إقـــــرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Reality of MBA Program Theses Utility between Theory & Practice in Organizational Development
(Case study: IUG & Palestinian Ministries in the Gaza Strip)

واقع منفعة أبحاث برنامج ماجستير إدارة الأعمال بين النظرية والتطبيق على التطور التنظيمي

(دراسة حالة: الجامعة الإسلامية والوزارات الفلسطينية في قطاع غزة)

أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification

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بسم الله الرحمن الرحيم

نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ يحيي حسام نمر منصور لنيل درجة الماجستير في كلية *التجارة*/ قسم إدارة الأعمال وموضوعها:

The Reality of MBA Program Theses Utility between theory and Practice in Organizational Development
(Case study: IUG and Palestinian Ministries in the Gaza strip)

وبعد المناقشة العلنية التي تمت اليوم الأحد 22 صفر 1436 هـ، الموافق 2014/12/14م الساعة العاشرة صباحاً بمبنى القدس، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

د. وسيم إسماعيل الهابيل	مشرفًا ورئيساً	....
أ.د. ماجد محمد الفرا	مناقشاً داخلياً	....
د. بسام عبد الجواد أبو حمد	مناقشاً خارجياً	....

وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية *التجارة*/ قسم **إدارة الأعمال.**
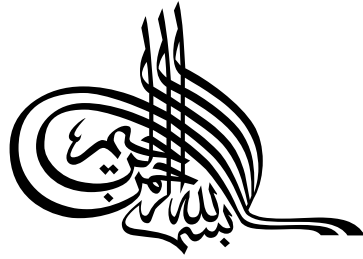
واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي و للدراسات العليا

أ.د. فؤاد علي العاجز

بسم الله الرحمن الرحيم

﴿ يَا أَيُّهَا الَّذِينَ آمَنُوا لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ (2) كَبُرَ مَقْتًا عِنْدَ اللَّهِ أَنْ تَقُولُوا مَا لَا تَفْعَلُونَ (3) ﴾

صدق الله العظيم

DEDICATION

I dedicate this work to my family with tremendous love, thanks and gratitude.

To my generous father

To my loving mother

To my Patient wife

To my little angel "Maria"

To my brothers and sisters

To my friends

And finally, to all researchers

Researcher

Yahya Mansour

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Finally, I am proud to be one of the Islamic University alumnae.

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Abstract

This study aimed to explore the reality of Master in Business Administration program theses utility between theory and practice. The researcher used the descriptive analytical method to study the relationship of six variables (decision makers, fund, organizational culture and structure, theses, theses rustles and recommendations, and graduates) on organizational development upon master in business administration theses. This study focused on the Islamic University of Gaza program and the Palestinian Ministries in the Gaza Strip as a case study.

The study population was divided into two: decision makers at the Palestinian Ministries in the Gaza Strip and on the Islamic University of Gaza master in business administration program graduates. The researcher used two different research instruments with each population: questionnaires were used with decision makers' population which consists of (148), and semi-structured interview were used with graduates' population which consist of (93). (107) questionnaire were recollected and analyzed by statistical package of social science and (20) interviews were conducted with graduates and analyzed using thematic analysis method.

The results showed that the two populations agreed that there is no organizational development upon master in business administration program theses based on four variables: (decision makers, fund, organizational culture and structure, graduates). Where, decision makers relatively does not support organizational development upon master in business administration program theses, and does not providing supportive organizational culture and structure. Also, graduates dose not allowing to apply their theses. As for (theses, theses rustles and recommendations) the two populations have disagreed and blame each other's for unrealizing organizational development upon master in business administration program theses. Where, the graduates' population assure that their theses suitable to achieve organizational development.

The study recommended decision makers to support scientific research and encourage researchers. Also, the necessity of taking into account institutions needs to theses topics and problems, determine theses variables and objectives from managers point of view, and examine theses applicability degree before prepare it. Moreover, benefit from graduates' research experiences after completing their theses.

ملخص الدراسة

هدفت هذه الدراسة للتعرف على واقع منفعة أبحاث برنامج ماجستير إدارة الأعمال بين النظرية والتطبيق وذلك باستخدام اسلوب التحليل الوصفي لتوضيح علاقة ستة متغيرات وهي (صناع القرار، المخصصات المالية، الثقافة والهيكل التنظيمي، الأبحاث، نتائج وتوصيات الأبحاث، والباحثين) على التطور التنظيمي بناءً على البحث العلمي. هذه الدراسة ركزت على برنامج ماجستير إدارة الأعمال في الجامعة الإسلامية والوزارات الفلسطينية في قطاع غزة كحالة دراسية.

انقسم مجتمع الدراسة إلى إثنين: صناع القرار في الوزارات الفلسطينية في قطاع غزة، وخريجي برنامج ماجستير إدارة الأعمال من الجامعة الإسلامية. استخدم الباحث مع كل مجتمع أداة دراسة مغايرة، حيث استخدم الباحث الإستبانة كأداه دراسة مع مجتمع صناع القرار البالغ (148)، والمقابلات مع مجتمع الخريجين البالغ (93). استرد الباحث (107) استبانة صالحه تم تحليلها باستخدام برنامج التحليل الإحصائي (SPSS) وأجرى (20) مقابلة تم تحليلها بطريقة التحليل الموضوعي.

توضح النتائج اتفاق مجتمعي الدراسة بعدم وجود تطور تنظيمي بناءً على البحث العلمي بناءً على أربع متغيرات، وهي: (صناع القرار، المخصصات المالية، الثقافة والهيكل التنظيمي، والباحثين) حيث وجدت الدراسة أن صناع القرار لا يؤمنوا نسبياً في جدوى الأبحاث ولا يوفروا الثقافة والهيكل التنظيمي الداعم للتطور التنظيمي بناءً على البحث العلمي كما أنهم لا يسمحوا للباحثين بتطبيق أبحاثهم. بالإضافة لذلك فقد اختلف مجتمعي الدراسة فيما يخص متغيرين (الأبحاث والنتائج والتوصيات) وألقى كل منهم اللوم على الآخر في عدم تحقيق التطور التنظيمي بناءً على أبحاث برنامج ماجستير إدارة الأعمال. فقد أكد مجتمع دراسة الخريجين جدوى أبحاثهم وفعاليتها في تحقيق التطور التنظيمي.

أما عن التوصيات، فيوصي الباحث بضرورة دعم صناع القرار للبحث العملي وتشجيع الباحثين، وضرورة مراعاة حاجة المؤسسات قيد الدراسة لمواضيع الأبحاث ومتغيراتها وأهدافها، واختبار قابليتها للتطبيق قبل إعدادها، والإستفادة من تجارب الباحثين بعد إتمام العملية البحثية.

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List of Abbreviations

AR	Action Research
AACSB	Association to Advance Collegiate Schools of Business
DM	Decision Makers
IUG	Islamic University of Gaza
MBA	Master of Business Administration
OCS	Organizational culture and structure
OD	Organizational Development
PMG	Palestinian Ministries in the Gaza Strip
RR	Results and Recommendations

Chapter 1

Research Framework

1.1. Introduction

Scientific research is a key pillar in the development and progression of communities throughout the ages and administrative sciences are one of the modern sciences which have become a concern field by researchers. Developing countries today face the great challenge where it is imperative to embark on the process of developmental change to improve the quality of life and requires a multitude of strategic interventions supported by well-executed development planning, communication strategy, and research and monitoring exercises, where social research plays an essential part in every development process of social change, in the other hand, it can lead to implementing organizations to undertake constructive action programmers, to take the cue for mid-course correction (Singh, 2007).

In the Gaza Strip, many whom hold a bachelor's degree attend to complete post graduate studies for masters' degree in various disciplines. According to Commerce Faculty at the Islamic University of Gaza (IUG) web site (2013) the Master of Business Administration (MBA) degree program announced at 2001-2002 academic year, proceeding from its belief in the importance of graduate studies and their contribution to community service, where it considered that one of the main objectives of the program is to contribute the development of scientific research in the field of administrative sciences in order to solve the various administrative problems faced by the business sector in Palestine and seek to develop it. As a requirement to obtain the (MBA) degree, the student should prepare a thesis related to management and administrative science.

1.2. Research Problem & Justification

The proposed thesis investigated the utility of (MBA) theses, and the adoption degree and return of Decision Makers (DM) to its Results and Recommendations (RR) for Organizational Development (OD) process based on the importance of scientific research in renaissance communities and the number of (MBA) theses approved annually.

The problem of the study consists of the researcher attempted to identify and analyze the reality of (IUG) (MBA) program theses utility in (OD). On the other hand, the researcher rechecked the role of graduates in (OD) process at the Palestinian Ministries in the Gaza Strip (PMG). Thus, the research problem can be summarized as the following question:

What is the reality of (IUG) (MBA) program theses utility in (OD) process at the (PMG)?

1.3. Research Hypotheses

To evaluate (MBA) theses utility in (OD) and the factors affecting it, the researcher assumed the following hypotheses in his study:

- There is a statistically significant relationship at ($\alpha = 0.05$) between independent variables and organizational development upon (MBA) theses.

  The following hypotheses stem from the first hypothesis:

  i. *There is a statistically significant relationship at ($\alpha = 0.05$) between decision makers and organizational development upon (MBA) theses.*

  ii. *There is a statistically significant relationship at ($\alpha = 0.05$) between fund and organizational development upon (MBA) theses.*

  iii. *There is a statistically significant relationship at ($\alpha = 0.05$) between organizational culture and structure and organizational development upon (MBA) theses.*

  iv. *There is a statistically significant relationship at ($\alpha = 0.05$) between (MBA) theses and organizational development upon (MBA) theses.*

  v. *There is a statistically significant relationship at ($\alpha = 0.05$) between (MBA) theses results and recommendations and organizational development upon (MBA) theses.*

  vi. *There is a statistically significant relationship at ($\alpha = 0.05$) between (MBA) graduates and organizational development upon (MBA) theses.*

- There are statistically significant differences among respondents at (α = 0.05) towards organizational development upon (MBA) theses due personal traits (managerial category, gender, age, years of experience, and qualifications).

1.4. Research Variables

Based on literature review, figure (1.1) shows the research variables and shows the relationship between them. There is one dependent variable which is **"organizational development upon (MBA) theses"** and (IUG) (MBA) theses utility variables that are:

1. Decision makers.
2. Fund.
3. Organizational culture and structure.
4. (MBA) theses.
5. Theses results & recommendations.
6. Graduates.
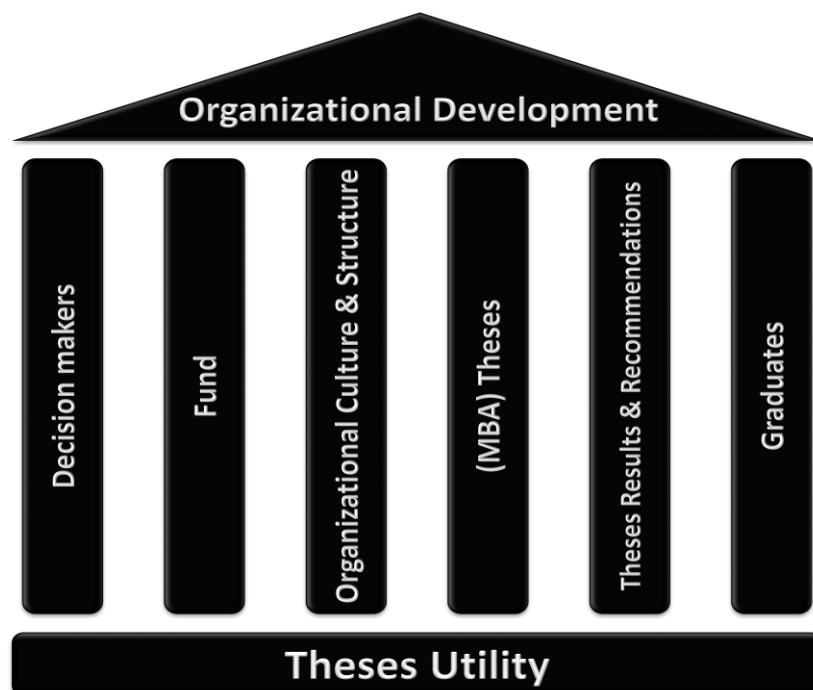
Figure (1.1): Research Variables

1.5. Variables & Term Definitions

Based on literature review, the researcher defined the research dependent and independent variables and other stated terms:

(MBA) program: A graduate educational degree in business which generated by an accredited institution of higher education that introduce students to various areas such, accounting, finance, marketing, human resources and operations including leadership, strategic thinking, analytical, soft and hard skills to be succeeded as managers after a period of study.

(MBA) theses: a research project or study presented by the student in the end of the (MBA) program with a specific scientific methodology or approach in a particular topic under the supervision of professor that includes introduction, theoretical framework, previous studies related to the topic, methodology, findings, analyzing and discussing the findings with a scientific committee as an oral examination in the context of the literature review, and end with the researcher or the student recommendations.

Theses utility: benefit from provided theses by achieve its importance, study its theoretical framework and results relationships, and implement its recommendations.

Organizational development: any deliberate activity in units or whole organization terms to promote and enhance the organization efficiency, effectiveness, knowledge, expertise and productivity through transferring knowledge and skills to people who need it or implementing and practicing new knowledge to increase the organization capacity.

Palestinian ministries in the Gaza Strip: are the self-government ministries of the Palestinian National Authority which in the Gaza Strip, and they are 22 ministries.

Decision makers: They are senior management whose have the authority of decision making.

Fund: providing financial allocations to apply (OD) process, to take theses in to action, or implement theses recommendations.

Organizational culture and structure: is the behavior of employees and how activities such task allocation, coordination and supervision are directed towards achieving organization aims, and they are attached to those behaviors.

Theses results & recommendations: describes (MBA) theses findings and makes recommendations that responds to findings, theses questions, interprets results, and points out their underlying meaning and overall significance.

Graduates: (MBA) program alumni, whose have fulfillment (MBA) degree requirements, including thesis.

1.6. Research Importance

The research importance has effects in several parties which can be summarized in the following table (1.1):

Parties	Research importance's
Ministries	➢ Study the possibility of applying research in practical life. ➢ Explore the most important obstacles causing theory and practice gap. ➢ Identify weaknesses that hinder (OD) process.
University	➢ Examine the extent of its contribution to the development process in the (PMG). ➢ Assess the degree of the most important (MBA) program outcomes usefulness to the society. ➢ Direct researchers efforts to achieve the greatest possible benefit.
Community	➢ Describe the degree of linkage between theoretical science taught in educational institutions and what is applied in practical life. ➢ Identify the difficulties faced ministries in activating the development process, to avoid it.
Researchers	➢ Identify the extent of their contribution in developing (PMG). ➢ Submit possible proposals for new research. ➢ Answer the researcher questions.

Table (1.1): Research Importance

1.7. Research Objective

The researcher has same aims and he tried to achieve them through the research, and these objectives are:

1. Investigate the reality of research use.
2. Assess (DM) attitudes towards research.
3. Study (PMG) ability to achieve (OD) upon (MBA) theses.
4. Reveal the reality effect of (MBA) theses utility on the local public sector.
5. Explore to what extent (MBA) graduates are applying their thesis in the (OD) process.
6. Develop the possible recommendations to improve scientific research application.

Chapter 2

Theoretical Framework

2.1. Introduction

In this chapter, the researcher tried to identify the critical points of this research theoretical framework including substantive findings from secondary data sources. The main goal of this chapter was to situate the current study within the body of literature and to provide context for the particular reader. The researcher tried to explore (MBA) program. Next, the researcher described (OD) concepts and Action Research (AR) process. Finally, a review about the research practice gap cusses and the providing bridging efforts were explained.

2.2. MBA Program

Postgraduate degree in business has been complimented and criticized since its introduction in 1900 first decade, where academics argues that the (MBA) lacking in theoretical rigor, while practitioner see it as lacking in practicality. The (MBA) program considered as the most popular business postgraduate form (Carlin, 2011). Based on the U.S. National Center for Education Statistics (2004) total (MBA) holders in 2002-2003 were 127,545 which were only 3,280 in 1955-1956. Unfortunately, this level of growth has been neglected in scholarly research (Acker, 2006).

In this section, the researcher tried to define what (MBA) is. Then, the researcher described the program's history and gave a background about it is start. Moreover, the he tried to investigate in the program evolution and development until it became to what it is nowadays. Next, a brief about the program importance and its different types were shown. On the other hand, the researcher found the universities ranking which offer the (MBA) program based on Financial Time criteria. The program critiques were showen. Later, a brief about what a thesis is was described. Finally, description about (IUG) (MBA) program was cited.

2.2.1. MBA Definition

According to the literature which was reviewed by the researcher, a very definition can describe the (MBA) degree, it may be defined as: a postgraduate degree that involves advanced study of specific business disciplines within an analytical, research-based academic setting (Friga et al., 2003). On the other hand, it may be as: academy degree in management awarded by a university or an accredited institution of higher education, for the purpose of their desire to transfer knowledge related to management to develop their mental models and learn skills necessary to succeed as managers (Elmuti, 2004). Where according to the Graduate Management Admission Council (GMAC, n.d.), (MBA) can be determined as: a coursework based on real business challenges that prepare students for management responsibilities in business.

Moreover, other studies focus on the acquired skills, and define it as: a graduate level focused on the professional aspects of business and management, including teaching a combination of hard and soft skills (Gunzelman, 2010). In addition, Hulsart had other detail point view in his dissertation and define the (MBA) degree as: a graduate business education degree purpose to provide training in the theory and practice of business management which may consists two years, the first year academic and usually involves the study of economics, finance, accounting, marketing and business strategy, while the second year the students may specialize and take courses in other areas such as manufacturing, technology management, information systems, or leadership and supervision skills (2002).

Thus, the (MBA) program degree can be defined by the researcher as: A graduate educational degree in business which generated by an accredited institution of higher education that introduce students to various areas such as, accounting, finance, marketing, human resources and operations including leadership, strategic thinking, analytical, soft and hard skills to be succeeded as managers after a period of study.

2.2.2. MBA History & Background

The formal introduction of business education can be traced to the University of Pennsylvania which set up its business administration bachelors program in 1881 (Mintzberg, 2004) when Joseph Wharton donated to the University by $100,000 to create the Wharton School of Finance and Economy (Hugstad, 1983). After a few years, specifically in 1900 Dartmouth University was the first institution that offers business master's degree, which included an extra year of study beyond the bachelor's degree and composed functional curriculum that taught by former business executives (Friga et al., 2003). Subsequently, in 1908 Harvard University was the first institution that's offers (MBA) degree (Cudd et al., 1995).

Around 17 business schools collegiate deans met to establish the American Association of Collegiate Schools of Business, which now referred to The Association to Advance Collegiate Schools of Business (AACSB). The birth of (AACSB) served to strengthen and improve the quality of business education (Crainer & Dearlove, 1999). As an organization created by business educators, would strive to address business education curricular issues, ensuring a quality education while stressing academic excellence delivered by qualified faculty (AACSB, 1966). By 1940, schools of business and business degree popularity continued to grow. In 1949, more than 72,000 bachelor's degrees in business were awarded, an increase of almost 4500% when it was only around 1500 before 30 years ago. Graduate degrees in business also grew during this period to about 4300 which were 110 in 1919 but demand was still relatively small if it compared to the popularity of business education at the bachelor level (Daniel, 1998). The end of the World War II made a significant turning for business education when the programs started to get interesting and academic credibility was gaining a foothold (Mintzberg, 2004).

Thus, the formal introduction of business education was is on 1881 at the University of Pennsylvania, then Dartmouth University in 1900 was the first institution that offers business postgraduate studies, and Harvard University in 1908 was the first institution that's offers the (MBA) degree. (1880-1914) was as the establishment of business schools, including the origins and early growth, the expansion and diversification period was in (1914-1940), and the last level was as the reassessment and reorganization, as shown next.

