

The Impact of Strategic Planning on Improving Institutional Performance at Limkokwing University of Creative Technology in Malaysia

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Citation

Abdulrahman Ali Mohsen Al-Harethi, Qais Ahmed Al-Maamari. The Impact of Strategic Planning on Improving Institutional Performance at Limkokwing University of Creative Technology in Malaysia. *International Journal of Psychology and Cognitive Science*. Vol. 4, No. 3, 2018, pp. 112-129.

Received: September 13, 2018; **Accepted:** September 26, 2018; **Published:** October 19, 2018

Abstract: The purpose of the study is to examine the effect of strategic planning (SP) on institutional at private educational institutions in Malaysia specially, Limkokwing University of Creative Technology (LUCT). Their relationship receives a considerable scholarly attention in the literature, but few studies have been conducted among Malaysian Public and private Universities. Universities are considered as important based on the belief that this sector plays a key role in supporting its plan of transformation of the country from a middle-income country into a high income by 2020. Based on the theoretical consideration, a model was proposed to examine this relationship. A quantitative survey method was used, the data were collected from the staffs of LUCT in Cyberjaya – Malaysia. A total of 120 questionnaires distributed, 78 usable questionnaires were returned. Statistical Package for the Social Sciences (SPSS) was used for the data analysis. Based on the statistical findings, the strategic planning and its dimensions have a significant and positive relationship with improving the institutional performance. The result of the present study has some practical implications: It will assist owner/managers of LUCT take the right decision on the importance of strategic planning (SP) in their respective firm. The strategic planning (SP) can help owner/managers with well-built to attain the maximum performance level in their organizations and remain relevant in their competitive market.

Keywords: Strategic Planning, Institutional Performance, Educational Institutions, Malaysia

1. Introduction

Over the past decades, Malaysian higher education has been developing significantly and rapidly through many political and reform initiatives in education. Where the number of various educational institutions increased from 11 universities and colleges to more than 60 universities and (21 colleges are public and the rest are private) [1]. This designed development is not only driven by what is in line with intellectual development, human capital, resource needs, or local requirements but driven by the concept of making Malaysia the regional hub of excellence for higher education [2, 3].

Therefore, educational institutions are competing against each other, taking more market, customers (students), sales, etc. Rapid changes caused by factors that have caused higher competition such as globalization, technology advancement and other. Many institutions are driven by the market to set their goals in their performance which include: cost reduction, achieving sales levels, increasing the number of customers (students), increasing the market percentage, improving productivity and quality, innovative products. Through how strategically they plan in order to improve their performance, they will achieve these goals. Therefore, the achievement of institutional performance is enabled through strategic planning as the key to success [4].

Moreover, it was noted that strategic planning has

potential advantages and intrinsic values that eventually translate into improved institutional performance. It is, therefore, a vehicle that facilitates improved institutional performance

The reason of the study was to establish how strategic planning contributes towards the private educational Institutions in Malaysia specifically at Limkokwing University of Creative Technology and how it has impacted on the improvement of the performance of the institution.

Most educational Institutions in Malaysia face challenges in human resources constraints, institutional gaps, and capacities, including poor leadership and governance in implementing strategies [3, 5, 6]. In view of the previous studies, there is a need to look at global studies in general and Malaysian in particular to discuss the issue of strategic planning and its impact on the performance of private educational Institutions in Malaysia specifically at Limkokwing University of Creative Technology.

It was found that there was an absence of study on the contribution of strategic planning to improve Institution's performance. It was also found that one of the problems facing educational Institutions in Malaysia was that there was a weakness in the formulation and implementation of strategic planning to improve their performance. In addition, lack of understanding of the difficulties and challenges faced by Institutions before implementing strategic planning within the Institution [7]. Hence, the question is whether there is really strategic planning for Institutions in Malaysia and has an impact on improving their performance.

Based on the problem statement, this research aims to explore the practices, issues, and influences of strategic planning in the university to achieve its strategic vision, strategic mission, and strategic objectives and improve its performance. The specific objectives of this study are as follows:

To identify the level of strategic planning from the perception of the university's employees.

To identify and measure the level of Institutional performance from the perception of the university's employees.

- i To explore the relationship between strategic planning included its dimensions (Vision, Mission, and Objectives) and Institutional performance including its dimension (Financial, Clients (students), internal process, and Learning & growth).
- ii To investigate the impact of strategic planning and its dimensions on improving Institutional performance at private educational Institutions in Malaysia.

In addition, the study hypothesized the following:

- i H1: There is a relationship between strategic planning which includes (vision, mission, and objectives) on institutional performance that includes its dimensions (Financial, Clients (Students), Internal Processes, Learning & Growth) as follows:
 - a. H1a: There is a relationship between strategic vision and institutional performance.
 - b. H1b: There is a relationship between strategic

mission and institutional performance.

- c. H1c: There is a relationship between strategic objectives and institutional performance.
- ii H2: Strategic Planning has a significant impact on improving Institutional performance at private educational institutions in Malaysia.

This study derives its importance from the importance of the subject is dealt with, the strategic planning, which is considered as one of the most important administrative concepts that have gained popularity in recent years in the world of private Institutions because of its importance in improving their performance and helping them achieve their vision, mission, and objectives for which they originated for. As such the importance of this study lies in the extent of utilization of the impact of strategic planning on improving institutional performance, and how it can be a reason to do so. The importance lies in the following areas:

- i Scientific approach - As it is considered one of the most important topics at the level of the educational Institutions sector in the study of the relationship between strategic planning and its role in improving the performance of Institutions and their employees and will be a new addition in this framework to raise awareness of the importance of strategic planning for educational Institutions.
- ii Applied approach - the importance of study follows from the found findings that can help solve the problems facing the Institutions and their employees in the field of planning, which helps officials to identify the ways and methods that lead to an increase in employees' performance, which would positively affect the improvement of Institutions' performance in general. As such educational Institutions can also develop good human resource policies to match the availability of employment with expected demands based on the corporate strategy. It will also be of importance to the management of educational Institutions as it will provide feedback on the effectiveness of the implementation of the strategy and its impact on performance and thus help to improve the strategy and implementation of future tactics to promote the achievement of goals.

Therefore, the study will be of significance to private educational Institutions in Malaysia as it will provide feedback on the effectiveness of strategic planning and the impact it has on performance. The study will also be of significance to researchers and scholars who may want to carry out further research in the area of strategy and performance of institutions [8].

The scope of the study is as follows:

- i Location – The research was carried out in private educational institutions in Malaysia, specifically within boundaries of Limkokwing University of Creative Technology.
- ii Human – The research was conducted on staff at Limkokwing University of Creative Technology by heads of departments, heads of faculties, lecturers and

staff.

- iii Time – The research was conducted during the third semester of the academic year 2018.
- iv Scientific – according to the results of previous studies, which the study hypothesized to focus on the main features and characteristics of the impact of strategic planning at the university, which is one of the factors affecting the performance of institutions.
- v Objective – the study focused on the impact of strategic planning and its relationship with the institutional performance at Limkokwing University of Creative Technology.

2. Literature Review

2.1. Underpinning Theory

It refers to the theory that explains the relationship between variables in the research framework. In this study, the framework was to examine the relationship between strategic planning and institutional performance. For this study, the underpinning of Contingency theory was applied.

- *Contingency Theory*

Understanding how institutional contingencies have an effect on adopting and practicing strategic planning and in what ways is valuable for a better understanding and explanation of public strategic planning processes [9].

