Building A scale for Strategic Planning and Psychological skills in Mosul University

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Abstract

The current research aims at building a scale for the strategic planning scale in Mosul University in the center of Nineveh governorate. The researchers reviewed several literatures that deal with the subject of the strategic planning, such as the study of Dakhlallah (2012) and the study of AlUdwani (2020). In order to accomplish the objective of the research, the two researchers built the tool of the strategic planning skills (a form of the strategic planning) that involves five skills (plan formulation skill, internal analysis skill, external analysis skill, skill of executing the strategic plan and following it up and the skill of evaluating the strategic plan) through analyzing the standards of the institutional academic reliability of five countries and taking the standards in common. They include: (The Egyptian Universities 2009, Jordanian Universities 2015, Iraqi Universities 2018, Saudi Universities 2018 and Bahraini Universities 2022) as three standards were selected, which are:

1- The strategic planning.

2- The teaching staff and scientific research.

3- Society service.

The preliminary form of the items involved (65) items and the sample of the research included (120) quality liaison members and the members of the quality control for the year 2021-2022. The validity of the tool was verified by using the face validity and the invariability of the tool using the retest and conducting the distinction using the T test and so the total number of the final items was (60). The formulation of the strategic plan skills involved (12) items, the internal analysis skill included (10) items, the external analysis skill included (13) items, the skill of executing the strategic plan and following up with it involved (13) items and the evaluation skill included (12) items. The researchers built a scale that is characterized with validity, invariability and discrimination. The researchers recommend to use the tool to identify the level of the strategic planning skills at Mosul University and they suggest to conduct further studies for the purpose of comparison between Mosul University and other Iraqi and Arab universities.

Keywords: planning, skill, strategic planning, responsibilities, strategic planning skills, Active listening, Cognitive Skill.

Introduction

The problem of the research lies in the poor performance and the lack of expertise of the members of the liaison and the members of the quality control committees at Mosul University in terms of the strategic planning. The reason is due to the lack of the training courses they should about raising the awareness. This could be observed because there are no strategic plans at the university or a few plans that are not enough or poor that don't meet the needs and this denote the weakness of the specialists of the strategic planning as this process aims at identifying and directing the strategic path of the institution and it also rests on the formulation and developing the mission and objectives of the institution in addition to providing the requirements needed for performance improvement and making sure of relating the strategic goals of the top management ambition as well as

directing the available economic resources and potentials. The importance of the strategic planning is evident as it directs the research efforts to develop the performance of the institution and support its competitive position and makes sure of achieving the relatedness between the mission of the institution and its goals in addition to the fundamental rules and systems that enhance the potential and analyze the opportunities, constraints and challenges and evaluating them and supporting the institution by identifying the strengths and weaknesses, identifying the work requirements, providing the resilience of the institution to make it capable of adapting to the changes, providing the prediction tools and estimating the orientations of the work environment elements, identifying the institutions opportunities, the benefits from the requirements, providing the best alternatives and also providing the resources in accordance with the benefit and cost considerations.

As there is no scale that measures the strategic planning skills, the problem of the research is represented building a valid and invariable scale that measures the skill of the liaison officers and the members of the quality insurance committees at Mosul University.

The importance of the strategic planning is manifested in the institutions of education in general and the institutions of the Higher Education in particular because it stands for putting a map of the situation that specifies the tendencies of the institution as it is the methodological apparatus that leads the work of educational institutions to make them fulfill their goals.

(AlKaltham and Hazim, 2012: 191)

The skills of strategic planning is considered as a continuous process that rests on a profound and realistic comprehension of what is going on in the internal environment of the university and getting acquainted with the strengths and weaknesses in this environment and also getting acquainted with the external environment that involves opportunities and challenges taking into account the opportunities available to minimize the surrounding risks and threats and following methods and means that make the university distinguished and able to accomplish the future goals. This is done through the institutional adaptation with the external environment with all its variables and evaluating it continuously through adopting scientific methods that are characterized by predicting the variables in order to formulate convenient achievable strategic plans and reorganizing the surrounding variables. (Atoom, 2020: 421).

