
**A proposed perception for Strategic planning at Kuwait
University in the Light of Global Challenges**

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Abstract

The current research aimed at creating a proposed perception for developing strategic planning at Kuwait University in light of global challenges. The sample of the study consisted of (118) members of the faculty and the leaders at Kuwait University, and the researcher used a questionnaire to identify the global challenges facing strategic planning at Kuwait University and used the descriptive method in the research, the results pointed to the development of a proposed perception in light of the global challenges facing the strategic planning at Kuwait University. The following axes are addressed: availability of financial resources – the second axis: efficiency of human resources – the leadership of the University – the strategic planning apparatus of the University – the culture of employees (faculty members)– the administrative apparatus of the university (employees).

Keywords: (Strategic planning – Global challenges).

تصور مقترح للتخطيط الاستراتيجي بجامعة الكويت في ضوء بعض التحديات

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مستخلص البحث:

هدف البحث الحالي إلى وضع تصور مقترح لتطوير التخطيط الإستراتيجي في جامعة الكويت في ضوء بعض التحديات، وتكونت عينة الدراسة من (118) عضواً من أعضاء هيئة التدريس والقيادات في جامعة الكويت، واستخدم الباحث استبانة للتعرف على التحديات العالمية التي تواجه التخطيط الاستراتيجي بجامعة الكويت، كما استخدم المنهج الوصفي في البحث، وقد أشارت النتائج إلى وضع تصور مقترح في ضوء التحديات العالمية التي تواجه التخطيط الاستراتيجي بجامعة الكويت تضمن معالجة للمحاور التالية: توافر الموارد المالية - المحور الثاني: كفاءة الموارد البشرية- قيادة الجامعة- جهاز التخطيط الإستراتيجي بالجامعة- ثقافة العاملين (أعضاء هيئة التدريس)- الجهاز الإداري بالجامعة (العاملين).
الكلمات المفتاحية: (التخطيط الاستراتيجي- التحديات العالمية)

Introduction:

The University occupies the leading position in the society. It is responsible for its development and renewal of its ideas, as a center of scientific, cognitive and cultural radiation, and is the platform from which the directions and opinions of thinkers and scientists originate; where the university represents the mind of the nation and the standard of its glory and the guide of its cultural identity. Besides, it is responsible for the development of the culture of the community, renewal of the idea, crystallization of his features in the present and the future, and to achieve comprehensive development (Abdelkader, 2013).

In view of the role of the university and the need to improve its quality, most countries have sought to develop University educational institutions by adopting modern approaches, the foremost of which is strategic planning, which serves as an approach that foresees possible and potential educational prospects and works to confront them by diagnosing the potential available to the University, anticipating new opportunities and potential available for the future of the University, designing alternative strategies, making rational decisions on their implementation and following up this implementation (Hussein, 2007).

There are many forces and factors that compel higher education institutions to move towards strategic planning, including Hayward's statement (Hayward, 2008) increasing

demand for higher education services as government funding declines, the need to compete with new emergency higher education patterns, and the need to maintain the existing traditional university spirit, so strategic plans will help higher education institutions to meet these challenges and needs. This is for the strategic planning capacity to plan future activities to ensure their success, to meet anticipated future challenges, to ensure that available resources are used effectively, and to develop firm plans for successful decision-making in those institutions (Chang, 2008).

It was stated by (Al-qatamine, 2002, 37) that strategic planning as a management method differs from other effective management methods in that its basic principles, methods, and theories have been developed with a combination of practical experience and specialized methodological academic thinking. These principles and methods were the results of a practical field reality supported by academic thinking stemming from the need to develop the long-term performance of institutions to ensure their survival and to create a dynamic environment that effectively takes advantage of the available potential by relying on the strategic planning as a master scientific method to achieve the goals.

Therefore, strategic planning is one of the modern models of university development, which works to move from random and temporary administrative practices to administrative practices based on participation, innovation, excellence, and creativity, and

it represents one of the ways to face the difficulties and challenges of the future related to educational systems in the Arab countries and is the appropriate way to improve technology investment, scientific research, and human investment (Al-Khatib, 2001).

Due to the importance of strategic planning, Kuwait University has moved towards developing a strategic plan (2018–2023) to ensure the success of future activities, to meet expected future challenges, to ensure the effective utilization of available resources, and to develop firm plans for the success of the University's decision – making process.

It is apparent from the foregoing that Kuwait University is making a great effort in the strategic planning in pursuit of its objectives, they face multiple challenges that may affect their strategic plans, which imposed identifying those challenges and face them.

