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EVALUATION OF ORGANIZATIONAL EXCELLENCE IN LIGHT OF THE EUROPEAN FOUNDATION FOR QUALITY MANAGEMENT (EFQM) CRITERIA FOR SPORTS AND PHYSICAL EDUCATION DEPARTMENTS IN THE SOUTHERN AND CENTRAL REGIONS

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Abstract

The world is witnessing many changes and challenges, represented by the cognitive and administrative revolution, globalization and its various repercussions, and the emergence of what is known as the knowledge economy, and the resulting changes in work methods and the clear qualitative shift in the composition of human resources working in various institutions. This has led to a multiplicity of administrative approaches that can be used to improve the productivity of these institutions and achieve excellence in performance. The need to move towards applying institutional excellence has increased, and institutional excellence is considered a way of life and an intellectual pattern, as it is considered an integrated concept. The institutions and organizations - especially institutional ones - that exist in this era live in an era of competition in light of modern technological developments. This puts institutions in a position of insufficient normal performance in the face of these changes in order to reach greater aspirations**Research problem:**And work to raise the level of administrative cadres and make them within the level of quality of work in all sections of sports activity and keep pace with the development taking place in the world. And improving the department's performance in this regard. Therefore, this study aimed to make the organization's work according to precise standards of the European model (EFQM) to know the strengths and weaknesses in order to move towards excellence, to manage discrimination through (leadership, strategy, human resources, financial resources, satisfaction Employees, school sports service. **Research Objectives:**Develop and standardize the organizational excellence scale in light of the European Foundation for Quality Management (EFQM) criteria for sports and school activity departments.**Research Population and Sample**: The researcher identified the research population as technical supervisors and employees in the sports and school activity departments in the southern and central regions. The total number was 468 employees representing 10 departments of sports and school activities nationwide in Iraq. The sample was selected to ensure its representation of the original population, consisting of technical supervisors and employees in the departments, totaling 269 (57.47%) individuals from the research population.

Key words:(Organizational Excellence in Light ، Quality Management (EFQM))

1- Introduction:-

1-1 Introduction to the research and its importance:

The world is witnessing many changes and challenges, represented by the cognitive and administrative revolution, globalization and its various repercussions, and the emergence of what is known as the knowledge economy, and the resulting changes in work methods and the clear qualitative shift in the composition of human resources working in various institutions. This has led to a multiplicity of administrative approaches that can be used to improve the productivity of these institutions and achieve excellence in performance. The need to move towards applying institutional excellence has increased, and institutional excellence is considered a way of life and an intellectual pattern, as it is considered an integrated concept. The institutions and organizations - especially institutional ones - that exist in this era live in an era of competition in light of modern technological developments. This puts institutions in a position of insufficient normal performance in the face of these changes in order to reach greater aspirations. Therefore, institutional excellence is important in the performance of institutions, and it has also become an important option in light of the surrounding changes. The European Excellence Management Model (EFQM) is considered one of the latest, most common and widely used institutional evaluation models.Any body or institution can use it to evaluate itself, and to examine whether there are gaps or deficiencies in its performance to fix them through regular review of processes and results. What highlights strengths, opportunities for improvement, and ways to develop them. The philosophy of this model is crystallized in that excellence in performance is achieved through rational leadership, capable of directing policies and strategies, investing in human resources and managing operations successfully. The European Excellence Management Model (EFQM) also represents an important tool for evaluating the professional status of workers within sports institutions and the extent of its progress and strength. Sports activity institutions are considered the basic nucleus in supporting the country's clubs and national teams, as they are the focus of construction and development and the gateway to excellence. Institutional excellence is one of the necessities of administrative development to raise performance levels through developing the skills and capabilities of employees.

The Department of Sports and School Activity is one of the effective and important departments in educational institutions, especially civilized and developed societies, as the extent of the well-being and sophistication of societies is measured by the extent of progress and development in their sports activity and culture that keeps pace with time. We find that those working in sports and school activity, especially physical education teachers and instructors who work in an environment One is governed by one climate and environmental and ambient conditions, and the extent of the impact of these conditions on the institution may vary depending on the category.

