Arab American University

Faculty of Graduate Studies

The Impact of Strategic Planning in Enhancing the Quality of Employees' Performance in Palestinian Universities

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This study was submitted in partial fulfillment of the requirements for the Master`s degree in Strategic Planning and Fundraising Program

February, 2019

Study Approval

The Impact of Strategic Planning in Enhancing the Quality of Employees' Performance in Palestinian Universities
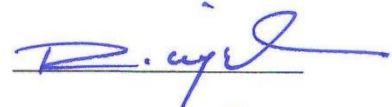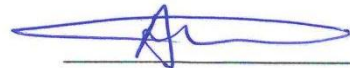
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DECLARATION

I declare that the content of this study is my own research work, unless otherwise referenced. I certify that this study does not contain any material published before by another person or has been submitted elsewhere for any degree or qualification.

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Signature: _____

Arab American University

Date:

DEDICATION

Words are inadequate to express my heartfelt gratitude to the many persons, who helped, supported and inspired me finish this humble work of mine. I am dedicating this study to them all next to Almighty Allah.

To my Father & Mother

For your never-ending inspiration and prayers

My Husband

For your inspiration and encouragement

To My children

To my Brothers and Sisters

For your encouragement, understanding and support

Family and Friends

This work is also dedicated to the all those who offered their lives for the freedom of Palestine.

Thank you all

ACKNOWLEDGMENTS

I would like to thank my study advisor Dr. Raed Iriqat for all the help, engorgement and motivation to complete this study. I appreciate all of your effort and time. I feel grateful to my family, friends, college, and all the people who I run to during this study work.

Abstract

The purpose of this study is to investigate the impact of strategic planning in enhancing the quality of employees' performance in Palestinian universities. To achieve this purpose, the study uses descriptive - analytical approach to reach the results; a structured questionnaire was distributed to academic and administrative employees at the Palestinian universities. The Secondary data was obtained from published and unpublished articles. The sample size was (261) employees who work in the Palestinian universities, a questionnaire consists of (65) points divided into two parts 1) Strategic planning (vision, mission, goals and strategy), vision is structured into ten items, mission has eight items, goals have eleven items, and strategy has six items. 2) Quality of employees' performance which consists of four dimensions: effectiveness and efficiency has six items, employees' satisfaction has ten items, knowledge of work requirements has six items, and quantity of achieved work has seven items.

This study used different statistical techniques to analyze the data, once the data was collected, they were analyzed using the following data analysis techniques: First, descriptive statistics including measures of the mean, standard deviation, percentages, and frequency were used to describe and summarize the characteristics of the sample individuals included in the study. Second, inferential statistics using multiple-regression were used to test the hypotheses of the research.

The study findings provided empirical support for the debate that quality of employees' performance is positively and significantly impacted by strategic planning different dimensions particularly, vision, mission, goals, and strategy. These strategic

planning dimensions were found to be the most applied and practiced in the Palestinian universities.

The findings also showed that the strategic planning dimensions are seen as a way to know the potential and the different capabilities that can be available to the university through different plans, programs and projects, so that the university can maintain high quality of employees' performance that commensurate with the importance and nature of the work of the university.

The main study recommendations: it is necessary for the Palestinian universities to provide adequate funds for the strategic planning process, the need to rely on strategic planning in making future decisions related to the human resources in the university. Universities must conduct a performance evaluation through interviews designed to establish common objectives that take into account the interests of the institution and the employee and improve the performance of both.

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TABLE OF DEFINITIONS

TERMS	DEFINITION	REFERENCE
Strategic Planning	Strategic planning has been designed to help organizations anticipate and respond effectively to their changing environments. Strategic planning is an administrative process combining four key features; a clear statement of the mission of the organization; identification of external departments of the organization or external stakeholders; and identification of strategic goals and objectives of the organization, usually in a 3-5 year plan.	Leslie, 2008; Berry (1994).
Employee performance	Employee performance is defined as the outcome or contribution of employees to make them attain goals, while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success.	(Herbert & Lee, 2000)
Performance quality	Performance quality is directly related to the ability of the product or service to perform the function expected of it, which is termed the degree of reliability or merit, as well as the degree of ease of maintenance and repair of the commodity when needed.	(Leonard, 2018).
Palestinian universities	The beginnings of university education in Palestine was in the 1940s when a large number of students enrolled in institutions of higher education abroad, where there were no higher educational institutions inside Palestine, the cost of study was relatively high, and admission procedures were difficult, so the higher education confined on the children of well-off families of social and political status. Until 1967 there were no university education institutions in Palestine, where there were institutions of a community that cared about the role of teachers, in addition to some private colleges like Bir Zeit College and Al Najah College. After that, the institutions of higher education were established in different places around Palestine Both West Bank and Gaza include 14 universities, an open university for distance learning, 18 university colleges and 20 community colleges.	(Modawikh, 2008). (Ministry of Higher Education).

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LIST OF ABBREVIATIONS

SP	Strategic Planning
TQM	Total Quality Management
AAUP	Arab American University- Palestine
NU	Al- Najah University
BA	Birzeit University
KU	Palestinian Technical University (Kadoorei)

CHAPTER ONE

Introduction

1.1 Background of the study:

In light of the rapid radical changes and challenges posed by the characteristics and features of the twenty- first century, such as globalization characterized by rapid change and explosion of knowledge and intensity of competition and comprehensive development and free trade led institutions to seek Strive to find a niche for it in order to ensure its survival, growth and continuity in activity, expansion and entry into new markets (Zoebi, 2014).

Strategic planning (SP) is the process of searching in the future of an organization or office and identifying trends and issues through which the organizational priorities of the department or office are coordinated. Within departments and offices, in the sense that there is a consensus between the department, division, unit or team with a higher level strategy. Strategic planning has received the attention and awareness of thinkers and researchers, not only to draw the future, but also to try to shape this future and prepare for it (Ahmed, 2015).

Strategic planning (SP) is a process to determine how the organization reaches what it seeks and celebrates what it will do to achieve its objectives. Most organizations that rely on a strategic planning approach always work better in the long term than other organizations that do not undertake strategic planning. Organizations of all kinds should be interested in the strategic planning process, because they make the organization

aware of what the future situation can be. Most organizations recognize the importance of strategic planning, because it helps the organization to assess the best performance and optimize the work. The majority of the major and successful institutions recognize the importance of strategic planning for their survival and long term growth, it helps them determine how they reach what they seek, and determine what they will do to accomplish their goals (Musharraf & Tuwaij, 2017).

Institutions are now finding themselves in a highly competitive environment and under these growing environmental changes, so they are looking at strategic planning (Al-Sakarna, 2010).

The performance of employees is essential to any organization through the optimal utilization of its forces and human resources. It is not merely a tool for control and the imposition of authority on staff. It is a tool for rigorous and objective evaluation of the performance of all employees in order to assist senior management in making the appropriate decision and achieving their vision, mission and goals.

The quality of performance and total quality management has a strong relationship to functionality performance, because it is considered the basic criterion for the success of organizations and the standard of unique performance. The importance of quality of performance and total quality management has been further enhanced by the strong relationship between them and functionality performance. The organizations are focusing on applying quality standards that will improve their performance and achieve the objectives of the organization. Functionality performance is not a goal in itself but rather a means to achieve the goal planned by the quality of performance and total quality management. Performance is therefore seen as the practical translation of all

stages of total quality management and quality of performance from planning, control, and improvement, thus achieving a feedback between functionality performance and quality of performance and total quality management (Ben Odeh & Yob, 2017).

Strategic planning (SP) is an administrative operation that focuses on the development and the future of the institution's sustainable welfare. Therefore, companies improve performance once strategic planning is effectively adopted. The implementation of various steps in the strategic planning process is expected to facilitate organizational effectiveness. By defining the purpose and objectives of the organization, strategic planning provides guidance to the organization and promotes coordination and oversight of the organization's activities. The link between strategic planning and analysis of quality of employees performance needs to gain a better understanding of how strategic planning is applied in practice and will enhance employees performance (Alimat, 2004).

The beginnings of university education in Palestine was in the 1940s when a large number of students enrolled in institutions of higher education abroad, where there were no higher educational institutions inside Palestine, the cost of study was relatively high, and admission procedures were difficult, so the higher education confined on the children of well-off families of social and political status.

Until 1967 there were no university education institutions in Palestine, where there were institutions of a community that cared about the role of teachers, in addition to some private colleges like Bir Zeit College and Al Najah College. After that, the institutions of higher education were established in different places around Palestine (Modawikh, 2008). Both West Bank and Gaza include 14 universities, an open

university for distance learning, 18 university colleges and 20 community colleges (Ministry of Higher Education).

The main objective of this study is to investigate the impact of strategic planning on the quality of the employees' performance in Palestinian universities. The study is divided into five chapters: chapter one includes the background, problem statement, study's questions, objectives, hypothesis, and significance of the study, while chapter two includes a theoretical and empirical literature review. In addition, chapter three displays methodology and study's design. Chapter four includes the analysis of data and finally, chapter five presents the conclusion and recommendations.

1.2 Problem Statement

The strategic planning is one of the most important administrative approaches that helps all institutions succeed and continue to overcome the risks facing the organization in their work environment. In light of the increasing international and local competition and the possibility of exploiting the opportunities, organizations must become leaders in their performance in the long run. (Al-Sakarna, 2010)

Recent studies have shown that the degree of strategic alignment in organizations has a direct impact on the performance of these organizations, and studies have shown that there are significant linkages between the organization's strategic planning approach and the business performance of organizations. (Juul, 2000)

Based on my experience, I can note, that the planning process and the formulation of strategic planning are still being developed separately from indicators and standards of quality in performance. In addition, the Palestinian higher education institutions

develop their strategic planning, then develop quality of planning to improve their performance, which indicates a lack of awareness of the importance of the role of strategic planning and its integration with the quality of performance.

In view of the importance of universities, this study seeks to identify the reality of strategic planning in the regular universities in the West Bank region in Palestine, in addition to knowing the impact of strategic planning on the quality of employees' performance in Palestinian universities.

Therefore, this study seeks to answer the following question: "**What is the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities?**"

1.3 Study Objectives

The main Objective of this study is to examine the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities. The main objective of this study is divided into the following sub-objectives:

- To identify the level of strategic planning dimensions in Palestinian universities.
- To identify the level of quality of the employees' performance in the Palestinians universities.
- To identify the relationship between strategic planning and quality of employees' performance in Palestinian universities.
- To identify the impact of strategic planning on quality of employees' performance in Palestinian universities.

1.4 Study Questions:

The problem of the study can be illustrated by raising the following main question:

What is the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities?

and sub-questions:

There are two groups of sub questions; the first group talks about strategic planning and its dimensions, the second group talks about quality of employees' performance.

First sub-question: What is the level of strategic planning in the Palestinian Universities?

1.1 What is the level of understanding the vision in the Palestinian Universities?

1.2 What is the level of understanding the mission in the Palestinian Universities?

1.3 What is the level of understanding and knowledge of the goals in the Palestinian Universities?

1.4 What is the level of understanding the strategy in the Palestinian Universities?

Second sub-question: What is the level of quality of employees' performance in the Palestinian universities?

2.1 What is the level of Effectiveness and efficiency of employees in the Palestinian universities?

2.2 What is the level of Employees' satisfaction in the Palestinian universities?

2.3 What is the level of Knowledge of work requirements in the Palestinian universities?

2.4 What is the level of Quantity of achieved work in the Palestinian universities?

1.5 Study Hypotheses:

Hypothesis 0-1: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to demographic characteristics.

Hypothesis 01-1: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to type of work.

Hypothesis 01-2: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to age.

Hypothesis 01-3: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to gender.

Hypothesis 01-4: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to qualification.

Hypothesis 01-5: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to experience.

Hypothesis 01-6: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to university.

1.6 Significance of study:

The changes that surround universities from every side and in every area, the increasing challenges and pressures it faces are enriching their knowledge of the concept and dimensions of strategic planning, which may contribute to raising the level of their job performance in this aspect.

This is why we will explain the importance of the study through two aspects:

1. **Scientific importance**: The importance of our scientific subject stems from the fact that it is another study added to the universities studies due to the lack of studies presented in this subject.

Although a number of studies have been directed towards studying this topic, adequate coverage of it is still needed to enrich and intervene by researchers, in addition to the novelty of the subject itself because it combines two variables of great importance at present. As well as shed light on the impact of strategic planning on the performance of universities.

2. **Practical importance**: The stages of strategic planning in various stages of the important topics in the field of business, where we hope this study to contribute, especially from its practical side in the disclosure of some data and practical visions and answer the relevant questions on the subject, by addressing the impact of strategic planning on the performance of universities.

1.7 Thesis Structure

The main objective of this study is to investigate the impact of strategic planning on the quality of the employees' performance in Palestinian universities. The study is divided into five chapters: chapter one includes the background, problem statement, study's questions, objectives, hypothesis, and significance of the study, while chapter two includes a theoretical and empirical literature review. In addition, chapter three displays methodology and study's design. Chapter four includes the analysis of data and finally, chapter five presents the conclusion and recommendations.

CHAPTER TWO

Theoretical Frame and Empirical Studies

2.1 Introduction

This chapter discusses essential issues that form the background of the study. It is organized systematically starting from the theoretical literature, main discussion, and empirical evidence on the impact of strategic planning in enhancing the quality of employees' performance in Palestinian universities.

2.2 Theoretical Literature Review

First: Strategic Planning

2.2.1 Concept of Strategic Planning

The word "strategy" came from the two Greek words i.e. Stratus (Army) and Agein (to lead). The Greeks believed that making strategy was one of the responsibilities of the general army. This concept today even adopted in business. One of the earliest strategic definitions is due to the ancient Greek writer Xenophon who said "Strategy knows the business you proposed to carry out". (MBA Knowledge Base, 2010).

Strategic planning is a combination of strategy and planning (Leslie, 2008). Strategic planning has been designed to help organizations anticipate and respond effectively to their changing environments. Johnson and Scholes (2004) argued that

strategic planning is a special type of decision- making process with some distinguishing features. While Lassner (2008) said that "Strategic planning is a long- term planning that involves all the organization administrative areas and their content is relatively general". It focuses on broad and long- term issues that will ensure the Organization's effectiveness and long- term viability. Strategic planning is the responsibility of the Director of the Organization and its executive levels.

Berry (1994) identified strategic planning as an administrative process combining four key features; a clear statement of the mission of the organization; identification of external departments of the organization or external stakeholders; and identification of strategic goals and objectives of the organization, usually in a 3-5 year plan.

And as (Dix & et al, 2002) said that "Strategic planning is a map to a road rally driver. It is a tool that defines the routes that when taken will lead to the most likely probability of getting from where the works is to where the owners or stakeholders want it to go. And like a road rally, strategic planning meets detours and obstacles that call for adapting and adjusting as the plan is implemented".

Strategic planning is considered a modern term that deals with the use of means and techniques to achieve goals. The concept of strategic planning has evolved and is used in all sectors of different countries. It has become a commonly used strategy in many life and educational activities and administrative systems (Labd, 2016).

Strategic planning is an attempt to create a high degree of integration between different activities and administrative and operational functions at the level of the organization as a whole, as well as the study of the relationship between the

organization and the environment in which they operate. All functional units (finance, marketing, human resource management, production, etc.) are associated with the organization through the development of strategies that are consistent with the overall strategy of the organization. These strategies are the basis for the organization in allocating resources to perform various functions, opportunities and issues that arise in the organization's environment (Al– Louh, 2007).

Strategic planning can be defined as the process by which the organization's mission is defined and strategies and policies are formulated to provide resources and divide them in order to achieve the objectives (Labd, 2016).

As for Bouhadid (2014), "Strategic planning is a necessary process for continuous decision-making based on possible information and its future impacts, setting goals, strategies, plans and time programs and ensuring their implementation within a time frame, with the full support of management and participation of all staff and stakeholders" (Bouhadid, 2014).

The researcher defines strategic planning as "an organized effort that aims to make basic decisions and procedures that define what an organization is, what to do and why does it do through a focus towards the future".

After talking about different definitions of strategic planning, the dimensions of strategic planning will be discussed in the following section:

2.2.2 Dimensions of Strategic Planning

The dimensions of strategic management are represented in three fundamental pillars, as follows:

2.2.2.1 Vision

It is a dream that you move towards it and describes what you want to become, it seems as picture that you choose to draw and create. (Harshman, 2006) Success of vision is a clear and concise description of what an organization or community should look like after it has successfully implemented its strategies and achieved its full potential. (Sumiati & Indrawati, 2017).

Vision is the starting point in any organizational transformation process, and must support business strategy. (Kantabutra and Avery, 2010).

The vision of the organization shows a picture of the success that an organization can achieve, or it is the ambition of the employees in the organization and strives to achieve it. Furthermore, vision must be realistic, honest, well-articulated, easy to understand, appropriate, ambitious, responsive to change. Vision must also guide the energies of the group and serve as a guide to work. It must be consistent with the organization's values and challenge and motivate employees to achieve the message of the organization (Al-Saidi, 2010).

The vision of higher education institutions should reflect the ideal image and the dream they seek to achieve, in line with its future ambitions, status and reputation, and the available physical, human and technological resources, so that the vision succeed in

establishing a concrete perception of the position that these institutions seek. It is formulated around the institution to indicate the future form, or around the target audience (Al-Ghouti, 2017).

2.2.2.2 Mission:

The existence of any institution is linked to a specific message that seeks to achieve it. The message derives its basic elements from the values held by its founders and from the environment in which the institution and the society to which it belongs.

A mission is the purpose or reason for the existence of the organization in a particular environment, it is a written document representing the constitution of the institution and a key guide to all decisions and efforts, usually covering a long period of time, and can be defined as: "The distinctive framework of the institution from other institutions" (Alloh, 2007).

The mission is a statement of the cause or causes of the existence of the organization, the ultimate purpose of the organization in society and the limits within which it operates (Aldehayyat & Al-Khattab, 2011). The Mission is one of the four pillars of an organizational plan. The other three are vision, objectives and strategy. The mission identifies the direction and limits, both of which are critical to the effectiveness and success of the Organization (Harshman, 2006).

The importance of the mission is that it is the element of coherence and clarity of purpose for each institution. It is also a reference point for decision makers. The mission should be brief and general. It is considered as a general guide for strategic planning (Zoebi, 2014).

Mission is an important element and a foundation for the Organization to define its vision and goals. The most important characteristics of the mission are:

- The mission represents the distinctive framework of the Organization, which constitutes its uniqueness, privacy and identity from other organizations.

- It is the main justification of the organization's existence.

- The mission is the foundation on which the goals depend, and the foundation in setting goals.

- The expression of the mission is done simply and not in detail.

- It describes the general direction of the organization and the nature of its work.

- It is a comprehensive statement that is easy to understand.

- It is relatively stable compared to the goals and is a result of what the organization expects in the future (Al-Dajani, 2006).

2.2.2.3 Goals:

After defining the vision and the mission, translating them into specific goals for each level of the organization. If the vision and mission show the general direction, goals narrow the scope of vision and highlight a more focused focus. It translates its mission into concrete and measurable goals or outcomes that can be measured and can be ascertained and measured by the organization's success in reaching them (Siyam, 2010).

The goal is to clarify the desired future that the organization wishes to achieve. It describes what the organization is trying to accomplish. The goals may be strategic (providing general data on where the organization wishes to be at a future stage) or

tactical (specifying specific short- term outcomes for units within the organization) (Aldehayyat & Al-Khattab, 2011).

The goals are an internal source of motivation and commitment and provide a guide to action as well as a means of measuring performance. Identifying organizational goals helps to conceptualize and clarify the future direction of the organization, allowing those responsible to identify this trend by developing a common understanding of where the organization is heading. Goals provide a means to ensure that the organization and individuals within the organization reach where they want to (Cothran & et al, 2015).

In the light of the organization's mission, the goals to be achieved in the long term are identified. These goals must be in line with the mission of the organization, and translate the mission in more challenging terms (Saadi & Al-Ghargawi, 2010).

In order for the goals to be distinctive and unique, they must be characterized by characteristics that reflect this excellence. These characteristics are:

- Be comprehensive goals.

- Directly related to the organization's mission.

- Focus on a single issue.

- Be consistent with the principles and foundations of the institution.

- Clearly shows what the institution seeks to achieve.

- Be measurable (Al-Ghouti, 2017).

2.2.2.4 Strategy:

Strategy defines the methods by which the vision and mission of the school is to be attained. This encompasses the core values, beliefs and needs that help to frame the strategy to be used. For organizing and implementation purpose- goals, which are broad statements of accomplishment for the programme, are stated. This is followed by statement of objectives, which are specific statements of observable outcomes (Beekun, 2006).

Strategies also explain how we are going to get from where we are now to where we envision ourselves to be in the future. Strategies are crafted at different managerial levels: organizational or corporate level strategies, divisional (strategic business units) strategies, functional strategies, and operating strategies. Each level of strategy has different concerns (Mohan, 2016).

Five types of specific strategies can help guide most interventions. They are providing information and enhancing skills, enhancing services and support (e.g., start a mentoring programs for high-risk youth), modifying access, barriers, opportunities and policies (Beekun, 2006).