2.2.3. MBA Development

During 1920's and 1930's, the education curricula of business turned to reflect the increasingly complex nature of business. It is no longer just about how the business worked, but also focuses on functional areas within the business environment. Students want stronger decision making skills and technical focus to advance in business, and educators respond to that need (AACSB, 1966). Nevertheless, high education responded to these shifts by developing a stronger emphasis on management issues and analytical methods (Hugstad, 1983). By the 1950's, business education had enhance the curriculum as it is largely known it today. However, during this timeframe, inadequacies that exist today were found by the Carnegie Corporation and the Ford Foundation (Pierson, 1959; Gordon & Howell, 1959). Carnegie Corporation and Ford Foundation report business curriculum in the United States colleges and universities. More than 1,200 pages with almost the same results were reported in each of the two publications. Higher Education for Business was written by Gordon and Howell for the Ford Foundation and The Education of American Businessman by Pierson and other for the Carnegie Corporation. At that time, around 560 institutions offered curriculum in business (Canning et al., 1961). The two reports ask higher education institutions to improve their admissions standards for the advanced degree, should be more intensive, have a clear distinction from a Bachelor degree, and utilize scientific methods (Pierson, 1959). Higher Education of Business Report gives two proposals hypothetical curriculum for (MBA) degrees. In viewing the both proposals in a contemporary context, courses in international business and information systems are missing. However, the core curriculum courses including economics, accounting, and statistics were included in the report and are still common today. Also, the Carnegie Corporation's report was criticism students and faculty quality, and research productivity (Jewett, 2012).

in the late 1970s, the Carnegie Commission report recommended further changes in the curriculum of professional business education and address industry's specific concerns about the over lack of relevance, the over emphasis on quantitative content, and the lack of career preparation (Augier & Teece, 2005). Business collegiate modified their curricula based on the report by adding courses in organizational behavior, team building, and an entrepreneurial focus. Nevertheless, the overall

curriculums did not change substantially (Friga et al., 2003). Later in 1988, the (AACSB) conduct a three-year study about the future of management education and development by Porter and McKibbin. The study included around 60 academic institutions and 50 companies to provide information to business schools to meet the needs of various constituents in the 21st century (Porter & McKibbin, 1988). They noted that higher business education was not keep pace with changes in U.S. and global business trends. Furthermore, they concluded that the curriculum was too analytical and lacked integration across functional disciplines to meet the complex and fast-changing problems of business today. Consequently, the study made several recommendations on professional business education and suggest a more integrated curriculum, improved relevance in faculty research agendas, a greater collaboration between managers and academics on learning alliances, and other partnerships (Muller et al., 1997). The Porter and McKibbin study was the most recent comprehensive report on professional business education in the United States, and continues to influence contemporary research on the (MBA) curriculum (Hulsart, 2002).

Thus, the researcher can summarize that (MBA) program develop through critical and comprehensive several stages and points, the first was Carnegie Corporation and Ford Foundation reports in 1959 which criticized the faculty quality, research productivity, and the messing of international, and suggest to improve the admissions standards, ask universities to have a clear distinction from a Bachelor degree, and utilize scientific methods. Secondly, Carnegie Commission report in 1978 which concerns about the lack of relevance, the over emphasis on quantitative content, and the lack of career preparation. Later, Porter and McKibbin study in 1988, which noted that (MBA) program does not keep pace with changes and global business trends, too analytical curriculum, and suggest more integrated and improved relevance in faculty research agendas with greater collaboration between managers and academics.

2.2.4. MBA Importance

The (MBA) has become a very well recognized credential in the business world. Since educational institutions are considered as the primary place for teaching and educating managers, it seems obvious that business schools are a prime recruiting ground for talent. Such having (MBA) provides employers with a recognizable way to screen applicants and it provides a prospective employer with confidence knowing that some of business basics are understood (Mintzberg, 2004). In some cases, employers go so far and admit that they use the (MBA) as a selection criterion for candidates, not because of what the person has learned, but because the high and rigorous standards required for business school admission (Florence, 2009). Accordingly, Carlin (2011) in his study about the impact of the (MBA) on the career outcomes, outline that business schools have been described as expensive employment agencies based on a survey in the Business Week of over six hundred senior executives. It was revealed that the majority felt (MBA) had little to do with job performance and makes little differences in employee merit or ability. However, these same executives admitted that their companies interviewed only (MBA) holders for their management training program. Also, The (MBA) is one of the most desirable degrees after graduate under wide variety reasons motivation (Mackenzie, 2003).

Thus, (MBA) program is a primary place for teaching and educating managers, consider as a ground for talent recruiting, and employers consider it as a selection criterion for candidates.

2.2.5. MBA Types

There are several categories that determine (MBA) program types, some based on it is specialty, and others based on the program nature, while others are based on its duration. The researcher chose the specification below because it included the three categories types which was summarized according to ACCESS (MBA) website, an article titled "What type of (MBA)?" which classify the (MBA) program to six types (2013):

I. **The one-year Program:** different from the two-year program and have a hard requirement regards to work background and academic training. The program length is typically 11-16. The student in this type must be free and do not work full-time because school is considered the first priority. Yet, the advantage of this kind of (MBA) reaches far beyond classroom instruction through the development of a powerful and cohesive network of (MBA) colleagues. Finally, the full-time program typically includes extensive career placement and counseling services, and experienced industry guest lecturers. However, the one-year program has one drawback that there are no extended breaks between semesters, which limit internship opportunities.

II. **The two-year program:** consists of four semesters which are taken over two academic years. Students complete the required curriculum during the first year and the second year focuses on elective courses with specialization in a particular area of interest. This (MBA) program is ideal for who are changing their careers and who seek to increase their potential in the same field alike. The advantages of such (MBA) are that they accept a variety of academic backgrounds and the internships encourage the development of new skills. Also, most full-time (MBA) programs have extensive career placement and counseling services, and experienced guest lecturers. This type of (MBA) is designed for people who have well-defined career objectives and the resources to devote themselves to studying full-time.

III. **The part-time program**: Designed for working professionals who work full-time during the day and attend classes in the evening. Is particularly appealing to who wish to advance their existing career. Moreover, this type of (MBA) allows the student to improve existing skills or develop new ones without interrupting current position. However, frequent work-related travel could potentially be an obstacle to completing this kind of (MBA).

IV. **The online program**: New technologies have made distance learning popular option. It offers a core curriculum with a limited number of electives which can take up to eight years and students generally finish in three or four years. Using e-mail, computer conferencing, chat rooms, and sound and video clips for coursework. The distance-learning programs require less time commitment than the other (MBA) types. Finally, few distance-learning programs are available because this technology and form of learning is relatively new. Nevertheless, distance-learning (MBA)

programs become popular because an increasing number of managers and busy executives like to get their degree on-line.

V. **The executive program:** This (MBA) designed for senior managers with at least seven years of business experience and usually focus on global business and strategic issues. Generally, such program considered full-time and can take up to 24 months with almost no opportunity to specialize where all students take the same general management curriculum. In addition, executive (MBA) students earn their degrees briskly. However, this type of (MBA) requires a high level of commitment.

VI. **The specialized MBA:** As business professionals become more attuned to their own interests, students often want to develop deeper in a specific field to enhance their skills. Benefit of such program is often derived from the expertise of course instructors and even fellow classmates. Specialized (MBA) courses instructors have in-depth experience in the field. A specialized (MBA) help professionals stay on the cutting edge of their chosen field and provides essential management tools learned from a traditional (MBA) program. It's inadaptable other fields because it's very specific degree.

2.2.6. MBA Rating

Table (2.1) identifies the first ten (MBA) program according to Financial Time (2013) with their position in 2011, 2012. The rating process includes 155 business schools from 28 countries and each school must meet strict entry criteria: for example, the schools must be internationally accredited and the (MBA) must have run for at least four consecutive years. Data for the rating process are collected using two online surveys one for the schools and one for alumni who completed full-time (MBA) in 2009.

Rank in 2013	Rank in 2012	Rank in 2011	3 year average rank	School name	Country
1	2	3	2	Harvard Business School	US
2	1	4	2	Stanford Graduate School of Business	US
3	3	1	2	University of Pennsylvania: Wharton	US
4	4	1	3	London Business School	UK
5	5	7	6	Columbia Business School	US
6	6	4	5	Insead	France / Singapore
7	9	9	8	Iese Business School	Spain
8	10	6	8	Hong Kong UST Business School	China
9	7	9	8	MIT: Sloan	US
10	12	12	11	University of Chicago: Booth	US

Table (2.1): Global MBA Rating (Financial Times, 2013)

2.2.7. MBA Criticism

Growing sense of dissatisfaction with the skills of (MBA) graduates is evident in the literature. Hancock (1998) cited several surveys show dissatisfaction of both employers and graduates and outline that *"MBAs were seen as technically brilliant but lacking in social skills"* (p. 41). Eberhardt and his team (1997) cited another criticism and describe (MBA) programs as polished but lacking original thought. Hasan (1993) indicates that there are many skills employers seek to management success including responsibility and accountability, communication, leadership, and interpersonal skills, but not just that.

The literature notes many skills recent (MBA) graduates are lacking, and the majority of the criticism rests on business educators and universities themselves. (AACSB) report by Olian (2002) recently stated that there have been comments from

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employers about the failure of business school curricula and business faculty to keep pace with the scale of true globalization of their strategy, alliances, workforce, operations, and financial and consumer markets. Parry and others (1996) support this and stating that higher education needs to reconsider their mission and future strategy for program offerings to ensure that they do not fall behind in supporting both student and manager's needs. Karanthanos (1999) concerned with education quality and states that there is a gap between the education provided and the needs of business caused by fragmented efforts at quality initiatives in business schools. Moreover, Ward & Chandler (1999) argue that students receive a historical perspective because new concepts and trends are researched and analyzed before being presented to students while business environment changing fast.

On the other hand, Paton (2001) acknowledges that universities are criticized due changing to fit student demands rather than considering the business community and higher education and suggests partnership between business schools and both student and corporate stakeholders would ensure a mutually beneficial educational experience to all those involved. The aim of the partnership is to improve program quality and relevance, and in turn, have the (MBA) student experience add value to business. In addition, Bailey & Dangerfield (2000) contend that business schools need to focus on the long-term needs of students by looking strategically at market orientation and use innovation to improve programs, and maintain both quality and academic reputation while continuing to provide a rigorous curriculum.

Also, Scrabec (2000) argues that quality education is not customer driven explaining that students should not be considered as customers of education but rather recipients and beneficiaries, and feels that the analogy of students as customers fails. Scrabec presents the "**Total Quality Education**" modeled after the **Total Quality Management** movement and contends that it should be driven by beneficiaries' needs, represented by industry, society, and students, but ultimately focuses on the recipient. While Richards-Wilson (2002) questions at what point customer-driven curriculum change affects business education quality and agrees that changes should be made to (MBA) programs based on feedback from various stakeholders in conjunction with program assessment, and course evaluations. These calls for change need to consider program quality and a long-standing relationship between

stakeholders among other things. Wilson suggests that improved communication and strengthening the relationship between business educators and stakeholders can aid in creating a good environment for collaboration and the implementation of positive change.

Thus, criticism rises by the dissatisfaction of both employers and graduates due business faculty failure to keep pace with the globalization trends and strategy, and receive a historical perspective while environment changing fast. Others argues that criticism rests on business educators and the provided (MBA) program which is lack about social skills and original thought because the faculty try to fit student demands rather than considering business real live which led to suggestion about more communication and strengthening the relationship between educators and managers. Later in this study, the researcher tried to focus on the main reason of that criticism from his point of view which due the gap between academic filed and practical life, try to study its causes, and what efforts have been provided to bridge such a gap.

2.2.8. MBA Thesis

Calmorin and his team (2007) define research as: a scientific investigation of phenomena includes collection, presentation, analysis interpretation and explanation of facts that links as individuals' speculation with reality. Moreover, Jones and his colleagues (2008) define thesis as: a formal and lengthy research paper, especially a work of original study, written in partial fulfillment of the requirements for a graduate degree. While (Evans et al., 2012) describe thesis as: a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings.

On the other hand, the purpose of the thesis may be best understood be examining it from three perspective; the institutional purpose: which is to ensure that the degree holder has made a contribution to the field and to uphold an honored academic tradition, the personal purpose: which is foremost and obviously to earn the degree, others may see it as a way of learning, and the communication purpose: which is to

report research results.   All these purposes interact to shape the thesis special way (Glatthorn & Joyner, 2005).

Moreover, Harman and his colleagues (2003) summarized the common format of thesis and what should it include as follows:

- ✓ **Title**: comprehensible to the non-specialist, indicates the main focus, short and precise, and is a noun.
- ✓ **Abstract:** is a brief but complete outline of the thesis tells what the research is about, why and how it was carried out, and ends with an explanation of the main results.
- ✓ **Introduction/proposal**: gives the background and provides the rationale of the study, moving from general to specific. This is done by establishing a research area and establishing a gap in that area. The purpose and significance of the study are stated and research questions are listed.
- ✓ **Theoretical framework:** aims to give a comprehensive view of current research and explain the grounds for the study. It should help explain how the thesis adds to, contradicts, or augments this existing knowledge.
- ✓ **Methodology:** describe the research in detail and answer the questions when, where and how, and includes the research design, population and sample, data collection and instrumentation, and analysis.
- ✓ **Results:** describes the findings in a simple way and lets the data speak for itself by figures and tables.
- ✓ **Conclusion:** assesses the thesis done and makes generalizations, implications and recommendations, answer to the question and interprets results, and points out their underlying meaning and overall significance. Also, the limitations of the research are explained here. At the end, recommendations should be for future researchers who will be working in the same area.
- ✓ **References**: writing the sources on approved scientific methods to avoid plagiarism.

In addition, about the minor differences between thesis and dissertation, thesis is used to refer to document that student creates to earn a Master's degree, while dissertation is generally used to refer to Doctoral work (Evans et al., 2011). Also, Masters theses are more limited in depth and seem like a project report, while

Doctoral dissertations likely to be more rigorous in its research methodology and detailed analysis (Glatthorn & Joyner, 2005).

Thus, the researcher can define (MBA) thesis as: a research project or study presented by the student in the end of the (MBA) program with a specific scientific methodology or approach in a particular topic under the supervision of professor that includes introduction, theoretical framework, previous studies related to the topic, methodology, findings, analyzing and discussing the findings with a scientific committee as an oral examination in the context of the literature review, and end with the researcher or the student recommendations. Next, the researcher is more specific and tries to give a brief description about the (IUG) and its (MBA) program.

2.2.9. IUG MBA Program

According to the (IUG) website (2013), the (IUG) is an independent academic institution accredited by the Palestinian Ministry of Higher Education and member of the Arab Universities Association, the International Universities Association, and it has ties cooperation with many Arab and foreign universities. It is mission is to seek promotion of the scientific level, the cultural, civilization of the Gaza Strip and keep up with modern trends in higher education and technological development. The (IUG) has emerged from Al-Azhar religious institute and was inaugurated in 1978 to include Sharia faculty. The (IUG) characterized to evolve rapidly, in the following year two colleges have been added. One more year later, two additional faculties have been introduced; the Commerce and the Science faculties. Nowadays the university has approximately 11 scientific and literary faculties and rewards the Bachelor degree for nearly 70 different disciplines. Also, (IUG) did not neglect the postgraduate degree where it offers the Master's degrees in nearly 26 different disciplines.

Geographically, the (IUG) divided into two sections, the headquarters which in the western part of Gaza City in the center of the Gaza Strip, in addition the University Center, which in the southern part of the Gaza Strip to serve students in the south. Moreover, the (IUG) has allocated a land for establishing medical city which

includes; the university hospital and the faculty of medicine and health sciences. On the other hand, the (IUG) has scored a number of national, regional and international awards, notably the Islamic Development Bank award for Science and Technology, which is awarded to institutions known for their excellence in the scientific research field. Also, the (IUG) has recorded a number of patents in the U.S. Office. Finally, the (IUG) got an advanced position among Arab universities in the international universities ratings.

Based on the Quality and Development Deanship of the (IUG) report about the statistics of enrolled students in (2013), 4,293 students have joined the university by 36.8% males within the Bachelor program. Moreover, based on another report about the faculty for the same year (2013), the number of academics at the university was 719 in all faculties by 60% with Doctorate degree. With regard to (IUG) Research and Postgraduate Studies Affairs website (2013), the (IUG) seeks to meet the requirements and standards of distinct scientific research, and build partnership relations and cooperation with research institutions, local, Arab and international. Moreover, the (IUG) issued a semi-annually, scientific, and peer reviewed journal which publishes scientific research in different fields of science in both Arabic and English. Finally, according to report about enrolled Master students (2013), 1,660 students have been enrolled in the various postgraduate programs by 62.7% were male, while the number of registered in Commerce Faculty programs 376 students, by 54% in the (MBA) program.

According to (IUG) Commerce Faculty website (2013), the faculty efforts to open the (MBA) program depends on its understanding of the message which it carry, and what it services to Gaza's community, and so as to ensure the development of the civil society with the aim of rehabilitating the human resources in the various fields of science and knowledge. The program was introduced before 12 years ago, specifically in the academic year 2001/2002. Moreover, the (IUG) (MBA) program aims to; promote the scientific level of the students in management field, contributing to develop and solve administrative problems facing the business sector, prepare highly qualified and specialized managers whom can meet the needs of the Palestinian national economy by providing them with the theoretical and applied necessary knowledge, enrich the locally scientific research field in business, and to save

materialistic and incorporeal efforts to students whom wish to complete their higher education.

The (IUG) (MBA) program based on its website (2013) has successfully award the (MBA) degree to 393 students since its inauguration until December 2012. Also, based on the Quality and Development Deanship of the (IUG) report about enrolled Master students (2013), 217 students have enrolled in the program in the academic year 2012/2013. On the other hand, the (IUG) (MBA) program type according to ACCESS MBA website (2013) which has been noted earlier in this study, considered as two-year program and as specialized (MBA) program. According to its website (2013), the (IUG) offer general (MBA) program and three specialized program in; Human Resource Management, Marketing Management, and Financial Management. Moreover, the student academic load consists of 36 hours during the two-year, where 30 hours spread over 10 theoretical and practical, general and specialized materials. At the end of the program, the student must prepare scientific thesis based on his disciplines under the supervision of one of the program faculty. About the (IUG) (MBA) program faculty based on the website (2013), the education staff consists of a group whom hold professor, associate professor, and assistant professor degrees from the most top universities in the world. The faculty members have integrated mixture based on their personal study experiences in American and British universities, which they try to transfer it successfully to their students. Finally, based on Forbes Middle East Journal rating about best Arab universities awarding the (MBA) degree (2012), the (IUG) (MBA) program ranked as the seventh in the Arabian world, and the first between the Palestinian universities.

With the growth numbers of (MBA) program graduates, many research and theses have been made and discussed with numerous recommendations. The researcher in this study tries to examine the utility and identify the applicability of these theses and describe the gap between theory or academic research and practice or practitioners real life.

2.3. Organizational Development

(OD) provides an emphasis on performance and result to bridge the gap between theory and practice (McLean, 2005) and recently, (OD) has expanded to focus on the alignment of organizations with the complex and rapidly changing working environment through organizational learning and knowledge transfer (Glanz et al., 2008) as an ongoing, systematic process of implementing effective organizational change. Moreover, (AR) is one of the fundamental (OD) concepts, and strives to contribute to both theory and practice, bridging the gap between them, and this has been a main (OD) goal throughout its history (Anderson, 2009). For the objective of this study, the researcher tries in the following section to identify what is (OD), give a brief description about its characteristics and objectives. And finally, try to explore what is (AR).

2.3.1. Organizational Development Definition

Anderson (2009) argues that there is a various ways to define (OD) and that multiplicity of definition reflects the complexity of the discipline and is responsible for its lack of understanding, where he define it as: an organization-wide deliberately planned effort to increase the organization effectiveness and efficiency (2012). Moreover, the **Organization Development Network** website outlines a classic (OD) define according to Richard Beckhard in 1969 as: an organization-wide planning efforts which includes the whole organization to increase its effectiveness through planned interventions in the organizations processes using behavioral-science knowledge. On the other hand, Minahan one of the **Organization Development Network** leaders define it as: integrated knowledge and practice to enhances the organizational performance and individual which viewing the organization as a complex system of systems that exist within a larger one where the process includes wide methodologies and approaches to strategic planning, leadership development, performance management and coaching to support and increase the organization effectiveness (2011). Where Glanz and others (2008) give a more detailed definition of (OD) as: process of continuous evaluating efforts including action planning and

implementation which deal with transferring knowledge and skills to organizations that leads to improve its capacity for solving problems and managing future change.

Thus, the researcher can define (OD) as: any deliberate activity in units or whole organization terms to promote and enhance the organization efficiency, effectiveness, knowledge, expertise and productivity through transferring knowledge and skills to people who need it or implementing and practicing new knowledge to increase the organization capacity.

