

## Institutional Excellence in Special Education Institutions

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© 2025 جامعة العلوم والتكنولوجيا، المركز الرئيس عدن، اليمن. يمكن إعادة استخدام المادة المنشورة حسب رخصة مؤسسة المشاع الإبداعي شريطة الاستشهاد بالمؤلف والمجلة.

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## Institutional Excellence in Special Education Institutions

### Abstract:

The research addressed institutional excellence in institutions of special education where the research clarified the concept of institutional excellence and its objectives, and its importance, and the principles of institutional excellence, where the stages of application of institutional excellence include the stage of preparation and preparation for institutional excellence, the stage of planning for institutional excellence, the stage of organization for institutional excellence, then the stage of organization for institutional excellence, and finally the stage of exchange and dissemination of experiences, as well as the research addressed the requirements of applying institutional excellence in special education institutions, which is a distinct leadership, an integrated strategy plan, and a system of policies regulating methods, methods of work and flexible organizational structures as well as a sophisticated system to confirm overall quality. The system includes an integrated information system, decision-making support, performance evaluation, and a system for preparing and developing personnel. The research examined the regulatory, financial, human, and technological barriers that hinder the implementation of institutional excellence in private education institutions.

Key words: *Institutional Excellence - Special Education Institutions.*

## التميز المؤسسي في مؤسسات التعليم الخاص

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### الملخص:

تناول البحث التميز المؤسسي في مؤسسات التربية الخاصة حيث أوضح البحث مفهوم التميز المؤسسي وأهدافه، وأهميته، ومبادئ التميز المؤسسي، حيث تناول البحث مراحل تطبيق التميز المؤسسي التي تشمل مرحلة الإعداد والتهيئة للتميز المؤسسي، ومرحلة التخطيط للتميز المؤسسي، ومرحلة التخطيط للتميز المؤسسي، ومرحلة التنظيم للتميز المؤسسي، ثم مرحلة التنظيم للتميز المؤسسي، وأخيراً مرحلة التنظيم للتميز المؤسسي، والتي تتمثل في قيادة متميزة وخطّة استراتيجية متكاملة ومنظومة من السياسات المنظمة لأساليب وطرق العمل والهيكل التنظيمية المرنة وكذلك نظام متطور لتأكيد الجودة الشاملة. ونظام متكامل للمعلومات ودعم اتخاذ القرار وتقييم الأداء، ومنظومة متكاملة لإعداد وتنمية القوى البشرية وتطويرها. واستعرض البحث المعوقات التي تحول دون تطبيق التميز المؤسسي في مؤسسات التعليم الأهلي والتي شملت المعوقات التنظيمية والمالية والبشرية والتكنولوجية.

الكلمات المفتاحية: التميز المؤسسي - مؤسسات التعليم الخاص.

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## Introduction

The present age differs from all previous ones in its features, characteristics, mechanisms and values. So, it is necessary for everyone living in this age to adopt new and renewable ideas and processes. Later, Institutions are formed where specialized education reaches a point where serious and relentless work is required to be able to compete continuously to achieve acceptance.

For that, its whole management and leadership structure needs to be considered recurrently. Besides, it is important to ensure the institutional excellence maintain the proper recurrently.

## The framework of institutional excellence

### Firstly: Concept

Academic excellence is a new and modern-day concept. It is widely expressed by the institutions with much importance. Institutions make a concerted effort to secure a superior position and prestige compared to their competitors. The primary aim of institutional excellence is to attain these characteristics. So, this proceeding enables the institutions to survive above others in a changing world. (*Zayed, 2006* )

Generally, we describe institutional excellence as a collection of strategies, ideas, tools, beliefs, and practices that aim to enhance the educational products and services offered to students. This definition confirms that total quality management plays a key role in the success of the institution and increases its effectiveness. (*Navaratnam, 2004* )

Institutional excellence also includes an integrated, comprehensive organizational framework. So, regardless of the size of the institution and its strategic goals, every organization needs to implement a strong, effective management system to keep pace with success and progress. From an application perspective, the framework's most significant strength lies in its ability to serve as an effective and objective tool in the self-assessment process. The framework not only highlights the institution's strengths but also highlights areas for improvement and development, elucidating its position on the path to quality and excResearchers have conducted numerous scientific studies and held numerous workshops. In addition, These studies have demonstrated the effectiveness and strength of this approach, as well as its success in achieving the desired goal., achieving quality and obtaining accreditation is crucial for all educational institutions, particularly those specializing in special education, to establish institutional excellence. (*Rasheed, 2004*)

The institutional excellence of an educational institution expresses the institution's ability to achieve the needs of the beneficiaries of the institution (society) and its complete satisfaction with perform an Alternatively, it refers to the comprehensive framework that the institution provides to accomplish the goals of its programs and activities. The primary goal of this structure is to ensure that the community, as the primary beneficiary of the institution's existence, is satisfied. (*B.N.Q., 2010* )

John (2006) also defines institutional excellence as the planned organizational efforts that aim to achieve the competitive advantages of an institution, as well as the activities that make it distinct by outperforming the rest.

