectiveness can be evaluated. Second: The extent to which the goals are quantifiable: whenever the organizational goals are quantifiable, they are suitable for evaluating the effectiveness of the organization through them. For example, the goal of profit is considered the most used goal in measuring the effectiveness of business organizations. This is due to the existence of

stable metrics to measure the profitability of the organization, and then to judge its effectiveness (Cough, 2018).

Abdel Sattar and Amrouni (2020) summarized how to choose the appropriate approach, as follows: - Attention to the nature of the activity of the organizations that were the subject of the study, the technological methods used in production, the size, and the characteristics of the approved structures. study, which stems from his interpretation of the phenomenon from a specific theoretical background. The life cycle of the organization also plays an important role in determining the content of the effectiveness, so that the organization that is in the starting stage differs in terms of the criteria for measuring effectiveness adopted from the organization in the growth stage due to the difference in the organizational and environmental characteristics in general.

Ismail (2020) believes that the different entrances to the activity and the method of choosing the appropriate entrance are due to the organization itself, as the organization seeks to achieve a set of goals that differ according to the different departments and organizational levels that it adopts. Accordingly, the measurement of organizational effectiveness and the appropriate approach to the study differ from one department to another, which ultimately necessitates the need to use a set of criteria and foundations together to estimate effectiveness. directly or indirectly (owners, customers, suppliers, banks...), and the stakeholder approach is one of the modern approaches that current organizations have begun to adopt,

### Previous studies

**The study of Al-Qaddah (2017)** aimed to identify the impact of administrative communication processes on organizational effectiveness in the directorates of education in Jordan, and the relationship of this effect to the geographical region variable. The degree of effectiveness of administrative communication processes and organizational effectiveness, including four domains: goals, resources, job satisfaction, and productivity. It was distributed to a study sample consisting of (63) managers and department heads who were chosen in a random cluster manner. And its results produced an average degree for each of the administrative communication processes and organizational effectiveness, and showed statistically significant differences between the central and southern regions in favor of the central region in administrative communication processes, and statistically significant differences in favor of the central and northern regions in the field of goals, and differences between the central and southern regions in the areas of resources and satisfaction Functional, productivity and effectiveness as a whole, and the existence of a statistically significant positive effect of administrative communication processes on organizational effectiveness.

**Al Yassin (2017)** conducted a study aimed at evaluating the organizational effectiveness of university education institutions in Iraqi public universities, in which he used the descriptive correlational approach. The study sample is based on the overall

scale, with five colleges showing an average level of effectiveness and five others below the average. The study recommended the need to improve the organizational structure of colleges in order to enhance organizational effectiveness.

**Enriquez (2019)** also conducted a study aimed at revealing the organizational effectiveness of the Maritime State University in the Philippines, and investigating organizational effectiveness through the current academic organizational structure of the university in terms of: teaching, research, and community counseling. The study used the developmental survey method, Interviews were used as a tool for the study, as interviews were conducted with administrators and key officials at the university (Dean of the Graduate School, Vice President, Deans of Faculties, Director of the Research Department, and Director of University Services), and then the data were recorded according to the frequencies and percentages corresponding to each indicator ( Teaching, research, and community counseling) The results of the study, after analyzing, processing, and interpreting the data, concluded that the classification of organizational effectiveness in the areas of: teaching, research, and community counseling was very effective, but some additional indicators were identified for further improvements required, such as the indicator of institutional capacity building, The study recommended that more studies should be conducted on the effectiveness of organizational universities in terms of institutional sustainability.

**Khalaf (2020)** conducted a study aimed mainly at demonstrating the impact of organizational health on the entrances to organizational effectiveness in private university colleges in Baghdad. Where (225) questionnaires were distributed, and the following results came out: It showed that the level of organizational health and organizational effectiveness in private university colleges in Baghdad and Wasit - Iraq came in a medium degree, and that the dimensions of organizational health collectively had the most impact in the resource entrance, then it came in the second degree. The entrance to achieve the objectives affected by the dimensions of organizational health, and the entrance to the internal process came in the third degree, followed by the entrance to the stakeholders in the fourth, and in the last order came the entrance to the values of competition.

