THE INFLUENCE OF ORGANIZATIONAL SIZE AND REWARD SYSTEM ON THE ORGANIZATIONAL PERFORMANCE IN HIGHER EDUCATION INSTITUTIONS: THE MODERATING ROLE OF INFORMATION COMMUNICATION TECHNOLOGY

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Universities are exceptional organizations with their structure and purpose. The activities which have been developed for productive, industrial, and/ or service establishments are not suitable to be conducted in universities. This study is talking about the moderating effect of strategy communication on the relationship between organizational size, reward system and the organizational performance among the higher learning institutions. The total respondents for this study were 236 from different groups, high, and middle management levels from the higher educational institutions in Palestine. A questionnaire was used as a research instrument and for the data collection. The partial least squares-Structural equation model PLS-SEM was used in this study to analyze the data. The findings show that the organizational size has a relationship with the organizational performance, but no moderating effect was there. The reward system does not have a relationship with an organizational performance and no moderation effect. But if combined it with the organizational size it will be a moderating effect and this is what general system theory said.

Keywords: component; Strategy Executio; Organizational Size; Reward System; Information Communication Technology ICT; Performance; Higher Educatio;

I. INTRODUCTION

We define implementation as taking action through operations to execute strategy (Hill & Jones, 2007; Parmigiani and Holloway, 2011). While certainly of interest to practitioners (Bossidy and Charan, 2002), implementation has been somewhat overlooked by strategy scholars (Poppo, 2003). This may be because processes like implementation are challenging to study unless one conducts detailed surveys or engages in deep case studies, often within a single firm, (Szulanski, 1996; Maritan and Brush, 2003; Parmigiani and Holloway, 2011). In addition, it can be difficult to determine appropriate dependent variables for such work (Ray, Barney, and Muhanna, 2004; Parmigiani and Holloway, 2011).

Many executives and scholars have argued that effective strategy implementation is at least as important as – if not more important than- developing a brilliant strategy (Slater, Olson, Hult, 2010). The first serious discussion leads to the conclusion that without proper execution in the higher education institutions

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through appropriate methods and mechanisms, universities would not be able to achieve their objectives, mission and vision (Rahimnia, Polychronakis, & Sharp, 2009). Furthermore, the dynamic environment nowadays has become increasingly risky for higher learning institutions, execution strategies successfully are very important for any organization in any sector. The success or failure of learning institutions is very much dependent on its ability to understand internal and external forces.

Universities are exceptional organizations with their structure and purpose. The activities which have been developed for productive, industrial, and / or service establishments are not suitable to be conducted in universities. The higher education institutions constitute a substantial proportion of economic development and employment generation. Hence, research in higher education institutions is necessary as there are wide disparity between larger institutions and smaller in terms of strategy execution studies and are highly concentrated in developed nations. Similarly, most of the previous studies in strategy execution were largely concentrated in USA and Europe's little is known to strategy execution in Middle East, Asia and Africa, mainly research on larger corporations (Cater & Puko, 2010), this necessitate to look at the strategy execution and organizational performance relationships outsides the developed economies particularly in higher learning institutions (Rahimnia, *et al*., 2009) which has been few or no empirical evidence specifically in Palestine as a new and small country. Therefore, the main objective of this paper is to provide an empirical contribution in the context of higher learning institutions in Palestine.

The findings of Peng and Litteljohn (2001) show that effective communication is a key requirement for effective strategy implementation. Strategy communication plays an important role in training, knowledge dissemination and learning during the process of strategy implementation. In fact, communication is pervasive in every aspect of strategy implementation, as it relates in a complex way organizing process, organizational context and implementation objectives which, in turn, have an effect on the process of implementation.

Communication barriers are reported more frequently than any other type of barriers, such as organizational structure barriers, management barriers, or cultural barriers. Heide, Grønhaug and Johannessen s (2002), for example, indicate that there are various types of communication problems (without specifying what they are). These communication issues may be influenced to some extent by the organizational structure. According to Heide, Grønhaug and Johannessen, they constitute the key barrier to the implementation of planned strategic activities. Rapert, Velliquette & Garretson (2002) state that communication and shared understandings play an important role in the implementation process. In particular, when vertical communication is frequent, strategic consensus (shared understanding about strategic priorities) is enhanced and an organization's performance improves.

They explore vertical communication linkages as a means by which strategic consensus and performance can be enhanced (Li, Guohui, & Eppler, 2008).

Information communication and technology in organization communication continues to grow rapidly as the key fundamental technologies of organizations' success and the way of associating with the team workers to send clear strategies for employees who will be involved in strategy implementation. Constant improvements in the underlying technologies make possible new ICT communication tools to make decision making very fast and so reliable when it comes to also the response (Laalaoui & In Bouguila, 2015). Throughout the organizations, the utility of ICT applications tends to advance much more slowly than the underlying technologies. A doubling of conveying message (strategy) speeds during the strategy implementation, The operative implementation and use of ICT in communication are the result of a multi-faceted procedure that requires not only acceptance of technology but also vicissitudes in organizations. As part of this process, individuals and agencies actively adapt (and sometimes resist) the techniques (Reddick, & Anthopoulos, 2015). Although this issue has been there yet only few studies focus their attention on the importance of communication and how it influences organizational performance (Maas, 2008). As pointed out by Forman and Argenti (2005), although an entire discipline is devoted to the study of organizational strategy as well as strategy execution, however, little attention is extended to the link between communication and strategy (Childress, 2013).