2.3.2. Organizational Development Characteristics

According to Frohman & Sashkin (1970) (OD) characteristics are: (a) it involves the whole organization; (b) intended to improve organizational functioning; (c) it works on the processes which include communications and goal setting, and the structures of the system where the organizational hierarchy comprises; and (d) consists of planned change. On the other hand, Gibson and others (1994) view it as: (a) planned and long-term process; (b) reflects the organization is viewed as one system; (c) problem-oriented that apply theory and research to effect solutions; (d) action, diagnostic and prescriptive oriented that seeking measurable result; (e) involves change agents with facilitator role to ensure the realty of change; and (f) involves learning principles at all levels. Moreover, McLean (2005) in his book summarized (OD) characteristics are: (a) planned and long-range strategy; (b) attend to improve organizational effectiveness; (c) behavioral science approach; (d) target the whole organization; (e) collaborative approach; (f) guided by change agent and line management commitment, and support as facilitator and teacher; and (g) involves planned interventions and improvements in an organization's processes. And finally, Durai (2010) outlines that (OD) characteristics are: (a) group based, long term efforts; (b) planned program dealing with the total system and consider departments as sub-systems; (b) concerned with the process and deals with the way things are done (c) concerned with the management and develop Organizational Culture and Structure (OCS); (d) includes application from behavioral science research to develop the organization effectiveness; and (e) based on relationship principle and (AR).

Thus, the researcher summarized (OD) characteristics:

- Long planned term process.
- Attend to enhance the whole organization effectiveness and efficiency as one system.
- Problem-oriented deal with real situation
- .Behavioral- educational science which includes learning efforts.
- Based on (AR) as a main model until achieve favorable results.
- Collaborative between the whole organization and top management support is essential.

2.3.3. Organizational Development Objectives

French (1969) in his article "Organization Development: Objectives, Assumptions and Strategies" outlines the (OD) objectives as: (a) increase trust and support among staff organizational members; (b) create an authority environment based on knowledge and skill; (c) increase the openness of communications; (d) increase members satisfaction; (e) find synergistic creative solutions; and (f) increase self and group responsibility in planning and implementation. While, Kondalkar (2009) argues that (OD) objectives are: (a) develop organization staff and group; (b) develop (OCS) through contestant interaction between all levels; (c) empowerment employees participation in solving problems and making decisions from all levels; (d) evaluate present system and develop competitor and stronger one if its required; and (e) achieve growth by human resource through innovations, creativity, and research and development. On the other hand, Durai (2010) views (OD) objectives as: (a) improve the organization ability to manage change effectively; (b) allocate the organization resource in the most productivity manner; (c) improve organizational and individual efficiency accomplishment with the organization goal through planned intervention; (d) achieve efficiency it team-building process through better communications, skills acquisition, and career development; (e) develop efficacy leadership style and decision making process in dynamic environment; (f) achieving healthy collaboration among units by reducing competition between them; and (g) resolve potential conflict between departments.

Finally, the researcher can summarize the (OD) objective as:

- Improved organizational performance.
- Enhanced the organization adaptability to its environment.
- Members desire to face organizational problems and contribute creative solutions.
- Support and encourage knowledge transfer and open communication between all levels and units.
- Continuation organization diagnosis development to ensure optimal resources utilization.

2.3.4. Action Research

(AR) provides the basic approach to (OD) as its name suggest that it makes action to research by studying and solving the organizational problems (Durai, 2010). While, French & Bell (1998) defined (OD) at one point as: organization improvement through (AR). Greenwood & Levin (1998) define (AR) as: number of activities includes defining problem, planning research process, understanding and evaluating theory. While, Reason & Bradbury (2008) define it as: interactive process balance problem solving actions implemented in a collaborative context with data-driven collaborative analysis or research to understand underlying causes enabling future predictions about personal and organizational change.

Unfortunately, (AR) core steps have been articulated differently by different authors, such as kurt Lewin the first one who coined "action research" term in 1944, to Stringer's (2007) who summarized it simply as: look, think, and act, and finally to French & Bell's (1998) complex (AR) (OD) framework (Conghlan & Brannick, 2010). Thus, the researcher provided the modern complex French & Bell's framework.

French and Bell (1998) define (AR) in detail as: process of systematically collecting research about an ongoing system relative to some objective, or need of that system; feeding these data back into the system; taking actions by altering selected variables within the system based both on the data and on hypotheses; and evaluating

the results of actions by collecting more data. They (AR) framework consist sequential nine steps:

I. **Entry:** this phase includes of finding needs for change, grasp the organization nature, identify the appropriate (DM), and build a trusting relationship.

II. **Start-up and contracting:** critical success factors and the issues are identified, linked to the (OCS) and processes, and clarify roles for consultants and employees. This step also deals with resistance within the organization. Formal or informal contract define the change process.

III. **Assessment and diagnosis:** data is collected to find the opportunities and problems in the organization. The consultant makes a diagnosis, in order to recommend appropriate interventions.

IV. **Feedback:** two-way process to tell what was found based on data analysis where everyone who contributed information must have an opportunity to learn about the findings of the last process. The feedback should start with the client and reach to all participants to provide an opportunity for the members' to become involved and to participate in selecting appropriate change interventions.

V. **Planning Change:** this step includes recommendations from the assessment and feedback steps. Alternative actions are considered and interventions focus on activities that have the most positive effect. Implementation organized, results-oriented, measurable and rewarded plan based on the assessment data is developed**.**

VI. **Intervention:** participative decision-making process, where actual change process is carried out. Following action plan is important as far as, remains flexible enough to modify the process as the organization changes and as new information emerges.

VII. **Evaluation:** Successful (OD) must have made meaningful changes in the performance and efficiency of the people and the organization which means, an evaluation procedure to verify this success, identify needs for new or continuing (OD) activities, and improve the (OD) process itself to help make future interventions more successful is needed.

VIII. **Adoption:** After plans have been formulated, follow-up to start implementing the adopt processes to ensure that this remains an ongoing activity, that commitments for action have been obtained and applied.

IX. **Separation:** it is more productive to undertake other activities, where if client and consultant continued consultation it may be unproductive. The change should be evaluated for its success possibly to plan for future change activities.

The researcher outline (AR) define as: a continuous systematic process in an organization with a main role of a consultant consist number of activities which are collecting data, diagnosis and analysis, cooperative feedback to (DM) to take intervention step and develop participative solution and implementing new action plan which was evaluated later to make the necessary correction until achieve the desire results of an identified real problem to the goal of enhancing the organization efficiency and effectiveness. Moreover, (AR) method can be summarized as it shown in figure (2.2) as:

I. **Identify problem:** (DM) and senior management determine the necessary change and the desired results.

II. **Data collection:** (AR) consultant collect data from problem stakeholders to ensure involved them in the process to disposal their resistance to change.

III. **Diagnosis and analysis:** consultant analyze and diagnosis the problem in partnership and cooperation prospective with employees.

IV. **Feedback**: advisory provides recommendations for (DM) to achieve the desired results.

V. **Develop action plan solution:** develop joint action plan between (DM), employees and the consultant to overcome the existing problem and improve the organization effectiveness and efficiency.

VI. **Implementation:** implementing and application the developed action plan in the organization operations and activities.

VII. **Evaluation:** re-evaluate the implemented action plan if it achieve the desired results, the process ends, if it not, the steps re-activation again until reaching the optimal solution.

Figure (2.1): Action Research Method

After reviewing (OD) concepts and (AR) process, the researcher tries in the next section to determine the research and practice gap causes, and outlines researcher bridging efforts to decrease such a gap.

2.4. Research and Practice

Rynes and others argued that research insufficient to practical is the most serious problem in the business administration field (2001) where others argue that the limited practical relevance of management studies is currently the bigger problem which leading them to call for management research to have more practical relevance, where keeping in mind that usable knowledge is not the only management research goal and no way to argue that management research should be exclusively oriented towards practice. Moreover, it would be almost impossible to close gap in management research totally. Nevertheless, it remains an urgent goal to reduce the gap as far as possible (Wolf & Rosenberg, 2012).

In this section the researcher tries to outlines literature that discuss the gap between research and practice causes, provided efforts to bridge such a gap, and then, the researcher summarized the gap cases and the bridging efforts under four respects which are: scholars and researchers, research and scientific papers, universities and journals publications institutions, managers and practitioners.

2.4.1. Gap Causes

Some researchers argues that is very difficult to bridge the gap between academics and managers (Luhmann 1982; Kieser & Leiner 2009) communication between the two system is impossible (Rasche & Behnam 2009) where there is currently little information exchange between the "management practice" and "research-oriented scientific community" systems (Wolf & Rosenberg, 2012). On the other hand, most managers think that management scientific research results are not very helpful (Starkey & Madan 2001). Moreover, inquiry shows that managers' sees management journals are "not very appealing" and the more scientifically oriented a journal and research seems to be, the less useful it is perceived to be (Wolf & Rosenberg, 2012).

With **researchers and scholars respect**, Deshpande & Zaltman (1982) concluded that *"researchers were from a basically different culture or community than the consumers or users of knowledge"* (p. 15). Also, Kravitz (2010) argues that researchers do not study managers' approaches and claim that academics are often unfamiliar and unaware with the reality of work in business. Moreover, Most researcher have no professional experience of those management positions where the topics of their research work occur, which may lead to topics as a theory in the scientific community only, thus it is ignored by practitioners if they do not know about it (Hambrick, 2007). Kravitz (2010) in his article about the research-practice gap in diversity management summarized that researchers do not appreciate the challenges involved in applying their findings in the workplace.

On the other hand, others believes that managers involvement may have negative effects on academic system and researchers already have many sources to gather the phenomena or issues of managerial concern such as, business newspapers and

magazines, and research problems which defined upon managers' information are already well known. In addition, managers cannot provide useful hints because business practice sees what it sees (Grey, 2001; Kilduff & Kelemen, 2001). While Louis (1996) showed that involving users did not necessarily make the research more usable. Also, other researchers concerns about collaboration between academics and managers because it might focus attention on issues that are too narrow or short-range and the researchers might be biased by the corporate sponsors (Beyer & Trice 1982; Rynes et al., 2001).

About **research and scientific papers aspect**, Hemsley-Brown (2004) categorized barriers to research use under three themes: accessibility, relevance of research, trust and credibility. While Van de Ven & Johnson (2006) view the gap as a knowledge translation problem where researchers fail in translating research into frameworks that manager can apply. On the other hand, Shapiro and his team (2007) see it as knowledge production problem, where unaffected and wrong problems are addressed. Others claim that the notion of a gap attributed to the differences of researchers and users needs and goal (Deshpande & Zaltman, 1982; Huberman, 1990). Brownlie and his colleagues (2008) outlines that the type of research undertaken applied or theoretical is a choice driven by external factors such as availability of funding, access to data and industry, institutional strategies and industries attitude to academe.

Management academic produce knowledge does not sufficiently emphasize managers' central concern (Van de Ven & Johnson, 2006). Researchers would define their research topics almost exclusively on the basis of information from the scientific community by studying those topics suggested in the final sections of articles in high-ranked publications and such behavior would not guarantee an acceptable level of practical relevance since these suggestions are often developed by those with little real management experience (Wolf & Rosenberg, 2012). On the other hand, many researchers use publicly available datasets, surveys among scholars have found that only 34% of empirical management research projects' data is collected directly in firms (Berry et al., 1991).

In addition, usefulness of research in management strongly influences by research design features (Hanjoon & Chankon, 1994). Wolf and Rosenberg (2012) made a

cursory inspection of papers published in research-oriented journals and found many management publications have focused on variables that business practitioners cannot influence. They tested three journals which are **Administrative Science Quarterly**, **Academy of Management Journal**, and **Strategic Management Journal** in 2007 and 2008; the analysis showed sequentially 15.54%, 22.19%, and 26.36% only of the hypotheses contained variables that practitioners can influence. Moreover, managers focus on solving problems and were more likely to seek solutions to operational matters where researchers are characterized as seeking new knowledge for its own sake, and are frequently driven by a different agenda from users (Hemsley-Brown & Sharp, 2003). Others outline that (DM) concerned with the usefulness of research findings for their organizations, while researchers concerned with methodological issues of research (Burrell & Morgan, 1979; Shrivastava & Mitroff, 1984).

Nonetheless, applicability and ambiguity of research material have been identified as key barriers to research use (Cousins & Leithwood, 1993; Shkedi, 1998). Kelemen & Bansal (2002) speculated that the gap between theory and practice is because management research is written in a style that is alienating to most users. Management academics prefer an artificial, technical and complex, even cumbersome language and articles that are difficult to understand have a relatively small readership even among researchers regardless of their contents (Wolf & Rosenberg, 2012). Academic scientific research contrast what managers face and argues that (DM) use judgments with messy, incomplete, and incoherent data while statistical and methodological can blind them rather than helping (Bennis & O'Toole, 2005). Finally, management lacks to cumulative research tradition (Benbasat & Zmud 1999) and there is some research results based on only one study and introduced to (DM) as findings that they can trust and base their managerial decisions on it; which discipline lack of knowledge (Wolf & Rosenberg, 2012).

While, **universities and journals publications institutions** respect, research was conducted by Edgar Centeno and others to examine marketing postgraduate to determine if it met the expectations and requirements of current and future postgraduate students and find that many students focus on short-term and consider the master degree as an end in itself rather than the first step on a potential professional career ladder. On the other hand, Barry Ardley claims that academic

textbooks not appropriate and fail to capture the interpretive nature of knowledge (Brownlie et al., 2008). Moreover, academic journals having increased the requirements for contributions in terms of methodical rigor during the last few years which led research regression to the world of non-manageable variables (Wolf & Rosenberg, 2012). A study shows that users were involved in the conceptual phase of research projects in fewer than 20% of articles published in famous journals (Rynes, et al., 2001). Academic journals forced researchers to focus on positivistic and narrow methodologies (Brownlie et al., 2008).

Access to research and gaining easy access to relevant research findings was identified as a barrier in education, health and business sector (Hemsley-Brown, 2004). Research study has concluded that lack of access was a key factor in research use (Goldstein & Woodhouse, 2000). In addition, Shkedi (1998) found that the inaccessibility to journals and lack support to help potential users to access to research is a critical issue. On the other hand, publishing only in academic journals had a serious impact on research use by managers in business sector (Kelemen & Bansal, 2002). Poor dissemination was often cited as the reason why management research was not consumed by (DM) (Willmott, 1994). There has been much discussion about approaches to dissemination research findings in management and other fields (Nutley & Davies, 2000; Tierney, 2000; Pinkowitz, 2002). Similarly, Kelemen & Bansal (2002) speculated that management researchers needed to not only develop theories but disseminate management knowledge more successfully by targeting both academics and users. Moreover, Bero and others (1998) found that passive dissemination of articles in professional journals or the mailing of materials generally ineffective and only result small changes in practice.

As well, academics are rewarded and promoted for publishing in prestigious journals which are interested in new science and scientific rigor methods regardless the research validity and applicability (Kravitz, 2010). Regards to marketing, Ross Brennan blame academic institutions because they rarely reward applied research which led marketing practitioners to rarely access to academic articles (Brownlie et al., 2008). Finally, Schools reward scientific research designed to satisfy academics by recruiting and promoting those who publish in discipline-based journals which

creating faculties filled with individuals whose main professional aspiration is a career devoted to science (Bennis & O'Toole 2005).

According to **users and managers** aspect, Ian Fillis & Ruth Rentschler argues that academics and managers have different views of the gap (Brownlie et al., 2008). Managers are presented with "ideas" rather than "hypotheses" and instead in "methodology" offset "strategy" which used to test the ideas (Latham, 2007). On the other hand, (DM) may be unable to formulate research questions precisely and realistically enough as they are unfamiliar with the scientific knowledge and have problems in understanding the complex models typical of the scientific world (Wolf & Rosenberg, 2012). Moreover, users are dissatisfied with research and believe it is not very helpful to achieving their corporate mandates. Also, they have neither training nor time to employ controlled research and they give most weight to their personal impressions (Kravitz, 2010).

In the healthcare sector in the UK and the USA Dunn and his team (1998) find that the major barriers which emerged from empirical research were those associated with the (OCS), insufficient time to implement new ideas, lack of co-operation from (DM), and inadequate facilities to support implementation. Research evidence suggested that organizational factors affected research utilization (Rodgers, 2000; Sebba, 2000; Hemsley-Brown & Sharp, 2003). Deshpande & Zaltman (1982) claim that the most important variables affecting the use of research in the business sector was the organizational structure and argue that the degree of centralization and formalization or lack of it seemed to be more important than other factors and outlines that a highly centralized organization *"may have difficulty in implementing results from research, and may wish to decentralize decision-making at least during the implementation phase"* (Deshpande & Zaltman, 1982, p. 26). Moreover, Senge (1990) claimed organizations that failed to learn were characterized by internal boundaries, excessive individual entrepreneurship, competition, and lack of personnel continuity. While, Louis (1996) summarized that the main barriers to knowledge use in the public sector were not at the level of individual resistance but lay in an institutionalized organizational culture that did not facilitate learning through research use.

Managers frequently claim that their personal experience is more meaningful than research (RR) (Shkedi, 1998). Other researchers argues that research was used more often when the findings matched managers' expectations and the gap between researchers and user-managers could be widened when the findings come as a surprise to (DM) and the results did not match their experience or expectations (Deshpande & Zaltman, 1982). On the other hand, managers in the private sector seemed to be concerned with the usefulness of research findings for their organizations (Burrell & Morgan, 1979; Shrivastava & Mitroff, 1984). Users were identified as seeking new solutions to operational matters while researchers were characterized as seeking new knowledge (Hemsley-Brown, 2004).

Managers argue that they don't have the accessibility and the timeliness to review research outputs (Hemsley-Brown & Sharp, 2003). Ross Brennan claims that (DM) rarely has access to academic writing and consequently do not read them and assume such material is irrelevant to them (Brownlie et al., 2008). On the other hand, users have lack of time to read research (Dunn et al., 1998). Wilson and his colleagues (2003) argue that insufficient time to access research emerged as a strong barrier to research use in the public sector. Managers are eager to find problems solutions in a timely manner and studies in academic setting need greater time to be completed than corporate context (Hutt, 2008). Nonetheless, managers are unable to read academic and scientific journals (Markides, 2007). Findings from empirical research confirmed that users often lacked the statistical skills to understand findings (Shkedi, 1998). Finally, academic researchers need access to sources of data, which is particularly challenging if they want to do field research within organizations where few organizations are willing to permit academics permission to use their extant data, and employee and (DM) have no time to contribute with researcher (Kravitz, 2010).

Later in this section, the researcher summarizes the gap between theory and practice causes and the providing bridging efforts in one table.

2.4.2. Bridging Efforts

Morris Holbrook (2005) argues that researchers must find a resolution to the differences between academic inquiry and practical relevance in either teaching or

research is nothing. In addition, relevance research is understood as a quality attributable to knowledge that brings the communities of scholarship and practice together to both benefits. On the other hand, Ian Fillis and Ruth Rentschler summarized that academics can learn from users and users can also learn from academics (Brownlie et al., 2008). Moreover, an analysis by Marcus and others (1995) showed that there is no absolute trade-off between rigor and practical relevance. In Marcus study, (DM) and researchers were asked to evaluate research publications according to their degree of rigor and practical relevance and they found a positive correlation between the two assessments. Such findings are a motivation to present suggestions to improve practical relevance without losing academic rigor.

To the aspect of **researchers and scholars** efforts, Mohrman and others (2001) demonstrate that *"if research is to be useful, attention must be paid to the relationship between researchers and practitioners, not simply to the content of the research"* (p. 370). Also, Professor Michael Baker addresses the necessity for marketing academics to have practical real life experience (Brownlie et al., 2008). Kravitz (2010) outlines that academics must learn managers culture and take their perspective by reading their books and articles, attending their conferences, and reaching out to local (DM) in consulting firms and organizations; that's mean spending more time in their field which could be particularly helpful. Nonaka & Takeuchi (1995) suggest successful socialization between academics and (DM) with each community understanding and empathizing with the other provides the platform for effectively transferring explicit knowledge across boundaries. While, Wilson and his team (2003) recommend based on an empirical study that *"partnership working such as seeking opportunities for professional researchers to work with users"* (p. 29) was an approach which may be adopted successfully.

Moreover, Hemsley-Brown & Sharp (2003) suggest *"the developments of communication networks, and links between researchers and practitioners, and greater involvement of practitioners in the research process, have emerged as strategies for improving research impact"* (p. 461). While, Kravitz (2010) claim that academics must help users to learn about their culture by teach graduate, executive classes where they can explain the logic of research and focus on evidence-based practices, and may write for practitioner publications. On the other hand, researchers

in the public sector have frequently speculated that collaborative approaches and involving users in research are the keys to greater research utilization (Percy-Smith et al., 2002; Wenger et al., 2002). Mentzer (2008) outline feedback from (DM) provides a trigger to researcher thinking. In addition, management researchers should be much more consequent in contacting practitioners for feedback and intensify their dialogue with them which need greater collaboration (Wolf & Rosenberg, 2012). Also, a high level of commitment from researchers to conduct seminars and workshops with potential users may encourage more direct use of research evidence, and increase credibility and trust in the findings (Hemsley-Brown, 2004). Links between managers and researchers tended to facilitate mutual trust which allowed researchers to develop personal rapport with users and to feel a greater stake in the manager's performance in the business sector (Zaltman & Moorman, 1988; Hanjoon & Chankon, 1994).

