

Benchmarking and key performance indicators for the Department of Sports Management, Faculty of Physical Education for Girls, Alexandria University, and the corresponding Departments

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Research problem and its importance:

Universities are important institutions in raising the level of education and scientific research in all fields, thus achieving a link between their goals and the needs of the developed society (28: 358)

The National Authority for Quality Education and Accreditation (2015) has decided to raise the quality and continuous development of education and the adoption of educational institutions in accordance with national standards in line with international standards. (14:24)

The Faculty of Physical Education is a scientific institution of importance in the university. (19: 27), (32: 289)

The Faculty of Physical Education for Girls Alexandria University offers a number of programs to prepare qualified scientific cadres to meet the needs of the labor market (28: 1)

The order of the colleges of physical education in obtaining the accreditation is as following "Faculty of Physical Education Mansoura University, Faculty of Physical Education for Girls Alexandria University, Faculty of Physical Education Boys Alexandria University" (20)

In the light of the above, the two researchers seek to provide the accreditation requirements to achieve excellence and find a leading position and achieve this only by conducting benchmarking.

Benchmarking is one of the most important processes carried out by the educational institution through which it can be determined from all administrative, academic and research aspects. (13: 21), (33: 195) (20), (10: 15)

Alwan (2001), Ahmed Ben Saleh (2003) and Haider Al Masoudi (2010) agreed to define benchmarking as a continuous research process and compare the performance of services and practices in a given institution with the best pioneers in the same services provided, and the measurement can be internally that the institution compares its performance in the current year with its performance in previous years. (18: 81, 82). (3:77). (15:11)

Abdul Rahman Tawfiq (2004) divides benchmarking patterns into:

"Internal benchmarking, external benchmarking ". (2: 9, 10)

Anderson & Moen (2006) mentions benchmarking steps as:

"Planning, Research, Data Collection, Analysis, Maturation" (6: 12)

Abdurrahman Tawfiq (2004) and Abdel Hamid El Maghraby (2006) agree on the application of benchmarking in "focus on beneficiary satisfaction, leadership support and commitment, availability of accurate information systems, homogeneity among comparison units, organizational culture change" (2: 47), (1: 451)

Benchmarking is one of the evaluation methods to determine the quality of higher education institutions. (12: 11)

The National Evaluation and Accreditation Authority (2013) defines performance indicators as a set of quantitative and qualitative measures used to track performance over time to determine how well they meet agreed performance levels. (26: 14)

The results of **Nasreddin Hamdi Said study (2008) (24), Sawsan Shaker Majid (2012) (31)** show that three different models of universities in the world emerged to determine the measurement indicators within these universities: "American Universities, European Universities, Japanese Universities" , The existence of the largest system of higher education in the world in Japan, and was based on a set of indicators were developed based on the integration of both the American and European models and are indicators of "educational, research, community service.

The two researchers relied on indicators of the Japanese model "educational indicators, research, community service" in the design of the questionnaire form.

The researchers investigated the problem of research by conducting an interview with a number of (3) heads of sports administration departments at the faculties of Physical Education, Alexandria University for Boys and Girls, Mansoura University, in order to

identify the reality of applying benchmarking, the responses indicate that there are obstacles to the application of benchmarking.

As well as the results and recommendations of previous studies, such as the results of **Awad Abdullah Al-Qurani** study (8), which indicate that the values of performance indicators become useless and difficult to explain if they are not compared with similar values in international universities. **Broderick, A., Garry, T. and Beasley, M.** (2010) (11) on the emergence and application of new comparative techniques in new organizational contexts and greater emphasis on standards. The results of a study by **Jonathan D. Pemberton¹, George H. Stonehouse² and David J. Yarrow** (2001) (17) indicate that the benchmarking leads to a significant improvement in organizational performance, and as recommended by **André Knipe** (2002) (7) by training all individuals who will participate in the benchmarking on the measurement methodology, and the results of a study of **Barriers and Benefits Sue Bergin** (2000) (9) that ensures the importance of educational institutions and governmental and industrial associations to apply benchmarking.