Over the year, there is growing realization of the significant contribution of strategy execution (Mieso, 2010; Malik, 2007; Johnson, 2002) organizational size (Elbanna, Child & Dayan, 2013; Maas, 2008; Parnell, 2008; Harrington, 2006) and reward system (Hill, 2011; Baily, 2008; Neilson, Martin, & Power, 2008; Hrebiniak, 2008; Higgins, 2006; Okumas, 2003, 2001) on performance. Therefore, in order to fill in the research gap, this study will investigate the link of organizational size and reward system on performance moderating by the strategy communication (defined by Maas, 2008 Strategy communication the way in which the strategy is communicated to organizational members) and which mentioned of a many researches and studies that the poor communication is treated as a core barrier which not only hinders strategy implementation but also impedes discussion of the barriers themselves(Forman and Argenti 2005; Al-Gamdi, 1998; Alexander, 1985). The current study strengthens some previous studies that have been done by several researchers (Alamsjah, 2011; Wawaru, 2011; Cater and Puko, 2010; Kazmi, 2008; Sedlemayer, 2008; Thorpe and Morgan, 2007; Bannen, 2002; Zaggota and Robinson, 2002). A recent study of ordinary, implementation capabilities in alliances further suggests that communication is necessary for knowledge transfer and performance (Parmigiani and Holloway, 2011; Schreiner, Kale, and Corsten 2009).

II. LITERATURE REVIEW

(A) Organizational Size (OS)

Maas (2008) organization size is defined as the number of organizational members within an organization. Saunders (2005) describes the organization size as the number of all staff in one organization. Ultimitly. The new organizational size definition that a factor can influence strategic decision processes and affect the formulation and implementation process Elbanna, *et al*, (2013).

Maas (2008) elaborates that smaller organizations often have more problems when compared to the larger organization. A small organization size was found to have several possible consequences for strategy implementation. Some researchers concluded that lack of required and sufficient competent human resources to execute strategy will make small organization suffer larger effects. He furthers that smaller organizations often need competent staff to do the tasks which are performed by different people in larger organizations, and the mistakes which made by staff in small organizations often have a larger effect than on the large organizations (Elbanna, *et al*, 2013; Cater & Puko, 2010; Maas, 2008; Parnell, 2008; Harrington, 2006).

Another view from other studies mentioned to the organizations on large size reduces the social interactions between leaders and followers. Previous research suggests that leaders working with a larger number of subordinates have less time and opportunity to build intimate relationships by coaching, providing feedback, building shared goals, and interacting with them (e.g., Ahearne, Lam, And Kraus, 2014; Maas, 2008; Ford, 1981; Porter and Lawler, 1964). Due to this lack of interpersonal interaction, subordinates may not be able to fully appreciate the support resulting from a manager who facilitates adaptability. Furthermore, cliques are more easily formed into larger units (Ahearne, Lam, And Kraus, 2014; Tichy, 1973). Subordinates may even perceive a manager's facilitating adaptability as favoritism toward a subgroup at the cost of others when a business unit size is large, thereby creating affective conflict that should hinder business performance. Thus, the performance impact of a middle manager's downward influence should be lower when his or her business unit is large, as compared to when it is small.

Alternatively, a second prediction is based on larger units' need to adapt to achieve environment–strategy fit (e.g., Ahearne, Lam, And Kraus, 2014; Hrebiniak and Joyce, 1985; Venkatraman and Prescott, 1990). Specifically, compared with those in smaller business units, subordinates in larger ones are more likely to be faced with a more diverse business environment. In larger business units, emergent situations that do not account for during the strategic planning process are also more likely to arise. Subordinates in these larger business units, therefore, are not only more sensitive but also more appreciative of middle managers' facilitating adaptability than those with smaller ones. Thus, the performance impact of middle

managers' facilitating adaptability in larger business units will be stronger because it creates a better environment–strategy fit that enhances subordinates' ability to cope with emergent situations and elevates their positive perception of managerial support. Note that although middle managers in large networks may not have strong leader–follower interpersonal relationships, their formal positional power over subordinates can make up for this shortcoming and allow them to exercise adaptation "within the constraints" (Ahearne, Lam, And Kraus, 2014; Hrebiniak and Joyce, 1985).

(B) Reward system

In the field of strategy execution, many scholars associate reward systems as a critical factor in strategy execution (Bhatti, 2011; Higgins, 2006; Okumas, 2003, 2001). Higher education institutions use a reward system as an important tool to screen progress of strategy execution (Hrebiniak, 2005). Incentive or Reward systems are necessary to motivate staff (Hrebiniak and Joyce, 1984). Commitment to a strategy can be furthered by realigning rewards so that they represent the planned strategy (Li, Guohui, & Eppler, 2008). The prominence of empowering people has been acknowledged as a mean of achieving success in strategy execution (Stonich, 1981). Performance based reward will make people know what is important, valued and recognized in an organization, and this will serve as motivation for people to engage in the process (Bossidy and Charan, 2002). An effective reward system can have a positive influence on implementation success. Rewards may consist of monetary compensation such as salary and bonuses but can also include non-monetary compensation such as compliments, positive attention, praise, recognition, and good performance assessment interviews. Other non-financial rewards include when organizational participants perform well and this is communicated to the whole organization and having employees of the month and year. However, not only should well-performing individuals be rewarded, but poorly performing individuals should be addressed as well. For example, when organizational members do not perform well, they can be dealt with by having performance interviews, transferring them to another department, not giving them a raise, demoting them, or firing them (Laamanen, Skurnik, 2009).