Research problem:

The state of Kuwait places great hopes on the investment of the University in achieving the desired development, and therefore the university strives to achieve the vision of the state through the strategic plans and implementation, but this implementation faces many challenges, where the researcher noted through his study at the university and his follow-up to the role of the university that there is an insufficiency in the implementation of the strategic plan. The researcher confirmed these challenges by reviewing previous studies, such as the study of Al-Barazi

(2014) which aimed at developing a proposed training perception for the development of university leadership in the field of strategic management to be able to absorb the present and keep pace with scientific and technological progress, and to meet the requirements of the labor market. Al-assousi (2009) showed some of the obstacles and challenges facing the university, such as Routine and administrative complexity at the university, difficulties in analyzing the external environment of the university, a weak relationship between the University and civil society institutions, centralization of decision-making within the University, the gap between university programs and the needs of the labor market, and resistance of some university officials and employees to change.

Therefore, the problem of the present research is crystallized in identifying the global challenges of strategic planning at Kuwait University and building a proposed perception for developing strategic planning at Kuwait University in light of those challenges.

The following questions arise from the problem:

1. What are the global challenges facing strategic planning at Kuwait university?
2. What is the proposed perception for developing strategic planning at Kuwait University in light of global challenges?

Research objectives:

The current research aimed at:

1. Identifying the global challenges facing strategic planning at Kuwait University.
2. Developing a proposed perception to improve strategic planning at Kuwait University in light of global challenges.

Research significance:

The importance of the research is illustrated by:

1. The scientific importance: Consideration of an important educational stage in Kuwait, namely university education, which requires further studies and research aiming at raising the level of the University's performance.
2. Field importance: providing a proposed perception that may contribute to the development of the strategic planning at Kuwait University, and providing the leaders and decision-makers of the university with a picture of global challenges and how to address them.

Research procedures:

In light of the research problem and to answer its questions, the research steps were as follows:

First: building the general framework of the research dealing with strategic planning and its global challenges at Kuwait University.

Second: preparing the strategic planning challenge questionnaire and apply it to the research sample.

Third: building the proposed perception, and presenting its justifications, objectives, principles, the possibility of its implementation, and recommendations.

Research terms:

Strategic planning:

The researcher defines it procedurally as the considered scientific process that ends with the development of a long-term plan in which the University's mission, goals, and objectives, ways, and schedule to achieve them, taking into account the threats, environmental opportunities, and potential available to the University.

The global challenges:

The researcher defines it procedurally as the set of successive, accelerated and new variables facing the strategic planning of Kuwait University, which the university must adapt by absorbing or facing, or otherwise hindered the achievement of the University's objectives as hoped.

The theoretical framework:

First: the strategic planning concept:

Both (Paris, 2003, 12) and (Johnson, 2004, 16) agree that strategic planning is a future-shaping approach, a means of predicting the future, investing what is available, a method of action to address the problems facing the university, identifying and investing opportunities for institutions to maximize the benefits of available and possible resources under real

constraints and threats, and a methodological means of reducing the degree of uncertainty and risks associated with variables beyond the control of the institution's management. Fischer asserts that strategic planning is a forward-thinking, process-based perception that draws on past experiences in corporate management and is based on reality, to analyze the internal environment of the institution (strengths and weaknesses) and its external environment (opportunities, challenges, and threats) and to develop appropriate strategies for important strategic issues (Fischer, 2007, 94).

Strategic planning is also defined as an insight into the ideal shape of the institution in the future, visualize the direction, determine the vision, and mission of the institution in the future (Richards, 2009, 23).

Al-khawait (2010, 104); and Al-Sakarna (2010, 91) agree that strategic planning is a structured effort aimed at making key decisions and actions that determine what an institution is, what it does, and why it does so, by focusing on the future, and predicting the best way to respond to the environmental conditions surrounding the institution, regardless of knowing or not knowing these conditions in advance.

Comment:

Extrapolating the previous definitions, it becomes clear that strategic planning is:

1. A future approach based on sound practical foundations and based on future–shaping, recognizing the variables associated with the internal environment (strengths and weaknesses) and the external environment (opportunities and threats) of the university institution to move from the current to the hoped–for status.

2. An organized process aimed at making basic decisions and actions that determine what an institution should do.

3. The process of setting institutional goals, defining comprehensive programs that help to achieve them.

Second: the importance of strategic planning:

Strategic planning is one of the vital and ongoing management functions in recognizing and determining the dimensions of the future concerning the preparation of plans, implementation, and monitoring of implementation processes. The success of the strategic plan is also linked to its unique, renewable, and flexible properties capable of responding to environmental changes. Strategic planning helps to develop a clear concept of the institution, which in turn makes it possible to formulate operational plans and activities that bring the institution closer to its goals (Mohammed and Sobhi, 2007, 10; Hill and Jones, 2006). The strategic planning is concerned with many matters that meet in many of them with the total quality, including the following:

1. Planning for change in complex environments.

2. Manage for results.
3. A management tool fundamental and important in instilling a culture of continuous improvement at all levels.
4. A process focused on the future.
5. An adaptable process that makes the necessary modernization and adjustments to the plan in response to changing circumstances.
6. A necessary process to support and contain beneficiaries ' expectations.
7. A process that helps to connect and communicate between departments, divisions, and institutional units.

