

Impact of Strategic Planning on the Performance of the Universities (A Field Study in a Number of Private and Public Universities Operating in Aden)

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Article History	Abstract
Original Research Article	<p><i>This study targeted to identify the directions in the administrative staff of the University in Yemen towards the concept of strategic planning in the University performance also testing the differences in these various aspects based on personal and functional characteristics. The study used a random sample of approximately (103) employees who work at the university. The Descriptive- Analytical method adopted in the analysis of results.</i></p> <p><i>The research reached with several findings: the independent variables (strategic analysis, strategic choice) staff strategic planning affects the dependent variable and the purpose of the performance of the university. The results also demonstrated the presence of statistically significant differences in the trends of the respondents with regard to the concept of strategic planning, because of the variable of qualification, the current position and the presence of statistically significant differences in the trends of the respondents on the concept of performance due to variable sex, qualification and current job.</i></p> <p><i>The study reached at the end that most of the recommendations, including: university must analyze their external environment to learn about the different variables that can affect them in the future, all responsible parties need also to be involved in the formulation of objectives of the university to achieve them.</i></p> <p>Keywords: <i>strategic planning, institutional building, the Yemeni universities, private universities, globalization.</i></p>
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Introduction

In light of the rapid changes and challenges posed by the various characteristics of the 21st century, such as globalization, which is marked by rapid changes in innovation and creativity, an explosion of knowledge, intense competition, and development encompassing all aspects of business and commerce, organizations are striving to find their place in this vast society. Universities, in particular, find themselves today in a highly competitive environment amidst these increasing environmental changes. Universities are exploring the field of strategic planning, which has seen a great demand, as the need has emerged to adopt new methods in managing multi-branch organizations and using strategies through strategic planning.

Most successful organizations, including universities, recognize the importance of strategic planning for their long-term existence and growth. It helps them determine how to achieve their goals and what actions they will take to reach them. This is accomplished by understanding the variables of their external environment and the forces competing in their field, and by identifying their internal strengths and weaknesses, thus enabling them to develop effective strategies that contribute to achieving their objectives.

Strategic planning has become widely used in organizations of all types and activities, and the serious application of strategic planning has become an important necessity for universities if they want to increase their competitiveness

and develop their performance. Global experiences on strategic planning have proven that universities that plan strategically outperform universities that do not plan strategically, especially in light of their continuous efforts to improve and develop their performance to reach the required performance in the long term, to ensure survival and continuity.

Problem of the Study

With the expansion of competition and the need to provide quality in university education, and within the framework of the prevailing globalization climate in all aspects of work life, or the challenges of rapid technological development, and taking into account the investment environment in universities, the psychology of dealing with target groups, as well as considering the level of the concept of strategic planning absorbed in the investment environment of educational projects, a set of problems lies in the implementation of the strategic planning process, and we list them through the following set of questions:

- To what extent does the investment environment in higher education accommodate the concept of strategic planning within the framework of transparency available in high-quality academic education, and how can the relevant community be prepared to accept this approach?
- How can the inputs required for strategic planning be identified, and what implementation mechanism should be chosen?
- What methodology can be applied to establish a foundation for determining where we currently stand in education and where we aspire to reach?
- What are the best methods to follow for intervention in this vital and developmental project?
- How can facts be documented to be used in making appropriate decisions for developing the strategic plan in the future?

There is a direct relationship between administrative development and the adoption of strategic planning. However, an analysis of many Yemeni organizations reveals that the connection between strategic planning and its impact on organizational performance has not received sufficient attention or prioritization. Most of these organizations suffer from numerous problems related to strategic planning and its various components, and these problems are constantly increasing due to local, regional, and global changes and challenges. Therefore, this study aims to identify the impact of strategic planning on university performance and the extent of the correlation between strategic planning

processes and university performance in terms of implementation and development across all aspects.

The Significance of the Study

Universities are surrounded by changes from all sides and in various fields, and the increasing challenges and problems they face enhance their need to understand the concept of strategic planning and its dimensions. This understanding can contribute to raising the level of their administrative performance in this area. Therefore, we will explain the importance of the study through two aspects:

Scientific Significance

The scientific importance stems from the fact that the study is added to university studies due to the scarcity of studies presented on this topic. Although several research projects have focused on studying this topic, adequate coverage of it still needs stimulation and intervention from researchers, in addition to the novelty of the topic itself, as it combines variables of great importance at the present time.

Practical Significance

The stages of strategic planning, with its various steps, are considered important topics in the field of business. This study is expected to contribute, especially from the practical side, to revealing some data and practical visions for university frameworks.