1-2 Research problem:

Sports and school activity institutions operate within a legal and professional framework based on scientific foundations that enable their employees to accomplish their tasks in a manner

consistent with the philosophy and objectives of the department. Therefore, the task of the administrator in these institutions is not a random process and is not a process of hunting for errors at the same time, but rather a process of reviewing all requirements. Established to achieve the goals through the policies used and future sports plans and linking them to the management philosophy that is balanced with the state's goals and raising the level of administrative performance by adopting all modern methods and taking the means and methods to ensure the success of the administrative process used in sports work.

It has demonstrated the importance of applying the European model for institutional excellence and performance evaluation, through various excellence models, the most important of which is the European model (EFQM) and its role in improving institutions and ensuring the quality and excellence of their performance, but it has not paid attention to its application. From an administrative perspective, quality is the organization's rise to standards and ensuring the type of work and how it is performed.

Therefore, standards in the correct description are a set of means that are used to measure the completeness or efficiency of something. Institutional excellence models have come to save time, effort and money, and provide a clear road map for those striving towards excellence, and the European Excellence Model (EFQM) is considered an impressive practice in managing an organization and achieving results. These models provide work methodologies and mechanisms for measuring performance results throughout the organization, in addition to developing work and achieving continuous improvement in a way that achieves efficiency and effectiveness, because these models contain key standards and integrated elements.

Despite the development steps taken by the General Directorate of Physical Education and Sports Activity in the Iraqi Ministry of Education, the quantitative expansion in developing cadres in sports and school activity departments in all of Iraq (workshops, holding development courses in all specialties, school tournaments for all events, courses) However, there was no focus on advanced administrative work that kept pace with international quality in improving the administrative aspects of all departments, which was not matched by a qualitative development that is compatible with this expansion. This indicates that it is in dire need of development and improvement in order to achieve excellence.And work to raise the level of administrative cadres and make them within the level of quality of work in all sections of sports activity and keep pace with the development taking place in the world. And improving the department's performance in this regard. Therefore, this study aimed to make the organization's work according to precise standards of the European model (EFQM) to know the strengths and weaknesses in order to move towards excellence, to manage discrimination through (leadership, strategy, human resources, financial resources, satisfaction Employees, school sports service.

3-1 Research Objectives:

1. Develop and standardize the organizational excellence scale in light of the European Foundation for Quality Management (EFQM) criteria for sports and school activity departments.

2. Derive criteria and levels for the organizational excellence scale for sports and school activity departments.

4-1 Research Areas:

1-4-1 Human Resources Area: Employees in the sports and school activity department, including technical and administrative supervisors.

1-4-2 Temporal Area: From November 15, 2023, to March 1, 2024.

1-4-3 Spatial Area: Sports and school activity departments in the southern and central regions.

2- Research Methodology and Field Procedures:-

2-1 Research Method: The researcher adopted a descriptive method using a survey approach due to its suitability for the nature of the problem.

2-2 Research Population and Sample: The researcher identified the research population as technical supervisors and employees in the sports and school activity departments in the southern and central regions. The total number was 468 employees representing 10 departments of sports and school activities nationwide in Iraq. The sample was selected to ensure its representation of the original population, consisting of technical supervisors and employees in the departments, totaling 269 (57.47%) individuals from the research population. The sample distribution was as follows:

- 150 employees representing the construction sample for this scale, constituting 55.76% of the research population.
- 100 employees representing the application sample for this scale, constituting 37.17% of the research population.
- 19 employees representing the experimental survey sample, constituting 7.06% of the research population and excluding the main research sample.

2-3 Research Tools:

2-3-1 Information Gathering Methods:

1. Arabic and foreign sources.
2. Internet information networks.
3. Previous studies and research.
4. Questionnaire forms.

