# Strategic planning for educational institutions and its relationship to the requirements of achieving entrepreneurship

Prepared by

Aya Ahmed Mohamed Kamal Al-Ramadi
Lecturer of Community Organization at the Higher Institute
of Social Work, in October 6 City, Egypt. (PhD)
Reham Mustafa Abdel Hamid Mohamed El-Gohary
Lecturer of Community Organization at the Higher Institute
of Social Work, in October 6 City, Egypt. (PhD)

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Aya Ahmed Mohamed Kamal Al-Ramadi

Lecturer of Community Organization at the Higher Institute of Social Work, in October 6 City, Egypt. (PhD)

Reham Mustafa Abdel Hamid Mohamed El-Gohary

Lecturer of Community Organization at the Higher Institute of Social Work, in October 6 City, Egypt. (PhD)

**Abstract:** The increasing interest of states in educational institutions over the past years, considering them an important source for the development, progress and renaissance of societies in terms of cultural, intellectual, administrative, social, economic, political and scientific aspects, as well as their role in developing skills and building human capabilities needed by the various sectors of the national economy, and to ensure that higher education institutions achieve their mission in Leading the desired change, it is necessary to focus on modern management trends, which are represented in strategic planning. From this standpoint, the research came to address the issue of strategic planning and its relationship to the requirements of university entrepreneurship. The objectives of the study were identified as follows: 1. Determine the reality of strategic planning and the requirements for entrepreneurship in educational institutions. 2. Determine the nature of the correlations between strategic planning and the requirements for achieving entrepreneurship in educational institutions. 3. Determine the nature of the influencing relationships between strategic planning and the requirements for achieving entrepreneurship in educational institutions. 4. Determine the extent of awareness of the research sample of the importance of strategic planning in achieving the leadership requirements in educational institutions. 5. Formulating suggested recommendations for educational institutions in a way that will help administrative academic leaders to practice strategic planning and achieve leadership requirements for the educational institution. This study was applied in Egyptian universities on a sample of (75) administrative leaderships using the social survey method, and the study reached the following results: 1. Availability of all dimensions of strategic planning in the educational institutions under study at a good level according to the agreement of the study sample and their arrangement was as follows (vision and mission of the institution, strategic objectives, strategic evaluation and control, strategic implementation, strategic analysis, strategic choice). 2. The weakness of the financial budgets of educational institutions for each component of the strategic planning components of all institutions. 3. The interest of these educational institutions in the requirements of leadership and at a level agreed upon by the study sample, as follows: (proactive measures, intensity of competition, creativity, adoption of risk). 4. Weak possession of these educational institutions the ingredients for creativity and weakness in developing performance. 5. There is a moral correlation between strategic planning and the requirements of achieving entrepreneurship within educational institutions. 6. The existence of a significant impact of the dimensions of strategic planning on the requirements of educational institutions for entrepreneurship.