Universities seek training and habilitating their admin staffs including the teaching staff to enhance the performance by means of adopting good teaching styles to ensure the quality and the academic reliability in accordance with the local and international quality assurance approved standards. The quality of teaching means keeping on and transferring from the education outcomes, which are defined by some persons as the suitability and goal, which means the compatibility of education outcomes with the goal specified by the educational institution (AlSammak, 2016: 10), because the quality is a vital factor in improving the performance and accomplishing distinctiveness. Therefore, universities should adhere to the internationally approved quality standards that are called (the standards of academic reliability), which adjust the compatibility of the outcomes with the goals and the standards set forth that they can be evaluated from different perspectives (Mohsin , Ahmed Mansour and Trimmer , Karen, 2018 , pp 1-2).

Quality assurance has been paid a great attention in the education sector to the extent that made the thinkers call this age "the age of quality" as it is one of the major pillars of the successful management model. Because quality assurance requires from the higher education institutions providing certain factors (material, human and financial) as the higher education institutions are the final stage of teaching and learning, so they should be very keen on the quality of the educational process through the contribution in maximizing the skills of the strategic planning of these institutions.

Starting from this point, skills of the strategic planning are regarded as an essential requirement to quality assurance and the academic reliability in the higher education institutions as it is one of the most vital subjects that directly influences the teaching process in the higher education institution

(Ghadeeri et al., 2021: 11).

Hence, the aptitude of the strategic planning emerges as an effective method to confront the challenges and the continuous and mindful study of the internal and external environments of the teaching institutions in general and the higher education in particular and these institutions should be encouraged to draw a speculation for their future to accomplish the long-term goals.

(Kesht, 2004: 269)

Attention to the quality assurance of the higher education institutions, applying its systems and disseminating it principles has become an urgent demand and a strategic option. In the light of the quality standards, higher education will be characterized with the increased capacity to achieve the goals and promoting the performance level and the improvement of the process of teaching as a whole. Therefore, the strategic planning plays an important role in the quality assurance in the higher education institutions.

(Abu Shabab, 2012: 13-14)

The present research aims at building a scale of strategic planning skills according to the standards of quality and academic reliability at Mosul University at the center of Nineveh governorate.

The strategic planning is "a comprehensive process that rest of forecasting the future and realizing the variables related to the internal and external environment of the educational institution to move from the status quo to the desired state that fulfills a good quality of education". (Dhahhawi and AlMeleeji, 2011: 65).

Moreover, the strategic planning is defined as a long-run plan in which the message of the institution, purposes and goals the institution seeks to fulfill and the temporal programs are set forth to be all achieved, taking into considerations the challenges and the environmental opportunities, resources and current potentials of the institution.

(AlBarrazi, 2014: 281)

The researchers adopted the definition of Dhahhawi and AlMeleeji (2011): "a comprehensive process that rest of forecasting the future and realizing the variables related to the internal and external environment of the educational institution to move from the status quo to the desired state that fulfills a good quality of education"

The strategic planning skills, as Skek (2008), defined it are:

"The level of proficiency possessed by the leader possesses and uses in formulating the vision, message of the teaching institution, specifying the strategic goals and analyzing its internal and external environments."

(Skeek, 2008: 9).

AlMurabaa' (2015) defined it as: "The aptitude to identify the institution's message, forming policies and deciding the main path that is used to execute the goals of the institution accurately and proficiency for the purpose of formulating its style and character and distinguishes it from other institutions."

(AlMurabaa', 2015: 71)

The theoretical definition of the researchers:

The researchers adopted Skeek's (2008) definition: "The level of proficiency possessed by the leader possesses and uses in terms of formulating the vision, message of the teaching institution, specifying the strategic goals and analyzing its internal and external environments."

In his study, entitled: **"The degree to which the school principals in Jarash governorate possess the strategic planning skills from their own points of view (2012)." Dakhlallah** conducted a study that covered (53) male and female school principals in Jarash governorate for the academic year 2011-2012. The aim of the study was to identify the degree to which school principals in Jarash governorate possess the skills of the

strategic planning from their points of view. This study used the descriptive survey methodology through distributing a questionnaire form to (53) male and female school principals. After verifying the validity of the tool, (50) forms were recollected and the data was analyzed using the statistical package (SPSS).