Strategic planning is one of the most important management concepts that has received attention and spread in recent years. The root of strategic planning is that it is a willingness to face future changes, that it is a collective activity in order to achieve carefully set goals, and that it involves creating conditions conducive to the assimilation and management of the change for the benefit of those goals, leading to positive results (Abu Hashim, 2007).

Hilal (2009, 288) and Al-Dajni (2011, 52) emphasize the importance of strategic planning as it serves to define and steer the strategic paths of institutions, through which the mission and objectives of the institution are formulated and developed. It also identifies key issues that form the core of the work and influence decision-making commensurate with the issues at stake.

Besides, it works to identify strengths and weaknesses through continuous measurement, evaluation, and follow-up processes, which contributes to planning to support future decision-making methods in the institution in a scientific manner based on study, analysis, and expectation to make the best and most effective decisions for implementation.

Abdul Hamid (2015) emphasizes that planning in general and strategic planning, in particular, are the most important administrative functions because they are the basis for these functions, and strategic planning is concerned with changes in strategic capabilities and tasks.

It became clear now from the above the role and importance of strategic planning, which is the basic base by which the institution's mission and objectives are formulated and developed to take decisions and face the changes and developments that occur in the institution, and has an impact on its ability to achieve its goals, and provide the institution with real data and information about its internal and external environment to deal with any unexpected environmental changes. Also, identify the potential of the institution and its strengths that can be employed and weaknesses that must be addressed and evaluated, analyze the external work environment, and identify opportunities that can be invested or threats that must be dealt with and faced effectively. Strategic Planning explains the future, predicts events,

and prepares for them, helping the institution to make effective decisions and actions to confront them.

Third: The strategic planning phases:

phase I: Plan to plan: common mistakes in the strategic planning process is the lack of attention to the preparations for the process. Before actual strategic planning begins, there are many steps that need to be taken, usually referred to as a plan to plan, which is the first phase in reaching a good strategy (Wilkinson, et al., 2007).

Phase II: Strategic Analysis: Davies and Ellison (2004) point out that strategic analysis is the phase in which a vision of the current and near-term environment of the organization is presented, and it is an important and fundamental stage in the collection and validation of information.

Phase III: strategic Choice: in which strategic choices and alternatives are developed and evaluated for decision-making, and many possibilities are formulated through the participation of individuals.

Phase IV: Strategic Implementation: a plan of action is developed to achieve those strategic objectives to apply strategic expertise, and the plan is formulated to be a process, not an event so that it helps the organization to achieve the interrelationship between the strategic objectives and the activities to be carried out and implemented. Does this phase also require clear frameworks explaining when these activities occur? And how? And who is involved in this?

Phase V: follow-up and evaluation: the follow-up and evaluation process is the last and important phase of strategic planning, the implementation of the strategy does not mean that it has been successful, but it requires making sure that the instructions set during the strategic planning process have been followed, by measuring the actual performance of different activities and processes, then comparing the actual performance with the previously defined strategic goals, checking how well they match, detecting any deviations, and taking quick action to remedy these deviations (Maher, 2006).

Fourth: the challenges facing university education in Kuwait:

Searching for the key factors in increasing wealth and income and accelerating development has led to questions about the position of education among these factors and its economic function. It has been emphasized that education is an investment of capital, not just a consumption offered to citizens, It is, therefore, an industry, and what is spent on it gives profits and returns exponentially.

Among the reasons why education is considered a productive capital investment, are the following:

1. One of the salient outcomes of education is that it increases the income and profits of individuals and facilitates access to jobs, and thus livelihoods.
2. Education provides society with great productive returns by facilitating the means of scientific research, and it results in

significant outcomes that benefit the individual himself and thus the society.

3. Education entrusts individuals and their talents, discloses them, and presents them to society.
4. Education increases the ability of individuals to adapt to working conditions and fluctuations.
5. The importance of the role played by human capital in all areas of development, where human capital with its capabilities is considered the most tender and productive capital (Al-Rashdan, 2005).