**Key words**: Strategic planning - educational institutions - entrepreneurship University.

**ملخص البحث باللغة العربية:**

تزايد إهتمام الدول خلال السنوات الماضية بالمؤسسات التعليمية، بإعتبارها مصدرا مهما لتطوير المجتمعـات وتقدمها ونهضتها من النواحي الثقافية، والفكرية والإدارية والإجتماعية ، والإقتصادية والسياسية والعلميـة فضـلا عن دورها في تنمية المهارات وبناء القدرات البشرية التي تحتاجها مختلف قطاعات الإقتصاد الوطني، ولضمان تحقيق مؤسسات التعليم العالي لرسالتها في قيادة التغيير المنشود، لابد من التركيز علي الإتجاهات الإدارة الحديثة والتي تتمثل في التخطيط الإستراتيجي، ومن هذا المنطلق فإن البحث جاء ليعالج قضية التخطيط الإسـتراتيجي وعلاقتها بمتطلبات ريادة الأعمـال الجامعيـة وقد تحددت أهداف الدراسـة فيمـا يلـي: ١. تحديد واقـع التخطـيط الإستراتيجي ومتطلبات الريادة فـي المؤسسـات التعليميـة. ٢. تحديـد طبيعـة علاقـات الإرتبـاط بـين التخطـيط الإستراتيجي ومتطلبات تحقيق ريادة الأعمـال في المؤسسـات التعليميـة. ٣. تحديـد طبيعـة علاقـات التـأثير بـين التخطيط الإستراتيجي ومتطلبات تحقيق ريادة الأعمـال في المؤسسـات التعليميـة. ٤. تحديد مدي إدراك عينـة البحث لأهمية التخطيط الإستراتيجي في تحقيق متطلبـات الريـادة بالمؤسسـات التعليميـة. ٥. وضـع توصـيات مقترحـة للمؤسسـات التعليميـة بمـا يـؤدي إلـي مسـاعدة القيـادات الأكاديميـة الإداريـة علـي ممارسـة التخطـيط الإستراتيجي وتحقيق متطلبات الريادة للمؤسسة التعليمية، وتم تطبيق تلك الدراسـة في الجامعات المصرية علي عينة من القيادات الإدارية (٧٥) بإستخدام منهج المسح الإجتماعي، وقد توصلت الدراسة للنتائج التالية: ١. تـوفر جميع أبعاد التخطيط الإستراتيجي في المؤسسات التعليمية محل الدراسة وبمستوي جيد حسب اتفاق عينة الدراسـة وكان ترتيبها علي النحو الآتي (رؤية ورسالة المؤسسة، الأهداف الإستراتيجية، التقويم والرقابة الإستراتيجية، التنفيـذ الإسـتراتيجي، التحليـل الإسـتراتيجي، الخيـار الإسـتراتيجي). ٢. ضـعف الموازنـات الماليـة للمؤسسـات التعليمية لكل مكمون من مكونـات التخطيط الإستراتيجي لكل المؤسسـات. ٣. إهتمـام تلـك المؤسسـات التعليميـة بمتطلبات الريادة وبمستوي اتفقت عليه عينـة الدراسـة وكانت كالتـالي: (الإجراءات الإسـتباقية، حدة المنافسـة، الإبداع ، تبني المخاطرة). ٤. ضعف إمتلاك تلك المؤسسات التعليمية مقومات الإبداع وضعف في تطوير الأداء. ٥. وجود علاقة إرتباطية معنوية بين التخطيط الإستراتيجي ومتطلبات تحقيق ريادة الأعمال داخل المؤسسـات التعليمية. ٦. وجود تأثير معنوي لأبعاد التخطيط الإستراتيجي في متطلبات المؤسسات التعليمية للريادة.

الكلمات المفتاحية: التخطيط الإستراتيجي – المؤسسات التعليمية – ريادة الأعمال الجامعية.

**Introduction :**

The increasing interest of states in the past years in educational institutions, as they are an important source for the development, progress and renaissance of societies in terms of cultural, intellectual, administrative, social, economic, political and scientific aspects, as well as their role in developing skills and building human capabilities that are needed by the various sectors of the national economy, and this explains the increasing interest that they exert Higher education organizations in developed countries to update and improve their programs to meet the requirements of renewable development in their societies.

Therefore, if public education is the main pillar of economic and social development and the most important factor in its sustainability, the quality of this education is the true criterion that the state must intensify efforts to achieve, as it is its way to reach the ranks of developed countries and it is its gateway to a bright future. (Amer, 2005, p. 997).

The various educational institutions are considered one of the most important tributaries of development, stability and economic growth in society. Education has a special role in developing countries to keep pace with modern developments and reduce the gap between science and technology producing countries and consuming countries. (Al-Otaibi, 2009, p. 252).

It has become known that the existence of educational institutions, whether universities, colleges or schools, is associated with the existence of three important matters, which are thought, science and civilization, and these concepts are linked and complement each other, and these institutions are social, cultural and educational institutions and thus universities are described as a cultural and scientific center of radiation for all humanity, in addition to However, the university cannot live in an ivory tower and is isolated from society. (Al-Zubaidi, p. 11).

In order to ensure that higher education institutions achieve their mission in leading the desired change, it is necessary to focus on modern management trends, which are represented in strategic planning, and many studies have confirmed that strategic planning is the most scientific methods and approaches that educational institutions can adopt to improve and improve their performance and improve their educational policy. And to maintain its competitive ability within society through having distinguished outputs (Cono, T, 2009, p.112).

Therefore, strategic planning is a new method in educational planning and educational administration, and its goal in the field of education is to enhance the process of adaptation and harmony between the educational institution and the environment that is predominantly changing by developing a vision that can be modified according to the circumstances so that it can be applied for the future of educational institutions. Rohnert Cobb is viewed as a participatory and broad prospective process that results in practices by the educational institution that works to reconcile its programs with the opportunities available for community service.