The primary model of contingency theory is that institutions seek effectiveness by fitting characteristics of the institutions with contingencies that reflect their situations [10].

Based on the situations that institutions run into, they should implement managerial strategies that will be applicable for the Institution to help them in making strategic decisions during implementing the strategic planning processes. Contingency theory for strategy, associated with strategic planning which is the best approach to use and there is no other one. It is a theory of support for suggestion due to the fact any strategy can be used as long as it is appropriate based totally on the institution [10].

As long as institutions face and run into some issues regarding their performance; therefore, this will encourage them to come up with new strategies to improve their performance. Strategic planning has been considered as one of the ideas that belong to contingency theory as a tool to improve institutional performance. Contingency theory highlights the role of strategic planning that is acceptable to be applied to improving institutional performance where it is implemented in accordance with the nature of issues that institutions run into. It also highlights that environmental element as a way to improve the institutional performance by integrating any moderating elements. In this study,

institutional performance is proposed as the moderating element on the impact of strategic planning dimensions (strategic vision, strategic mission, and strategic objectives) on improving institutional performance.

2.2. Institutional Performance

Many practitioners and researchers have defined institutional performance in the literature of management. It was found that following an appropriate definition suggested by Antony and Bhattacharyya (2010) for the purpose of this research where they defined it a measuring tool to create and deliver the value of institution's internal and external clients, it must be used to assess and evaluate the success of the institution [11, 12].

It is also defined as a set of financial and nonfinancial indicators which provide information on the extent of objectives and results achieved [10].

Institutional performance is the ultimate dependent variable of interest by researchers who concern on study management. This broad construct is essential in allowing researchers and managers to evaluate Institutions over time and compare them to rivals. This importance is reflected in the pervasive use of Institutional performance as a dependent variable in previous research.

2.3. Measurement of Institutional Performance

It is the process of quantifying the efficiency and effectiveness of past action. A performance measurement system enables informed decisions to be made and actions to be taken because it quantifies the efficiency and effectiveness of past actions through the acquisition, collation, sorting, analysis, and interpretation of appropriate data [13]. This study is measuring performance based only on Balanced Scorecard (BSC).

i. Balanced Scorecard (BSC)

It is a set of principles and analytical techniques to improve the performance of Institutions in four main dimensions and perspectives, namely: financial, clients (students), internal processes, and learning & growth. The main objective of this card is to measure the achievement of the strategic vision for business Institutions, by following up the performance achieved in accordance with the goals set in advance [14].

Therefore, the study used to financial measures that tell the effects of actions already taken [13]. And it complements the financial measures with operational measures on customer satisfaction, internal processes, and the institution's innovation and enhancement activities- operational measures that are the drivers of future financial performance. This can be shown in the figure below suggested by [15]:

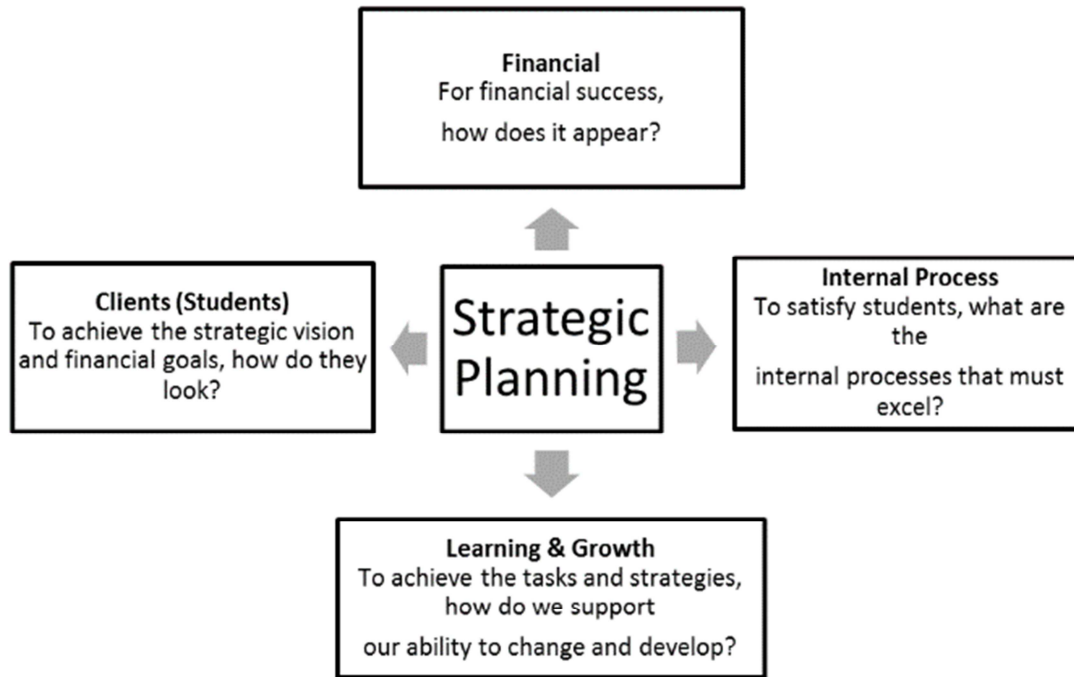


Figure 1. Dimensions of Balanced ScoreCard (BSC).

- i Financial Perspective - This dimension is related to revenue generation or improved operational cost management and focuses on measuring results of performance in the short term and showing the results of actions and decisions that have already been taken and points to the fact that the institution's strategy and implementation contribute to the process of improving performance, and this dimension includes a number of metrics such as (return on equity, income and sales growth, profitability, shareholder value) [16].
 - ii Clients (Students) Perspective - The administration of the Institution (university) is currently seeking to achieve the highest degree of satisfaction to students and meet their needs and gain their confidence, as the degree of satisfaction affects the rate of access to new students and the possibility of maintaining existing students and then attract and acquire more clients (students) [15].
 - iii Internal Process Perspective - It entails the procedures that an Institution must develop and master to be successful. It means all the internal activities and events that characterize the university, and this perspective assesses the degree of success of the university and the extent of its ability to meet the requirements and desires that students expect from the university efficiently and effectively [13].
 - iv Learning & Growth Perspective - This perspective is the backbone of a successful scorecard because it involves employee skills and information systems. This dimension represents the infrastructure for the success of the university as it works to create the climate and raise the level of skills and competencies of the broad base of university staff so that it can deal with the processes of modernization and development that can be in the internal operations [13].
- So, there are four cards support each other. Learning and growth support internal processes and affects clients' satisfaction, while internal processes in return affect clients' satisfaction and all this affects the financial indicators.
- The study also concluded from previous studies which their the steps required to improve institutional performance [17] such as:
- i Performance analysis in order to attempt to fill the performance gap or as a minimum to reduce it to the lowest level using the lowest costs.
 - ii Search for root causes by analyzing the issue in order to choose the treatment method, which starting to gather possible information to identify and determine poor performance causes.
 - iii Choose the intervention or treatment method - Any strategy to improve and develop performance should take into account changing the Institution's objectives before applying the strategy to ensure their acceptance and implementation at all levels.
 - iv Implementation by analyzing or incorporating the concepts of change those are in the daily work with paying attention to the impact of direct and indirect matters for change to ensure the effectiveness of the Institution and achieve its objectives efficiently and effectively.
 - v Monitoring and evaluating performance - This process must be continuous because some methods and solutions have direct implications for developing and improving performance.
- Performance is, therefore, an important and major issue that the Foundation seeks to achieve, namely: survival, growth, and continuity. This is what all have been achieved

through the achievement of high-performance indicators, where the researcher refers to the most important of these indicators, called the Balanced Scorecard B2C in order to identify the deviations in the Institution and try to correct them based on what was measured.