**Millado, Guhao & Rodriguez (2021)** conducted a study aimed at identifying the best appropriate model for organizational effectiveness for higher education institutions, as estimated by transformational leadership, organizational health, and total quality management. The study was conducted in the Philippines, and used a non-experimental quantitative approach. The study sample consisted of (250) employees from among higher education institutions using the stratified sampling procedure. Questionnaires were also used as a tool for the study, and the results showed that the levels of transformational leadership, organizational health, total quality management, and organizational effectiveness of higher education institutions were high. The results also showed that transformational leadership was significantly related to organizational

effectiveness, and there was a statistically significant relationship between Organizational health and organizational effectiveness as well as between total quality management and organizational effectiveness.

### **Study problem and questions**

The issue of organizational effectiveness in universities is one of the main reasons for the success of the university, through which it is possible to achieve goals, build organizational capabilities from human resources, ensure effective performance, and achieve growth and development at the required level of performance.

Given the importance of the role of department heads in universities to achieve the desired goals, it is necessary to provide them with appropriate skills and principles to raise organizational effectiveness, improve performance, and reach the desired development. These principles or foundations are important for preparing the human element in achieving sustainable development. Bourcian, 2016 study recommended Which dealt with analyzing the skills needed for heads of departments in some American universities to the necessity of having several leadership and academic skills to be able to compete academically at the international level and to enhance research production. As well as the study of Millado, Guhao & Rodriguez, 2021), which emphasized the development of an appropriate model for the organizational effectiveness of higher education institutions, which helps leaders to improve work and develop the educational process.

Given the importance of the role of department heads in universities to achieve the desired goals, it is necessary to provide them with appropriate skills and principles to raise organizational effectiveness, improve performance, and reach the desired development. These principles or foundations are important for preparing the human element in achieving sustainable development. Bourcian, 2016 study recommended Which dealt with analyzing the skills needed for heads of departments in some American universities to the necessity of having several leadership and academic skills to be able to compete academically at the international level and to enhance research production. As well as the study of Millado, Guhao & Rodriguez, 2021), which emphasized the development of an appropriate model for the organizational effectiveness of higher education institutions, which helps leaders to improve work and develop the educational process.

Perhaps highlighting the effectiveness of department heads in particular is one of the most important areas that should be paid attention to in order to improve performance, increase awareness and organizational effectiveness. To verify that performance is as required. The foundations of organizational effectiveness help to a large extent in measuring the organization's ability to achieve long and short-term goals. A successful organization is able to focus its resources on activities that bring results (effectiveness),

so it develops the value of the right things, produces more and with better quality, and has the ability to adapt.

**The research problem is represented in answering the following main question:**

**What is the reality of the organizational effectiveness of department heads in Jordanian private universities from the point of view of faculty members?**

**The importance of studying**

The importance of this study follows from the following:

**Theoretical significance**

The importance of this study lies in the benefit it provides to know the reality of the organizational effectiveness of the heads of departments in the Jordanian private universities, as the world today is experiencing rapid changes that require us to improve performance and keep pace with development. The most important element to reach the desired goals and objectives

The importance also comes from the importance of the role of department heads and their contribution to the development of administrative work in universities in general and Jordanian universities in particular. Also, the importance of using foundations and standards to improve the performance of department heads, as the need has become urgent for this study, which contributes to finding recommendations that can be used to develop the administrative performance of department heads and also through Enriching the Arab library in general and the Jordanian library in particular with such studies.

**Applied significance**

It is hoped that the following organizations will benefit from this study:

Universities and educational institutions

Administrators, academics, and heads of departments working in universities through developing themselves as well as developing and improving educational methods and foundations by identifying strengths and development priorities in line with the future goals and vision of the university.