Through effective and distinguished use of their capabilities and resources during execution. They strive to achieve superiority and distinctiveness. And this is reflected in how to deal with the client, whether internal or external, how to perform its activities, and how to design and prepare its administrative and organisational policies and strategies.

The current research defines the institutional excellence of special education institutions as a **procedure**: it is a set of standards and measures whose implementation aims to achieve the goals set for the special education institution in the Arab Republic of Egypt. The overall procedure goes through continuous improvement in performance and educational products, according to the required purposes and desired specifications in the best way with the least possible effort and cost. These elements and procedures include the rest of the educational structure elements of material, human, administrative, scientific, administrative organisation, inputs, processes, and outputs.

This definition clearly focuses on achieving institutional excellence as a benchmark for quality performance.

This concept is related to several aspects, the first of which is: Institutional excellence means achieving accuracy and perfection through continuous improvement, aiming to form an ideal philosophy about work, people, and human relations.

**Secondly**, from the minor point of view, it can be defined as excelling in individual performance that can only be achieved in specific circumstances.

**Thirdly**: Institutional excellence is the ability to change and grow individuals consistently along with adding new values in their knowledge and individual growth.

**Fourthly**: Excellence is the ability to appreciate the material aspect.

**Fifthly**: Institutional excellence is something that suits a goal or service that is intended to be achieved or provided. Especially when the desired goal is determined

### Objectives of Institutional Excellence:

Institutional excellence aims to improve organizational performance by implementation of some planned measures. One of the strategies involves enhancing service quality by strengthening the connection between the principles of institutional excellence and its implementation. Then working on designing the best applications in corporate performance and encouraging competition through positive cooperation and support, in order to achieve an ideal balance between activities and results. The goal is to deliver the service or product in a unique way that ensures customer satisfaction. Also continuation to work and maintain its performance rates in a highly competitive environment, and upgrading the level of workers in scientific, practical and social terms. We strive to enhance the global reach of institutions by proactively addressing

any shortcomings or deficiencies in different facets of institutional operations. We aim to establish meaningful connections with both local and global communities, promoting both individual and institutional self-reliance and autonomy. Besides, understanding the interactions and mutual influence inside and outside the institution will boost the motivation for individuals morally and psychologically, and also that will maximize the capacity and efficiency of the work force. (*Amarin, 2007*)

The goals of institutional excellence in educational institutions are to develop the performance and the quality of each input processes and outputs, and increase public confidence in its performance, and achieve the principle of clarity, frankness and transparency in application level and help all workers to identify the defects in their educational systems along with identifying the reasons for the deviation of performance from its normal rate. The institution's management adopts the principle of strategic planning as one of its important responsibilities, in order to keep pace with the nature of the times, and to provide an authentic scientific and technological base. On the other hand, the entire planned structure relies on a modern educational system, which serves as a safeguard against the current and future challenges. (*Abu Sa'da and Al baz , 2000* )

From the above discussion, it is clear that the institutional excellence in special education institutions aims to improve the institution in the job market, and making it more flexible and compatible with the requirements of it by utilizing the latest methods which are necessary for better development. Also the integration of all the elements that affect the quality of the various organizational and administrative processes, and well determining the responsibilities of each individual in achieving institutional excellence, and clarifying the objectives of the quality of the school system for all employees of all levels and jobs. Besides, the top management is fully aware of the implementation of the excellence policy and regulation. From the output view, good planning for institutional excellence processes through the presence of evaluation, follow-up and development teams through sustainable professionalism for all levels of management in the organisation.

### **The importance of institutional excellence**

To meet the challenges of the current environment, educational institutions in general and special education institutions in particular must prioritize institutional excellence.

The application of institutional excellence in institutions educational institutions, including special education institutions, can achieve many benefits both at the level of organizational processes or through institutional activities within the organization. As *Ghosheh* referred to the benefits, expressing the hopes that it will be achieved through the application of institutional excellence. *Ghosheh* (2008) provides the following explanation:

1. The focus is on students, ensuring a great reputation and employee motivation.

2. The emphasis is on leadership, implementation of purpose, and management by processes and facts.
3. The entire institution is focusing on results through harmony and concentration.
4. Development & empowerment of individuals and utilizing their intellectual capabilities within the institution (institutional education).