2.4. Strategic Planning

The past few decades experienced the unprecedented growth of planning in both developed and developing countries. It has become a widely-spread activity engaged in by countries, Institutions, and individuals.

From the point of view of education and social development, strategic planning is taken into consideration as a set of practical actions that impact an Institution in order to effect change. It also defines what’s to be accomplished.

After investigating previous studies in defining strategic planning, the researcher came to an agreement and define it as the process that Institutions use to translate their vision and the purpose of the Institution in order to achieve their desired objectives [18].

Strategic planning is widely used in Institutions of all types and activities. Its importance lies in its focus on linking the Institution and its surrounding environment in a manner that ensures its success in achieving its mission. Therefore, to achieve this success, the Institution must examine and evaluate this environment in order to identify the possible and likely change in its political, economic, social and technical fields. It is also important to identify and formulate the core principles and the strategic directions of the Institution to be the basis and the starting point in directing

its operations and administrative functions, raising awareness of the change in its external environment and seeking to develop a way of thinking that takes into account the mission of the Institution and its special capabilities and opportunities. The importance of time and vertical integration between the various levels of the Institution and the horizontal integration between the different functions it performs [19].

In addition to the benefits and importance of strategic planning to any institution, strategic planning has been widely accepted by directors and board members of Institution management, although at the theoretical level and not yet on the operational level in the form of a dominant culture in the Institution. In fact, the complex, fast-moving and increasingly competitive contemporary environment underscores the imperative of strategic planning for private Institutions. Institutions that fail in any future planning are often at risk of losing their opportunities to expand their resource base or increase and diversify their services. They also risk not catching up with the changing needs and requirements of their clients and face unpredictable developments. Therefore, the price they pay for not planning strategically may be stagnation, regression, or downtime [19].

2.4.1. Stages of Strategic Planning

The strategic planning stages are generally classified into three steps: the strategic vision, the strategic mission, and the strategic objectives, but the purpose is to present the basic steps that must be taken in the strategic planning process where below is a brief explanation of these steps.

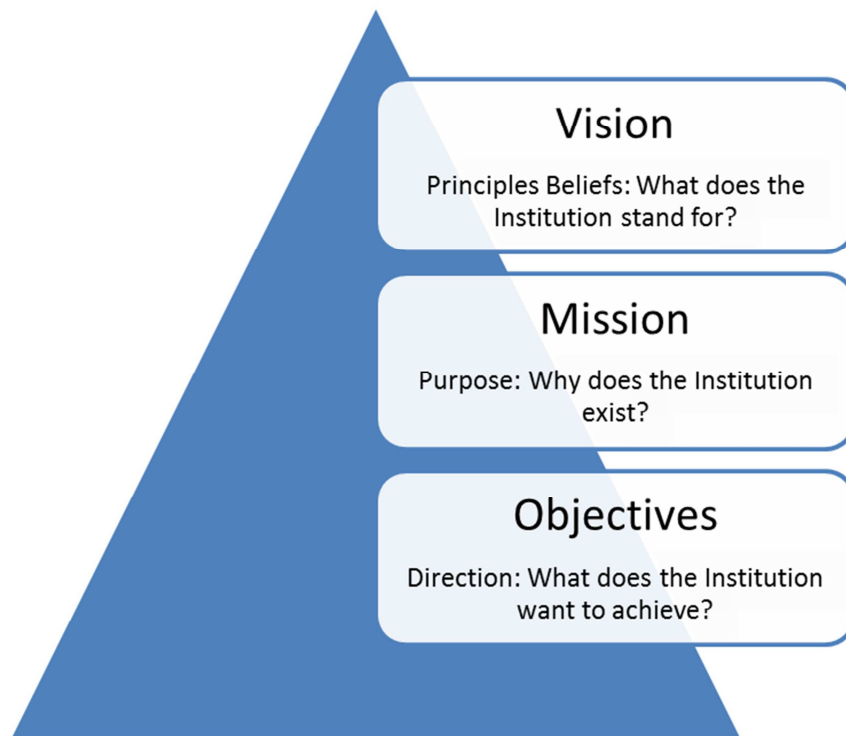


Figure 2. Dimensions of strategic planning.

However, the steps outlined above describe the basic work that needs to be executed and the typical products of the

process. Even though each strategic planning process is uniquely designed to fit the particular needs of a specific Institution, every successful "model" includes most of these steps.

Researchers have recommended a series of action steps or guidelines in accordance to which planners should plan. The key components of 'strategic planning' include an understanding of an entity's vision, mission, and objectives [20]. The Institutions start on by recognizing their vision and mission and objectives as shown in the figure above.

i. Strategic Vision

The institution's vision sets out the reasons for its existence and the "ideal" state that the Institution aims to achieve [21];

Vision should not conflict with the mission statement and

the goal of the Institution, it focuses on its image and what you want to achieve when achieving its objectives.

Therefore, a clear and distinctive strategic vision is the cornerstone of building and achieving an effective strategy. The process of formulating a strategic vision is not only a mere race in the selection of sophisticated slogans and attractive phrases, but a method of strategic thinking about the future of the Institution, the quality of its required activities and its expected market position, which helps in setting the Institution to an effective strategic course committed by the management.

On the whole, according to this research that the strategic vision consists of three main elements [22] as shown in the following figure:

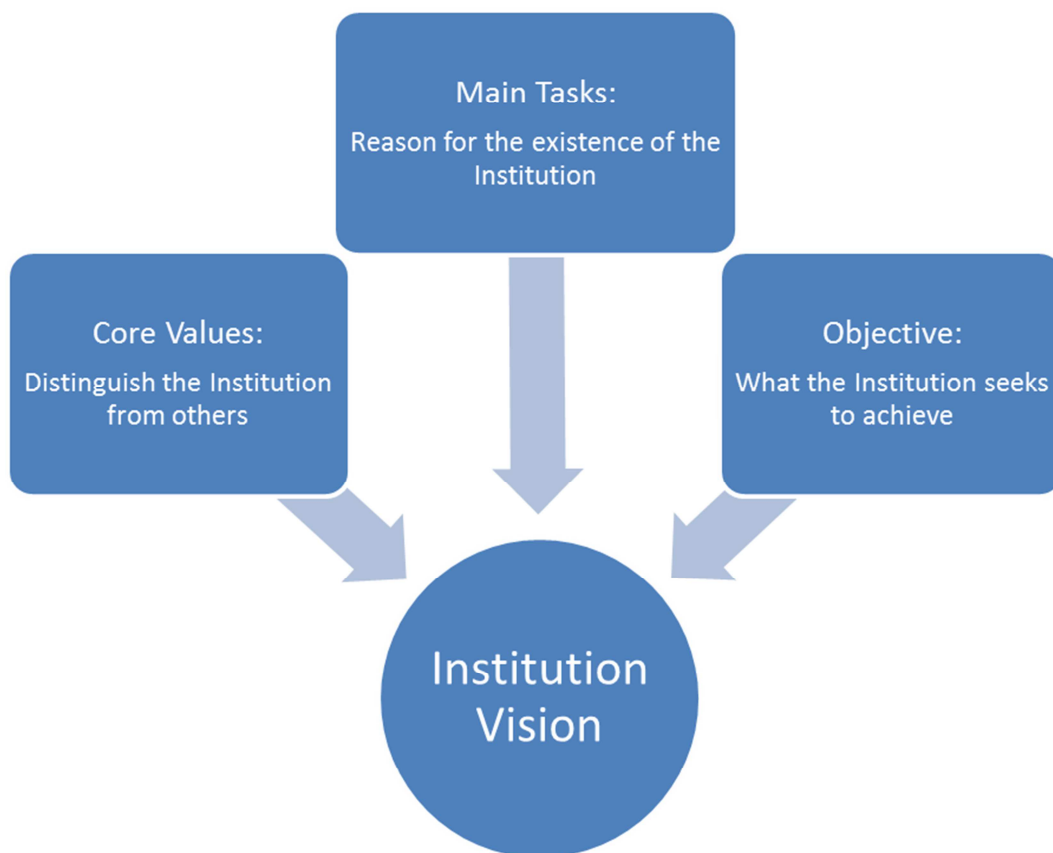


Figure 3. Elements of strategic vision.