According to **research and scientific papers** issue, researchers can reduce the gap by modifying their work (Wolf & Rosenberg, 2012). Hemsley-Brown (2004) outlines that there has been much debate concerning about the best strategies for addressing the researcher-user gap and the evidence appears to suggest that when researchers and users collaborate, develop networks for communication, and there is greater involvement of users in designing and conducting the research; the impact of research and utilization of research can be increased. Academics must collaborate more with (DM) in formulating problems and in collecting and analyzing data (Carter, 2008). Engagement of managers early in the research process enhances the perspective-taking of the parties which makes a particular research project related to the experience and perspective of organizational members, thereby enhancing their ability to understand and apply conceptually based research findings (Mohrman et al., 2001). On the other hand, academics must do research with little practical value (Kravitz, 2010).

Van de Ven & Johnson (2006) call for an engaged scholarship by seeking researchers to collect information on managers' views about important research topics. In addition, Kravitz (2010) find that connections should help academics to select research topics that matter to practitioners-research with practical implications that can help practitioners to reach their goals. On the other hand, Ordonez & Maclean (1997) claim that researchers should ensure topics are of interest to (DM) specify the

implications and be precise and realistic about their claims. Similarity, Louis (1996) suggests involving (DM) in setting some research agendas. Management scholars should always consider if an idea is at least indirectly related to business world by take managers inputs as suggestions for potential research topics (Wolf & Rosenberg, 2012). Nonetheless, Michael Baker outlines that business world is dynamic and accordingly academics need to continually re-appraise and revise research ideas (Brownlie et al., 2008). Also, Slavin (1990) recommended that a more rigorous evaluation of previous research was needed and a wider range of research approaches should be supported. Moreover, Singh and his team argue the need to studies retest existing findings (Singh et al., 2003). As well, Wolf & Rosenberg (2012) argue the need to upgrading and retesting studies by testing findings in several studies not just one which would improve the reliability of management research.

McKelvey (2006) argues that management research should focus much more on the extreme conditions that firm's experience. While, Gulati (2007) suggested discussing the research models with students in seminars and tutorials which help to evaluate the practical suitability of the research models and their theoretical constructs. In addition, Flynn (2008) in his article **"Having It All: Rigor versus Relevance in Supply Chain Management Research"** highlights the importance of framing research questions in a theoretically sound manner and choosing issues that raise important implications for academics and supply chain professionals alike were engaged scholarship perspective are required and a dialogue with (DM) can enrich the problem formulation process. Dialogue with (DM) often leads to more sharply focused research questions or, indeed, totally new research paths (Hutt, 2008). On the other hand, Wolf & Rosenberg (2012) argue that it would be advantageous to study variables that practitioners can influence and suggest scholars to include performance variables in their research which should be; clearly related to the topic, important for practitioners that contain goal variables reflecting managerial actions outcome, and other stakeholder groups affected by the studied issue. Similarity, academics must ask (DM) about the main drivers of success in their views and focus on variables which can be influenced by them by seeking dialogue about the research model phase because it is difficult to correct later (Hughes et al., 2011).

Bettis (1991) call for the more frequent application of qualitative research in management. Siggelkow (2007) argued that qualitative research can contribute in three ways: First, it can be used to motivate a research question; second, it can inspire new ideas; and third, it can be employed as an illustration. Qualitative research projects generate knowledge in an application context (Nowotny et al., 2001), expected to led to more creative research results (Polzer et al., 2009), promises practically relevant findings since this method uses different sources of evidence to demonstrate the full richness of the real-life context, allows deeper understanding of managers' decision-making situations (Eisenhardt 1989; Yin 2003) and does not surprising managers. Thus, (DM) accepted it better than quantitative research (Van de Vall et al., 1976). Moreover, Lan Fillis and Ruth Rentschler suggest increasing qualitative research which grounds practice into theory and argues that exploring metaphor also serves to create a language that can be understood by users and academics alike (Brownlie et al., 2008). In addition, Wolf & Rosenberg (2012) give the importance of both quantitative and qualitative research methods and encourage the undertaking of qualitative studies before conducting quantitatively oriented studies because it seems to be logic that the same topic studied qualitatively first and thereafter with quantitative research methods, although not necessarily the same researcher. While, others ask academics to embrace mixed, qualitative, quantitative, (AR) method, and move away from positivistic methodologies. On the other hand, research that build theory from cases are regarded as the most interesting research (Bartunek et al, 2006).

Modifying the style of language used in research could be a major lever to increase the practical relevance of management research (Benbasat & Zmud 1999; Shapiro et al., 2007). Some researcher argues to increase (DM) use of scientific publications, articles should be written in a verbal-argumentative style where the sentences should be clearly and simply structured and should include brief definitions of those key terms which are only well known in a specific sub-discipline of management research rather than mathematical language formal (Gopinath & Hoffman 1995; Rynes et al., 2001). On the other hand, publishing research findings in different outlets using different language styles or writing two different summaries to each publication; one for the target group of scholars and the other for practice-oriented readers which can be formulated in collaboration with practitioners may be a

useful method (Wolf & Rosenberg, 2012). Dess & Markoczy (2008) argue to enhance the value of academic research to translate empirical results into actionable strategies instead of salient implementation issues. Similarity, Carter (2008) suggests translating findings into agendas, tools and publication outlets that managers can use in their work and sharing results with managers in executive summaries and managers journals through graphs and tables rather than detailed discussions of statistical expressions.

Regards **universities and journals publications institutions**, Huberman (1990) summarized that research impact can be increased through the strengthening of links between researchers and users. Van de Ven (2007) argue *"By exploiting differences in the kinds of knowledge that scholars and practitioners from diverse backgrounds can bring forth on a problem, engaged scholarship produces knowledge that is more penetrating and insightful than when scholars or practitioners work on the problem alone"* (p. 27). Concerning about knowledge production general topic in management in the UK led to much publicized characterization of management research on the basis where users and researchers' collaboration and integration within activities managed networks of and collaboration (Starkey & Madan 2001). Moreover, academics and (DM) enrich each other, universities may bring businesspeople with extensive executive experience to share ideas with students and encourage the sort of scholarship where corporate partners engaged in the research programs of the business faculty which obverse enables researchers to identify and modify research topics based on the engagement of (DM) and helps researchers gain access to company sites and funding (Dess, 2008). Similarly, business schools could involve (DM) in graduate education as guest speakers, as adjunct faculty, or even as advisors regarding the content of graduate classes. Also, they could create brief executive education offerings to help practitioners master the basic logic and language of research. In addition, they could invite (DM) to speak with their faculty about the major challenges they are facing and the research answers they are seeking (Kravitz, 2010). On the other hand, Barry Ardley note the importance of intuition and tacit knowledge produced by managers to introduce it in academic textbooks because they know "what is going to work and what isn't going to work" (Brownlie et al., 2008).

As well, journals need to change their publication norms if they want to encourage relevance in academic research and editors need to consider whether they want to encourage research that is for managers versus research that is about managers (Dess, 2008). They have to accept for publishing studies that discuss research design with practitioner which ensure that authors consider the assumed relationship very carefully (Wolf & Rosenberg, 2012). On the other hand, they must include a space for managerial implications (Brownlie et al, 2008). Scholars should extend and modify their journal articles by adding text that explains the practical relevance of their studies and provide hints on how to implement their key findings in management practice which force researchers to think in this direction (Wolf & Rosenberg 2012). A potential way to achieve this; is to write these parts of the research reports in collaboration with (DM) (Gopinath & Hoffman 1995).

In addition, academic reward system may need to be realigned in order to the research-practice gap (Dess, 2008). Universities must change the reward parameters and may reward their faculty members for business engagements and for publishing practitioner-oriented articles (Kravitz, 2012). Moreover, dissemination strategies can facilitate the use of research by managers (Hemsley-Brown, 2004). Huberman (1990) contributed towards more energetic approaches to dissemination findings. While, Ross Brennan argue that up-to-date knowledge of current research is critically important so (DM) must have access to online journals (Brownlie et al., 2008). Finally, many authors have frequently recommended that research findings should be more accessible and researchers may need to "market their knowledge" to the practitioner community as well as the research community (Hemsley-Brown & Sharp, 2003).

About **(DM) and managers** respect, users might consider changing their attitude to academe (Brownlie et al., 2008). Research suggest successful socialization between academics and (DM) with each community understanding and empathizing with the other provides the platform for effectively transferring explicit knowledge across boundaries (Nonaka &Takeuchi 1995). Moreover, not just as academics should reach out to practitioners, practitioners also should reach out to academics by attending to academic conferences, meet professors at their local universities, and create partnerships with academics. It is unfair for practitioners to complain about the

lack of relevant research and simultaneously fail to facilitate such research. Thus, Companies must build relationships with local academics by inviting them to talk about their research, set up faculty internships to give faculty some real world experience, give time to (DM) so they can learn about relevant research, and they could support initiative that are designed to bring together academics and practitioners (Kravitz, 2010).

Practitioners must attempt to understand the academic perspective by receive some training on the mode of reasoning that underlies academic research. They should also learn more about academic research logic and what researchers have learned (Kravitz, 2010). On the other hand, (DM) must know that research may not solve problems or make decisions, but it can provide information for managers to use to reduce risk in the decision-making process (Oulton, 1995). Organizations needed to: value research, in order to sustain a culture of evidence-based practice (Nutley & Davies, 2000), increase the critical mass of research-aware staff (Hundley et al., 2000; Wilson et al., 2003), and learn to recognize research use as part of the organization's knowledge creation process (Mahajan & Wind, 1999). In addition, business users must be more involved in the first conceptual phases of research projects (Mohrman et al., 2001). (DM) can make suggestions for potential research topics, comment on scholars' preliminary research models (Wolf & Rosenberg, 2012). Campbell and his team (1982) summarized that managers can help to identify relevant research questions and develop new scientific findings and knowledge. Moreover, (DM) can support the process by open doors for the collection of data within firms through user-friendly instruments, increasing the response rates of mail, assist during the process of data interpretation, and give valuable feedback on completed research projects (Wolf & Rosenberg, 2012). Managers must support academics, give them more access, and help them to gather data that can then be used in their studies (Kravitz, 2010).

Deshpande & Zaltman (1982) claimed that the more decentralized and less formalized firms were the more like they were to make use of research findings. Senge (1990) found that organizations that were more effective in using knowledge tended to have effective internal communication networks, and more individuals served in boundary spanning roles where they legitimately brought in new ideas from the outside. In order to support and maintain research impact all key stakeholders

need to be involved (Hemsley-Brown, 2004). Some researchers argue the need to develop management strategies to facilitate research use (Wilson et al., 2003). On the other hand, the benefits of development and training are a key approach to facilitating research use (Tsai, 2000; Parahoo, 2000). For example, Parahoo (2000) argued for greater empowerment and the need to promote a culture in which users recognized the need for improved knowledge and skills.

The importance for practitioners to gain support and encouragement from managers has been claimed by many scholars (Dunn et al., 1998; Parahoo, 2000). For example, Dunn et al. (1998) outlines that research use was most effective when it was collaborative which required management support to develop self-confidence. Nutley & Davies (2000) suggested that effective dissemination of ideas can be facilitated through the identification and use of opinion leaders who were accepted as such by their peers. Wenger and others (2002) claim the need for strong leadership and argue that leadership emerged as a key factor in facilitating research use by managers (Wilson et al., 2003). Strong and visible leadership provide motivation, authority and organizational integration (Nutley & Davies, 2000). Leadership is important to ensure that someone took on a leadership role in encouraging the use of research *"especially in the early stages of the change process"* (Wilson et al. ,2003, p.8).

study by Wilson et al. (2003) described how managers in the public sector had developed their positive attitudes and their skills through clearly targeted professional development activities, such as a university masters program where   the authors provided an example of a jointly Master's program which led students to: engage in their own research, view research as a benefit rather than a threat, and create a critical mass of senior and middle managers who engaged with and used research where such engagement with research as part of a Master's program enabled managers to cross the divide from practitioner to user-researcher.   Finally, Ross Brennan argues practitioners must have access to online journals because up-to-date knowledge of current research is critically important and users must encourage searching for evidence to support their regular practice (Brownlie et al., 2008).

2.4.3. Gap Causes Vs Bridging Efforts

After reviewing literature, the researcher tries in table (2.2) to summarize the gap causes and the bridging efforts under the four identified respects.

Gap Causes	Bridging Efforts
Researchers & academics	
• Have different system and culture than (DM). • Sees that users have negative impact on their system. • Do not have professional experience. • Do not study (DM) evolution and development. • Believe on their own information resources. • Claim that managers' contribution is limited and not helpful.	• Have professional experience and learn users' culture. • Achieve socialization with (DM). • Activating partnership programs with managers. • Allow (DM) involvement in the research process. • Collect data from the firms themselves. • Help practitioners to learn. • Obtain feedback from users. • Increase confidence and trust in (DM).
Research & Scientific Papers	
• Not emphasize manager concern and topics where define basic on scientific community. • Managers focus on solving problems and operational solutions, while researchers seeking new knowledge. • Researchers concerned with methodology, while users concerned with studies usefulness. • Research applicability degree. • Complexity of research language. • Lacks of cumulative study and trusting in finding based on one study.	• Increase collaboration between (DM) and researchers. • Studies must conduct with practical values. • researcher must involve users in all the research phases. • Topics must be interested for (DM). • Increase re-appraises studies and retest existing findings. • Academics must include performance variable which users can influence. • Emphasize on mixed, qualitative, action research and case study methods. • Using clearly and simply language.

	• Translate findings to actionable strategies and applicable agendas.
Universities & Journals Institutions	
• Higher education students focus on short-term.	• Play mediator role between researchers and managers.
• Academic textbooks not appropriate to the real life situation.	• Development curriculum and academic textbooks in collaboration with practitioners.
• Academic journals emphasize narrow methodologies.	• Journals must encourage relevance and applicable studies.
• The inaccessibility to journals and the lack support to users.	• Editors must emphasize researchers to provide hints on how to implement their key findings.
• Publishing studies only in academic journals.	• Change scholars reward system which encourages engagements with users.
• Poor and passive dissemination of articles.	• Creating effective strategies to disseminate knowledge.
• The researchers reward system which emphasizes scientific rigor method.	• Giving (DM) access to online journals.
Managers & Practitioners	
• Dissatisfied with research and believe it is not helpful.	• Emphasize collaboration and successful socialization with academics.
• Unfamiliar with the scientific knowledge and the complexity of scientific world.	• Attempt to understand the academic perspective and the research logic.
• Organizational action ability, centralization and formalization degree.	• Open doors for collecting data and trust in researcher.
• (OCS) toward research.	• Give valuable feedback on research projects.
• Believe in their personal experience.	• Decrease organizational centralization and formalization.
• Focus on operational matters.	• Increase formal and informal internal communication and knowledge networks.
• Unable to access to academic	

writing. • Insufficient time to access to research. • Unskilled to read scientific journals and understand the findings. • Hiding accurate data and non-cooperation with researchers.	• Emphasize development and training concepts. • Supportive leadership style. • Engaging in their own research by attend (MBA) programs. • Access to online journals.

Table (2.2): Gap Causes Vs Bridging Efforts

2.5. Summary

(MBA) program exposure several critical stages led to develop it significantly. However, researchers still criticism the (MBA) program because it does not achieve the desired benefit from it. On the other hand, (IUG) has provided many (MBA) theses which study the different management practices since it introduced in 2001. In addition, (OD) still new research and scientific field and many researchers claim that it attend to bring theory into practice through one of it is essential concepts, which is (AR). Finally, many researchers discussed the gap between theory and practice causes and provided many efforts to bridge such a gap. The researcher aims to examine the utility of (IUG) (MBA) program theses at the (PMG) and its contribution to achieving (OD).

Chapter 3

Previous Studies

3.1. Introduction

In this chapter, the researcher aimed to provide an overview of literature that studied the theory-practice gap, knowledge transfer, research utility & applicability topic, the relationships between researcher and (DM), and how they can bridge the gap. This is very important step to assure understanding of the whole concept.

3.2. Previous Studies

Twenty studies were viewed in this chapter; which covered the reasons of research & theory-practice gap, and how to overcome it, and how researchers and (DM) should be collaborate to enhance research utility. The researcher depends on foreign studies which published through online database between "2001-2013".

3.2.1. Study of Hammami, et al. (2013) " Organizational climate and its influence on brokers' knowledge transfer activities: A structural equation modeling"

Organizational support may be a facilitator enabling organizations to forge collaborative linkage. The aim of this study was to understand the factors that affect knowledge transfer in to action, and the impact of organizational climate on knowledge brokers in bridging the gap between research and practice, and to clarify some of the obstacles they face such activities.

The research team concluded that organizational climate has a direct positive role in converting knowledge to operational plans, and cooperative climate through organizational support has indirectly role.

Researchers recommend institutions to provide a favorable climate for knowledge brokers during the process of transferring academic science in to practice. Also, they suggest the need to create innovation climate.   In addition, collaborative organizational climate plays a major role in motivating the transfer process.

3.2.2. Study of LaPrince (2013) "A qualitative exploration of management education: Business school offerings in comparison to employer expectations"

Some researcher claim that the curriculum not able to produce graduates to professional life. The aim of this quantitative study to explore the role of management colleges and determine the degree of it success in transferring required knowledge and needed skills for students from employers' standpoint.

The researcher found students are not provided with necessary skills for workplace, and graduates usually false employment expectations after hiring because they still need effective training and career preparation.

The researcher recommends management colleges to supply students with additional skills and prepare them professionally and suggests the need for increased cooperation with workplace. In addition, the study suggests activating internships programs before graduation.

3.2.3. Study of Naramore (2012) " The role of management education faculty in the development of the knowledge worker: A phenomenological study"

Studies indicate users concern about tangible assets without interest about intangible assets such as knowledge. And management colleges' graduates are not getting the necessary knowledge for professional life. The aim of this study to determine if academic institutions curriculum keeps pace with the business environment and cultivates the knowledge worker who is prepared to share knowledge across internal and external boundaries.

The study reached a different result to other studies and finds that academic institutions keep pace between the real business environments and provides graduates with the necessary knowledge and the reason was the efforts of individual faculty members' because they are linked to business life.

The researcher recommends the need to activate and increase institutional collaborative to understand the needs of the community and design curricula that are compatible with a real life environment.

3.2.4. Study of Wolf & Rosenberg (2012) "How Individual Scholars Can Reduce the Rigor-Relevance Gap in Management Research"

This study aims to discuss a number of management scholars' studies in reducing the gap between theory and practice. Such study is necessary because many research is inapplicable and not effectively contribute to the development of administrative work. The study argues that this gap is not only the consequence of the currently prevailing institutional context in the scientific system, but that researchers can reduce the gap by improving their studies and evaluated it based on it is "applicability" because many (DM) claim that scientific management journals are not "appealing and helpful".

The researchers argues that the reasons for the gap can be "knowledge production" due to the nature of the studies and the degree of their applicability, or "knowledge transfer" based on the lack of information exchange between the two parts due the differences in their system and the required knowledge between the academic scientific and practitioner, where scholars are not interested in resolve their problems.

The study recommended that the problem solution depends on scientists by developing research ideas and problems that touches practitioners concerns, improve research language and focusing on descriptive research that can be understood by users, and suggests discussing results with practitioners. On the other hand, the study recommended the management journals editors to focus on publishing research that affect managers and improve research (RR) dissemination methods in order to enhance the relationship between the parties.

3.2.5. Study of Bacchetti & Saccani (2012) " Spare parts classification and demand forecasting for stock control: Investigating the gap between research and practice"

Investment increased spare parts services over the world for up to 200 billion dollars a year which led to an increase in inventory management research significantly in the last decade. So, to investigate the gap between research and practice in spare parts field, the research team conducted their study.

researchers reach that the gap actually exist and that one of the main causes is the lack of case studies, practitioners do not use integrated approach based on internal and external information exchange, the lack of separately studies on the gap between theory and practice, and the differences between the current technology trends and actual work environment which lead to conflict on operational strategies. Also, some practitioners do not believe in the usefulness of research provided because they assume that are not applicable.