In the light of the above, the two researchers headed towards this research entitled:

“Benchmarking and performance measurement indicators for the Department of Sports Management Faculty of Physical Education for Girls University of Alexandria and the corresponding sections”

Research Goal:

The aim of the research is to identify the benchmarking and performance indicators of the Department of Sports Management in the Faculty of Physical Education for Girls, Alexandria University and the corresponding departments by identifying the following:

- The level of application of benchmarking "patterns, stages, and components of comparison".
- The level of performance indicators "educational, research, community service."
- The impact of benchmarking in improving performance measurement indicators.

Research procedures:

Research Methodology: The descriptive approach was used.

Research community:

The research community includes all members of the teaching staff and the supporting staff in the sports administration departments of the Faculty of Physical Education for girls and boys Alexandria University, Faculty of Physical Education Mansoura University. The total of the basic research sample (37) was single (78.72%) of the total research population (47).

Data collection tools: questionnaire form designed by the researchers.

Scientific transactions of the questionnaire form:

First: The form is certified: the consistency coefficient of the statements of the questionnaire form

Table (1) internal consistency coefficient (Dimension correlation coefficient with the total sum of the axis to which it belongs)

Axis	Dimension	N.	Internal consis. coff.	Axis	Dimension	N.	Internal consis. coff.	Axis	Dimension	N.	Internal consis. coff.
First Axis	First Dim.: Benchmarking Patterns	١		Continue First Axis	Continue the second dimension: Benchmarking Stages	٧/٣	*.٨١٢	Continue Second Axis	Second Dim.: Research Indicators	١٤	*.٧٨٦
		١/١	*.٧٧٣			٨/٣	*.٧٧٧			١٥	*.٧٧٧
		٢/١	*.٧٥٥			٩/٣	*.٧٢٣			١٦	*.٧٧١
		٣/١	*.٧٩٧			١٠/٣	*.٧٣١			١٧	
		٤/١	*.٧١٩			١١/٣	*.٧٢١			١/١٧	*.٧٦٩
		٥/١	*.٧٥٤			١٢/٣	*.٨٢٢			٢/١٧	*.٧٧١
		٦/١	*.٧٤٥			١٣/٣	*.٨١٨			٣/١٧	*.٧٦٣
		٧/١	*.٧٢٤			١٤/٣	*.٧٥٠			٤/١٧	*.٨١٩
		٨/١	*.٧٢٦			١٥/٣	*.٧٦١			١٨	*.٧٩٢
		٩/١	*.٧٣٨			٤	*.٧٦٢			١٩	
		١٠	*.٧٦٢			٥	*.٧٤٠			١/١٩	*.٨٠٥
		٢				٦	*.٧٧٠			٢/١٩	*.٧٣١
		١/٢	*.٧١١			٧	*.٧٦٤			٣/١٩	*.٧٩٠
		٢/٢	*.٧٧٣			٨	*.٧٦١			٤/١٩	*.٧٤٣
	٣/٢	*.٧٧٥	٩	*.٧٣٧	٢٠	*.٨٠١					
	٤/٢	*.٧٩٢	١٠	*.٨١٥	٢١	*.٧٨٢					
	٥/٢	*.٧٣٧	١١	*.٧٨١	٢٢						
	٦/٢	*.٧٣٣	١٢		١/٢٢	*.٨١١					
	Second Dim.: Benchmarking Stages	٣		Second Axis	First Dim.: Educational Indicators	١/١٢	*.٧٣٧		Third Dim.: Community Service Indicators	٢/٢٢	*.٧٢٥
		١/٣	*.٧٢٢			٢/١٢	*.٨٠٢			٢٣	
		٢/٣	*.٨١٨			٣/١٢	*.٨١٠			١/٢٣	*.٨٢٢
		٣/٣	*.٨١٤			٤/١٢	*.٧٥٢			٢/٢٣	*.٧٩٦
		٤/٣	*.٨٠٥			٥/١٢	*.٧٢١			٣/٢٣	*.٧٢٠
		٥/٣	*.٧٣٤			٦/١٢	*.٧٣٦			٤/٢٣	*.٧٢٩
٦/٣		*.٧٢٦	١٣			*.٨٠٤	٢٤	*.٧٦٧			

* Significant at 0.05 = 0.707

Second: Alpha stability of Cronbach

Table (2) Cronbach alpha coefficient for the dimensions and axes of the questionnaire (n = 7)