2-3-2 Data Collection Methods:

1. Personal interviews
2. Scales
3. Registration forms

2-3-3 Data Analysis Tools:

1. Statistical tools like SPSS

2. Electronic and manual calculators

2-3-4 Research Assistance Tools:

1. ACER computer
2. White paper
3. Pencils
4. Handheld calculator

2-4 Building the Organizational Excellence Measurement Tool for Football Instructors:

2-4-1 Identifying Measurement Tool Statements (Phrases):

The researcher reviewed scientific sources, references, and previous studies in teaching methods. Expert opinions in the field were also sought. Based on this, the researcher identified 20 statements representing the phenomenon under study. Subsequently, a questionnaire was designed to assess the validity of these statements in measuring organizational excellence. This questionnaire was presented to 15 experts in sports education, sports management, and testing. Their feedback was used to refine and finalize the statements measuring organizational excellence among technical supervisors and staff in all departments. Three statements were excluded as they did not meet the criteria established by the experts, with a significance level (Sig) greater than 0.05, as illustrated in **Table 1.**

No.	Statement	Suitable	Not Suitable	Percentage	Calculated κ2	* Sig Value	Statistical Significance
1	The department manager must adhere to the commitments he made.	15	0	100	15	0.000	Significant
2	The department manager builds positive relationships with staff.	13	2	86.666	8.067	0.05	Significant
3	The department manager listens to the opinions of all employees.	12	3	80	5.400	0.020	Significant
4	The department manager provides sufficient freedom to all staff.	13	2	86.666	8.067	0.005	Significant
5	The department manager always supports and contributes to employees' achievements.	15	0	100	15	0.000	Significant
6	The department manager consistently works	14	1	93.333	11.267	0.001	Significant

	according to values and principles, contributing to a good reputation.						
7	The department management clarifies future plans in its work.	9	6	60	0.600	0.439	Not Significant
8	The department relies on past experiences in strategic planning.	15	0	100	15	0.000	Significant
9	The department management provides distinguished experiences from administrative personnel.	12	3	80	5.400	0.020	Significant
10	The department is keen on developing and qualifying its distinguished administrative staff.	13	2	86.666	8.067	0.005	Significant
11	The department always works on creating a managerial vision that keeps pace with future developments.	14	1	93.333	11.267	0.001	Significant
12	The department monitors the implementation of strategic plans to ensure goals are achieved.	8	7	53.333	0.067	0.796	Not Significant
13	The department management clarifies future plans in its work.	15	0	100	15	0.000	Significant
14	The department always involves employees in modern training courses.	13	2	86.666	8.067	0.005	Significant
15	The department uses modern technologies in its work.	13	2	86.666	8.067	0.005	Significant
16	The department supports all personnel (administrative/training) with better academic qualifications.	14	1	93.333	11.267	0.001	Significant

17	The department evaluates employees objectively and fairly.	12	3	80	5.400	0.020	Significant
18	The department works on establishing scientific foundations for evaluation.	13	2	86.666	8.067	0.005	Significant
19	The department uses clear and transparent standards for evaluating achievements and employee performance.	15	0	100	15	0.000	Significant
20	The employee evaluation process is based on achieved results.	6	9	40	0.600	0.439	Not Significant

Note: The * Sig Value column represents the significance level of κ2, and "Significant" indicates that there is statistical significance, while "Not Significant" indicates a lack of statistical significance.

2-4-2 Initial Formulation of Organizational Distinction Measurement Tool Paragraphs:

The researcher adopted the Likert style in formulating paragraphs, as it is a common method in measurement. Afterward, the number of paragraphs was determined in their initial formulation, totaling 17 statements representing the measurement tool.

2-4-3 Correction of Scale Paragraphs:

To obtain the individual's total score, calculated by summing the scores obtained on the rating scale, the researcher proposed the three-point and five-point rating scales. Both scales were presented to experts, and the five-point rating scale was selected. Since the paragraphs were formulated in a positive direction, weights were assigned to the paragraphs as shown in Table (2) below.

Table (2) illustrates the correction method of organizational distinction measurement scale.

Alternatives	**Always Agree**	**Mostly Agree**	**Sometimes Agree**	**Rarely Agree**	**Never Agree**
Weight Value	**5**	**4**	**3**	**2**	**1**

2-4-4 Study Scale Instructions:

Once the organizational distinction measurement tool was in its initial form, instructions were prepared on how to respond to the scale items. It was emphasized that the sample's responses would be used solely for scientific research purposes and would not be disclosed to anyone other than the researcher. The sample participants were instructed to fill out the information form and answer all the scale items accurately to achieve objective and fruitful

results. After completion, the form was to be placed in an envelope, sealed, and attached to preserve confidentiality.