The study concluded the following results: the degree to which the principals possess the strategic planning skills was a medium degree and in terms of the strategic analysis the degree was medium too. The strategic formulation was medium, while approving the plan and executing it, the domain of follow up and evaluation was medium. Also, results showed that there were no significant differences at the level (0.05) between the responses of the individuals. This is due to the sex variable in all the fields of strategic planning skills possession in the total degree of possession. In light of these results, the study presented some recommendations. The first is that training the principals on the strategic planning skills and the way in which the strategic plan is prepared according to their needs, the necessity to conduct more studies and researches about the strategic planning and holding training courses that manifest the strategic plans.

AlOdwani's conducted a study in (2020), entitled: "A proposed training program to develop the strategic planning skills according to the quality standards for the quality-specialized individuals at the schools of the republic of Yemen." This study aimed at building a proposed training program to develop the skills of school strategic planning according to the quality standards for the quality-specialized individuals at the schools of the republic of Yemen.

To accomplish the objective of the study, the descriptive methodology and the questionnaire form were used and applied to the sample of the study, which consisted of (123) specialized individuals in AlMahweet governorate (to identify their training needs and then building the propose training program according to that). The study coiesncluded that the sample individuals agreed greatly on all the training needs and building a program that supports the school strategic planning skills for the quality specialists according to the quality standards.

Finally, the study submitted a set of recommendations including: updating the organizational structures of the government and private universities and colleges and organizing them according to the strategic planning skills and applying them soundly.

Based on what has been mentioned above, the researchers summarize the importance of the research in the following points:

1- The scale adopted by the researchers is considered as an attempt to develop the strategic planning in Mosul University, by means of habilitating and training the quality specialists on the skill of strategic planning so that this can be a gate to develop the Universities in Iraq in accordance with the standards of quality and academic reliability.

2- It is expected to get benefit of this scale of the general management of quality and academic reliability in the Ministry of Higher Education and Scientific Research by other universities through applying the strategic planning skills to the quality specialized staff.

3- The staff of quality assurance can make use of it as it provides a list of strategic planning skills based on the quality standards that are necessary to develop the quality of the university.

This chapter is a presentation to the methodology adopted in this research and the procedures that the two researchers relied upon in order to accomplish the objective of the research. Therefore, it was compulsory to determine the research population and choosing a sample that represents it, preparing the tools and applying them, verifying the scale validity and invariability, using the relevant statistical tools and then analyzing the data and processing it as follows:

The researchers used the descriptive methodology as it investigates the events, phenomena and practices that are available for study and measurement as they are without the interference of the researchers in its details and the researcher could interact with them or analyze them.

(AlAgha and AlDheeb, 2000: 2)

The research population is considered one of the important steps in the educational researches in which high accuracy is required as the procedures of the research, it design and results are dependent. What is meant by the research population is "All the items that the researcher targets studying them to fulfill the results of the research"

(Abu Samrah, Teeti, 2012: 45)

The researchers collected the data and information of the original population, which includes the liaison members and the member of the quality committee at the college of Mosul University, who are (120) male and female members in both the specialization of humanity and scientific.

What is meant by the sample of the research is (part of the population that the research targets as this sample is chosen randomly or deliberately and it represents the population actually (AlNuaimi, 2014: 63). The research required conducting an analysis and calculating the validity and invariability. The sample consisted of (120) members of the liaison members and quality committee members at the colleges of Mosul University for the academic year (2021-2022). The researchers build the form of the strategic planning skills for five skill, which are: the skill of formulating the strategic plan, the internal analysis skill, the execution and follow up skill and the evaluation skill.

Steps of the questionnaire form preparation

1- The quality standards and the institutional academic reliability in the Ministry of Higher Education and Scientific Research were reviewed by the researcher which belong to five Arab countries, which are (Egypt 2001, Jordan, 2015, Iraq, 2018, Saudi Arabia, 2018 and Bahrain 2020). The standards were distributed to thee domains: (the strategic planning, the teaching staff and the scientific research and the population).

2- The researchers analyzed the standards to items, a number of these items for each standard and so the number of items was (65) items.

3- The tool validity means the capability of the tool to measure what it was developed for or the feature desired to be measured (Bahi, 2007: 82). The valid test is the one that measures what is was prepared to measure and doesn't measure anything else or another thing (Ghunaim, 2004: 87).