### Characteristics of institutional excellence

The most prominent characteristics pertaining to institutional excellence in educational institutions is representation of respecting the multiplicity of opinions and evaluation that leads to effective results, and that it is continuous evaluation and the use of the correct data, and the presence of leaders with strong visions based on cooperation, which is the most important element in addition to the support of the capable, collaborative and open-minded people who can make efforts to reach collective decisions. Addition to that, ensuring respect for different philosophy and knowledge of their own cultures, environments, assumptions, values and mental models and also appreciating what others have and support systematic thinking as well. Besides, It is about exploring and understanding how all the founding elements interact in its environment, growing open and productive interaction and incorporate healthy conflict management techniques gradually, and external focus on the environment, dealers, and results, and the evaluation of the effects of group decisions to enable group learning to take place. Also sincerely maintaining the existence of some kind of organizational and professional commitment, the strengthening of individuals' commitment to the group's welfare and well-being, and a focus on individual & organizational learnings along with trying to bring upgradation in behaviours based on examining values and work results, and collecting information about the institution's culture and environment by spontaneously working on it. (*Dugo, 2000*)

Institutional excellence is also characterized by a set of features and characteristics that distinguish it from an administrative approach to investigation, Excellence and competitive capabilities of educational institutions at different levels, and these characteristics are represented as *Al-Sulami (2000)* elucidated the following points:

- **Integration:** The attainment of institutional excellence hinges on the seamless integration of various processes that strive for quality and excellence. They are represented in: quality planning, regulation, assurance and quality audit.

- **Comprehensiveness:** in the sense that quality and institutional excellence includes all administrative units, departments and levels in the institution, as it includes all its functions.

- **Evolution:** where achieving institutional excellence requires continuous improvement in the organization's activities in its different operations, technologies used, and various performance elements.

- **Scientific methodology:** where institutional excellence depends on the analysis, design, planning and organization of each activity in the institution, in order to be executed in the best way to achieve efficiency and effectiveness.
- **Participation:** where quality and institutional excellence encourage working individuals and teachers to make an effort combining the understanding, participation and conviction of all employees of the institution and their full cooperation in order to achieve targeted quality levels.
- **Network organization:** where the institutional excellence deals with the institution as an integrated network. So that, the flow for operations is achieved the best, and services reach the beneficiaries with the highest possible efficiency.
- **Collective:** When institutional excellence employs the logic of teamwork and the formation of working teams to improve quality, it avoids solitary efforts.
- **The development of self-monitoring** is crucial for institutional excellence, as it relies less on external control. Here quality and excellence do not impose on the individual worker, but believe it conviction and motivation.
- **Focus:** Where institutional excellence is based on focusing on important activities, and getting rid of wasted efforts that will not bring productive results.

It becomes clear that special education institutions adopt the idea of institutional excellence to achieve high-level performance in which quality standards are met in the highest levels, and through which the objectives of the institution work, productivity, professional or service are achieved, in terms of quantity and quality, in light of a work system that enjoys the optimum level of harmony and communication among all its elements. It also encompasses the efficient exchange of information among its various sectors, and the capacity of special education institutions to innovate and stand out from their competitors.

## Principles of institutional excellence

There are a set of basic principles for the institutional excellence of educational institutions, including: the principle of democratic leadership, the principle of capability to change; meaning a healthy climate, positive attitudes and stable culture while igniting constructive positive competition, the principle of independence, technical, administrative and financial independence in order to set distinction and take what it deems appropriate to excel and continue. In addition, the institution adheres to the principle of attracting students by delivering exceptional services of high quality and character. The principle of productivity means focusing attention on mechanisms and procedures for achieving high-quality outputs within the approved international standards. And the principle of the future, it means focusing on the future dimension through the vision, goals and programs with a strong focus on survival and competition. Then, according to the principle of innovation, it means creating creative



methods that support continuous development and improvement. The principle of pluralism also applies to the sources of knowledge and how they are employed. It means immense keenness on possessing modern knowledge, developing its infrastructure and employment, and being ensuring the employment it and production. (*Glover & Brighthouse, 1997*)

In a general view, achieving institutional excellence in special education institutions is considered as easy. But it is quite tough work and needs continuous effort for all individuals of institution members at all levels. Besides, institutional excellence depends on some principles, including: developing and inspiring innovation, activating and flourishing the orientation to satisfy students, adhering to the concepts and requirements of sound financial management, adhering to positive work ethics and values, and developing and employing the renewed knowledge balance of workers along with facilitating and activating organizational learning opportunities. Also it includes developing mechanisms of systemic thinking and committing to scientific methodology in researching problems and making decisions ensuring balance in importance among project mates, integrating the institution in the surrounding environment and developing a sense of social responsibility among workers. (*Al-Salami, 2002*)

Some researchers Battah (2006) and Al-Mujizzi (2002) have agreed on the discussion about a set of basic principles, on which institutional excellence is based. From the point of gaining sustainability, that contribute effectively to the success of educational institutions, including special education institutions. It is given below.

