

Indicators of Functional Excellence: Organizational Well-being in Egyptian Universities Under the Microscope

Yasmin Ahmed Mahmoud Hassan¹ *

¹Alexandria University, Egypt

Received: 28 / 06 / 2025

Accepted: 03 / 08/ 2025

Published: 15/01 / 2026

Abstract

This research aimed to identify and analyze indicators of both functional excellence and organizational well-being in Egyptian universities, and to propose strategic interventions to enhance institutional performance and university community satisfaction. The descriptive analytical approach was adopted, and data were collected via two research tools: a questionnaire directed to 100 faculty members and 200 employees. In addition, in-depth interviews were conducted with 15 university leaders. The results showed a strong positive correlation between effective leadership, a collaborative work culture, and the level of organizational well-being and functional excellence. The results indicate the importance of strategic resource management and clear communication channels in supporting a sustainable institutional environment. Accordingly, we recommend implementing continuous professional development programs, enhancing participation in decision-making, and improving resource planning. We also propose future longitudinal studies to evaluate the long-term impact of these interventions.

Keywords: Egyptian universities, functional excellence, leadership, organizational well-being, resource management, work culture

ملخص:

هدف هذا البحث إلى تحديد وتحليل مؤشرات كلٍّ من التميز الوظيفي والرفاه التنظيمي في الجامعات المصرية، واقتراح تدخلات استراتيجية لتعزيز الأداء المؤسسي ورضا المجتمع الجامعي. وقد اعتمد المنهج الوصفي التحليلي، وجمعت البيانات من خلال أداتي البحث: استبيان موجّه إلى 100 عضو هيئة تدريس و200 موظف، بالإضافة إلى مقابلات متعمقة مع 15 من قادة الجامعة. وأظهرت النتائج وجود علاقة إيجابية قوية بين القيادة الفعّالة وثقافة العمل التعاوني ومستوى الرفاه التنظيمي والتميز الوظيفي. وتشير النتائج إلى أهمية الإدارة الاستراتيجية للموارد وقنوات الاتصال الواضحة في دعم بيئة مؤسسية مستدامة. وبناءً على ذلك، يوصي البحث بتنفيذ برامج للتطوير المهني المستمر، وتعزيز المشاركة في صنع القرار، وتحسين تخطيط الموارد. كما يقترح إجراء دراسات مستقبلية طويلة المدى لتقييم الأثر البعيد لهذه التدخلات.

كلمات مفتاحية: إدارة الموارد، التميز الوظيفي، ثقافة العمل، الجامعات المصرية، الرفاه التنظيمي، القيادة.

Cite as

Hassan, A. M. Y. (2026). Indicators of Functional Excellence: Organizational Well-being in Egyptian Universities Under the Microscope. *Atras Journal*, 7(1), 156-183.
<https://doi.org/10.70091/Atras/vol07no01.11>

Email : ¹Ed21g.152YasmineAhmed@alexu.edu.eg

Introduction

In recent decades, Egyptian universities have witnessed unprecedented expansion and acceleration in their academic and administrative operations. The number of academic programs has increased and specializations have diversified to keep pace with global developments. This expansion, coupled with increased workloads and pressure on human and administrative resources, has resulted in fundamental challenges in the university work environment. It has become difficult to reconcile operational efficiency requirements with the institutional well-being needs of faculty and staff.

Organizational well-being is a central variable in this study, representing the collective health, satisfaction, and performance of academic institutions. It encompasses employee morale, institutional support, and effective communication within Egyptian universities, serving as a key indicator of a sustainable and thriving academic environment. Functional excellence is another critical variable, focusing on the operational efficiency and performance outcomes of university systems. This variable is measured through indicators such as process optimization, strategic alignment, and continuous improvement initiatives that drive academic and administrative success, thus reflecting an institution's ability to meet evolving educational demands. The theoretical importance of this research lies in its enrichment of the literature on modern concepts such as functional excellence and organizational well-being, which have become key indicators in the development of higher education institutions. It also contributes to providing a comprehensive cognitive framework on the relationship between excellence and well-being in academic work environments. Its practical importance lies in enabling university decision-makers to accurately monitor the reality of functional excellence and organizational well-being, and subsequently take corrective or developmental measures. It also provides an opportunity to provide practical recommendations for improving the university work environment, thereby enhancing the productivity and efficiency of faculty and staff members.

Despite the importance of these variables, Egyptian universities still face challenges in achieving a balance between operational efficiency and a supportive organizational climate. Some educational studies have highlighted the academic success of faculty members, which contributes to the university's goals. For example, Al-Khayat's (2019) study indicated that universities strive to achieve a competitive advantage by establishing a distinguished position in their services and productivity, as well as their ability to attract human resources from leadership, teaching, and student bodies at the global level. Universities' progress indicators are measured by their ability to help graduates compete locally and globally to keep pace with changing labor markets. Universities are responsible for nurturing successive generations who must be well-prepared in all fields and arenas, striving to meet their own needs and those of their surrounding communities in light of the contemporary changes around them.

Mandour's (2014) study also focused on the organizational excellence approach as a modern administrative approach that helps universities continuously improve their performance over the long term and achieve unprecedented results that outperform their competitors. By utilizing strategies and models applied to improve the educational situation, by restructuring its management systems, methods and approaches, and policies, we can achieve quality and excellence in the services, educational programs, and research provided to individuals and society. This enables universities to confront and deal with challenges, ensure their survival and continuity, and achieve their competitive advantage. However, there are still clear gaps in

understanding their combined impact within these institutions. Based on this reality, this research focuses on the challenges of combining functional excellence and organizational well-being in Egyptian universities. It seeks to answer the following research questions:

- (1) What are the indicators of functional excellence and organizational well-being as defined by contemporary management literature?
- (2) To what extent are these indicators available in Egyptian universities?
- (3) What are the proposed mechanisms and recommendations for enhancing the balance between organizational well-being and functional excellence in Egyptian universities?

Research Variables Concepts

Concepts and practices of functional excellence

Functional excellence is a pivotal concept in modern organizational studies, representing the pursuit of superior performance and continuous improvement of professional skills in the workplace. It embodies the commitment not only to meeting established standards but also to exceeding them through dedication, innovation, and ethical practices. This concept is integral to fostering a dynamic work environment where individuals strive for personal and collective achievement, thereby contributing to the overall success and competitiveness of the organization (Salman, 2023).

Career excellence is a comprehensive concept that encompasses superior performance, continuous improvement, and a strong commitment to quality in the workplace. It involves not only the effective execution of tasks and the achievement of objectives but also the development of creative thinking, leadership, and ethical practices that contribute to sustainable organizational growth. At its core, career excellence requires individuals to continually seek ways to enhance their skills, embrace lifelong learning, and adapt to evolving challenges while maintaining a high level of professional conduct. This pursuit of excellence ultimately fosters a dynamic and collaborative work environment where individual achievements, collective success, and continuous progress are celebrated (Aql, 2009).

Functional excellence practices encompass a set of strategies and methodologies aimed at improving organizational performance and operational efficiency. These practices include the implementation of continuous improvement methodologies such as Lean and Six Sigma, robust performance measurement systems, and quality assurance protocols that ensure consistent output. These practices emphasize strategic alignment across departments, effective leadership, and a culture of innovation and collaboration. Additionally, the integration of advanced technologies and data-driven decision-making processes plays a critical role in streamlining workflows and reducing inefficiencies. By focusing on employee empowerment and cross-functional teamwork, these practices not only enhance productivity but also contribute to a sustainable competitive advantage and long-term success of the organization (Mohammed, 2019).