2.2.3 Importance of strategic planning:

The authors and management scholars have agreed on the importance and necessity of strategic planning, and all the global giants have agreed to do so. The importance of strategic planning therefore includes: (Al– Louh, 2007)

- Provides the company with a guide on what it seeks to achieve.

- Provides the company officials with a style and features to think about the company as a whole.

- Helps the company to anticipate changes in the environment and how to adapt to them.

- Raises awareness and sensitivity of managers to the winds of change and threats and opportunities surrounding (Al- Karkhi, 2009).

- Provides sound reasoning in the evaluation of budgets provided by managers.

- Organizes sequence in planning efforts across different administrative levels.

- Makes the director creative and initiates the events, not a recipient.

- Explains the company's image to all stakeholder groups.

Moreover, strategic planning has a positive effect on the universities, that it assists universities to evidently determine the aim of the institution in a mission statement, give a framework for making decisions in the institution, show and explain future chances and threats, offer a foundation for measuring performance and raise output from increased competence and efficacy (Ajao & Grace, 2012).

2.2.4 Elements of Strategic Planning:

The strategic planning process consists of the following elements:

According to (Bouhadid, 2014) study strategic planning is divided into (6) as follows:

1. Formation of the institution's vision: the vision determines where the institution will go, and in more detail, chart the way the institution should go to reach what it aspires to, because the vision is ambition, and this ambition can only be achieved by defining a clear and specific path of the institution (Bouhadid, 2014, p. 140).

2. Formulation of the institution's mission: after the institution's vision is defined and formulated, the next step in the strategic planning model is to formulate the mission of the institution, the mission briefly summarizes the purpose of the existence of the institution, and determines its nature, that is the mission should be brief and answer the question: Who are we and what we want?. The content of the mission also describes the potentials of the present institution and focuses on clients and business training activities. It is therefore the mission that determines the purpose of the institution or the reason for its existence (Qatamin, 2009).

3. Determining the strategic objectives of the institution: the objectives are the results to be achieved through the outputs that the institution provides in the form of specific products or services that lead to the achievement of these results or objectives and thus indicate the final results of the activities. There are a number of conditions that must be met in the strategic objectives: That the objectives are clear and specific; that there is a possibility to measure them; there is agreement among all members of the institution on them; be realistic, that is, achievable. Strategic objectives are formulated at three levels: strategic objectives, tactical objectives, and operational objectives (Bouhadid, 2014).

4. Establish the goals of the institution: the goals of the institution are a general expression of what the institution aspires to achieve without quantifying what is to be achieved or determining the time it will be completed (Wheelen & Hunger, 2012).

5. Set the core values of the institution: institutions that develop strategic planning are keen to ensure that the strategy document contains core values that adhere to it

to guide the institution in its work and principles established by the workers (Pollanen & et al, 2017).

6. Develop strategic planning for the institution: the strategic plan refers to the comprehensive plan that is developed in order to determine how the institution fulfills its mission and goals. It does this task because it works to activate the competitive advantage of the institution in the field in which it operates (Bouhadid, 2014).

Whereas, (Wolf & Floyd, 2017) study showed that the strategic planning elements are divided into (4) elements as follows:

1. Readiness: The institution that is ready to perform the strategic planning is capable of doing a determine of the basic issues and choices that should be discussed by the strategic Planning, define the roles, in addition to forming a planning committee, developing a future image for the institution and determine the information that is needed to make true decisions (Wolf & Floyd, 2017).

2. Vision and mission preparation: The mission of the organization is describes the institution through the purpose which means what this institution is and what it wants to achieve, the job which means the way or the main activity that the institution tries to achieve that purpose and the values which means the principles and values that lead the individuals of the institution through their work to achieve the purpose of the institution (Ahmad, 2013).

While, the vision must be real, truthful, well-formulated, easy to understand, suitable, ambitious, and frequently changeable. The vision must direct the group abilities, and served

as work evidence. It must also conform to with the values of the institution, challenge and motivate workers to achieve the message (Buzyan, 2011).

3. Evaluating of the organization situation: It means the awareness in the available sources and having a look at the future environment in order to enable the institution to respond successfully to environmental changes. The evaluation of the situation of the organization means to determine the present information about the strong and weak point in it, in addition to information about the roles towards the sensitive issues that confront the institution, such as (SWOT Analysis "Strengths, Weaknesses, Opportunities, and Threats" and STEEP Analysis "Social, Technical, Economic, Educational & Political factors") (Braisom, 2003).

4. Completion of the written plan: This stage involves writing everything to reach a draft paper to document final planning for review by decision makers, because this is the time to consult with the top tier of those responsible to determine whether this document can be translated into measurable plans and to ensure that the plan can respond on the important questions about priorities and trends with sufficient detail. It is a big mistake to hide the differences that may occur during this stage just to end it quickly. If this conflict is serious, the strategic guidance chosen by the Planning Committee may collapse (Wolf & Floyd, 2017).

2.2.5 Levels of Strategic Planning:

The strategic plan is based on the management it implements and it attempts to make the institution a cohesive and integrated entity that works in a coherent manner in

order to achieve the objectives. Therefore, three levels of strategic planning can be distinguished: (Zoebi, 2014)

1. Strategic planning at the level of senior management: it is also called the overall strategic planning, which is placed by the board of directors, which keep in mind the objectives of the whole project, and therefore affected by the whole project. The overall strategic planning focuses on the nature of the project's work from products, processes, markets, and consumers. Of course, most of these strategic moves are long-term (Nickols, 2016).

2. Strategic planning of business units**:** this planning focuses on how each business unit can contribute to the overall strategy and success of the company.

3. Strategic planning at the functional level: The departments are assigned to the units within the institution. These departments have their own strategies guided by the unit strategy. This level is characterized by being short term and related to the operational side of the department (Braisom, 2003).

2.2.6 Stages of Strategic Planning

Strategic planning passes through several stages as follows:

Stage 1: Preparation: with the growing risk to the institution as a whole, and with the increasing competition burdens of subsequent development, the future of the institution needs to be well prepared and provide the best vision for what it should be to overcome the obstacles it may face (Al-Dajani, 2011).

Stage 2: Strategic Implementation**:** the process of applying the strategy is one of the important stages in translating the visions and objectives into a practical reality. The

implementation of the strategy "is a series of interrelated activities that include the composition of the requirements of the chosen strategy. This stage includes identifying the goals, developing policies, programs and budgets (Al– Louh, 2007).

Stage 3: Strategy's monitoring and evaluation: evaluate current performance in light of the objectives and strategies developed, and review these matters in the light of surrounding environmental conditions (Al-Dajani, 2011).
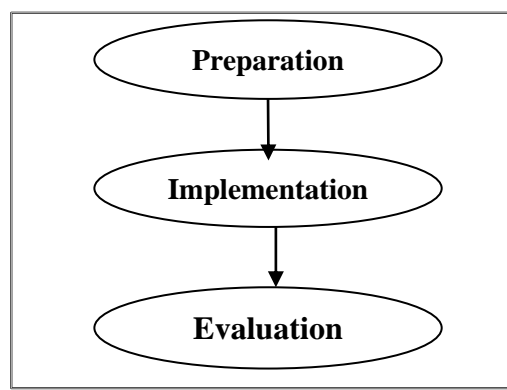
Figure (1): Stages of strategic planning

Source: (Al-Dajani, 2011)

2.2.7 Advantages and Disadvantages of Strategic Planning

Strategic planning has many advantages that come from being a qualitative development of planning types. The most important characteristic of strategic planning is the following: (Al-Dajani, 2011)

1. It is an integrated and diverse process for the formulation and implementation of a comprehensive strategic plan that leads to the creation of the competitive advantage of the institution.

2. Strategic planning is based on a comprehensive systematic analysis of the institution's current competitive position, current and potential opportunities and threats in the business environment, and the strengths and weaknesses of the institution's internal strengths.

3. Strategic planning achieves interaction and constructive dialogue between the three administrative levels in planning (upper-middle-lower) on the future of the institution and the ways of its success and development, and guides the decision-making in the administrative process.

The following table shows the advantages and disadvantages of strategic planning:

Advantages	Disadvantages
1. Adopting integrated task teams as they define the framework and competition.	1. Strategic planning is a complex process that involves continuous assessments of key components, such as external and internal environments, short- and long-term goals, organizational structure, and strategic control. These components are interconnected, so changing a component may affect other areas (Katsanosn, 2018).
2. Clarifies and identifies future threats and opportunities (Zoebi, 2014, p.37).	2. Strategic planning takes a lot of time. Managers spend a lot of time preparing, researching and communicating strategic planning, which can impede day-to-day operations and negatively affect business (Al-Dajani, 2011).
3. The plan and its operations are considered a roadmap for success, by defining the vision and the holistic approach of the institution.	3. Difficulty in implementation: Strategic planning implementation process requires a clearly defined plan, implemented in a manner that requires the full attention, active participation and accountability not only of corporate leaders, but also of all members across the organization. Managers should continually develop and improve staff synergies to ensure support for the organization's goals and mission.
4. Developing methods of problem solving and improving decision-making methods (Al– Louh, 2007).	4. Strategic planning requires skillful planning to expect the future, which involves various degrees of change as well as risks. In order to avoid difficulties,

	managers need to have the right skill sets to plan the strategy and mitigate risk factors (Hilal, 2016).
5. Communication and exchange the knowledge of the objectives for the members of the institution.	

In the light of the strategic planning advantages and disadvantages mentioned in the study, the researcher believes that it is necessary to apply strategic planning, which is one of the most important modern models of university development and change, because it moves from random and moody management practices to management practices based on participation, innovation, excellence and creativity. It is also one of the ways to face the difficulties and challenges of the future with regard to educational systems in the country.

2.2.8 Obstacles of Strategic Planning

The importance of recognizing the obstacles of strategic planning appears in working to reduce them and the success of the planning process itself. Therefore, strategic planning obstacles can be highlighted in the following points: (Zoebi, 2014)

1. Limited resources available, such as lack of resources, accessibility and management difficulties and lack of capacity needed.

2. The external environment is turbulent, which may make planning obsolete before it begins to rapidly change the elements of the environment (Legal, political and economic).

3. Collection of inappropriate data on strategic variables in the environment.

4. Strategic planning needs considerable time and cost.

5. The inability of the strategic manager to recognize real opportunities and risks (McNicol, 2005).

In addition, Labd (2016) summarizes the obstacles of strategic planning in the following points:

1. Incorrect predictions and assumptions

2. Neglecting the human side, leading to resistance.

3. Dependence on foreign parties in the development of the plan fully.

4. Government restrictions (administrative and legal)

5. The lack or adequacy of budgets (Labd, 2016).

The researcher points out that strategic planning in Palestinian universities clashes with several obstacles that may hinder the achievement of the required plans. These obstacles may be organizational obstacles related to the lack of information, human and technological skills, complexity of procedures, weak organizational structure and the old legislation. Environmental constraints represented by rapid changes, competition, regulation and lack of resources, lack of political, economic or social stability, and increased costs of adopting strategic planning.

Second: Quality of Employees' Performance

2.3 Concept of Quality:

Defining of quality faces many essential challenges. Primarily, quality is a concept that is difficult to achieve, where there is a wide range of interpretations that depend on the views of different stakeholders. When acquainting quality, four groups of

stakeholders should be taken into consideration: suppliers (e.g., funding groups and the community, ratepayers); products' users (e.g., students); outputs' users (e.g., employers); and employees of the section (e.g., academics and managers) (Tam, 2001).

Each group has a different view of quality. For example, students connect quality with the organization they join, the program in which they register, and the course they achieve. While managers are interested in quality in the context of the final product, which can be demonstrated through group of competent employees. So, in order to acquaint quality and try to create a culture of quality in higher education, all stakeholders must be engaged in the discussion to guarantee that various views and requirements are combined. Another challenge is that quality is a multidimensional term. So, decreasing the term to the definition of a one- sentence is intricate. In many situations, these definitions are one-dimensional, lack signification and specificity, or are too generic to be activated (Schindler & et al, 2015).

Quality relates to the term's user and the included circumstances. It means various things to various people; in fact, the same person may have different views at different times (Tam, 2001).

Quality is a management philosophy based on the satisfaction of the beneficiary. This reflects an organizational strategy that can be applied at different levels of the organization. Thus, achieving quality becomes a process that everyone is committed to (Al-Dajani, 2011).

Quality has gained its importance because it stems from the values of man and his instinct. The correct and proper work is a matter of admiration and pride, and it is no

better than to exercise quality to touch the meanings of honesty, accuracy and sincerity and the benevolence which is the highest sense of self-control, and the performance of work, based on self-desire, and values authentic that believe in, and work under it (Al-Dajani, 2011).

The researcher defines the quality as "the performance of the work in a correct manner to enable the client to obtain the requirements". The importance of quality is to achieve customer expectations at all times.

2.4 Concept of Performance:

Performance is a wide and open topic, since it is rather an inexact term when it is considered a placeholder in studies. Performance appears in different fields of life. In any life activity like work or in play, where we have even momentary interest, performance can be felt or, at least, concluded (Folan & et al, 2016).

Whereas, (Oana Pintea & Achim, 2010) defined performance as the ability of the topic (person) to record advancement As a result of efforts to achieve and overcome the desired goals. Performance is a reflection of how the organization uses the financial and human resources and exploits them efficiently and effectively so that they can achieve their objectives (Zoebi, 2014).

Furthermore, Marzouka (2014) stated that performance is to highlight achievement or results that achieve the overall quality objectives of the institution. The concept of performance includes three Dimensions: performance of the members within their organizational units, performance of organizational units in the general policies of

the institution and the performance of the institution within the framework of the economic, social and cultural environment (Marzouka, 2014).

There are a number of ideas regarding organizational performance, namely (Jenatabadi, 2015):

- Performance relates to the institution aim in all institutions.
- Performance must express the accomplishment regarding resources used by the institution.
- Performance should be taken into consideration in the institution operational environment.

The first element expresses the institution's mission, the second element expresses the extent to which the institution manages its resources and the third expresses the adaptation of the institution's bet on the context of outer elements (Oana Pintea & Achim, 2010).

For some authors, performance is considered "a specific outcome gained in administration, economics, marketing, etc. that design characteristics of competitiveness, efficiency and effectiveness of the institution and its practical and structural ingredients. Performance can also be considered equal to competitiveness (Oana Pintea & Achim, 2010).

The researcher defines performance as "the degree to which an individual fulfills the functions of his job, which reflects how the individual fulfills and achieves the job requirements".

2.5 Employees Performance:

Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, & Lee, 2000) while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers (Nassazi, 2013).

(Muda & et al, 2014) defined employees' performance as their level of productivity. Many researches have introduced different methods of performance evaluation. The performance of employees also includes the quality, quantity, knowledge or creativity of an individual towards completed work that complies with liability within a specified period. So, evaluation systems must have some reliable standards.

Whereas, (Jena & Pradhan, 2016) said that the term "employees' performance" refers to the completion of work for the individual after the required effort in the work that is linked by obtaining meaningful work, engaged profile and sympathetic business colleagues/ employers around.

The researcher defines the performance of the employees as "A group of related administrative behaviors, which reflect the employee's performance of his duties and responsibilities, these behaviors, include quality of performance, good execution and experience in doing work.

2.5.1 Criteria of Employees' Performance:

Generally, Employee performance indicates conducts that are pertinent to organizational objectives and that are controlled by individual employees (Liao & Chuang, 2004, p.42). Performance of employee distinct fiscal or non-fiscal outcome of the employee which is straight associated with management's performance and its accomplishment. Many earlier lessons stated important way to increase employee performance and work involvement. Christian et al., (2011) endorse that the high degrees of work involvement enhances the job performance (JP), mission performance (MP), institution residency conduct, output; elective work, continuance adherence, client services, and influential adherence. There are two types of job performance (JP); mission performance (MP) and conceptual performance (CP) (Zia-ud-Din & et al, 2017).

Customers have become a significant element in determining employee performance. It is proportionated with the customer driven pattern to employee performance that employees' performance is acquainted as their conducts of serving and assisting customers. Thus, employee service performance is featured from service efficiency, which indicates the outcomes of service performance, like customer satisfaction and preservation (Liao & Chuang, 2004).

The different institutions seek to achieve performance by focusing on the idea of continuous improvement of employees' performance through the strategic planning process, focusing on several things, including: (Bouhadid, 2014)

- The compatibility between the job and the employee that occupies it: institutions are keen to put the human resource in the job they are good at, to reach the best levels of performance, that the employee doesn't need a job that can accomplish it, but a job that offers him greater opportunity to show his abilities and talents and give him the greatest opportunity to grow and achieve more superior performance.

- The need for training as a strategic option: training is one of the most important elements in the continuous improvement of the performance of employees, to take care of employees and make them a creative and highly competitive force (Baard & et al, 2014).

- Activating the incentive system for employees: the manager of the institution and its officials work to aware the employees' motivations, their psychological, physical and social needs, their ways of thinking, to achieve the desired results by pushing employees to the desire to perform and work (Bouhadid, 2014).

2.5.2 The Importance of Quality of Employees' Performance:

Quality is one of the most important issues of interest to the distinguished institutions, whatever their nature, and the service institution seeks to raise its performance in terms of presenting services' processes and enhance its competitive position under the increased competition, and this through the adoption of a marketing strategy which doesn't depend solely on the provision of services at discounted prices, but also focuses on the quality of services to reach the degree of excellence in performance which is considered an example that everyone aspires to reach (Naseraldin, 2009).

Performance quality is directly related to the ability of the product or service to perform the function expected of it, which is termed the degree of reliability or merit, as well as the degree of ease of maintenance and repair of the commodity when needed. The performance quality can be raised by certain policies such as: guarantee policy of the item with regard to parts within a certain period of time and provide instructions by use (Leonard, 2018).

The importance of quality availability in goods and services for the organization is shown by:

1. The quality level is one of the most important elements of marketing that affect the volume of sales, and when the required quality level of the commodity is available, the customer will buy back and convince others, and thus enables the institution to achieve customer satisfaction through quality (Appiah, 2010).

2. Quality is one of the most fundamental aspects of giving a special advantage to a commodity in the presence of competition Severe among the known products.

3. The absence of quality will result loading the institution high costs that will adversely affect its profits and cash, and possibly the inability to survive in the market (Naseraldin, 2009).

2.5.3 Factors that Affect Quality of Employees' Performance:

Due to an increasingly competitive market, increasing research consideration is being consecrated to elements participating in desired customer results. Institution's employees who are put at the front-line service and performing the institution to its

customers, have an essential role in service encounters that include dyadic relationships between customers and service employees (Hwang & Thao).

Experimental proof shows that, to the range that employees are capable of presenting service with high quality; customers are more likely to create appropriate estimations of service encounters, have higher satisfaction, and raise their buy and the repetition of their future visitations. Thus, it is significant to recognize the factors that predict performance of employee service (Liao & Chuang, 2004).

These factors include:

- Personalities of employees: some employees may be inclined to involve in positive conducts that are directed to service.
- Conscientiousness: conscientious persons are considered trustworthy, responsible, organized, diligent, and directed to accomplishment. Because of these positive features, conscientious persons incline to do the expected things of them to achieve work (Zhang, 2016).
- Agreeableness: agreeable individuals are considered amiable, tolerant, polite, useful, munificent, and collaborative. The feature of agreeableness is related to the nearest motivational purpose of communion seek, which induces activities oriented toward gaining consent from other people. Therefore, agreeable persons are selfless, compassionate, and keen to assist others, and they seek for collaboration rather than competition (Liao & Chuang, 2004).

2.5.4 The Effect of Strategic Planning on the Quality of Employees' Performance:

Strategic planning is a management task that concentrates on the development and future sustained welfare of an institution, and that the concern of strategy emerged of the recognition that a company require a clear range and development trend not just a study of past performances which were being utilized to project into the future (Poku, 2012).

The complicated stance that face administrators and developers is arrangement of idea and methodical way to determine, analyze chances, threats and restraints of the outer environment and the positive and negative sides (strengths and weaknesses) institution's inner utilization, The capability and capacity of the institution with the information gained from the analysis and to strengthen the circumstances for the application of programs in the institution emergence. Institutions need to realize the notions, context, strategy, and how the strategic planning process to put its future visions in order to acclimate to future needs and be advanced of its processes, procedures and its continuous existence (Saberi & et al, 2013).

Planning became undeniable need because of environmental alterations and obtain greater dependability. The main factors of environmental danger analysis and strategic planning to accomplish the shortest potential way, good substitutes are presented. In other words, the strategic planning works to put objectives and make decisions about inclusive plans and applying activities to accomplish those objectives (Saberi & et al, 2013).

Many studies about the influence of strategic planning on firms' performance have greatly concentrated on the quantitative (financial) parts. These borders on investments' return profitability rates, cash rates, contributor's return rates and action rates. The majority of these studies were accomplished in the United States of America (USA) and Britain on American and British companies (Poku, 2012).