Researchers suggests the need to increase research interested in inventory management field, study the gap between research and practice, development integrated approach based on internally and externally knowledge sharing, and creating work environment that support innovation and applied new knowledge are necessary. On the other hand, they recommend researcher to refer to (DM) to understand their needs and increase cooperation among them.

3.2.6. Study of Marabelli & Newell (2012) "Knowledge risks in organizational networks: The practice perspective"

Knowledge management is a strategic issue for organizations as competitive advantage and they face a big challenge to achieve effective transfer knowledge networks. The aim of this study was to investigate the organizations ability to transfer knowledge through effective networks and know the risks associated with knowledge transfer from practitioners' perspective.

Researcher finds that knowledge is not a commodity to be moved as it is to any place, lack of control over new knowledge and inappropriate transfer may lead to undesirable results. In addition, to ensure effective transfer, knowledge must be translated to fits (DM) perspective, because the fact that some of them resist change and rejects the use of new science and considers it as "risk".

The study recommends the need to activate networks and avoid dangers associated with knowledge transfer by translate it appropriately to practitioners perspective, senior management must take care about the transfer process, and negotiate with practitioners before activating new knowledge and not imposed on them. On the other hand, academics must increase research about mechanisms and methods of translating knowledge to applied sciences.

3.2.7. Study of Fendt & Kaminska-Labbé (2011) "Relevance and creativity through design-driven action research: Introducing pragmatic adequacy"

Development and initiative managerial science occur everywhere and some researchers believe that the gap between research and practice in management sciences still exists. Some argues that the main reason for this gap due the nature of social sciences hypotheses which need special study differ from physical science. The researchers tries to discuss action research impact on reducing the gap between theory and practice.

Researchers finds that practitioners follow system and knowledge different from academics, action research is the best option to achieve the integration between the two systems because it linked researcher, theoretical research results, and research problem and the theory, to the research subject through actual practice and experience to solve the problems by applied it in real life which lead to actual change. On the other hand, (DM) do not pay attention to research that is based on evidence which linking known phenomena to hypotheses.

The research team recommends to increase activate communication between researchers and practitioners, seeking research based actual practice (design-driven

research), and increase action research. In addition, the authors believe that scientists must be managers to understand the reality of practical life.

3.2.8. Study of Wang & Noe (2010) "Knowledge sharing: A review and directions for future research"

Knowledge consider as competitive advantage resource for businesses in the dynamic economy environment now days and organizations seeking to hire those with skills and capabilities necessary for transfer knowledge. The aim of this study is to review quantitative and descriptive studies which addressed knowledge sharing issue at the individual level.

The researchers found that organizational culture gives confidence and support staff innovation necessary to transfer knowledge among them, supervisor support is critical for knowledge sharing success, and personal confidence is important to achieve a suitable environment for knowledge sharing.

The research team recommends creating organizational culture support knowledge sharing and innovation by linking it to its goals and organization values, managers should adopt incentive programs support knowledge participation, and create training programs to increases their self confidence which is necessary to achieve a reciprocal knowledge environment.

3.2.9. Study of Kravitz (2010) "The Research-Practice Gap in Diversity Management"

The researcher tries to clarify some ideas about the gap between research and practice in diversity management because the US workforce become too diverse, which creates a huge administrative challenge.

The researcher believes that one of the main reasons for the gap is the difference educational and training background, and system between practitioners and academics and their incentives. On the other hand, the researcher argues that academics care

about experiences and personal factors not (DM) problems, while (DM) care about profitability and professional experience.

The researcher recommends at the end of his studies (DM) needs learning to read quantitative research, and they must provide the necessary information for researchers in terms of ideas and the problems they face. In addition, the researcher finds the need for academic institutions to play an active role in promoting partnership and attract practitioners to join academic programs.

3.2.10. Study of Deadrick & Gibson (2009) "Revisiting the research–practice gap in HR: A longitudinal analysis"

3600 scientific articles published over 4 magazines specializing in human resources management for more than 30 years to cover approximately 14 subjects. This study aims to explore the change that has happened and how to bridge the gap between research and practice in human resources management field.

Researchers found that topics were interest researchers before 30 years in human resources management still important for them and practitioners alike until today, development and staffing are having the largest attention for the both parties as they are the basic of human resources management field, the gap on labor relationships shrunk in the recent period, while the gap in compensation and rewording increased.

3.2.11. Study of Brownlie et al. (2008) "Management Theory and Practice: Bridging the Gap through Multidisciplinary Lenses"

The purpose of this research is to examine the relationship between theory and practice in management studies in the context of institutional change influencing the production, circulation and consumption of knowledge products and trying to understand the nature of the gap by asking what the character of that relationship might be. And if that relationship matters, how and in what ways does it matter?

The research team found that the most important causes of the gap are; the deficient integrate and networks of activity and collaboration between users and producers of knowledge, the barriers of accountability and accessibility in research, the formula for publication in academic journals which calls for more qualitative research and mixed methods to create a language that can be understood by practitioners and academics alike.

The main themes addressed a call for change and radicalize the approaches to understanding ways of knowing by re-evaluating relations with (DM); and a call to reimaging ways of representing knowledge to various stakeholders, including fellow academic (DM), students, and policy-makers and other opinion-formers. It calls for a more market-oriented approach to understanding the knowledge economy and the mediating role of various players, including the researchers.

3.2.12. Study of Dess & Maroczy (2008) "Rather Than Searching for the Silver Bullet, Use Rubber Bullets: A View on the Research-Practice Gap"

Organizational academic recognizes that the gap between academic rigor and practical relevance is old and important. The aim of this study is to identify the causes of this gap and formulate some possible solutions to reduce it.

The research team believes that reasons for the gap lie in the research language because the fact that scientific managerial journals prefer scientific research designed regardless of the degree of it is validity and applicability.

The researchers suggested to bridge the gap by increase practitioner-oriented research which affecting their concerns, consider proactive approach, and building effective cooperation between the two side to enrich each other. On the other hand, the study recommends journals need to change their publication norms and academic reward system by evaluating studies based on its utility.

3.2.13. Study of Hirschkorn et al. (2008) "Bridging the Research-Practice Gap: Research Translation and/or Research Transformation"

by contrast Warby and his tram study (1999) which held that practitioners are the reason for the gap between research and practice, specifically because they appreciate time and believe that refer to research results is ineffective and has nothing to do with their practical career. This research aims to conclude with discussion some effective research translation initiatives and including description of some of the collaborative efforts occurring between schools and universities to fill the gap.

The researchers argue that the gap can fill through three main parts. The first part is (DM) by providing them with study's findings and required skills to read and implement research. The second part has focused on researchers by holding them more responsibility about satisfy practitioners actual needs. Research was the third part where the author confirmed to increase the qualitative and action research rather than quantitative.

3.2.14. Study of Carter (2008) "Knowledge Production and Knowledge Transfer: Closing the Research-Practice Gap"

The research-practice gap has been structured as "knowledge production" problem which can be solved by focusing on production knowledge touches practitioners concerns. On the other hand, other academics describe it as "knowledge transfer" that can overcome through translate research in to action plans and applicable agenda.

The researcher found the causes of the problem concentrated on academics because they focus on generating new studies rather than applying provided research. In addition, managers do not have the required skills to read research, and they rely on personal experience rather than research results.

The researcher recommends at the end of the study to create active participation and corporation between managers and proposed studies to overcome the two problems through involve them in formulate research problem and context, adopted

"ideas" rather than "hypothesis" and "strategies" instead of "methodology". Also, the researcher suggested holding workshops and conferences to increase cooperation to overcome the first part of the problem. In addition, the researcher believes that "knowledge transfer" problem can be overcome by writing research in simplified and understandable language, and holding educational classes for managers.

3.2.15. Study of Hsu (2008) "Knowledge sharing practices as a facilitating factor for improving organizational performance through human capital: A preliminary test"

Some researchers claim that organizational knowledge sharing leads to improve organizational performance and achieve competitive advantage to business firms. Researchers ask about what mechanisms that encourage and facilitate knowledge sharing to improve organizations performance. This study aims to look at the model of organizational knowledge sharing which leads to improved organizational performance through the development of human resources.

Researcher found that organizational performance could enhance by develop organizational knowledge sharing through human resources development. On the other hand, organization culture and (DM) perspective plays an essential role in activating organizational knowledge sharing.

The study recommends increasing investment in human resources, promoting organizational knowledge sharing culture, and (DM) must adopt strategies that encourage and support innovation and link it to organization goals and values.

3.2.16. Study of Jansen et al. (2008) "Collaboration between practice, policy and research in local public health in the Netherlands"

Studies in cooperation between policy, practice and scientific research get researchers' attentions who believe that such cooperation contributes effectively to (OD). The research team tried to study obstacles to such cooperation at three levels: management, institution and individuals.

The research team found (OD) already happened when parallel development to the three levels while cooperation between them are achieved, and the most important aspect to achieve (OD) is at the institution level.

Researchers recommend the need for increased investment in (OD) and increase cooperation and effective contribution between the three aspects which leading to (OD) and increased efficiency and effectiveness.

3.2.17. Study of Deadrick & Gibson (2007) " An examination of the research–practice gap in HR: Comparing topics of interest to HR academics and HR professionals"

Scientists and professionals in human resources management field agree about the existence of the research-practice gap, while some researchers believe the reason for the gap is the differing interests of both users and researchers. This study aims to identify the topics that received the attention of the both teams.

The researchers found that the gap between research and practice already exists because the different interest of the both sides, and argues that journals in human resources management field can play an important role in guiding the concerns of (DM) and researchers alike.

The study team recommends the need to activate communication between practitioners and researchers to find common interests which enable the two sides to learn from each other, the need to translate academics research to practical basis that enable practitioners to understand and apply it, and recommended the need to increase (AR) and seeking action-oriented approach to convert knowledge into action.

3.2.18. Study of Hemsley-Brown (2004) "Facilitating Research Utilization: A Cross-Sector Review of Research Evidence"

This study focuses on the utilization of management research and its impact on managerial practice through two key questions: what are the barriers to research

utilization and what are the most effective strategies for facilitating the use of research by managers in the public sector, based on research evidence?

The researcher approach entailed cross-sector literature review and extensive searches of on-line databases in the fields of management, education and medicine, from the UK, USA, Canada, Australia and Europe.

Analysis of the findings suggests that there are various barriers to research use that are common to managers in public sectors which are: access to research, the relevance of research, organizational settings, and the gap between research and practice.

The researcher suggested facilitating research utilization through: findings should be more accessible and well marketed to practitioner and research community, dissemination strategies, networks, collaboration and partnership, and strong, visible leadership.

3.2.19. Study of Hutt (2004) "Engaging Corporate Partners to Bridge the Theory-Practice Gap"

Several studies suggest that managers do not return to research and academics in formulating and developing business strategies, and researchers do not get feedback from them to formulate research and problems. In this study, the researchers try to find ways to activate cooperation between the two parties and to identify the obstacles that may face this cooperation.

This study has found that the reason for the gap is the difference context, process and purpose of academics and managers, the lack of cooperation between them, and because managers do not care about research findings and belief that it does not affect their actual concerns.

The research team recommended that there should be socialization cooperation between the parties and emphasis on knowledge transfer through formulation research language which can be understood by practitioner and trying to solve problems that may face managers in their career, and the necessity of managers to supply

researchers with accurate information necessary for research and feedback them after application.

3.2.20. Study of Landry et al. (2001) "Utilization of social science research knowledge in Canada"

(DM) and researchers claim that practitioners rarely returning to scientific research results and some researchers claimed that empirical studies in knowledge utilization are not very visible. The study aims to contribute to the empirical side of knowledge utilization by using more nuanced definition of utilization.

The researchers found that half of the research results are used by practitioners and (DM), and the most important determinants of utilization are the mechanisms linking the researchers to the users. The study also found that the benefit of scientific research regard to researchers and practitioners behavioral factors, regardless of research outputs.

The research team recommends the need to stimulate academics to intensify dissemination of their research. Also, proposes to reward researchers who associate their research and apply it with practitioners.

3.3. Comments & Conclusion

"There will always be a gap, that is the nature of things, but we can shrink it" That was the conclusion of the previous studies. The reasons of this gap in scientific research between theory and practice due researchers and practitioners belongs to their own system, motivation and direction, also the nature of the research, and academic and scientific institutions has basic and great role in enlarging such a gap.

As for users role, because their characteristics and time sensitive role. Also, may be due their view to research and lack of confidence and trust on its (RR). In addition, to their adoption on real practice and personal experience which lead them to not cooperate with researchers or to provide them with the necessary data.

On the other hand, the researchers' roles, previous studies show that they focus on knowledge production instead of achieving benefits and solving problems by returning to users to identify their needs and understand what they facing. It is also, because researchers mostly belong to the scientific community only without practicing. Most of previous studies have recommended the importance of achieving cooperation between the two sides so as to increase research utility.

About the research, the researchers found according to previous studies that the nature of research, the inability to apply it, and the spread of statistical and quantitative approach over the qualitative approach play a basic and great role in increasing such a gap because it increases the difficulty in understanding the researches (RR) by practitioners.

In the case of academic and scientific institutions, the researcher found that most of the previous studies recommended that such institutions must play a linking role between researchers and practitioners. In addition, the places of publishing research (RR) play a vital role on limiting the practitioners' access to it. On the other hand, publishing policies of scientific magazines and journals that publish such research plays a great role in directing researchers' interests.

This study is the first one according to researcher knowledge which is done about management research utility in (OD) in the Gaza strip and the (IUG) (MBA) program.

In addition, the researcher chose and focuses on the most important variables that affected the research utility and have been mentioned on the most previous studies and he tries to investigate and link between the most important dimensions in one study. On the other hand, based on previous studies results which argues absents of qualitative research and recommended mixing the two approach together, the research attempted to enrich his study by triangulation it for more understanding.

In conclusion, large number of previous literature indicated the reality and the importance of the gap between theory and practice and how research can facilitate and effect in (OD). However, the increase of (MBA) theses and management research in Palestine and particularly in the Gaza strip without investigated the reality of its utility encourage the researcher passion. The researcher hope that the study (RR) help to encourage (DM) to activate the research and development filed.

Chapter 4

Research Methodology

4.1. Introduction

This chapter addresses the research methodology, population and sample, research instruments, the questionnaire distribution, response rat, data measurement, and testing of data validity and reliability.

4.2. Research Methodology

Under the methodology, the researcher identified the study design, period, place and data resources.

4.2.1. Study Design

For the purpose of this study, the descriptive analytical method was used as the most in business and social studies. Needed data was collected to describe the utility of (MBA) program theses and in (OD). Then, it analyzed to evaluate the relationship between the variables which was formulated by the researcher. The researcher adopted the descriptive analytical method, because it suits the characteristics of the nature of the research which relies on study and analysis the reality accurately.

4.2.2. Study Period

The study consumed 16 months, and was conduct from August 2013 to November 2014. The questionnaires and the interviews addressed in September 2014.

4.2.3. Study Place

The study was applied in the Gaza Strip. It addressed with the (MBA) program at the (IUG) and the (PMG).

4.2.4. Data Resources

4.2.4.1. Secondary Data

In this study, the researcher uses different types of secondary data resources. These resources are to introduce the theoretical of the study topic and to situate it within the body of literature and to provide context for the particular reader. Through access to books and references, scientific journals and academic magazines, data bases, periodicals, articles, published papers, referred previous related studies, published reports and internet sites.

4.2.4.2. Primary Data

Primary data are to analyze the quantitative and qualitative characteristics of (MBA) program theses utility. Quantitative data collected through designed questionnaire which has been distributed to the (DM) at the (PMG). On the other hand, qualitative data collected through deep semi-structured interview with (MBA) graduates to understand deeply.

4.3. Research Population & Sample

Under the research population and sample, the researcher described the population of the research, the research sample.

4.3.1. Research Population

The study consists with two population types. The first is (DM) at the (PMG) which consists of three managerial category from the senior management, namely: deputy minister, deputy ministerAssistant, and General Director. The researcher excluded ministers because they are special category submit under political and legislative considerations. The latest statistics of (DM) at the (PMG) was gain

according to General Personal Counsel (2014) consisting of **(148)** respondent (see Appendix A).

On the other hand, the second population is (IUG) (MBA) graduates who study the (PMG) in their theses since opening the program until December 2012, which was based on (IUG) (MBA) program website according to title of master theses (2013) **(93)** researchers.

4.3.2. Research Sample

The sample of the first population is a comprehensive survey, which means all of the (DM) at the (PMG) is included in this study. The researcher finds that is suitable because the number is not large and they have heavy duties and no enough time to fill the questionnaire so including all of them to recollect a suitable number for the study.

On the other hand, the sample of the second population (IUG) (MBA) graduates consist of (**20)** semi-structured interview to recheck the first population data and understand deeply through non probability sampling method by using the convenience sampling technique.

4.4. Research Instruments

After reviewing the literature and interviewing the specialists, the researcher finds that the best way is to design the study instruments for each population separately as it shown next.

4.4.1. Decision Makers Questionnaire

After reviewing the literature and interviewing specialists, the researcher finds that the questionnaire is the most appropriate tool for this population. The questionnaire was designed in the Arabic language (see Appendix B), and then translated into English (see Appendix B). The questionnaire was provided with a

cover letter which explained the purpose of this study, the way of responding, the research aim and the privacy of information in order to encourage high response. The questionnaire is composed of two parts as following:

Part I: Personal Information

Part II: This part consists of six main sections as the following:

- (DM) support (OD) upon (MBA) theses, (8) statements.
- (DM) Allocates fund for (OD) upon (MBA) Theses, (6) statements
- (OCS) supports (OD) upon (MBA) Theses, (6) statements.
- (MBA) theses harmonize to realize (OD), (8) statements.
- (MBA) Theses (RR) are effective to achieve (OD), (7) statements.
- (MBA) program graduates effect on attain (OD) through their theses, (6) statements.

4.4.2. Graduates Interview

To understand deeply, the researcher design a semi-structured interview consists of the same questionnaire six main sections which noted above to reflect the research variables.

4.5. Questionnaire Distribution

In order to distribute the questionnaire, the researcher first sent the questionnaire to each ministry to have the approval to distribute the questionnaire between the (DM). After the approval had been given, the researcher distributed (15) questionnaires for the pilot study phase at the Ministry Of Education, and collected them all. Then, continued to distribute (148) copies at all the (PMG) in the duration from 1 to 30 September 2014.

4.6. Questionnaire Response Rate

The questionnaire was distributed to (DM) at the (PMG), which are according to this research: Deputy Minister, Deputy Minister Assistant, and General Managers. Total of **(148)** questionnaires were distributed while **(107)** filled and returned within one month and formed a response rate at (72%). This rate is considered low from the expected response rate. This is due to the following reasons:

- The members are from the senior management who have heavy work and they have no enough time for filling questionnaire.
- Some of them are busy due rehabilitating the governmental work after the war on the Gaza Strip 2014
- Some of them are busy because the government changes due to the Palestinian consensus government formation.
- The centralization of the government leadership is in the West Bank
- Some of them are outside the Gaza Strip to perform the Hajj.
- 25 of the population apologized to fill the questionnaire.
- 16 of the population did not fill and return the questionnaire.
- The researcher tried to distribute some questionnaire by email but no responses.

4.7. Questionnaire Data Measurement

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is an appropriate method that can be applied and not others. In this research, numerical scale 1-10 is used, where "1" indicates a weak answer while "10" indicates a strong answer.

4.7.1. Test of Normality

The **One-Sample Kolmogorov-Smirnov Test** procedure compares the observed cumulative distribution function for a variable with a specified theoretical

distribution, which may be normal, uniform, Poisson, or exponential. The Kolmogorov-Smirnov is computed from the largest difference (in absolute value) between the observed and theoretical cumulative distribution functions. This goodness-of-fit test tests whether the observations could reasonably have come from the specified distribution. Many parametric tests require normally distributed variables. The one-sample Kolmogorov-Smirnov test can be used to test that a variable of interest is normally distributed.

Table (4.1) shows the results for Kolmogorov-Smirnov test of normality. From Table (4.1), the p-value for each variable is greater than (0.05) level of significance. *So, the distributions for these variables are normally distributed. Consequently, parametric tests were used to perform the statistical data analysis*.