Spending on education in recent decades has witnessed a significant increase in the cost of education at all levels, and the above can be attributed to the following factors:

1. The increase in population, especially as a result of increased births and fewer deaths, and the accompanying increase in education, especially since the countries have adopted the idea of Free Compulsory Education.
2. Most states attempt to extend the number of years of free compulsory education beyond primary to preparatory, and possibly to secondary school.
3. Attention to quality factors in education such as: raising the level of teacher preparation and training in-service, and curriculum development.

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4. Increased interest in Applied and technological studies in secondary and higher education.
 5. Quantitative and qualitative expansion of Higher Education, which is the most expensive stage of education, due to the nature of the study in it and its distinct objectives (Abidine, 2000).
 6. Educational projects and the buildings, equipment, furniture, teachers, technicians, workers, and are expensive and require financial expenses in light of the increasing rise.
 7. The predominance of democratic values and the principles of welfare and social justice, the consequent increase in educational ambition, and the increased commitment of the state to expand both development and services have put the field of education in a race against other fields for funding (Rifai, Abdel Moneim and Al-ruwayshid, 2000).

The following articles of the Kuwaiti constitution state that:

* Article (13): Education is an essential pillar for the advancement of society guaranteed and sponsored by the state.

* Article (40): Education is a right of Kuwaitis guaranteed by the state in accordance with the law and within the limits of Public Order and morals.

In light of these Articles, Kuwait seeks to provide and facilitate access to educational services for all individuals without

any discrimination or distinction. To this end, it spends an average of 7.1% of GDP and 15.4% of total government spending on education at all levels. The volume of expenditure on education increased from KD 824.9 million in 01/2002 to KD 1021.7 million in 04/2005.

The cost of Applied and university education in the state of Kuwait is the highest, reaching KD 5,609 in 04/2005 – it was KD 4,957 in 01/2002 – representing four times the cost of the student at other educational levels, as applied and university education occupies (30%) of the total expenditure on education (Ministry of education, 2005).

In most Arab countries, including Kuwait, the financing of university education depends on the state budget, which is almost the first and only source of financing for education. There are also a few irregular donations, in view of the centralization that is rooted in all Arab systems of government. Some statistical indicators that confirm the lack of success in the management of educational systems and their inability to optimize the economic potential in the development of the education system in the Arab Gulf countries in general and in Kuwait, in particular, are highlighted in the field of Education (Al-Azmi, 2007).

Reflecting on the reality of university education in the state of Kuwait, he finds that it suffers from several obstacles to the effectiveness of the development process, the most prominent of which are: lack of awareness of a culture of quality, poor

climate for change in educational institutions, a supportive learning environment, poor coordination and cooperation between the self-evaluation Centre of each university and the external institution that will handle the process of academic accreditation, and the application of international standards that may not be in line with the nature of the faculties at Kuwait University. Besides, quality assurance and accreditation in Kuwait are still at the beginning (Kakoli, 2013).

Through the challenges presented, the researcher concludes by identifying the most important challenges facing university education in Kuwait, including the high cost of university education in the state of Kuwait. Quality assurance and accreditation in the state of Kuwait are still at the beginning stage. This results in a lack of awareness of a quality culture, poor cooperation between the self-evaluation center of each university and the external institution that will handle the process of academic accreditation, and the application of international standards that may not be in line with the nature of the faculties at Kuwait University. The failure to create a climate for change in educational institutions and to provide a supportive learning environment is one of the most important difficulties and challenges facing university education in Kuwait.

Research methodology and procedures:

First: Research methodology:

The descriptive method has been used, which Shehata and Al-Najjar (2003) defines as one of the research methods that rely on the study of reality or phenomenon as it actually is, is concerned as an accurate description, and is expressed in quantitative or qualitative terms.

Second: Research sample:

The research sample was a random sample of academic leaders at Kuwait University, represented by deans of colleges, assistant deans, and heads of academic departments, and the sample consisted of (118) individuals.

Third: Research tool:

The research tool aimed to identify the global challenges facing strategic planning at Kuwait University. After reviewing many of the tools and scales on which the researchers rely to obtain the information required to understand and solve problems, the researcher used the questionnaire as a suitable tool for the research problem, and the Likert scale was used to answer the questionnaire paragraphs based on the following values: I completely agree (5) points, I agree (4) points, I agree somewhat (3) points, I disagree (2). The questionnaire was built as follows:

1. Identification of the main pillars included in the questionnaire in its initial form, namely:

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- The first pillar: the leadership of the University and this pillar included (13) phrases.
 - The second pillar: the strategic planning apparatus of the University and this pillar included (20) phrases.
 - The third pillar: staff culture (faculty members) this pillar has included (10) phrases.
 - The fourth pillar: the administrative apparatus of the university (employees) and this pillar included (10) phrases.
2. Formulating phrases that fall under each pillar.
 3. Preparation of the questionnaire in its initial form, which included (53) phrases, and appendix (1) shows the questionnaire in its initial form.
 4. The questionnaire was presented to ten arbitrators in the field of Comparative Education and educational management and appendix (3) shows the names of the arbitrators.
 5. The questionnaire was modified according to the observations of the arbitrators; where it became in its final form six main pillars and included (71) phrases, namely:
 - The first axis: the availability of financial resources this axis has included (8) phrases.
 - The second axis: human resources efficiency this axis has included (10) phrases.
 - The third axis: the leadership of the University and this axis included (13) phrases.