Study Objectives

This study aims to achieve the following objectives:

- To clarify the direct relationship between strategic planning and business performance in universities by providing a clear vision for adopting the concept of strategic planning in all university operations to achieve the desired change. The study also aims to identify the obstacles that may lead to the failure of implementing strategic planning activities.
- To understand the impact of strategic planning on the progress of tasks in universities, whether positive or negative, so that decision-makers can take appropriate measures to implement the necessary adjustments.
- To highlight the role of strategic planning in the performance of required projects, especially within the university environment.
- To establish a mechanism for creating a clear methodology to raise awareness about the importance of adopting the concept of strategic planning in university work and projects.
- By demonstrating the correlation between strategic

planning and performance.

- To present a clear vision for adopting strategic planning that is appropriate for university environments to achieve the desired change.
- To emphasize the role of strategic choice in achieving the required performance.

Methodology of the Study

This study aims to shed light on the reality of strategic planning in universities in general, and to measure the effectiveness of these universities' performance from the perspective of the Balanced Scorecard. Additionally, it seeks to understand the impact of strategic planning on the performance of these universities. From this perspective, the research problem is formulated as follows:

- "How does strategic planning affect the performance of higher education institutions, particularly universities?" This problem encompasses the following sub-questions:
- What is the scope of strategic planning implementation in universities?
- What is the level of effectiveness of university performance?
- What are the details of the relationship between strategic planning and university performance?
- Does strategic planning affect the performance of the university in general, or the universities studied specifically?

This study employed a descriptive-analytical approach, which focuses on examining the phenomenon as it exists in reality. This approach aims to describe the phenomenon accurately, both qualitatively and quantitatively. The qualitative method describes the phenomenon and clarifies its characteristics, while the quantitative method provides numerical details, illustrating the extent or magnitude of the phenomenon and its correlation with other phenomena. This approach was adopted based on the nature of the study and the data sought to gather, specifically to understand the opinions of university staff regarding the implementation of strategic planning phases and their impact on institutional performance.

Study Hypotheses

Based on the research problems and objectives, and in light of previous studies, three hypotheses were formulated.

Hypothesis 1: There is no statistically significant effect of strategic planning, in its various dimensions, on the level of university performance.

Hypothesis 2: There are no statistically significant differences in the respondents' attitudes toward the level of strategic planning attributable to the personal and professional variables of the university respondents.

Hypothesis 3: There are no statistically significant differences in the attitudes of the university employees surveyed toward the level of institutional performance attributable to the personal and professional variables.

Study Scope

The study includes the following:

- A. Human Scope: This study was conducted using administrative staff from private universities and some colleges within the public university.
- B. Geographical Scope: This study was conducted within the boundaries of several private universities and some colleges within the public university in Aden.
- C. Temporal Scope: This study was conducted during the academic year (2024/2025).
- D. Thematic Scope: This study was limited to the relationship between strategic planning and university performance.

Previous Studies

The topic of strategic planning and university performance has garnered significant attention from researchers. A number of studies have emerged, including master's theses, doctoral dissertations, articles, and peer-reviewed research papers. The details of these studies, focusing on their findings on this topic, will be presented as follows:

1. **Al-Qarni, Abdul Khaliq Muhammad Mane' (2012)**, in his Master's thesis in Educational Administration, Umm Al-Qura University, Saudi Arabia, titled "Strategic Planning in Higher Education Schools in Taif Governorate (A Proposed Framework)," aimed to: Identify the clarity of the strategic planning concept among school principals and administrators, and determine the extent of their interest in the requirements for implementing strategic planning. The study also aimed to develop a proposed framework for the requirements of strategic planning in public schools in Taif Governorate. This study employed a descriptive-analytical approach and relied on a random sample of 103 individuals. Among the findings is that the concept of strategic planning involves employing scientific methods to monitor, utilize, and manage available resources to achieve desired goals. Strategic planning aims to define future directions based on

broad thinking, without being confined to past and present considerations. The application of strategic planning contributes to the growth and development of the school. Attention should be paid to the opinions and contributions of staff members in the strategic planning process.

2. **Al-Otaibi and Amer Dhiab (2012)**, in their Master of Business Administration thesis, titled "The Impact of Strategic Planning and Continuous Improvement on the Effectiveness of Independent Organizations in the State of Kuwait," aimed to identify the extent to which strategic planning affects the effectiveness of independent organizations in the State of Kuwait, and to identify the impact of continuous improvement on the effectiveness of independent organizations in the State of Kuwait. This study employed a descriptive-analytical approach and utilized a simple sample of 120 individuals. The study concluded that independent Kuwaiti organizations continuously discuss their improvement and quality plans within their strategic review processes, prioritize improvement projects, and constantly redesign their activities. Furthermore, organizational management recognizes the crucial role of quality in supporting the organization's strategy and ensures alignment between the improvement plan and the strategic plan. The study also found that independent Kuwaiti organizations have achieved a balance in meeting their objectives.
3. **The study by Al-Dajani, Iyad Ali (2011)**, entitled: "The Role of Strategic Planning in the Quality of Institutional Performance – A Descriptive and Analytical Study in Palestinian Regular Universities," a doctoral dissertation in Education, Department of Curricula and Teaching Methods, University of Damascus, Syria, aimed to identify the reality of strategic planning in achieving quality institutional performance for universities and to provide clear performance indicators and determinants of effective institutional performance for all its components from among the international indicators and standards that suit the Palestinian environment. The study also aimed to develop proposals for enhancing strategic planning to improve institutional performance quality, based on performance indicators for various areas of institutional work. The study employed a descriptive-analytical approach and relied on a