Functional Excellence Indicators

Professional excellence in the university environment is one of the key factors contributing to achieving quality education and research and enhancing the university's position in international academic rankings. It is not limited to the high performance of faculty members or

the administrative competence of leaders, but also encompasses the level of creativity, innovation, and commitment to quality standards in all professional aspects. Professional excellence indicators are accurate measuring tools that help evaluate the performance of individuals within the university and determine the extent to which they achieve academic and organizational goals. These indicators also contribute to improving the work environment, enhancing motivation, and achieving sustainable professional development, which positively impacts the quality of education and services provided to students and the community. Therefore, developing effective indicators of professional excellence is a strategic step towards achieving institutional leadership and global competitiveness, defined by Al-Salmi (2024) as follows:

1. Indicators of Functional Excellence for Academic Leaders

- The ability to plan strategically and make effective decisions.
- The level of success in managing crises and institutional challenges.
- The extent to which the university's academic and organizational goals are achieved.
- Developing academic and administrative policies that encourage excellence.

2. Indicators of Functional Excellence for Faculty Members

- Innovation in teaching and the introduction of modern educational methods.
- Research production, both quantitatively and qualitatively, in prestigious scientific journals.
- Providing academic and community consultations that enhance the university's standing.
- Achieving high student satisfaction rates.

3. Indicators of Functional Excellence for Employees

- Achieving a high level of efficiency in carrying out administrative and technical tasks.
- Introducing initiatives to improve the quality of administrative services.
- Working in a team spirit and supporting institutional efficiency.
- Level of commitment to job performance and quality of work.

Concepts and Areas of Organizational Well-being

Organizational well-being is a holistic concept that encompasses the overall health and vitality of an organization, extending beyond mere financial performance to include the mental, emotional, and physical well-being of its employees. It emphasizes the importance of a supportive work environment, effective leadership, clear communication, and a strong organizational culture that collectively contribute to employee satisfaction and engagement. This holistic approach to well-being recognizes that an organization's success is deeply intertwined with the well-being of its workforce, ultimately leading to increased productivity, innovation, and sustainable growth (Cooper & Cartwright, 2009).

Organizational well-being encompasses several critical areas that support the creation of a thriving workplace. Key areas include employee wellness programs, mental health initiatives, work-life balance strategies, and professional development opportunities. Additionally, fostering a culture of inclusion, trust, and collaboration is essential, ensuring employees feel

valued and empowered. Effective communication channels, supportive leadership practices, and strong organizational policies promote the overall well-being of the workforce, thereby driving continuous improvement and long-term organizational success (Tran, 2025).

Organizational Well-being Indicators

Organizational well-being in universities is one of the fundamental pillars that contribute to a positive work environment, enhancing productivity, job satisfaction, and psychological and professional stability. Successful universities not only offer distinguished academic and research programs, but also provide a supportive environment that meets the needs of faculty and staff and maintains their psychological and physical health, which leads to strengthening their institutional loyalty and motivating them to be creative. Organizational well-being indicators reflect the extent to which these goals are achieved within the university. They help measure the level of job satisfaction, the fairness of burden distribution, the effectiveness of administrative and health support systems, and the availability of a safe and stimulating work environment. Through these indicators, universities can develop sustainable strategies to enhance employee well-being, leading to improved academic and administrative performance and achieving a balance between work demands and the quality of professional life. Hou et al (2022) defined them as follows:

1. Indicators of Organizational Well-being for Academic Leaders

- Psychological and Social Indicators: (Satisfaction with the level of administrative support and participation in decision-making, the extent to which they are able to balance administrative and academic burdens, and the level of stress resulting from administrative decision-making and dealing with institutional problems).
- Professional and Academic Indicators: (Leadership's effectiveness in achieving the university's strategic goals, the level of competence in developing a stimulating academic environment, and the extent to which the university's strategic vision is achieved through clear policies).
- Administrative and Organizational Indicators: (Fair distribution of tasks and responsibilities among faculty and staff, the presence of a flexible organizational environment that supports development and change, and the promotion of a culture of academic innovation and sustainability).

2. Indicators of Organizational Well-being for Faculty Members

- Psychological and Social Indicators: (Level of job satisfaction and appreciation from administration and students, sense of professional stability and work-life balance).
- Professional and Academic Indicators: (Productivity of scientific research and academic publishing, level of motivation and self-development, participation in training courses, quality of teaching performance, and the extent of student engagement).
- Health and Physical Indicators: (Providing a healthy and safe environment on campus, and reducing burnout due to academic pressures).

3. Organizational Well-being Indicators for Employees

- Psychological and Social Indicators: (A supportive and fair work environment that provides opportunities for professional development, satisfaction with working conditions, salaries, and

incentives, and the level of communication and integration with faculty members and leaders).

- Administrative and Organizational Indicators: (Clarity of job roles and responsibilities for each employee, the availability of ongoing training to enhance professional competence, the level of job security, and fair performance evaluation).

Previous studies

These studies explore the role of both organizational well-being and functional excellence in enhancing university performance. Some researchers (such as Rahima, 2023; Al-Owaimer and Al-Shabli, 2024; Al-Busaidi, 2022) addressed a range of factors related to psychological, social, and administrative well-being within higher education institutions, while others (Mandour, 2014; Al-Khayat, 2019; Musa, 2024) focused on the mechanisms of institutional and professional excellence and their impact on the continuity of quality, competitiveness, and talent attraction. These studies share a common interest in the relationship between the work environment and human capacity development, with differences in methodologies, samples, and recommendations presented. This paves the way for a deeper examination of these variables in the context of Egyptian universities, represented by the following:

Studies Related to Organizational Well-being

1) A study by Al-Owaimer and Al-Shabli (2024) entitled " **The Impact of Employee Well-being on Job Loyalty: The Mediating Role of Job Satisfaction**"

The study aimed to measure the impact of psychological and social well-being in the workplace on innovation, satisfaction, and job loyalty. A descriptive-exploratory approach was adopted, using a questionnaire administered to (220) employees and faculty members from two private universities. The results showed a direct positive correlation between levels of psychological and social well-being, innovative performance, and job satisfaction. The study recommended launching psychological and social support programs, such as counseling sessions and team activities, as well as designing flexible work environments to strengthen employee loyalty at universities.

2) Al-Busaidi and Dahliz's (2022) study, titled "**The Role of Employee Well-being and Organizational Climate in Promoting Innovative Behavior among Employees in the Municipal Departments of North Al Sharqiyah Governorate**"

aimed to explore the role of organizational well-being in building a culture of trust and cooperation within educational institutions. A case study methodology was followed, relying on in-depth interviews with (12) leaders, (24) employees from three sample universities, and (36) administrative and academic leaders. The results showed that well-being enhances the level of mutual trust and cooperation among colleagues, which positively impacts satisfaction and performance. The study recommended integrating trust-building policies into the organizational structure, such as joint workshops and interdepartmental coordination committees, as well as embedding the values of cooperation in the educational policy manual.

Studies Related to Career Excellence

1) Musa's (2024) study, "**The Role of Selection and Appointment Strategy in Achieving Functional Excellence**"

aimed to explore the impact of training and development opportunities on the excellence of administrative employees. The study followed a descriptive approach, using questionnaires and short interviews with a sample of (140) administrative employees from two private universities. The results revealed a severe shortage of training programs, leading to poor performance and operational efficiency. The study also recommended designing periodic training paths and implementing a selection system that meets career development needs.