2.5.5 Link between Strategic Planning and Performance Enhancing

It is understood that companies that have effectively embraced strategic planning, recording better performance compared to those that have not. David (1997) says companies are performing improved performance once they adopt strategic planning effectively. The implementation of various steps in the strategic planning process is expected to facilitate organizational effectiveness. By defining an Organization's purpose and goals, strategic planning provides direction to the organization and enhances coordination and control of organization activities. The linkage between strategic planning and employees' performance needs analysis to get a better understanding how strategic planning is applied in practice and will enhance employees' performance (Wagner, 2006).

As for the role of strategic planning in improving employee performance, strategic planning provides opportunities for all employees in the organization to combine efforts to increase their effectiveness. It also clarifies one common vision for employees and thus enhances their performance, providing officials with the style and features of future thinking in the organization.

Third: Palestinian Universities

2.6 The Palestinian Universities

2.6.1 A Brief about the Palestinian Universities

The beginnings of university education in Palestine was in the 1940s when a large number of students enrolled in institutions of higher education abroad, where there were no higher educational institutions inside Palestine, the cost of study was relatively high, and admission procedures were difficult, so the higher education confined on the children of well-off families of social and political status. Until 1967 there were no university education institutions in Palestine, where there were institutions of a community that cared about the role of teachers, in addition to some private colleges like Bir Zeit College and Al Najah College. After that, the institutions of higher education were established in different places around Palestine (Modawikh, 2008).

The higher education sector witnessed a paradigm shift after the Palestinian Authority took over its responsibilities after the Oslo Accords of 1994. Both West Bank and Gaza include 14 universities, an open university for distance learning, 18 university colleges and 20 community colleges (Ministry of Higher Education).

There is a growing interest in university education locally and internationally due to the continuous development and the world is witnessing great competition in various fields of intellectual, political, economic, technological, social and cultural life. This competition led to the need to move from the culture of memory to the culture of

creativity, from dependence on others to self-reliance, and from short-term learning to lifelong learning (Shehata, 2001).

Thus, higher and university education has become one of the most important fields in the life of nations and peoples. Palestine had a great interest in this, as Palestine (the land and the people) is passing through occupation and oppression. The people of Palestine overcame these conditions by focusing on education in general and in universities in particular (Modawikh, 2008).

Employees of the university are considered the university's inner clients, and the interface that the students would form their impressions on when they remember their university life. The university should pay great attention to them by new support services, inclusive enabling plan which improve their proficiencies and capabilities in addition to a management system which praises them for their work and assist them get over their weaknesses The Employees who do not feel valued, who have many tasks lying on their shoulders and who must work with weak support systems or not taught and enabled enough to do the job will not perform well (Koni & et al, 2013).

Some institutions may succeed in implementing Total Quality Management (TQM) programs, while others fail. In fact, the basic characteristics of TQM principles are simple and the main reason for failure of these institutions is in the process of implementation itself. The secret to their success is in choosing the best a total quality management program, and the adoption of the program which is appropriate to the culture of the institution and its members, and the participation and commitment of each individual in the institution with this program and its objectives (Alimat, 2004).

There are common reasons for failure to implement TQM programs, the most important of which are: (Abu Amer, 2008)

- Lack of commitment by senior management to implement TQM program.

- Focus on specific methods of quality management and not consider TQM as an integrated system.

- Not transforming the TQM training into reality by finding quality improvement projects and suggestions system.

- Expecting immediate and not long-term results. While achieving significant and tangible results from the implementation of the TQM program may take a year or two, and for quick benefits, some organizations may intensify their efforts to implement the program and thus make the expected failure.

- Total Quality Management (TQM) programs are based on quality experts rather than on people in the organization (Abu Amer, 2008).

The Palestinian universities face obstacles in the implementation of TQM, where there is a high degree of centralization in the decision-making of the university related to the administrative body, and the lack of faculty members to know enough principles of total quality management, and there are obstacles related to the institution of scientific research and community service (Abu Amer, 2008).

Therefore, the researcher believes that the most important obstacles to the application of TQM in universities:

- Lack of commitment of the senior management to implement the total quality management system in the academic and administrative field.

- Centralization in administrative decision-making.

- Weak structure of management information systems.

- Lack of trained and qualified cadres in the field of Total Quality Management.

2.6.2 The Impact of Strategic Planning in Enhancing the Quality of Employees' Performance in Palestinian Universities:

Strategic planning is one of the most important elements for achieving the quality of the organization's performance by developing a vision and a message for the organization and in terms of setting goals and objectives that the organization will commit to achieve in the ideal time so that it can achieve the highest quality (Marzouka, 2014).

In the past period, strategic planning researchers, supporters and administrators have debated for its legality as a method for efficient strategic management. These pretexts depend on a presupposed positive relation between strategic planning and organizational performance. They link strategic planning with enhanced fiscal performance, efficient organizational task definition, competitive advantage and institution- environment arrangement which is essential to create and preserve high competitive advantage (Mukokho, 2010).

Strategic planning contributes to improve or increase the performance of higher education institutions through: (Zoebi, 2014)

- The University can fulfill its obligations to the community by providing services aimed at spreading awareness and knowledge.

- The university can reduce the unnecessary operating costs that do not contribute effectively to improving the quality of the preparation offered to its students.

- The university can increase its revenues by opening evening or postgraduate studies on the private account or opening consulting offices.

- The University can develop its services in accordance with its social responsibilities

- The university can provide scientific advice and research that benefit and benefit students (Mukokho, 2010).

- The University can always take care to develop a comprehensive agenda for all departments to avoid bottlenecks and overcrowding among students.

- The university can always obtain scientific references and modern books.

- The university can obtain the modern and advanced educational techniques necessary for the success of the scientific objectives of laboratories and means of clarification.

- The university can prepare different training programs inside and outside Palestine, where they can improve performance levels.

- Encourages students in their outstanding scientific research at the university.

- The university can prepare current courses to prepare the students specialized preparation and the university is working to develop them in proportion to the development in the community (Al-Maamari & Al-Harethi, 2018).

The existence of proper planning is an urgent necessity for the success of quality management in the adopted development concept aimed at continuous improvement of the employees' performance in the Palestinian universities, which is a motive towards achieving the objectives of the organization.

The researcher sees that the strategic planning in universities has a significant impact on enhancing the quality of the performance of its employees, through the adoption of a number of strategies, including the strategy of sound polarization and selection, which ensures that everyone is recruited and chosen to occupy the appropriate job at the university, in order to do his/ her job to the fullest, and this is an essential source to enhance employees' quality of performance, so the polarization and selection must be based on a high degree of accuracy and objectivity according to the strategic plan of the university. The researcher also sees that the universities which use an appropriate, fair and regular compensation strategy that is appropriate to the nature of the employees' job is considered the best means of increasing the employee's engagement with the job and the university, thus increasing the quality of his/ her performance, and thus increasing the efficiency of the university as a whole.

Fourth: Empirical Literature Review

2.7 Empirical Studies

(1): Empirical Review –Arabic

#	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	**The reality of strategic planning at the Islamic University in light of quality standards.** **Al- Dajani (2006)**	To identify the reality of strategic planning at the Islamic University in Gaza in the light of quality standards.	The researcher followed the analytical descriptive approach and the content analysis methodology. A questionnaire designed consisting of (58) paragraphs. The study sample consisted of (117) member.	Study population practice strategic planning, the quality of strategic planning is a necessary and important step to achieve the overall quality in the policies and the university.	adopting the quality strategy and its principles in the preparation of the strategic plan of the university.	limited number of literature reviews that measured the SP at the university	-
2	**The Reality of Total Quality Management Applications in Palestinian Universities.** **Abu Fara (2006)**	To determine the extent to which the faculties of economics and administrative sciences in Palestinian universities used specific standards in evaluating the quality of educational services, and then evaluating these services from the perspective of academic staff, college students, and graduates.	The analytical descriptive method is used , 4 questionnaires designed, and the total sample (338) members of the deans and heads of departments and students of the faculties of economics and administrative sciences.	The colleges use a range of measures to assess the quality of their educational services according to the views of deans and heads of departments, evaluation of the faculty, students and graduates of the educational quality level was positive.	The need to use standards that meet the needs and requirements of the labor market with the need to focus on the standards related to the degree of modern technologies.	-	-
3	**The Impact of Implementing Comprehensive Quality Systems on Higher Education in Jordan**. **Barakat (2003)**	To investigate the effect of applying the comprehensive quality systems to higher education in Jordan.	The researcher used the descriptive approach; he chose a random sample of 100 individuals.	The need to apply the comprehensive quality systems in all production and service organizations.	Preparing the human cadres capable of implementing the comprehensive quality management. The necessity of applying comprehensive quality management in all the literary, human and scientific faculties.	-	-
4	**The Impact of Strategic Planning of Total Quality Management on Employees' Performance Improvement of Private Universities in Jordan.** **Marzouka (2013)**	To identify the impact of strategic planning on Total Quality Management (TQM) (Vision, Mission, Strategic Objectives and Time) in improving the performance of employees in private universities in Jordan (achieving employee satisfaction and improving their efficiency).	The study adopted descriptive analytical approach. Population was from private universities in Jordan. A sample was selected from four universities (Middle East University, Al Zaytoonah Private University, Petra University, and Philadelphia University). A special questionnaire was prepared for this purpose and distributed to the leaders of these universities.	There is a statistically significant impact of the strategic planning of TQM dimensions (Vision, Mission, Strategic Objectives, and Time) in improving the performance of employees in private universities in Jordan.			

5	**Developing Administrative Performance in Faculties of Education in Light of Total Quality Management.** **Abu Salima (2005)**	To identify the philosophy of administrative performance and the reality of its system in the faculties of education and to identify the availability of requirements for the development of administrative performance in the faculties of education at Suez Canal University in the light of Total Quality Management (TQM).	The descriptive analytical approach is used and a questionnaire developed to collect the data that was applied to a sample of (100) members of faculty members and their assistants in colleges.	There is a weakness in the system of performance evaluation according to specific standards and information of the members of the faculty.		
6	**The Relationship between Total Quality Management (TQM) and Employees' Performance in the Palestinian Universities - Gaza Strip.** **Al Maamer (2014)**	To identify the relationship between TQM and the managerial performance of the Palestinian universities in the Gaza Strip.	The descriptive analytical method and the questionnaire used as a tool for collecting data. The study population consists of administrative and academic staff with administrative positions in each of the three Palestinian universities (Al-Azhar University, Islamic University, Al-Aqsa University). The questionnaires were distributed to a random sample of 305 employees.	The degree of application of TQM in the Palestinian universities in the Gaza Strip was high . The performance level was positive and high. There is a strong positive relationship to all four TQM domains.		
7	**The impact of strategic planning on the performance of Algerian higher education institutions (from a balanced performance card perspective) A Case Study of Mohammed Khader University.** **Zoebi (2014)**	To identify the attitudes of administrative staff at Biskra University towards the impact of strategic planning, and to test the differences in these trends according to their different personal and functional characteristics.	The study included a random sample of 180 employees of the university, the questionnaires were distributed through field surveys.	The two independent variables (Independent-Samples T-Test), (the strategic analysis, the strategic option) of the strategic planning affect the dependent variable which is the performance of the university.	The university should analyze its external environment for identification on the different variables that can affect it in the future, also all parts must be involved in the formulation of goals of the university.		the university should analyze its external environment for identification on the different variables that can affect it in the future, also all parts must be involved in the formulation of goals of the university.
8	**The impact of strategic planning on the performance and productivity of the general and university education sectors in Al-Jouf region.** **Al Saleh & etal (2017)**	To analyze the impact of strategic planning on the performance and productivity of the public education and university education sectors in Al-Jouf region, by analyzing the reality of strategic planning in public and university education.	The study followed the descriptive and standard methods. The sample included 92 university education providers, 162 public education providers and 342 beneficiaries.	There was a lack of discovery of students' talents and personal attention in the schools of Al-Jouf. There was also a lack of coordination and continuity, and weak control of plans on the ground and follow-up funding. The results also indicated that there was a lack of university education in Al-Jouf region from the point of			Conducting more specialized studies on the various dimensions of strategic planning in educational work at all levels.

				view of professors and administrators, which were the weakness of the departments planning committees, the lack of clarity of policies and procedures in departments and colleges, and the weak involvement of beneficiaries and service providers. In addition to the weakness of the current plans, and lack of mandatory plans that include accountability in case of non-compliance with plans.			
9	**The status of strategic planning in Sudanese universities: Khartoum university as a strategic model.** **Ahmed (2015)**	To investigate strategic planning in the institutions of higher education in Sudan, with a focus on the University of Khartoum, by addressing the concept of strategic planning and its culture, and stages of strategic planning, focusing on improving performance, quality and accreditation, and knowledge of the most important literature on the subject of strategic planning.		There was a severe lack of strategic planning in the institutions of higher education in Sudan, and lack of proper features, principles and standards for adopting vision, mission and formulation of goals.	The need for the application of Sudanese higher education institutions to the strategic planning approach according to their own standards.		There is a need for the application of Sudanese higher education institutions to the strategic planning approach according to their own standards
10	**The impact of strategic planning on the performance of staff at the University of Asmaria - applying to the general administration department managers and heads of departments.** **Kaabar (2016)**	To identify the method of applying strategic planning at the Islamic Asmaria University, and to know the factors affecting the implementation of strategic planning.	The survey method by using the analytical descriptive method for previous studies related to the subject of the study. Data were collected through a questionnaire distributed to the study sample.	There is a weakness in the application of strategic planning in institutions of higher education, due to the lack of awareness among employees about the mission and objectives of the university. There is no training for strategic planners, and there is no linkage between the strategic plan and the needs of the staff.			Conducting the training of supervisors to prepare strategic plans, and relate them to the needs of employees in the institution, and activating the role of employees in how to develop strategic plans and awareness of the concepts of planning and performance development systems.
11	**Impact of strategic planning on the quality of performance of educational institutions (applied to the University of Science and Technology**	To identify the impact of strategic planning on the quality of performance of educational institutions at the University of Science and	The comprehensive inventory method with the research sample, which consisted of all employees at the university except for service workers (55).	There were statistically significant differences between organizations that provide a philosophical concept and a sense of self-		The researcher did not meet any study in strategic planning at the level of Yemeni	Making strategic planning, and continuous improvement, a key

	Branch of Aden). **Al Hajj (2015)**	Technology Branch Aden, and the correlation between the strategic planning processes and the performance components of educational institutions represented by vision, mission, and goals.		awareness and between organizations that do not provide it.		universities in general, and the University of Science and Technology- Aden branch in particular (the subject of this study).	basis for achieving the desired level of performance and achieving total quality at the University of Science and Technology - Aden Branch.
12	**The impact of Strategic Management on the performance of organizations- Case Study: The Ministry of Higher Education in Syria.** **Hilal (2016)**	To examine the impact of strategic planning on the performance of the Ministry of Higher Education.	The research was based on the analytical descriptive approach, and used a questionnaire with a random sample of (100) individuals representing one of the following positions (director - associate director - head of department - head of department) that was selected from middle and senior management who participate in strategic planning in the Ministry of Higher Education.	The strategic planning system of the Ministry of Higher Education had a significant impact on its performance.			To carry out future studies on strategic planning and its impact on performance by taking other axes of strategic planning.

 ➢ **Source: Researcher**

(2): Strategic planning and performance in universities Arabic - Empirical Review

#	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	**The reality of strategic planning at the Islamic University in light of quality standards.** **Al- Dajani (2006)**	To identify the reality of strategic planning at the Islamic University in Gaza in the light of quality standards.	The researcher followed the analytical descriptive approach and the content analysis methodology. A questionnaire designed consisting of (58) paragraphs. The study sample consisted of (117) member.	Study population practice strategic planning, the quality of strategic planning is a necessary and important step to achieve the overall quality in the policies and the university.	adopting the quality strategy and its principles in the preparation of the strategic plan of the university.	limited number of literature reviews that measured the SP at the university	-
2	**The Impact of Strategic Planning of Total Quality Management on Employees' Performance Improvement of Private Universities in Jordan.** **Marzouka (2013)**	To identify the impact of strategic planning on Total Quality Management (TQM) (Vision, Mission, Strategic Objectives and Time) in improving the performance of employees in private universities in Jordan (achieving employee satisfaction and improving their efficiency).	The study adopted descriptive analytical approach. Population was from private universities in Jordan. A sample was selected from four universities (Middle East University, Al Zaytoonah Private University, Petra University, and Philadelphia University). A special questionnaire was prepared for this purpose and distributed to the leaders of these universities.	There is a statistically significant impact of the strategic planning of TQM dimensions (Vision, Mission, Strategic Objectives, and Time) in improving the performance of employees in private universities in Jordan.			
3	**The impact of strategic planning on the performance of Algerian higher education institutions (from a balanced performance card perspective) A Case Study of Mohammed Khader University.** **Zoebi (2014)**	To identify the attitudes of administrative staff at Biskra University towards the impact of strategic planning, and to test the differences in these trends according to their different personal and functional characteristics.	The study included a random sample of 180 employees of the university, the questionnaires were distributed through field surveys.	The two independent variables (Independent-Samples T-Test), (the strategic analysis, the strategic option) of the strategic planning affect the dependent variable which is the performance of the university.	The university should analyze its external environment for identification on the different variables that can affect it in the future, also all parts must be involved in the formulation of goals of the university.		the university should analyze its external environment for identification on the different variables that can affect it in the future, also all parts must be involved in the formulation of goals of the university.
4	**The impact of strategic planning on the performance and productivity of the general and university education sectors in Al-Jouf region.** **Al Saleh & etal (2017)**	To analyze the impact of strategic planning on the performance and productivity of the public education and university education sectors in Al-Jouf region, by analyzing the reality of strategic planning in public and university education.	The study followed the descriptive and standard methods. The sample included 92 university education providers, 162 public education providers and 342 beneficiaries.	There was a lack of discovery of students' talents and personal attention in the schools of Al-Jouf. There was also a lack of coordination and continuity, and weak control of plans on the ground and follow-up funding. The results also indicated that there was a lack of university education in Al-			Conducting more specialized studies on the various dimensions of strategic planning in educational work at all levels.

				Jouf region from the point of view of professors and administrators, which were the weakness of the departments planning committees, the lack of clarity of policies and procedures in departments and colleges, and the weak involvement of beneficiaries and service providers. In addition to the weakness of the current plans, and lack of mandatory plans that include accountability in case of non-compliance with plans.			
5	**The status of strategic planning in Sudanese universities: Khartoum university as a strategic model.** **Ahmed (2015)**	To investigate strategic planning in the institutions of higher education in Sudan, with a focus on the University of Khartoum, by addressing the concept of strategic planning and its culture, and stages of strategic planning, focusing on improving performance, quality and accreditation, and knowledge of the most important literature on the subject of strategic planning.		There was a severe lack of strategic planning in the institutions of higher education in Sudan, and lack of proper features, principles and standards for adopting vision, mission and formulation of goals.	The need for the application of Sudanese higher education institutions to the strategic planning approach according to their own standards.		There is a need for the application of Sudanese higher education institutions to the strategic planning approach according to their own standards
6	**The impact of strategic planning on the performance of staff at the University of Asmaria - applying to the general administration department managers and heads of departments.** **Kaabar (2016)**	To identify the method of applying strategic planning at the Islamic Asmaria University, and to know the factors affecting the implementation of strategic planning.	The survey method by using the analytical descriptive method for previous studies related to the subject of the study. Data were collected through a questionnaire distributed to the study sample.	There is a weakness in the application of strategic planning in institutions of higher education, due to the lack of awareness among employees about the mission and objectives of the university. There is no training for strategic planners, and there is no linkage between the strategic plan and the needs of the staff.			Conducting the training of supervisors to prepare strategic plans, and relate them to the needs of employees in the institution, and activating the role of employees in how to develop strategic plans and awareness of the concepts of planning and performance development

							systems.
7	**Impact of strategic planning on the quality of performance of educational institutions (applied to the University of Science and Technology Branch of Aden).** **Al Hajj (2015)**	To identify the impact of strategic planning on the quality of performance of educational institutions at the University of Science and Technology Branch Aden, and the correlation between the strategic planning processes and the performance components of educational institutions represented by vision, mission, and goals.	The comprehensive inventory method with the research sample, which consisted of all employees at the university except for service workers (55).	There were statistically significant differences between organizations that provide a philosophical concept and a sense of self-awareness and between organizations that do not provide it.		The researcher did not meet any study in strategic planning at the level of Yemeni universities in general, and the University of Science and Technology-Aden branch in particular (the subject of this study).	Making strategic planning, and continuous improvement, a key basis for achieving the desired level of performance and achieving total quality at the University of Science and Technology - Aden Branch.
8	**The impact of Strategic Management on the performance of organizations-Case Study: The Ministry of Higher Education in Syria.** **Hilal (2016)**	To examine the impact of strategic planning on the performance of the Ministry of Higher Education.	The research was based on the analytical descriptive approach, and used a questionnaire with a random sample of (100) individuals representing one of the following positions (director - associate director - head of department - head of department) that was selected from middle and senior management who participate in strategic planning in the Ministry of Higher Education.	The strategic planning system of the Ministry of Higher Education had a significant impact on its performance.			To carry out future studies on strategic planning and its impact on performance by taking other axes of strategic planning.