- **Continuity:** This principle prescribes continuity in the tendency toward institutional excellence. This is based on what sets us apart in both the present and the future. And therefore the current study indicates that the process of excellence in education institutions should be carried on. On the other hand, a lack of stability will inevitably result in a return to the ordinary ranks.

- **Comprehensiveness:** As achieving institutional excellence in application does not mean 100% better performance of a particular matter, but rather it is achieved by comprehensive excellence in more than one. So that we try to achieve 1% better in the performance of each topics and matters. Also there is no doubt that a holistic view of institutional excellence is required more than excellence in a limited part.

- **Focusing on future expectations** requires a thorough study of the beneficiary's future expectations. And trying to be distinguished so that the element of precedence and exclusivity is achieved while ensuring the satisfaction of the needs for the upcoming betterment.

- **Availability of the components of institutional distinction:** Institutional excellence has components; institutional excellence is not achieved by words, slogans and statements. Therefore, anyone who aspires to achieve true institutional excellence must build this distinction on several components. The most important of which are the following: a strong work environment, solid work values, strong and stable

leadership, and appointment of the best employees. Besides, achieving profits should be targeted as one of the main values. So, the tendency to invest in new products, strengthening the relationship with the beneficiaries, investing in training, developing cadres and leaders would be valuable. Also the point includes effective management information system, easy and balanced work procedures, conviction in the importance of innovation, and conviction in the importance of people and their inherent capabilities. ( *Waleeman & Porter, 2008* )

• **Focusing on things that achieve primacy and excellence:** as institutional excellence, in order for being meaningful and lucrative, it must be cantered on things that achieve the advantage of prominence. And need to keep sharp eye on our efforts not getting scattered in matters that do not bring success. Besides, it should be a calculative plan to concentrate the advantage of excellence. And this is an important principle for the continuation of administrative excellence for a long period with meaningful result.

• **Encouraging innovation and creative thinking** is considered one of the most basic principles of institutional excellence. It is a combination of few inspiring steps. The necessity of spreading a widespread philosophy that encourages innovative thinking and initiating it without any punishment for failures, while giving the necessary powers for smooth execution. Also ensuring the allocation of rewards to innovators. (*Abu Al-Nasr, 2008*)

• **Consistent self-learning impulsion:** If special education institutions assume that they have reach perfection in achieving their goals and portray their philosophy and strategies on this ideal basis, then this tendency will call for the relentless and recurrent pursuit of having the best. This momentum will pave the way for learning and sketching distinction from others. But to gain this advancement, it is must to keep away from talking about the glories of the past. Instead, it needs to keep the eye on the present and the future.

• **Suitable environment for work:** There is no doubt that the availability of a suitable environment for work and its catalyst helps the institutional excellence in the special educational institutions and that the pursuit of high commands in any educational institution to provide such an environment that is an essential step depending on which could be reached to institutional excellence. The main pillars of suitable environment for work focus on the availability of three basic elements such as the ruling administrative philosophy on the idea of commands in the institution, the daily work habits that's affiliates follow in managing their works and the model that is provided by these commands affiliated with the institution.

### Steps to apply on the institutional excellence

The process of implementing institutional excellence in education goes through five basic stages: the preparation stage for institutional excellence, the planning stage for institutional excellence, the organizing stage for institutional excellence, the evaluation

stage, and the exchange and dissemination stage of experiences related to institutional excellence. These stages can be as follows:

### **1- The preparation and preliminary stage for institutional excellence:**

It is known as the zero stage - which is the stage of formulating the institution's vision and defining its objectives, preparing policies in support of the strategic planning process, forming trends and skills among decision-makers and administrative controls in the institution through the necessary training in order to increase their confidence level in themselves and their ability to lead the processes of change in the institution without fear. The training is preferable to be away from the workplace, as well as specializing the necessary resources to pave the way for institutional excellence.

This stage includes several steps, including: Clarifying the concepts of institutional excellence, their foundations and components for all workers, encouraging them to participate in discussion of them, determining the internal and external needs of the institution and creating the institutional environment. This requires the definition of working individuals of the values and trends associated with institutional excellence, wired models and changes that occur to Institutional life and adopt to the administration of the philosophy of institutional excellence. Then begins implementing specialized training programs on the concept of the system, its importance and principles which institutional excellence is based on and getting rid of resistance to change. That's by clarifying the concept of institutional excellence, encouraging workers to participate in the discussion of that foundations and components, determining students' needs and determining the working steps and procedures with extreme accuracy according to a clear and logical sequence.