It can be said that the dimensions of the vision of an educational Institution should be built on a basis that ensures the universality of the following components:

- i Business Scope - the scope of the disciplines or majors that will be adopted by the Institution and its trends in the future.
- ii Business scale - The size of the Institution and its business, it is necessary to determine the type of Institution, the size of the resources required, the type of Institution and management methods.
- iii Community focus - Focusing on the need of the community of graduates and the quality of their

specialties and skills required to possess them in order to serve the new scientific and technological developments.

- iv Competitive focus - focus on competition, with other educational Institutions in the local and international dimension.
- v Values, culture, and philosophy, which should be consistent with the values and philosophy of society, and necessarily reflect the culture of the institution that seeks to, consolidate the value system in the minds of its employees.
- ii. Strategic Mission

Strategic Mission defined it as the primary business or purpose of an institution; it describes what an Institution does, for whom, and its benefit. The mission of an Institution is not a time-bound objective [21].

It is an important element and the foundation on which the Institution is based on defining its goals. It reflects the overall goal that guides and instructs the decision-making process at different levels of the Institution. It also defines the steps of the work that the Institution must be in and the outputs that are consistent with the need of the community. It is also governed by a specific time and answers specific questions (Who we are, what we want, what we stand for). Many writers have dealt with the concept of the mission, where the mission is also known in the educational field as a written document based on the values and beliefs, and the instructions of the way the educational institution goes and defines its relations with the main stakeholders in it [23].

Therefore, according to the researcher who thinks that it identifies major goals and performance objectives [21].

iii. Strategic Objectives

They refer to the specific results that the Institution is seeking to achieve in order to pursue its core mission. The importance of the objectives is the practical measure of the extent of progress in achieving the desired situation [24].

They also represent the central component of strategic planning and management processes, setting out the overall framework of the institution's efforts and activities to help in transforming the strategic vision and institutional mission to desirable levels of performance, and provide a framework for more detailed and specific planning levels [23].

They also define the institution's orientations, reflect its ability to interact with its environment, and the objectives have a major role in making strategic decisions, clarifying their priorities and importance. The objectives contribute to assessing the performance of the Institution and its growth rates. Therefore, the Institution needs to set objective, clear, fair and achievable objectives.

In order to show the connection between the vision and the mission to the goals of the university, the following figure illustrates this relationship sequentially:

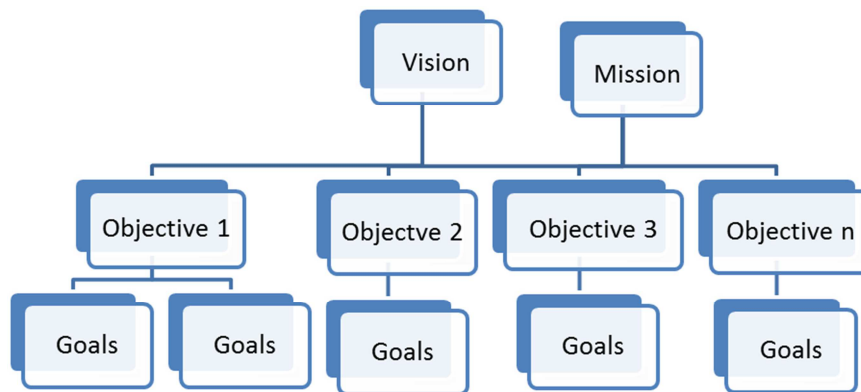


Figure 4. The connection between vision, mission, and university's objectives.

2.4.2. Strategic Planning in Educational Institutions

This is the process in which the principal and his / her participants in the planning process develop a vision for the future of the school as well as developing procedures, processes, and the necessary means to achieve that vision for the future of the school in fact, and the associated response to those changes in the internal and external environment affecting school work, through the use of available sources and resources to affect the school work, more effectively. It is also defined as the process which is designed to develop educational Institutions by understanding changes in the external environment, assessing internal strengths, weaknesses in the Institution, developing a vision for the future of the waiting school, the teams used to accomplish those tasks, and developing plans to transform the school from where are they now? Where do we want the school to be after a certain period? In addition to the implementation of such plans, the development of a monitoring system, the identification of necessary changes and the modifications that could be made to those plans [25].

2.4.3. The Impact of Strategic Planning on the Effectiveness of Educational Institutions

Al - Otaibi [26] suggested that by identifying the dimensions of planning in the Institution, strategic planning has become an urgent requirement as one of the necessary elements to increase the efficiency of the performance of the Institution, given the advantages and characteristics characterized by strategic planning in Institutions. Strategic planning, in general, takes into consideration the comprehensive view of all attitudes and trends, and then put what is appropriate to these positions of goals and effective means to achieve them. The regularity and integration of the activity of Institutions is a necessity to achieve its objectives.

Strategic planning is aimed at optimizing the use of possibilities to achieve the objectives set, and perhaps the need for strategic planning in Institutions is doubled. The perfect strategy is to increase the efficiency of material and human resources capacities, in order to support the implementing units. In addition to supporting the moral forces, strategic planning is an important means for the

Institutions and contributes to achieving their objectives in order to improve their performance.

Then, the strategic planning is based on the study of the existing situation of the Institution and its analysis as well as on the precise description of the present and its potential, and what the future negative changes expected in the field of performance, and the potential to be obtained to face these transformations, so there are many factors that affect the strategic planning process.

2.4.4. The Relationship Between Strategic Planning and Institutional Performance

Some studies show that there is a positive relationship between strategic planning and institutional performance [27].

Empirical studies in strategic planning structures have usually focused on areas: the impact and role of strategic planning on Institution performance. Studies have also found that survival rates and performance of small Institutions, which adapt strategic planning processes, were higher than those of non-planning institutions [28].

Previous studies argue that institutions tend to have a greater chance of success when there is strategic planning in the institution. They continue to think that without a clearly defined strategy, businesses do not have a sustainable basis to create and maintain a competitive edge in the market. In other words, strategic planning can lead to improvement in performance which eventually can lead to success in the business [27].

Previous literature has argued that strategic planning is a major factor in improving performance. Therefore, implementing the strategic planning process is expected to stimulate strategic activities within the Institution, including staff development, and improvements of structures, outcomes, activities, and processes. Here, educational Institutions need to focus on the development of funding policies that are in alignment with government goals [29, 30].

In addition of that, Bakhit [31] addresses the impact of strategic planning on the performance of higher education Institutions implementing it on the Blue Nile University in the period between 2013 -2015. The study concluded that planning in all its stages, types, and levels and data availability have an effect on the performance of the higher educational institutes. The study concludes that planning stages, its fields, types, and levels, have an impact on the performance of higher education Institutions.