Alamsjah (2011) in his study of the Indonesian organizations found that the reward and incentive system are not applied there in most than 89 % of the companies, and the finding shows that the respondents in his study mention to the reward system is the obstacle number five in the list of the obstacles that face the strategy execution process there. Furthermore, the study of Brenes *et al*., (2008) in the Latin America organization found that more than 86 % of the respondents of the targeted organizations there that the reward and incentive reward system is essential and key factor to achieve success for the organizations, even they mentioned that to fulfill the implementation process should reward the wisely

employees there. Mass (2008) in his study point out of the positive relationship between the successful in implementation process in the organization and further to the success of organizations as a whole (Hussy, 1996).

(C) Communication strategy

Another essential factor in the execution process is to effectively communicate strategy which has been examined in depth by authors, such as Hrebiniak (2006) and Siam & Hilman, 2014. Moreover, Kouzes and Posner (2002) discussed the importance of effective communication and acknowledged that leaders, who communicate effectively, have a better chance of adverse vision clearer and at the same time motivate and enhance loyalty, commitment, productivity and pride among their employees (Ahearne, Lam, & Kraus, 2014). Leaders who communicate effectively clarify not only vision, mission and values clearly, but they also ensure that the execution process can be easier towards realizing the objectives (Andrew, *et al*., 2011).

Further, common execution format and templates are important as they ease the process to streamline communication, ensure consistency, improve collaboration among parties involved and efficiently achieve objectives. It seems that regular and structured meetings improve communication since they give room for the organization to review the plan, reconfirm priorities, and keep everyone involved in the execution (Ahearne, Lam, & Kraus, 2014).

Communication strategy can be defined as the method and manner the strategy that is transferred to the organizational members (Siam & Hilman, 2014). Forman and Argenti (2005) rightly note that, although an entire discipline is devoted to the study of organizational strategy, including strategy execution; little attention has been given to the links between communication and strategy (Hilman & Siam, 2014). But they also note that, in the last decade, business communication researchers have become increasingly interested in the contribution of corporate communication to an organization's ability to create and disseminate its strategy (Al-Dajani, 2013). However, very few researchers are found to have examined the link between communication and strategy, and – when they have their focus has largely been on how corporate communication affects the organization's relationship with its-various stakeholders. At least, numerous researchers have already emphasized the importance of communication in the process of strategy execution (Salas & Huxley, 2014; Almsjah, 2011; Alexander, 1985).

(a) *Uses of Information communication technology as a tool in strategy execution*

Spread out computing: this a condition in which a company ruptures was computing power and locating it in different devices for example like in desktops, laptops so as the workers can access the information (In Reddick, 2015).

Email: this is mostly used not only in the company premises but also globally by other organizations.

Instant messaging, this is faster than the email, this is done through a text message this is mainly through Skype which can be download even in mobile phones and when you other colleagues does that it will be more easy and efficient to convey a message to the company.

Online transaction processing (OLTP) this is getting-together of information and bring current up-to-date data to replicate the gathered and dealt with information. In most businesses they use the operational database that supports online transaction processing (OLTP).

Online Analytical Processing (OLAP): -OLAP is information technology-based.it is used in creating information through analyzing LAP ranges. This is from solving simple questions on a database to regulate, which customers owe the company using the simulated brain tools, like neural networks and genetic mathematics, to explain a thoughtful problem to the benefit of the business. It is the best In quick decision making. For which the achievements and success of the company depend on the rate, efficiency and speed in decision-making. This is by gathering information and thinking about how to bring out decisions depending on the facts gathered(In Reddick, 2015).

Communication can influence the implementation' performance positively if the uses of Information communication technology in organization communication occurs: (Siam & Hilman , 2014; Okumas, 2001).

- Spread out computing: this a condition in which a organization rupture was computing power and locating it in different devices for example like in desktops, laptops so as the workers can access the information. In a company, the staff will access the organization information shared through this form of spreading out computing. In this, the company sets up websites through which all employees are in a position of access the shared information and giving their feedback on that (In Reddick2015).

- Email: this is mostly used not only in the company premises but also globally by other organizations. No matter the type of tools that has been introduced no tool has been in a position of succeeding this one. Most companies make email address under their businesses domain. These one has no restriction anyone can access to it (In eddick2015).

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(D) Impact of Information Technology on Higher learning organization Performance

ICT underpins the success of the 21st-century learning and permeates the school environment. It is usually applied in the process of learning. It is a tool driving much innovation and development in countries. According to Youssef (2011), the use ICT in higher education is applied in various ways. They include developing course material, sharing content and delivery of information, communication between learners, outside world and teachers, and academic research. It is also used in the creation and delivery of lectures and presentation, student enrollment, as well as administrative support. An example is the e-learning program that depends on the transformation of information from one source to the next one

In the field of academics, there is a faster adaptation of the computer than other audio-visual media (Sukanta, 2012). It is because of the power of a computer to manipulate symbols and words. ICT has impacted the eLearning and long distance education. In eLearning, it has reduced the barriers to enrollment in higher education. It has enhanced teaching and research both from constructivism and constructivist theories of learning. The application of online pedagogy within the management institution and universities is on the increase. The introduction of the Wi-Fi system has led to the rise of the hi-tech education system, where accountability and accessibility of the subject material are made readily available to learners. Application of ICT has enhanced research as there is a steady increase in computing power and bandwidth which has made it easy to carry complex calculations (Sukanta, 2012). Through communication channels, it is possible to spread out research teams across the global rather than a concentration in a single institution. Besides, it has enabled people to enrich research possibilities for smaller institutions through equalizing access to academic material from digital libraries.