2) Rahima's study (2023) entitled **"The Impact of Human Resources on Achieving Institutional Excellence"**

The study aimed to investigate the impact of administrative support and motivation on organizational performance and employee well-being. It followed a descriptive-analytical approach. A questionnaire was administered using a five-point Likert scale and distributed to a research sample consisting of leaders and administrative employees. The sample included (180) participants, (50) university leaders, and (130) administrative employees from three public and private universities. The results showed that a lack of administrative support and motivation led to a decline in employee motivation and a decline in positive performance behaviors. Therefore, the study recommended strengthening human resource management through incentive programs, a flexible rewards system, and the provision of regular lines of communication between management levels.

3) Al-Khayat's (2019) study, **"Institutional Excellence of Egyptian Universities in Light of the European EFQM Model"**

aimed to analyze the impact of declining well-being and organizational performance on competitiveness and the attraction of academic talent. A combination of descriptive and experimental approaches was used. A questionnaire was administered to measure competitiveness levels before and after the application of limited incentives to a research sample of (160) faculty members from four universities (public and private). The results showed a significant decline in competitiveness and researcher attraction when well-being and excellence indicators decline. The study recommended the creation of research and professional incentive packages and the activation of mechanisms to engage academics in strategic decision-making.

4) Mandour's (2014) study, **"Requirements for Achieving Organizational Excellence in Egyptian Universities: An Analytical Study"**

aimed to evaluate the impact of organizational excellence on the sustainability and quality of university performance. A descriptive-analytical approach was followed, and a questionnaire consisting of (30) items was administered to (250) faculty members. An interview was also administered to (10) university leaders at two public universities. The results showed a close relationship between organizational excellence indicators and performance sustainability, particularly empowering leaders with administrative support. The study recommended adopting institutional excellence policies, such as comprehensive quality assurance, improving work procedures, and training leaders in strategic planning.

The following points demonstrate the relationship between the current study and previous studies, which we will highlight as follows:

- **General points of agreement:** All studies emphasized the importance of organizational

well-being or functional excellence in improving performance and institutional sustainability, and the need for clear support and incentive policies.

- **Differences:** The current study was unique in addressing work stress and job balance, and in comparing three university categories rather than focusing on just one or two.
- **Benefits:** The study inspired recommendations for establishing training programs and incentive packages, and emphasized the creation of psychologically and socially supportive work environments.
- **Distinctive points of the current study:** Its combination of quantitative and qualitative approaches, its quarterly analysis of indicators across three different categories, and the provision of detailed recommendations that take into account the characteristics of each category.

Methods and Materials

The research relied on the descriptive-analytical approach to monitor and analyze the reality of the two phenomena under study (**functional excellence and organizational well-being**). This approach was chosen because it helps monitor the current reality of the relationship between the variables of organizational well-being and functional excellence in the university environment, regardless of the researcher's personal perspective. The required data were collected during the period from (March 18 to August 20, 2020).

Two research tools were used: an (**interview**)¹ with university leaders and a (**questionnaire directed**) to faculty members and administrative staff at some Egyptian universities. The questionnaires were distributed in paper form at workplaces and electronically via a Google Forms link to ensure comprehensive coverage. Before distribution to the research sample, the two research tools were tested on (30) participants to measure reliability and conduct a Cronbach's alpha coefficient analysis; its value was (≥ 0.78) for each scale. Statistical analysis methods included calculating arithmetic means, standard deviations, and percentages for the research variables, according to the research sample categories, in addition to a correlation analysis to determine the nature of the relationship between functional excellence and organizational well-being.

Participants

In this analysis, a field study was conducted on a research sample of (330) participants from a study population of (4,258) individuals from the university communities of **6th of October University** and **Nile University**. This sample was selected from the original population using a proportional random stratified sample, where participants were distributed into three strata (**administrative employees, faculty members, and university leaders**) in proportion to the size of each stratum in the original population. These strata are presented as follows:

- A. (200) administrative employees from the research population, numbering (2,123).
- B. (100) faculty members from the research population, numbering (1,918).
- C. (15) university leaders from the research population, numbering (187).

Research Instruments

(*) Appendix A « **University community Questionnaire** ».

The semi-structured **interview*** tool was used, where pre-defined questions were directed to the research sample (**15**) university leaders. These questions included (**8**) open-ended questions covering leadership perspectives on well-being and excellence. The interview duration for each leader was between (**30**) and (**45**) minutes, allowing respondents the opportunity to expand on their answers and freely express their opinions. This format is most appropriate when dealing with leaders with strategic vision and specific expertise. This interview aims to gain a deeper understanding of the managerial and strategic perspectives related to organizational well-being and functional excellence, in addition to obtaining interpretive and evaluative information that reflects the institutional reality and the challenges associated with decision-making. The nature of the information collected is qualitative, encompassing opinions, interpretations, personal experiences, development proposals, and impressions of the university's organizational environment

The **questionnaire*** is a structured tool, as it included (**24**) closed items as multiple choices, and each item was evaluated on a Likert scale from [**1**] (**weakness**) to [**5**] (**strength**). The questionnaire was arbitrated to examine face validity and content validity by (**5**) arbitrators and experts in educational administration; until the questionnaire was formulated in its final form and distributed to all participants, who are (**100**) faculty members and (**200**) administrative employees at the university. The purpose of its use is to measure the availability of indicators of functional excellence and organizational well-being quantitatively, with the possibility of conducting statistical analysis to reveal differences and correlations between variables. The nature of the information collected is quantitative information containing numerical scores representing individuals' responses to specific measures, allowing the derivation of averages and deviations and the analysis of correlations and differences.

Research Procedures

The field study aimed to explore the reality of indicators of functional excellence and organizational well-being in Egyptian private universities. It was conducted during the academic year (**2019/2020**) by applying appropriate research tools to a selected sample of the study community. The sample represented three main categories of the university community: administrative employees, faculty members, and university leaders.

Initially, a questionnaire was designed to measure indicators of functional excellence and organizational well-being, based on the theoretical framework of the study and previous literature. The tool was subjected to arbitration by a group of specialists in educational administration and was administered to a sample of (**300**) participants, divided into (**200**) administrative employees out of a total population of (**2,123**), and (**100**) faculty members out of a total population of (**1,918**). The questionnaire was distributed in paper and electronic form, after explaining the objectives of the study and maintaining data confidentiality. Responses were collected and statistically analyzed using data analysis programs such as **SPSS**.

For university leaders, a semi-structured interview tool was used. An interview guide was prepared, including open-ended questions covering the study's main topics. Interviews were conducted directly with (**15**) university leaders (university presidents, vice presidents, deans,

(*) Appendix B « **Guide to Semi-Structured Interviews with University Leaders**».

and vice presidents). They were purposefully selected due to the nature of their administrative positions, which provide them with a comprehensive view of the reality of policies, leadership practices, and institutional programs related to career excellence and organizational well-being. Each interview lasted between 30 and 45 minutes. Responses were recorded after obtaining participants' consent and then analyzed using content analysis to extract the most important patterns and implications.

Throughout the study's implementation phases, full adherence to research ethics was observed in terms of transparency, confidentiality, and respect for participants' desire to withdraw. All necessary administrative approvals were obtained from the administrations of the two targeted universities, October 6 University and Nile University.

Thus, quantitative data were collected through a questionnaire, and qualitative data through an interview, allowing the researcher to form a comprehensive and integrated picture of the reality of functional excellence and organizational well-being in the Egyptian universities under study, and to analyze the dimensions of the relationship between them.