Field	Kolmogorov-Smirnov	
	Statistic	P-value
Decision Makers Support Organizational Development Upon (MBA) Theses	1.054	0.217
Decision Makers Allocates Fund for Organizational Development Upon (MBA) Theses	0.763	0.606
Organizational Culture & Structure Supports Organizational Development Upon (MBA) Theses	0.983	0.289
(MBA) Theses Harmonize to Realize Organizational Development	1.288	0.072
(MBA) Theses Results & Recommendations are Effective to Achieve Organizational Development	1.044	0.225
(MBA) Program Graduates Effect on Attain Organizational Development Through Their Theses	0.924	0.361
All paragraphs of the questionnaire	**0.700**	**0.712**

Table (4.1): Kolmogorov-Smirnov Test

4.7.2. Statistical Analysis Tools

The researcher would use both quantitative and qualitative data analysis methods. Due quantitative data, the analysis was made through utilizing (SPSS 22). The researcher would utilize the following statistical tools:

1. Kolmogorov-Smirnov test of normality.
2. Pearson correlation coefficient for Validity.
3. Cronbach's Alpha for Reliability Statistics.
4. Frequency and Descriptive analysis.
5. Parametric Tests (One-sample T test, Independent Samples T-test, Analysis of Variance).

T-test is used to determine if the mean of a statement is significantly different from a hypothesized value 6 (Approximately the middle value of numerical scale 1-10). If the P-value (Sig.) is smaller than or equal to the level of significance $\alpha = 0.05$, then the mean of a statement is significantly different from a hypothesized value 6. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 6. On the other hand, if the P-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then the mean a statement is insignificantly different from a hypothesized value 6.

The Independent Samples T-test is used to examine if there is a statistical significant difference between two means among the respondents toward the organizational development upon theses due to (Gender).

The One- Way Analysis of Variance (ANOVA) is used to examine if there is a statistical significant difference between several means among the respondents toward the (OD) upon (MBA) theses due to (Managerial Category, Age, Years of Experience and Qualifications).

4.8. Test of Data Validity & Reliability

The questionnaire validity and reliability has been examined and measured by expert validation, pilot study, questionnaire statistical validity and reliability**.**

4.8.1. Expert Validation

The questionnaire was evaluated to a number of experts in the field from different universities (Islamic University, Al-Azhar University, Al-Quds University). The final copy of the questionnaire was modified according to experts' recommendations (see Appendix D).

4.8.2. Pilot Study

A pilot study was conducted to assess reliability and validity of the questionnaire by distributed (15) questionnaires at the Education Ministry, and collected them all. It provides a trial run for the questionnaire, which involves testing the wording of the questions, identifying ambiguous questions, and testing the techniques used to collect data. At the end, the questionnaire was appropriate to collect data.

4.8.3. Questionnaire Statistical Validity

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which include internal validity and structure validity.

To insure the questionnaire validity, two statistical tests should be applied. The first test is **Criterion-related validity test (Pearson test)** which measures the correlation coefficient between each paragraph in one field and the whole field. The second test is **structure validity test (Pearson test)** that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of similar scale.

4.8.3.1. Internal Validity

Internal consistency and validity of the questionnaire is the first statistical test that used to test the validity of the questionnaire. It is measured by a pilot sample, which consisted of 15 questionnaires through measuring the correlation coefficients between each paragraph in one field and the whole field.

Table (4.2) clarifies the correlation coefficient for each paragraph of the **"Decision Makers Support Organizational Development upon (MBA) Theses"** and the total of the field. *The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, **so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.***

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Decision makers believe in the importance of theses in developing the organization.	.679	0.000*
2.	Decision makers consider theses that quests the organization as development opportunities.	.577	0.000*
3.	Decision makers trust in researchers experiences when initiating the development process.	.465	0.000*
4.	Decision makers depends on theses which about the organization in its developmental decisions.	.719	0.000*
5.	Decision makers recommend providing them with theses about the organization.	.629	0.000*
6.	Decision makers within their strategy seeks to activate developmental programs in partnership with academics	.614	0.000*
7.	Decision makers have a strategic and operational research plan in order to develop the organization.	.509	0.000*
8.	Part of decision makers' career is allocated to read presented theses about the organization.	.561	0.000*

* Correlation is significant at the 0.05 level

Table (4.2): Correlation coefficient of each paragraph of "Decision Makers Support Organizational Development upon (MBA) Theses" and the total of this field

Table (4.3) clarifies the correlation coefficient for each paragraph of the **"Decision Makers Allocates Fund for Organizational Development upon (MBA) Theses"** and the total of the field. *The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05,* **so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.**

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The organization specifies a clause for organizational development in its annual budget.	.656	0.000*
2.	Decision makers consider organizational development as a priority when approving the organization budget.	.739	0.000*
3.	Fund is required to apply the developmental theses that are presented to the organization.	.228	0.009*
4.	Organizational development allocations are spent according to theses	.668	0.000*
5.	Research and development allocations are spent according to an evaluative budget.	.595	0.000*
6.	The lack of financial resources deters applying developmental theses.	.494	0.000*

* Correlation is significant at the 0.05 level

Table (4.3): Correlation coefficient of each paragraph of "Decision Makers Allocates Fund for Organizational Development upon (MBA) Theses" and the total of this field

Table (4.4) clarifies the correlation coefficient for each paragraph of the **"Organizational Culture & Structure Supports Organizational Development upon (MBA) Theses"** and the total of the field. *The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05,* **so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.**

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Decision makers encourage researchers to conduct their theses against the problems facing the organization.	.655	0.000*
2.	The organization interacts with academics activities to make use of their expertise.	.694	0.000*
3.	Decision makers support search method in solving administrative problems.	.731	0.000*
4.	The organization has the necessary flexibility to implement developmental processes according to theses.	.212	0.014*
5.	Presented theses are provided to units related to the study subject.	.619	0.000*
6.	Relevant units to theses topic provide feedback about the research to Decision makers.	.691	0.000*

* Correlation is significant at the 0.05 level

Table (4.4): Correlation coefficient of each paragraph of "Organizational Culture & Structure Supports Organizational Development upon (MBA) Theses" and the total of this field

Table (4.5) clarifies the correlation coefficient for each paragraph of the **"(MBA) Theses Harmonize to Realize Organizational Development"** and the total of the field. *The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05*, ***so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for***.

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Researchers examine if the organization needs the thesis before starting the study.	.734	0.000*
2.	Researchers determine the research question from the organization viewpoint.	.751	0.000*
3.	Researchers present in their theses obvious variables that the organization can affect in order to develop it.	.673	0.000*
4.	The goals of presented theses agree with the organization goals.	.809	0.000*
5.	The researchers keep the relevant units informed about the progress of the research process.	.758	0.000*
6.	The presented theses are characterized ease and clarity.	.767	0.000*
7.	Researchers present realistic studies that contribute in modeling organizational development plans.	.690	0.000*
8.	Researchers pay attention to the degree of the ability of applying their theses.	.769	0.000*

* Correlation is significant at the 0.05 level

Table (4.5): Correlation coefficient of each paragraph of "(MBA) Theses Harmonize to Realize Organizational Development" and the total of this field

Table (4.6) clarifies the correlation coefficient for each paragraph of the **"(MBA) Theses Results & Recommendations are Effective to Achieve Organizational Development**" and the total of the field. *The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05*, *so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.*

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The organization interested in obtaining theses results and recommendations conducted against it in order to make use of them in developing the organization.	.722	0.000*
2.	Theses results and recommendations are presented in a soft language so they can be used in developing the organization.	.655	0.000*
3.	Researchers present effective recommendations that contribute to the developmental process of the organization.	.750	0.000*
4.	Researchers present their recommendations in form of procedural steps that can be used in the developmental process.	.761	0.000*
5.	The output of theses conducted against the organization are studied and discussed carefully.	.659	0.000*
6.	Decisions on the organization are driven by presented theses recommendations.	.616	0.000*
7.	Recommendations of presented theses are included in the organization future plans.	.717	0.000*

* Correlation is significant at the 0.05 level

Table (4.6): Correlation coefficient of each paragraph of "(MBA) Theses Results & Recommendations are Effective to Achieve Organizational Development" and the total of this field

Table (4.7) clarifies the correlation coefficient for each paragraph of the **"(MBA) Program Graduates Effect on Attain Organizational Development through Their Theses"** and the total of the field. *The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, **so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.***

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Decision makers accept graduates invitations to attend the discussion of their thesis.	.631	0.000*
2.	Decision makers consider graduates as contributors in developing the organization.	.784	0.000*
3.	The organization uses graduates advices when conducting the developmental process	.825	0.000*
4.	The organization seeks to host graduates in order to take advantage of their theses experience in order to develop the organization.	.800	0.000*
5.	The organization invites the graduates to discuss their theses with employees and related people.	.687	0.000*
6.	After completion of the thesis, graduates contribute in developing the organization.	.699	0.000*

* Correlation is significant at the 0.05 level

Table (4.7): Correlation coefficient of each paragraph of "(MBA) Program Graduates Effect on Attain Organizational Development through Their Theses" and the total of this field

4.8.3.2. Structure Validity

Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of liker scale.

Table (4.8) clarifies the correlation coefficient for each field and the whole questionnaire. *The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at α = 0.05, **so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the study***.

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Decision Makers Support Organizational Development Upon (MBA) Theses	.804	0.000*
2.	Decision Makers Allocates Fund for Organizational Development Upon (MBA) Theses	.731	0.000*
3.	Organizational Culture & Structure Supports Organizational Development Upon (MBA) Theses	.759	0.000*
4.	(MBA) Theses Harmonize to Realize Organizational Development	.749	0.000*
5.	(MBA) Theses Results & Recommendations are Effective to Achieve Organizational Development	.826	0.000*
6.	(MBA) Program Graduates Effect on Attain Organizational Development Through Their Theses	.825	0.000*

* Correlation is significant at the 0.05 level

Table (4.8): Correlation coefficient of each field and the whole of questionnaire

4.8.4. Questionnaire Statistical Reliability

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring. The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient. To ensure the reliability of the questionnaire, **Cronbach's Coefficient Alpha** should be applied.

4.8.4.1. Cronbach's Coefficient Alpha

This method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of

Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

Table (4.9) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, *values of Cronbach's Alpha were in the range from 0.592 and 0.880. This range is considered high*; **the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.933 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.**

No.	Field	Cronbach's Alpha
1.	Decision Makers Support Organizational Development Upon (MBA) Theses	0.731
2.	Decision Makers Allocates Fund for Organizational Development Upon (MBA) Theses	0.592
3.	Organizational Culture & Structure Supports Organizational Development Upon (MBA) Theses	0.718
4.	(MBA) Theses Harmonize to Realize Organizational Development	0.880
5.	(MBA) Theses Results & Recommendations are Effective to Achieve Organizational Development	0.820
6.	(MBA) Program Graduates Effect on Attain Organizational Development Through Their Theses	0.831
All paragraphs of the questionnaire		**0.933**

Table (4.9): Cronbach's Alpha for each field of the questionnaire

Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable and ready for distribution for the population sample.

4.9. Interview Qualitatively Analysis

The researcher conducted semi-structured interview to understand deeply the second population point of view which are, (IUG) (MBA) program graduates. Interviewees been asked about their opinion to the same questionnaire six main sections which reflect the research variables. The researcher asked every respondent to record the interview after emphasizing on ethical considerations and that the information was treated confidentially and only used for the scientific research purposes. Later, the researcher used **Thematic Analysis Method** where is the most common form of analysis in qualitative research.

Chapter 5

Data Analysis & Discussion

5.1. Introduction

This study was designed to respond to the research objectives and to test the hypotheses stated in chapter one. This chapter presents the two research instruments analyses, which are (DM) questionnaire analysis, and that represent the quantitative analysis, and the graduates' interview analysis which represent the qualitative analysis, and finally, the research limitations.

(DM) questionnaire and graduates interviews analysis consist sample respondent about variables regarding theses utility, the discussion and interpretation and at the end the hypothesis testing. The findings that respond to these objectives were discussed and compared to the findings in the previous studies.

5.2. Personal Traits Respondents

In this section the questionnaire personal traits are characterized as the following:

5.2.1. Managerial Category

Table (5.1) shows the managerial category distribution among (DM) sample

Managerial Category	Frequency	Percent
Deputy Minister	6	5.6
Deputy Minister Assistant	17	15.9
General Director	84	78.5
Total	107	100.0

Table (5.1): Illustrates decision makers sample distribution according to managerial category

The statistics show that the majority of (DM) respondents are General Director at (78.5%) of the sample, (15.9%) of the sample are Deputy Minister Assistant, and (5.6%) %) of the sample are Deputy Minister. ***This reflects the hierarchy structure***

at the (PMG) which is logic and commensurate with the nature of the governmental work and duties.

5.2.2. Gender

Table (5.2) shows the gender distribution among (DM) sample.

Gender	Frequency	Percent
Male	103	96.3
Female	4	3.7
Total	107	100.0

Table (5-2): Illustrates decision makers sample distribution according to gender

The statistics show that the majority of respondents are males at (96.3%) of the sample and (3.7%) of the sample are females. *According to the respondent, the majority of (DM) is males at (PMG)*. Regarding to Palestinian central bureau of statistics PCBS 2011, the females' contributions in the workforce are limited, and males' contributions exceed 4 times of females' contributions (Palestinian Central Bureau of Statistics, 2011). This is due to:

- Work chances are for males.
- The women work fields are limited.
- The society culture is an essential reason in decreasing the women contribution in work.
- Women obligations and responsibilities toward their homes and families.

5.2.3. Age

Table (5.3) shows the age distribution among (DM) sample

Age	Frequency	Percent
less than 45 years	28	26.2
45 – less than 55 years	64	59.8
55 years and older	15	14.0
Total	107	100.0

Table (5.3): Illustrate decision maker sample distribution according to age

The statistics show that 26.2% of the sample are "less than 45 years old ", 59.8% of the sample are between (45) and (55) years, and 14.0% of the sample are (55) years and older. ***This reflects to what extent (DM) at (PMG) are elderly and has a long life experience.***

5.2.4. Years of Experience

Table (5.4) shows the years of experience distribution among (DM) sample

Years of Experience	Frequency	Percent
Less than 10 year	26	24.3
10 – Less than 20 year	58	54.2
20 years and more	23	21.5
Total	107	100.0

Table (5.4): Illustrate decision maker sample distribution according to years of experience

The statistics show that 24.3% of (DM) sample have experience "Less than 10 year", 54.2% of the sample have experience between (10) and (20) years, and 21.5% of the sample have experience more than (20) years. *The majority of sample has experience between (10) and (20) years **which is logic to (DM) to have years of***

experience in this range. This agrees with the statistics of age table (5.3) which mentioned above.

5.2.5. Qualification

Table (5.5) shows the qualification distribution among (DM) sample

Qualification	Frequency	Percent
Diploma	-	-
Bachelor	44	41.1
Master	46	43.0
Ph.D	17	15.9
Total	107	100.0

Table (5.5): Illustrate decision maker sample distribution according to qualification

The statistics show that 41.1% of (DM) sample are "Bachelor" holders, 43.0% of the sample are "Master" holders, 15.9% of the sample are "Ph.D" holders, and there is no "Diploma" holders among the sample. ***From the researcher point of view, this distribution of high education level is due to the Palestinian Civil Service Law, which requires at least Bachelor degree to senior positions. Also, the nature of the governmental salary and promotion scale which depends on qualification. Moreover, this refers that the Palestinian society interests in education and high degrees.***

5.3. Main hypothesis

The main hypothesis stated that there is a significant relationship between independent variables (decision makers, fund, organizational culture and structure, (MBA) theses, (MBA) theses rustles and recommendations, and graduates) and organizational development upon (MBA) theses (at level of significance $\alpha = 0.05$).

The researcher analysis the variables regarding theses utility used the approach of illustrating the quantitative and qualitative analysis. And then, discus, interprets, and compares with previous studies findings.

5.3.1. All Dimensions

Quantitatively

Table (5.6) shows the mean of all paragraphs equals 5.36 (53.59%), Test-value =-5.08 and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is negative, so the mean of all paragraphs is significantly smaller than the hypothesized value 6. **The researchers conclude that the respondents disagree to all paragraphs.***

	Mean	Proportional mean (%)	Test value	P-value (Sig.)
All paragraphs	**5.36**	**53.59**	**-5.08**	**0.000***

* The mean is significantly different from 6

Table (5.6): Means and Test values for all questionnaire paragraphs

Qualitatively

The majority of graduates' interviewees assured that there is no (OD) upon (MBA) theses regarding the research variables (decision makers, fund, organizational culture and structure, (MBA) theses, (MBA) theses rustles and recommendations, and graduates) which was presented on chapter one.

Interpretation & Comparison

The two population agreed about the main hypothesis, and negated if there is (OD) upon (MBA) theses. This result agreed with the study conducted by Deadrick & Gibson (2007) which conclude there is a different interest between researchers and managers. Also Hutt (2004) and Hirschkorn and his team (2008) found managers do not care about research findings and belief that it does not affect their actual concerns. Moreover, Bacchetti & Saccani (2012) found that managers do not believe in the usefulness of research provided because they are not applicable. In addition, Van de Ven & Johnson (2006) study found researchers produce knowledge that does not sufficiently emphasize management's central concern. While, Wolf & Rosenberg (2012) conclude that researchers define their research topics on the basis of scientific community. Marabelli & Newell (2012) result found the gap due managers resist changing and reject the use of new science, and considers it as "risk". Also, Hemsley-Brown & Sharp (2003) research found that managers focus on solving problems, where researchers seeking new knowledge driven by a different agenda.

On the other hand, Naramore (2012) finds academic institutions keep pace between the real business environments. Moreover, Marcus and his team (1995) found a positive correlation between researchers and managers. Also, Landry and his colleagues (2001) conclude that half of research results are used by (DM).

Next, the researcher analyzed each diminution quantitatively and qualitatively for deep understanding about variables regarding theses utility.

5.3.2. Each Dimensions

Each dimension was analyzes quantitatively using the approach of illustrating the highest frequency rate, then the lowest frequency rate, and overall for each dimension in the questionnaire. While, the qualitative analysis used the approach of interprets the graduates sample respond about the research variables.

5.3.2.1. Analyzing the First Dimension: Decision Makers Support Organizational Development upon (MBA) Theses

There is a statistically significant relationship at (α = 0.05) between decision makers and organizational development upon (MBA) theses.

Quantitatively

#	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Decision makers believe in the importance of theses in developing the organization.	7.11	71.12	5.25	0.000*	1
2.	Decision makers consider theses that quests the organization as development opportunities.	6.51	65.14	2.82	0.003*	2
3.	Decision makers trust in researchers experiences when initiating the development process.	5.85	58.50	-0.68	0.248	4
4.	Decision makers depends on theses which about the organization in its developmental decisions.	4.45	44.49	-6.17	0.000*	8
5.	Decision makers recommend providing them with theses about the organization.	5.82	58.22	-0.64	0.260	5
6.	Decision makers within their strategy seeks to activate developmental programs in partnership with academics	5.50	55.05	-2.33	0.011*	6
7.	Decision makers have a strategic and operational research plan in order to develop the organization.	5.97	59.72	-0.11	0.456	3
8.	Part of decision makers' career is allocated to read presented theses about the organization.	5.08	50.84	-3.18	0.001*	7
All paragraphs of the field		**5.79**	**57.89**	**-1.50**	**0.068**	

* The mean is significantly different from 6

Table (5.7): Means and Test values for "Decision Makers Support Organizational Development upon (MBA) Theses"

Table (5.7) shows the following results:

- **The mean of paragraph #1** *"Decision makers believe in the importance of theses in developing the organization"* equals 7.11 (71.12%), Test-value = 5.25, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6.* **The researcher concludes that the respondents agree to this paragraph.**

- **The mean of paragraph #4** *"Decision makers depends on theses which about the organization in its developmental decisions"* equals 4.45 (44.49%), Test-value = -6.17, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6.* **The researcher concludes that the respondents disagree to this paragraph.**

- **The mean of the filed** *"Decision Makers Support Organizational Development upon (MBA) Theses"* equals 5.79 (57.89%), Test-value = -1.50, and P-value=0.068 which is greater than the level of significance $\alpha = 0.05$. *So the mean of this field is insignificantly different from the hypothesized value 6.* **The researcher concludes that the respondents (Do not know, neutral) to field of "Decision Makers Support Organizational Development upon (MBA) Theses". Which mean that the majority of the (DM) respondents don't recognize if there is a tangible support from the (DM) to achieve (OD) upon (MBA) theses.**

Qualitatively

On the other hand, *the majority of graduates' interviewees assure due to the conducted semi structure interview that there is no any (DM) support to achieve (OD) upon (MBA) theses.* They do not care about theses and don't read the provided research, and don't encourage researchers to study the organization. In addition, (DM) considers theses as a "routine" and don't provide enough time or effort. Interviewees attributed that (DM) fear of change and lack of faith in theses and researchers capacity, and they also care about routine tasks and do not pay attention to developing the organization.