Kee-Luen, Thiam-Yong [27] examined whether by practicing strategic planning; the business performances of these SMEs can be resilient and sustainable over the long term. Therefore, this study attempts to explore the practice of strategic planning in SMEs and to investigate the impact of strategic planning on their business performances. Multiple regression analysis results appear to indicate that the SMEs are particularly concerned over their financial performances and their customers' satisfaction with their products. The empirical study on the SMEs confirms that the degree of strategic planning is being practiced has a positive moderate relationship with business performance.

Julian [32] is aimed to determine how strategic planning has assisted ActionAid Kenya (AAK) to improve in the performance of its programs. This study was conducted as a case study of Action Aid Kenya. The empirical findings and analysis conducted in ActionAid Kenya show that strategic planning directly contributes to Institutional performance. The study concludes that strategic planning and Institution performance in ActionAid Kenya involves drawing from national context and global plans and priorities to shape and ensure strategy alignment and relevance. The study also concludes that there is a difference between the results and approaches to measuring strategic planning effectiveness and Institution performance, which confirms the case that selecting the appropriate approach to measuring the relationship between strategic planning and Institution performance must be done with caution.

Ketema [21] revealed that investigate the contributions of strategic planning to Institutional performances in the selected sectors of Sululta Town. The study has also sorted out the context of strategic planning prior to its design. In addition, the research investigated the practices and challenges in the course of designing, implementing and overlooking the plan for the ex-post implementation. The results show that though there has been a gap to improve, to a better degree there has been awareness creation prior to the design of Strategic Planning. However, results show that there was a gap in participating a wider level of management and stakeholders in the course of designing the plan. This study also shows that the Strategic Planning has resulted in positive changes with regard to revenue collection, efficient service delivery and increased desire for qualified manpower.

Aponte [33] demonstrates how applied qualitative grounded theory methodology was used in this dissertation to develop a framework to generate future substantive and/or formal theory (objective of the study). He also fulfills his dissertation's dual purpose: The researcher first describes, analyses, and explains strategic planning in higher education and its general strategy process so that they are better understood. Second, he establishes a base (i.e., framework) for the development of formal theory from one participant interview and its situational, social, and historical contexts using grounded theory. Results from the one interviewed faculty stakeholder generated one theme with three sub-themes, two metaphors, three propositions, and two social issues about the process of strategic planning in higher education. Further analysis of this one participant enabled this researcher to develop a ten-stage process model for conducting grounded theory analysis. Results fulfill this dissertation's purposes and potentials for significance.

Zoabi [22] aimed to identify the directions in the administrative staff of the University of Biskra towards the concept of strategic planning across this University of performance as well as testing the differences in these various orientations based on personal and functional characteristics. It has revealed several findings as the following;

The independent variables (strategic analysis, strategic

choice) staff strategic planning affect the dependent variable and the purpose of the performance of the university. It also showed the presence of statistically significant differences in the trends of the respondents with regard to the concept of strategic planning, because of the variable field of qualification, the current position. Finally, it showed the presence of statistically significant differences in the trends of the respondents on the concept of performance due to variable sex, qualification, and current job.

2.4.5. Outcomes of Strategic Planning

Strategic planning is extremely important for the success of an Institution. Businesses tend to have more chance to succeed when there is strategic planning in the Institution.

Educational Institutions have to come out with comprehensive strategic planning. It is not just a matter of generating income. According to Ahmad and Farley [29] that it must be supported by the short and long-term planning in order to improve their performance.

It is suggested that one reason strategic planning is important in an educational setting is to assist the Institution

in establishing and monitoring its goals. Without attainable goals in place, the Institution does not know what it is supposed to do or how to achieve future successes [34].

The universities must be creative and innovative in developing human capital to release the full potentials of its academic and non-academic staff. The strategic planning developed by the universities is required to improve the performance.

2.5. Research Gap

Through what has been discussed in this chapter, this study concludes that the Institutional performance and strategic planning are considered an essence of the Institution and how important they are to the Institution. They reflect the image that can be painted in its business environment, through excellence and excellence which are a translation of its objectives and purposes, which reflect its employees and functions. A performance-orientated Institution is working to improve it in the short-run or long-run through strategic planning.

Table 1. Research gap.

1st	Similarities	Current Study	Previous Studies
1	Research Methodology	Descriptive analytical method	Most of the previous studies have agreed to use the analytical descriptive method for their relevance to the subject of the study
2	Research Tool	Questionnaire	Some previous studies have agreed together in the study tool, where the questionnaire tool was used as a key tool to identify the impact of strategic planning and its relationship to improving Institutional performance
3	Population and sample study	Employees of the targeted Institution	All previous studies agreed on the study sample to focus on employees in the targeted Institutions
2nd	Differences	Current Study	Previous Studies
1	Research Methodology	Descriptive analytical method	There are studies that differed in the use of the study method on the descriptive analytical method, in order to suit the subject of the study
2	Research Tool	Questionnaire	Some studies differed in the study tool where some used interviews and some used both questionnaires and interviews.
3	Population and sample study	Employees of the targeted Institution	Some of the previous studies differed in the study population, some used faculty members, some principals only, and so on

3. Research Methodology

The research methodology provides researchers from various fields of study to train and properly acquire relevant data related to their area of interest. There are different methods for data collection embraced by many other researchers, and each one of them is relatively essential.

3.1. Research Model

The primary objective of this study is to identify the impact of strategic planning on improving the performance of private educational institutions in Malaysia. This is followed by determining which perspectives are particularly important to Institutional performance. The research model is presented below:

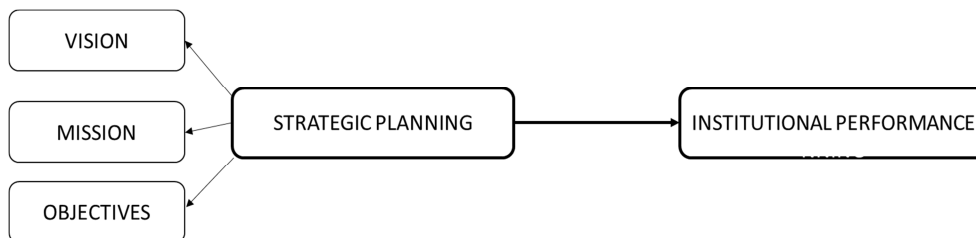


Figure 5. Research Model.

3.2. Research Design

In order to achieve the objectives of the study, the

researcher used the descriptive analytical method, which is defined as a method of research dealing with events, phenomena and practices that are existed and available for

studying and measurement, as it is without the researcher's intervention in its course as well as the researcher, can interact with, describe and analyze it. And it also defined as the approach that seeks to describe contemporary or current phenomena or events and is considered as one of the forms of systematic analysis and interpretation of a phenomenon or problem, and it provides data on particular characteristics in reality. It requires knowledge of the participants in the study, the phenomena. Both the study and the times use to collect data.

Therefore, a quantitative method was performed in this study to examine the propositions and to answer the study questions. Furthermore, a quantitative research method is used when the objective of the study is to examine through empirical statements what the case is in the real world instead of what ought to be the case. This is in alignment with the objective of this study that is to explore the strategic planning impact on improving Institutions performance mainly education ones in Malaysia, not to state what it should be [35].

3.3. Sampling Design

This would be carried out in order to get the sample population to be involved in data collection. Sampling methods followed after obtaining a number of reasonable

numbers of respondents according to the age, gender, qualification, position, specialization, and experience. Sampling is a method a researcher makes use of to gather people, places, or things to a study [36].