The apparent validity of managing the skill of the strategic planning refers to the extent to which the test represents the content to be measured (AlAssaf, 1995: 43).

It is what reflects the level of the items harmony with the subject and the concepts of the scale (AlNabhan, 2004: 275).

Validity stands for the most important aspects that should be present in the tests before application, i.e. the scale really measures the functional action for which it was made to measure without measuring another function along with it or instead of it (Ereifij et al., 2006: 111).

After the items and the respondents were determined, the scale was submitted to a group of experts and arbitrators who are specialized in education and psychology, educational sciences, administration and economics, science of measurement and evaluation who are (15) experts and arbitrators. The percentage of the experts' agreement was (100%). No item was deleted or modified and the tool was distributed to five skills (the skill of strategic plan formulation, internal analysis skill, external analysis skill, the skill of execution and follow up and the skill of evaluation).

Items analysis

What is meant by the strength of distinction of items is their capability to distinguish between the respondent from the low category and the category of the high performance of the response to the items (AlNabhan, 2004: 434). The scale was applied to identify the distinction strength to a sample of (103) liaison member and members of quality committee at Mosul University. After correcting the scale and calculating the total score for each member, the forms were arranged progressively from the lowest score to the highest one and (27%) of the forms with the lowest score were taken to represent the minimum group and another (27%) of them were taken to represent the maximum group according to the t test of two independent samples that were obtained from the results, as shown in table (1).

Table (1): The T test to distinguish the tool

Item	Group	Number	Arithmetic mean	Standard deviation	Calculated T	Table T
1	minimum	28	2.3571	1.12922	2.001	
	maximum	28	3.0714	1.51361		
2	minimum	28	2.3929	1.22744	2.126	
	maximum	28	3.1071	1.28638		
3	minimum	28	2.3571	1.12922	2.445	
	maximum	28	3.1071	1.16553		
4	minimum	28	2.5714	1.03382	2.414	
	maximum	28	3.3214	1.27812		
5	minimum	28	2.5000	1.10554	2.147	
	maximum	28	3.2143	1.37051		
6	minimum	28	2.3214	.98333	2.941	. 1.96
	maximum	28	3.2500	1.35058		
7	minimum	28	2.3571	1.22366	3.400	
	maximum	28	3.5000	1.29099		
8	minimum	28	2.2857	1.11744	2.251	
	maximum	28	2.9643	1.13797		
9	minimum	28	1.9286	1.01575	2.279	
	maximum	28	2.6429	1.31133		
10	minimum	28	2.1429	1.07890	2.982	
	maximum	28	3.0714	1.24510		
11	minimum	28	2.1071	1.16553	2.608	
	Maximum	28	2.9643	1.29048		
12	minimum	28	2.6429	1.12922	.318	
	maximum	28	2.7500	1.37773		
13	minimum	28	2.4643	1.17006	2.087	
	maximum	28	3.2143	1.49956		
14	minimum	28	2.5357	1.13797	.105	1.96
	maximum	28	2.5000	1.40106		
15	minimum	28	1.6071	.78595	3.151	
	maximum	28	2.5357	1.34666		
16	minimum	28	2.0714	.94000	2.274	
	maximum	28	2.7857	1.37051		