2-5 Survey Application of the Study Scale:

After finalizing the scale for application, the researcher conducted a pilot study before the actual implementation. This involved applying the scale to a sample consisting of 19 technical supervisors and employees in the sports and school activities department in ThiQar on November 26-27, 2023 (Sunday and Monday). The purpose was to assess the clarity of instructions and scale items, their accuracy, the appropriateness of alternatives, and the understanding of employees and technical supervisors. This allowed for identifying any ambiguity, recognizing errors in advance, and ensuring the suitability of the scale before the main experiment.

2-6 Applying the Scale to the Construction Sample:

The scale was applied to the construction sample, including technical supervisors and department employees. After distributing and collecting the forms, each form was carefully reviewed to ensure that the questions were answered as required.

2-7 Statistical Paragraph Analysis:

Statistical analysis of paragraphs involves identifying weaknesses in a paragraph and then working to rephrase it or exclude it if it is deemed unfit. Paragraph analysis is defined as "the study that relies on logical, statistical, and empirical analysis of test units to understand their characteristics. This involves deleting, modifying, replacing, adding, or reordering these paragraphs to achieve a stable and valid test in terms of length and difficulty." Various methods exist, and the researcher adopted the independent samples t-test method for paragraph analysis.

2-7-1 Discriminative Ability:

Discrimination is considered a psychometric (standard) property indicating the ability of scale paragraphs to discriminate among examinees. This enables the scale to detect individual differences in the measured trait. It distinguishes between individuals who score high on the trait measured by the paragraphs and those who score low. To achieve this, the researcher relied on the independent samples t-test method to calculate the discriminative ability of paragraphs using the Statistical Package for the Social Sciences (SPSS). Table (3) illustrates this.

Table (3): Discriminative Ability of Institutional Excellence Items.

Item	Statements	High Group (Mean ± SD)	Low Group (Mean ± SD)	t-Value	Sig Level	Statistical Significance
1	The department manager must adhere to the promises made to oneself.	4.636 ± 0.657	2.227 ± 0.869	10.366	0.000	Significant
2	The department manager maintains positive relationships with the staff.	4.455 ± 0.670	2.090 ± 0.811	10.936	0.000	Significant
3	The department manager listens to the opinions of all employees.	4.454 ± 0.670	2.681 ± 0.716	8.472	0.000	Significant

4	The department manager provides sufficient freedom to all staff.	4.181 ± 1.220	2.863 ± 0.990	3.934	0.000	Significant
5	The department manager always supports and contributes to the achievements of employees.	4.272 ± 0.984	3.045 ± 1.045	4.008	0.000	Significant
6	The department manager consistently works according to ethical values and principles, contributing to a good reputation.	4.363 ± 0.902	3.272 ± 0.702	4.475	0.000	Significant
7	The department's management clarifies future plans in its work.	4.545 ± 0.738	3.363 ± 0.657	5.604	0.000	Significant
8	The department always relies on previous experiences in developing strategic plans and projects.	4.727 ± 0.550	3.318 ± 0.646	7.785	0.000	Significant
9	The department's management works to provide distinguished experiences from administrative personnel.	4.454 ± 0.962	3.045 ± 0.898	5.019	0.000	Significant
10	The department is interested in developing specialized training programs for its administrative staff.	3.590 ± 1.501	3.227 ± 0.812	0.999	0.323	Not Significant
11	The department always works on developing an administrative vision that keeps pace with future developments.	4.272 ± 1.315	3.318 ± 0.646	3.054	0.004	Significant
12	The department monitors the implementation of strategic plans to ensure goal achievement.	4.136 ± 1.355	3.409 ± 0.666	2.258	0.029	Significant
13	The department's management clarifies future plans in its work.	4.590 ± 0.908	3.318 ± 0.476	5.820	0.000	Significant
14	The department always involves training personnel in modern training courses.	4.863 ± 0.351	3.045 ± 0.653	11.501	0.000	Significant
15	The department uses modern technologies in its work.	4.454 ± 1.056	3.181 ± 0.732	4.642	0.000	Significant
16	The department supports all personnel (administrators/trainers) with better academic qualifications.	3.863 ± 1.457	3.409 ± 0.959	1.222	0.228	Not Significant
17	The department evaluates	4.932 ±	2.772 ±	4.192	0.000	Significant

	employees objectively and fairly.	1.341	0.611			

7-2 Internal Consistency:

This method indicates the homogeneity of paragraphs, as there may be repeated paragraphs measuring different aspects. The coefficient of internal consistency is used to achieve this purpose. The researcher used Pearson's correlation coefficient between individuals' scores on each paragraph and their scores on the entire scale, utilizing the Statistical Package for the Social Sciences (SPSS). After completing the statistical analysis, it became evident that all paragraphs were consistent.

2-8 Scale Validity:

The concept of validity is one of the most crucial concepts in testing and measurement. Test validity is defined as the degree to which the test measures what it intends to measure. The researcher employed two types of validity to ensure the scale's validity:

2-8-1 Content Validity:

This type aims to determine the extent to which the test or scale represents the aspects of the trait or characteristic it intends to measure. It assesses whether the test or scale measures a specific aspect of the phenomenon or the entire phenomenon. Expert opinions and specialists in the field of testing and measurement, administration, and organization were sought to verify the content validity of the Institutional Excellence Discrimination Scale. Fifteen experts in the field reviewed the scales.[1]

2-8-2 Construct Validity:

Sometimes referred to as conceptual validity or construct validity, it relies on experimental verification of the degree of alignment between the scale scores and the property or concept being measured. Construct validity is of great importance in the scale development process as it forms the theoretical framework of the scale. The researcher verified construct validity through:

A- Discriminative Ability. B- Internal Consistency Coefficient (Internal Consistency Validity).

2-8-3 Scale Reliability:

Reliability is essential in test preparation and result interpretation, indicating the stability of results when the test is re-administered to individuals in the same conditions. The researcher chose two methods to extract the reliability coefficient:

Cronbach's Alpha Method: This method is commonly used for scales with a graded scale. It relies on the correlation between the items within the scale and the correlation of each item with the entire scale. The researcher calculated the reliability coefficient using Cronbach's Alpha method for the construction sample, consisting of 82 technical supervisors and employees in sports and educational activity departments. The calculated reliability coefficient for the

[1]Farhat, Leila El-Sayed. "Cognitive Measurement in Sports," Dar Al-Kitab Publishing Center, Cairo, 2001.

Institutional Excellence Discrimination Scale was 0.974, indicating high reliability. The same method was applied to a sample of 150 technical supervisors and employees in sports and educational activity departments, resulting in a reliability coefficient of 0.959, also demonstrating high reliability.

2-9 SkewnessCoefficient:

Most sample distributions are not perfectly symmetrical and may tend toward one side more than the other. This deviation from symmetry is known as skewness. If the variable values are concentrated more towards the lower values than towards the higher values, the distribution is skewed to the right and is called positively skewed. Conversely, if the opposite is true, it is negatively skewed. To assess the proximity or deviation of sample responses from the normal distribution, the researcher calculated the skewness coefficient, obtaining a value of (0.674). This positive value indicates that the distribution is leaning towards the left, and the obtained value is relatively low, suggesting that the sample is distributed in a way that is close to the normal distribution, which equals zero as it approaches (+-3). Table (4) illustrates the skewness coefficient for the Institutional Excellence Discrimination Scale.

Table (4): Shows the mean, standard deviation, standard error, and skewness coefficient for the sample of constructing the Institutional Excellence Discrimination Scale.

Scale	Mean	Standard Deviation	Standard Error	Skewness Coefficient
Institutional Excellence Discrimination	514.66	100.834	0.304	0.674

2-10 Final Scale Application:

After finalizing the study scale (Institutional Excellence Discrimination) for football instructors in physical education and sports science colleges, the researcher applied the scale in its final form to the research sample (application sample) consisting of 40 football instructors. After retrieving 40 completed forms representing each scale, the researcher meticulously reviewed the retrieved forms to ensure compliance with instructions and confirm that all scale items were answered. The results of the audit showed no exclusion of any form from the total retrieved forms, indicating the accuracy of responses to all scale items.