randomly selected sample of 150 individuals. Among its key findings were a relationship between the level of strategic planning and the philosophy, mission, and objectives criteria, which serve as a dimension of institutional performance quality. The study also found that strategic planning quality is present in its two dimensions: environmental analysis of the internal and external environments. Furthermore, a relationship exists between the role of strategic planning and the quality of institutional performance at the university.

The concept of strategic planning

According to Kotler, strategic planning is "a management process concerned with establishing and maintaining the relationship between an organization's goals and aspirations, and restructuring activities in the right way to achieve future growth and profits."

Strategic Vision:

The university's vision represents its future direction, defining its desired position, capabilities, and overall image. It aligns with the mission and objectives without contradicting them, focusing on what the university aims to become. The vision clarifies the institution's path, guides its development, and outlines the future it seeks to achieve while maintaining its core foundations.

Strategic Mission

The mission of a university defines its purpose and reason for existence within its environment and society. It is shaped by the values of its founders and the context in which it operates. As a formal, long-term guiding document, the mission serves as a foundation for decision-making and actions. It distinguishes the university from other institutions by clarifying its identity, activities, services, target groups, and overall role.

Strategic Objectives

Objectives determine the direction of a university or organization and reflect its ability to engage with its environment. They guide strategic decisions, set priorities, and help evaluate performance and growth. Effective objectives should be clear, fair, realistic, and achievable. They represent the desired results of organized activities, aiming to move the institution from its current state to a better, targeted future within a defined timeframe.

2. The Conceptual Framework of the Research

The relationship between the variables in the model can be illustrated in the following figure:

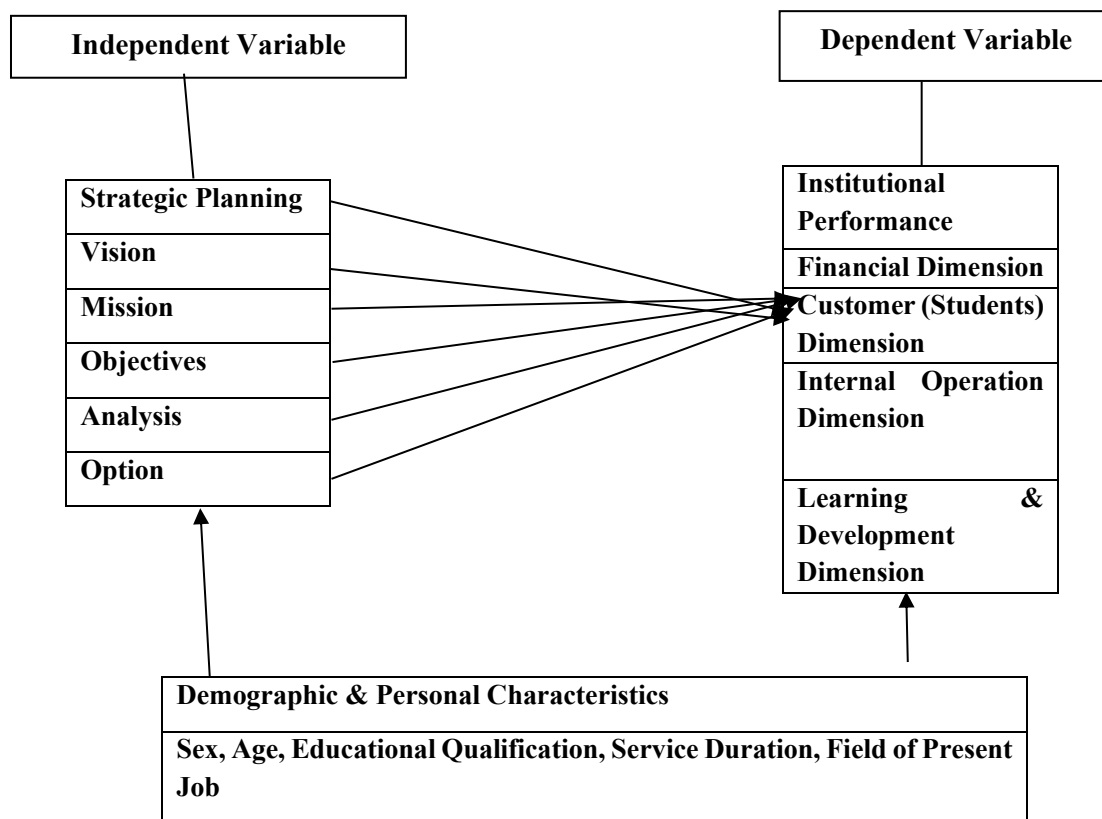


Figure (1) Study Conceptual Framework

Sources and Methods of Data and Information Collection

Two types of sources were used to collect data and information: primary and secondary sources.

1. Primary Sources of Data and Information Collection

A questionnaire was designed and distributed to a specific sample of the study population. The data was then entered and analyzed using the Statistical Package for the Social Sciences (SPSS) software, employing appropriate statistical tests to arrive at indicators and findings that support the study topic.

Secondary sources for data and information collection:

Data and information were obtained through a review of books, periodicals, publications of all kinds, as well as university theses and articles related to the topic, whether directly or indirectly.

Study Instrument

A questionnaire was designed to collect data from the study sample, based on a number of previous studies. The questionnaire consists of two sections:

Section One: This section contains the personal and professional data of the target groups, namely: (gender, age, educational qualification, current job field, and years of

service).

Section Two: This section contains two axes:

Axis One: This axis consists of items related to the variable "Strategic Planning," and Axis Two: This axis consists of items related to the variable "Organizational Performance."

Study Population and Sample

In this regard, it can be said that the target study population consists of administrative staff and managers in universities, numbering (587). The sampling method was used in this study, where (180) questionnaires were distributed to the target sample via field visits, of which 164 questionnaires were returned. Sixteen individuals did not respond to fill out the questionnaire due to their special circumstances. After conducting desk review of these questionnaires, 61 questionnaires were excluded because they did not meet the conditions for a correct response in terms of comprehensiveness, content, or consistency. In the end, 103 questionnaires were used in the analysis process.

Instrument Reliability

The reliability of the study instrument was measured using Cronbach's alpha coefficient, which determines the acceptability level of the measurement instrument at a level of 0.60 or higher. The results were as follows:

Table (1): Reliability and validity coefficients.

Axis		Number of Phrases	Honesty coefficient	Cronbach's alpha reliability coefficient
Strategic planning	Vision	8	0.918	0.844
	Mission	8	0.941	0.886
	Objectives	9	0.990	0.891
	Analysis	9	0.941	0.887
	Option	6	0.952	0.908
	Total	40	0.982	0.965
Institutional performance	Financial Dimension	5	0.907	0.823
	Customer (Student) Dimension	5	0.919	0.846
	Operations Dimension	5	0.932	0.870
	Learning & Development Dimension	4	0.920	0.848
	Total	19	0.967	0.936
	The questionnaire as a whole	59	0.987	0.975

It is noted from the table above that the overall reliability coefficient of the study instrument reached (0.975), and this coefficient is considered very high and appropriate for the purposes of the study. All reliability coefficients for the study variables and their various dimensions are also considered high and satisfactory for the purposes of this study.

Characteristics of the Study Participants

The following section will examine the characteristics of the study participants according to personal and professional variables.

Table (2): Distribution of the study sample according to personal and functional variables.

Variable	Variable classes	Frequency	Percentage
Sex	Male	74	%71.8
	Female	29	%28.2
	Total	103	%100
Age	Less than 30 years	15	%14.6
	30 to Less than 40 years	52	%50.5
	40 to Less than 50 years	19	%18.4
	50 years and above	17	%16.6
	Total	103	%100
Educational Qualification	High School	16	%15.5
	Bachelor's degree	27	%26.2
	Diploma	7	%6.8
	Master	23	%22.3

	Ph. D.	30	%29.1
	Total	103	%100
Field of Present Occupation	Non-supervisory administrative tasks	23	%22.3
	Supervisory administrative tasks	33	%32.0
	Assistant Head of Department / Program Coordinator	21	%20.4
	Head of Department	14	%13.6
	Deputy Dean	8	%7.8
	Dean	4	%3.9
	Total	103	%100
	Years of Service	Less than 5 years	38
5 years to less than 10 years		34	%33.0
10 years to less than 15 years		11	%10.7
15 years and more		20	%19.4
Total		103	%100

The data in the table above reveals that the distribution of the study sample exhibits a range of demographic and functional characteristics that contribute to understanding the nature of the sample and subsequently interpreting the results. Regarding the gender variable, the results showed that males comprised 71.8% of the total sample, compared to 28.2% for females, indicating a higher representation of males compared to females. This may be attributed to the nature of the organizational structure within the institution under study or to the distribution of administrative positions, which influenced the composition of the sample.