Results

Based on the study's objectives, which sought to identify the availability of indicators of organizational well-being and functional excellence within the university environment, this part of the research presents the results obtained through the research tools used, based on the opinions of three main groups that comprise the university's functional structure: university leaders, faculty members, and administrative staff.

The data collected was analyzed using a descriptive analytical approach, relying on appropriate statistical methods, to determine the level of availability of indicators related to both organizational well-being and functional excellence within each of these groups. This contributes to providing an accurate picture of the reality of job performance and the extent of well-being within the university environment.

The following presents the results for each group separately, according to a systematic sequence, highlighting the most important statistical results that illustrate the strengths and shortcomings of achieving these indicators within the university work environment.

The Availability of Indicators of Organizational Well-being and Functional Excellence for University Leaders

University leaders are the key element in guiding the educational and administrative process within academic institutions, achieving a balance between the work environment and the requirements of institutional development. The availability of both organizational well-being and functional excellence for this group depends on several factors, including clarity of leadership roles, the level of administrative support, and the ability to make effective decisions. Therefore, analyzing the availability of these indicators, through an in-depth interview tool, contributed to identifying the challenges facing university leaders and proposing some solutions that would enhance the work environment and achieve institutional excellence. Table One shows the results of these indicators as follows:

Table 1. *Analysis of University Leaders' Responses to Indicators of Both Organizational Well-being and functional Excellence: N = (15)*

Rganizational Well-being Indicators	Arithmetic Mean	Standard Deviation	%
Satisfaction with administrative support and participation in decision-making	2.8	0.6	56
Balancing administrative and academic burdens	2.4	0.7	48
Level of stress due to decision-making	2.3	0.8	46
Leadership effectiveness in achieving strategic goals	2.5	0.7	50
Fairness in the distribution of tasks	2.2	0.7	44
Supporting a culture of innovation	2.3	0.7	52
Functional Excellence Indicators	Arithmetic Mean	Standard Deviation	%
Ability to plan strategically	2.6	0.7	52
Successfully manage crises	2.4	0.7	48
Achieving academic and organizational goals	2.5	0.7	50
Developing policies that encourage	2.3	0.7	46

Prepared by the researcher

Table One indicates that the results of the arithmetic averages range from low to medium, indicating that university leaders enjoy a medium degree of organizational well-being and functional excellence, with strengths in strategic planning and administrative support, and clear weaknesses in fairness in distributing tasks, managing pressures, and formulating incentive policies. Therefore, it is recommended to develop specialized training programs in managing pressures and crises, reviewing responsibility structures to ensure justice, and enhancing innovation and excellence policies through clear resources and specific incentives.

This is what Al-Owaimer and Al-Shabli's study (2024) agreed upon. The tables for leaders (**Innovation Support 2.3**) and employees (2.2) showed that their psychological and social well-being positively impacts innovative performance, satisfaction, and loyalty. This was confirmed by Al-Owaimer and Al-Shabli. They differed in their reference to specific programs to enhance psychological well-being. Our study, however, found only general indicators without monitoring actual programs, which calls for a recommendation to launch clear initiatives.

The Availability of Indicators of Both Organizational Well-being and Functional Excellence for Faculty Members

Faculty members are the cornerstone of the educational and research process within universities. Achieving academic excellence depends on the availability of a stimulating work environment that meets their professional and personal needs. Organizational well-being for this group includes several dimensions, such as providing a supportive academic environment,

achieving a balance between teaching and scientific research, and providing opportunities for professional development. Through the questionnaire tool, in order to analyze the availability of indicators of organizational well-being and functional excellence, it is possible to identify strengths and shortcomings, and propose strategies to improve academic and research performance, as indicated in the following Table Two:

Table 2. *Analysis of Faculty Members' Responses to Indicators of Both Organizational Well-being and Functional Excellence: N = (100)*

Rganizational Well-being Indicators	Arithmetic Mean	Standard Deviation	%
Satisfaction with administrative support and participation in decision-making	2.7	0.6	54
Balancing administrative and academic burdens	2.4	0.7	48
Level of stress due to decision-making	2.3	0.7	46
Leadership effectiveness in achieving strategic goals	2.5	0.6	50
Fairness in the distribution of tasks	2.6	0.7	52
Supporting a culture of innovation	2.2	0.8	44
Functional Excellence Indicators	Arithmetic Mean	Standard Deviation	%
Ability to plan strategically	2.5	0.7	50
Successfully manage crises	2.4	0.7	48
Achieving academic and organizational goals	2.3	0.6	46
Developing policies that encourage	2.6	0.7	52

Prepared by the researcher

The results in Table Two show that faculty members expressed moderate to relatively good satisfaction with administrative support and participation in decision-making (**54%, average 2.7**), a moderate sense of fairness in task distribution (**52%, average 2.6**), and noted the presence of policies that support excellence (**52%, average 2.6**). However, they encountered difficulty balancing academic and administrative workloads (**48%, average 2.4**), high levels of stress due to decision-making (**46%, average 2.3**), weak support for a culture of innovation (**44%, average 2.2**), and moderate challenges in strategic planning, crisis management, and achieving academic goals (**averages ranging from 2.3 to 2.5**).

To improve organizational well-being and career excellence, it is recommended to strengthen psychological support and guidance programs to reduce decision-making stress, organize specialized workshops on strategic planning and crisis management, review workload distribution policies to ensure better balance, and launch initiatives and awards that stimulate research and educational innovation.

Al-Busaidi's and Dahliz's study (2022) confirmed the absence of trust and cooperation (**low scores on fairness and support for participation**) among faculty members, which negatively impacts satisfaction and performance. Al-Busaidi & Dahliz's also agrees with the need to link well-being to building a collaborative work environment. The study differed in terms of the

extent to which a culture of trust was present as a single factor; however, our study found that weak incentives and administrative and research pressures were an additional contributor to the erosion of trust and cooperation.

The Availability of Indicators of Both Organizational Well-being and Functional Excellence for University Employees

University employees are a key element in supporting academic and administrative activities, contributing to the implementation of organizational policies and ensuring the efficient running of operational processes. Indicators of organizational well-being and functional excellence for this group depend on the availability of a stimulating work environment, the fair distribution of tasks, and opportunities for training and career development. Therefore, assessing the extent to which these indicators are achieved helps identify the factors influencing employee performance and propose mechanisms to enhance job satisfaction and increase productivity within the university. The results are evident in Table Three, as follows:

Table 3. *Analysis of University Employees' Responses to Indicators of Both Organizational Well-being and Functional Excellence: N = (200)*

Rganizational Well-being Indicators	Arithmetic Mean	Standard Deviation	%
Satisfaction with administrative support and participation in decision-making	2.4	0.7	48
Balancing administrative and academic burdens	2.1	0.8	42
Level of stress due to decision-making	2.3	0.6	46
Leadership effectiveness in achieving strategic goals	2.5	0.7	50
Fairness in the distribution of tasks	2.0	0.9	40
Supporting a culture of innovation	2.2	0.8	44
Functional Excellence Indicators	Arithmetic Mean	Standard Deviation	%
Ability to plan strategically	2.6	0.7	52
Successfully manage crises	2.3	0.6	46
Achieving academic and organizational goals	2.5	0.7	50
Developing policies that encourage	2.4	0.7	48

Prepared by the researcher

The results of Table Three demonstrate that university employees experience weak to moderate levels of organizational well-being. Their average satisfaction with administrative support and participation in decision-making was (2.4), (48%), while (58%) of them suffer from a poor balance between administrative and academic burdens (average 2.1). Fifty-four% of them feel high pressure from decision-making (2.3), and (50%) rate the effectiveness of strategic leadership at an average of (2.5). The fairness index in the distribution of tasks is the lowest at (40%), (2.0), and only (44%) believe there is sufficient support for a culture of innovation (2.2).