ICT has also facilitated the increased growth of education (Sukanta, 2012). Today there is a higher enrollment of students in class. In the early stages, it was hard to manage a large class by a teacher due to interactive teaching methods or

gaining insight of the difficulties experienced by learners. ICT has provided opportunities for educational technologies. Learners can access reserved educational capital (Talebian, *et al*., 2014). With the invention of the World Wide Web and the Internet, it is possible to get access to unlimited amount of educational materials and data. With the ability of the ICT to go beyond time and space it allows the achievement of learning. It has enhanced student and teacher motivation. Both students and teachers have felt the impact of ICT as it has contributed significantly to motivation to learn. The integration of ICT by the teachers in a particular lesson brings interests to learn from the experience. It captures the attention of the learners as it breaks monotony and boredom in a classroom. Besides, ICT impacts learner autonomy. Information technology increases student autonomy as they can be self-governed without supervision from anyone.

ICT has also impacted higher learning in the following manner. According to Youssef (2008), ICT has improved self- pacing with enhanced capacities to handle personal learning methods as students can learn at the pace suitable to their needs. It means that today's students can learn at their pace and time. In the field of education, should take into account that there are those students who are faster learners and slow learners. With the advancement of ICT, a student can the learner based on their abilities and understanding.

Moreover, ICT has encouraged collaborative learning (Youssef, 2008), with the minimum indication of the isolated students. Today with ICT students are in the position of working together in achieving a common goal. Students can cooperate and handle assignment that may involve online research with less difficulty. Through collaborative learning, there is less isolation of students as there is a free searching of resource material from one source to another. It has also facilitated information accuracy and reliability, adding to the authenticity of learning the task. ICT has impacted education sector by the provision of information that is accurate without errors which have boosted learning. The information from ICT is also reliable as it gives the actual event of data required. At the same time, this information is not copied from any other source. The information contained by the ICT is of high-quality information from the source.

Above all, ICT has enhanced teachers' practices, planning tools, and assessment methods (Youssef, 2008). Many teachers across the globe can carry out the teaching process by application of different teaching methods as they can use of projectors and video link among others. A teacher today can conduct an online examination to students with minimum difficulties. The application of this device has made it easy for those students undertaking eLearning and long distance learning. Students can follow teachers on social media through the use computers and personal mobile devices. Through ICT a teacher can be able to communicate with students all over the world with ease. At the same time, it is easy to teach a large class for the teachers for example uses of projectors to illustrate key points through the provision

of models. The application of this device has made it easy for those students undertaking eLearning and long distance learning. The student can be able to follow teachers on social media through the use computers and personal mobile devices. Through ICT a teacher can be able to communicate to his or her students all over the world with ease. At the same time it is easy to teach a large class for the teachers for example uses of projectors to illustrate key points through the provision of models.

ICT has redefined and revolutionized all aspects of human interaction in education, social business among others. ICT has turned the world into a global village whereby location and limits of time no more apply. Higher learning institutions have impressed ICT to improve efficiency and effectiveness. The application of ICT has grown at an alarming rate over the past years. It symbolizes a new era in the education sector. However, its efficiency depends on what purpose and how it is used. Despite the challenges encountered in the implementation of ICT, there are many positive impacts associated with it in the area of education. It has profound effects on learning in higher education by giving new alternatives to the teachers and students.

(E) Challenges affecting ICT to make effective communication

- Funding: With cyclical benefactor subsidy and heaviness to curtail administrative and administration costs, it is often difficult for an organization to appropriately design and reserve financial and anthropological investments in ICT as an essentials bulk for progress programs and tools for to be used to convey the message required. For example, a company will need more computers and reliable Internet provider for efficient conveying of messages and replies (Laalaoui 2015).
- Lack of knowledge: this mainly affects in using the tools into conveying messages to the work team. Some of the employees may not have the knowledge on how to open the mails and reply to the relevant bodies and thus it will be a challenge though it can be avoided by introducing training and lessons on how to use them (McChesney, Covey, & Huling, 2012).
- Lack of essentials likes the internet. If there is a fail on the internet one cannot be able to read or send any message or email and hence making the ICT adoption not very reliable in organizations.
- Using this ICT tools in communication when conveying a message, it is very hard to realize whether the person is Frank or hiding the truth. You can never know how urgent the message is without looking at him or her (McChesney, Covey, & Huling, 2012).

III. ORGANIZATIONAL PERFORMANCE

Many organizations try to develop and adopt a variety of organizational performance measurement systems to monitor and drive their improvement of specified results

and communicate their vision, goals, objectives, measures, aims, and outcomes to human resources and component in a coherent fashion. This system is the balance score card BSC (Brown, 2010).

The Balance Scorecard (BSC) is one such tool that provides a mix of financial and non-financial means to monitor and manage organizational performance. The Balanced Scorecard developed by Kaplan and Norton (1996, 1992) emerged as a method to explicate organizational performance, and to have a clear and traceable means to manage it based on four perspectives: financial, internal, customer, and learning and growth.

The financial perspective provides a combination of both traditional accounting measures and identification of leading financial indicators of future performance. The internal process focuses on metrics that reveal internal operating performance. The customer measures often focus on satisfaction, loyalty, and profitability to ensure the right customers are receiving the right response. The learning and growth perspective focuses on how well- learning and knowledge are managed and cultivated to support strategic goals. The financial perspective measures the portfolio and profit for the organization (Fuentes, 2008).