Regarding the age variable, the 30-40 age group comprised the largest percentage (50.5%), indicating that the majority of respondents belong to a dynamic and professionally active age group, often in a phase of job stability and striving for development and advancement. The 40-50 age group represented 18.4%, followed by the 50+ age group at 16.6%, while the under 30 age group constituted the smallest percentage (14.6%). This distribution reflects a tendency in the sample towards groups with intermediate and emerging managerial experience, with a lower representation of younger age groups.

Regarding educational qualifications, the results showed a high level of education among the sample; 29.1% held a doctorate, followed by 26.2% with a bachelor's degree, and 22.3% with a master's degree. 15.5% held a high school diploma, while 6.8% held a diploma. This distribution reflects the academic and administrative nature of the institution, as many positions, particularly leadership or supervisory roles, require advanced academic

qualifications, thus explaining the high percentage of postgraduate degree holders.

Regarding the current job category, the results showed that the highest percentage was for supervisory administrative positions (32%), followed by non-supervisory administrative positions (22.3%). Assistants to department heads/program coordinators comprised 20.4%, while department heads made up 13.6%. Vice deans constituted 7.8%, and deans 3.9%. These indicators demonstrate that the majority of the sample hold administrative positions at various levels, thus reinforcing the sample's suitability for studying the topic related to administrative performance or practices.

Finally, regarding years of service, the results showed that 36.9% of respondents had less than five years of experience, and 33% had between five and less than ten years of experience, indicating that nearly two-thirds of the sample possessed less than ten years of experience. Those with more than fifteen years of experience constituted 19.4%, while those with between ten and less than fifteen years of experience comprised 10.7%. This distribution can be explained by a mix of relatively recent graduates and those with extensive experience, which may contribute to a diversity of administrative perspectives and an integration of expertise within the university work environment, especially given the nature of administrative decisions that require a degree of institutional knowledge and accumulated practical experience.

Question 1: What is the level of strategic planning at the university?

To answer this question, we will analyze the results shown in Table (3):

Table (3): Arithmetic means, standard deviations, and relative importance of the study sample's responses to the strategic planning statements

Dimensions of the strategic planning variable and measurement statements	Level of acceptance	Relative importance	Standard deviation	Arithmetic mean	
We have clear and specific strategic visions for future ambition.	High	7	0.938	3.50	
We aspire to develop frameworks that serve society on scientific, cultural and humanitarian foundations.	High	3	0.827	3.96	
We present our vision for both internal and external society.	High	6	1.063	3.56	
We always strive to improve and strengthen our relationship with the external environment.	High	2	0.820	4.07	
We hope to continuously consolidate science and knowledge and employ technology to achieve civilizational progress.	High	1	0.947	4.16	
We consider the university's vision to be measurable by the amount of progress the university makes.	High	4	0.929	3.86	
We consider the university's vision to be defined by a suitable date for its realization.	High	8	0.964	3.28	
The university's vision is characterized by the administrative change process towards the desired state of the university.	High	5	0.921	3.68	
Our mission is to produce specialized graduates according to academic and scientific standards.	High	6	0.918	3.63	
Our mission is broad enough to allow our college to invest in new opportunities to develop its knowledge base.	High	5	0.926	3.75	
Our mission is characterized by being defined by the frameworks and boundaries through which working individuals are distinguished by creativity and differentiation.	High	7	1.055	3.53	
We are working on preparing our message in a balanced way according to the available capabilities and resources.	High	2	0.919	3.83	
We direct the use of various sciences to prepare research and studies.	High	4	0.959	3.78	
We strive to convey the college's message to the employees in order to improve performance efficiency.	High	1	0.959	3.89	
The university's mission is its distinctive framework compared to other universities.	High	8	0.917	3.50	

The university's mission includes its values, beliefs, nature of work, and its most distinctive features.	High	3	0.824	3.79	
We have long-term goals that we strive to achieve.	High	5	0.926	3.75	
Our goals encourage scientific study and independence.	High	3	0.907	3.89	
Our goals are designed to motivate employees' abilities and skills in order to develop and improve performance levels.	High	7	1.078	3.61	
Our college's goals stem from the main goals of our university.	High	1	0.667	4.08	
The college implements the goals it has set for itself in light of its available resources.	High	4	0.845	3.85	
The college administration relies on the programs and timetables it creates to achieve its goals.	High	2	0.827	3.96	
The university's goals are characterized by flexibility and the ability to adapt to unexpected changes.	High	6	0.821	3.72	
The college's goals are clear and understood by all individuals in the college.	High	8	1.106	3.59	
All parties responsible for achieving the college's goals contribute to formulating them.	Medium	9	1.086	3.23	
The college undertakes to analyze the external environment to identify the various variables that could affect it in the future.	Medium	8	0.902	3.24	
The college and university administration is committed to analyzing the internal environment of the university to identify strengths and weaknesses.	High	6	0.837	3.55	
The college operates according to a clear vision to develop and invest in strengths and minimize weaknesses.	High	4	0.985	3.58	
It identifies the opportunities available in the external environment for investment.	High	7	0.925	3.44	
Threats in the external environment are identified in order to avoid them or reduce their effects.	High	3	0.831	3.61	
The environment is studied, including any changes, whether increases or decreases, in the interior region.	High	6	0.904	3.44	
Identifying strengths to leverage in improving the college's conditions.	High	1	0.768	3.86	