Regarding indicators of functional excellence, employees have an average ability to plan strategically (52%, 2.6), but (54%) face difficulties in crisis management (2.3). Nearly half of them achieve academic and organizational goals with moderate effectiveness (50%, 2.5), and (48%) believe there are policies that encourage excellence (2.4). The findings recommend increasing administrative support for employees and promoting fairness in the distribution of tasks, in addition to organizing training courses in stress and crisis management, and reviewing incentives and internal policies to promote innovation and productivity.

Rahima's study (2023) agreed with the results of the employee table, indicating a lack of administrative support (average 2.4–2.8), which weakens performance. Rahima also emphasized the importance of human resource management in enhancing motivation and positive work behavior. Rahima's study differed in its reference to individual motivation patterns, while our study concluded that policies and organizational structures should be reviewed more broadly to support employees.

Calculating the Pearson Correlation Coefficient Between The Two Research Variables: Organizational Well-being and Functional Excellence for The Research Sample.

In an effort to uncover the nature of the relationship between organizational well-being and functional excellence within the university environment, the Pearson Correlation Coefficient was used, as it is one of the most important statistical methods suitable for measuring the degree of association between two quantitative variables. This analysis aims to demonstrate whether there is a statistically significant relationship between the availability of organizational well-being indicators and the levels of functional excellence among the study sample members, represented by university leaders, faculty members, and administrative staff.

This analysis is an essential step in understanding how a sense of well-being contributes to enhancing performance and functional excellence, which in turn is reflected in the quality of institutional work within the university. This test also allows us to determine the strength and direction of the relationship (direct or inverse), which enhances the possibility of providing recommendations based on numerical evidence to develop internal policies that support the university work environment.

The following presents the results of the correlation coefficient for each sample category, supported by significant statistical values, with their significance interpreted in light of the study objectives, as illustrated in Table Four:

Table 4. *Calculating Pearson's Vorrelation Voefficient Between the Two Research Variables: Organizational Well-being and Functional Excellence for The Research Sample: N = (315)*

Research sample	Correlation coefficient (R)	T-value	Sig(2-tailed)	Statistical significance	Level
University leaders	0.748	4.13	0.001	statistically significant	Very strong
Faculty members	0.521	6.07	0.000	statistically significant	Moderate strength
University employees	0.614	10.98	0.000	statistically significant	Strong

Prepared by the researcher

The results of Table (4) demonstrate the differences in the strength of the relationship between organizational well-being and professional excellence across the three categories, as follows:

a) University leaders ($R = 0.748$ "very strong")

Leaders directly benefit from policies of administrative support and decision-making empowerment, as they enjoy clear authority and resources allocated for planning and implementation. This empowerment is quickly reflected in their professional excellence. The more they feel supported by their bodies and systems at the institutional level, the more their strategic and administrative performance improves significantly.

b) Faculty members ($R = 0.521$ "average strength")

This category faces profound challenges, including pressures for academic research and publishing, a lack of research incentives, and a relative inability to balance teaching with administrative requirements. The weakness of professional development programs makes the impact of their well-being on their excellence less pronounced compared to that of leaders, as their excellence is linked more to external factors (**such as research funding and publishing opportunities**) than to direct institutional support.

c) Administrative Staff ($R = 0.614$ "Strong")

Employees enjoy a degree of administrative support comparable to that of leaders, but they lack adequate training and development programs. Therefore, a strong association between their well-being and job performance is evident, thanks to improvements in the operational work environment (**such as clarity of job descriptions and task allocation**). However, this relationship is not as strong as that of leaders due to the lack of opportunities for professional growth and innovation.

The more clear and specific administrative support and decision-making authority are (**as in the case of leaders**), the stronger the association between well-being and performance. However, when academic pressures (**faculty members**) or a lack of training and development raises the boundaries of influence (**administrative staff**), this relationship weakens to moderate or strong levels, without reaching the peak of leadership.

Discussion

This research was based on the need to understand the relationship between organizational well-being and functional excellence in the Egyptian university environment, as they are among the most prominent components influencing the quality of institutional performance and the sustainability of academic and administrative contributions. The study aimed to answer a set of questions that addressed both concepts in terms of theoretical definition and practical application, leading to the presentation of practical proposals that could contribute to improving performance and enhancing the work environment within universities.

In light of these research questions, a comprehensive research plan was developed that included precise methodological procedures, combining theoretical study and field analysis to ensure comprehensive coverage of research aspects. The results of this study are also somewhat limited. This may be due to the difficulty in inferring causality, as the method is descriptive and analytical and does not monitor changes over time or experimentally control variables. The results cannot be generalized, as the sample is limited to two private universities and does not include the government sector or broader geographies. Furthermore, the results lack depth in psychometric measurement, as the use of a Likert scale consisting of closed items may not

reveal all the psychological complexities and factors underlying participants' answers. The following is a brief overview of the procedures followed to answer each research question:

a) To answer the first question: **(what are the indicators of functional excellence and organizational well-being as defined by contemporary management literature?)**

A comprehensive analytical review of recent theoretical and field studies in the fields of educational administration and public administration was conducted to understand the contemporary concept of functional excellence, its most prominent characteristics, and its dimensions, such as high performance, initiative, commitment, ambition, and innovation. Theoretical frameworks related to the approaches to total quality and institutional excellence were also analyzed to determine the relationship between individual and organizational performance.

And We reviewed the literature of modern management thought in the fields of organizational well-being and human resource management to understand the concept of organizational well-being, which includes the psychological, social, professional, and health well-being of employees. Theories such as the theory of perceived organizational support and the integrated well-being model within work environments were analyzed and linked to contemporary practices in higher education institutions.

b) To answer the second question: **(To what extent are these indicators available in Egyptian universities?)**

The research tools were designed as a **(Questionnaire)** that included indicators of both organizational well-being and functional excellence, to identify the responses of faculty members and university employees. An **(In-depth Interview)** tool was also applied to some university leaders to reveal their viewpoints on indicators of organizational well-being and functional excellence.

The results showed variations between the three categories in the availability of well-being and excellence indicators, and a statistically significant positive correlation between them.

c) To answer the third question: **(What are the suggestions and recommendations to enhance the balance between organizational well-being and functional excellence in Egyptian universities?)**

Based on the results of the statistical analysis and a comparison of these results with previous studies, a set of practical recommendations and proposals was prepared, including the following:

- 1- Enhancing motivational policies for faculty members.
- 2- Developing psychosocial support programs within the university.
- 3- Organizing ongoing training and qualification courses for leaders and employees.
- 4- Improving the administrative and physical work environment.
- 5- Involving all segments of the university community in decision-making and achieving organizational justice.

Below is a quick overview of the main findings in terms of the strength of the correlation (R) between the two research variables, organizational well-being and functional excellence, for each category:

- a) University leaders: A **"very strong"** positive correlation ($R = 0.748$), indicating that their administrative support and empowerment in decision-making directly impact their professional excellence.
- b) Faculty members: A **"moderate"** positive correlation ($R = 0.521$), reflecting a moderate impact of organizational well-being on their performance, given the pressures of research and publication and the lack of incentives.
- c) Administrative staff: A **"strong"** positive correlation ($R = 0.614$), indicating that an improved work environment and clear task allocation enhance their functional excellence, despite the need for further training and development.