Axes		Alpha coefficient of Cronbach	
		For axes	Of the questionnaire as a whole
The first level: the level of application of benchmarking "patterns, stages, and components of comparison" in the sports management departments	First Dimension: Comparison Patterns	٠.٧٣١	٠.٨٣٤
	Second Dimension: Benchmarking stages	٠.٧٦١	
	Third Dimension: Comparison Components	٠.٧٢٢	
The second axis: the level of indicators of performance measurement "educational, research, community service" in sports management departments	First Dimension: educational indicators	٠.٧٥١	٠.٨١٢
	Second Dimension: Research Indicators	٠.٧٤٩	
	Third Dimension: Community Service Indicators	٠.٧٢٨	

Statistical Processes:

"Frequency, percentage, correlation coefficient, alpha-Cronbach stability, Q^2 , Analysis of variance, ANOVA, arithmetic mean, standard deviation, scheffe"

View and discussion of the results:

First: The results of the dimensions of the first axis: the level of application of benchmarking "patterns, stages and components of comparison" in the departments of sports administration colleges (Faculty of Physical Education Girls (Alexandria) - Faculty of Physical Education Boys (Alexandria) - Faculty of Physical Education (Mansoura))

Table (3): Percentage of approval of teaching staff members and the supporting staff on the first dimension: Benchmarking Patterns

N.	Statement	Repetition and percentage of approval of the faculty members of the departments of sports management in some colleges of physical education									
		Physical Edu. Girls (Fleming) Alex. N = 16		Physical Edu. Boys (Abu Qir) Alex. N = 11		Physical Edu. Mans. N = 10		Q ²	Basic research sample for the three faculties N = 37		Order
		Rep.	%	Rep.	%	Rep.	%		Rep.	%	
١	Conducting a comparison between the internal operations of the Department of Sports Management in order to improve performance, which include:										
١/١	The executive plan of the department.	١٢	٧٥	١١	١٠٠	٧	٧٠	*٦,٣٣	٣٠	٨١,٠٨	٣
1/2	Communication and reports of the bachelor degree program.	١٦	١٠٠	١٠	٩٠,٩١	١٠	١٠٠	٠,٥٧	٣٦	٩٧,٣٠	١
1/3	Communication and reports of bachelor's degree courses.	١٦	١٠٠	١٠	٩٠,٩١	٩	٩٠	٠,٦٥	٣٥	٩٤,٥٩	٢
1/4	Communication and reports of postgraduate programs	١٦	١٠٠	١٠	٩٠,٩١	١٠	١٠٠	٠,٥٧	٣٦	٩٧,٣٠	١
1/5	Communication and reports of postgraduate courses.	١٦	١٠٠	١٠	٩٠,٩١	١٠	١٠٠	٠,٥٧	٣٦	٩٧,٣٠	١
1/6	Analysis of the results of the bachelor's degree.	٨	٥٠	٢	١٨,١٨	٣	٣٠	*١٥,٨١	١٣	٣٥,١٤	٥
1/7	Analysis of the results of the higher studies stage.	٠	٠,٠٠	٠	٠,٠٠	٠	٠,٠٠		٠	٠,٠٠	٧
1/8	Percentage of research trends in each field of sports management in light of the research plan on an ongoing basis.	٤	٢٥	١٠	٩٠,٩١	٧	٧٠	*٣٦,٦١	٢١	٥٦,٧٦	٤
1/9	Analysis of the results of the students' survey at the undergraduate level.	١٦	١٠٠	١١	١٠٠	٩	٩٠	٠,٦٩	٣٦	٩٧,٣٠	١
1/10	Analysis of the results of the survey of the students' postgraduate studies.	٦	٣٧,٥	٢	١٨,١٨	١	١٠	*١٨,٢١	٩	٢٤,٣٢	٦
٢	The department makes comparisons with the corresponding sections on:										
2/1	Strategies that have led to the success of other divisions.	٢	١٢,٥	٥	٤٥,٤٥	٣	٣٠	*١٨,٥٤	١٠	٢٧,٠٣	٢
2/2	Activities and services in order to identify the strengths and weaknesses of the departments of sports administration in different faculties.	٤	٢٥	٦	٥٤,٥٥	٨	٨٠	*٢٨,٤٩	١٨	٤٨,٦٥	١
2/3	One of the jobs in the department with the corresponding departments or in other fields.	٢	١٢,٥	٢	١٨,١٨	٣	٣٠	*٧,٨٨	٧	١٨,٩٢	٣
2/4	Foreign exchange agreements are carried out through a database that contains information about different sections.	٠	٠	٠	٠,٠٠	٠	٠		٠	٠,٠٠	٤
2/5	The use of an external consultant to collect and transfer information to and from the participating sections of the comparison process.	٠	٠	٠	٠,٠٠	٠	٠		٠	٠,٠٠	٤
2/6	International Benchmark this mode is used when organizations with outstanding performance are not available in sports management.	٠	٠	٠	٠,٠٠	٠	٠		٠	٠,٠٠	٤