➢ **Source: Researcher**

(3): Quality Management in universities Arabic - Empirical Review

#	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	**The Reality of Total Quality Management Applications in Palestinian Universities.** Abu Fara (2006)	To determine the extent to which the faculties of economics and administrative sciences in Palestinian universities used specific standards in evaluating the quality of educational services, and then evaluating these services from the perspective of academic staff, college students, and graduates.	The analytical descriptive method is used , 4 questionnaires designed, and the total sample (338) members of the deans and heads of departments and students of the faculties of economics and administrative sciences.	The colleges use a range of measures to assess the quality of their educational services according to the views of deans and heads of departments, evaluation of the faculty, students and graduates of the educational quality level was positive.	The need to use standards that meet the needs and requirements of the labor market with the need to focus on the standards related to the degree of modern technologies.	-	-
2	**The Impact of Implementing Comprehensive Quality Systems on Higher Education in Jordan.** Barakat (2003)	To investigate the effect of applying the comprehensive quality systems to higher education in Jordan.	The researcher used the descriptive approach; he chose a random sample of 100 individuals.	The need to apply the comprehensive quality systems in all production and service organizations.	Preparing the human cadres capable of implementing the comprehensive quality management. The necessity of applying comprehensive quality management in all the literary, human and scientific faculties.	-	-
3	**Developing Administrative Performance in Faculties of Education in Light of Total Quality Management.** Abu Salima (2005)	To identify the philosophy of administrative performance and the reality of its system in the faculties of education and to identify the availability of requirements for the development of administrative performance in the faculties of education at Suez Canal University in the light of Total Quality Management (TQM).	The descriptive analytical approach is used and a questionnaire developed to collect the data that was applied to a sample of (100) members of faculty members and their assistants in colleges.	There is a weakness in the system of performance evaluation according to specific standards and information of the members of the faculty.			
4	**The Relationship between Total Quality Management (TQM) and Employees' Performance in the Palestinian Universities - Gaza Strip.** Al Maamer (2014)	To identify the relationship between TQM and the managerial performance of the Palestinian universities in the Gaza Strip.	The descriptive analytical method and the questionnaire used as a tool for collecting data. The study population consists of administrative and academic staff with administrative positions in each of the three Palestinian universities (Al-Azhar University, Islamic University, Al-Aqsa University). The questionnaires were distributed to a random sample of 305 employees.	The degree of application of TQM in the Palestinian universities in the Gaza Strip was high . The performance level was positive and high. There is a strong positive relationship to all four TQM domains.			

➢ **Source: Researcher**

(4): Empirical Review - English

#	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	**The development of an employee satisfaction model for higher education.** Chen, H & etal, study (2006)	To assess how employees are dissatisfied with the elements of investment that determine priorities for improvement and development.	The analytical descriptive method. The study established a model for the satisfaction of higher education staff consists of (school vision, respect, results of feedback and reinforcement, administrative system, salary and benefits, work environment). a questionnaire consisted of (248) lecturers.	higher education staff is focused on obtaining a high salary based on the system of bonuses and that the survey of job satisfaction in Europe and America gave similar results.	The need to apply this model to replace each of the values that contribute to the model of the importance of satisfaction.		
2	**Quality Assurance, Challenges in British Higher Education.** Laurie's study (2004)	Surveying the views of a sample of principals and academics at UK higher education institutions on impediments that pose a challenge related to quality consolidation.	The researcher used the analytical descriptive method, where the study relied on interviews that helped build a questionnaire to determine the priorities for establishing quality and its challenges.	The application of quality in universities needs to be homogeneous with the culture of the organization, and that if the organization wants to establish quality, it must meet the needs and concerns of different workers.	The importance of transformational leadership and the creation of organizational culture as indicators of the success of quality procedures.		
3	**Strategic planning process: an analysis in small colleges.** Devivo's study (2008)	To investigate the strategic planning process, its role in building trust in the decision making process, and the role of strategic planning in the development of the institutions' performance.	The researcher followed the case study methodology, using individual interviews and focus groups, analyzed documents and e-mails, made observations on meetings, and used a targeted sample that could be of maximum benefit. Accordingly, two of (4004) higher education institutions were selected in the United States of America.	Strategic planning helps employees understand the institution and its future.			
4	**Strategic Planning for Higher Education.** Maassen, & Potman's study (2005)	To create a more diversified, flexible and adaptive higher education system depend on institutional excellence that is based on strategic institutional choices after the introduction of the new Dutch planning system in higher education.	The linear model, the adaptation strategy model - a model of the explanatory model strategy and through the analytical descriptive approach, the questionnaire was used as a tool for measuring the suitability of the models.	The explanatory model is considered the best in the application of higher education institutions, and the concept of institutionalization helps to explain some of the problems that institutions face when trying to formulate and implement their strategies.			
5	**Quality assurance In Australian Higher Education: A case study of the University of Western Sydney Nepean.** Miko (2003)	To evaluate quality management and study its impact on institutional management and decision-making on the educational process at the University of Southern Sydney.		The emphasis on quality practice and the practice of academic leadership has a significant impact on the process of developing corporate information systems, and strengthening the research infrastructure.			

6	**The Influence of Strategic Planning on Performance on Public Universities in Kenya: The Case of University of Nairobi.** **Mukokho (2010)**	The study aimed to examine the effect of strategic planning on performance on public universities in Kenya.	The study used the method of structured/unstructured interviews to gain more profound information from the participants.	Strategic planning had an impact on the University of Nairobi's performance. The study also concluded that the University of Nairobi faced many challenges in terms of strategic planning.			
7	**Evaluating the Impact of Strategic Planning in Higher Education.** **Immordino & etal's**	To evaluate the effectiveness of one model for strategic planning at State University. To facilitate a more in-depth assessment of the impact and perceived benefit of Center for Organizational Excellence (COE) strategic planning services.	A detailed survey of six departments and programs for which COE facilitated planning over the previous three years.	The program has been successful not only in assisting departments and programs in developing mission and vision statements, organizational goals, and action plans, but also in disseminating organizational information, promoting participation, incorporating new members, and heightening awareness of strengths and opportunities for improvement.	A structured strategic planning process involving a broad group of participants can have a positive influence on the organization in many ways.		

➢ **Source: Researcher**

(5): Strategic planning and performance in universities English - Empirical Review

#	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	**The development of an employee satisfaction model for higher education.** Chen, H & etal, study (2006)	To assess how employees are dissatisfied with the elements of investment that determine priorities for improvement and development.	The analytical descriptive method. The study established a model for the satisfaction of higher education staff consists of (school vision, respect, results of feedback and reinforcement, administrative system, salary and benefits, work environment). a questionnaire consisted of (248) lecturers.	higher education staff is focused on obtaining a high salary based on the system of bonuses and that the survey of job satisfaction in Europe and America gave similar results.	The need to apply this model to replace each of the values that contribute to the model of the importance of satisfaction.		
2	**Strategic planning process: an analysis in small colleges.** **Devivo's study (2008)**	To investigate the strategic planning process, its role in building trust in the decision making process, and the role of strategic planning in the development of the institutions' performance.	The researcher followed the case study methodology, using individual interviews and focus groups, analyzed documents and e-mails, made observations on meetings, and used a targeted sample that could be of maximum benefit. Accordingly, two of (4004) higher education institutions were selected in the United States of America.	Strategic planning helps employees understand the institution and its future.			
3	**Strategic Planning for Higher Education.** **Maassen, & Potman's study (2005)**	To create a more diversified, flexible and adaptive higher education system depend on institutional excellence that is based on strategic institutional choices after the introduction of the new Dutch planning system in higher education.	The linear model, the adaptation strategy model - a model of the explanatory model strategy and through the analytical descriptive approach, the questionnaire was used as a tool for measuring the suitability of the models.	The explanatory model is considered the best in the application of higher education institutions, and the concept of institutionalization helps to explain some of the problems that institutions face when trying to formulate and implement their strategies.			
4	**The Influence of Strategic Planning on Performance on Public Universities in Kenya: The Case of University of Nairobi.** **Mukokho (2010)**	The study aimed to examine the effect of strategic planning on performance on public universities in Kenya.	The study used the method of structured/unstructured interviews to gain more profound information from the participants.	Strategic planning had an impact on the University of Nairobi's performance. The study also concluded that the University of Nairobi faced many challenges in terms of strategic planning.			
5	**Evaluating the Impact of Strategic Planning in Higher Education.**	To evaluate the effectiveness of one model for strategic planning at State University. To facilitate a more in-depth assessment of	A detailed survey of six departments and programs for which COE facilitated planning	The program has been successful not only in assisting departments and	A structured strategic planning process involving a broad group		

	Immordino & etal's	the impact and perceived benefit of Center for Organizational Excellence (COE) strategic planning services.	over the previous three years.	programs in developing mission and vision statements, organizational goals, and action plans, but also in disseminating organizational information, promoting participation, incorporating new members, and heightening awareness of strengths and opportunities for improvement.	of participants can have a positive influence on the organization in many ways.		

> **Source: Researcher**

(6): Quality management English - Empirical Review

#	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	**Quality Assurance, Challenges in British Higher Education.** **Laurie (2004)**	Surveying the views of a sample of principals and academics at UK higher education institutions on impediments that pose a challenge related to quality consolidation.	The researcher used the analytical descriptive method, where the study relied on interviews that helped build a questionnaire to determine the priorities for establishing quality and its challenges.	The application of quality in universities needs to be homogeneous with the culture of the organization, and that if the organization wants to establish quality, it must meet the needs and concerns of different workers.	The importance of transformational leadership and the creation of organizational culture as indicators of the success of quality procedures.		
2	**Quality assurance In Australian Higher Education: A case study of the University of Western Sydney Nepean.** **Mikol (2003)**	To evaluate quality management and study its impact on institutional management and decision-making on the educational process at the University of Southern Sydney.		The emphasis on quality practice and the practice of academic leadership has a significant impact on the process of developing corporate information systems, and strengthening the research infrastructure.			

➢ **Source: Researcher**

2.7.3 Summary:

The chapter reviews various critical literatures of scholars related to The Impact of Strategic Planning in Enhancing the Quality of Employees' Performance in different Universities

The previous empirical studies dealt with the subject of the current study, they discussed the reality of strategic planning (Al- Dajani's, 2006) and the challenges that face the implementation of strategic planning (Laurie's, 2004) and the effect of strategic planning on the employees' performance (Marzouka's, 2014), the reality of total quality management applications in Palestinian universities (Abu Fara's, 2006), the effect of applying the comprehensive quality systems to higher education (Barakat's, 2003), the impact of strategic planning on Total Quality Management (TQM) in improving the performance of employees in private universities (Marzouka's, 2014). The previous studies also dealt with the role of strategic planning in the development of the institutions' performance (Devivo's, 2008).

The results revealed that the strategic planning system of the Ministry of Higher Education had a significant impact on its performance (Hilal's, 2016), strategic planning helps employees understand the institution and its future (Devivo's, 2008). Impact of Strategic Planning in Employee's Performance was discussed and the results found that there is a statistical relationship between strategic planning and the employee's performance level. There is a weakness in the application of strategic planning in institutions of higher education, due to the lack of awareness among employees about the mission and objectives of the university and there is no training for strategic planners, and there is no linkage between the strategic plan and the needs of the staff

(Kaabar's, 2016). There was a severe lack of strategic planning in the institutions of higher education in some countries, and lack of proper features, principles and standards for adopting vision, mission and formulation of goals (Ahmed's, 2015).

The findings revealed that strategic planning is a necessary and important step to achieve the overall quality in the university (Al- Dajani's, 2006), the strategic planning affects the performance of the university (Zoebi's, 2014), and strategic planning had an impact on the university performance despite many challenges in terms of strategic planning (Mukokho's, 2010).

Challenges of strategy implementation in universities were also discussed and there were common challenges in strategic planning implementation which contain resource distribution, organizational structure and culture, strategy, and participation.

A strong relationship was found between strategic planning and the employees' performance.

2.7.4 Relevance of Reviewed Related Studies:

The previous studies were done in different countries in the world such as Britain, Sydney, Egypt Jordan, Sudan, etc…, they all mentioned some challenges facing the implementation of strategic planning in the universities or in the higher education institutions. They also supported the existence of a strong relationship between strategic planning dimensions and employees' performance.

The current research deals with this subject and the study is implemented on the Palestinian universities, taking in consideration different variables that may affect the employees' viewpoint about the study subject.

The current study made use of the previous studies in the process of designing the questionnaire domains and in some fields of the theoretical frame.

CHAPTER THREE

Methodology

This chapter discusses the procedures and the methodology used in this research. It discusses research design, research population and sample, instrument and its validity and reliability, data collection procedures, and the statistical analysis.

3.1 Study Design

The academic and administrative employees at the Palestinian universities are the population of the study. The study uses descriptive and analytical approach to reach the results; a structured questionnaire was distributed to academic and administrative employees at the Palestinian universities. The Secondary data was obtained from published and unpublished articles. This study aims to investigate the impact of strategic planning in enhancing the quality of employees' performance in Palestinian universities.

3.2 Data Collection

A structured questionnaire was distributed to the employees at the Palestinian universities. Since the participants were Palestinian, the questionnaire was translated and audited to ensure conceptual correspondence. The questionnaire includes the personal information and the axes of study variables including strategic planning axes and quality of employees' performance axes.

The variables are scaled by using a 5 Likert scale from 5= strongly agree, to 1= strongly disagree. The questionnaire was distributed to both academic and administrative employees the Palestinian universities. It was made to achieve the study objectives and answer the study questions.

3.3 Study Instrument

The questionnaire used by the scholar to collect data takes the following methods to be performed: questionnaire design, the validity of the questionnaire, and the reliability of the questionnaire, as discussed in this section:

3.3.1 Questionnaire Design

The academic and administrative employees questionnaire (adopted from Zoebi, 2014, Abu Sharkh , 2019, and Marzooka, 2014) was used in this study to collect data which share the same three parts including (age, gender, Qualification, experience, and university), and the axes of study variables including strategic planning axes (vision, mission, goals, strategy) and quality of employees' performance axes (effectiveness and efficiency, employees' satisfaction, knowledge of work requirements, quantity of achieved work).

First part: the demographic information about the respondents consists of six variables includes: (type of work, age, gender, qualification, experience and university).

Second part: encompasses the research two main variables each of which has subparts:

(1) Strategic planning which consists of four dimensions: vision is structured into ten items, mission has eight items, goals have eleven items, and strategy has six items.

(2) Quality of employees' performance which consists of four dimensions: effectiveness and efficiency has six items, employees' satisfaction has ten items, knowledge of work requirements has six items, and quantity of achieved work has seven items.

3.3.2 Validity of Questionnaire

The questionnaire was developed, approved and edited to reach the final form which was distributed to the target respondents. The questionnaire was sent to four evaluators and the supervisor to evaluate each dimension and its consistency in order to validate the consistency of all the paragraphs in the questions.

The first draft of the questionnaire was structured into fifty-six items, twenty six items in the strategic planning variable, and twenty seven items in the quality of employees' performance. The demographic characteristics consisted of five parts (age, gender, Qualification, experience, and university). The final draft consisted of sixty - five items; thirty six items in the strategic planning variable, and twenty-nine items in the quality of employees' performance. The items structured per each dimension as shown in the table (1).

Table (1): Questionnaire Modification Process

	Before Modification (# if Items)	After Modification (# if Items)
vision	7	10
mission	7	8
goals	7	12
strategy	8	6
Strategic Planning	**29**	**36**
effectiveness and efficiency	6	6
employees' satisfaction	9	10
knowledge of work requirements	**6**	**6**

quantity of achieved work	6	7
Quality of employees' performance	**27**	**29**
Total	**56**	**65**

3.3.3 Questionnaire Reliability

Pre-testing the questionnaire is considered important based on the earlier observations to pilot study to test the questionnaire and ensure its reliability. The minimum number of questionnaires in pilot study should be above (10) questionnaires (Fink, 2013). This Study pretested using a sample of 30 employees working in Modern University College in Ramallah. The questionnaires were tested for content forms and construct of reliability to ensure the conformity with relevant guidelines, as well as to ensure the validity of the research instrument (MacKenzie, 2003).

This Study used Cronbach Alpha test to calculate the reliability score, it was used for the instrument before and after the main survey. The test used in this study was executed by distributing 30 questionnaires to a sample that share the same characteristics of the targeted sample. The study questionnaires that were distributed were discussed by the researcher with the respondents.

The researcher gave clarifications to the respondents in the target places before answering the questionnaires. As a result, all participants were prepared and able to answer the questionnaire easily. This was intentionally done to achieve the meaning of data reliability. The acceptable Alpha value that meets the statistical requirement for the instrument to be characterized as reliable should be equal to or above 0.70 according to

Travakol (2011). The reliability of the instrument was tested by using Cronbach's Alpha coefficient and the results are shown in the following table:

Table (2): Reliability Tests

Dimensions	No. of Items	Reliability	Result
Vision	10	0.84	Pass
Mission	8	0.86	Pass
Goals	12	0.88	Pass
Strategy	6	0.78	Pass
Strategic Planning	**36**	**0.95**	**Pass**
effectiveness and efficiency	6	0.75	Pass
Employees' satisfaction	10	0.89	Pass
Knowledge of work requirements	6	0.66	Pass
Quantity of achieved work	7	0.71	Pass
Quality of Employees Performance	**29**	**0.92**	**Pass**
Total value	**65**	**0.96**	**Pass**

As show from the above table, reliability of the instruments was tested by using Cronbach's Alpha coefficient and the result was found to be more than 0.7, the Cronbach's Alpha coefficient for all dimensions Scale was 0.96.

3.4 Conceptual Model

As shown in figure (2), the scholar developed the conceptual model based on review of empirical and theoretical literature. For the independent variable related to strategic planning and its components (vision, mission, goals, and strategy) were identified based on a study of (Nickols, 2016).

The dependent variable: Employee's performance quality and its dimensions (efficiency, satisfaction, knowledge of job requirements, and amount of work performed) were determined based on a study of (Abu Sharkh, 2010)
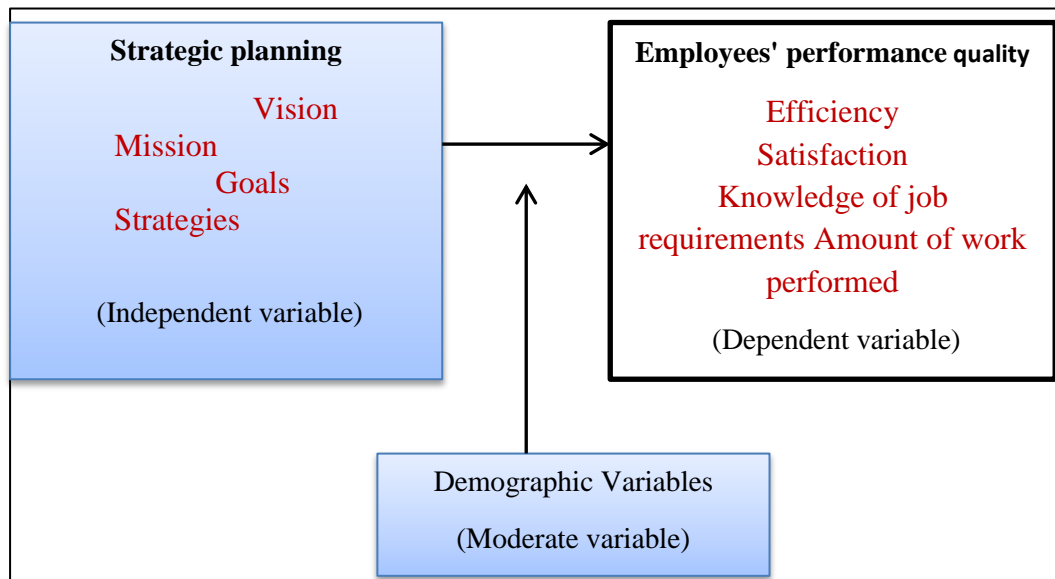
Figure (2): Conceptual Model

3.5 Population and sample

The research population consisted of academic and administrative employees in five regular Palestinian universities in west bank. Table (3) shows the distribution of the population members by university, and table (4) shows the sample from each university.

Table (3): The distribution of the population members by university

#	The University	The Number		
		Academic	Administrative	Total
1	Arab American University	236	303	539
2	Al –Najah University	1080	850	1930
3	Birzeit University	417	444	861
4	Al-Quds University	600	650	1250
5	Palestine Technical University (Kadoorei)	238	254	492
	Total	**2571**	**2501**	**5072**

Table (4): The sample from each university

#	The University	Total	Percentage (%)	Sample size
1	Arab American University	539	10.6	38
2	Al –Najah University	1930	38	135
3	Birzeit University	861	16.9	61
4	Al-Quds University	1250	24.7	88
5	Palestine Technical University (Kadoorei)	492	9.8	35
	total	5072	100%	357

3.5.1 Sample of study

The scholar applies a random sample, in order to ensure the equitable of the results for employees who work in the Palestinian universities. The sample size of this study is identified according to the following Daniel (1999) equation:

The sample size (n)

$$(n) = \frac{Z^2\ P(1-P)}{d^2}$$

Where:

n : Sample size required,

z: Z statistic for a level of confidence required,

P : Expected prevalence or proportion (If the expected prevalence is 20%, then $P = 0.2$), and

d: Precision (If the precision is 5%, then $d = 0.05$).