Interpretation & Comparison

The two populations agreed about the first dimension and negated (DM) support toward (OD) upon (MBA) theses. Although 43% of (DM) respondents have Master Degree, ***from the researcher point of view***, this may be due to lack of faith in theses and the belief that presented theses is un-useful, inapplicable, and follow system differs from the practical system. Moreover, it may be due managers' dissatisfaction with researchers concerns and their belief theses topics far from resolve their problems and researchers care about generating new studies rather than applying provided research. Also, managers may don't read theses about the organization because they trust on their personal experience and expectations, and the lack of time because the heavy tasks assigned to them and they are interested in ensuring completion organization duties, and focus on solving operational problems.

This result agreed with the study conducted by Wolf & Rosenberg (2012) and Hemsley-Brown & Sharp (2003) study which found the gap exist due the differences between the two system where researcher are not interested in resolve managers problems, while managers focus on solving problems and seek solutions to operational matters, where researchers are characterized as seeking new knowledge for its own sake and introduced findings results based on only one study. On the other hand, Bacchetti & Saccani (2012) found that managers don't believe in the usefulness of provided research because they assume that they are not applicable. Also, Hutt (2004) found that (DM) do not care about research findings and belief that it does not affect their actual concerns and they are eager to find problems solutions in a timely manner. Moreover, Wilson and his colleagues (2003) argue that insufficient time to access research emerged as a strong barrier to research use in the public sector. Kravitz (2010) found that (DM) are dissatisfied with research and believe it is not very helpful and they don't have the time to employ controlled research and give most weight to their personal impressions and their professional experience. Finally, Carter (2008) found managers rely on personal experience rather than research results. Also Shkedi (1998) conclude that managers found that their personal experience is more meaningful than the results.

5.3.2.2. Analyzing the Second Dimension: Decision Makers Allocates Fund for Organizational Development upon (MBA) Theses

There is a statistically significant relationship at (α = 0.05) between fund and organizational development upon (MBA) theses.

Quantitatively

#	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The organization specifies a clause for organizational development in its annual budget.	4.81	48.13	-4.52	0.000*	3
2.	Decision makers consider organizational development as a priority when approving the organization budget.	4.43	44.30	-5.66	0.000*	4
3.	Fund is required to apply the developmental theses that are presented to the organization.	7.24	72.43	8.06	0.000*	2
4.	Organizational development allocations are spent according to theses	4.09	40.93	-9.09	0.000*	5
5.	Research and development allocations are spent according to an evaluative budget.	3.83	38.32	-8.25	0.000*	6
6.	The lack of financial resources deters applying developmental theses.	7.41	74.11	4.80	0.000*	1
All paragraphs of the field		**5.30**	**53.04**	**-4.89**	**0.000***	

* The mean is significantly different from 6

Table (5.8): Means and Test values for "Decision Makers Allocates Fund for Organizational Development upon (MBA) Theses"

Table (5.8) shows the following results

- **The mean of paragraph #6** *"The lack of financial resources deters applying developmental theses"* equals 7.41 (74.11%), Test-value = 4.80 and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6.* **The researcher concludes that the respondents agree to this paragraph.**

- **The mean of paragraph #5** *"Research and development allocations are spent according to an evaluative budget"* equals 3.83 (38.32%), Test-value = -8.25, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6.* **The researcher concludes that the respondents disagree to this paragraph.**

- **The mean of the field *"Decision Makers Allocates Fund for Organizational Development upon (MBA) Theses"*** equals 5.30 (53.04%), Test-value = -4.89, and P-value= 0.000 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 6.* **The researcher concludes that the respondents disagree to field of "Decision Makers Allocates Fund for Organizational Development upon (MBA) Theses". Which mean that the majority of the (DM) respondents recognize that there is no allocates fund to achieve (OD) upon (MBA) theses.**

Qualitatively

The majority of graduates' interviewees assure that (DM) does not allocate fund for (OD) upon (MBA) theses. And they does not adopt theses because the general political and economic situation, and (DM) lack of interest in (OD) and interest in facilitating other duties, and argue that the lack of donor interest in (MBA) theses play an essential role.

Interpretation & Comparison

The two populations agreed about the second dimension and argued that (DM) does not allocate fund for (OD) upon (MBA) theses. From the researcher point of view 48% of the (DM) respondents claimed that there is estimated annual budget for (OD), which means the absence of the special financial allocations for research and (OD). Also, (PMG) are unable to pay salaries to its employees. Moreover, the economic blockade, the political estrangement, and ongoing wars prevent spent research and development allocations according to an evaluative budget, where 62% of the respondent argues that. On the other hand, (PMG) most of the time in an emergency and give priority to carry out their work without interest about theses provided about it, which prevents achieving (OD) upon (MBA) theses.

This result agreed with the study conducted by Brownlie and his colleagues (2008) who outlines that undertaken research driven by availability of funding.

5.3.2.3. Analyzing the Third Dimension: Organizational Culture & Structure Supports Organizational Development upon (MBA) Theses

There is a statistically significant relationship at ($\alpha = 0.05$) between organizational culture and structure and organizational development upon (MBA) theses.

Quantitatively

#	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Decision makers encourage researchers to conduct their theses against the problems facing the organization.	6.08	60.84	0.31	0.377	3
2.	The organization interacts with academics activities to make use of their expertise.	6.27	62.71	1.44	0.077	2
3.	Decision makers support search method in solving administrative problems.	5.31	53.08	-2.38	0.010*	5
4.	The organization has the necessary flexibility to implement developmental processes according to theses.	6.63	66.26	3.50	0.000*	1
5.	Presented theses are provided to units related to the study subject.	6.04	60.37	0.14	0.443	4
6.	Relevant units to theses topic provide feedback about the research to Decision makers.	4.72	47.20	-4.87	0.000*	6
All paragraphs of the field		5.84	58.41	-1.00	0.159	

* The mean is significantly different from 6

Table (5.9): Means and Test values for "Organizational Culture & Structure Supports Organizational Development upon (MBA) Theses"

Table (5.9) shows the following results:

- **The mean of paragraph #4** *"The organization has the necessary flexibility to implement developmental processes according to theses"* equals 6.63 (66.26%), Test-value = 3.50, and P-value = 0.000 which is smaller than the level of

significance $\alpha = 0.05$. *The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6.* **The researcher concludes that the respondents agree to this paragraph.**

- **The mean of paragraph #6** "*Relevant units to theses topic provide feedback about the research to Decision makers*" equals 4.72 (47.20%), Test-value = -4.87, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6.* **The researcher concludes that the respondents disagree to this paragraph.**

- **The mean of the filed "Organizational Culture & Structure Supports Organizational Development upon (MBA) Theses"** equals 5.84 (58.41%), Test-value = -1.00, and P-value=0.159 which is greater than the level of significance $\alpha = 0.05$. *So the mean of this field is insignificantly different from the hypothesized value 6.* **The researcher concludes that the respondents (Do not know, neutral) to field of "Organizational Culture & Structure Supports Organizational Development upon (MBA) Theses". Which mean that the majority of (DM) respondents don't recognize if there is a tangible support from the (OCS) to achieve (OD) upon (MBA) theses.**

Qualitatively

The majority of graduates' interviewees assure that (OCS) does not appropriate and not supportive to achieve (OD) upon (MBA) theses. Where the current culture does not encourage researchers, and does not adopt search method to resolve their problems by refusing to disclose their organizational problems. Moreover, the work system in many units is not computerized, and employees focus on completion routine tasks that stem from outdated laws and procedures which restrict innovation. On the other hand, the organizational structure is highly centralized and does not support units' decisions independence. In addition, many ministries do not have research and development unit.

Interpretation & Comparison

The two populations relatively agreed about the third dimension and argued that the (OCS) does not support (OD) upon (MBA) theses. From the researcher point of view, this may due the governmental bureaucracy and its strong centralization. Also, ministries prevailing culture focusing on completing routine tasks. In addition 19 ministries out of 22 do not have research and development unit, which reflecting the weakness attention to research in all and the weakness to adopt search method to solve problems.

This result agreed with the study conducted by Hsu (2008) who found that organizational culture plays an essential role in activating (OD). Also, Wang & Noe (2010) study concludes that organizational culture gives confidence and support to research utility. Others found that the major barriers which affect research utilization were associated with organizational factors and settings (Dunn et al., 1998; Rodgers, 2000; Sebba, 2000; Hemsley-Brown, 2004; Hemsley-Brown & Sharp, 2003). Moreover, Louis (1996) summarized that the main barriers to knowledge use in the public sector lay in an institutionalized organizational culture that did not facilitate learning through the use of research. Finally, Deshpande & Zaltman (1982) claim that the most important variables affecting the use of research in the business sector was the organizational structure, where centralized organization have difficulty in implementing research (RR).

5.3.2.4. Analyzing the Fourth Dimension: (MBA) Theses Harmonize to Realize Organizational Development

There is a statistically significant relationship at (α = 0.05) between (MBA) theses and organizational development upon (MBA) theses.

Quantitatively

#	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Researchers examine if the organization needs the thesis before starting the study.	3.93	39.25	-8.70	0.000*	8
2.	Researchers determine the research question from the organization viewpoint.	4.39	43.93	-6.05	0.000*	7
3.	Researchers present in their theses obvious variables that the organization can affect in order to develop it.	4.74	47.38	-4.58	0.000*	5
4.	The goals of presented theses agree with the organization goals.	5.47	54.67	-2.36	0.010*	3
5.	The researchers keep the relevant units informed about the progress of the research process.	4.67	46.73	-5.00	0.000*	6
6.	The presented theses are characterized ease and clarity.	6.11	61.12	0.56	0.289	1
7.	Researchers present realistic studies that contribute in modeling organizational development plans.	5.79	57.85	-1.06	0.147	2
8.	Researchers pay attention to the degree of the ability of applying their theses.	5.40	54.02	-2.81	0.003*	4
All paragraphs of the field		**5.06**	**50.62**	**-5.35**	**0.000***	

* The mean is significantly different from 6

Table (5.10): Means and Test values for "(MBA) Theses Harmonize to Realize Organizational Development"

Table (5.10) shows the following results

- **The mean of paragraph #6** *"presented these are characterized ease and clarity"* equals 6.11 (61.12%), Test-value = 0.56, and P-value = 0.289 which is greater than the level of significance $\alpha = 0.05$. *Then the mean of this paragraph is insignificantly different from the hypothesized value 6.* **The researcher concludes that the respondents (Do not know, neutral) to this paragraph.**

- **The mean of paragraph #1** *"Researchers examine if the organization needs the thesis before starting the study"* equals 3.93 (39.25%), Test-value = -8.70, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6.* **The researcher concludes that the respondents disagree to this paragraph.**

- **The mean of the field "(MBA) Theses Harmonize to Realize Organizational Development"** equals 5.06 (50.62%), Test-value = -5.35, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 6.* **The researcher concludes that the respondents disagree to field of ""(MBA) Theses Harmonize to Realize Organizational Development ". Which mean that the majority of the (DM) respondents assure that (MBA) theses are not appropriate to realize (OD).**

Qualitatively

The majority of graduates' interviewees assure that the provided (MBA) theses appropriate to realize (OD), where theses problems are realism and stemming from the modern management science. Also, the theses variables related to the governmental environment and (PMG) can influence it. In addition, they argue that their theses language was characterized easily and clarity. Finally, they assure that their theses are applicable.

Interpretation & Comparison

The two populations disagreed about the fourth dimension if the (MBA) theses are harmonized to realize (OD). From the researcher point of view, there are researchers' shortages because they are determining their theses based on previous studies and do not examine the ministry needs, where 61% of (DM) respondents confirmed that. Also, the researchers define their theses variables and objectives independently without (PMG). Moreover, they do not care about their theses applicability degree or developing the organization, but only pay their attention to theses methodology.

This results agreed with (Hemsley-Brown & Sharp, 2003; Hemsley-Brown, 2004 ;Hutt, 2004; Van de Ven & Johnson, 2006; Shapiro et al. 2007; Hambrick, 2007; Carter 2008; Kravitz, 2010; Wolf & Rosenberg, 2012) research which outline that managers belief research does not affect their actual concerns, where researcher do not study managers approaches and unfamiliar with the reality of work in business, wrong problems are addressed because researchers define their research topics on the basis of scientific community, are not interested in resolve managers' problems, are characterized as seeking new knowledge for its own sake, and are driven by a different agenda from managers where they are focus on generating new studies rather than applying provided research. Wolf & Rosenberg (2012) found many management research have focused on variables that managers cannot influence. Moreover, researchers concerned with research methodological issues (Burrell & Morgan, 1979; Shrivastava & Mitroff, 1984) statistical and methodological can blind managers rather than helping (Bennis & O'Toole, 2005). Also, academic journals have increased the requirements for contributions in terms of methodical rigor and non-manageable variables (Wolf & Rosenberg, 2012). Finally Bacchetti & Saccani (2012) argues that managers assume that provided researches are not applicable, where applicability of research material have been identified as key barriers to research use (Cousins & Leithwood, 1993; Shkedi, 1998).

5.3.2.5. Analyzing the Fifth Dimension: (MBA) Theses Results & Recommendations are Effective to Achieve Organizational Development

There is a statistically significant relationship at (α = 0.05) between (MBA) theses results and recommendations and organizational development upon (MBA) theses.

<u>**Quantitatively**</u>

#	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The organization interested in obtaining theses results and recommendations conducted against it in order to make use of them in developing the organization.	6.77	67.66	3.31	0.001*	1
2.	Theses results and recommendations are presented in a soft language so they can be used in developing the organization.	6.03	60.28	0.14	0.443	2
3.	Researchers present effective recommendations that contribute to the developmental process of the organization.	5.89	58.88	-0.49	0.313	3
4.	Researchers present their recommendations in form of procedural steps that can be used in the developmental process.	5.11	51.12	-4.16	0.000*	4
5.	The output of theses conducted against the organization are studied and discussed carefully.	4.28	42.80	-6.66	0.000*	7
6.	Decisions on the organization are driven by presented theses recommendations.	4.50	45.05	-7.34	0.000*	5
7.	Recommendations of presented theses are included in the organization future plans.	4.39	43.93	-5.68	0.000*	6
All paragraphs of the field		**5.28**	**52.82**	**-4.46**	**0.000***	

* The mean is significantly different from 6

Table (5.11): Means and Test values for: "(MBA) Theses Results & Recommendations are Effective to Achieve Organizational Development"

Table (5-11) shows the following results

- **The mean of paragraph #1** *"The organization interested in obtaining theses results and recommendations conducted against it in order to make use of them in developing the organization"* equals 6.77 (67.66%), Test-value = 3.31, and P-value = 0.001 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6.* **The researcher concludes that the respondents agree to this paragraph.**

- **The mean of paragraph #5** *"The output of theses conducted against the organization are studied and discussed carefully"* equals 4.28 (42.80%), Test-value = -6.66, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6.* **The researcher concludes that the respondents disagree to this paragraph.**

- **The mean of the field** *"(MBA) Theses Results & Recommendations are Effective to Achieve Organizational Development"* equals 5.28 (52.82%), Test-value = -4.46, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 6.* **The researcher concludes that the respondents disagree to field of "''(MBA) Theses Results & Recommendations are Effective to Achieve Organizational Development''. Which mean that the majority of the (DM) respondents assure that (MBA) theses (RR) are not effective to achieve (OD).**

Qualitatively

The majority of graduates' interviewees assure that (MBA) theses (RR) are effective to achieve (OD) and develop the organization where their language is easily and clarity. Also, it is delivered to (DM) and the provided recommendations are viable and applicable. But they don't involving the organization in writing it.

Interpretation & Comparison

The two populations disagreed about the fifth dimension if the (MBA) theses (RR) are effective to achieve (OD). From the researcher point of view, theses (RR) are clarity and easy but researchers' bear part of the responsibility, where the provided recommendations are ineffective and inapplicable because they do not write it in collaboration with the organization. Also (DM) does not adopt theses so they do not consider theses (RR) effective in achieving (OD).

This result agreed with Starkey & Madan (2001) who found that managers think research results are not very helpful. Hutt (2004) outline that managers do not care about findings and belief that it does not affect their actual concerns. Also, (DM) frequently claim that their personal experience is more meaningful than reasearch results (Shkedi, 1998). Moreover, Hirschkorn and his team (2008) conclude that research results are ineffective and have nothing to do with their practical career. Kravitz (2010) summarized that researchers do not appreciate the challenges involved in applying their findings in the workplace. Van de Ven & Johnson (2006) outline that researchers fail in translating recommendations' into frameworks that manager can apply, where Carter (2008) argue that managers rely on personal experience rather than research results.

On the other hand, these results disagreed with Landry and his team research (2001) which outlines that half of the researches results are used by managers and (DM). Also, find from empirical research that managers often lacked the statistical skills to understand findings (Shkedi, 1998). Bennis & O'Toole (2005) argues that statistical results can blind managers rather than helping.

5.3.2.6. Analyzing the Last Dimension: (MBA) Program Graduates Effect on Attain Organizational Development through Their Theses

There is a statistically significant relationship at (α = 0.05) between (MBA) graduates and organizational development upon (MBA) theses.

Quantitatively

#	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Decision makers accept graduates invitations to attend the discussion of their thesis.	4.86	48.60	-4.37	0.000*	3
2.	Decision makers consider graduates as contributors in developing the organization.	6.21	62.06	0.89	0.188	1
3.	The organization uses graduates advices when conducting the developmental process	5.00	50.00	-3.96	0.000*	2
4.	The organization seeks to host graduates in order to take advantage of their theses experience in order to develop the organization.	4.41	44.11	-5.91	0.000*	5
5.	The organization invites the graduates to discuss their theses with employees and related people.	4.07	40.75	-7.36	0.000*	6
6.	After completion of the thesis, graduates contribute in developing the organization.	4.54	45.42	-6.22	0.000*	4
All paragraphs of the field		**4.85**	**48.49**	**-6.21**	**0.000***	

* The mean is significantly different from 6

Table (5.12): Means and Test values for "(MBA) Program Graduates Effect on Attain Organizational Development through Their Theses"

Table (5.12) shows the following results

- **The mean of paragraph #2** "*Decision makers consider graduates as contributors in developing the organization*" equals 6.21 (62.06%), Test-value =

0.89, and P-value = 0.188 which is greater than the level of significance $\alpha = 0.05$. *Then the mean of this paragraph is insignificantly different from the hypothesized value 6.* **The researcher concludes that the respondents (Do not know, neutral) to this paragraph**.

- **The mean of paragraph #5** *"The organization invites the graduates to discuss their theses with employees and related people"* equals 4.07 (40.75%), Test-value = -7.36, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6.* **The researcher concludes that the respondents disagree to this paragraph.**

- *The mean of the field* **"(MBA) Program Graduates Effect on Attain Organizational Development through Their Theses"** equals 4.85 (48.49%), Test-value = -6.21, and P-value =0.000 which is smaller than the level of significance $\alpha = 0.05$. *The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 6.* **The researcher concludes that the respondents disagree to field of "(MBA) Program Graduates Effect on Attain Organizational Development through Their Theses". Which mean that the majority of the (DM) respondents admit that (MBA) graduates have no effect at the organization according to their theses.**

Qualitatively

The majority of graduates' interviewees assure that (MBA) program graduates do not effect on attain (OD) through their theses, where their theses has not been applied nor their recommendations. Also, (DM) at (PMG) did not accept their invitation to attend the thesis discussion. In addition, all the interviewees argue that they had not been hosted by the organizations to benefit from their research experience.

The two populations agreed about the last dimension and negated if (MBA) program graduates effect on attain (OD) through their theses. From the researcher point of view, although 62% of (DM) respondents consider graduates as contributors in developing the organization, but it does not allow graduates to contribute to apply their theses. This may be due to lack of confidence in graduates' capabilities as they belong to a different system. Or it may be due managers believe that student motivation is to attend the degree regardless theses utility or applicability

This result agreed with Wolf & Rosenberg (2012) who found that the gap is existing due the differences in researcher and managers system. Other researchers argues that this is may be due differences of researchers and managers needs, goals, and interest (Deshpande & Zaltman, 1982; Huberman, 1990; Hutt, 2004; Deadrick & Gibson, 2007), where Fendt & Kaminska-Labbé (2011) outline that managers follow system and knowledge different from academics. On the other hand, (DM) frequently claim that their personal experience is more meaningful than research results (Shkedi, 1998) and most researchers have no professional experience (Hambrick, 2007). Also, Kravitz (2010) summarized that researchers care about personal factors not managers problems, and managers care about professional experience, where difference incentives system between managers and academics may play an essential role. Finally, Edgar Centeno found that many students focus on short-term and consider the master degree as an end in itself (Brownlie et al., 2008).