* Q² significant at the level of 0.05 = 5.99

Table (4) Percentage of approval of faculty members and the supporting staff on the second dimension: The stages of benchmarking

N.	Statement	Repetition and percentage of approval of the faculty members of the departments of sports management in some colleges of physical education									
		Physical Edu. Girls (Fleming) Alex. N = 16		Physical Edu. Boys (Abu Qir) Alex. N = 11		Physical Edu. Mans. N = 10		Q ²	Basic research sample for the three faculties N = 37		Order
		Rep.	%	Rep.	%	Rep.	%		Rep.	%	
3	The department seeks to achieve competitive advantage with the corresponding departments by conducting the benchmarking on a continuous basis, namely:										
3/1	Forming a team of faculty members and the supporting staff to benchmark in the Department of Sports Management.	٣	١٨.٧٥	١	٩.٠٩	٢	٢٠	٤.٤٧	٦	١٦.٢٢	١٠
3/2	Planning on the basis of clear scientific criteria for conducting benchmarking in the department.	٥	٣١.٢٥	٦	٥٤.٥٥	٤	٤٠	*٦.٦٠	١٥	٤٠.٥٤	٧
3/3	Gather best practice data for corresponding sections whose performance will be compared to the department performance	٧	٤٣.٧٥	٦	٥٤.٥٥	٦	٦٠	٢.٥٩	١٩	٥١.٣٥	٦
3/4	Develop appropriate plans using this information to improve performance	١١	٦٨.٧٥	١٠	٩٠.٩١	١٠	١٠٠	*٩.٤٨	٣٢	٨٦.٤٩	١
3/5	Comparison of plans and methods of work over previous years to achieve success of benchmarking.	٨	٥٠	٤	٣٦.٣٦	١٠	١٠٠	*٣٦.١٤	٢٢	٥٩.٤٦	٥
3/6	Identify the internal strengths and weaknesses of the department for the success of the benchmarking process.	١٢	٧٥	١١	١٠٠.٠٠	٦	٦٠	*١٠.٤٣	٢٩	٧٨.٣٨	٣
3/7	Avoiding gaps by conducting comparisons.	٩	٥٦.٢٥	٩	٨١.٨٢	٤	٤٠	*١٤.٩٧	٢٢	٥٩.٤٦	٥
3/8	The faculty and support staff have a clear understanding of all the processes in the department.	١٢	٧٥	٩	٨١.٨٢	٨	٨٠	٠.٣٢	٢٩	٧٨.٣٨	٣
3/9	Identify the different roles and methods of all participants in the benchmarking process that lead to better performance.	٢	١٢.٥	٤	٣٦.٣٦	٣	٣٠	*١١.٦٢	٩	٢٤.٣٢	٩
3/10	Identify areas that require change.	١١	٦٨.٧٥	١٠	٩٠.٩١	٧	٧٠	٤.٠٥	٢٨	٧٥.٦٨	٤
3/11	Conducting various benchmarks to strengthen the centers of power in the department.	٤	٢٥	٦	٥٤.٥٥	٤	٤٠	*١٠.٩٥	١٤	٣٧.٨٤	٨
3/12	The ability of the department to choose the best methods applied by the other departments to perform the comparison operations	١٠	٦٢.٥	٦	٥٤.٥٥	٦	٦٠	٠.٥٦	٢٢	٥٩.٤٦	٥
3/13	Develop and implement action plans and take all necessary measures to implement the proposed changes to improve the performance of the department	١٥	٩٣.٧٥	٩	٨١.٨٢	٧	٧٠	٣.٤٥	٣١	٨٣.٧٨	٢
3/14	Monitor the results and the level of progress achieved after each comparison	٧	٤٣.٧٥	٥	٤٥.٤٥	٣	٣٠	٣.٦١	١٥	٤٠.٥٤	٧
3/15	Monitor progress in performance and results to identify and review elements of the benchmarking process to ensure continuity of development and improvement	٦	٣٧.٥	٥	٤٥.٤٥	٤	٤٠	٠.٨١	١٥	٤٠.٥٤	٧