The sample size $= \frac{0.95^2 * 0.5(1-0.5)}{0.05^2}$

$= 385$

Collected sample size = 396

Number of distributed questionnaires= 357

Number of recovered questionnaires = 261

3.6 Statistics Approaches

The primary data were analyzed by using the Statistical Package for Social Sciences (SPSS).

Descriptive tests such as:

1. Frequency to describe the demographic variable,

2. Mean and standard deviation to answer the study questions,

3. One sample T-test, independent T-test, and one-way ANOVA, Pearson correlation test to examine the relationship between dependent and independent variables,

4. Multi-linear regression to test the significant impact of gender leadership styles of the manager's on the individual creativity of them and their employees.

CHAPTER FOUR

Data Analysis

In order to achieve the main aim of the study, a cross-sectional study was utilized. The sample size was (357) participants with 100% respondent rate; and they were selected using stratified sampling. Also, data was collected by using Fifth-Likert scale.

This chapter presents the findings of the current study as follows:

- Participant profile.

- Research questions.

- Testing hypothesis.

4.1 Participant Profile

Table (5) below contains the data of the participating sample in terms of type of work, gender, age, qualification, Years of Experience and university respectively.

Table (5): Descriptive Statistics of Demographic Variable (N=261)

Demographic Variables		Frequency	Percentage
Type of work	Administrative	104	39.8
	Academic	157	60.2
	Total	261	100.0
Gender	Male	150	57.5
	Female	111	42.5
	Total	261	100.0
Age	less than 25	18	6.9
	25-35	53	20.3
	36-45	105	40.2
	more than 45	85	32.6
	Total	261	100.0
Qualification	Bachelor	75	28.7
	Master	107	41.0

	PhD.	79	30.3
	Total	261	100.0
Years of Experience	less than 6	48	18.4
	6-10	101	38.7
	more than 10	112	42.9
	Total	261	100.0
University	Arab American University	62	23.8
	An-Najah National University	121	46.4
	Birzeit University	52	19.9
	Palestine Technical University – Kadoorie	26	10.0
	Total	261	100.0

As shown in the above table, out of total of (261) respondents:

The weight between Administrative Employees and Academics is (39.8:60.2), which is quite even. (See Figure 3)
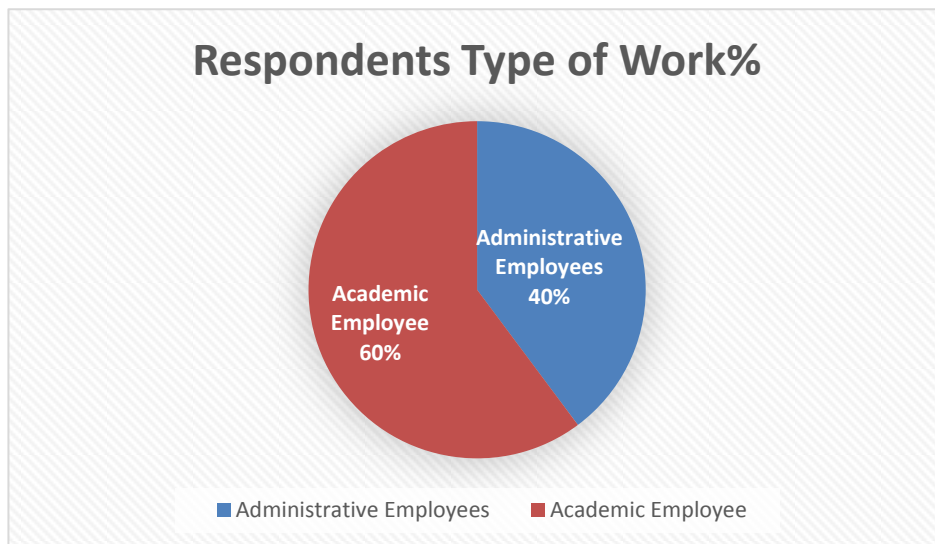
Figure (3): The Distribution of Participants by Type of Work

As Gender of respondent the weight between the Male and Female is (57.5:42.5), which is quite even. (See Figure 4)
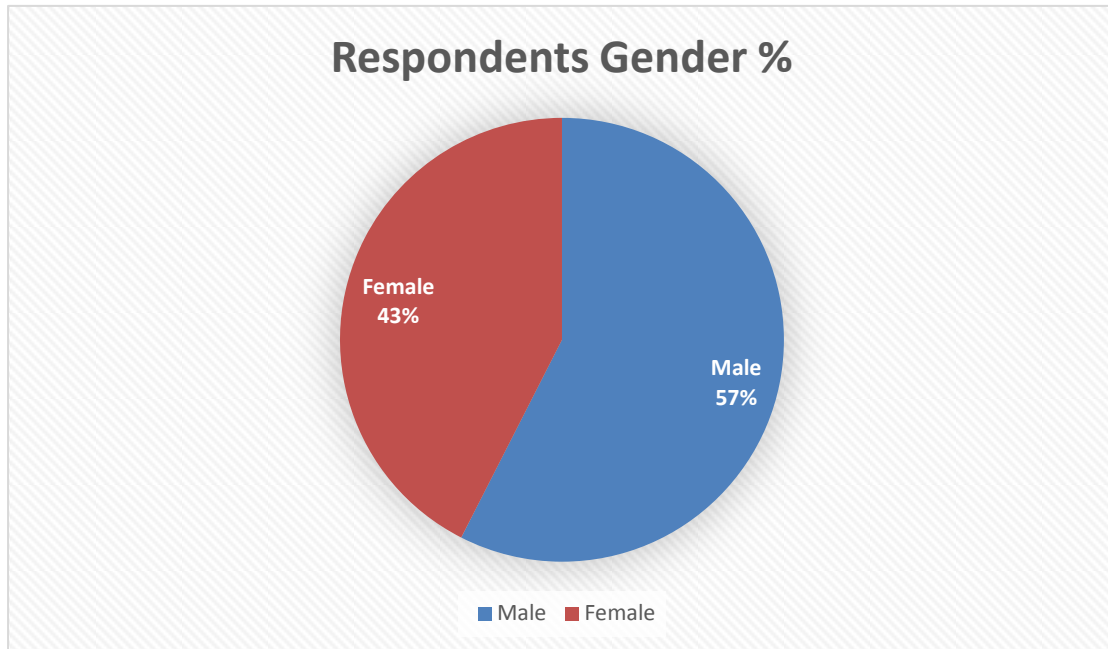
Figure (4): The Distribution of Participants by Gender

As for the age of respondents, the (36-45) age group covers the highest weight, which represents 40.2% of participants; while the category of (less than 25), was the lowest. The second largest group is the respondents whose ages are (more than 45), which form 32.6% of participants. Then the groups of (25-35) are the remaining 20.3%. Given that information, the researcher can conclude the respondents sample consists mainly of the middle-aged Administrative and Academic Employees in Palestinian Universities, which are (36) to (45) years of age. (See Figure 5)
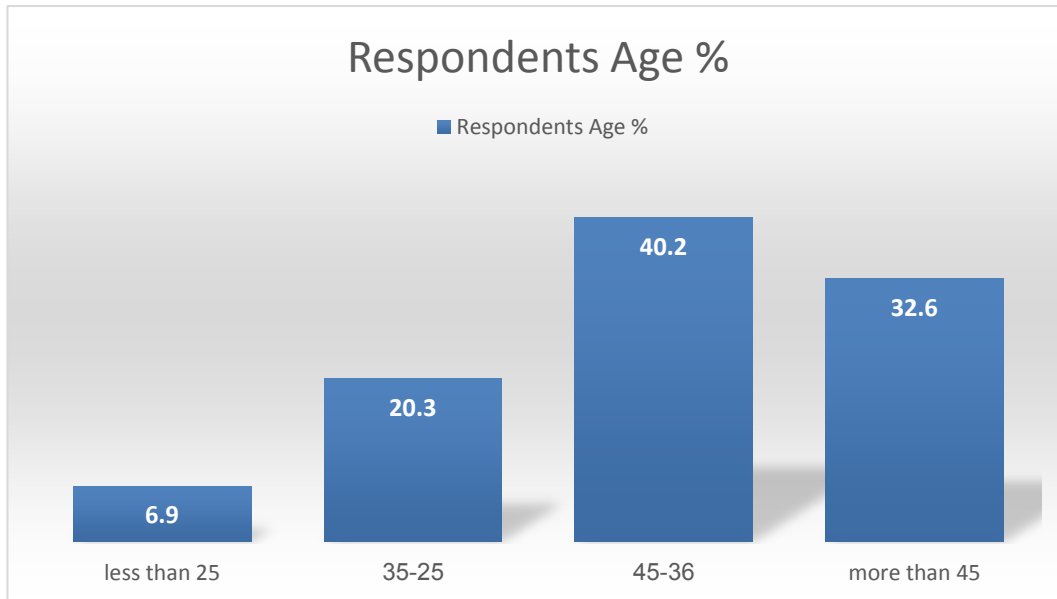
Figure (5): The Distribution of Participants by Age

Participants were also inquired about their qualifications. The results showed that 30.3% of the participants are post graduates (with a PhD. degree), 41% of participants (with a Master Degree), while the remaining 28.7% were holders of Bachelor's. Thus, the percentage of respondents with master degree is the highest. (See Figure 6)
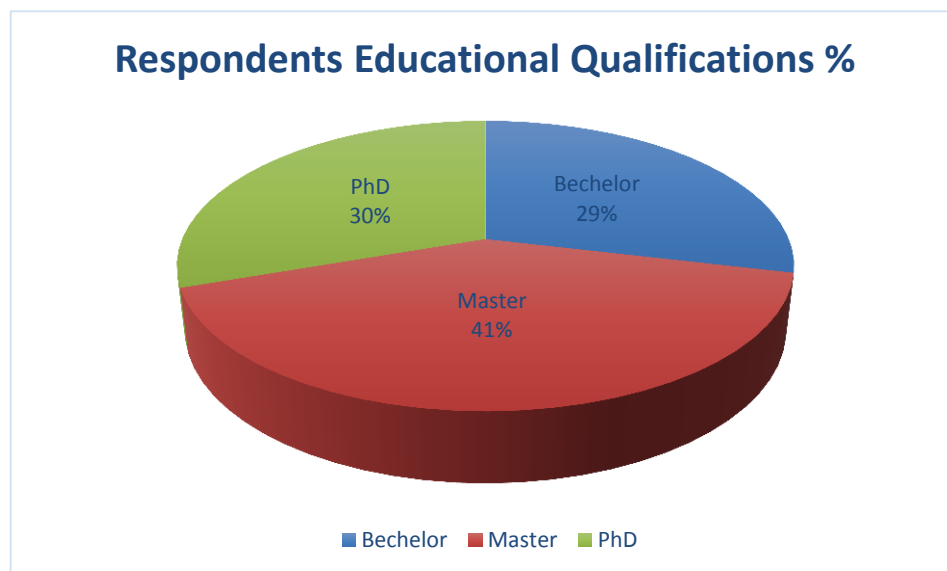
Figure (6): The Distribution of Participants by Educational Qualifications

As for the participants' years of experience, the (more than 10) group covers the highest weight, which is, (42.9%); while the category of (less than 6), forms the lowest with (18.4%) of the participants. The remaining 38.7% represents form the group of (6-10 years), which comes in the second place in terms of respondents' total years of experience. Given that, the researcher can conclude that 81.6% of the respondents have been joined their work in their Universities from a minimum of 6 years. (See Figure 7)
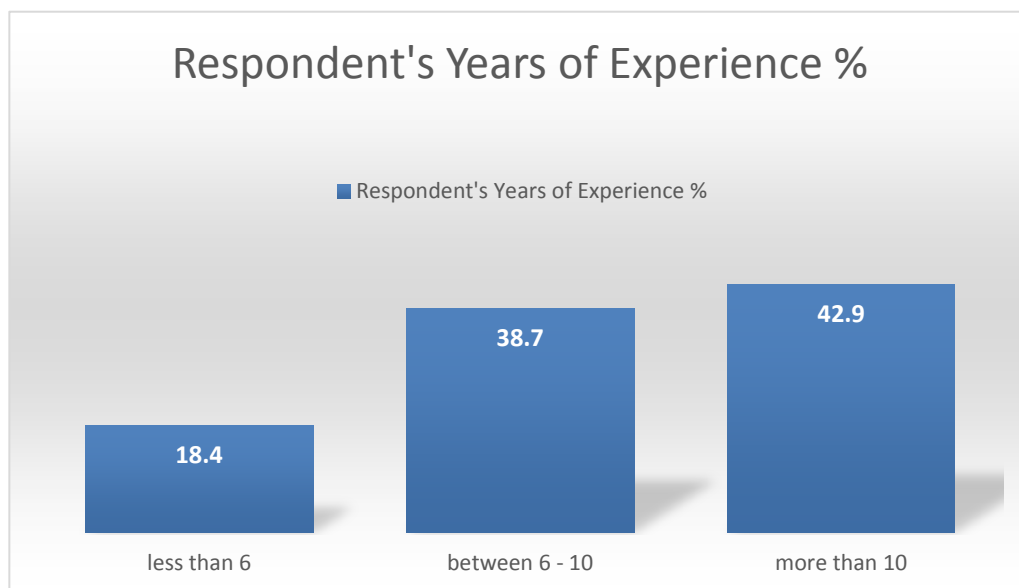
Figure (7): The Distribution of Participants by Years of Experience

Participants were also asked about their Universities, and 46.4% of them were from An-Najah National University, while 23.8% of participants from Arab American University, then Birzeit University with 19.9% of Participants, the remaining 10% of respondents represents Palestine Technical University – Kadoorie. (See Figure 8)
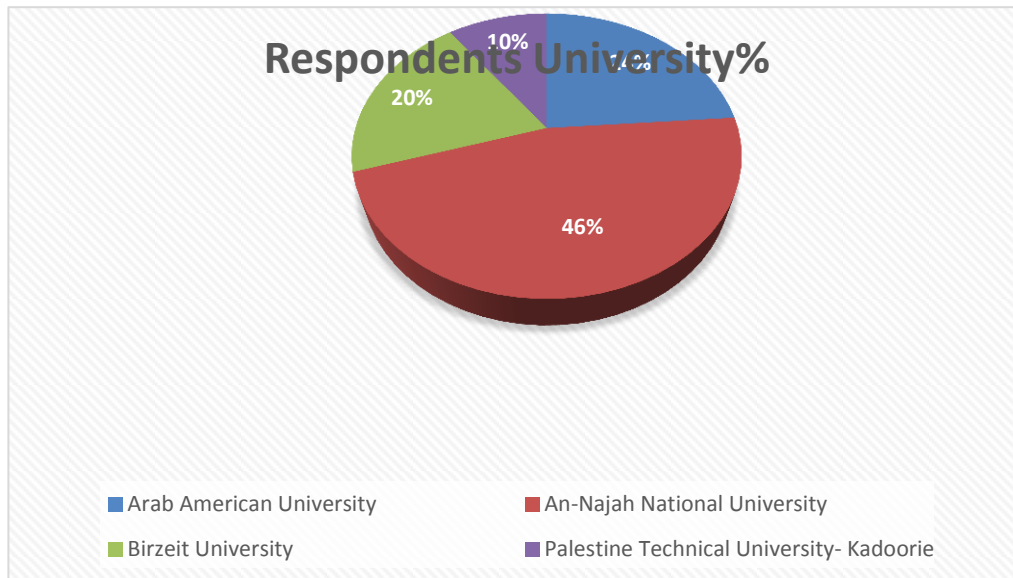
Figure (8): The Distribution of Participants by University

4.2 Research Questions

Based on the mean and the standard deviation, this section aims at answering the study questions, which shows the impact of Strategic Planning in Enhancing the Quality of Employees' Performance in the Palestinian Universities.

To judge on the level of items on Likert scale the researcher considered that if the mean of the item (1-2.33) so the level is low, (2.34-3.66) moderate but for high level item its mean will be (3.67-5.00). (See table 6)

Table (6): Submitted Data Analysis Procedures for Likert Scale Data

Degree	Range
High	5-3.67
Moderate	3.66-2.34
Low	2.33-1

Source: (Iriqat, 2016)

To answer the study question: "What is the level of understanding the vision in the Palestinian Universities?"

Table (7): Means and Standard Deviations of the Vision Dimension

	Items	Mean	Standard Deviation	Level	Importance percentage
1	There is clarity in the strategic vision of the university.	3.8123	.72801	**High**	**76.25**
2	University vision is specific.	3.7816	.72471	**High**	**75.63**
3	The university continuously develops its strategic vision	3.7778	.82999	**High**	**75.56**
4	The university's vision is developed according to scientific principles.	3.8276	.72122	**High**	**76.55**
5	The university is interested in formulating its vision of the internal community of the university.	3.6858	.85538	**High**	**73.72**
6	In formulating its vision, the university takes into account the requirements of the community.	3.7433	.89400	**High**	**74.86**
7	The university seeks to improve its relationship with the external environment.	4.0383	.69508	**High**	**80.76**
8	The university contributes to the consolidation of science and knowledge.	4.0115	.82966	**High**	**80.23**
9	The University contributes to the cultural advancement of society.	4.0651	.77928	**High**	**81.3**
10	The university's vision contributes to administrative changes.	3.7126	.82613	**High**	**74.25**
	Vision	**3.8456**	**.51294**	**High**	76.912

Source: Researcher

As shown in the above table, all items for understanding the vision in the Palestinian universities had a high level, that means that there is a high level of understanding the vision in Palestinian universities with (M=3.84, SD=0.51), whereas

the mean for all of them ranges from (3.68 – 4.06). The respondents believed that item nine "The University contributes to the cultural advancement of society" was the most important item in understanding the vision of universities due to its greater mean (4.06) with 81.3% importance percentage, while the seventh item "The university seeks to improve its relationship with the external environment" comes in the second stage of importance since its mean was (4.03) with 80.76% importance percentage, but the lowest item of the vision dimension was "The university is interested in formulating its vision of the internal community of the university" as its mean was (3.68) with 73.72% importance percentage.

As we can see from table (7) that there is a high level of understanding the vision in the Palestinian universities and that may be due to the fact that the vision is published and available in the website of the universities and this reflects the high care and knowledge of employees in the universities about it.

To answer the study question: "What is the level of understanding the mission in the Palestinian Universities?"

Table (8): Means and Standard Deviations of the Mission Dimension

	Items	Mean	Standard Deviation	Level	Importance percentage
1	The university has a clear message.	3.9349	.76935	**High**	78.69
2	The university has a specific message.	3.8582	.78386	**High**	77.164
3	The university's mission is feasible.	3.8812	.74761	**High**	77.624
4	The university's mission contributes to the development of its knowledge.	3.9042	.80528	**High**	78.084

5	The university's mission is to stimulate employee creativity.	3.6169	.93580	**Moderate**	72.338
6	The university is keen to explain its mission to its employees accurately.	3.4674	1.03584	**Moderate**	69.348
7	The mission of the university is based on the foundations of its values and beliefs.	3.7471	.82114	**High**	74.942
8	The university's mission explains the university's advantages.	3.8276	.75254	**High**	76.552
	Mission	3.7797	.60124	**High**	75.594

As shown in the above table, all items for the understanding the mission dimension had a high level, except for two items which had moderate level. That means that there is a high level of understanding the mission in the Palestinian universities (M=3.77, SD=0.60), whereas the mean for all of them ranged from (3.46- 3.93). The respondents believed that item number one "The university has a clear message" was the most important item in understanding the mission in the Palestinian universities due to its greater mean (3.93) with 78.69% importance percentage, while the fourth item "The university's mission contributes to the development of its knowledge" comes in the second stage of importance since its mean was (3.90) with 78.08% importance percentage. But the lowest item of the understanding the mission in the Palestinian universities was "The university is keen to explain its mission to its employees accurately" as its mean was (3.46) with 69.34% importance percentage. Also the mean of the understanding the mission in the Palestinian universities dimension was 3.77 with high level and 75.59% importance percentage.

The results indicated that the level of understanding the mission in the Palestinian universities is high and that is clear in the Palestinian universities because the top management in the universities keens to publish and deliver the mission for each employee in the universities.

To answer the study question: "What is the level of understanding and knowledge of the goals in the Palestinian Universities?"