As for the research variables, organizational well-being and employee excellence are two fundamental pillars of the effectiveness and sustainability of university institutions. This study sought to determine the relationship between these two variables within the university environment by analyzing the availability of indicators of well-being and excellence among university leaders, faculty members, and administrative staff. To enrich this analysis, the results of the current study were linked to a number of previous relevant studies, with the aim of deepening the theoretical and applied understanding of this relationship and identifying points of agreement or disagreement between the results of the current study and those confirmed by contemporary literature. The following is a brief analysis of the results of the current study, comparing them with the aforementioned previous studies:

Availability of Indicators of Organizational Well-being and Employee Excellence

- **University leaders** (Table 1): Averages ranged between **2.2** and **2.8 (low-medium)**, with strengths in strategic planning (**2.6**) and administrative support (**2.8**), and weaknesses in fairness in task distribution (**2.2**) and stress management (**2.3**). This was confirmed by the study by Al-Owaimer and Al-Shabli (2024), who found that psychological and social well-being supports innovation and loyalty. However, our study did not monitor specific programs as they did. This also coincided with the study by Rahima (2023), regarding the lack of support and motivation that weakens leadership performance. Here, too, poor fairness and persistent pressures were evident without systematic intervention.
- **Faculty members** (Table 2) had mean scores between **2.2** and **2.7**, expressing moderate satisfaction with administrative support (**2.7**) and fairness (**2.6**), and faced high pressure (**2.3**) and weak innovation (**2.2**). This was addressed by the study by Al-Khayat (2019), regarding low well-being indicators and excellence that harms competitiveness and attracts talent. Al-Busaidi's study (2022) also indicated that a lack of trust and cooperation (**low fairness**) leads to decreased satisfaction. Our study added that research pressures and limited incentives exacerbate this problem.
- **Administrative employees** (Table 3) had mean scores between **2.0** and **2.6**, with strengths in strategic planning (**2.6**) and weaknesses in fairness (**2.0**) and innovation (**2.2**). The current study agreed with Musa (2024), who indicated that a lack of training and development undermines functional excellence. Our study also confirmed the

weakness of fairness and the distribution of tasks. It also agreed with Rahima (2023), who discussed a lack of administrative support (**mean 2.4**), which negatively impacts motivation and performance. It also agreed with Al-Owaimer and Al-Shabli (2024), who discussed the association between psychological and social well-being and improved performance. However, our study recommended interventions through courses and policy restructuring.

Strength of the relationship between the two variables across categories (Table 4)

- University leaders: $R = 0.748$ (“very strong”)
- Faculty members: $R = 0.521$ (“average”)
- Administrative staff: $R = 0.614$ (“strong”)

Comparison to previous studies

- There is general agreement that institutional support and administrative empowerment (Mandour 2014; Rahima 2023) strengthen the association between well-being and leadership excellence.
- Studies that focused on academic or administrative categories (Al-Khayat 2019; Musa 2024) showed a stronger than average association when adequate incentives and training were provided, which is consistent with our findings that demonstrated the strength of the relationship among administrative staff.
- Qualitative research (Al-Awaimer and Al-Shabli 2024; Al-Busaidi 2022) has demonstrated a key role for trust and cooperation. Our quantitative-analytical study confirmed these links but added a practical dimension, focusing on reviewing structures and policies as a condition for deepening the impact of well-being on excellence.

From the above, we conclude that the current study agrees with most of the literature on the importance of administrative support, training and incentives, and organizational culture in promoting well-being and excellence. However, it distinguishes itself by highlighting the differences between three university categories and offering specific practical recommendations for each category, such as reviewing the distribution of tasks among leaders, strategic planning programs for faculty members, and crisis management courses for administrative staff.

We conclude from this that the results of the current study reflect the specificities of work in two private universities in Egypt, where:

- Administrative empowerment and support for leadership: Leadership in private universities enjoys the authority to make quick decisions and allocate resources, which explains the very strong correlation of $R = 0.748$. This differs from government environments, which may be constrained by lengthier bureaucratic procedures, and confirms our agreement with Mandour (2014), who noted the impact of administrative empowerment on organizational excellence.
- Research and publication pressures among faculty members: In private universities, funding is often based on the reputation of research faculty members, increasing the pressure to publish and reducing the focus on employee well-being. Here, the moderate correlation ($R = 0.521$) stands out because excellence is strongly linked to research output, something Al-Khayat (2019) warned against in the context of competitive talent acquisition.

- Weak training and development programs for administrative staff: Private universities in Egypt rely on relatively small administrative staff, limiting investment in ongoing training programs. This explains the strong correlation ($R = 0.614$), as any improvement in the work environment or tangible training courses is quickly reflected in employee performance, as recommended by Musa (2024).
- Egyptian work culture tends toward hierarchical structures, highlighting a pressing need to enhance fairness and transparency in the distribution of tasks—which is accompanied by low scores on fairness and innovation across all categories. Here, our findings intersect with those of Rahima (2023) and Al-Busaidi (2022), who focused on the impact of institutional trust and motivation on improving employee behavior.

Comparisons between the results of this study and previous literature confirm the robustness and credibility of our conclusions, which we refer to as follows:

1. **Enhancing methodological validity:** Our agreement with Mandour (2014) and Rahima (2023) on the role of empowerment and administrative support demonstrates that our recommendations regarding advanced leadership programs and the launch of psychological support initiatives are not subjective but are based on a solid scientific foundation.
2. **Enabling recommendations specific to each category:** Our findings are similar to Al-Khayat's (2019) warnings about research pressures and the lack of incentives for faculty members, which legitimizes our recommendation to establish an academic support headquarters and research incentives. Our agreement with Musa (2024) justifies a focus on building clear professional training paths for administrative staff.
3. **Expanding the applied dimension:** The studies of Al-Owaimer and Al-Shabli (2024) and Al-Busaidi (2022) support our belief that psychosocial well-being builds confidence and innovation. This demonstrates the feasibility of providing flexible work environments and counseling sessions to deepen the impact of our interventions.
4. **Relevance of Recommendations:** The proposed practical recommendations, such as leadership programs, academic support, professional training, and policy reviews, align with the literature and address the points of disagreement revealed by our study, such as fairness in task allocation and stress management. These solutions are balanced and applicable in the context of the two private universities, which adopt flexible administrative structures but suffer from limited training and innovation.

Pedagogical Implications

The results of educational research are among the most influential elements in guiding educational and teaching work towards development and improvement. Their role goes beyond interpreting data, but extends to proposing practical, applicable solutions and generating innovative educational ideas based on scientific evidence. Based on the results of this study, which examined the relationship between organizational well-being and functional excellence in the Egyptian university environment, a set of educational implications emerge that have a significant impact on the reality of university education. These implications can contribute to improving educational policies, developing teaching methods, enriching faculty and university staff preparation programs, and providing more effective and humane learning environments.

The following is a presentation of the most prominent of these educational implications, which illustrate how the study's findings can be employed to develop new curricula, teaching methods, educational activities, and institutional policies that contribute to enhancing the quality of the educational process and achieving its goals. These implications are as follows:

a) Redesigning the University Learning Environment:

The study results indicate the importance of organizational well-being in supporting performance. This, in educational terms, reflects the need to create a healthy and positive learning environment for students by enhancing the well-being of faculty and staff, enabling them to provide a more humane and interactive educational experience.

b) Improving the curricula of teacher and educational leader preparation programs:

The results of this study can be used to develop the content of educational courses (e.g., educational administration, performance development, and psychological well-being at work) by including topics on job well-being, work-life balance, and academic performance management.

c) Improving teaching methods:

The correlation between well-being and excellence indicates that satisfied faculty members are more likely to adopt more diverse and innovative teaching methods (interactive learning or projects based on personal interest), which enhances student motivation.

d) Creating parallel student activities that foster university well-being:

The study results help design extracurricular activities that take into account mental and social health on campus, fostering a culture of integrated well-being that begins with the administration and ends with the student.

e) Proposing realistic educational administrative solutions:

Models can be presented to solve underperformance problems by adopting institutional well-being policies, such as allocating flexible hours, supporting scientific research, providing professional and psychological counseling, and developing reward systems based on educational performance.