17	minimum	28	2.0714	.81325	2.856	
	maximum	28	2.8929	1.28638		
18	minimum	28	2.4643	1.20130	639	
	maximum	28	2.6786	1.30678		
19	minimum	28	2.1429	1.11270	2.367	
	maximum	28	2.8571	1.14550		
20	minimum	28	2.3214	1.05597	2.228	
	maximum	28	3.0000	1.21716		
21	minimum	28	2.2143	1.06657	2.751	
	maximum	28	3.1429	1.43280		
22	minimum	28	2.2500	1.26564	2.269	
	maximum	28	3.0714	1.43833		
23	minimum	28	2.4643	1.26146	.101	
	maximum	28	2.5000	1.37437		
24	minimum	28	2.0000	1.05409	2.434	
	maximum	28	2.8214	1.44154		
25	minimum	28	1.7857	.87590	3.042	
	maximum	28	2.7143	1.35693		
26	minimum	28	2.0000	1.08866	2.409	
	maximum	28	2.7500	1.23603		
27	minimum	28	2.5000	1.20185	2.257	
	maximum	28	3.2143	1.16610		
28	minimum	28	2.0714	1.01575	2.366	
	maximum	28	2.8214	1.33482		
29	minimum	28	2.2857	1.32936	3.174	
	maximum	28	3.3571	1.19301		
30	minimum	28	2.0714	1.01575	2.549	
	maximum	28	2.8929	1.37003		
31	minimum	28	2.4643	1.34666	2.372	
	maximum	28	3.2857	1.24297		
32	minimum	28	1.6786	.81892	2.586	
	maximum	28	2.5357	1.55116		
33	minimum	28	1.7500	.79931	3.029	
	maximum	28	2.6429	1.33927		
34	minimum	28	2.1786	.98333	3.119	
	Maximum	28	3.0714	1.15241		
35	minimum	28	2.2857	.89679	3.289	
	maximum	28	3.2500	1.26564		
36	minimum	28	2.2857	1.01314	3.014	
	maximum	28	3.1429	1.11270		
37	minimum	28	1.9643	.83808	3.400	1.96
	maximum	28	2.9286	1.24510		
38	minimum	28	2.2500	1.23603	3.266	
	maximum	28	3.3214	1.21879		

39	minimum	28	2.0000	1.24722	3.165	
	maximum	28	3.0357	1.20130		
40	minimum	28	2.0714	1.11981	2.072	
	maximum	28	2.7500	1.32288		
41	minimum	28	2.1429	1.29713	2.793	
	maximum	28	3.1071	1.28638		
42	minimum	28	1.6429	.67847	2.869	
	maximum	28	2.3571	1.12922		
43	minimum	28	1.8929	1.13331	4.736	
	maximum	28	3.3214	1.12393		
44	minimum	28	2.3214	1.36228	2.635	
	maximum	28	3.2143	1.16610		
45	minimum	28	2.0357	1.03574	3.003	
	maximum	28	2.9286	1.18411		
46	minimum	28	2.3214	1.36228	3.319	
	maximum	28	3.3929	1.03062		
47	minimum	28	1.9643	1.07090	3.436	
	maximum	28	3.1071	1.39680		
48	minimum	28	2.3214	1.21879	3.853	
	maximum	28	3.5357	1.13797		
49	minimum	28	2.1071	1.06595	2.818	
	maximum	28	3.0714	1.46385		
50	minimum	28	2.1429	1.23871	2.867	
	maximum	28	3.0714	1.18411		
51	minimum	28	1.8929	.91649	5.123	
	maximum	28	3.3214	1.15642		
52	minimum	28	2.0000	.94281	5.834	
	maximum	28	3.5714	1.06904		
53	minimum	28	2.4643	.96156	2.853	
	maximum	28	3.2857	1.18187		
54	minimum	28	2.2500	1.29458	3.515	
	maximum	28	3.3929	1.13331		
55	minimum	28	2.3571	1.31133	3.286	
	maximum	28	3.5000	1.29099		
56	minimum	28	2.2143	1.25778	2.965	
	maximum	28	3.1429	1.07890		
57	minimum	28	1.7143	1.15011	3.328	
	Maximum	28	2.8571	1.40671		
58	minimum	28	2.2143	1.16610	3.674	
	maximum	28	3.3571	1.16155		
59	minimum	28	2.7500	1.23603	107	
	maximum	28	2.7857	1.25778		1.96
60	minimum	28	2.1786	.98333	5.038	
	maximum	28	3.6071	1.13331		

61	minimum	28	2.1786	.90487	3.282	
	maximum	28	3.0714	1.11981		
62	minimum	28	2.2500	1.07583	3.205	
	maximum	28	3.1429	1.00791		
63	minimum	28	1.9286	.85758	2.846	
	maximum	28	2.7857	1.34322		
64	minimum	28	2.1786	1.33482	2.526	
	maximum	28	3.0357	1.20130		
65	minimum	28	2.2500	1.04083	3.870	
	maximum	28	3.3929	1.16553		
Total			151.5714	10.67510	19.357	
			198.0357	6.88252		

It is clear from table (1) results, that there are five items which are marked with (*) and their T values were not statistically significant for the items (12, 14, 18, 23 and 59) and so the number of the rest of items is (60) items. In table (2) the deleted items are listed.