Table (9): Means and Standard Deviations of Goals Dimension

	Items	Mean	Standard Deviation	Level	Importance percentage
1	The university has long-term goals.	3.8621	.74171	**High**	**77.24**
2	The goals of the university encourage scientific research.	3.8506	.81612	**High**	**77.012**
3	The goals of the university are to stimulate the abilities of its employees.	3.6820	.92944	**High**	**73.64**
4	The goals of the university contribute to stimulating the skills of its employees.	3.7241	.84612	**High**	**74.482**
5	The university's goals contribute to improving the performance of its employees.	3.6322	.95008	**Moderate**	**72.644**
6	All parties to the university participate in the formulation of their goals.	2.8391	1.27888	**Moderate**	**56.78**
7	The university's goals are clear.	3.7739	.76877	**High**	**75.478**
8	The goals of the university are understandable to all employees.	3.5939	.87035	**Moderate**	**71.878**
9	University goals are measurable.	3.7625	.73713	**High**	**75.25**
10	The university's goals are linked to a period of time for implementation.	3.7011	.76633	**High**	**74.022**

11	University goals are specific.	3.7548	.76537	**High**	**75.096**
12	University goals are flexible enough to adapt to emergency variables.	3.4751	.89246	**Moderate**	**69.502**
	Goals	3.6376	.57895	**Moderate**	72.752

As shown in the above table, all items for understanding and knowledge of the goals in the Palestinian Universities dimension had a moderate level. That means that there is a moderate level of understanding and knowledge of the goals in the Palestinian Universities (M=3.63, SD=0.57), whereas the mean for all of them from (2.83- 3.86).

The respondents believed that item number one "The university has long-term goals" was the most important item in the goals dimension due to its greater mean (3.86) with 77.24% importance percentage, but the lowest item in the goals dimension was item six "All parties to the university participate in the formulation of their objectives", as its mean was (2.83) with 56.78% importance percentage. Also, the goals dimension mean was 3.63 with 72.75 % of importance percentage.

As we can see from table (9) that there is a moderate understanding the goals in the Palestinian Universities and that may be attributed to the weakness of the employees' participation in the formulation of the objectives and goals in the universities which leads to miss understanding the goals for all parties. In addition, the objectives and goals should be more flexible to adapt any emergency changes may be happened.

To answer the study question: "What is the level of understanding the strategy in the Palestinian Universities?"

Table (10): Means and Standard Deviations of Strategy Dimension

	Items	Mean	Standard Deviation	Level	Importance percentage
1	The university's strategies and the material potential of the university are in line.	3.9119	.62318	**High**	**78.238**
2	University strategies and the human potential of the university are in line.	3.7126	.78311	**High**	**74.252**
3	The university's strategies contribute to improving performance.	3.7395	.79004	**High**	**74.79**
4	University strategies contribute to a competitive position.	3.7586	.81286	**High**	**75.172**
5	There are clear financial strategies at the university.	3.6130	.87248	**Moderate**	**72.26**
6	There are specific strategies for developing human cadres.	3.4406	.94529	**Moderate**	**68.812**
	Strategy	3.6960	.56556	**High**	**73.92**

As shown in the above table, all strategy items vary between moderate and high level, the mean for all of them ranged from (3.44- 3.91), the total was (M=3.69, SD=0.56) which means a high level of understanding the strategy in the Palestinian Universities.

The respondents believed that item one "The university's strategies and the material potential of the university are in line" was the most important item in strategy dimension due to its greater mean (3.91) with 78.238% importance percentage, while the lowest item of strategy dimension was "There are specific strategies for developing human cadres", as its mean was (3.44) with 68.81% importance percentage. Also, strategy dimension mean was 3.69 with high level and 73.92% of importance percentage.

As we can see from the table above that there is a high level of strategy dimension in the Palestinian Universities, and that refers to good strategic planning and implementation of the strategy from the top management, managers and deans based on the material, human, and financial resources in the Palestinian universities with more attention for developing human cadres.

To answer the study question: "What is the level of strategic planning in the Palestinian Universities?"

Table (11): Means and Standard Deviations of strategic Planning Dimension

	Items	Mean	Standard Deviation	Level	Importance percentage
1	VISION	3.8456	.51294	**High**	**76.912**
2	MISSION	3.7797	.60124	**High**	75.594
3	GOALS	3.6376	.57895	**Moderate**	72.752
4	STRATEGY	3.6960	.56556	**High**	73.92
Strategic Planning		3.7367	.51254	**High**	**74.734**

As shown in the table above, all items of strategic planning dimensions had a high level, expect for the third item "Goals" which came in a moderate level. The means for all strategic planning dimensions ranged from (3.84-3.63). Whereas (M=3.73, SD=0.51) for the strategic planning. This means that there is a high level of strategic planning in the Palestinian universities.

"Vision dimension", "Mission dimension", "Goals dimension" and "Strategy dimension" had 76.91%, 75.59%, 72.75% and 73.92% levels of impotence percentage respectively.

Strategic planning is a combination of vision, mission, goals and strategy. We can conclude that the level of strategic planning is high in Palestinian universities.

Palestinian universities focus on progress in scientific research and academic fields and increase its financial resources to utilize them in achieving the desired goals.

To answer the study question: "What is the level of Effectiveness and efficiency of employees in the Palestinian universities?"

Table (12): Means and Standard Deviations of Effectiveness and efficiency Dimension

	Items	Mean	Standard Deviation	Level	Importance percentage
1	The university is keen to raise the level of professional performance of its employees.	3.7318	.85760	High	74.636
2	The university cares about the employees doing their jobs in the right way.	3.7778	.77239	High	75.556
3	Employees do their jobs at minimal cost	3.7586	.78885	High	75.172
4	Employees do their job in a time as short as possible.	3.6398	.77991	Moderate	72.796
5	Employees perform their work accurately.	3.7739	.67841	High	75.478
6	The university provides financial facilities for the development of its employees.	3.4904	1.00236	Moderate	69.808
Effectiveness and efficiency		3.6954	.54687	**High**	**73.908**

As shown in the table above, all the items of the employee's effectiveness and efficiency in the Palestinian universities dimension had a high level, expect for item four "Employees do their job in a time as short as possible" which came in the moderate level, its mean was 3.64 with 72.79% importance percentage, and item six "The university provides financial facilities for the development of its employees" which came in the moderate level of this dimension and the lowest one, its mean was 3.49 with 69.80% importance percentage, which means that all the respondents believed that these two items had moderate importance level in this dimension. Whereas the means for all

of the items ranged from (3.7778– 3.4904). All respondents believed that item two "The University cares about the employees doing their jobs in the right way" was the most impotent item in the effectiveness and efficiency dimension, due to its greater mean (3.77) with 75.55% importance percentage. Also the mean of the effectiveness and efficiency dimension was (3.69) with a high level and 73.90% of importance percentage.

As we can see from the result of the table above, there is a high level of efficiency related to the items of efficiency dimension in the questionnaire, while the items related to effectiveness have a moderate level which means that the vision, goals and strategies will not found those who can achieve it in a clear, complete and correct way.

To answer the study question: "What is the level of Employees' satisfaction in the Palestinian universities?"

Table (13): Means and Standard Deviations of the Employees' satisfaction Dimension

	Items	Mean	Standard Deviation	Level	Importance percentage
1	I feel fair about the university dealing.	3.4521	1.19075	**Moderate**	69.042
2	I feel that there is equality between the employees at the university.	3.2299	1.13036	**Moderate**	64.598
3	The university deals transparently with me.	3.3793	1.09448	**Moderate**	67.586
4	I am involved in making decisions at my department level.	3.5977	.98598	**Moderate**	71.954
5	The university provides a comfortable environment for its employees.	3.5517	.97379	**Moderate**	71.034
6	The university offers	3.2261	1.15636	**Moderate**	64.522

	financial incentives to its employees.				
7	Promotion opportunities for university staff are available.	3.3333	1.10593	**Moderate**	66.666
8	The university provides its employees with medical insurance.	4.0766	.71379	**High**	81.532
9	The university provides its employees with education for their children.	4.1341	.66883	**High**	82.682
10	University staff feels respect for their superiors.	3.6743	.90153	**High**	73.486
Employees' satisfaction		3.5655	.72714	**Moderate**	71.31

As shown in the table above, most of the items of employee's satisfaction in the Palestinian universities dimension had a moderate level, expect for the last three items in which had a high level with means of 4.07, 4.013, 3.67 with 81.53%, 82.68%, 73.48% importance percentage respectively, whereas on the total employees' satisfaction (M=3.56, SD=0.72). The means for all the items ranged from (3.22-4.13). All the respondents believed that item six "The university offers financial incentives to its employees" had the lowest mean 3.22 with 64.52% importance percentage. Also the employee's satisfaction dimension mean was 3.56 with moderate level and 71.31% of importance percentage. That means that there is a moderate level of employee's satisfaction in the Palestinian universities.

From the table above, we can see that there is a moderate level of employee's satisfaction in the Palestinian universities, and that refers to the employees' feeling of lack of functional justice and absence of a functioning incentive system, in addition to lack of clarity of objectives and goals at the operational and organizational levels, which negatively affect employee's satisfaction of their job.

To answer the study question: "What is the level of Knowledge of work requirements in the Palestinian universities?"

Table (14): Means and Standard Deviations of the knowledge of work requirements dimension

	Items	Mean	Standard Deviation	Level	Importance percentage
1	Employees have the skill to communicate with others.	3.7969	.79961	**High**	75.938
2	Employees have good interpersonal skills.	3.7318	.84404	**High**	74.636
3	Employees have the ability to act in critical situations.	3.7433	.76410	**High**	74.866
4	Employees have a quick understanding of the tasks required.	3.6973	.78223	**High**	73.946
5	The staff has the ability to solve problems at work.	1.5517	1.09641	**Low**	31.034
6	The employees carry out the work tasks according to the required quality standards.	3.7548	.73460	**High**	75.096
Knowledge of work requirements		3.3793	.51909	**Moderate**	67.586

As shown in the table above, most of the items of Knowledge of work requirements dimension had a high level, expect for item five "The staff has the ability to solve problems at work" which had a low level, which means that there is a moderate level of Knowledge of work requirements in the Palestinian universities (M=3.37, SD=0.51) whereas the mean for all the items ranged from (1.55-3.79). All the respondents believed that item five about the ability of staff to solve problems at work was the lowest item due to its smaller mean (1.55) with (31.03%) importance percentage. Knowledge of work requirements dimension mean was (3.37) with moderate level and (67.58%) of importance percentage.

As we can see from the table above, there is a moderate level of knowledge of work requirements in the Palestinian universities, and that comes as a result of the employee's

inability to solve all the problems at work because they need more training, and they also need to exchange experience with other national and international universities.

To answer the study question: "What is the level of Quantity of achieved work in the Palestinian universities?"

Table (15): Means and Standard Deviations of Quantity of achieved work Dimension

	Items	Mean	Standard Deviation	Level	Importance percentage
1	Employees are very interested in doing what they are asked to do.	3.8467	.69578	**High**	76.934
2	Employees have the desire to work outside the office hours.	3.5096	1.03260	**Moderate**	70.192
3	Staff develop their ability to do work more continuously.	3.6820	.84263	**High**	73.64
4	Employees are adhering to work schedules.	3.8429	.72473	**High**	76.858
5	Employees comply with work procedures.	3.8966	.73956	**High**	77.932
6	Employees have sufficient willingness to take responsibility for doing business.	3.8659	.79010	**High**	77.318
7	The incentives provided to workers contribute to their increased attendance at the official work.	3.7586	.91524	**High**	75.172
	Quantity of achieved work	3.7718	.50373	**High**	75.436

As shown in the table above, all items of the quantity of achieved work dimension had a high level, expect for item two "Employees have the desire to work outside the office hours" which had a moderate level, that means that there is a high level of quantity of achieved work in the Palestinian universities (M=3.77, SD=0.50). The means of all the items ranged from (3.50-3.89). All the respondents believed that item five "Employees comply with work procedures" was the most important item in the dimension of quantity

of achieved work due to its greater mean (3.89) with (77.93%) importance percentage. But the lowest item in the dimension of quantity of achieved work was "Employees have the desire to work outside the office hours" as its mean was (3.50) with (70.192%) importance percentage, also the quantity of achieved work dimension total mean was (3.77) with a high level and (75.43%) of importance percentage.

As we can see from the table above, there is a high level of quantity of achieved work in the Palestinian universities, and that refers to staff's compliance with work schedules and procedures, and their desire to receive bonuses, incentives and promotions.

To answer the study question: "What is the level of quality of employees' performance in the Palestinian universities?"

Table (16): Means and Standard Deviations of Quality of Employees Performance

	Items	Mean	Standard Deviation	Level	Importance percentage
1	**Effectiveness and efficiency**	3.6954	.54687	**High**	73.908
2	**Employees' satisfaction**	3.5655	.72714	**Moderate**	71.31
3	**Knowledge of work requirements**	3.3793	.51909	**Moderate**	67.586
4	**Quantity of achieved work**	3.7718	.50373	**High**	75.436
	Quality of employees performance	3.3683	.44864	**Moderate**	67.366

As shown in the above table, the levels of the dimensions of quality of employees' performance were ranging between high and moderate with a moderate level final result (M=3.36, SD=0.44) whereas the means of all the dimensions ranged from (3.37-3.77).

4.3 Testing hypotheses

In this part we will illustrate the results related to study hypotheses.

H0-1: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to demographic characteristics.

H01-1: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to type of work.

Table (17): The Results of Independent T-test for employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to type of work

Dimensions	Type	N	Mean	Std. deviation	T-value	Sig.
Vision	Administrative	104	3.9279	.47734	2.124	.135
	Academic	157	3.7911	.52968		
Mission	Administrative	104	3.8498	.61617	1.536	.126
	Academic	157	3.7333	.58853		
Goals	Administrative	104	3.5970	.61808	-.923	.357
	Academic	157	3.6645	.55188		
Strategy	Administrative	104	3.6571	.61086	-.906	.366
	Academic	157	3.7219	.53389		
Strategic PLANNING	Administrative	104	3.7551	.53204	.471	.638
	Academic	157	3.7245	.50056		
Effectiveness and efficiency	Administrative	104	3.6923	.59654	-.074	.941
	Academic	157	3.6975	.51329		
Employees' satisfaction	Administrative	104	3.5413	.76115	-.436	.663
	Academic	157	3.5815	.70573		
Knowledge of work requirements	Administrative	104	3.3942	.59486	.377	.706
	Academic	157	3.3694	.46391		
Quantity of achieved work	Administrative	104	3.7404	.46463	-.818	.414
	Academic	157	3.7925	.52848		
Quality of employees performance	Administrative	104	3.3578	.49179	-.310	.757
	Academic	157	3.3754	.41910		

One sample t-test was used to test the first hypothesis "**There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to type of work**" with a 95% level confidence.

The table above shows that the P-value is more than 0.05. Therefore the researcher can accept the H01-1 hypothesis that **there are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to type of work**.

Thus the type of work doesn't play an important role in **the employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance** as the H01-1 hypothesis was accepted.

The researcher interpreted the result based on her experience as a quality manger in a university.

Type of work as a demographic characteristic of the employee in the university sector has no significant impact on the perception of strategic planning and the quality of employees' performance. Administrative work and academic work need to care about strategic planning and its dimensions to enhance the quality of performance in the universities. For example administrative employee needs to know the (vision, mission, goals, and strategy) in his/her university to improve and enhance his work and increase the productivity and work in the right way. The academic employee needs to know the (vision, mission, goal, and strategy) of his/her university because knowing the academic goals is necessary to achieve facility and program objectives and outcomes.

H01-2: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to age.

Table (18): The Results of One Way ANOVA test of employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to age

Dimensions	Age	Sum of Squares	Df	Mean Square	F	Sig.
Vision	Between Groups	.041	3	.014	.052	.985
	Within Groups	68.366	257	.266		
	Total	68.407	260			
Mission	Between Groups	.829	3	.276	.763	.516
	Within Groups	93.159	257	.362		
	Total	93.989	260			
Goals	Between Groups	.407	3	.136	.402	.752
	Within Groups	86.741	257	.338		
	Total	87.148	260			
Strategy	Between Groups	.620	3	.207	.644	.588
	Within Groups	82.544	257	.321		
	Total	83.164	260			
Strategic Planning	Between Groups	.266	3	.089	.335	.800
	Within Groups	68.036	257	.265		
	Total	68.302	260			
Effectiveness and efficiency	Between Groups	.699	3	.233	.778	.507
	Within Groups	77.057	257	.300		
	Total	77.757	260			
Employees' satisfaction	Between Groups	2.392	3	.797	1.517	.210
	Within Groups	135.078	257	.526		
	Total	137.470	260			
Knowledge of work requirements	Between Groups	.294	3	.098	.361	.782
	Within Groups	69.766	257	.271		
	Total	70.059	260			
Quantity of achieved work	Between Groups	1.600	3	.533	2.130	.097
	Within Groups	64.374	257	.250		
	Total	65.975	260			
Quality of employees performance	Between Groups	.187	3	.062	.306	.821
	Within Groups	52.145	257	.203		
	Total	52.331	260			

The table above shows that one-way ANOVA test was used to test H01-2 hypothesis "**There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to age**". It can be observed that there **are no significant statistical differences in the employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to age**.

Since the P-value of the observed F statistic is more than (0.05), therefore the researcher can accept the hypothesis.

This result can be interpreted based on the experience of the researcher in working at the universities sector where all the employees of all ages who work in universities know the strategic plan from the first day of their work, and it is also published on the website.

H01-3: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to gender.

Table (19): The Results of Independent T-test for employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to gender

Dimensions	Gender	N	Mean	Std. deviation	T-value	Sig.
Vision	Male	150	3.8633	.48968	.649	.517
	Female	111	3.8216	.54413		
Mission	Male	150	3.8367	.54783	1.787	.075
	Female	111	3.7027	.66145		
Goals	Male	150	3.7106	.54107	2.387	.108
	Female	111	3.5390	.61534		
Strategy	Male	150	3.7544	.53011	1.950	.052

	Female	111	3.6171	.60369		
Strategic PLANNING	**Male**	150	3.7883	.47608	1.902	.058
	Female	111	3.6669	.55260		
Effectiveness and efficiency	**Male**	150	3.6922	.51224	-.109	.913
	Female	111	3.6997	.59281		
Employees' satisfaction	**Male**	150	3.6593	.66161	2.446	.105
	Female	111	3.4387	.79283		
Knowledge of work requirements	**Male**	150	3.4189	.48264	1.435	.153
	Female	111	3.3258	.56246		
Quantity of achieved work	**Male**	150	3.8038	.49253	1.196	.233
	Female	111	3.7284	.51758		
Quality of employees' performance	**Male**	150	3.4087	.41287	1.697	.091
	Female	111	3.3138	.48950		

The independent t- test was used to test the hypothesis (**There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to gender**) in both male and female employees with a 95% level of confidence.

The table above shows that the strategic planning for both male and female (mean=3.78, S.D=0.47), (Mean= 3.66, S.D=0.55) respectively, t=1.902, p-0.058.

Therefore, the researcher can accept the H01-3. Gender doesn't play a role in employees' awareness **of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance.** The H01-3 hypothesis was accepted.

The researcher interpreted the results based on her experience in working at the universities sector. Gender has no significant difference in employees' awareness **of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance** as the employment in the universities is focused on both male and female, for example, you can see females as academic employees and administrative employees in difference positions and on the top levels of management.

H01-4: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to qualification.

Table (20): The Results of One Way ANOVA test for employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to qualification

Dimensions	Qualification	Sum of Squares	Df	Mean Square	F	Sig.
Vision	Between Groups	.442	2	.221	.838	.434
	Within Groups	67.966	258	.263		
	Total	68.407	260			
Mission	Between Groups	.658	2	.329	.909	.404
	Within Groups	93.331	258	.362		
	Total	93.989	260			
Goals	Between Groups	1.930	2	.965	2.921	.056
	Within Groups	85.218	258	.330		
	Total	87.148	260			
Strategy	Between Groups	1.511	2	.755	2.387	.094
	Within Groups	81.653	258	.316		
	Total	83.164	260			
Strategic PLANNING	Between Groups	.543	2	.272	1.035	.357
	Within Groups	67.758	258	.263		
	Total	68.302	260			
Effectiveness and efficiency	Between Groups	.671	2	.336	1.123	.327
	Within Groups	77.086	258	.299		
	Total	77.757	260			
Employees' satisfaction	Between Groups	3.245	2	1.622	3.118	.0 4
	Within Groups	134.225	258	.520		
	Total	137.470	260			
Knowledge of work requirements	Between Groups	.771	2	.386	1.436	.240
	Within Groups	69.288	258	.269		
	Total	70.059	260			
Quantity of achieved work	Between Groups	1.363	2	.681	2.721	.068
	Within Groups	64.612	258	.250		
	Total	65.975	260			
Quality of employees performance	Between Groups	1.095	2	.548	2.757	.065
	Within Groups	51.236	258	.199		
	Total	52.331	260			

One-way ANOVA test was used, given the data provided in the table above, with a 95% level of confidence, the researcher can observe that: There are no significant statistical

differences in the employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to qualification, since the P-value of the observed F statistic is more than (0.05). Therefore, the researcher accepts the Hypothesis H01-4.

The dimensions of strategic planning and quality of employees' performance are (T=1.03, P =0.35), (T=2.75, P = 0.65) respectively.