(A) The Relationship between Organizational Size and Organizational Performance

According to studies on strategy execution, many researches focused on organizational size, Maas (2008), Parnell (2008), and Hrrington (2006), investigated the role of organizational size on the strategy execution and its effect on the organizational performance. Parnell (2008) found that the organizational size is a success factor in the strategy execution process. He recommended studying the organizational size as a critical success factor in the organization. In another study Maas (2008) found that the organizational size is one of the factors that was recurrent by given the respondents as a success factor improving the strategy execution and affect positively on the organizational performance. Harrington (2006) recommended in his study to investigate the relation between organizational size (small and large) with organizational culture and reward system and their influence on the organizational performance.

(B) The Relationship between the Reward System and Organizational Performance

Delisi (2006) stated that the most difficult thing in organization is when the management neglects to reward people or measure their work performance. It is rare to find a study that discusses a success in strategy execution that does not mention or consider reward system (Hill, 2011; Waweru, 2011; Schaap, Stedham, & Yamamura, 2008; Sedlemayer, 2008). Rahimnia *et al*, (2009) mentioned that if the reward system is not considered during the execution of the plan, it will be an

impediment and hinder the fostering in the organization especially in the higher education institutions. Hrebiniak (2006) mentioned in his study that there will be no success if the staffs are not rewarded for their good work performance and this will impact the organizational performance.

In the field of strategy execution, many scholars have pointed to the importance of reward systems in effective strategy execution and rising up the organizational performance (Neilson *et al*., 2008; Hrebiniak, 2008; Higgins, 2006; Okumas, 2003; Noble, 1999; Hussey, 1996; Floyd and Wooldridge, 1992; Hrebiniak and Joyce, 1984). Organizations need a reward system that monitors progress toward full execution and demonstrates senior management's interest and investment in attaining the goals of the strategy to be achieved to get success for the organizations (Hrebiniak, 2005). The greater the internal change required by a strategy, the more important effective incentives become (Okumas, 2001). Reward or incentive systems are essential for motivating staff and ensuring appropriate behavior in relation to the strategy (Hrebiniak, 2008; Hrebiniak and Joyce, 1984). Finally, commitment to a strategy can be enhanced by realigning rewards so that they represent the intended strategy (Li, *et al*., 2008; Saunders, 2005; Floyd and Wooldridge, 1992).

(C) Strategy Execution and Communication Strategy

Alexander (1985) emphasizes that in promoting the successful strategy execution, communication is much commonly mentioned than any other single item. The content of such communications comprises evidently explaining what new responsibilities, tasks, and duties that needs to be performed by the affected employees. It also includes the why behind changed job activities, and more fundamentally, the reasons why the new strategic-decision was made in the first place (Farell, Kadous, & Towry, 2011).

Rapert & Wren (1998) discover that employees who have easy access to management through open and supportive communication atmosphere tend to outperform those with more restrictive communication environments (Kumar & Sushil, 2013).

A very few authors have investigated the link between communication and strategy execution, and when they have – their focus has primarily been on how corporate communication affects the business relationship with its various stakeholders. At least, numerous researchers have already emphasized the importance of communication in the process of strategy execution (Alexander, 1985; Bhati, 2011; Bell, 2010). The study by Alashloo, *et al*., (2005) on the higher educational institutions in Iran also found "incompatible organisational culture" and "lack of adequate communication" as the most important organisational impeders as mentioned by the respondents. Similar findings were also reported by (Bhati, 2011; Bell, 2010) which noted that "incompatible organisational culture" and "lack of adequate communication" are also organisational impeders.

Strategy communication hindrances account for more regularly than the other type kind of obstructions, for example, organizational structure' boundaries, administration difficulties, or share values (culture) barriers (Hilman & Siam, 2014). Heide, Grønhaug and Johannessen s (2002), for instance, demonstrate that there are different types of strategy communication issues (without pointing out what they are) (Bulloch, 2011). These communication issues may be impacted to some degree by the organizational (hierarchical) structure (Bulloch, 2011).

IV. STUDY FRAMEWORK

Generally, the purpose of this study is to examine and determine the effect of strategic issues on organizational performance. Specifically, the objectives are to 1) investigate the relationship between strategy execution organizational' level namely as: (organizational size and reward system) and organizational performance, 2) investigate the influence of communication as a moderating variable in the relationship between the strategy execution organizational level and organizational performance.
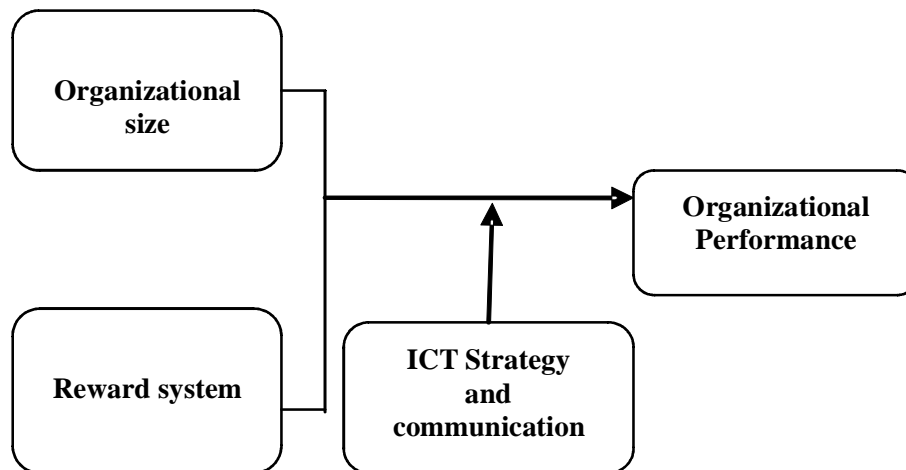