**Objectives of the study**

This study aimed to the following:

- Identifying the reality of the organizational effectiveness of department heads in Jordanian private universities from the point of view of faculty members

- Identifying the concept of organizational effectiveness and its effective role in developing department heads

### **Terminology of study**

The study included terms that were defined conceptually and procedurally as follows:

#### **(Organizational Effectiveness)**

Noureddine (2016) defined it as an important skill in the life of organizations; Some of them believe that the effectiveness of the organization is determined by its ability to achieve the goals, and this ability depends on the criteria used to measure them, while others see that it is the degree to which the organization can achieve its goals, regardless of the capabilities used in that. It represents the relationship between the goals achieved and the goals set. A successful organization is one that focuses its resources on activities that bring results.

The researcher defines it procedurally as the degree obtained by the members of the study sample through their response to the scale based on the foundations of organizational effectiveness, which the researcher developed to suit the study sample, and the foundations are (goals, resource recruitment, internal processes, stakeholders, competitive values).

#### **The limits of the study**

The limits of the study are as follows:

**Human Limitations:** This study was limited to heads of academic departments in Jordanian private universities.

**Spatial limitations:** This study was limited to Jordanian private universities.

**Temporal limits:** This study was conducted in the academic year 2023

#### **Research Methodology**

Research Methodology This study adopted the descriptive survey method, with the aim of determining the reality of the organizational effectiveness of the heads of departments in Jordanian private universities from the point of view of faculty members.

#### **Study community**

The study community consisted of all faculty members in private Jordanian universities, which numbered (3345) faculty members, according to higher education statistics for the year (2022-2023).

### The study sample

A simple random sample was used, and the study sample consisted of (345) faculty members, according to the tables of Krejcie, Morgan, (1970) and Table (1). The distribution of the study sample members is placed according to its variables.

**Table (1) Distribution of sample members according to study variables**

<b>Sex</b>	male	217	67.8%
	female	103	32.2%
	total	320	100%
<b>Rank</b>	Doctor	99	30.9%
	Associate professor	47	14.7%
	Assistant professor	174	54.4%
	Total	320	100%
<b>Experience</b>	Less than 5 years	183	57.2%
	From 5-10 years	64	20%
	More than 10 years	73	22.8%
	Total	320	100%

### Study tool

After referring to many literature and previous studies related to the organizational effectiveness of educational institutions, as a study:

Khalaf, 2020; ; Al-Yassin, 2017; Al Gaddah, 2017; Professors and educational experts were also stimulated to seek their opinions about the study items and related issues to develop the final form of the questionnaire to reveal the reality of organizational effectiveness in Jordanian private universities from the point of view of faculty members.

### The study tool consisted of two parts

First: It is related to demographic information, and the second part includes four dimensions, which are distributed in the table below

**Table (2): Dimensions and expressions of the organizational effectiveness measure for heads of departments**

<b>Dimensions</b>	<b>The number of paragraphs</b>
Objectives	5
Recruitment of resources	5

internal operations	4
Stakeholders	5
competitive values	5
<b>Total</b>	<b>24</b>

### Validity of the study tool

The validity of the study tool was verified by two methods using content validity, as it was presented in its initial form to a number of experienced arbitrators to find out the degree of belonging of the paragraphs to the axes, linguistic wording, and output of the tool in general, to ensure that the tool measures the objective to be measured, and the validity of the construction procedure.

### The validity of the internal construction:

And he means by sincerity the internal structure of the scale expressions: the extent to which all the paragraphs of the scale are consistent with the dimension to which they belong, i.e. the phrase measures what it was set to measure and does not measure anything else.

Accordingly, the 'Pearson' correlation coefficient was calculated between the degree of each expression of the dimension and the total score of the dimension to which this paragraph belongs and the total score of the scale, and the correlation coefficient of the dimensions with each other and the total score of the scale was calculated.