In this stage some things are worked out such as the explanatory planning process by developing explanatory plans for implementation and by determining the permanent structure and the resources needed to implement the institutional excellence, the selection of the leadership team of the Institutional Excellence Program, rapporteurs and supervisors, the implementation of this step by all members of the team. This will work out according to a plan drawn up by the administration of the institution to define its objectives, as well as to determine the desires and needs of students which will be suitable for the demands of the job market. This planning is based on setting long-term priorities, managing change inside the institution and discovering new ways that contribute to the development of this educational science in addition to a cooperative plan for work. This will be achieved by establishing realistic resources for the process.

The systematic stage of institutional excellence provides the necessary information to support the other stages. In this regard, it depends on the evaluation, survey lists and interviews at all systematic levels. It also depends on the evaluation of the perceptions of individuals and groups, on aspects of strength and weakness and on the system of the work inside the institution to apply institutional excellence. The systems for institutional excellence is as follows:

- **Efficiency Unit:** It means that the needs of each unit to work efficiently and effectively, setting the standards of institutional excellence which it works in and writing them accurately and clearly.
- **Main direction:** It means that every member of the organization needs to understand the strategy, trends and vision of the institution.
- **Average direction:** It means reducing competition between the administrative units of the organization, realizing the goals and the requirements of the other units and the necessity to mechanisms that lead to work activities with any problem that may hinder the implementation process.

Conducting tasks involves assigning a specific individual to lead each task's plan.

The organizing process for institutional excellence includes some steps, including:

- **Establishing a Council for Institutional Excellence:** It is considered one of the systems that have proven effective in some institutions and it usually consists of chief executives, responsible for planning tasks, groups and controlled by the director. This council is concerned with discussing issues of institutional excellence, organizational objectives, policies of institutional excellence, and plans for institutional excellence.
- **The process of selecting a planning team for institutional excellence programs** involves careful consideration. This team is formed in a way which includes the best quality and institutional excellence as well as the director of quality and excellence. Its responsibilities include studying the concepts of institutional excellence, its applications and making recommendations regarding the applicability of qualified management and proposing an initial plan in the situation of approval of the application of institutional excellence.
- **We form the improvement team in the remaining institutional units, assigning it to each one.** Thus, the foundation of the system of institutional excellence can be completed.

#### **The implementation stage of institutional excellence:**

In this stage, some matters are carried out such as forming the administrative supervision structure over the application process, determining inspiration and reward systems, forming improvement teams, training on work skills, applying to experimental improvement projects, trying to benefit from the investments that have been accomplished in advance and starting effective training processes for directors and workers. As the work is also carried out to evaluate and develop processes and to bring about the necessary changes by specialized teams. This stage includes the selection of implementers and their training with the aim of creating awareness and awareness of institutional excellence in direction of achieving the required goals and developing the necessary skills. This stage also includes the opportunity to achieve continuous progress through the exchange of experiences and investing the results in the organization and encouraging everyone to participate in the improvement processes.

This includes workers and students. The implementation stage includes some steps that Bassiouni explained, those are:

- 1- Working to improve quality and institutional excellence.
- 2- Setting a timetable for the process to implement the quality and institutional excellence.
- 3- Conducting quality control and institutional excellence in the units of the institution.
- 4- Determining the appropriate powers for each individual in accordance with his responsibilities.
- 5- Distributing tasks and responsibilities to individuals in accordance with their capabilities and qualities.
- 6- Increasing the capabilities and skills necessary for implementation through continuous training processes whether they may be workers or teachers. This requires more effort and planning for institutional excellence, identifying the needs of students and improving the performance of each institution.
- 7- Using the problem-solving approach to identify the problems that the institution faces and working to provide appropriate solutions.