3.3.1. Sample Size

The researcher used the comprehensive inventory method in the population of the study, where the survey was conducted to most of the university heads of departments in deanships and faculties in the university in question and a variety of employees.

The size of the population where questionnaires were distributed to was (92) people, (82) were retrieved. After examining the questionnaires, none of them was excluded due to the fulfillment of the conditions required to answer the questionnaire.

3.3.2. Sample Tool

The tool included in its initial form (62) paragraphs, after the arbitration and the validity and reliability of the questionnaire through the sample survey the number of paragraphs has become (46) paragraphs. The questions were developed from the review of the relevant literature and are used to measure the main constructs of the study. The questionnaire is categorized into three parts as illustrated in table 2 below:

Table 2. Questionnaire structure.

Parts	Title	Sections	Questions
Part A	Demographic variables	Gender, Age, Positions, etc.	6
Part B	Strategic Planning	Strategic Vision	8
		Strategic Mission	8
		Strategic Objectives	10
		Financial Perspective	4
Part C	Institutional Performance	Clients Perspective	4
		Internal Perspective	4
		Learning & Growth Perspective	4

Most of the questions in the developed instrument use 5-point Likert scales ranging from (1 = strongly disagree) to (5 = strongly agree). The Likert scales were selected because they take less time and are easy to answer as shown in the table below:

Table 3. Scale adopted (likert).

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

3.4. Data Analysis Method

After gathering all the data from the participants, a statistical analysis will be performed using the SPSS Statistics application. The analysis will be conducted by using frequency, descriptive analysis, and reliability assessments by utilizing Cronbach's alpha and correlation analysis to make the data analysis, studies that used the same method include [22, 37, 38].

The questionnaire was abstracted and analyzed through the Statistical Package for the Social Sciences (SPSS) software program in order to answer the research questions and test the validity of its hypotheses, the following statistical tools have been used based on the data type:

- i Descriptive Statistic Measures
- ii Correlation Validity
- iii Analysis of Variance
- iv Multiple Regression Analysis
- v Stepwise Regression Analysis

3.5. Pilot Study

It is also called a preliminary study. It was named by that because it allows the researcher to identify and see the field in which the main study will be conducted. This preliminary study also reveals the magnitude of the difficulties, that can face during the initial study and gives us an opportunity to identify the quality of the individuals to whom the tools will be applied, their willingness and satisfaction with the special

procedures that will be followed.

Therefore, the researcher distributed the questionnaire to a group of employees at Limkokwing University of Creative Technology in a random way. The survey sample was estimated at 20 employees from different departments, without any modification to the initial form. Therefore, the same form was approved for distribution in the basic study on the original sample of the study. The results are as shown in the table 4.

3.6. Reliability and Validity

3.6.1. Validity

It means the ability of the research tool to measure the variables that are designed to measure them and to verify the validity of the tool used in the research.

To validate the content of the research tool, and to ensure that it serves the research objectives, it has been presented to a jury of arbitrators of academic professionals in the field of management and business administration working at Limkokwing University of Creative Technology. They were asked to study the tool and to express their opinion in terms of the extent of how the appropriate the phrase is to the content. They were also asked to consider the adequacy of the research tool in terms of the number of phrases, its comprehensiveness, and the diversity of its content, the level of language, output, or any other observations they deem appropriate in respect of the modification, alteration or deletion as the arbitrators deem necessary.

The researcher considered that taking the observations of the arbitrators and making the required modifications is a

virtual truth, and validated the content of the tool, and thus considered that the tool is valid for measuring what was put for it.

The coefficient of the validity of the research was calculated by taking the square root of the reliability coefficient (Cronbach’s Alpha) as shown in the table 4. This study found that the total validity coefficient of the research tool is (0.965), which is a very high coefficient and suitable for the purpose and objectives of this research. In addition of that, all coefficients of the validity of the research axes and their dimensions are very large and suitable for the objectives of this research. In other hand, all research tool phrases are suitable and true to what they were designed to measure.

3.6.2. Reliability

It means the extent to which the same results or similar results were obtained if the research was repeated in similar circumstances using the same tool. In this study, the stability of the search tool was measured using the coefficient of reliability (Cronbach’s Alpha), which determines the level of acceptance of the measuring instrument at 0.60 and above where the results are as follows:

From the table below, it is clear that the total reliability coefficient of the research tool is (0.950), which is a very high-reliability coefficient suitable for research purposes. All reliability coefficients of different research variables and dimensions are also high and suitable for the purposes of this research. Therefore, this research confirmed the reliability of the research tool, which makes us fully confident in its validity and reliability to analyze the results.

Table 4. Pilot study results.

Dimension		Number of Items	Reliability Coefficient (Cronbach’s Alpha)	Validity
Strategic Planning	Vision	8	.733	.856
	Mission	8	.814	.903
	Objectives	10	.894	.945
	Total	26	.933	.965
Institutional Performance	Financial	4	.635	.796
	Clients (Students)	4	.831	.911
	Internal Processes	4	.726	.852
	Learning & Growth	4	.837	.914
Total	16	.896	.946	
Total	40	.950	.974	

4. Data Analysis and Findings

4.1. Characteristics of Study Sample Respondents

As shown in the table 5 below:

- i The proportion of males was higher than the proportion of females.
- ii This indicates that most of the respondents are young people, which explains why the majority of officials have the ability to work, give, innovate and develop continuously
- iii The educational levels of the respondents are at a

moderate level, and this is due to the reason for the high percentage of recipients of bachelor’s and master’s degrees of the study sample which is the need of the intended job position and the nature of the work of the various administrative departments.

- iv The majority of employees at the university are from the management department.
- v These results indicate that most of the respondents of the research sample have regular managerial positions.
- vi Years of experience differs from all of the respondents where the majority was less than 5 years.

Table 5. Demographic variables results.

Variable	Elements	Frequency	%
Gender	Male	48	61.5%
	Female	30	38.5%
	Total	78	100%
Age	Less than 30	44	56.4%
	31 - 40	28	35.9%
	41 - 50	4	5.1%
	More than 50	2	2.6%
	Total	78	100%
Qualification	Bachelor	32	41%
	Master	28	35.9%
	PhD	12	15.4%
	Other	6	7.7%
	Total	78	100%
Specialization	Management	30	38.5%
	IT	16	20.5%
	Engineering	6	7.7%
	Other	26	33.3%
	Total	78	100%
Current Position	Head of Department	2	2.6%
	Head of Faculty	6	7.7%
	Lecturer	18	23.1%
	Employee	52	66.7%
	Total	78	100%
Years of Experience	Less than 5 years	48	61.5%
	5 - 10 years	24	30.8%
	10 - 15 years	4	5.1%
	More than 15 years	2	2.6%
	Total	78	100%

4.2. Reliability & Validity Analysis

It means the extent to which the same results or similar results were obtained if the research was repeated in similar circumstances using the same tool. In this study, the stability of the search tool was measured using the coefficient of reliability (Cronbach's Alpha), which determines the level of acceptance of the measuring instrument at 0.60 and above where the results are as shown in the table 6.

From the table below, it is clear that the total reliability coefficient of the research tool is (0.957), which is a very high-reliability coefficient suitable for research purposes. All reliability coefficients of different research variables and dimensions are also high and suitable for the purposes of this research. Therefore, this study confirmed the reliability of the research tool, which makes us fully confident in its validity and reliability to analyze the results.

Table 6. Reliability & validity results.