* Q² significant at the level of 0.05 = 5.99

Table (5) Percentage of approval of faculty members and the supporting staff on the expressions of the third dimension: The components of Benchmarking

N.	Statement	Repetition and percentage of approval of the faculty members of the departments of sports management in some colleges of physical education									
		Physical Edu. Girls (Fleming) Alex. N = 16		Physical Edu. Boys (Abu Qir) Alex. N = 11		Physical Edu. Mans. N = 10		Q ²	Basic research sample for the three faculties N = 37		Order
		Rep.	%	Rep.	%	Rep.	%		Rep.	%	
٤	Qualified human resources for benchmarking.	١١	٦٨,٧٥	٧	٦٣,٦٤	٧	٧٠	٠,٣٤	٢٥	٦٧,٥٧	١
٥	Training the faculty members in the department on how to benchmark in a scientific way.	٥	٣١,٢٥	٢	١٨,١٨	٤	٤٠	* ٨,٠٩	١١	٢٩,٧٣	٤
٦	Financial allocations to conduct reference studies on best practices in sports management departments.	٣	١٨,٧٥	٢	١٨,١٨	٣	٣٠	٣,٩٨	٨	٢١,٦٢	٥
٧	A modern database to be used for benchmarking.	٩	٥٦,٢٥	٦	٥٤,٥٥	٦	٦٠	٠,٢٧	٢١	٥٦,٧٦	٢
٨	Technological means that contribute to the application of benchmarking.	٦	٣٧,٥	٤	٣٦,٣٦	٧	٧٠	* ١٥,٢٢	١٧	٤٥,٩٥	٣

* Q² significant at the level of 0.05 = 5.99

Second: the results of the dimensions of the second axis: the level of indicators of performance measurement, "educational, research and community service" in the departments of sports management

Table (6) Percentage of approval of the faculty members and the support staff in the section on the statements of the first dimension: Educational Indicators

N.	Statement	Repetition and percentage of approval of the faculty members of the departments of sports management in some colleges of physical education									
		Physical Edu. Girls (Fleming) Alex. N = 16		Physical Edu. Boys (Abu Qir) Alex. N = 11		Physical Edu. Mans. N = 10		Q ²	Basic research sample for the three faculties N = 37		Order
		Rep.	%	Rep.	%	Rep.	%		Rep.	%	
٩	Setting a goal related to the educational field within the objectives of the department.	١٦	١٠٠	١١	١٠٠,٠٠	١٠	١٠٠	٠,٠٠٠	٣٧	١٠٠,٠٠٠	١
١٠	Provide a study plan for each semester.	١٦	١٠٠	١١	١٠٠,٠٠	١٠	١٠٠	٠,٠٠٠	٣٧	١٠٠,٠٠٠	١
١١	Review courses to make corrective decisions.	١١	٦٨,٧٥	٧	٦٣,٦٤	٨	٨٠	١,٩٨	٢٦	٧٠,٢٧	٢
١٢	A survey of the students of the department on the level of educational service provided by each course in terms of:										
12/1	Targeted learning outcomes	١٦	١٠٠	١١	١٠٠,٠٠	١٠	١٠٠	٠,٠٠٠	٣٧	١٠٠,٠٠٠	١
12/2	Faculty Member	١٦	١٠٠	١١	١٠٠,٠٠	١٠	١٠٠	٠,٠٠٠	٣٧	١٠٠,٠٠٠	١
12/3	Member of the supporting staff	١٦	١٠٠	١٠	٩٠,٩١	١٠	١٠٠	٠,٥٧	٣٦	٩٧,٣٠	٢
12/4	Labs.	١٦	١٠٠	٣	٢٧,٢٧	١٠	١٠٠	*٤٦,٥٥	٢٩	٧٨,٣٨	٤
12/5	Lecture Halls	١٦	١٠٠	١١	١٠٠,٠٠	٣	٣٠	*٤٢,٦١	٣٠	٨١,٠٨	٣
12/6	Stadiums and halls	١٦	١٠٠	٤	٣٦,٣٦	١٠	١٠٠	*٣٤,٢٧	٣٠	٨١,٠٨	٣
١٣	Match the learning outcomes of each course description and matrix separately with the program	١٦	١٠٠	١١	١٠٠,٠٠	١٠	١٠٠	٠,٠٠٠	٣٧	١٠٠,٠٠٠	١