#### **5- The evaluation stage:**

This stage usually begins with an evaluation of the goals that the institution seeks to achieve, the procedures that the institution must achieve to achieve these goals, the effectiveness of the current applied approaches aimed at improving the performance of the institution, and the possibility of restructuring the administrative organization to reach institutional excellence in educational institutions. Of the Arab Republic of Egypt, the benefits achieved by the institutional excellence of the institution, defining the requirements for the effective application of institutional excellence within the institution, identifying the obstacles that may hinder the application of institutional excellence and evaluating the effectiveness of the manager's role in improving the quality of performance, and the training programs that can be implemented to improve the performance of employees, and how Achieving student and worker satisfaction, followed by a kind of self-evaluation of things, so that tools can be provided through which visions and expectations can be unified or at least converged with regard to problems, obstacles and proposals for improvement, depending on that on interviews. (Qandil, 2008)

#### **6- The stage of exchanging and disseminating experiences:**

in which the experiences and successes that are achieved from the application of the system are invested, as the institution's management invites all units, divisions and departments in the improvement process, as well as those with clients and suppliers to participate in the improvement processes, and to clarify the advantages that accrue to They all share this. (2) 20, Preece & Anthony). These stages can be reviewed as follows:

#### Fourth:

What are the prerequisites for implementing institutional excellence? Institutional excellence in education is one of the most successful ways to develop and improve the structure of the educational system with its material and human components. Rather, it has become an urgent necessity, and a strategic choice dictated by the nature of the educational and educational trajectory at the present time. Therefore, many private education institutions in Egypt seek To reach distinction, but one of them could not even reach academic accreditation and obtain the ISO certificate. (Ministry of Education, 2017) The application of institutional excellence in educational institutions requires a set of requirements mentioned by Al-Salami (2011), including: Building an integrated strategy for the institution that expresses its main directions and future outlook and includes the following elements: (the mission of the institution, the vision of the institution, the strategic objectives of the institution, the mechanism of preparation Enterprise strategic plans).

- An integrated system of policies that govern and organize the work of the institution and guide those in charge of performance responsibilities adhere to the rules and principles of decision-making.

- An organizational structure that is flexible and commensurate with performance requirements, and is subject to adjustment and adaptation to internal and external developments. Institutional excellence structures are characterized by a higher degree of decentralization as a result of their reliance on empowering workers and empowering them in their respective fields of work, as well as the depth of their use of communication and information technologies.

- An integrated information system that includes mechanisms for monitoring the required information, identifying its sources, means of collecting it, rules for processing, circulation, updating, preservation and retrieval, as well as rules and mechanisms for employing it to support decision-making.

- An advanced human resource management system that shows the rules and mechanisms for planning, attracting and forming human resources, developing them and directing their performance, as well as including rules and mechanisms for evaluating performance and the principles of compensation for workers according to performance results.

- The performance management system includes the rules and mechanisms for determining the actions and functions required to implement the organization's operations, methods for planning targeted performance and determining its rates and levels, rules for directing and monitoring performance and evaluating results and achievements.

- An integrated system for evaluating individual performance and the performance of groups, work teams, and strategic business units, and institutional performance for the purpose of evaluating achievements against the established goals and performance standards.



- Effective leadership in charge of laying the foundations and standards and providing the elements necessary for the proper implementation of plans and programs confirm the institution's potential to achieve institutional excellence.

The current study is consistent with a sincere study (2010) in determining the requirements for achieving institutional excellence in the institutions of special education in the Arab Republic of Egypt, which are as follows:

- An integrated strategic building It expresses the main directions of the institution and its future outlook, an integrated system of policies that govern and regulate the work of the institution, and guide those in charge of performance responsibilities to the rules and principles of decision-making.
- Organizational structures commensurate with performance requirements and can be modified and adapted to internal and external developments.
- An advanced system for assuring the overall quality of the institution that defines the mechanisms for analysing the processes, the foundations for determining quality standards, permitting rates, quality control and quality control mechanisms, and approaches to correcting quality deviations. An integrated information system that includes mechanisms for monitoring the required information, identifying its sources, means of collecting it, rules for processing, circulation, updating, preservation and retrieval, as well as rules and mechanisms for employing it to support decision-making.
- An advanced human resource management system that shows the rules and mechanisms for planning, attracting and forming human resources, developing them, and directing their performance. It also includes the rules and mechanisms of performance evaluation and the principles of compensation for employees according to performance results.
- The performance management system includes the rules and mechanisms for determining the work and functions required to implement the organization's operations, the principles for planning target performance and determining its rates and levels, rules for directing and monitoring performance and evaluating results and achievements.
- An integrated system for evaluating individual performance and the performance of groups, work teams and strategic business units and institutional performance for the purpose of evaluating achievements against the established goals and performance standards.
- Effective leadership that takes care of establishing the foundations and standards and provides the elements for the proper implementation of program plans confirms the institution's opportunities to achieve excellence

The current study aligns with the Al-Sadiq study (2010), defining the following requirements for achieving institutional excellence in special education institutions in the Arab Republic of Egypt:

- An integrated strategic institution that expresses the president's orientations for the institution, its independent view, an integrated system of policies that govern the organization's work and guide those in charge of performance tasks to the rules and foundations for decision-making
- Organizational structures commensurate with performance requirements are subject to adjustment and adaptation to internal and external developments
- An advanced system to assure the total quality of the institution that determines the mechanisms for analysing the processes and the foundations for determining the quality standards, the permissible rates in it, the quality control and quality control mechanisms and the approaches to correcting quality deviations
- An integrated information system that includes mechanisms for monitoring the required information and identifying its sources, means of collecting it, the rules for processing, circulation, updating, preservation and retrieval, as well as rules and mechanisms for employing it to support decision-making
- A performance management system that includes the rules and mechanisms for determining the actions and job required to save organizational work, methods for planning the targeted performance and determining its rates and levels, rules for guiding performance, following and evaluating results and achievements. The system integrates the assessment of individual performance, the performance of work groups and teams, strategic business units, and institutional performance, with the aim of gauging success through the measurement of goals and established performance standards.

Effective leadership plays a crucial role in attaining institutional excellence in special education institutions, as it establishes the necessary foundations and standards for the successful execution of program plans. In achieving quality and excellence, and therefore it is necessary to focus on the availability of all the positive and effective qualities of those who assume the responsibility of supervision and leadership in the institution with the aim of the possibility of optimal investment of all human resources.

It is also defined by some as intellectual ability, clarity of purpose, building organizational structures that are flexible and easy to communicate, use information technology, focus on team work, emphasize creating a distinct identity in the special education institution through a distinct organizational climate , focus on democratic administrative

The realization of these principles and foundations of the special education institution requires the following (creasy & et al,2001)

- Apply the team management method
- Raise the morale of the worker
- It offers an electronic platform for the exchange of data and information.
- We are enhancing the spirit of competition for continuous improvement.
- Fulfil needs of workers, students and teachers



- Achieving communication between all members of the organization vertically
- Avoiding mistakes before they happen facilitates the application of quality and will.

Looking at the administrative organization processes and this is what the researcher studies during the current study from the foregoing it is clear that the foundations of the institutional excellence in special education institutions are represented in:

Distinguished leadership that creates distinction and determines it, the distinct organizational environment, clarity of vision, mission and strategic goals of all workers in the institution, and focus on the worlds and empower them and their involvement and proximity to them ,solve their problems ,Ensure that the human staff is qualified and trained to ensure excellence. The institution prioritizes performance and improvement, competitiveness, creativity, and innovation. It also engages in continuous institutional and self-evaluation, fosters partnership development, takes social responsibility seriously, pays attention to the needs of the institution's beneficiaries, and pays close attention to the final results.

#### **Fifth: The obstacles to implement institutional excellence.**

The global declarations issued by the United Nations, in particular the declaration issued in 2005 AD, which made 2005 AD until 2014 AD the era of education for sustainable development, emphasised the challenges posed by the current global changes. Experts and those concerned with the educational field in the Arab countries have unanimously agreed that the problem of education lies in its lack of quality, so the trend is still focused on quantitative expansion at the expense of paying attention to quality issues and controlling its measures at all levels, as education is still dominated by the prevalence of the traditional character and the restriction of opportunities for creativity and the absence The integrated view of the formation of the individual, the inability of education to achieve social justice, the separation from the world of work, the multiplicity of patterns between government and private, national and foreign learning, and the low level of teachers to other than that of the defects and shortcomings that limit the application of the concept of quality and excellence in education, and as a result of all this education has become in most Arab countries an obstacle to development instead of being a tool for developing the present and guiding the future and supporting Arab cultural identity (Al-Shibli-2010).

Many schools suffer from internal and external problems and obstacles that reduce their capabilities to achieve their goals, as well as prevent the achievement of institutional and administrative excellence. Among the most prominent problems and obstacles facing the process of implementing institutional excellence are those that Shaker and Ziyadat (2007) explained in the following points:

1. Multiple forms of waste Non-renewable resources, the most important of which is time.

2. The lack of consistency between the objectives and values of the institutions and between the performance standards, employee behavior, and the clarity of the contradiction are all important considerations.
3. There is a gap between the expectations of management and the goals of its employees.
4. The dispersion of responsibilities between levels and individuals of the school administration, and the weakness of systems of accountability mechanisms and accountability for performance results within institutions.
5. Lack of clarity of institutional excellence standards and their foundations in performance planning, and mixing of managers' personal visions with actual facts and information.
6. Following traditional patterns and standards in organising and building organisational structures on the basis of divergent functional groups, unlike interrelated processes that produce values in the organisation.
7. The confinement of some special education institutions in the problems of the present, and dealing with the requirements of the short period, without adequate consideration of the requirements for preparing for the future.
8. The formal use of new technologies and technology, and being satisfied with the outward aspect of acquiring these technologies without working to absorb and activate them.
9. The school's 'lack of systems and mechanisms directed at serving and satisfying students, and then diminishing the schools' competitive capabilities.
10. Lack of awareness of the central capabilities and sources of competitive power for schools, and thus the absence of a clear administrative vision for how to invest in and activate these capabilities in achieving superiority over competitors and institutional excellence in student service.