Qualification is not a significant factor, the employees have the awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance because all universities are concerned to give an understanding and knowledge to the employees of the university about mission, vision and policy to be able to abide by, and the university shares all its offices, deanships, and departments in the development of its objectives.

H01-5: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to experience.

Table (21): The Results of One Way ANOVA test for employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to experience.

Dimensions	Experience	Sum of Squares	Df	Mean Square	F	Sig.
Vision	Between Groups	.180	2	.090	.341	.711
	Within Groups	68.227	258	.264		
	Total	68.407	260			
Mission	Between Groups	.423	2	.212	.584	.558
	Within Groups	93.565	258	.363		
	Total	93.989	260			
Goals	Between Groups	1.163	2	.582	1.745	.177

	Within Groups	85.984	258	.333		
	Total	87.148	260			
Strategy	Between Groups	.847	2	.424	1.328	.267
	Within Groups	82.316	258	.319		
	Total	83.164	260			
Strategic PLANNING	Between Groups	.255	2	.127	.483	.618
	Within Groups	68.047	258	.264		
	Total	68.302	260			
Effectiveness and efficiency	Between Groups	.815	2	.407	1.366	.257
	Within Groups	76.942	258	.298		
	Total	77.757	260			
Employees' satisfaction	Between Groups	.433	2	.216	.407	.666
	Within Groups	137.037	258	.531		
	Total	137.470	260			
Knowledge of work requirements	Between Groups	.861	2	.431	1.605	.203
	Within Groups	69.198	258	.268		
	Total	70.059	260			
Quantity of achieved work	Between Groups	1.315	2	.658	2.624	.074
	Within Groups	64.659	258	.251		
	Total	65.975	260			
Quality of employees performance	Between Groups	.259	2	.129	.641	.528
	Within Groups	52.073	258	.202		
	Total	52.331	260			

One-way ANOVA test was used, given the data shown in the table above, with a 95% level of confidence, the researcher can observe: There are no significant statistical differences in the employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to experience, since the P-value of the observed F statistic is more than (0.05). Therefore, the researcher can accept the Hypothesis H01-5.

On the dimensions of strategic planning and quality of employees' performance are (T=1.048, P=0.61), (T=0.641, P=0.52) respectively based on the test results, the researcher found that the years of experience doesn't play a role in employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance because all universities are keen to give all the

needed information about (vision, mission , goal and strategy) from the first day of employees' work.

H01-6: There are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to university.

Table (22): The Results of One Way ANOVA test for employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to university.

Dimensions	Universities	Sum of Squares	Df	Mean Square	F	Sig.
Vision	Between Groups	4.329	3	1.443	5.787	.001
	Within Groups	64.079	257	.249		
	Total	68.407	260			
Mission	Between Groups	5.350	3	1.783	5.171	.002
	Within Groups	88.639	257	.345		
	Total	93.989	260			
Goals	Between Groups	7.288	3	2.429	7.818	.000
	Within Groups	79.860	257	.311		
	Total	87.148	260			
Strategy	Between Groups	5.075	3	1.692	5.568	.001
	Within Groups	78.089	257	.304		
	Total	83.164	260			
Strategic PLANNING	Between Groups	5.517	3	1.839	7.527	.000
	Within Groups	62.785	257	.244		
	Total	68.302	260			
Effectiveness and efficiency	Between Groups	4.052	3	1.351	4.710	.003
	Within Groups	73.704	257	.287		
	Total	77.757	260			
Employees' satisfaction	Between Groups	7.350	3	2.450	4.839	.003
	Within Groups	130.120	257	.506		
	Total	137.470	260			
Knowledge of work requirements	Between Groups	2.708	3	.903	3.444	.017
	Within Groups	67.352	257	.262		
	Total	70.059	260			
Quantity of achieved work	Between Groups	2.403	3	.801	3.238	.023
	Within Groups	63.572	257	.247		
	Total	65.975	260			
Quality of employees performance	Between Groups	3.134	3	1.045	5.457	.001
	Within Groups	49.197	257	.191		
	Total	52.331	260			

One-way ANOVA test was used, given the data shown in the table above, with a 95% level of confidence, the researcher can observe that **there are no significant statistical differences in the impact of strategic planning in enhancing the quality of the employees' performance in Palestinian universities due to university**, since the P-value for both dimensions (strategic planning and quality of employees performance) is (0.000, 0.0001) respectively so the researcher rejected the hypothesis H01-6.

Table (23): LSD test for distinction of the differences

Variable	Variable	AAUP	NU	BA	KU
VISION	AAUP		0.078-	**0.340-***	**0.287-***
	NU			**0.262-***	0.209-
	BA				0.053
	KU				
MISSION	AAUP		0.106-	**0.416-***	0.183-
	NU			**0.310-***	0.076-
	BA				0.233
	KU				
GOALS	AAUP		0.145-	**0.484-***	**0.300-***
	NU			**0.338-***	0.154-
	BA				0.184
	KU				
STRATEGY	AAUP		0.126-	**0.396-***	**0.290-***
	NU			**0.270-***	0.164-
	BA				0.105
	KU				
PLANNING	AAUP		0.115-	**0.414-***	**0.269-***
	NU			**0.299-***	0.154-
	BA				0.145
	KU				
EFF	AAUP		**0.177-***	**0.335-***	**0.354-***
	NU			0.157-	0.176-
	BA				0.019-
	KU				
KOFW	AAUP		0.015-	**0.267-***	0.094-
	NU			**0.251-***	0.078-
	BA				0.173
	KU				
QUNT	AAUP		0.031-	**0.259-***	0.119-
	NU			**0.228-***	0.088-
	BA				0.140

	KU				
QUALITY	AAUP		0.045-	**0.300-***	0.153-
	NU			**0.254-***	0.107-
	BA				0.146
	KU				

The previous table shows that there are statistically significant differences according to the university variable in all fields, as follows:

- For the field of vision there were differences between AAUP and BA. The differences were in favor of BA, and there were differences between AAUP and KU.

- The differences were in favor of KU, and there were differences between NU and BA. The differences were in favor of BA.

- As for the field of mission, there were differences between AAUP and BA. The differences were in favor of BA. There were also differences between NU and BA. The differences were in favor of BA.

- For the goals field, there were differences between AAUP and BA. The differences were in favor of BA, and there were differences between AAUP and KU.

- The differences were in favor of KU, and there were differences between NU and BA. The differences were in favor of BA.

- The field of strategy showed differences between AAUP and BA. The differences were in favor of BA, and there were differences between AAUP and KU.

- The differences were in favor of KU, and there were differences between NU and BA. The differences were in favor of BA.

- In the strategic planning field, there were differences between AAUP and BA. The differences were in favor of BA, and there were differences between AAUP and KU.

- The differences were in favor of KU, and there were differences between NU and BA. The differences were in favor of BA.

- For the effectiveness and efficacy field, there were differences between AAUP and NU. The differences were in favor of NU, AAUP and BA. The differences were in favor of BA. There were differences between AAUP and KU. Differences were in favor of KU and differences between NU and BA were found. For BA.

- For the field of knowledge of work requirements was the existence of differences between the AAUP and between BA shows were differences in favor of BA, and the differences between NU and between BA were differences in favor of BA.

- For the quantity of achieved work field, there were differences between AAUP and BA. The differences were in favor of BA, and differences between NU and BA were differences for BA.

- The final field, quality of employees performance, showed differences between AAUP and BA. The differences were in favor of BA and differences between NU and BA. The differences were in favor of BA.

H0-2: Perception of strategic planning dimensions are not significantly correlated to quality of employee's performance in Palestinian Universities.

Table (24): Correlation coefficients among strategic planning dimensions and quality of employee's performance

Dimensions	1	2	3	4	5	6	7	8	9	10
Vision	1									
Mission	.800**	1								
Goals	.734**	.801**	1							
Strategy	.722**	.759**	.763**	1						
Strategic PLANNING	.896**	.924**	.930**	.870**	1					
Effectiveness and efficiency	.596**	.670**	.675**	.697**	.723**	1				
Employees' satisfaction	.608**	.589**	.663**	.659**	.694**	.590**	1			
Knowledge of work requirements	.560**	.577**	.591**	.571**	.634**	.645**	.517**	1		
Quantity of achieved work	.523**	.613**	.692**	.539**	.665**	.661**	.522**	.692**	1	
Quality of employees performance	.692**	.734**	.790**	.746**	.818**	.839**	.840**	.816**	.836**	1

**. Correlation is significant at the 0.01 level

There are positive relationships between elements of strategic planning and elements of the quality of employees' performance.

H0-3: There is no significant impact of strategic planning on quality of employees' performance in Palestinian universities.

Table (25): R-square and ANOVA for Econometrics Model

Model	Sum of Squares	Df	Mean Square	F	Sig.	R	R Square	Adjusted R Square
Regression	35.035	1	35.035					
Residual	17.296	259	.067	524.628	.000[b]	.818[a]	.669	.668
Total	52.331	260						

a. Dependent Variable: Quality of employee's performance

The scholar obtained the results presented in the table above using the ANOVA; the results show a significant F-value of 524.62 with DF (259). The F-test can be taken as a measure of overall significance of the estimated regression, it indicates that the p-value (sig.) = (0.00) is less than (0.05), which implies that a significant impact exists between strategic planning and quality of employees' performance in Palestinian universities. Additionally, as R²= 0.669 which means that strategic planning can explain 66.9% of the variation in quality of employee's performance in Palestinian universities.

Table (26): The OLS Summary Statistics of the Null Hypothesis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.692	.118		5.869	.000
	.716	.031	.818	22.905	.000

Multi- linear regression analysis was used to examine if strategic planning has an impact on the quality of employee's performance in Palestinian universities. The results of the multi-linear regression indicated that strategic planning predicts quality of employee's performance in Palestinian universities (ß=0.716=, p=0.00).

The econometric model equation:

Quality of Employee's Performance = 0.692+ 0.71 Strategic Planning

H0-4: There is no significant impact of strategic planning dimensions on quality of employee's performance in Palestinian universities.

Table (27): R-square and ANOVA for Customers' Satisfaction econometrics model

Model	Sum of Squares	Df	Mean Square	F	Sig.	R	R Square	Adjusted R Square
Regression	35.816	4	8.954	138.790	.000[b]	.827[a]	.684	.679
Residual	16.516	256	.065					
Total	52.331	260						

a. Dependent Variable: Quality of employee's performance

The results obtained by the researcher using the ANOVA, as shown in the table above. The results show a significant F-value of (138.79) with DF (4 and 256). The F-test can be considered a measure of the overall significance of the estimated regression, and it indicates that the p-value (0.00) is less than (0.05), which implies that a significant impact exists between strategic planning dimensions and quality of employee's performance in this model. In other words, indicates that "the combination of these variables significantly predicts the dependent variable", and as R^2= 0.684 which means that strategic planning dimensions can explain 68.4% of the variation in quality of employee's performance.

Table (28): The OLS Summary Statistics of the Null Hypothesis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.745	.122		6.096	.000
Vision	.085	.054	.097	1.559	.120
Mission	.086	.053	.115	1.628	.105
Goals	.329	.050	.425	6.557	.000
Strategy	.210	.048	.264	4.390	.000

Multi- linear regression analysis was used to examine if strategic planning dimensions significantly predicts quality of employee's performance. The results of the regression indicated that two out of four predictors (goals and strategy) explained 68.4% of the variance (R^2= 0.684, $F_{(4,256)}$ =138.79, $P<0.05$). It was found that goals significantly predicted quality of employee's performance (ß=0.329, p=0.000), as did for strategy (ß=.210, p=0.000), whereas, vision and mission are not significantly predicted quality of employee's performance (ß=.085, p=0.120) and (ß=.086, p=0.105) respectively.

The econometric model equation:

Quality of employee's performance = 0.745+ 0.329 Goals+ 0.210 Strategy

The interpretations of the significant independent variables:

1. There is a significant impact of goals on quality of employee's performance, and increasing goals by (10) units may increase quality of employee's performance by (3.29) units.

2. There is a significant impact of strategy on quality of employee's performance, and increasing strategy by (10) units may increase quality of employee's performance by (2.1) units.

4.4 Discussion

In this section, we will discuss the main results explored in the previous chapter (Data Analysis) in order to answer the questions of the research problem regarding the impact of Strategic Planning in Enhancing the Quality of Employees' Performance in Palestinian Universities.

The study discussed the level of strategic planning and its impact on the quality of employees' performance in the Palestinian universities.

The study also discussed the effect of some variables on the impact of Strategic Planning in Enhancing the Quality of Employees' Performance in Palestinian Universities.

Regarding the findings of this study, I will organize and discuss them according to the study questions and hypotheses.

Regarding the first question: **"What is the level of understanding the vision in the Palestinian Universities?"**

The overall mean of the **level of understanding the vision in the Palestinian Universities** is (3.84) which means that there is a high level of understanding the vision in the Palestinian universities.

Employees in the Palestinian universities highly agreed that there is clarity in the strategic vision of the university, vision is specific, the university continuously develops its strategic vision, its vision is developed according to scientific principles, it is interested in formulating its vision of the internal community of the university, in formulating its vision, the university takes into account the requirements of the community, it seeks to improve its relationship with the external environment, it contributes to the consolidation of science and knowledge, it contributes to the cultural advancement of society, and its vision contributes to administrative changes.

Depending on this result, it is clearly defined that the Palestinian universities are applying the strategic planning practices regarding the vision.

This result is supported by the study Marzouka's study (2014) which showed that the level of strategic planning in its dimension (vision) in private universities in Jordan was high. This result is not consistent with the results of Ahmed (2015) where severe lack principles and standards for adopting vision were found in Sudan universities.

Regarding the second question: **"What is the level of understanding the mission in the Palestinian Universities?"**

The overall mean of the level of understanding the mission in the Palestinian Universities is (3.77) which means that there is a high level of understanding the vision in the Palestinian universities.

Employees in the Palestinian universities highly agreed that the university has a clear message, a specific message, its mission is feasible, its mission contributes to the development of its knowledge, its mission is to stimulate employee creativity, the

university is keen to explain its mission to its employees accurately, the mission of the university is based on the foundations of its values and beliefs, and the university's mission explains the university's advantages.

Depending on this result, it is clearly defined that the Palestinian universities are applying the strategic planning practices regarding the mission.

This result is also supported by the study of Marzouka's study (2014) which showed that the level of strategic planning in its dimension (mission) in private universities in Jordan was high. This result is not consistent with the results of Kaabar's study (2016) who found a lack of awareness among employees about the mission at the University of Asmaria.

In relation to the result of testing the third question: "What is the level of understanding and knowledge of the goals in the Palestinian Universities?"

The overall mean of the level of the level of understanding and knowledge of the goals in the Palestinian Universities is (3.63) which means that level of understanding and knowledge of the goals in the Palestinian Universities is moderate. The employees moderately confirmed that the university's objectives contribute to improving the performance of its employees, all parties to the university participate in the formulation of their objectives, the objectives of the university are understandable to all employees, and the university objectives are flexible enough to adapt to emergency variables.

This result is supported by Zoebi's study (2014) which showed that the employees in Algeria universities are not fully involved in the formulation of goals of the university.

The results related to the fourth question: "**What is the level of understanding the strategy in the Palestinian Universities**?" showed that there is a high level of strategy dimension in the Palestinian Universities. The overall mean of the level of understanding the strategy in the Palestinian Universities is (3.69) which means that level of understanding the strategy in the Palestinian Universities is high.

The employees highly confirmed that the university's strategies and the material potential of the university are in line, the university's strategies contribute to improving performance, and the university strategies contribute to a competitive position.

Marzouka's study (2014) which showed that the level of strategic planning in its dimension (strategy) in private universities in Jordan was high.

The results related to the question: **"What is the level of strategic planning in the Palestinian Universities?"** showed that the overall mean of the level of strategic planning in the Palestinian Universities is (3.73) which means that the level of strategic planning in the Palestinian Universities is **high**.

This result is also supported by Marzouka's study (2014) who concluded that strategic planning in all its dimensions in private universities in Jordan was high. This result is not consistent with the results of Al Saleh & et al. study (2017) which indicated that there was a lack in applying strategic planning in the educational institutions in Al-Jouf, and the study of Ahmed's study (2015) which showed that there was a severe lack of strategic planning in the institutions of higher education in Sudan.

The results related to the question: "**What is the level of effectiveness and efficiency of employees in the Palestinian universities**?" showed that the mean of the

level of Effectiveness and efficiency of employees in the Palestinian universities is (3.69) which means that the level of effectiveness and efficiency of employees in the Palestinian universities is high.

The employees highly confirmed that employees perform their work accurately, the university is keen to raise the level of professional performance of its employees, the university cares about the employees doing their jobs in the right way, and that employees do their jobs at minimal cost

The results related to the question: **"What is the level of employees' satisfaction in the Palestinian universities?"** showed that the mean of the level of Employees' satisfaction in the Palestinian universities is (3.56) which means that the level of employees' satisfaction in the Palestinian universities is moderate.

The employees moderately confirmed that they feel fair about the university dealing, feel that there is equality between the employees at the university, the university deals transparently with them, they are involved in making decisions at their department level, the university provides a comfortable environment for its employees and offers financial incentives to its employees, and that promotion opportunities for university staff are available

This result is supported by Chen, H & et al, study (2006) which showed a moderate level of employees' satisfaction in Europe and that satisfaction is focused on obtaining a high salary based on the system of bonuses. But the results are not consistent with the results of Marzouka's study (2014) which indicated that the

employee satisfaction in the universities in Jordan was high from the point of view of the sample of the study.

The results related to the question: **"What is the level of Knowledge of work requirements in the Palestinian universities?"** showed that the mean of the level of Knowledge of work requirements in the Palestinian universities is (3.37) which means that the level of Knowledge of work requirements in the Palestinian universities is moderate.

The respondents confirmed that employees have the skill to communicate with others, have good interpersonal skills, have the ability to act in critical situations, have a quick understanding of the tasks required, carry out the work tasks according to the required quality standards, but they have low level of ability to solve problems at work.

The results related to the question: **"What is the level of Quantity of achieved work in the Palestinian universities?"** showed that the mean of the level of Quantity of achieved work in the Palestinian universities is (3.77) which means that the level of Quantity of achieved work in the Palestinian universities is high.

The employees confirmed that they are very interested in doing what they are asked to do, they have the desire to work outside the office hours, Staff develop their ability to do work more continuously, employees are adhering to work schedules, employees comply with work procedures, they have sufficient willingness to take responsibility for doing business, and the incentives provided to workers contribute to their increased attendance at the official work.

The results related to the question: "**What is the level of quality of employees' performance in the Palestinian universities**?" showed that the mean of the level of quality of employees' performance in the Palestinian universities is (3.36) which means that the level of quality of employees performance in the Palestinian universities is **moderate**.

This result is supported by Hilal's study (2016) which found a moderate level of employees' performance in Syria, but the results are not supported by Marzouka's study (2014) which showed that the quality of employees' performance was high; it is also not supported by the results of Al Saleh & et al's study (2017) which showed a low level of performance.

One of the main purposes of this study was to investigate the impact of strategic planning on quality of employees' performance in Palestinian universities; the findings proved that there is a statistically significant positive impact of strategic planning on quality of employees' performance in Palestinian universities. The results showed that there is a significant impact of goals and strategy on quality of employee's performance.

This finding is consistent with previous related studies such as Mukokho's study (2010) which showed that strategic planning had an impact on the University of Nairobi's performance, and Marzouka's study (2014) which found statistically significant impact of the strategic planning in improving the performance of employees in private universities in Jordan, in addition to Zoebi's study (2014) which showed that the strategic planning affect, and Hilal's study (2016) which revealed that the strategic planning system of the Ministry of Higher Education in Syria had a significant impact on its performance.

The results of testing the hypotheses indicated the following:

- There are no significant statistical differences in the employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to type of work

- There are no significant statistical differences in the employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to age

- There are no significant statistical differences in the employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to gender. The result is not supported by Zoebi's study (2014) which found statistically significant differences in respondents' views due to gender variable.

- There are no significant statistical differences in the employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to qualification. This result is not supported by Zoebi's study (2014) which found statistically significant differences in respondents' views due to qualification variable.

- There are no significant statistical differences in the employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to experience.

- There are significant statistical differences in the employees' awareness of applying strategic planning in the Palestinian universities and its impact on the quality of employees' performance due to university.

CHAPTER FIVE

Conclusions and Recommendations

5.1 Introduction

The study investigated the impact of strategic planning on the quality of the employees' performance in Palestinian universities.

Strategic planning dimensions are seen as a way to know the potential and the different capabilities that can be available to the university through different plans, programs and projects, so that the university can maintain high quality of employees' performance that commensurate with the importance and nature of the work of the university.

The results of the level of practice of the level of strategic planning variable were high which indicates that that the participating respondents have a positive view towards practicing the dimensions of strategic planning. While the level of quality of employees' performance variable was moderate this indicates that the respondents showed a moderate degree of quality of employees' performance in the Palestinian universities.

5.2 Conclusions

Strategic planning is to establish viable linkages between the long- term goals, resources and environmental conditions of an organization using specific methods and activities. The strategic plan is a management instrument that obliges the aim of helping the organization to do a better job and develop organizations because the plan

emphasizes on the energy, resources and time of each person in the organization in the same trend.