Figure 1: The research framework and hypothesis

V. HYPHOTHESIS OF THE STUDY

(A) The Organizational Size OS and Organizational Performance OP

Based on studies about strategy execution, several studies focused on organizational size. These studies investigated the role of organizational size on the strategy execution and its effect on the organizational performance (Elbanna *et al.,* 2013; Maas, 2008; Parnell, 2008). Parnell (2008) found that the organizational size is a

success factor in the strategy execution process, recommending studying the organizational size as a critical success factor in the organization. In another study, Maas (2008) found that the organizational size is one of the factors that were recurrent by giving the respondents as a success factor in improving the strategy execution and affecting positively the organizational performance. Additionally, Harrington (2006) recommended in his study to investigate the relationship between organizational size (small and large) with organizational culture and reward system and their influence on the organizational performance.

H_1) There is a relationship between organizational size and the organizational performance.

(B) The Relationship between the Reward System and Organizational Performance

Hey, 2011 stated that the most difficult thing in an organization is when the management neglect rewarding people, or measure them when the management asks for executing the plan. However, it is rare to find a study that discusses a success in strategy execution doesn't mention or consider reward system (Waweru, 2011; Bill, 2011). Rahimnia *et al*. (2009) mentioned that if the reward system is not considered during the execution of the plan, it will be an impediment that hinders the development of the organization, especially at the universities. Hrebiniak (2006) mentioned in his study that there will be no success if the staff is not rewarded during executing the strategy, and this will impact the organizational performance.

H2) There is a relationship between reward system and the organizational performance.

(C) The Relationship between the Strategy Execution Dimensions and the Communication Strategy

Research has examined the importance of effective communication at all levels of the strategy execution process (Hrebiniak, 2006; Bossidy & Charan, 2002). Furthermore, Foller, *et al*, (2011) discussed the importance of effective communication and acknowledged that effective communication by leaders has a powerful influence in making the vision clear and promoting higher motivation, commitment, loyalty, pride and productivity (Mieso, 2010). This acknowledgement was backed up by Lombrdi, (2010) and Kotter (1996) and in their findings, they stated that when leaders communicate effectively, they not only clarify vision, mission, and values but also make the imitation of action easy toward realizing the stated objectives.

Research recommended studying the relationship between the strategy execution dimensions and organizational performance (Andrews *et al*., 2011; Fernandez & Rainey, 2006)

H_3) Communication Strategy Moderates The Relationship Between Strategy Execution Factors and Organizational Performance (OP).

H_{3a}) Communication moderates the relationship between organizational size and organizational performance.

H_{3b}) Communication moderates the relationship between reward system and organizational performance.

VI. METHODOLOGY AND RESEARCH DESIGN

This study chose a quantitative cross-sectional survey method. And it is aimed to investigate the influence of organizational size, Reward System and performance relationship.

(A) The sample

The unit of analysis of this study is organizations (higher learning institution). This study examined the higher learning institutions which registered under the Ministry of Higher Education- Palestine (MOHE). The directory of Ministry of Higher education- Palestine 2012 indicated that currently there are 13 higher learning institutions in the Gaza strip. The sample size derived from Krejcie and Morgan (1970) table which will be 13 higher learning institutions. The stratified random sampling technique was used to select the samples. The potential respondents were from universities top management officers until the head of departments who are actively involved in the strategy execution process and possess adequate knowledge to answer the questionnaire.

(B) Research Instrumentation and Measurement

This study adapted instruments which have been previously tested and validated. Organizational size measures consist of four items, Reward System measures consist of 7 items and it's adapted and adopted from Maas (2008) study. All of the items were measured through seven-point Likert scale (1= strongly disagree to 7= strongly agree). Organizational performance was measured through balance score card BSC with four perspectives (Kaplan & Norton, 2006) all the items of organizational performance measures consist of 22 items. Seven-point Likert scale will be used to measure the performance (1= extremely disagree to 7= extremely agree).

(C) Data Analysis Procedures

This study was used PLS version 2.00 to analyze the data. First, the data were screened and cleaned through an assessment of missing values, Outliers (Mahalanobis distance test) and normality (Kolmogorov-Smirnov and Shapiro-Wilk). Cronbach Alpha and composite reliability will be used to determine the reliability of the instrumentation. The validity of the instrumentation was measured through face validity, content validity, construct validity, convergent validity and discriminative validity. The direct relationship of organizational size, reward system on organizational performance measured through PLS-SEM.

(a) The Convergent Validity

Construct	Items	Loadings	Cronbach's Alpha	CR	AVE
Reward system	C2	0.628	0.748	0.832	0.500
	C3	0.706			
	C4	0.710			
	C5	0.708			
	C6	0.713			
Strategy communication	G1	0.737	0.858	0.895	0.587
	G2	0.796			
	G3	0.835			
	G4	0.806			
	G5	0.742			
	G6	0.669			
Organizational Size	Q1	0.605	0.641	0.785	0.500
	Q2	0.609			
	Q3	0.826			
	Q4	0.713			
customer perspective	h1	0.806	0.872	0.904	0.613
	h2	0.807			
	h3	0.838			
	h4	0.839			
	h5	0.742			
	h6	0.648			
Interior perspective	i1	0.739	0.879	0.908	0.623
	i2	0.764			
	i3	0.852			
	i4	0.817			
	i5	0.812			
	i6	0.747			
Learning & growth perspective	k1	0.759	0.825	0.873	0.534
	k2	0.739			
	k3	0.672			
	k4	0.806			
	k5	0.726			
	k6	0.675			
Financial perspective	l1	0.858	0.761	0.849	0.590
	l2	0.773			
	l3	0.835			
	l4	0.571			

The convergent validity is defined to be the degree to which a group of items converges to measure a particular construct (Hair *et al*., 2010). According to the literature of SEM, it can be proven by examining the loadings, the composite reliability, and the average variance extracted. In other words, the constructs' items that are highly loaded and significant statistically in measuring constructs with 0.7

at least of the factor loading, the average variance extracted (AVE) is at least 0.5 for each construct, and the composite reliability is at least 0.849 for each construct more than the cut off value (0.7). Therefore, the result showed that the measurement model, outer model, has an appropriate convergent validity (Bagozzi & Yi, 1988).