* Q² significant at the level of 0.05 = 5.99

19/1	An internal library in the department used by students to borrow scientific researches.	١٦	١٠٠	١١	١٠٠	١٠	١٠	١٠٠	٣٧	١٠٠	١
19/2	An electronic internal library in the department that is used by students.	٠	٠	١١	١٠٠	٠	٠	٠	١١	٢٩,٧٣	٥
19/3	Evaluation of research forms.	١٣	٨١,٢٥	١٠	٩٠,٩١	٩	٩٠	١٠٠	٣٢	٨٦,٤٩	٢
19/4	To feed the research plan in modern research fields on an ongoing basis.	١٢	٧٥	٩	٨١,٨٢	٧	٧٠	١٠٠	٢٨	٧٥,٦٨	٣

* Q² significant at the level of 0.05 = 5.99

Table (8) Percentage of approval of faculty members and the supporting staff on the third dimension statements: Indicators of Community Service

N.	Statement	Repetition and percentage of approval of the faculty members of the departments of sports management in some colleges of physical education									
		Physical Edu. Girls (Fleming) Alex. N = 16		Physical Edu. Boys (Abu Qir) Alex. N = 11		Physical Edu. Mans. N = 10		Q ²	Basic research sample for the three faculties N = 37		Order
		Rep.	%	Rep.	%	Rep.	%		Rep.	%	
٢٠	Develop a plan by the department to serve the community and the environment.	٦	٣٧,٥	٣	٢٧,٢٧	٥	٥٠	٦,٧٧	١٤	٣٧,٨٤	٢
٢١	Include a goal related to community service and environmental affairs within the objectives of the department.	١٣	٨١,٢٥	١٠	٩٠,٩١	٨	٨٠	١٠٠	٣١	٨٣,٧٨	١
٢٢	Services are provided by the Department to serve the community and the environment on an ongoing basis, including:										
22/1	Holding seminars and workshops by the department for the concerned parties in the sport to contribute to community service.	١١	٦٨,٧٥	٨	٧٢,٧٣	٧	٧٠	١٠٠	٢٦	٧٠,٢٧	٢
22/2	Participation in organizing many activities to serve	١٣	٨١,٢٥	١٠	٩٠,٩١	٨	٨٠	١٠٠	٣١	٨٣,٧٨	١

	different groups in society.										
٢٣	Communication between the members of the Department and the external audience through the following means of communication:										
23/1	Publishing	٧	٤٣.٧٥	٧	٦٣.٦٤	٦	٦٠	٤.٠٢	٢٠	٥٤.٠٥	٤
23/2	Seminars	٩	٥٦.٢٥	٩	٨١.٨٢	٤	٤٠	١٤.٩٧	٢٢	٥٩.٤٦	٣
23/3	Social Media websites	١٠	٦٢.٥	٨	٧٢.٧٣	٧	٧٠	٠.٨٢	٢٥	٦٧.٥٧	٢
23/4	Conferences	١٦	١٠٠	١١	١٠٠.٠٠	٣	٣٠	٤٢.٦١	٣٠	٨١.٠٨	١
٢٤	The opinion of the external public regarding the services rendered by the department to the community.	٦	٣٧.٥	٤	٣٦.٣٦	٥	٥٠	٢.٧٧	١٥	٤٠.٥٤	٥

* Q² significant at the level of 0.05 = 5.99

Table (3) describes the differences between the responses of the research sample on the first axis statements. The first dimension: Benchmarking patterns the consensus of the research sample on the statements (1/2, 1/3, 1/4, 1/5, 1/9), Where the value of Q^2 is between the percentage of approval (0.57: 0.69) with a total approval ranged between (94.59: 97.30%)

The National Commission for Academic Accreditation (2009) emphasizes the importance of obtaining documents and records containing the program specifications and decisions to implement the proposed changes. (25: 1)

Jamila Saeed Qambar (2016) (16) recommends the use of the benchmarking method in assessing performance.