### Schedule (3)

#### Dimensional correlation coefficients with each other and with the total degree of the scale

Dimension	Recruitment resources	internal operation	Stakeholders	Competitive values	Total mark
Objectives	.809**	.897**	.815**	.850**	.942**
Recruitment of resources	1	.811**	.790**	.733**	.900**
internal operation	.811**	1	.832**	.909**	.953**
Stakeholders	.790**	.832**	1	.879**	.924**
Competitive values	.733**	.909**	.879**	1	.932**

\*\* Statistically significant at the level of significance (0.01\*)

It is clear from Table (4) that the correlation coefficient of dimensions with each other and the total score of the scale is statistically significant at the level (0.01 =  $\alpha$ ), and the

correlation coefficient of dimensions with each other ranged between (0.909\_0.733), and the correlation coefficient of dimensions with the total score of the scale was between (0.953\_0.900), and all these values are statistically significant.

#### Schedule (4)

**Correlation coefficients of the items of the scale with the dimension to which they belong and with the total score of the scale:**

paragrap h	Dimension link	Total mark	paragrap h	Dimension link	Total mark
1	.905**	.886**	13	.777**	.740**
2	.918**	.873**	14	.873**	.901**
3	.827**	.729**	15	.482**	.470**
4	.759**	.700**	16	.891**	.851**
5	.877**	.855**	17	.915**	.897**
6	.902**	.688**	18	.926**	.815**
7	.928**	.848**	19	.892**	.748**
8	.877**	.858**	20	.865**	.907**
9	.912**	.923**	21	.742**	.596**
10	.930**	.803**	22	.765**	.643**
11	.729**	.597**	23	.855**	.927**
12	.802**	.846**	24	.802**	.711**

\*\* Statistically significant at the significance level (0.01).

Table (4) shows that all the correlation coefficients of the scale's paragraphs with the dimension they belong to and with the total score of the scale are statistically significant at the level ( $0.01 = \alpha$ ), where the correlations of the paragraphs with the dimension they belong to ranged between (0.930\_0.482), and the correlations of the paragraphs with the total score of the scale ranged (0.927 \_ 0.470), and all these values are statistically significant, and this indicates the consistency of the internal structure of the scale, and therefore the scale consists of (24) items in its final form.

#### Constancy

To ensure the stability of the measure of the reality of organizational effectiveness among department heads, stability was calculated using Cronbach's alpha coefficient,

and table () shows these results.

**Schedule(5) Stability coefficient using the Crowe-Nabach coefficient method for the scale paragraphs**

Dimension	Paragraph .number	Cronbach's alpha stability
Objectives	5	0.91
Recruitment of resources	5	0.94
Internal operation	4	0.82
Stakeholders	5	0.90
Competitive values	5	0.86
Total mark measure	24	0.97

It is clear from Table (5) that Cronbach's alpha coefficient for the total score of the scale was 0.97), and the stability coefficient for the goals dimension was (0.91), and the stability coefficient for the resource employment dimension was (0.94), and the stability coefficient for the internal operations dimension was (0.82), and the stability coefficient was (0.82). For the stakeholder dimension (0.90), and the stability coefficient for the competitive values dimension was (0.86), and these values indicate that the measure of the reality of organizational effectiveness among department heads enjoys a good degree of reliability that can be relied upon in field application according to Nany's scale, which was adopted (.70) as a limit. lower stability. (Nunnally & Bernstein 1994 264-265).

**Metrics correction key**

**It has been taken into account that the five-point Likert scale used in the study is graded according to the rules and characteristics of the scales as follows:**

Strongly agree	agree	Nutral	Not agree	Strongly not agree
5	4	3	2	1

Based on the foregoing, the values of the arithmetic averages that were reached were dealt with as follows, according to the following equation:

The higher value is subtracted from the lower value of the answer alternatives divided by the number of levels, i.e.:

$$\frac{1-5}{3} = \frac{4}{3} = 1.33 \text{ this value is equal to the class length.}$$

Thus, the low score ranges from 1.00 to 2.33

The average score is from 2.34\_3.66

The high score is from 3.67 - 5.00

### View the results of the study

**First:** Results related to answering the first question:

What is the reality of the organizational effectiveness of department heads in Jordanian private universities from the point of view of faculty members?

To answer this question, the arithmetic means and standard deviations of the faculty members' responses were calculated on the reality scale.

The organizational effectiveness of department heads in Jordanian private universities, as shown in Table (6).