Focus on community partnership and active engagement between the college and the external environment.	High	5	0.871	3.55	
The latest technological, scientific and knowledge developments that reflect the college's future aspirations are being followed.	High	2	0.901	3.72	
The college identifies appropriate strategic alternatives.	High	6	0.968	3.30	
The college administration implements clear standards and performance indicators to judge the college's plan.	High	1	0.858	3.58	
The college involves all employees in preparing the supporting implementation plan.	High	4	1.065	3.36	
Strategic decisions are made that are consistent with the established plans.	High	2	0.915	3.45	
Performance measurement criteria are set for each element of the strategic plan.	High	5	0.984	3.33	
Management focuses on the suitability of each strategic option in relation to the variables of the external environment.	High	3	0.962	3.39	
Strategic planning in general	High	-	0.596	3.646	

First: The Strategic Vision Dimension

The results show that the strategic vision dimension ranked first in relative importance among the dimensions studied, with a mean of 3.758 and a standard deviation of 0.642. According to the evaluation criteria adopted in the study, this value indicates a high level of acceptance among the sample. Furthermore, the mean responses of the respondents on the items of this dimension ranged from 3.28 to 4.16, all within the high acceptance range, demonstrating a clear understanding of the importance of having a specific strategic vision to guide the organization's work. The standard deviation values, ranging from 0.820 to 1.063, indicate an acceptable degree of homogeneity in the opinions of the sample regarding this dimension.

Second: The Strategic Objectives Dimension

The results showed that the strategic objectives dimension ranked second in relative importance, with a mean score of 3.74 and a standard deviation of 0.665, reflecting a high level of acceptance according to the study's scale. The mean scores of respondents on the items of this dimension ranged from 3.23 to 4.08, confirming their agreement on the clarity and importance of strategic objectives in guiding institutional performance. Standard deviations ranged from 0.667 to 1.106, indicating a relative convergence of viewpoints with some natural variation among individuals.

Third: The Strategic Message Dimension

The strategic message dimension ranked third in terms of relative importance, with a mean score of 3.712 and a standard deviation of 0.698. These values reflect a high degree of acceptance according to the study's criteria. The mean responses ranged from 3.50 to 3.89, indicating a positive perception of the strategic message's content and its relevance to the organization's activities and objectives. Furthermore, the standard deviations, ranging from 0.824 to 1.055, reflect a suitable level of consistency in the opinions of the sample members.

Fourth: The Strategic Analysis Dimension

The results showed that the strategic analysis dimension ranked lower in terms of relative importance, with a mean score of (3.712) and a standard deviation of (0.698), indicating a high level of acceptance. The mean scores of the sample on the items of this dimension ranged between (3.24 – 3.86), demonstrating the respondents' conviction in the importance of strategic analysis in diagnosing the internal and external environment and supporting the decision-making process. The standard deviation values ranged between (0.768 – 0.985), reflecting a good degree of convergence in the assessments.

Fifth: The Strategic Choice Dimension

The results showed that the strategic choice dimension ranked fifth in terms of relative importance, with a mean of 3.401 and a standard deviation of 0.795. Despite being the lowest-ranked dimension, this value still falls within the high acceptance level according to the study's scale. The mean responses to the items in this dimension ranged from 3.30 to 3.58, indicating a positive perception of the process of choosing strategic alternatives, albeit to a relatively lower degree compared to the other dimensions. The standard deviations ranged from 0.858 to 1.065, indicating limited variation in the respondents' opinions.

General Interpretive Summary

The results show that all dimensions of strategic orientation were within the high acceptance level, with the strategic vision dimension ranking highest, followed by objectives and then mission, while the strategic option ranked relatively last. This reflects the institution's focus on general guidance and planning aspects, while also allowing room to enhance mechanisms for selecting strategic alternatives in line with the results of the strategic analysis and the future vision.

Question 2: What is the university's performance level?