Dimension	No. of Items	Reliability Coefficient (Cronbach's Alpha)	Validity Coefficient
Strategic Planning	Vision	.772	.878
	Mission	.874	.934
	Objectives	.866	.930
	Total	.939	.969
Institutional Performance	Financial	.707	.840
	Clients (Students)	.791	.889
	Internal Processes	.895	.946
	Learning & Growth	.822	.906
Total	16	.901	.949
Total	42	.957	.978

4.3. Questionnaire Analysis

In this section, the researcher will analyze the questionnaire axes in order to answer the research questions. It was determined that the arithmetic average (Mean) of the responses of the respondents for each of paragraph (1 2.5) was a low level of acceptance, while (2.5 – 3.5) was a moderate level of acceptance, and (3.5 - 5) was a high level of acceptance. The research relied to answer this

questionnaire based on the Mean for the variables based on previous studies. The tables below show the results as follows:

Q1: What is the impact level of strategic planning at Limkokwing University of Creative Technology from the perception of the employees?

- i The strategic mission came in the first order in terms of relative importance given to him by the respondents of the research sample. The arithmetic mean of the

responses for this dimension was (3.3622) with a standard deviation of (.68837), according to the study scale, this dimension indicates a moderate acceptance level. This indicates that the outputs of Limkokwing University of Creative Technology are prepared in a specialized and scientific preparation form and that employment is implemented to prepare researchers and studies in various sciences and fields.

- ii Strategic objectives came in the second order in terms of relative importance given to him by the respondents of the research sample. The arithmetic mean of the responses for this dimension was (3.3641) with a standard deviation of (.61629), according to the study scale, this dimension indicates a moderate acceptance level. This is a clear indication that the formulation of faculties objectives are derived from the goals of the university to which they belong.

- iii Strategic vision dimension came in the third order in terms of the relative importance given to it by the respondents of the research sample. The arithmetic mean of the responses for this dimension was (3.4519) with a standard deviation of (.68837), according to the study scale, this dimension indicates a moderate acceptance level. This indicates that Limkokwing University of Creative Technology is clearly interested in defining its strategic vision as it pursues its future ambition and to prepare frames that seek to consolidate scientific development and openness to other universities.

Based on the above, the study concludes that the level of strategic planning at the Limkokwing University of Creative Technology was moderate according to the study scale. The average responses of the respondents on the dimensions of strategic planning combined was (3.3905) and with a standard deviation of (.61629).

Table 7. Question 1 results.

Dimensions	Mean	Standard Deviation	Relative Importance	Acceptance Level
Strategic Vision	3.4519	.60612	1	moderate
Strategic Mission	3.3622	.68837	3	moderate
Strategic Objectives	3.3641	.68281	2	moderate
SP	3.3905	.61629	-	moderate

Q2: What is the level of Institutional performance at Limkokwing University of Creative Technology from the perception of the employees?

- i Financial perspective came in the first order in terms of the relative importance given to it by the respondents of the research sample. The arithmetic mean of the responses for this dimension was (3.3397) with a standard deviation of (.67296), according to the study scale, this dimension indicates a moderate acceptance level. This explains the fact that Limkokwing University of Creative Technology is exploiting its resources and capabilities efficiently and effectively, which leads to the development and improvement of its performance.
- ii Learning & growth perspective came in the second order in terms of the relative importance given to it by the respondents of the research sample. The arithmetic mean of the responses for this dimension was (3.3077) with a standard deviation of (.79663), according to the study scale, this dimension indicates a moderate acceptance level. This explains the fact that the university under study, Limkokwing University of Creative Technology, works to develop and improve the capabilities of its employees through training.
- iii Internal processes perspective came in the third order in terms of the relative importance given to it by the

respondents of the research sample. The arithmetic mean of the responses for this dimension was (3.2628) with a standard deviation of (.81970), according to the study scale, this dimension indicates a moderate acceptance level. This explains the fact that the university under study, Limkokwing University of Creative Technology, works to develop the services and administrative systems well and continuously.

- iv Clients (students) perspective came in the fourth order in terms of the relative importance given to it by the respondents of the research sample. The arithmetic mean of the responses for this dimension was (3.2308) with a standard deviation of (.83818), according to the study scale, this dimension indicates a moderate acceptance level. This explains the fact that the university under study, Limkokwing University of Creative Technology, is always keen to develop its services provided to the community to suit its social responsibilities, the university also provides counseling and scientific research which benefits the society.

Based on the above, the study concludes that the level of performance of the university under study, Limkokwing University of Creative Technology, was moderate according to the study scale. The average responses of the respondents on the dimensions of Institutional performance combined was (3.2853) and with a standard deviation of (.62236).

Table 8. Question 2 results.

Dimensions	Mean	Standard Deviation	Relative Importance	Acceptance Level
Financial Perspective	3.3397	.67296	1	moderate
Clients (Students) Perspective	3.2308	.83818	4	moderate
Internal Process Perspective	3.2628	.81970	3	moderate
Learning & Growth Perspective	3.3077	.79663	2	moderate
Institutional Performance	3.2853	.62236	-	moderate

4.4. Test of Hypotheses

4.4.1. Hypothesis 1

In order to test this hypothesis, the correlation coefficient (Pearson) was used through the statistical program (SPSS) to measure the relationship between the independent variable "strategic planning" with its dimensions included in (mission,

vision and objectives) and the dependent variable "Institutional performance" with its axons included in (financial, clients (students), internal processes, and learning & growth) in the private educational Institutions sector in Malaysia (sample study) as follows:

Table 9. Hypothesis 1 results.

Correlations		Institutional Planning	Strategic Planning
Pearson Correlation	Institutional Planning	1.000	.808
	Strategic Planning	.808	1.000
Sig. (1-tailed)	Institutional Planning	.	.000
	Strategic Planning	.000	.
N	Institutional Planning	78	78
	Strategic Planning	78	78

While the test of sub-hypotheses arising from the first main hypothesis of the nature of the relationship between the independent variable with its dimensions and the dependent variable with its axons as shown in the table 10 below.

The first main hypothesis is accepted in a total form which assumes that there is a significant correlation at (0.05) level

between the independent variable "strategic planning" in its dimensions (vision, mission and objectives) and the dependent variable "Institutional performance" including its axons (financial, clients (students), internal processes, and learning & growth) in the private educational Institutions sector in Malaysia.

Table 10. Sub-hypotheses (hypothesis 1) results.

Correlations		Institutional Performance	Strategic Vision	Strategic Mission	Strategic Objectives
Pearson Correlation	Institutional Performance	1.000	.693	.750	.799
	Strategic Vision	.693	1.000	.833	.740
	Strategic Mission	.750	.833	1.000	.835
	Strategic Objectives	.799	.740	.835	1.000
Sig. (1-tailed)	Institutional Performance	.	.000	.000	.000
	Strategic Vision	.000	.	.000	.000
	Strategic Mission	.000	.000	.	.000
	Strategic Objectives	.000	.000	.000	.
N	Institutional Performance	78	78	78	78
	Strategic Vision	78	78	78	78
	Strategic Mission	78	78	78	78
	Strategic Objectives	78	78	78	78

i. Analyzing the relationship of impact between strategic planning including its dimensions and Institutional performance

To verify this hypothesis, the multiple regression analysis was used through the statistical program (SPSS).

- Null Hypothesis H0

The regression between the dependent variable (Institutional performance) and the independent variable (strategic planning) is zero, which means that the regression

is insignificant, and the independent variable is not associated with the dependent variable.