F) Supporting data-driven university policies:

These findings enable higher education decision-makers to formulate policies based on real data about the needs of university community members, contributing to improving the overall performance of the system.

g) Promoting a culture of collaboration among faculty:

By highlighting the impact of social well-being on performance, educational programs can be formulated that strengthen academic teams and develop partnerships between departments, which will reflect on the quality of teaching and research outcomes.

h) Providing models applicable to other universities:

The study allows for the potential for its findings to be used at other universities facing similar challenges, contributing to the dissemination of benefits at the regional educational policy level.

Suggestions

In light of the study's findings revealing disparities in the availability of indicators of organizational well-being and functional excellence among university leaders, faculty members, and administrative staff, there is a need for a set of proposals aimed at addressing shortcomings and enhancing strengths, thus contributing to improving the university work environment and raising the efficiency of institutional performance. These included the following:

Proposals for university leadership

- Restructuring roles and responsibilities to ensure clear division of tasks and avoid overlapping of responsibilities.
- Enhancing administrative and financial support by providing additional resources to help leaders implement their plans effectively.
- Implementing a participatory management approach to enable leaders to involve faculty members and staff in the decision-making process.
- Developing strategies to manage administrative pressures, such as reducing bureaucracy and delegating some tasks to leadership assistants.
- Improving evaluation and monitoring mechanisms to ensure the efficient achievement of the university's strategic objectives.
- Promoting a culture of innovation and academic sustainability by supporting developmental research and entrepreneurial projects.

Proposals for Faculty members

- Improving the scientific research environment by providing financial and moral support to researchers and promoting academic publishing in prestigious journals.
- Developing incentive and recognition systems to ensure rewards for excellence in teaching, research, and community service.
- Enhancing professional development opportunities by providing training programs and specialized courses in modern teaching techniques.
- Achieving work-life balance by reducing administrative burdens on faculty members.
- Supporting a culture of cooperation and communication by promoting teamwork across colleges and departments.
- Improving job satisfaction by providing financial incentives and fair promotion opportunities based on academic performance.

Proposals for University staff

- Improving the work environment by providing a supportive professional environment that reduces job stress.

- Increasing training and development opportunities through specialized training programs to enhance professional competence.
- Enhancing job satisfaction through incentive policies and rewards for outstanding employees.
- Clarifying roles and responsibilities to avoid conflicts of interest and achieve optimal performance.
- Improving communication between employees and management to ensure a more transparent and interactive work environment.
- Enhancing job security and stability by developing clear policies that guarantee employee rights.

Recommendations

The following are recommendations distributed according to the target groups, ensuring that the proposed solutions align with the needs of each group and provide practical, implementable interventions that contribute to building a sustainable university climate based on well-being and excellence:

Recommendations for university leaders

- Conducting advanced training programs on effective leadership, crisis management, and strategic planning.
- Fostering a flexible organizational environment that encourages creativity and innovation in academic and administrative work.
- Enhancing cooperation among university leaders through periodic meetings to exchange experiences and best administrative practices.
- Providing psychological and administrative support programs to alleviate the stress resulting from complex institutional decision-making.
- Developing clear motivation and recognition policies to ensure leadership satisfaction and foster a sense of accomplishment.

Recommendations for Faculty members

- Establish a specialized center to support faculty members in scientific research and academic development.
- Incorporate modern teaching techniques based on e-learning and interactive learning to keep pace with global developments.
- Provide financial and professional incentives to faculty members who achieve outstanding research and academic achievements.
- Strengthen academic advising policies to support faculty members in achieving the highest levels of performance.
- Improve the evaluation and feedback system to ensure transparency in assessing academic performance.

Recommendations for University staff

- Establish vocational training programs aimed at developing employees' administrative and technical skills.
- Improve incentive and promotion systems to ensure job fairness and enhance motivation.
- Foster a collaborative work environment by building a corporate culture based on mutual respect and appreciation.
- Develop performance management policies to ensure employee monitoring and appropriate feedback.
- Establish mechanisms to support employees psychologically and administratively to help them overcome work pressures.

Recommendations for Expanding Future Studies to Address the Limitations of the Current Study

Based on the limitations of this study, including the inability to infer causal links, the fact that the research sample was limited to two private universities, and the superficiality of psychological measurement using the five-point Likert scale, the study proposes a set of recommendations for future research aimed at deepening the understanding of the relationship between organizational well-being and functional excellence. These recommendations are as follows:

- (1) After mentioning the causal limitations of adopting a descriptive-analytical approach, it is recommended to conduct longitudinal or experimental studies to explore the causal relationship between the research variables.
- (2) After noting the lack of generality of the research sample, the study should be generalized to public and international universities to ensure the validity of the research findings.
- (3) After acknowledging the choice of a closed Likert scale, it is recommended to use qualitative tools, such as focus groups or in-depth interviews, to understand the psychological motivations behind participants' responses.

Conclusion

In conclusion, this study aimed to measure the impact of organizational well-being on functional excellence across three main categories at the university: leaders, faculty members, and administrative staff. The descriptive-analytical approach was adopted, and data was collected through a questionnaire consisting of (24) items divided into two indicators (**organizational well-being and functional excellence**), in addition to semi-structured interviews with (15) university leaders to elucidate their perspectives and experiences. The most prominent results indicated:

- A) A "**Very Strong**" positive correlation among leaders ($R = 0.748$), reflecting the effectiveness of administrative support and empowerment in raising their performance.
- B) A "**Moderate**" correlation among faculty members ($R = 0.521$), resulting from research pressures and a lack of incentives that limit their ability to benefit from well-being policies.

C) A "Strong" correlation among administrative staff ($R = 0.614$) is attributed to improved working conditions and clear mechanisms for assigning tasks, although they lack ongoing training.

The most important practical recommendations include the following:

- (1) Focused leadership support programs: Design strategic plans to enhance leadership well-being through advanced training and broader decision-making powers.
- (2) Strong research incentives: Approval of periodic research grants and awards for faculty members to alleviate publication pressures and stimulate scholarly production.
- (3) Training and accurate job descriptions: Organizing regular training sessions for administrative staff, reviewing and clarifying job descriptions to ensure fairness and manage the workload.

About the Author

Yasmin Hassan: A PhD researcher in the field of educational administration and education policies, I have academic and professional experience in educational and classroom management. I have numerous educational research projects, both theoretical and field-based, to provide new perspectives for developing the educational process, as well as some published educational articles that dealt with family and school life. I have presented research contributions in several educational forums and educational conferences at the local and national levels, and have delivered several training courses and workshops that combine advanced research skills and analytical ability to solve educational problems. These courses have covered several fields such as educational policies, strategic planning, crisis and educational risk management, developing professional performance in educational institutions, and proposed applied methods to contribute to improving the quality of education. **Orcid:** 0009-0007-3943-8498.

AI Statement

This document has been enhanced through the use of Grammarly which was employed to refine its linguistic style and correct grammar and spelling. While the incorporation of these technologies may introduce some AI-generated linguistic patterns, it is important to note that the core intellectual content, data interpretation, and conclusions presented are entirely the work of the author.