### Schedule (6)

**Arithmetic means and standard deviations of the responses of faculty members on the scale of the reality of organizational effectiveness among department heads arranged in descending order according to the arithmetic averages**

Rank	Dimension	SMA average	Standard deviation	Class
1	Objectives	3.48	1.00	Moderate
2	Competitive values	3.46	0.85	Moderate
3	Internal operation	3.40	0.91	Moderate
4	Stakeholders	3.38	1.03	Moderate
5	Recruitment of resources	3.30	1.14	Moderate
Total mark measure		3.40	0.91	Moderate

Table (6) indicates that the general average of the total score for the measure of the reality of organizational effectiveness among department heads in Jordanian private universities was average with an arithmetic mean of (3.40), and after the goals came the first rank with an arithmetic mean of (3.48) with a moderate degree, followed by the second rank after the values Competitiveness came with an arithmetic average of (3.46) with a medium degree, and after internal operations it ranked third with an arithmetic average of (3.40) with a medium degree, and after stakeholders it came with a fourth rank with an arithmetic average of (3.38) with a medium degree, and after the employment of resources came in the fifth rank with an arithmetic average of (3.30) with a moderate degree The following is a breakdown of the scale paragraphs according to the dimensions.

**Objectives dimension****Schedule (7)**

**The arithmetic means and standard deviations of the faculty members' responses to the objectives dimension are arranged in descending order according to the arithmetic means.**

Rank	Dimension	SMA	Standard deviation	class
1	Implementation of objectives according to plan and schedule	3.58	1.21	Moderate
2	Work to achieve the goals set to achieve the future vision of the university	3.53	1.18	Moderate
3	The possibility of measuring and evaluating goals	3.43	1.05	Moderate
4	Commitment of employees collectively to achieve the set goals	3.43	1.28	Moderate
5	The suitability of objectives with the capabilities of employees to ensure their achievement	3.42	1.12	Moderate
Objectives		3.48	1.00	Moderate

Table (7) shows that the general average of the goals dimension was average with an arithmetic average of (3.48), while the arithmetic means for the paragraphs ranged between (3.42 and 3.58), where the paragraph that states “the implementation of the objectives according to the plan and the specified timetable” ranked first With an arithmetic average of (3.58) with a medium degree, the paragraph that states “working to achieve the goals set to achieve the future vision of the university” ranked second with a mean of (3.53) with a medium degree, while the paragraph that states “the suitability of goals with the capabilities of workers to ensure their achievement” ranked fifth And the last one with an arithmetic mean (3.42) with a moderate degree.

**Recruitment of resources dimension**

**Schedule (8) The arithmetic means and standard deviations of the responses of the faculty members on the resource recruitment dimension are arranged in descending order according to the arithmetic means.**

Rank	Dimension	SMA	Standard deviation	Class
1	Helping workers develop their performance professionally and scientifically	3.43	1.06	moderate
2	Good use of all available resources	3.37	1.11	Moderate
3	Financial resources are used in an	3.29	1.28	Moderate

4	economical manner, away from waste Updating the equipment used for work whenever the need arises	3.22	1.29	Moderate
5	Manage the material resources of the department perfectly	3.20	1.52	Moderate
	Recruitment of recourses	3.30	1.14	Moderate

Table (8) shows that the general average for the resource employment dimension was average with an arithmetic mean of (3.30), while the arithmetic means for the items ranged between (3.20 and 3.43), where the paragraph that states “helping workers develop their performance professionally and scientifically” came in the rank the first with a mean of (3.43) with a medium degree, and the paragraph that states “the good use of all available resources” came in the second rank with a mean of (3.37) with a medium degree, while the paragraph that states “ideally managing the material resources of the department” ranked fifth and last with an average (3.20) moderately.