Table (2): Shows the deleted items from the tool

No.	Items
12	I have the ability to make matching between the scientific research and the academic activities
14	I participate in clarifying the values relevant to the work of the teaching staff.
18	I participate in making the risk management plan.
23	I plan a program for training the new teaching staff members.
59	I participate in providing the feedback to evaluate the performance of the teaching staff members.

Invariability

What is meant by invariability is the harmony of the measurement, i.e. the homogeneity in measuring what is measured by the tool of the scale.

(Milhem, 2000: 248).

It is obvious that the tool is not void of mistakes and the error in the measurement results in a difference in the scores obtained from the individual group compared to the their actual score that are obtained when using a well-adjusted scale (Fennic, 2015: 211).

The invariability of the tool can be verified using different methods; some of which measure the external homogeneity, which is retesting method and it is called the stability throughout time and some of them measure the internal homogeneity like AlPha cronbach equation and Cuder-Richardson's equation 20)

(Edel, 1972: 412).

The researchers used the retest method as follows:

The tool was applied to a sample that consists of (17) liaison members and quality assurance committee members in 2/10/2022. The retest was conducted in 17/10/2022, i.e. two weeks after the first application. AlDhaher et al., 1999 that the period between the two tests should be (10 – 20) days and this is dependent on the student age and the number of the questions (AlDhaher et al., 1999: 140). After applying Pearson's correlation coefficient to the two times of the test of the sample, it was found that its value is (0.96). To find the significance of the correlation coefficient, T value of the correlation coefficient was calculated and it was found that it is (12.912), which is higher than the table value (2.131) at a significance level of (0.5) and a freedom degree of (15). So, the invariability coefficient is statistically significant and this denotes the invariability of the test (Oudah, 1998: 24).

Table (3): Invariability by means of retesting

Skill	Correlation coefficient	T value of Correlation coefficient	Table value	Significance
Skill of formulating the strategic plan	0.95	11.723	2.31	Significant
Internal analysis skill	0.96	12.912	2.31	Significant
External analysis skill	0.98	18.326	2.31	Significant
Skill of execution of the strategic plan and following it up	0.96	12.912	2.31	Significant
Evaluation skill	0.94	11.423	2.31	Significant

The final form of the tool: The tool consists of (60) items with five alternatives (very high, high, medium, low, very low) with scores of (1, 2, 3, 4, 5). So, the maximum score is (300) and the minimum score and the hypothetical average is (180) scores. The scores were plotted on the natural distribution curve as shown in the following figure:
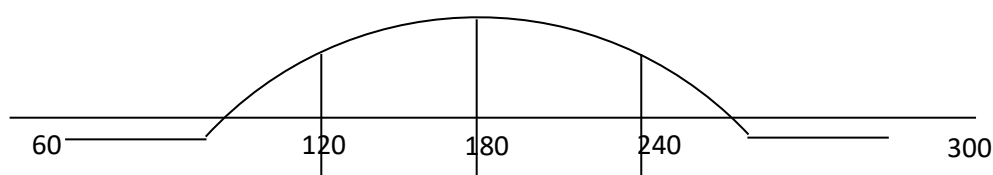
The distribution of the scores of the strategic planning skills

Where, the high level is with scores that range between (240-300).

The medium level is with scores that range between (120-240).

the low level is with scores that range between (120-160).

Results

The researchers concluded that preparing a tool that is characterized by validity, invariability and distinction, which consists of (60) items distributed to five skills as shown in table (3)

Table (3): Shows the number of skills and the number of items of each skill

Skill	Number of items
Skill of strategic plan formulation	1-12
Internal analysis skill	13-24
External analysis skill	25-36
Skill of execution and follow up	37-48
Evaluation skill	49-60
Total	60

Recommendations

The researchers recommend to use the tool identify the level of the strategic planning skill at Mosul University.

Suggestions

The researchers recommend to conduct studies of strategic planning skills in Mosul University compared to other Iraqi and Arab countries.

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