- Alternative Hypothesis H1

The regression between the dependent variable (Institutional performance) and the independent variable (strategic planning) in its dimensions does not equal zero, which means that the regression is significant, and the independent variable is related to the dependent variable.

Table 11. Hypothesis 1 validity test.

ANOVA ^a						
Model		Sum of Squares	Degree of Freedom	Mean Square	F	Sig.
1	Regression	19.480	1	19.480	143.104	.000 ^b
	Residual	10.345	76	.136		
	Total	29.825	77			

Through the results in the table above that shows the results of the ANOVA analysis for regression significance. It is clear that the value of (F = 143.104) with the level of

significance value (.000) which is below the level of significance used (.05). Therefore, the null hypothesis (H0) was rejected and accept the alternative hypothesis (H1) that

the regression is significant, not equal to zero, which indicates that there is a relationship between the dependent variable (Institutional performance) and the independent variable (strategic planning) in which demonstrates the validity of the model to test the hypothesis of the impact.

Given the fact that the exclusion of outlier values is a prerequisite for the use of Stepwise Multiple Regression, four questionnaire samples (19, 20, 50, and 51) have been omitted because they contain abnormal values (outliers). On the other hand, the researcher tested the value of “Mahal. Distance” which had a great value of (6.87731) and thus less than the value of “Chi. Square” which amounted to (11.34) at the Degree of Freedom (df = 1). Therefore, the use condition of Stepwise Multiple Regression has been achieved. As the Normality Distribution Test of data was also tested through

Skewness which was confined between (-2) and (+2) as well as Kurtosis between (-2) and (+2) [39]. In addition to mean and median values which were very close and positive after the exclusion of the abnormal values (outliers) which are considered among the conditions of the use of Stepwise Multiple Regression.

4.4.2. Hypothesis 2

Testing the hypothesis of impact and achieving the condition of using the Stepwise Multiple Regression coefficients using the statistical program (SPSS) to verify the impact of strategic planning on the Institutional performance (understudy sample). The results can be highlighted as follows:

Table 12. Hypothesis 2 model summary.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.808 ^a	.653	.649	.36895

The table above shows the correlation coefficient (R) between the dependent variable “Institutional performance” and the independent variable “strategic planning” in the second column which is (.808) at the level of (a <.05), and the third column (R Square) shows the value of the correlation coefficient which is (.653). The fourth column indicates the (Adjusted R Square) which reached (.649). The fifth column indicates the (Std. Error of the Estimate) which was (.36895). Therefore, it is clear that there is a positive impact between the independent variable “strategic planning” with its dimensions (combined) and the dependent variable “Institutional performance”, this explains that the independent variable contributes (65%) of the variance in the dependent variable which means that any difference in the independent variable leads to a difference in the dependent

variable. The remaining (35%) is due to the impact of other variables not included in the study model. This result is consistent with the study of [22].

As also can be seen in the table below for regression model coefficients between study variables that the value of the regression equation (B) reached (.816) which is a significant value according to the calculated (t) value which was (11.963). This indicates that a change of (1) in strategic planning contributes by (.816) of change in Institutional performance. Accordingly, it is clear that there is a significant impact of strategic planning including in its dimensions (combined) on improving Institutional performance. These results can be clearly illustrated in table 13.

Table 13. Hypothesis 2 correlation analysis.

Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	.518	.235		2.204	.031			
	Strategic Planning	.816	.068	.808	11.963	.000	.808	.808	.808

As shown above, it is necessary to accept the main impact hypothesis, whose content states that "there is a significant impact at level (0.05) of combined strategic planning with its dimensions (vision, mission, and objectives) on improving the Institutional performance in private educational

Institutions in Malaysia (sample study). This result is consistent with the findings of [22] which confirmed that strategic planning plays a major role in improving Institutional performance in educational Institutions.

Table 14. Separate independent variables test - hypothesis 2.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799 ^a	.639	.634	.37659

However, when examining the impact of each dimension of strategic planning independently in the level of university performance of the respondents of the research sample, a statistically significant impact was found at level (0.05) of

the following dimension (strategic objectives) on the level of the performance of understudy sample “Limkokwing University of Creative Technology”. While there is no statistically significant impact on the following variables:

(strategic vision, strategic mission).

It is clear from the results of this analysis in the above table that the strength of the relationship between the variable of strategic objectives and the level of performance of Limkokwing University of Creative Technology amounted to (.799) as indicated by the correlation coefficient value (R).

This variable is also accounted for (63%) of the variation in the level of performance of the university under study, depending on the value of (R Square). The following table shows the excluded variables that seem to do not have an impact on improving institutional performance:

Table 15. Hypothesis 2 excluded variables.

Excluded Variables ^a						
Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Strategic Vision	.225 ^b	2.248	.028	.251	.452
	Strategic Mission	.275 ^b	2.251	.027	.252	.303
2	Strategic Vision	.142 ^c	1.157	.251	.133	.299

5. Conclusions, Recommendations, and Suggestions

The Research was conducted in Malaysia. Furthermore, the researcher was able to come across various limitations one of them being able only to conduct the research at Limkokwing University of Creative Technology to reach to the respondents. The environment of each university is different; however, for the reason of time is not quite enough in between spreading and collecting the questionnaires. Another constrains, or limitation is inadequate time and inability to reach to other universities where the research has to email and ask permissions in order to conduct the survey in other universities. Apart from that, the respondents were so busy with their various activities causing to spend very little time to respond to the questionnaires.

The study concluded the following:

- 1 The study confirmed that the sample of the university under study pays great attention to the strategic planning as a whole, where it was found that the total arithmetic mean was (3.3905). It was also found that the institutional performance was high in terms of the employees' perception, where the arithmetic mean as a whole was (3.2853).
- 2 The results of the descriptive study showed that the concentration of the investigated university for each of the independent variable "strategic planning" was very low while the dependent variable "institutional performance" was high.
- 3 On the other hand, the study recommends the following:
- 4 Private educational Institutions in Malaysia should pay more attention to strategic planning including its dimensions and keep them as strengths. As the estimates of the respondents of the research sample to the level of these dimensions are high as well as taking care of and training the employees to overcome the weaknesses that emerged in this study.
- 5 Educational Institutions should focus on the aspects that lead to the development of strategic planning, thus improving their performance.
- 6 Educational Institutions should conduct training and induction courses to familiarize employees with their

visions, missions, and objectives and encourage them to contribute to their development and achievement.

- 7 Involve the employees of the Institution in the process of strategic planning so that they feel important role in the university plan, as well as introducing them to the institution and its vision, mission, and objectives which ascertain fulfilling their obligation to play their roles and their university functions to the fullest and therefore improve the Institution's performance.
- 8 Holding periodic meetings with employees to implement strategic planning, share visions, identify new ideas, adopt them, publicize them, and benefit from their views in raising and improving the level of performance in the Institution.
- 9 The researcher suggests some topics worthy of study and research in order to implement the strategic planning in the educational Institutions and promote it to help in improving the performance of those Institutions.
- 10A comparative study of the impact of strategic planning on improving institutional performance in public and private educational institutions.
- 11 Study the impact of strategic planning including its various dimensions on improving the Institutional performance, to include other dimensions different from what is mentioned in this study as follows: (strategic analysis, strategic thinking, strategic plan design, strategic options, etc.).
- 12 Study the impact of strategic planning combined with other independent variables on improving Institutional performance such as "The impact of Compatibility between Strategic Planning and Human Resources Planning on Improving Institutional Performance".

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