To answer this question, the results shown in the data processing must be studied and analyzed. The results show the Arithmetic means, standard deviations, and relative importance of the study sample's responses to the statements related to the university's performance axis. The details are as follows:

First: The Internal Processes Dimension

The table results show that the internal processes dimension ranked first in relative importance among the performance dimensions, with a mean score of 3.706 and a standard deviation of 0.749. According to the evaluation criteria adopted in the study, this result indicates a high level of acceptance. Furthermore, the mean scores for the items in this dimension ranged from 3.64 to 4.04, all within the high rating range, demonstrating the respondents' satisfaction with the efficiency of internal procedures and the smooth flow of administrative and academic processes within the university. The standard deviation values, ranging from 0.816 to 0.989, reflect a reasonable degree of convergence in viewpoints.

Second: The Customer (Student) Dimension

The results showed that the customer (student) dimension ranked second in relative importance, with a mean of (3.64) and a standard deviation of (0.685), reflecting a high level of acceptance according to the study's scale. The mean responses of the sample members on the items of this

dimension ranged between (3.35 – 3.89), indicating a positive evaluation of the level of services provided to students and the extent of attention given to their academic and administrative needs. Furthermore, the standard deviations, which ranged between (0.874 – 1.118), indicate a degree of acceptable variation in opinions, without affecting the overall positive trend.

Third: The Financial Dimension

The results showed that the financial dimension ranked third in terms of relative importance, with a mean score of 3.565 and a standard deviation of 0.721, reflecting a high level of acceptance according to the study's criteria. The mean scores for the items in this dimension ranged from 3.09 to 3.91, indicating a relatively positive perception of efficient financial resource management, cost rationalization, and achieving financial sustainability. The standard deviations ranged from 0.830 to 1.030, indicating an acceptable degree of agreement among the sample.

Fourth: The Learning and Growth Dimension

The results indicate that the learning and growth dimension ranked fourth in relative importance, with a mean score of 3.553 and a standard deviation of 0.793. According to the study's criteria, this result reflects a high level of acceptance. The mean scores for the items in this dimension ranged from 3.34 to 3.77, demonstrating a positive attitude towards developing human capabilities, enhancing skills, and fostering an institutional learning environment. Furthermore, the standard deviations, ranging from 0.935 to 0.977, reflect a degree of relative convergence in the respondents' assessments.

General Conclusion

Based on the above, it can be concluded that the university's performance level – across all four dimensions – was high according to the study's scale, with the overall average of respondents' answers reaching 3.651 (standard deviation 0.639). This reflects a positive assessment of overall performance, with a clear distinction in the internal processes dimension, followed by the customer (student) dimension, then the financial dimension, and finally the learning and growth dimension. These results indicate a relative balance in the performance dimensions, with the potential to enhance the learning and growth aspect to ensure the sustainability of improvements in the remaining dimensions in the long term.

Hypothesis Testing

First: Testing the First Main Hypothesis

H: "There is no statistically significant effect of the strategic planning variable, with its various dimensions, on university performance at the significance level ($\alpha=0.05$)."

The results of the Analysis of Variance (AVA) regression were used to confirm the model's validity in testing this hypothesis.

It is clear that the independent variable in its overall form, which is "strategic planning" in this model, explains (77.2%) of the variance in the dependent variable, which is "university performance". This is a good explanatory power, indicating that there is a statistically significant effect of the dimensions of strategic planning combined on university performance.

Results of the four-part hypothesis (H0): "There are no statistically significant differences at the significance level ($\alpha = 0.05$) in respondents' attitudes toward the performance level of the university under study attributable to the variable of current job field."

To test this hypothesis, a one-way ANOVA was used, and the results are shown in Table 6.

Table 6: Results of the one-way ANOVA for testing differences in performance level at the university according to the variable of current job field.

Further analysis process indicates that the F-test revealed statistically significant differences ($\alpha \leq 0.05$) in the study sample's assessments of the university's performance level, attributable to the variable of their current job field. The statistical significance level was 0.000, which is less than 0.05, thus rejecting the null hypothesis (no differences) and accepting the alternative hypothesis (statistical significance) that there are statistically significant differences in the respondents' average responses based on their current job field. Therefore, it can be concluded that job position influences individuals' perceptions of the university's performance level.

Regarding the direction of these differences, the results showed that the highest mean score was among deans, reaching (4.52), indicating that this group was the most positive in its evaluation of the university's performance. Vice deans came next with a mean score of (3.92), while assistant department heads/program coordinators scored (3.99), and department heads had the lowest mean score of (3.63).

These results reflect a clear disparity in performance evaluations based on administrative level, with senior management tending to assign higher ratings compared to those at relatively lower levels. This may be attributed to varying levels of awareness of the university's strategic plans and overall achievements, or to differences in the responsibilities and authorities associated with each position.