While there are statistically significant differences in the statements of numbers (1/6, 1/10, 2/1, 2/3), where the value of Q^2 is between the percentage of approval (7.88 *: 18.54 *) with a low total approval ranged from (18.92 : 35.14%)

Nadia Radii Abdel Halim (2011) (23) recommends that universities should be interested in long-term strategy.

It is also evident that the opinions of the research sample are different in statements of the numbers (1/8, 2/2). The value of Q^2 , respectively, was 36.61*, 28.49*, with a total approval rate of (56.76%, 48.65%)

The results of the study of **Majbell Dawa Ismail** (2007) (22) confirm the importance of selecting a university and sharing with it to exchange information and benchmark.

Table (4) shows differences between the responses of the research sample on the first axis statements. Second dimension: Benchmarking stages the consensus of the sample of the research was low on the statements (3/1, 3/14, 3/15) (0.81: 4.47) where the value of Q^2 was (0.81: 4.47)

This is in line with the results of **Safa Mohamed Abdel Dayem** study (2010) (29) the need for benchmarking is done through the identification of a multi-skill team and expertise.

The responses of the study sample also agreed on statements (3/3, 3/8, 3/9, 3/12, 3/13). The value of Q^2 ranged between 0.32 and 4.05 with a total approval percentage ranging from (51.35%: 83.78 %)

Awad bin Ali Al-Kurani and others (2014) (8) recommend the need to provide some data related to performance indicators to meet the difficulties within the institution.

While there are statistically significant differences in the statements of numbers (3: 3, 3/10, 3/11), where the value of Q^2 is between the percentage of approval (6.60 *: 11.62 *) and the percentage of total approval was low ranging between (24.32: 40.54%).

There are also statistically significant differences in statements of numbers (3/4, 3/5, 3/6, 3/7). The value of Q^2 between the approval percentages ranged between (9.48 *: 36.14 *) and the percentage of total approval ranged between (59.46: 86.49%) where the trend was towards yes.

The results of the study by **Ali Razaak Al-Aabdi, Hisham Fawzi Al-Aabdi** (2007) (5) confirm that the benchmarking method is an effective way of introducing improvements and enhancing the performance of the organization.

In the opinion of the researchers it is necessary to measure the performance of sports management departments on a continuous basis and compare it with the best departments corresponding.

Table (5) shows the differences between the responses of the research sample on the statements of the axis. The third dimension: The components of Benchmarking the consensus of the research sample on the two statements (4), (7) where the value of Q^2 (0.34), (0.27) with total approval percentage (67.57%), (56.67%).

This is in line with the results of **Safa Mohamed Abdel Dayem** study (2010) (29) that benchmarking will only be accomplished by gathering information on the strategies of the interviewees, future plans, and recent trends in the field.

While the responses of the basic research sample were negative (21.62%) on the statement 6 and the value of Q^2 (3.98) on the weak financial allocations for benchmarking.

A study by **Jamila Sa'id Qambar** (2016) (16) recommends the adoption of a budget for all colleges to accomplish benchmarking.

There were also statistically significant differences in statements of (5) and (8). The value of the square was (8.09 *), (15.22 *) respectively, with a low percentage of approval (29.73%), (45.95%)

The results of **Salih Plaska's** study, **Noureddine Meziane** (2013) (30) confirm that the systematic use of benchmarking contributes to bridging contradictions, with the introduction of modern technology.

A study by **Ali Razaak Al-Aabdi, Hisham Fawzi Al-Aabdi** (2007) (5): The need to deepen knowledge in the method of benchmarking in the evaluation of university performance.

Table (6) shows the differences between the responses of the research sample on the second axis statements. The first dimension: The educational indicators the consensus of the research sample on the statements (9, 10, 11, 13) where the value of Q^2 is (0.00, 1.98) and the percentage of total approval ranged between (70.27%: 100%).

This is in line with the findings of the study of **Nora Fayez Abdel Aati** (2015) (27) that the need to provide advanced study programs in the light of national standards for the development of professional knowledge and skills.

It is also evident that there are no statistically significant differences in the statements (12/1, 12/2, 12/3). The value of Q^2 was (0.00:0.57) with a total approval rate of (97.30%: 100%)

The opinions of the research sample on the statements of (12/4, 12/5, 12/6) differed. The value of Q^2 ranged from (34.27 *: 46.55 *) with a total approval rate ranging between (78.38: 81.08%).