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- The fourth axis: the strategic planning apparatus of the University and this axis included (20) phrases.
 - The fifth axis: staff culture (faculty members) this axis has included (10) phrases.
 - The sixth axis: the administrative apparatus of the university (employees) and this axis included (10) phrases. Appendix (2) clarifies the questionnaire in its final form.

Fourth: field study:

The questionnaire was applied to a random sample of academic leaders at Kuwait University, represented by deans of colleges, assistant deans, and heads of academic departments, and the sample consisted of (118) individuals. The research concluded that there are a set of challenges facing Strategic Planning at Kuwait University represented in:

- The amounts allocated for strategic planning processes are insufficient to achieve the desired objectives.
1. Financial resources are not enough for strategic planning stages.
 2. The university does not have competencies capable of strategic planning.
 3. Lack of knowledge among university employees of strategic planning.
 4. Poor ability of university employees to participate in strategic planning.

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5. The weak desires of university employees to develop, improves, and develop their abilities in the field of planning.
 6. The university employees do not have sufficient experience that enables them to express their opinions in the modification of the plan.
 7. The training offered by the university administration to personnel in the field of strategic planning is insufficient.
 8. Centralization in strategic planning decisions is common.
 9. Weak follow-up of the university leaders to implement the strategic plan.
 10. Lack of attention to training based on follow-up and implementation of the strategic plan of the University.
 11. Poor availability of databases and information data necessary for the strategic planning of the group.
 12. The difficulty of identifying opportunities that can be used to develop the University.
 13. The strategic planning officers have personal opinions in all its processes and stages.
 14. Lack of strategic planning experience among the University's officials.
 - 15- Failure of strategic planning officials to believe in the feasibility of developing the university.
 16. Poor communication between strategic planning officials and university administrative units.

17-Poor communication between strategic planning officials and
local community institutions.

18.Absense of clear mechanisms for following-up and
implementing the strategic plan.

19.Lack of attention to the time plan needed to implement the
strategic plan of the University.

20.No alternative plans to face any changes in the strategic plan of
the University.

The resistance of some university leaders to strategic planning.

21.Poor attention to the ongoing participation of faculty members
in strategic planning.

22.Faculty members do not accept the change and development of
their traditional practices.

23.Faculty members consider that participating in strategic
planning is a waste of time.

24.Faculty members adhere to traditional plans for the
development of teamwork.

25.Faculty members are not convinced with the feasibility of
strategic planning.

26.The weak interest of the University in the participation of the
administrative apparatus in strategic planning.

27.The administrative apparatus does not accept the change and
development of their traditional practices.

28.Not convinced of the feasibility of strategic planning.

29. Lack of interest in training the administrative apparatus of the University for the Foundations of strategic planning.

Fifth: the proposed perception for developing strategic planning at Kuwait University:

In light of the findings of the research, and the findings of the challenges of strategic planning at Kuwait University, the researcher presented a proposed perception for developing strategic planning at Kuwait University. Here is a clarification of this in the following points: :

❖ The concept of the proposed perception for developing strategic planning at Kuwait University and its objectives:

The proposed perception is intended to establish a general framework that illustrates the possibility of developing the strategic planning of Kuwait University in the light of global challenges to improve the level of performance of the University's employees and the institutional performance as a whole, thus achieving the objectives of the educational process within the University.

❖ The proposed perception aims to achieve a range of objectives, including:

- Developing strategic planning at Kuwait University through meeting its challenges.
- Activating the role of academic and administrative leadership in the implementation of strategic planning processes.

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- Developing the organizational frameworks of Kuwait University to achieve the administrative and financial independence of the University, and develop its administrative and strategic processes.
 - Disseminating and supporting the culture of strategic planning at Kuwait University, and revealing the factors affecting the development of university education in light of the strategic directions.