Results of testing the fifth sub-hypothesis (H0₅):

The hypothesis stated that: "There are no statistically significant differences at the significance level ($\alpha = 0.05$) in the respondents' attitudes about the level of university performance attributable to years of service."

This hypothesis is evaluated based on the results of the approved statistical test (analysis of variance or other), by comparing the calculated significance level to a value of 0.05. If the significance level is less than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted, indicating that there are differences attributable to years of service. However, if the significance level is greater than 0.05, the null hypothesis is not rejected, indicating that there are no statistically significant differences attributable to this variable.

Results and Recommendations

Strategic planning is a fundamental pillar in light of the rapid transformations brought about by globalization, which has created a competitive environment characterized by constant change and uncertainty. In this context, institutions—including universities—are required to adopt a clear planning methodology that enables them to adapt to local, regional, and international changes, thus ensuring their continuity and enhancing their competitiveness.

Given the relatively recent emergence of systematic interest in strategic planning within the local context, this study can be viewed as a foundational step paving the way for more in-depth research in this field. This necessitates future research to broaden the scope of the study and test more comprehensive applied models, thereby contributing to the development of the concept and maximizing its benefits, both within the business and investment environment in Yemen in general, and within the higher education sector in particular.

During the study, a relative deficiency emerged among some decision-makers in understanding the true dimensions of strategic planning and its impact on improving organizational performance. This underscores the need to strengthen communication channels between strategic planning specialists and decision-makers, and to promote awareness of its importance, thereby contributing to bridging the knowledge gap in project implementation and decision-making.

It can also be emphasized that the success of strategic planning is not achieved merely by drafting official documents, but requires firm convictions stemming from a deep intellectual understanding of its importance, along with a clear understanding of each individual's role within the university and the nature of their interactive relationship with the institution. The individual should not be seen as controlling the organization according to their personal interpretations, but rather as an active partner contributing

to the development of its ideas and the strengthening of its institutional culture in a way that serves the overall strategic objectives.

Therefore, leaders of educational organizations are called upon to elevate their leadership performance to match the magnitude of the responsibility entrusted to them. Strategic planning requires leaders with a clear vision, professional integrity, and the intellectual and behavioral competence to guide the institution toward its future goals. The experiences of major institutions that have achieved tangible successes in this area confirm that long-term commitment, patience in the face of challenges, and the adoption of a culture of continuous improvement have been crucial factors in achieving positive and sustainable results. To ensure the continued success of strategic planning and its ability to keep pace with rapid changes, modern management systems based on teamwork should be adopted, along with a shift towards a "learning organization" model that leverages its past experiences and the best practices of leading institutions. This also requires leaders and individuals with a strong intrinsic motivation to learn, acquire knowledge, and apply it, and a transition from a management style focused on addressing current problems to one that anticipates the future, while fostering a culture of creativity and innovation.

Finally, the effectiveness of strategic planning in the university environment can only be achieved through the availability of an integrated system of organizational and human elements. Foremost among these is the selection of leaders and qualified personnel with professional experience, a clear strategic vision, and the ability to analyze internal and external factors affecting institutional performance. This also includes possessing the skills to formulate policies and procedures objectively and transparently, and to organize rights and responsibilities fairly. Furthermore, clear financial frameworks and budgets are crucial for ensuring that strategic plans are translated into actionable implementation programs. The integration of these elements forms the true foundation for building an effective strategic system capable of achieving sustainable institutional development. The study's recommendations are a central part of its scientific framework, aiming to provide practical solutions to address the shortcomings revealed by the findings. Among the most prominent recommendations are the following:

Involving strategic planning specialists in meetings and discussions related to decision-making, thereby clarifying its dimensions and importance in managing university operations and enhancing the quality of decisions made.

Strengthening ongoing awareness programs at all administrative and academic levels to instill a culture of strategic planning among all stakeholders, including

leadership and staff, ensuring a shared understanding of its objectives and mechanisms.

Including clear provisions in legislation and regulations governing work that define the mechanisms and phases for implementing strategic planning, while emphasizing strict adherence to it through periodic monitoring and evaluation systems that ensure effective implementation.

Integrating strategic planning concepts and practices into business administration and university management curricula, thereby contributing to the development of qualified personnel with the necessary scientific and practical background to activate this approach in the future.

Adopting these recommendations would enhance the chances of establishing a culture of strategic planning in higher education institutions, and would contribute to raising the efficiency of performance and achieving institutional development goals in a more sustainable and effective manner.

Suggestions for future studies

The study suggests conducting future research that addresses the impact of strategic planning on the quality of education, studying the role of mediating variables such as transformational leadership and organizational culture, in addition to conducting comparative studies between public and private universities, using advanced analytical models such as structural equation modeling, as well as studying the role of strategic planning in crisis management, digital transformation and achieving sustainability in higher education institutions.

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