Table (7) for the differences between the responses of the research sample on the statements of second axis of the level of the application of benchmarking. The second dimension: Research indicators there are no statistically significant differences on the statements (14, 15, 19/1, 19/3, 19 / 4) where the value of Q^2 (0.00: 0.93) with a high total approval percentage ranged between (75.68: 100%)

The responses of the study sample also agreed on the statements (16) and (19/2). The value of Q^2 was (0.00), (4.24) respectively and with a low total approval (29.73%).

It also shows the extent of the discrepancy between the categories of the research sample in statements of (17/1, 17/2, 17/3, 17/4). The value of Q^2 ranged from (8.24 *: 38.44 *) with a total approval rate ranging between (21.62%: 59.46%)

Table (8) shows differences between the responses of the research sample on the second axis. Third dimension: Community service indicators there are no statistically significant differences at (0.05) on the statements (21, 22/1, 22/2, 23 / 1, 23/3), where the value of

Q^2 ranged between (0.12: 4.02) and with a total approval ranged between (54.05%: 83.78%)

The results of **Nora Fayez Abdel Aati** (2015) (27) show leadership and excellence through the services provided by the Department of Sports Management to serve the community and the development of the environment.

As for the statement (24) there are no statistically significant differences between the responses of the sample and the trend was the lack of approval, where the value of Q^2 is (2.77), with a total approval (40.54%).

While there are statistically significant differences in the statements of numbers (20, 23/2, 23/4) where the total value of Q^2 was (6.77 *), (14.97 *), (42.61%) and with a total approval percentage (37.84%), (59.46%) and (81.08%).

Correlation coefficient between the dimensions of the first axis and the second axis:

Table (9) Correlation coefficients between the dimensions and the total of the first axis: The level of application of benchmarking "patterns, stages, and components" in the sports management departments and the total and dimensions of the second axis: the level of performance indicators "educational, research, community service"

N=37

Second Axis		The second axis: the level of indicators of performance measurement "educational, research, community service" in sports management departments			
		First dimension: Educational indicators	Second dimension: Research indicators	Third dimension: Community service indicators	Second Axis Total
First Axis					
The first axis: the level of application of the benchmarking "patterns, stages, and components" in the sports management departments	First dimension: Benchmarking Patterns	.٢٤٦	**٠.٥٤٩	*٠.٢٥٥	**٠.٥٧٦
	Second dimension: Benchmarking Stages	**٠.٥٢٨	**٠.٦٣٤	**٠.٤٢٧	**٠.٥٠١
	Third dimension: Components of Benchmarking	**٠.٤٨٧	٠.٣٠٦	٠.٢٥٤	*٠.٣٦٥
	First Axis Total	**٠.٤٦٥	**٠.٤٢٤	**٠.٤٣٢	**٠.٥٨٥

** Significant at the level of 0.01 = 0.418 * significant at the level of 0.05 = 0.325

Table (9) shows that there is a significant positive correlation between the dimensions of the level of application of benchmarking and the dimensions of the performance measurement indicators. The correlation coefficient between them was (0.585 **), which is greater than the value of R of the scale at (0.05), (0.01) indicating that whenever the

dimensions of the level of application of benchmarking in sports management departments are increased the higher the level of correlation with the indicators of performance measurement, "educational, research, community service" in the sports management and this leads to the objective of the research.

Conclusions:

- No benchmarking between the internal operations of the Department of Sports Management in order to improve performance, which includes the communication and reports of the program of undergraduate and postgraduate level.
- An external consultant is not hired to collect and transfer information to and from the participating sections of the benchmarking process, and to undertake and conduct international benchmarking.
- A specialized team of faculty and supporting staff is not formed to benchmark in the Department of Sports Management to ensure the continuity of the process of development and improvement.
- The lack of training of faculty members in the department on how to benchmark in a scientific way, with the availability of technological means that contribute to the application of benchmarking.
- The inclusion of goals related to the field of education, scientific research, community service within the objectives of the department, but not all goals are enabled as it should be.

Recommendations:

Authorities concerned by the recommendations:

- The need to pay attention to benchmarking both internal and external, with the identification of indicators of performance measurement for the colleges of physical education and sports management departments in particular.
- The importance of establishing a special unit for benchmarking in the Supreme Council to conduct the search for best practices.

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