❖ The foundations of the proposed perception:

The proposed perception focuses on a set of key pillars:

1. The importance of the participation of all employees of the University in the preparation and development of the strategic plan, continuous work on its application and development, and the establishment of clear metrics to evaluate strategic performance.
2. Developing a comprehensive and flexible strategic plan that balances the expectations of stakeholders with the sustainable development needs of society.
3. The belief that competition in education generally, and university education, in particular, has become a reality, and therefore, there should be strategic planning to improve the quality of university education.
4. Spreading the culture of quality and excellence in university performance, to improve the learning environment at

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- Kuwait University, and to provide the driving force to implement the plan efficiently and effectively.
5. Developing balanced programs and plans with future visions to improve the quality of all educational processes and activities at Kuwait University.
 6. The progress in the field of university education requires the activation of community participation, strengthening relations with the external community.
 7. Publishing follow-up and evaluation results with a review of external strengths, weaknesses, opportunities, and external threats.

❖ The steps and procedures of the proposed perception:

A. for the first pillar: availability of financial resources:

Challenges	How to treat
1. The university administration does not allocate an appropriate part of its budget for Strategic Planning.	- Allocate the university administration sufficient financial resources to support the strategic planning process in order to achieve the desired objectives
2. The amount allocated for Strategic Planning processes is insufficient to achieve the desired objectives.	- Motivate and encourage local institutions to participate in supporting the strategic planning
3. Insufficient financial resources for all stages and levels of strategic planning.	

<p>4. Lack of participation of local institutions in supporting the strategic planning process.</p>	<p>process.</p>
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B– for the second pillar: human resources efficiency

Challenges	How to treat
<p>1. Lack of competencies capable of strategic planning at the University.</p> <p>2. Lack of knowledge or participation of university employees in strategic planning.</p> <p>3. The scarcity of opportunities to participate in local and scientific conferences in the field of strategic planning.</p> <p>4. Lack of interest by the university administration to appoint scientific and administrative competencies in administrative positions.</p> <p>5. Failure of the university</p>	<ul style="list-style-type: none"> - Work on providing training opportunities for university employees in the field of strategic planning. - Encourage university employees to participate in the strategic planning process. - Participation in local and scientific conferences in the field of strategic planning. - Attention to the appointment of scientific and administrative competencies in administrative positions.

<p>administration to provide adequate training for employees in the field of strategic planning.</p>	
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C–for the third pillar: university leadership:

Challenges	How to treat
<p>1. Maintain centralization in strategic planning decisions.</p> <p>2. The tasks of strategic planning are limited to the University's senior management and the poor involvement of its employees.</p> <p>3. Weak follow-up of university leaders implementing the strategic plan.</p> <p>4. Lack of interest in training leaders to follow up and implement the strategic plan of the University.</p> <p>5. Absence of accounting policy by the leadership regarding the follow-up</p>	<ul style="list-style-type: none"> - Flexibility on the part of officials concerning decisions related to strategic planning and not to adhere to centralization in these decisions. - Trying to involve university employees in strategic planning tasks. - Follow-up of the university leaders to implement the strategic plan continuously. - Attention to the training of leaders on the follow-up and implementation of the strategic plan of the University.

<p>and implementation of the strategic plan of the University.</p> <p>6. Poor availability of databases and information in the leadership necessary for the strategic planning of the University.</p> <p>7. Lack of incentives for participants in the strategic planning of the university.</p>	<ul style="list-style-type: none"> - Develop accounting Policy by the leadership concerning follow-up and implementation of the strategic plan of the University. - Work to provide databases and information to the leadership necessary for the strategic planning of the University. - Granting incentives to participants in the strategic planning of the University.
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D-for the fourth pillar: strategic planning apparatus at the University:

Challenges	How to treat
<p>1.The difficulty of analyzing the internal environment of the University (strengths and weaknesses).</p>	<ul style="list-style-type: none"> - Using SWOT to analyze the internal environment of the University, identify strengths and weaknesses, and identify

<p>2. The difficulty of identifying opportunities that can be used in the development of the University.</p> <p>3. Neglect to identify external threats that can affect the University.</p> <p>4. Lack of clear criteria for selecting strategic planning officials.</p> <p>5. Poor participation in the formulation of the strategic plan of all employees of the University.</p> <p>6. Poor communication between strategic planning officials and local community institutions.</p> <p>7. No alternative plans to face any changes in the strategic plan of the University.</p> <p>8. Poor utilization of feedback</p>	<p>opportunities that can be taken advantage of.</p> <ul style="list-style-type: none"> - Work on establishing clear criteria for selecting those responsible for Strategic Planning. - Encourage all university employees to participate in the formulation of the strategic plan. - Encourage communication between strategic planning officials and local community institutions. - Work on developing alternative plans to counter any changes in the strategic plan of the University. - Benefit from feedback and continuous evaluation in modifying and developing the procedures for implementing the strategic
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and continuous evaluation in modifying and developing the procedures for implementing the strategic plan of the University.	plan of the University.
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For the fifth pillar: employee's culture (leadership, faculty members):