#### Internal operations dimension

**Table (9) The arithmetic means and standard deviations of the faculty members' responses to the internal operations dimension are arranged in descending order according to the arithmetic means.**

Rank	Dimension	SMA	Standard deviation	class
1	Providing a good organizational climate in which understanding and cooperation prevail	3.55	1.12	Moderate
2	Determine the scope of work of faculty members to ensure job satisfaction	3.48	1.22	Moderate
3	Measure the quality of services through consistency of internal functions	3.37	1.15	Moderate
4	Continuous evaluation of processes and outputs to reduce errors	3.23	1.09	Moderate
	Internal operation	3.40	0.91	Moderate

Table (9) shows that the general average of the internal operations dimension was average, with an arithmetic mean of (3.40), while the arithmetic means for the paragraphs ranged between (3.23 and 3.55), where the paragraph that states “providing a good organizational climate prevailing in understanding and cooperation” came in the rank the first with an arithmetic average of (3.55) with a moderate degree, and the paragraph that states “determining the scope of work of faculty members to ensure job satisfaction” came in the second rank with an arithmetic mean of (3.48) with a medium degree, while the paragraph that states “continuously evaluating processes and

outcomes to limit from making mistakes” ranked fourth and last, with an arithmetic mean of (3.23), moderately.

### Stakeholder's dimension

#### Schedule (10)

**Arithmetic means and standard deviations of the responses of faculty members on the stakeholder dimension arranged in descending order according to the arithmetic means**

Rank	Dimension	SMA	Standard deviation	Class
1	Employees' commitment to the ethical and professional rules of work	3.73	1.10	Moderate
2	Providing an organizational climate that creates a state of harmony among workers	3.43	1.03	Moderate
3	Employees' awareness of the interdependence between their duties within the university	3.35	1.16	Moderate
4	Emphasis on choosing materials that meet the needs of the local community	3.26	1.30	Moderate
5	Speed of completion to meet the needs of the partners	3.10	1.17	Moderate
	Stakeholders	3.38	1.03	Moderate

Table (10) shows that the general average of the stakeholder dimension was average, with an arithmetic mean of (3.38), while the arithmetic means for the paragraphs ranged between (3.10 and 3.73), where the paragraph that states “workers’ commitment to the ethical and professional rules of work” ranked first With an arithmetic average of (3.73) with a high degree, the paragraph that stipulates “providing an organizational climate that creates a state of harmony among employees” ranked second with an arithmetic average of (3.43) with a medium degree, while the paragraph that stipulates “speed of completion to meet the needs of partners” ranked fifth and last with an average My score is (3.10) with an average score.

### Competitive values dimension

**Schedule (11) The arithmetic means and standard deviations of the faculty members' responses to the competitive values dimension are arranged in descending order according to the arithmetic means.**

Rank	Dimension	SMA	Standard deviation	Class
1	It encourages employees to take initiatives to improve services in a way that distinguishes them from other universities.	3.58	1.10	Moderate
2	Excellence with a high ability to keep up with developments in the educational process	3.47	0.89	Moderate
3	Enjoying the speed of response in appointments according to the needs of the students compared to other universities	3.44	1.16	Moderate
4	Have a clear direction to work in order to obtain quality and excellence awards.	3.43	1.09	Moderate
5	Quality assurance standards are strictly adopted in the department	3.37	1.05	Moderate
Competitive value		3.46	0.85	Moderate

Table (11) shows that the general average for the competitive values dimension was average with an arithmetic mean of (3.46), while the arithmetic means for the items ranged between (3.37 and 3.58), where the paragraph stating "encourages employees to take initiatives to improve services in a way that distinguishes them from Other universities" ranked first with an arithmetic average of (3.58) with an average degree, and the paragraph stating "distinguishment with a high ability to keep pace with developments in the educational process" ranked second with an arithmetic average of (3.47) with an average degree, while the paragraph stating "adopts quality assurance standards in a manner "Strict in the section" ranked fifth and last, with an average of (3.37), with a moderate degree.

**Second:** The results related to the answer to the second question, which is:

Are there statistically significant differences at the level ( $\alpha = 0.05$ ) in the organizational effectiveness of department heads in Jordanian private universities from the point of view of faculty members due to the variables of gender, rank and years of experience

To answer this question, the arithmetic means and standard deviations of the faculty members' responses were calculated on the reality scale of the organizational effectiveness of the heads of departments in the Jordanian private universities according to the variables of gender, rank and years of experience, where analysis of variance (ANOVA) was used to find out the significance of the differences in the total score of the scale, as is explained below.