Zayed (2010) explained the following obstacles stand in the way of achieving institutional excellence in special education schools:

1. The low remuneration of individuals who work well for their work, or the lack of remuneration.
2. The weakness of the stability of the administration and its permanent change, in the sense of the succession of managers in the same institution
3. Focus on short-term goals and the inequality of goals and objectives.
4. The multiplicity of beneficiaries from schools, which results in the difficulty of determining the priorities and services that must be available with the difficulty of defining criteria for measuring the quality of services.
5. Focusing on performance evaluation, not on conscious leadership that helps individuals achieve a high level of performance.
6. Weakness of the institution's information system, meaning its less reliance on modern technology in building the communication process.

7. The lack of accurate and fast data and information about the educational system and its results.
8. The management is hindered by the limited availability of effective information systems.
9. The dropping out of school personnel, their abandonment, and their dismissal from performing their duties partially and completely.
10. The opposition of many workers to institutional excellence because of its contents, which they consider it inconsistent with the nature of schools.

In addition, there are some other obstacles, including the following: (Steed, 2002)

1. Bureaucratic institutions' reluctance to make institutional excellence a priority.
2. The low level of the system or the way in which the work is conducted, as some administrative institutions adopt a weak system that is dominated by monotonous routine work only, which is an obstacle to the spirit of initiative.
3. Weak support for teamwork, adherence to familiar patterns, lack of clarity of vision, absence of internal motives for excellence and creativity, as well as the absence of an atmosphere of freedom, are present.
4. Bureaucracy and the accompanying rigidity, complexity, and lack of clarity of objectives, lack of utilisation of information systems in a way that ensures rapid and continuous access to information between departments and departments, and weakness of the infrastructure, It is necessary to achieve institutional excellence, especially with regard to electronic management.
5. The institutional excellence programs depend on the institutional excellence experts more than the ordinary persons in the institution.
6. Focusing on specific methods in achieving institutional excellence, and not on the whole system.
7. Lack of flexibility in the organisational structure and its lack of efficiency.
8. Lack of adequate support for institutional excellence applications.
9. Lack of favorable distribution and loss of responsibilities among the levels and individuals of management, and weakness of systems and mechanisms of accountability and accountability for performance results.
10. The weakness of the ability to observe the changes in the markets and the slow response to those variables and taking advantage of or avoiding their opportunities and threats they pose.
11. The lack of clarity of the principles and standards of management in planning performance and directing the behaviour of employees, and mixing of personal visions of managers with actual facts and information.
12. Following traditional patterns in administrative organisation and the reliance of building organisational structures on divergent functional groups and not on the basis of interrelated processes that produce values in institutions.

13. Being restricted to the problems of the present and dealing with the requirements of the short period without considering sufficient requirements to prepare for the future. (Zayed, 2010)
14. Multiple forms of waste of resources, especially non-renewable resources, are the most important and consuming more time in operations reduces the chances of reaching markets in a timely manner.
15. The marginal use of modern technologies such as information and communication technologies and computers, and being satisfied with the formal aspect of acquiring these technologies cannot be absorbed and activated without work.
16. Weak marketing orientation and lack of systems and mechanisms directed at serving and satisfying students, and thus diminishing the competitive capabilities of institutions.
17. The weak investment of the central capabilities and sources of competitive strength of the institution and the absence of a clear administrative vision for how to activate these capabilities in achieving excellence and excellence in student service. (Zayed, 2010)

These obstacles and others had a clear impact on the failure and collapse of many special education institutions, as the weakness and confusion of other institutions, along with their lack of competitiveness, are also significant factors.

Given the increasing pressures arising from the movement of variables in recent years, including technical developments and economic and political transformations. A social change has transformed the conditions of numerous societies and countries.

The company found itself facing difficult situations that require a comprehensive review of their conditions with the aim of rebuilding institutions on new foundations seeking to provide the necessary pillars to deal with the changing situations in the new global business system.

It is necessary for special education institutions to strive for institutional excellence.

the concept of institutional excellence in line with their nature, objectives, and responsibilities, which differ from one institution to the other according to its vision and goals aligned with policies and strategies that support them achievement of its vision and goals, based on his is founded on the indicators of institutional performance.

Excellence models that shed light on the gaps, understand and analyze them, and

Defining the requirements for amending them is necessary to achieve outstanding performance.

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