2-11 Statistical Methods:

The obtained data were processed using the Statistical Package for the Social Sciences (SPSS) version (23) and Microsoft Excel. The following statistical measures were obtained: mean, standard deviation, median, skewness coefficient, simple correlation coefficient, independent samples t-test, Chi-square test, percentile, mode, percentage, and Spearman-Brown formula.

3 - Presentation and Analysis of Organizational Excellence Assessment Results:

Table (5): Statistical Indicators of Application Sample in Organizational Excellence Scale.

Organizational Excellence	Application Sample	Mean	Hypothetical Mean	Standard Deviation	Standard Error	Skewness	Level
	100	450.18	255	100.103	0.482	0.406	Good

From the results presented in Table (5), it can be observed that the application sample scored a mean of 450.18 on the Organizational Excellence scale designed by the researcher, with a standard deviation of 100.103, which is higher than the hypothetical mean of 255. The skewness coefficient is 0.406, indicating a moderate distribution across the normal distribution curve within ±3. The standard error is 0.482, suggesting internal result stability. The overall assessment level is deemed "Good."

Table (6): Raw Scores, Levels, Frequency, and Percentage of Application Sample for Organizational Excellence Scale

Levels	Raw Score Range	Frequency	Percentage
Excellent	75-63	30	20%
Good	62-51	75	55%
Average	50-39	40	17.5%
Acceptable	38-27	5	7.5%
Poor	26-15	0	0%

From Table (6), it is evident that the application sample is distributed across various levels in the Organizational Excellence scale. Those achieving an "Excellent" level are 30 individuals, constituting 20%, while those in the "Good" level are 75 individuals, representing 55%. Those in the "Average" level are 40 individuals, making up 17.5%, and those in the "Acceptable" level are 5 individuals, accounting for 7.5%. No individuals fall into the "Poor" level, constituting 0%.

The researcher attributes the varied distribution of responses from the 100 participants, including technical supervisors and employees in sports and school activity departments in the Southern and Central regions of Iraq, to differences in activities, administrative tasks, and experience levels. Additionally, not all participants reached the mastery level in organizational excellence, aligning with the expectations outlined by NumanAbdulghani. The results indicate a performance decrease below the mastery level of 75%, reaching acceptable, average, and good

levels but not excellent, suggesting that most participants did not attain the mastery level in organizational excellence.[2]

This may be due to variations in activities, administrative tasks, and experience levels among the participants. Some supervisors may have exceeded preliminary procedural measures in administrative work, although not all achieved mastery in organizational excellence. Despite the implementation of organizational excellence, as outlined in the research, the attained levels varied, with some reaching average and poor levels, surpassing the expected 75% mastery level. This aligns with research findings indicating a strong correlation between pre-procedural measures and the final outcome of the activity. The researcher concludes that, although organizational excellence was not universally achieved at the mastery level, supervisors exhibited diverse levels, with some reaching average and poor levels but not excellence.[3]

4-Conclusions and Recommendations:-

4-1 Conclusions:

1. The validity of the organizational excellence scale developed by the researcher to measure this phenomenon among technical supervisors and employees working in the sports and school activity departments in the Southern and Central regions has been confirmed.

2. The researcher found a decrease in the percentage of organizational excellence among technical supervisors and employees, as not everyone reached the level of mastery.

3. Differences were observed among technical supervisors and employees in the sports and school activity departments in terms of organizational excellence, which may be attributed to differences in their ages, previous experiences, or the varied roles they perform.

4-2 Recommendations:

1. Utilize the organizational excellence scale prepared by the researcher to assess organizational excellence among technical supervisors and employees in sports and school activity departments.

2. Generalize the results of the current study to other school activity departments across Iraq for broader applicability.

3. Emphasize the development of organizational excellence as a crucial factor in achieving administrative goals, representing a benefit for all involved parties.

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