5.4. Second hypothesis

The second hypothesis for the first population stated that there are significant differences among respondents at ($\alpha = 0.05$) towards organizational development (MBA) upon theses due personal traits (managerial category, gender, age, years of experience and qualifications)

Table (5.13) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each personal traits, *then there is insignificant difference in respondents'*

answers toward (OD) upon (MBA) theses. **The researcher concludes that the personal traits have no effect on (OD) upon (MBA) theses**

Personal Traits	Test Name	Test Value	P-value(Sig.)
Managerial Category	Analysis of Variance	2.150	0.122
Gender	Independent Samples T-test	-0.029	0.977
Age	Analysis of Variance	2.091	0.129
Years of Experience	Analysis of Variance	0.903	0.409
Qualification	Analysis of Variance	1.059	0.351

Table (5-13): Analysis of Variance and Independent Samples T-test for Personal traits.

5.5. Study Limitations

As with all researches, there were limitations to this study, which are:

1. The study was limited to the (PMG) and did not include (DM) in the West bank where the centralization of the government leadership.
2. The governmental changes due the Palestinian consensus government formation
3. The messy situation in the Gaza Strip after the Israeli war 2014
4. The first population used is from the (DM) who has heavy work and they have no enough time for filling questionnaire.

Chapter 6

Conclusions & Recommendations

6.1. Introduction

This chapter reviews the conclusions of the findings that have been obtained, where it presents the results of the relationship between the research variables and (OD) upon (MBA) theses at the (PMG) from (DM) and (MBA) graduates point of view. Also on this chapter, the researcher tries to develop the suitable recommendations to achieve the maximum (MBA) theses utility. Finally, the researcher suggests topics which may provide good research ideas.

6.2. Conclusions

The objectives of this study are to identify the reality of (MBA) program theses utility between theory and practice in (OD) and to examine the relationship between the research variables (decision makers, fund, organizational culture and structure, theses, theses rustles and recommendations, and graduates) and (OD) upon (MBA) thesis from (DM) and (MBA) graduates point of view. As well as, to measure (DM) personal traits such as managerial category, gender, age, years of experience, and qualification on adopt (OD) upon (MBA) theses.

Concerning the first population sample characteristics which reflect (DM) at the (PMG), the statistics show that the majority of responders are males with 96%; and 74% of the sample are older than 45 years , 76% of them have more than 10 years of experience, 59% hold postgraduate degrees. In the light of the findings which were presented in the previous chapter the most notable conclusions are:

1. The majority of the (DM) at the (PMG) and (IUG) (MBA) graduates assure that there is no (OD) upon (IUG) (MBA) program theses.
2. (DM) do not believes or neither support theses nor researchers to study the organization problems and focused on routine tasks without specify neither part of their career nor their time to (OD) upon (MBA) theses.
3. (DM) trusts on their personal experience and expectations on their decisions and do not rely on (MBA) thesis nor researchers.
4. Ongoing wars and the political and economic situation prevent (DM) to fundraise the (OD) process upon (MBA) theses.

5. Lacked of financial resources and donors interest drive (DM) to neglect (OD) upon (MBA) theses and give more priority to carry out their work and duties.

6. The (PMG) culture is unsupportive to achieve (OD) upon (MBA) theses, where (DM) refusing to disclose the ministries problems and does not adopt search method to resolve it, and the employees focus on completion routine tasks that stem from outdated laws and procedures which restrict innovation.

7. The (PMG) structure not appropriate to attend (OD) upon (MBA) theses, where it's strong centralization and bureaucratic, and there is no research and development specialist unit.

8. (MBA) researchers' determining their theses topics, problems, variables and objectives independently without examine the (PMG) needs, but based on previous studies and the scientific and academic community.

9. (MBA) researchers do not care about theses applicability degree or developing the (PMG), but pay their attention to methodological issues.

10. (DM) at the (PMG) argue that theses (RR) are ineffective to achieve (OD) and researchers used to write it without involving the organization.

11. Theses (RR) language characterizes easily and clarity but it limits procedural and applicable steps.

12. (DM) at the (PMG) did not invite (MBA) graduates' to discus and benefit from their research experience.

13. (MBA) graduates' roles expire at the end of the theses because they consider the master degree as an end in itself.

14. There is no relationship between (DM) personal traits and (OD) upon (MBA) theses.

6.3. Recommendations

The recommendations below are basically directed to (DM) at the (PMG) and (IUG) (MBA) program supervisors and students in order to enhance the concept of using (MBA) theses in (OD) at the (PMG) and other institutions, and achieving theses utility. In the light of the aforementioned results, the recommendations are:

1. (DM) should take a central government decision to encourage and support theses and (OD) in partnership with local universities, and to contribute with researchers activities.

2. (DM) should to specify part of their career to follow and read researchers developmental efforts in management various fields to promote the governmental system and action.

3. Academics and researchers are supposed to be involved as consultants in making the developmental decision with (DM) at the (PMG).

4. Graduates theses should be exploited, and a a governmental scientific research center should be established in partnership with local universities to benefit from presented theses about the (PMG) as much as possible.

5. Government should consider activating research and development section in the governmental annual budget and each ministry, and outlay it without carryover it to any other section.

6. Government should invest in scientific research by adopting theses that contribute to the country's development and try to fundraise and propose them to donors.

7. Government should consider developing systems, procedures and laws that encourage research culture in governmental institutions by adopting search method to solve problems and making decisions.

8. Each ministry should prepare research and problems plan which they are interested in, and present it to (MBA) program researchers where they can help them to solve it through their theses.

9. Research and development department should be established in each ministry and be in direct contact with (DM).

10. Organizational structure at the (PMG) should be flattened as well as reducing the degree of centralized developmental decisions in the governmental institutions.

11. (IUG) (MBA) program supervisors should support (AR) and raise the criteria of accepting proposed research by test it applicability degree so as to ensure theses utility in institutions under study and are compatible with their needs.

12. (IUG) (MBA) program researchers should identify theses problems, variables, and objectives in partnership with institutions under study.

13. Researchers should formulate theses (RR) in partnership with stakeholders in institutions under study and keep them informed of all stages of the research process.

14. Theses recommendations should include procedural applicable steps.
15. Graduates should provide thesis summary to institutions under study after ending the research.
16. (DM) should study (MBA) theses (RR) and discuss graduates' after ending the research to take advantage of their search experience and work on implement the recommendations.
17. Stakeholders to the research topic in institutions under study should provide feedback to graduates and (DM) about the thesis and its (RR).

6.4. Future Research

Theses utility and (OD) are not highly researched areas, and the door is still open for more academic research. The researcher felt that limited research efforts has been done on this topic in the Arab world in general and Palestine local universities in particular and hence suggested that the following topics may provide good research ideas:

1. Conduct a study about (MBA) theses utility in NGO.
2. Study (MBA) supervisors' effect and relationship to achieve theses utility.
3. Study (MBA) supervisors' criteria for accepting theses proposals at local universities.
4. Study developmental decisions information resources at the public sector.
5. Explore students' motivation to attend (MBA) program.

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Appendices

Appendix A

Decision Makers at the Palestinian

Ministries in the Gaza Strip

Ministries	Managerial Category			Total
	Deputy Minister	Deputy Minister Assistant	General Director	
Health	1	2	13	**16**
Finance	1	2	13	**16**
Education	1	2	13	**16**
Interior	1	4	8	**13**
Awqaf & Religious Affairs	1		9	**10**
Local Government	1		7	**8**
Public Works & Housing		1	6	**7**
Labor		1	6	**7**
Youth & sport			6	**6**
Justice	1	1	4	**6**
National economy		1	5	**6**
Agriculture	1	1	4	**6**
Planning & Administrative Development	1	1	3	**5**
Transportation		1	4	**5**
Foreign affairs	1		3	**4**
Social Affairs	1		3	**4**
Culture		1	2	**3**
Communications & IT	1		2	**3**
Detains & Ex-Detainees Affairs		1	2	**3**
Information		1	1	**2**
Tourism & Antiquities			1	**1**
Women Affairs		1		**1**
Total	**12**	**21**	**115**	**148**

Appendix B

Questionnaire

(Arabic Version)

الجامعة الإسلامية – غزة

عمادة الدراسات العليا

كلية التجارة

ماجستير إدارة الأعمال

السيد/ة ....

السلام عليكم ورحمة الله وبركاته،،،

| **الموضوع: تعبئة استبانة لبحث ماجستير** |

يقوم الباحث بدراسة حول " <u>**واقع منفعة أبحاث برنامج ماجستير إدارة الأعمال بين النظرية والتطبيق**</u>

<u>**على التطور التنظيمي (دراسة حالة: الجامعة الإسلامية والوزارات الفلسطينية في قطاع غزة)**</u>" وذلك استكمالاً

لتمطلبات الحصول على درجة الماجستير في إدارة الأعمال بالجامعة الإسلامية بغزة.

ولإيماننا العميق بأنكم الأكثر معرفة بالوضع القائم في المنظمة قيد الدراسة، كونكم أهل الخبرة

والإختصاص وخير مصدر للوصول إلى المعلومات المطلوبة، يسر الباحث أن يضع بين أيديكم هذه الإستبانة

وكله أمل أن يجد من قبلكم التعاون المطلق، لذا يرجى قراءة فقرات الإستبانة المرفقة **وتعبئة البيانات الشخصية**

واختيار الإجابة التي تعكس الواقع الفعلي ودراجة الموافقة تصاعدياً من (1-10)، علماً بأن المعلومات التي

ستعبأ من قبلكم ستعامل بسرية تامة، ولن تستخدم إلا لأغراض البحث العلمي.

هذا،، وتقبلوا فائق الإحترام والتقدير

الباحث: يحيى حسام منصور

yhmansour88@gmail.com

0598-940211

		البيانات الشخصية					
ذكر.		الجنس	2	وكيل وزارة.		الفئة الإدارية	1
أنثى.				وكيل وزارة مساعد.			
دبلوم.		المؤهل العلمي	5	مدير عام.			
بكالوريس.						العمر	3
ماجستير.						سنوات الخبرة	4
دكتوراه.							

	دعم صناع القرار للتطور التنظيمي بناءً على أبحاث ماجستير إدارة الأعمال	(1-10)
	يؤمن صناع القرار بأهمية الأبحاث في تطوير الوزارة.	1
	يعتبر صناع القرار الأبحاث التي تتناول المنظمة فرص تطويرية.	2
	يثق صناع القرار في خبرات الباحثين عند الشروع بالعملية التطويرية.	3
	يعتمد صناع القرار على الأبحاث المقدمة حول المنظمة في اتخاذ القرارات التطويرية.	4
	يوصي صناع القرار بإمدادهم بالأبحاث التي تم إعدادها حول المنظمة.	5
	يسعى صناع القرار ضمن استراتيجيتهم لتفعيل برامج تطويريه بالشراكة مع الأكاديميين.	6
	يوجد لدى صناع القرار خطه بحثية استراتيجية وتنفيذية لتطوير المنظمة.	7
	يتم تخصيص جزء من العبء الوظيفي على صناع القرار لقراءة الأبحاث المقدمة حول عمل المنظمة.	8

	تمويل صناع القرار للتطور التنظيمي بناءً على أبحاث ماجستير إدارة الأعمال	(1-10)
	تخصص المنظمة بند للتطوير التنظيمي في موازنتها السنوية.	1
	يعتبر صناع القرار التطوير التنظيمي أولوية عند إقرار موازنة المنظمة.	2
	تحتاج الأبحاث التطويرية المقدمة حول المنظمة إلى مخصصات مالية لتطبيقها.	3
	تصرف مخصصات التطوير التنظيمي بناءً على الأبحاث العلمية.	4
	تنفق مخصصات البحث والتطوير حسب الموازنة التقديرية.	5
	تحول قلة الموارد المالية دون تطبيق الأبحاث العلمية التطويرية.	6

	دعم ثقافة المنظمة وهيكلها للتطور التنظيمي بناءً على أبحاث ماجستير إدارة الأعمال	(1-10)
	تشجع المنظمة الباحثين على إجراء دراساتهم حول المشاكل التي تواجهها.	1
	تتفاعل المنظمة مع نشاطات الأكاديميين للإستفادة من خبراتهم.	2
	يدعم صناع القرار أسلوب البحث في حل المشاكل الإدارية.	3
	تمتلك المنظمة المرونة اللازمة لتنفيذ العمليات التطويرية بناءً على الأبحاث العلمية.	4
	يتم إيصال الأبحاث المقدمة للوحدات ذات العلاقة بموضوع الدراسة.	5
	تقدم الوحدات ذات العلاقة بموضوع البحث تغذية راجعة عن الأبحاث لصناع القرار.	6

	موائمة أبحاث ماجستير إدارة الأعمال لتحقيق التطور التنظيمي	(1-10)
	يدرس الباحثين حاجة المنظمة لموضوع البحث قبل إعداده.	1
	يحدد الباحثين سؤال الدراسة من وجهة نظر المنظمة.	2
	يقدم الباحثين في دراستهم متغيرات واضحه يمكن للمنظمة التأثير عليها لتطويرها.	3
	تتوافق أهداف الأبحاث المقدمة مع أهداف المنظمة التطويرية.	4
	يبقي الباحثين الوحدات ذات العلاقة على إطلاع بسير العملية البحثية.	5
	تمتاز الأبحاث المقدمة بسهولة لغتها ووضوحها.	6
	يقدم الباحثين دراسات واقعية تساهم في صياغة الخطط التطويرية للمنظمة.	7
	يهتم الباحثين بدرجة قابلية دراساتهم لتطبيق	8

	فعالية نتائج وتوصيات أبحاث ماجستير إدارة الأعمال في تحقيق التطور التنظيمي	(1-10)
	تهتم المنظمة بالحصول على نتائج وتوصيات الدراسات المعدة حولها للإستفادة منها في تطوير المنظمة.	1

2	تقدم نتائج وتوصيات الدراسات بلغة ميسرة بحيث يمكن الإستفادة منها في تطوير المنظمة.	
3	يقدم الباحثين توصيات فعالة تساهم في عملية التطوير التنظيمي.	
4	يقدم الباحثين توصياتهم على شكل خطوات إجرائية يمكن استخدامها في العملية التطويرية	
5	يتم دراسة ومناقشة مخرجات الأبحاث المقدمة حول المنظمة بعناية	
6	تنبع قرارات المنظمة التطويرية من توصيات الأبحاث المقدمة حولها.	
7	يتم إدارج توصيات الأبحاث المقدمة في خطط المنظمة المستقبلية.	
مساهمة خريجي برنامج ماجستير إدارة الأعمال في تحقيق التطور التنظيمي		**(1-10)**
1	يلبي صناع القرار دعوات الباحثين لحضور مناقشة أبحاثهم.	
2	يعتبر صناع القرار الباحثين مساهمين في تطوير المنظمة.	
3	تستعين المنظمة بإضافات الباحثين عند قيامها بالعملية التطويرية	
4	تسعى المنظمة لإستضافة الباحثين للإستفادة من تجربتهم البحثية لتطوير المنظمة	
5	تدعوا المنظمة الباحثين لمناقشة أبحاثهم مع العاملين وذوي العلاقة	
6	يساهم الباحثين بعد إتمام أبحاثهم في تطوير المنظمة	

Appendix C

Questionnaire

(English Version)

Islamic University of Gaza – IUG

Higher Education Dean

Commerce Faculty

Master of Business Administration

Dear Mr./s………..………….…………………….

Response to Master Thesis Questionnaire

The researcher study **"The Reality of MBA Program Theses Utility between Theory & Practice in Organizational Development (Case study: IUG & Palestinian Ministries in the Gaza Strip)"** as partial fulfillment of the requirements for the Degree of Master in Business Administration at the Islamic University of Gaza.

Due the researcher deep belief that you are the most knowledge of the situation in the organization under study and the best source to gain access to required information, please read the questionnaire paragraphs which attached and **fill personal data and choose answers that reflect the actual reality from (1-10)**. Note that the information will be treated confidentially, and only will be used for the scientific research purposes.

The Researcher

Yahya Hussam Mansour.

yhmansour88@gmail.com

0598-940211

Personal Information								
1	**Managerial Category**		Deputy Minister.	**2**	**Gender**		Male	
			Deputy Minister Assistant.				Female.	
			General Director.	**5**	**Qualification**		Diploma.	
3	**Age**						Bachelor.	
4	**Years of Experience**						Master.	
							Ph.D.	

	Decision Makers Support Organizational Development Upon (MBA) Theses	**(1-10)**
1	Decision makers believe in the importance of theses in developing the organization.	
2	Decision makers consider theses that quests the organization as development opportunities.	
3	Decision makers trust in researchers experiences when initiating the development process.	
4	Decision makers depends on theses which about the organization in its developmental decisions.	
5	Decision makers recommend providing them with theses about the organization.	
6	Decision makers within their strategy seeks to activate developmental programs in partnership with academics	
7	Decision makers have a strategic and operational research plan in order to develop the organization.	
8	Part of decision makers' career is allocated to read presented theses about the organization.	

	Decision Makers Allocates Fund for Organizational Development Upon (MBA) Theses	**(1-10)**
1	The organization specifies a clause for organizational development in its annual budget.	
2	Decision makers consider organizational development as a priority when approving the organization budget.	
3	Fund is required to apply the developmental theses that are presented to the organization.	
4	Organizational development allocations are spent according to theses	
5	Research and development allocations are spent according to an evaluative budget.	
6	The lack of financial resources deters applying developmental theses.	

	Organizational Culture & Structure Supports Organizational Development Upon (MBA) Theses	**(1-10)**
1	Decision makers encourage researchers to conduct their theses against the problems facing the organization.	
2	The organization interacts with academics activities to make use of their expertise.	
3	Decision makers support search method in solving administrative problems.	
4	The organization has the necessary flexibility to implement developmental processes according to theses.	
5	Presented theses are provided to units related to the study subject.	
6	Relevant units to theses topic provide feedback about the research to Decision makers.	

	(MBA) Theses Harmonize to Realize Organizational Development	**(1-10)**
1	Researchers examine if the organization needs the thesis before starting the study.	

2	Researchers determine the research question from the organization viewpoint.	
3	Researchers present in their theses obvious variables that the organization can affect in order to develop it.	
4	The goals of presented theses agree with the organization goals.	
5	The researchers keep the relevant units informed about the progress of the research process.	
6	The presented theses are characterized ease and clarity.	
7	Researchers present realistic studies that contribute in modeling organizational development plans.	
8	Researchers pay attention to the degree of the ability of applying their theses.	
(MBA) Theses Results & Recommendations are Effective to Achieve Organizational Development		**(1-10)**
1	The organization interested in obtaining theses results and recommendations conducted against it in order to make use of them in developing the organization.	
2	Theses results and recommendations are presented in a soft language so they can be used in developing the organization.	
3	Researchers present effective recommendations that contribute to the developmental process of the organization.	
4	Researchers present their recommendations in form of procedural steps that can be used in the developmental process.	
5	The output of theses conducted against the organization are studied and discussed carefully.	
6	Decisions on the organization are driven by presented theses recommendations.	
7	Recommendations of presented theses are included in the organization future plans.	
(MBA) Program Graduates Effect on Attain Organizational Development Through Their Theses		**(1-10)**
1	Decision makers accept graduates invitations to attend the discussion of their thesis.	
2	Decision makers consider graduates as contributors in developing the organization.	
3	The organization uses graduates advices when conducting the developmental process	
4	The organization seeks to host graduates in order to take advantage of their theses experience in order to develop the organization.	
5	The organization invites the graduates to discuss their theses with employees and related people.	
6	After completion of the thesis, graduates contribute in developing the organization.	

Appendix D

Referees

#	Expert Name	University Name
1	Dr. Akram Samor	Islamic University of Gaza
2	Dr. Bassam Abu Hammad	Al-Quds University
3	Dr. Khalil Hajjaj	Al-Azhar University
4	Dr. Mohammed Okasha	Al-Azhar University
5	Dr. Sami Abu AlRoss	Islamic University of Gaza
6	Dr. Samir Safi	Islamic University of Gaza
7	Dr. Wael Daya	Islamic University of Gaza
8	Dr. Wael Thabet	Al-Azhar University
9	Dr. Yousuf Ashour	Islamic University of Gaza