Statement of Absence of Conflict of Interest

The author declares that there are no conflicts of interest related to the research, findings, or recommendations presented in this paper. All conclusions drawn are independent and unbiased.

References

- Aql, A. (2009). *Standards of Excellence in Higher Education: Jordan as a Model*. Dar Al Khaleej Publishers and Distributors.
<https://search.mandumah.com/Record/928365>
- Al-Awaimer, H & Al-Shabli, H. (2024). The Impact of Employee Well-being on Job Loyalty: The Mediating Role of Job Satisfaction. *Arab Journal of Management - College of Business, Al-Balqa Applied University*. 44(5), 243-260.
https://aja.journals.ekb.eg/article_351124.html

- Al-Busaidi, B & Dahliz's, K. (2022). *The Role of Employee Well-being and Organizational Climate in Promoting Innovative Behavior among Employees in the Municipal Departments of North Al Sharqiyah Governorate*. [Unpublished Master's Thesis], College of Business Administration, Al Sharqiyah University.
https://www.asu.edu.om/img/Dissertations/Dissertations_2022_m4d16_11621.pdf
- Cooper, C. & Cartwright, S. (2009). *The Oxford Handbook of Organizational Well-being*. Oxford University Press.
- Al-Khayat, W. (2019). Nstitutional Excellence of Egyptian Universities in Light of the European EFQM Model. *Mansoura Faculty of Education Journal*, 108(4), 29-3.
 DOI: [10.21608/maed.2019.131638](https://doi.org/10.21608/maed.2019.131638)
- Mandour, H. (2014). Requirements for Achieving Organizational Excellence in Egyptian Universities: An Analytical Study. *Journal of Educational Administration, Egyptian Society for Comparative Education and Educational Administration*, 1(2), 330-277.
<https://search.mandumah.com/Record/713103>
- Mohamed, S. (2019). *Reinventing Organizations to Achieve Excellence*. Arab Press Agency.
<https://www.scribd.com/document/696940872>
- Musa, Ahmed. (2024). The Role of Selection and Appointment Strategy in Achieving functional Excellence. *Journal of Administrative and Political Sciences*, 1(1), 409-455.
https://mawa.journals.ekb.eg/article_371975.html
- Rahima, Z. (2023). *The Impact of Human Resources on Achieving Institutional Excellence*. [Unpublished Master's Thesis], College of Administration and Economics, University of Maysan.
<https://systems.uomisan.edu.iq/projects/uploads/files/bxhsnkqwzlmicgo.pdf>
- Salman, M. (2023). *Inspirational Leadership and the Creation of Career Excellence*. Astin Macauley Publishers. <https://mahally.com/products/1410343745/1643967733/>
- Al-Salmi, A. (2024). *Universities of the Future in the Age of Excellence and Internationality*. Sama Publishing House. <https://alisalmi.com>
- Tran, M. (2025). *Harnessing Happiness and Wisdom for Organizational Well-Being*. IGI Global.
https://www.researchgate.net/profile/Ngoc-Lan-Dang/publication/388749834_The_Happiness_Book/links/67a48c92645ef274a4714eb7/The-Happiness-Book.pdf?origin=scientificContributions
- Hou, W., Wuttke, E. & Schmitz, B. (2022). *Well-being in Organizations*. Frontiers Media SA.
<https://www.frontiersin.org/research-topics/16733/well-being-in-organizations/magazine>

Appendices

Appendix A

« University Community Questionnaire »

- Target Audience: () Faculty Member. () Employee.
- Instructions for Respondents:
- Please read each item carefully and indicate your degree of agreement with the following statement using a five-point Likert scale:
 (1) = Very Weak – (2) = Weak – (3) = Average – (4) = High – (5) = Very High.

- Put (✓) around the number that best expresses your opinion.

N	Phrase	Functional Excellence	Organizational Well-being	1	2	3	4	5
1	I feel that the university provides me with sufficient administrative support to perform my duties.		***					
2	The university administration involves faculty/ staff members in making important decisions.		***					
3	I have an appropriate balance between academic and administrative responsibilities.		***					
4	University work policies reduce psychological work pressure.		***					
5	I feel psychologically comfortable in the university work environment.		***					
6	I find that the distribution of tasks and duties within the university is done fairly and transparently.		***					
7	I have opportunities to innovate and come up with new ideas.		***					
8	I regularly participate in workshops or training programs to enhance my well-being.		***					
9	I receive constructive feedback from my supervisors that helps me improve.		***					
10	You feel appreciated and respected by your colleagues and management.		***					
11	I feel professionally secure and stable in my current job.		***					
12	I find the university's promotion and advancement policy clear and fair.		***					
13	I am able to develop strategic action plans that contribute to achieving my professional goals.	***						
14	I can manage crises that I face at work efficiently.	***						
15	I achieve academic and organizational goals within the specified time frame.	***						
16	I contribute to the development of policies or procedures that encourage excellence within the university.	***						
17	I take the initiative to improve processes and procedures in my department/college.	***						
18	I have the ability to lead teams to achieve high results.	***						
N	Phrase	Functional Excellence	Organizational Well-being	1	2	3	4	5

19	I receive the support and resources I need to successfully implement my projects.	***						
20	I maintain a high and sustainable level of productivity.	***						
21	I use clear quality standards to regularly evaluate and improve my work.	***						
22	I meet deadlines and manage my time effectively to achieve business goals.	***						
23	I meet deadlines and manage my time effectively to achieve business goals.	***						
24	I am constantly working on developing my professional skills and knowledge.	***						

Thank you for your valuable sharing!

Appendix B
«Guide to Semi-Structured Interviews with University Leaders»

- **Appendix Objective:**
Provide a set of open-ended questions aimed at exploring university leaders' perspectives on the two research indicators: organizational well-being and functional excellence.
- **Guidelines to follow:**
 - Ensure that the purpose of the interview is explained and that leaders have permission to record, if applicable.
 - Start with a general icebreaker question, then move on to the main questions.
 - Allow respondents to expand on their answers and document observations.
- **Open-ended questions (8):**
 - 1) **How would you describe the organizational work environment at your university in terms of administrative support and participation in decision-making?** (Explore the leader's perceptions of participation mechanisms and satisfaction with administrative representation)
 - 2) **What are the most prominent policies or practices that you believe contribute to the well-being of employees and faculty members?** (Request examples of supportive initiatives or well-being programs)
 - 3) **In your opinion, how does the level of organizational well-being affect your ability as leaders to achieve the university's strategic goals?** (Explore the relationship between organizational well-being and functional excellence)

-
.....
- 4) **What are the most prominent challenges you face in striking a balance between administrative demands and academic duties?** (Consider pressures, available resources, and how to manage them)

-
.....
- 5) **How do you evaluate the university's measures to promote a culture of innovation and functional excellence among employees?** (Explain the participant's opinion on incentive programs and incentive policies)

-
.....
- 6) **What are the difficulties or obstacles that hinder the implementation of professional development plans and training within the university?** (Explore the reasons for the lack of training and development opportunities)

-
.....
- 7) **How do you, as leaders, enhance the relationship between employee well-being and job performance? Do you have successful experiences in this area?** (Request practical examples of leadership initiatives related to performance well-being.)

-
.....
- 8) **What are your recommendations for improving organizational well-being and employee excellence at your university in the coming years?** (Review some suggestions for future policies and programs.)

.....
.....

We thank you for your valuable time and contributions to enriching our understanding of the reality of organizational well-being and functional excellence at your university.