Challenges	How to treat
<ol style="list-style-type: none"> 1. Poor attention to the ongoing participation of faculty members in strategic planning. 2. Lack of motivation of faculty members towards strategic planning. 3. Few faculty members accept the change and development of their traditional practices. 4. The ambiguity of strategic planning policies limiting participation in its various 	<ul style="list-style-type: none"> - Convincing university officials of the need for faculty members to participate in strategic planning. - Increase the motivation of faculty members towards strategic planning and increase the conviction of faculty members of the feasibility of strategic planning. - Develop clear policies for strategic planning to participate in its various

<p>processes.</p> <p>5.Faculty members are not convinced of the feasibility of strategic planning.</p>	<p>processes.</p>
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F–for the Sixth pillar: the administrative apparatus of the university (employees):

Challenges	How to treat
<p>1. Routine and linking administrative procedures at the university and its various faculties.</p>	<p>- Getting rid of routine in the implementation of administrative procedures at the university and its various faculties.</p>
<p>2.Weak interconnection of university units and faculties and their functioning as isolated islands from each other.</p>	<p>- Work to increase the interconnection between the university units and colleges and not treat each faculty as a separate unit.</p>
<p>3.The weak motivation of the administrative apparatus towards participation in strategic planning.</p>	<p>- Increase the motivation of the administrative apparatus towards participation in strategic planning and increase its acceptance of change and development.</p>
<p>4.The administrative apparatus considers that</p>	<p></p>

<p>participation in strategic planning processes is a waste of time.</p> <p>5. Lack of interest in training the administrative apparatus of the University for the foundations of strategic planning.</p>	<p>- Attention to training the administrative apparatus of the University for the foundations of strategic planning.</p>
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In addition to the previous steps and procedures, the following should be considered:

1. Studying and analyzing the current state of the University and formulate agreed on goals.
2. Identifying indicators of success in the implementation of the plan and the indicators that must be monitored during the readiness for preparing, the preparation, the implementation, and during the completion of the plan.
3. Developing a mechanism to establish the culture of strategic planning among all employees of Kuwait University.
4. Providing appropriate data and information, and evaluate the University's core database to serve strategic planning purposes.
5. Establishing an independent department responsible for university strategic planning.

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6. Preparing training courses for personnel working at Kuwait University on the planning program.
 7. Inventorying the concepts related to strategic planning and putting them in a special manual and distributing them to the personnel working at Kuwait University.
 8. Providing material and human resources and strategic planning requirements at Kuwait University.
- ❖ Requirements for the implementation of the proposed perception:

The implementation of the proposed perception for developing strategic planning at Kuwait University need some requirements, notably:

1. Setting management development priorities: developing capacities
in the field of implementation and review of the strategic plan.
2. Setting academic development priorities: the expansion of the use
of modern university education patterns, the provision of the necessary resources and structure to achieve this, and the activation and conclusion of agreements for cultural relations with
other institutions.
3. The availability of effective strategic management: the successful

application of strategic planning requires the presence of
strategic

management that exercises some of the main functions,
including

increasing the ability of the organization to cope with the
intense

competitive conditions both local and international.

4. Building and preparing the appropriate organizational
structure: the successful implementation of
strategic planning at Kuwait University requires
designing the appropriate organization of its
processes and the stages of its application, in
line with the needs of the University.

5. An adaptive institutional system within an organization:
strategic planning requires a system that has the
ability to anticipate problems and changes, a
system that is capable of solving problems, and
capable of managing crises.

6. A management information system: a management
information system is a structured way of
presenting information related to the past and
the present that is linked to the internal
processes of the University Institution, and
external implications and information systems
support the planning and management process.

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7. Flexible methods and programs: strategic planning requires the availability of methods to analyze this information and use it to formulate strategic plans, i.e. practice knowledge of its multiple dimensions in an integrated manner.
 8. Organizational structure redesign: this is related to a comprehensive redesign of the University's activities in order to achieve a substantial improvement in its performance.
 9. Financial restructuring: it includes restructuring the funding system, planning funding needs, and examining and evaluating funding sources.
 10. Designing and affirming the competitive advantage of the university: it focuses on the element of relative excellence, which is the core of strategic management work.
 11. Redesigning of relations with the surrounding climate: this activity includes the identification and formation of relations with customers, the determination of relations with competing institutions, the design of relations with state organs.
 12. Affirming self-development and innovation capabilities: to achieve the function of innovation and creativity, the following principles must be

adhered to: the continuous development of the personnel working in the institution, the creation of a spirit of initiative among the employees, and the closer relationship with academic institutions and scientific research centers.