This study has developed a theoretical framework to examine the level of strategic planning and its impact on the quality of employees' performance in the Palestinian universities, and to discuss the effect of some variables on the impact of Strategic Planning in Enhancing the Quality of Employees' Performance in Palestinian Universities.

The findings provided empirical support for the debate that quality of employees' performance is positively and significantly impacted by strategic planning different dimensions particularly, vision, mission, goals, and strategy. These strategic planning dimensions were found to be the most applied and practiced in the Palestinian universities.

In order to maintain a culture of strategic thinking and to develop the university system, there should be emphases on the energy, resources and time of each person. The university should highly focus on implementing strategic planning to enhance quality of employees' performance and to direct employees' to implement the company's vision, mission, goals, and strategy.

5.3 Study Limitations

One of the difficulties encountered the researcher in the study was the small size of the sample and the inability to reach the Gaza Strip. In addition, the researcher distributed questionnaires at Al Quds University in Abu Deis and received no responses.

5.4 Recommendations

Based on the data analysis and the discussion demonstrated before, the following recommendations are suggested:

Recommendations related to level of strategic planning:

- It is necessary for the Palestinian universities to stimulate employees' creativity through its mission, which must be explained more accurately.

- It is necessary for the university objectives to contribute more to improving the employees' performance and they must be understandable and more flexible. In addition, all parties to the university should participate in the formulation of their goals.

- More clearer financial strategies should be at the university, in addition to the need for specific strategies to develop the human resources.

- Adequate funds should be provided for the strategic planning process.

- There must be reliance on personal and external experiences as a basis for achieving goals of the university.

Recommendations related to employees' performance:

- The necessity to give more attention to the development of more effective staff performance.

- There should be more attention to make the employees participate in the formulation of the strategic goals associated with their work.

- Universities must conduct a performance evaluation through interviews designed to establish common goals that take into account the interests of the institution and the employee and improve the performance of both.

- Financial facilities should be provided for the development of the university employees.

- The university has to work more to adopt more transparent method of dealing with its employees, and to provide more comfortable environment for work.

- More training on problem solving should be given to the university employees.

- Employees work outside the office hours should be more appreciated by the university.

For Future Research:

1. The researcher proposed investigating other strategic planning dimensions that are not considered in this study such as number of training courses and university of graduation.

2. The researcher proposed to conduct a similar study on other Palestinian sectors since no literature is found for this context in this area. This will offer an opportunity to compare different results and implications.

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Appendices

Appendix (1): The Evaluators

Name	Academic Rank	Specialization	Affiliation
Dr. Emad Waladali	Assistant Professor	Business Administration	Arab American University
Dr. Khalid Atieh	Assistant Professor	Business Administration	Arab American University
Dr. Majeed Mansour	Associate Professor	Marketing	Arab American University
Dr. Othman Altaj	Assistant Professor	Finance	Palestinian Technical University – Kadoorei

Appendix (2): Questionnaire

Dear employees:

The researcher is conducting a study about "The impact of Strategic Planning in Enhancing the Quality of Employees' Performance in the Palestinian Universities" in fulfillment of the requirements of Master thesis in |Strategic Planning and Money Recruitment / College of High Studies/ AAUP.

Please, Read all the questions carefully and then tick the correct option which you consider. Your answer will confidential and will only be used for research purposes.

Thank you for your cooperation.

Researcher: Mays Awwad.

Section (1): Personal Information

1) Age: ☐< 25   ☐25-35   ☐ 36-45   ☐>45 years old

2) Gender: ☐ Male   ☐ Female

3) Qualification: ☐ B.A   ☐M.A   ☐Ph. D

4) Experience: ☐<6   ☐6-10   ☐ >10 years

5) University: Arab American University ☐ Al –Najah University ☐ Birzeit University ☐ Al-Quds University ☐Kadoorei

6) Type of Work: Administrative employee ☐ Academic employee ☐

Section (2): Read the following statements carefully and check under the column that best represents your level of agreement with each statement

A- Strategic Planning

No.	Item	Strongly agree	agree	Neutral	disagree	Strongly disagree
1- **Vision:** is a mental picture of what the university aspires to reach in the future.						
1.	There is clarity in the strategic vision of the university.					
2.	University vision is specific.					
3.	The university continuously develops its strategic vision					
4.	The university's vision is developed according to scientific principles.					
5.	The university is interested in formulating its vision of the internal community of the university.					
6.	In formulating its vision, the university takes into account the requirements of the community.					
7.	The university seeks to improve its relationship with the external environment.					
8.	The university contributes to the consolidation of science and knowledge.					
9.	The University contributes to the cultural advancement of society.					
10.	The university's vision contributes to administrative changes.					
2- **Mission:** is the reason on which the University was founded and the reasons for its existence and the main idea underlying all its activities.						
11.	The university has a clear message.					
12.	The university has a specific message.					

13.	The university's mission is feasible.					
14.	The university's mission contributes to the development of its knowledge.					
15.	The university's mission is to stimulate employee creativity.					
16.	The university is keen to explain its mission to its employees accurately.					
17.	The mission of the university is based on the foundations of its values and beliefs.					
18.	The university's mission explains the university's advantages.					
3- Goals: are the specific outputs that have been identified and developed by the university, and it seeks in all ways to achieve them, and thus achieves its mission and seeks to approach or reach its vision.						
19.	The university has long-term goals.					
20.	The objectives of the university encourage scientific research.					
21.	The objectives of the university are to stimulate the abilities of its employees.					
22.	The objectives of the university contribute to stimulating the skills of its employees.					
23.	The university's objectives contribute to improving the performance of its employees.					
24.	All parties to the university participate in the formulation of their objectives.					
25.	The university's goals are clear.					
26.	The objectives of the university are understandable to all employees.					
27.	University objectives are measurable.					
28.	The university's objectives are linked to a period of time for					

No.	Item					
	implementation.					
29.	University objectives are specific.					
30.	University objectives are flexible enough to adapt to emergency variables.					
4- Strategy: a mean to achieve the goal						
31.	The university's strategies and the material potential of the university are in line.					
32.	University strategies and the human potential of the university are in line.					
33.	The university's strategies contribute to improving performance.					
34.	University strategies contribute to a competitive position.					
35.	There are clear financial strategies at the university.					
36.	There are specific strategies for developing human cadres.					

B- Quality of Employees' performance

No.	Item	Strongly agree	agree	Neutral	disagree	Strongly disagree
1- Effectiveness and efficiency						
Effectiveness: The use of available resources to achieve the desired objectives regardless of cost.						
Efficiency: The use of available resources to achieve the desired objectives at the lowest possible cost.						
1.	The university is keen to raise the level of professional performance of its employees.					
2.	The university cares about the employees doing their jobs in the right way.					
3.	Employees do their jobs at minimal cost					
4.	Employees do their job in a time as short as possible.					
5.	Employees perform their work accurately.					

6.	The university provides financial facilities for the development of its employees.					

2-Employees' satisfaction: is the psychological feeling of satisfaction or happiness to satisfy the needs and desires and expectations with the work itself and the content of the work environment and with confidence and loyalty and belonging to work.

7.	I feel fair about the university dealing.					
8.	I feel that there is equality between the employees at the university.					
9.	The university deals transparently with me.					
10.	I am involved in making decisions at my department level.					
11.	The university provides a comfortable environment for its employees.					
12.	The university offers financial incentives to its employees.					
13.	Promotion opportunities for university staff are available.					
14.	The university provides its employees with medical insurance.					
15.	The university provides its employees with education for their children.					
16.	University staff feels respect for their superiors.					

3-Knowledge of work requirements: includes general knowledge, technical and professional skills, general background on the job and related fields.

17.	Employees have the skill to communicate with others.					
18.	Employees have good interpersonal skills.					
19.	Employees have the ability to act in critical situations.					
20.	Employees have a quick understanding of the tasks required.					
21.	The staff has the ability to solve problems at work.					
22.	The employees carry out the work tasks according to the required quality standards.					

4-Quantity of achieved work: is the amount of work that an employee can accomplish under normal working conditions, and how quickly wok is achieved.

23.	Employees are very interested in doing what they are asked to do.					
24.	Employees have the desire to work outside the office hours.					
25.	Staffs develop their ability to do work more continuously.					
26.	Employees are adhering to work schedules.					
27.	Employees comply with work procedures.					
28.	Employees have sufficient willingness to take responsibility for doing business.					
29.	The incentives provided to workers contribute to their increased attendance at the official work.					

الاستبانة :(3) Appendix

السادة الموظفون:

تقوم الباحثة بإجراء دراسة ميدانية حول "أثر التخطيط الاستراتيجي على تحسين جودة أداء الموظفين في الجامعات الفلسطينية" وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في التخطيط الاستراتيجي وتجنيد الأموال/ كلية الدراسات العليا – الجامعة العربية الأمريكية.

من فضلك، اقرأي جميع الأسئلة بعناية ثم ضع/ي علامة على الخيار الصحيح كما تراه/ينه مناسباً.

علماً بأن إجابتك ستكون سرية ولن يتم استخدامها إلا لأغراض البحث العلمي فقط.

شكرا لتعاونكم.

الباحثة: ميس عواد.

<u>القسم (الأول) : المعلومات الشخصية</u>

1) العمر: ☐ أقل من 25   ☐ من 25-35   ☐ من 35-45   ☐ أكثر من 45

2) الجنس :   ☐ ذكر   ☐ أنثى

3) المؤهل العلمي : ☐ بكالوريوس   ☐ ماجستير   ☐ دكتوراه

4) سنوات الخبرة : ☐5 سنوات أو أقل   ☐ من 6 –10 سنوات   ☐ أكثر من 10 سنوات

5) الجامعة: ☐ الجامعة العربية الأمريكية   ☐ جامعة النجاح   ☐ جامعة بيرزيت

☐جامعة القدس   ☐ جامعة خضوري

6) نوع الوظيفة: موظف إداري ☐   موظف أكاديمي ☐

القسم (الثاني):

1- <u>التخطيط الاستراتيجي</u>

معارض بشدة	معارض	محايد	موافق	موافق بشدة	الفقرات	الرقم
					1- الرؤية : هي صورة ذهنية لما تطمح الجامعة بأن تصل اليه في المستقبل.	
					يوجد وضوح في الرؤية للجامعة.	37.
					رؤية الجامعة محددة.	38.
					تطور الجامعة رؤيتها بشكل مستمر .	39.
					يتم تطوير رؤية الجامعة وفقا لأسس علمية.	40.
					تهتم الجامعة في صياغة رؤيتها بالمجتمع الداخلي للجامعة.	41.
					تراعي الجامعة في صياغة رؤيتها متطلبات المجتمع المحلي.	42.
					تسعى الجامعة لتحسين علاقتها مع البيئة الخارجية.	43.
					تساهم الجامعة في ترسيخ العلم والمعرفة.	44.
					تساهم الجامعة في الرقي الحضاري للمجتمع.	45.
					تساهم رؤية الجامعة في احداث تغييرات إدارية.	46.

معارض بشدة	معارض	محايد	موافق	موافق بشدة	الفقرات	الرقم
					2- الرسالة : هي السبب الذي قامت على أساسه الجامعة ودواعي وجودها والفكرة الرئيسية التي تقوم عليها كافة أنشطتها.	
					تتوفر لدى الجامعة رسالة واضحة.	47.
					تتوفر لدى الجامعة رسالة محددة.	48.
					رسالة الجامعة قابلة للتنفيذ.	49.
					رسالة الجامعة تساهم في تطوير المعارف لديها.	50.
					تساهم رسالة الجامعة في تحفيز ابداع	51.

معارض بشدة	معارض	محايد	موافق	موافق بشدة	الفقرات	الرقم
					العاملين.	
					تهتم الجامعة بشرح رسالتها لموظفيها بشكل دقيق.	52.
					رسالة الجامعة مبنية على أسس القيم والمعتقدات الراسخة لديها.	53.
					توضح رسالة الجامعة مزايا الجامعة.	54.
					3- الأهداف: هي المخرجات المحددة التي تم تحديدها ووضعها من قبل الجامعة، وتسعى بكافة الطرق لتحقيقها ، وبالتالي تحقق رسالتها وتسعى الى الاقتراب أو الوصول الى رؤيتها.	
معارض بشدة	معارض	محايد	موافق	موافق بشدة	الفقرات	الرقم
					لدى الجامعة أهداف طويلة الأجل تهتم الجامعة بتحقيق أهدافها.	55.
					أهداف الجامعة تشجع البحث العلمي.	56.
					تساهم أهداف الجامعة في تحفيز قدرات العاملين.	57.
					تساهم أهداف الجامعة في تحفيز مهارات العاملين.	58.
					تساهم أهداف الجامعة في تحسين مستوى اداء العاملين.	59.
					يشارك جميع الأطراف في الجامعة في صياغة أهدافها.	60.
					أهداف الجامعة واضحة .	61.
					أهداف الجامعة مفهومة لجميع العاملين.	62.
					أهداف الجامعة قابلة للقياس.	63.
					أهداف الجامعة مرتبطة بفترة زمنية لتنفيذها.	64.
					أهداف الجامعة محددة.	65.
					أهداف الجامعة تتميز بالمرونة الكافية للتكيف مع المغيرات الطارئة.	66.

معارض بشدة	معارض	محايد	موافق	موافق بشدة	الفقرات	الرقم
					تتلاءم استراتيجيات الجامعة والامكانيات المادية للجامعة.	67.
					تتلاءم استراتيجيات الجامعة والامكانيات البشرية للجامعة.	68.
					تساهم الاستراتيجيات المتبعة في الجامعة في تحسين الأداء.	69.
					تساهم استراتيجيات الجامعة في تعزيز الموقع التنافسي.	70.
					يوجد استراتيجيات مالية واضحة لدى الجامعة.	71.
					يوجد استراتيجيات محددة لتطوير الكادر البشري.	72.

الاستراتيجية : هي وسيلة لتحقيق الهدف. (رأس الجدول: 4-)

2- **جودة أداء العاملين:**

معارض بشدة	معارض	محايد	موافق	موافق بشدة	الفقرات	الرقم
					تحرص الجامعة على رفع مستوى الأداء المهني للعاملين فيها.	1.
					تهتم الجامعة بقيام العاملين بأداء أعمالهم بالطريقة الصحيحة.	2.
					يقوم العاملون بأداء أعمالهم بأقل التكاليف	3.
					يقوم العاملون بأداء أعمالهم بأقصر وقت ممكن.	4.
					يقوم العاملون بأداء أعمالهم بدقة.	5.
					توفر الجامعة تسهيلات مالية لتطوير العاملين فيها.	6.

2- الفاعلية والكفاءة
الفاعلية: هي استخدام الموارد المتاحة لتحقيق الأهداف المطلوبة بغض النظر عن التكلفة.
الكفاءة: هي استخدام الموارد المتاحة لتحقيق الأهداف المطلوبة ويأقل تكلفة ممكنة.

الرقم	الفقرات	موافق بشدة	موافق	محايد	معارض	معارض بشدة
2- رضى العاملين : هي الشعور النفسي بالقناعة والارتياح أو السعادة لإشباع الحاجات والرغبات والتوقعات مع العمل نفسه ومحتوى بيئة العمل ومع الثقة والولاء والانتماء للعمل.					
7.	أشعر بالعدالة في التعامل بالجامعة.					
8.	أشعر بأن هنالك مساواة بين العملين في الجامعة.					
9.	تتعامل الجامعة بشفافية معي.					
10.	أشترك باتخاذ القرارات على مستوى دائرتي.					
11.	توفر الجامعة بيئة مريحة للعاملين فيها					
12.	تقدم الجامعة حوافز مادية للعاملين فيها.					
13.	تتوفر فرص الترقية للعاملين في الجامعة.					
14.	توفر الجامعة للعاملين فيها تأمين طبي.					
15.	توفر الجامعة للعاملين فيها تعليم لأبنائهم.					
16.	يشعر العاملون في الجامعة باحترام رؤسائهم وتقديرهم لهم.					

الرقم	الفقرات	موافق بشدة	موافق	محايد	معارض	معارض بشدة
3- المعرفة بمتطلبات العمل : تشمل المعارف العامة، والمهارات الفنية ، والمهنية والخلفية العامة عن الوظيفة والمجالات المرتبطة بها.					
17.	يتمتع العاملون بمهارة التواصل مع الآخرين.					
18.	يتمتع العاملون بمهارة التعامل الجيد مع الآخرين.					
19.	لدى العاملين قدرة على التصرف في المواقف الحرجة .					
20.	يمتاز العاملون بسرعة الفهم لمهام العمل المطلوب.					
21.	يتميز العاملون بالقدرة على حل المشكلات في العمل.					

					الفقرات	الرقم
					يقوم العامل بإنجاز مهام العمل طبقاً لمعايير الجودة المطلوبة.	.22

معارض بشدة	معارض	محايد	موافق	موافق بشدة	الفقرات	الرقم
					يبدي العاملون اهتماماً كبيراً بإنجاز ما يطلب منهم من أعمال.	.23
					تتوفر لدى العاملين الرغبة للعمل خارج أوقات الدوام الرسمي.	.24
					يطور العاملون قدرتهم على إنجاز العمل بشكل أكبر بشكل مستمر.	.25
					يتقيد العاملون بمواعيد العمل .	.26
					يتقيد العاملون بإجراءات العمل .	.27
					يتوفر لدى العاملين استعداد كافي لتحمل مسؤولية انجاز العمل.	.28
					تسهم الحوافز المقدمة للعاملين في زيادة مواظبتهم على الدوام الرسمي.	.29

4- كمية العمل المنجز : هي مقدار العمل الذي يستطيع الموظف انجازه في الظروف العادية للعمل، ومقدار سرعة هذا الانجاز.

الملخص

هدفت هذه الدراسة إلى دراسة تأثير التخطيط الاستراتيجي في تحسين جودة أداء العاملين في الجامعات الفلسطينية. لتحقيق هذا الهدف ، استخدمت الدراسة المنهج الوصفي التحليلي للوصول إلى النتائج ؛ تم توزيع استبيان منظم على الموظفين الأكاديميين والإداريين في الجامعات الفلسطينية، كما تم الحصول على البيانات الثانوية من المقالات المنشورة وغير المنشورة. وقد بلغت عينة الدراسة (261) موظف وموظفة يعملون في الجامعات الفلسطينية، وتكونت الاستبانة من (65) فقرة مقسمة إلى قسمين 1) التخطيط الاستراتيجي (الرؤية والرسالة والأهداف والاستراتيجية)، تضمنت الرؤية عشرة بنود، أما الرسالة فكانت في ثمانية بنود، واشتملت الأهداف على أحد عشر بنداً، والاستراتيجية ستة بنود. 2) جودة أداء العاملين التي تتكون من أربعة أبعاد: الفعالية والكفاءة اشتملت على ستة بنود، رضا الموظفين تضمن عشرة بنود، أمّا معرفة متطلبات العمل فشملت ستّة بنود، وكمية العمل المنجز لها سبعة بنود.

استخدمت هذه الدراسة أساليب إحصائية مختلفة لتحليل البيانات، حيث تم جمع البيانات وتحليلها باستخدام طرق تحليل البيانات التالية: أولاً، تم استخدام الإحصاء الوصفي والذي اشتمل على المتوسطات الحسابية والانحرافات المعيارية والنسب المئوية والتكرارات لوصف خصائص أفراد عينة الدراسة. ثانياً، تم استخدام الإحصاء الاستدلالي باستخدام الانحدار المتعدد لاختبار فرضيات الدراسة.

قدمت نتائج الدراسة دعماً تجريبياً للنقاش حول مسألة أن أداء الموظفين يتأثر إيجابًا وبشكل ملحوظ بالأبعاد المختلفة للتخطيط الاستراتيجي(الرؤية والرسالة والأهداف والاستراتيجية). وقد وجد أيضاً أن أبعاد التخطيط الاستراتيجي هذه هي الأكثر تطبيقاً وممارسة في الجامعات الفلسطينية.

كما أظهرت النتائج أن أبعاد التخطيط الاستراتيجي تعتبر وسيلة لمعرفة الإمكانيات المختلفة التي يمكن أن تتوفر للجامعة من خلال الخطط والبرامج والمشروعات المختلفة، حتى تتمكن الجامعة من الحفاظ على جودة عالية لأداء العاملين، بما يتناسب مع أهمية وطبيعة عمل الجامعة.

وبناء على نتائج الدراسة قدمت الباحثة التوصيات التالية:

من الضروري أن توفر الجامعات الفلسطينية الأموال الكافية لعملية التخطيط الاستراتيجي، والحاجة إلى الاعتماد على التخطيط الاستراتيجي في اتخاذ القرارات المستقبلية المتعلقة بالموارد البشرية في الجامعة. كما ويجب على الجامعات أيضاً إجراء تقييم للأداء من خلال المقابلات التي تهدف إلى وضع أهداف مشتركة تأخذ في الاعتبار مصالح المؤسسة والعاملين وتحسين أداء كل منهما.