Table 3 below show the results of the composite reliability values for the entire construct. They are more than 0.7 (the recommended value), and the AVE values more than 0.5. Thus, we can confirm the adequacy of the level of convergent validity of the measurement model.

Table 1. Convergent validity analysis

a: CR = (Σ factor loading)2 / {(Σ factor loading)2) + Σ (variance of error)}

b: AVE = Σ (factor loading)2 / (Σ (factor loading)2 + Σ (variance of error)}

(B) The Discriminant Validity

In the SEM literature, the discriminant validity is defined as the degree to which a group of items can distinguish a construct from other constructs in the model. In other words, the items of each construct should have a variance among them greater than that shared with other constructs (Compeau *et al*., 1999). A criterion was suggested by Fornell and Larcker (1981) to test this type of validity. In Table 2 below, there is a diagonal line of elements that are the square roots of the AVE and below those diagonal elements are the correlations of the variables. A comparison can be made between the diagonal elements and the off diagonal ones. Therefore, the discriminant validity can be confirmed and assumed if the values of the diagonal elements are higher than other values in their respective rows and columns. Therefore, the discriminant validity has been confirmed according to the Fornell and Larcker's (1981) criterion (Fornell and Larcker, 1981; Hair *et al*. 2011).

TABLE 2: DISCRIMINANT VALIDITY OF CONSTRUCTS

Construct	CP	CS	F	IN	LG	OS	RS
CP	**0.783**						
CS	0.657	**0.766**					
F	0.469	0.451	**0.768**				
IN	0.744	0.733	**0.518**	**0.790**			
LG	0.540	0.531	**0.489**	0.545	**0.731**		
OS	0.402	0.455	**0.321**	0.445	0.375	**0.707**	
RS	0.152	0.227	**0.192**	0.131	0.171	0.380	**0.707**

(C) The Structural Model, Inner Model, and Hypothesis Testing

When the construct reliability and construct validity have been examined and established, the next step was to test the proposed hypotheses of this study by running Algorithm and Bootstrapping in Smart PLS 2.0. Figure 2 and Table 3 below reported the results.
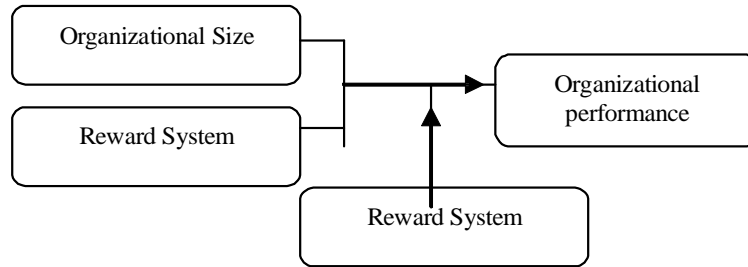
Hypothesis testing results $R^2 = 0.640$

Figure 2: The direct relationship between the independent variables (Strategy execution Plan Dimensions – execution objectives and execution tasks and responsibilities) and the dependent variable (organizational performance)

TABLE 3: PATH COEFFICIENTS AND HYPOTHESES TESTING

Hypothesis	Hypothesized Path	Path Coefficient	Standard Error	T value	P value	Decision
H_1	OS -> OP	0.152**	0.053	2.893	0.002	**Supported**
H_2	RS -> OP	0.043	0.051	0.832	0.203	**Non Supported**
H_3	OS*SC -> OP	0.093	0.066	1.396	0.081	**Non Supported**
H_4	RS*SC -> OP	-0.048	0.060	2.787	0.215	**Non Supported**

***: $p<0.001$; **: $p<0.05$;*: $p<0.1$

As illustrated in Figure 2 and Table 3 SEP has a positive and significant effect on the OP at the 0.001 level of significance ($\beta = 0.363$, t= 6.159, p<0.001). The results also show that PO has a positive and significant effect on the organizational performance at the 0.05 level of significance ($\beta = 0.170$, t= 2.633, p<0.05). Similarly, the PTR also has a significant and positive effect on the organizational performance at the 0.05 level of significance ($\beta = 0.156$, t= 2.716, p<0.05). Thus, the results supported the hypotheses of the study H_1, H_{1a}, and H_{1b} as developed in the study.

(D) Predictive Relevance of the Model

TABLE 4: PREDICTION RELEVANCE OF THE MODEL

Construct	R square	Cross Validated Redundancy	Cross Validated Communality
Organizational performance	0.403	0.256	0.640
Organizational Size			0.406
Reward System			0.484

According to Fornell and Cha (1994), the model under investigation will have the predictive quality if the cross-redundancy values were more than zero, else the predictive quality of the model cannot be confirmed.

Table 4 showed the obtained cross validated redundancy of 0.25 for OP. Therefore, these results confirmed that the model has adequate prediction quality.