❖ Phases of Strategic Planning Development at Kuwait University:

This model focuses on strategic planning through six basic phases that can be illustrated in the following figure: (prepared by the researcher)

Figure (1) strategic planning phases according to the proposed perception (prepared by the researcher)



This scheme can be explained in detail as follows:

Phase I: plan to plan: at this phase, the university decides the reasons for the strategic planning process, as well as the method to be followed in the planning, who will plan, and the time it takes to prepare a strategic plan.

Phase II: Formulating mission, vision, and values phase: clarify the message of what the university or what it does and why it does, for whom it is doing to achieve this purpose. The Vision provides the hoped-for picture of the University's future success.

Phase III: analyzing the current situation: this is done through strategic or quaternary analysis to assess strengths, weaknesses, opportunities, and risks (known as SWOT)) this assessment helps the university to form a list of strategic questions that it faces and needs to be answered through the strategic planning process.

Phase IV: developing the strategic plan: at this phase, operational plans are developed at the level of each department of the University and the annual budget is prepared on the basis of which the preparation should take into account horizontal coordination between the plans of the various departments of the university as well as vertical coordination so that they are derived from the long-term goals. It is also at this phase that the strategies pursued by the University are identified and these strategies stem from individual ambitions, group discussions, or formal decision-making techniques.

Phase V: implementing the strategic plan: this phase includes the preparation of programs and implementation plans for each college at the University, the integration and coordination of those programs, and the transfer of responsibility from the strategic planning team to the deans of colleges and heads of departments of these colleges, in order to translate them into reality.

Phase VI: Evaluating and monitoring the strategic plan: strategic planning process is an ongoing process. If the core strategies and priorities agreed upon in the future are no longer valid as a result of the change of environment is fundamentally different from the assumptions on which the strategic plan, it is necessary to develop a new strategy. And then focus this stage on ongoing assessment (quarterly or annual) to the extent of the continued validity of the strategic decisions agreed upon during the strategic planning process, and review the plan periodically as needed.

❖ **The role of the university administration in managing the strategic planning processes of Kuwait University:**

The main role of the university administration is to take a set of decisions and actions that entail the formation and implementation of the necessary strategies to achieve the objectives of the University and its strategic mission. The most important of these roles include:

- participating in preparing the University for the continuous practice of the strategic planning process, through:

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1. Deepening the conviction of the members of the University of the importance and necessity of preparing the strategic plan.
 2. Strengthen the motivation of faculty members, and develop their keenness to achieve its continuation.
 3. Developing methods and tools to provide the appropriate data and information required by the strategic planning process.
 - Providing the data and information required by the strategic planning process, through:
 1. Identifying the elements of the internal environment in the desired university study.
 2. Knowing the sources of obtaining the required data and information, the parties and entities responsible for providing the data and information, the operational procedures, and the timetable for obtaining it.
 3. Methods and tools of analysis and interpretation of data and information and processing, and how to benefit from them in the preparation of the strategic plan and those responsible for its circulation, preservation, and follow-up update.
 - Giving priority to the strategic planning process at Kuwait University through:
 1. Increasing the time allocated to the strategic planning process compared to the time directed to follow up on operational actions.
 2. Strengthening the university members ' perception and conviction of the management's desire and willingness to give more time and effort to the strategic planning process.

3. Ensuring attendance at meetings, workshops to prepare the strategic plan, and active participation in the preparation of it.

- Developing the awareness of the personnel involved in the strategic planning process and how to prepare, implement, and evaluate the strategic plan:

1. Familiarize all employees of Kuwait University with the importance of the planning process, and the need to prepare a strategic plan in particular to achieve the objectives of the University.

2. Familiarize them with the reality of the University, the main events that it has gone through, what has resulted, its current situation, the potential available to it, and the needs necessary for it.

3. Awareness of the basic requirements of the planning process.

Eight: Research recommendations:

The findings of the researcher provide the following recommendations:

1. Kuwait University officials must strive to develop strategic planning to address its problems and to meet the many challenges it faces.

2. Train those preparing strategic plans, and link the strategic plan under implementation to the needs of the University's employees.

3. Sensitize employees to the concepts of strategic planning and performance development systems and activate their role in developing strategic plans.

4. Administrative restructuring, selection of qualified and trained human resources; to keep abreast of recent developments.

5. Allocate financial resources to carry out good strategic planning.

Nine: Research proposals:

In light of the findings of the research, the researcher suggests conducting the following studies:

1. Studying the reality of strategic planning in general education institutions in the light of the total quality standards.

2. A scientific study on how to develop strategic planning in public education institutions.

3. Studying the impact of strategic planning in raising the efficiency of employees in university education institutions in light of the total quality standards.

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