## Schedule (12)

**Arithmetic means and standard deviations of the responses of faculty members on the scale of the reality of organizational effectiveness among the heads of departments according to the variables of the study**

variable	class	number	SMA	Standard deviation
Sex	male	217	3.54	0.97
	female	103	3.12	0.71
	Total	320	3.40	0.91
Academic rank	Doctor	99	3.23	0.47
	Associate professor	47	3.14	0.58
	Assistant professor	174	3.57	1.12
	Total	320	3.40	0.91
Experience	Less than 5 years	183	3.14	0.81
	From 5-10 years	64	4.46	0.57
	More than 10m years	73	3.13	0.72
	total	320	3.40	0.91

The results in tables (12) indicate that there are apparent differences in the average responses of faculty members on the measure of the reality of organizational effectiveness among department heads, according to the variables of gender, rank, and years of experience. To find out the significance of the differences, an analysis of variance (ANOVA) was performed. (13).

**Schedule (13) The results of the analysis of variance test (ANOVA) to find out the significance of the differences in the averages of the responses of the faculty members on the measure of the reality of the organizational effectiveness of the heads of departments according to the variables of the study**

source of contrast	sum of squares	degrees of freedom	mean of squares	value (f)	significance level
Sex	9.693	1	9.693	18.886	0.000*
Academic rank	1.669	2	0.835	1.626	0.198
Experience	85.152	2	42.576	82.952	0.000*
Fault	161.164	314	0.513		
Total	266.409	319			

\* Significance level ( $\alpha = 0.05$ )

It appears in Table (13) that there are statistically significant differences in the average responses of faculty members on the measure of the reality of organizational effectiveness among the heads of departments according to the gender of the faculty

member, as the value of (F) (18.886) with a level of significance (0.000) and the arithmetic mean of the responses of males higher than the arithmetic mean of the female responses.

The table shows that there are no statistically significant differences in the average responses of faculty members on the scale of the reality of organizational effectiveness among department heads, according to the academic rank, as the value of (F) was (1.626) and the level of significance was (0.198), which is a non-statistically significant value.

While the table shows that there are statistically significant differences in the average responses of faculty members on the scale of the reality of organizational effectiveness among department heads according to the variable of experience, as the value of (P) was (82.952) with a level of significance (0.000), and to find out the source of differences in the responses of faculty members on A measure of the reality of organizational effectiveness among department heads according to the variable of experience. Scheffet's post-comparison test was conducted, and Table (15) shows these results.

**Schedule (14) Scheffe's test for post-comparisons in the responses of faculty members on the measure of the reality of organizational effectiveness among department heads according to the variable of experience.**

Experience		The difference between the averages (I-J)	indication
I	J		
From 5-10 years	Less than 5 years	1.3144*	0.000
From 5-10 years	More than 10 years	1.3323*	0.000
Less than 5 years	more than 10 years	0.0179	0.984

\* Significance level ( $\alpha = 0.05$ )

It appears in Table (14) that there are significant differences at the level ( $\alpha = 0.05$ ) in the responses of faculty members on the measure of the reality of organizational effectiveness among department heads, according to the experience variable between a category of 5-10 years on the one hand, and two categories of less than 5 years and more than 10 On the other hand, the arithmetic mean of the responses of class M from 5-10 years was higher than the arithmetic mean of the responses of the two classes of less than 5 years and more than 10 years, while no significant differences appeared at the level ( $\alpha = 0.05$ ) in the responses of faculty members on a scale The reality of the organizational effectiveness of the heads of departments according to the variable of experience between the category of less than 5 years and the category of more than 10 years

**Recommendations**

1. Developing the skills and competencies of department heads in Jordanian private universities in line with the requirements of the times
2. Directing future researches to research the problems facing the heads of departments in universities and the mechanisms to solve them
3. A proposed model for developing the organizational effectiveness of heads of departments in universities



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