(E) Goodness of Fit (GoF) of the Model

PLS-SEM has only one measure of goodness of fit that was defined by Tenenhaus *et al*. (2005) to be the global fit. Therefore, it is the geometric mean of the AVE and the average R^2 for the endogenous variable in the following formula:

$$Gof = \sqrt{(R^2 \times \overline{AVE})} \qquad (1)$$

The baseline values of GoF suggested by Wetzels *et al*. (2009) is (small =0. 1, medium =0. 25, large =0. 36). Accordingly, in this study the GoF value was 0.329 which is regarded to be medium. Therefore, the result showed that the model GoF measure is a medium based on the average variance which refer an adequate level of PLS model validity.

TABLE 5: GOODNESS OF FIT GOF

Construct	R square	AVE	GoF
Organizational Size	0.406	0.500	
Reward System	0.484	0.500	
Customer Perspective	0.774	0.613	
Internal Perspective	0.801	0.623	
Learning & Growth Perspective	0.595	0.534	
Financial Perspective	0.476	0.590	
Average	0.589	0.560	0.329

VII. FINDINGS AND DISCUSSION

This study employed the Partial Least Squares Structural Equation Modeling (PLS-SEM) and assessed the outer measurement model as a prerequisite for the inner structural model assessment and hypothesis testing. Specifically, this study established the goodness of the outer model related to the constructs of this study, namely Organizational Size and reward system on the Organizational Performance OP (with components customer perspective, learning and growth perspective, internal process and financial perspective). Once the construct validity was established, the process examines the quality of the structural model. Thus, the results of the hypothesis testing procedures are reported.

(a) The Assessment of the Inner Model and Hypotheses Testing Procedures

After the goodness of the outer model has been confirmed, the next step was to test the hypothesized relationships among the constructs. Using the Smart PLS 2.0, the hypothesized model was tested by running the PLS Algorithm.

TABLE 4: THE RESULTS OF THE INNER STRUCTURAL MODEL

Hypothesis	Hypothesized Path	Path Coefficient	Standard Error	T value	P value	Decision
H1	OS -> OP	0.152**	0.053	2.893	0.002	Supported
H2	RS -> OP	0.043	0.051	0.832	0.203	Not Supported

*:p<0.1; **:p<0.05; ***:p<0.01

(b) The Findings of the Study

This study aimed to analyze the effect of strategy execution organization level dimensions (Organizational Size and reward system) on organizational performance of service – based higher education. The framework explored the dimensions of each construct and their effect on organizational performance. The proposed constructs were strategy execution level factors (Organizational Size, and reward system).

> H_1: Measuring the degree of the influence of the Organizational Size on the Organizational Performance

Based on the findings of this study, Hypothesis 1 was supported as stated the organizational size is has a positive influence on the organizational performance. This finding goes along with previous research findings in the literature. It shows the organizational size before in Maas's (2008) study that one of the critical success factors influence the organizational success, and according to studies on strategy execution, their focus was on organizational size, Parnell (2008), Harrington (2006), and Saunders (2005) investigated the role of organizational size as a success factor to execute the strategy and its effect on the organizational performance. Parnell (2008) and Harrington (2006) found that the organizational size is a success factor in the strategy execution process; they met the findings of this study that the organizational size has a critical success factor in the organization. In another study, Maas (2008) found that the organizational size is one of the factors that was recurrent by given the respondents as a success factor improving the strategy execution, and affect positively on the organizational performance. Furthermore, it was attributed by researches that the organizational size when it is small facing a lot of problems one of these problems is to get the competent human resources to execute the strategy excellently. Sometimes those competent HR are not provided by the department, which responsible about the strategy execution. There is a need to replace a staff with other staff regarding their age or illness or any emergent conditions. Large organizations can be found in other departments in an organization, and provide them with training for their positions.

> H_2: Measuring the degree of influence of the Reward System on the Organizational Performance

Hypothesis 2 is rejected. The results indicated that the reward system negatively influence the organizational performance. These findings of the current study are

inconsistent with those of (Slater, Olson, & Hult, 2010; Neilson, Martin, & Powers, 2008; Schaap, Stedham, & Yamamura, 2008; Higgins, 2006) who found that reward system is a critical factor in effective strategy execution, and the organizations do need a system of rewards such as (incentive or motivations, monetary or non-monetary, for the members who do well-performed or poorly- performed) to get best results of rising up the organizational performance and the organizations get success.

Most studies mention that the reward system is very important to get the strategy execution success. However, Delisi (2006) stated that the most difficult thing in organization is when the management neglects to reward people or measure their performance. It is rare to find a study that discusses a success in strategy execution that does not mention or consider the reward system. Rahimnian *et.al*, (2009) mentioned that if the reward system is not considered during the execution of the plan, it will be an impediment to the development of the organization, especially in the higher learning institutions. Hrebiniak (2006) mentioned in his study that there will be no success if the staff is not rewarded during execution of the strategy and this will impact the organizational performance. The justification for that is attributed to the political siege and closure in Palestine, which causes insufficiency in all parts of sources and moreover, cause lack of financial resources such as funds for the higher learning institutions especially in Gaza strip- Palestine. And the universities there are actually paying out a bigger amount of salaries as compared to other sectors in Palestine.

We suggest that you use a text box to insert a graphic (which is ideally a 300 dpi resolution TIFF or EPS file with all fonts embedded) because this method is somewhat more stable than directly inserting a picture.

To have non-visible rules on your frame, use the MSWord "Format" pull-down menu, select Text Box > Colors and Lines to choose No Fill and No Line.

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