Strategic planning is one of the modern models for university development and change, because it works to move from random and moody administrative practices to administrative practices based on participation, innovation, distinction, and creativity, and it is also one of the ways to face the difficulties and challenges of the future related to the educational systems in the Arab countries, which is the way What is appropriate for improving technology investment and scientific research, and improving human investment (Al-Khatib, 2002, p. 52).

And strategic planning, as a new method in effective planning and management, expresses a process based on a realistic and deep understanding of what is going on in

the internal environment of the institution and trying to identify the opportunities and risks involved, what enables the institution to anticipate, anticipate and prepare for the future, and that strategic planning in educational institutions works on Improving conditions, employing better researchers and teachers, attracting more outstanding students, modernizing facilities and facilities, and obtaining the material resources necessary to achieve the goals (Al-Mamlouk, 2009, p. 102).

Strategic planning is one of the most prominent and renewed topics of importance in the science of management in recent times, as it is a continuous process, related to the future and based on expectations of the external and internal environment, levels of performance in the past, present and future, and evaluation of opportunities and risks through the development of goals, strategies and policies (Al-Sawy, 2013, p. .71).

The importance of strategic planning in educational institutions in general and higher education in particular is evident in that it constitutes the process of developing a specific map of the directions through which the institution operates, and it also constitutes the means and methodology by which the educational institution's work towards achieving its goals (Al-Khatib & Nuseirat, 2008, p. 9), This strategic planning has occupied many researchers and scholars at the national and international level, and many studies have addressed this important topic either with field studies or research studies, including the study of Abdul Maqsoud (2011), which aimed to determine the strength and nature of the relationship between the use of planning and improving public education, and determining Also, the strength and nature of the relationship between the use of strategic planning and the constraints that affect the improvement of education. The study concluded that there is a strong direct relationship between the use of strategic planning and improving the quality of school graduates, as well as between conducting the necessary development of courses, and the study emphasized the importance of strategic planning in improving education.

As well as Bin Mardi's study (2012), which aimed to identify the obstacles to implementing strategic planning at Umm Al-Qura University from the point of view of the faculty members. The results showed that the most obvious obstacles are routine and administrative complexity at the university, and the lack of resources and capabilities that find in the application of planning as it needs funding Appropriate.

The study also indicated by Glister, et.al (2008) that the analysis of the analytical relationship between formal strategic planning and institutional performance aimed to test the nature of the causal relationship between strategic planning and performance in a sample of Turkish companies, and by using the method of causal models, and the study concluded that there is Positive correlation between strategic planning and performance.

Therefore, strategic planning has become very important for business management, whether at the level of public or private organizations, and in important areas such as the educational field because it is the best method for developing an appropriate road map to achieve the required educational goals. (Wikipedia, 2015, p.1013).

Also, strategic planning is the important tool to achieve this and create a culture and behavior for social entrepreneurship, especially among university students.

Strategic planning is one of the most important factors for creating and consolidating partnerships because it facilitates the development of entrepreneurial capabilities and skills and helps give entrepreneurship activity a positive image.

Hence the responsibility and importance of higher education institutions such as universities in building and activating the system of social entrepreneurship as a strategic part of this system, and therefore the university seeks, through its mission, to support its students, encourage them, develop their capabilities and preferences, and

bring them to a level of life consistent with their desires to serve their society, so that it is created They have the social sense to deal with societal issues, thus resulting in societal mobility to spread social entrepreneurship.

This is confirmed by Hussein's study (2013) that entrepreneurship has a positive impact on the economy and society, as it contributes to its stability, increases its growth and profitability, and achieves success not only at the local level but also at the international level, and entrepreneurship has become an important feature as a strategy for growth and competitive advantage. Because it uses entrepreneurial strategies and management with entrepreneurial behavior that challenges bureaucracy and encourages creativity, and the study of the Sheikh and others (2009) that entrepreneurship is a phenomenon worthy of attention and care given its great importance in the development that various societies seek, especially educational institutions, and to produce generations that are aware of opportunities and initiate their adoption, and have the spirit of innovation and creativity, and invest the available resources in an organized manner for the sake of Coming out with successful projects that achieve their goals of achieving profit and growth.

And also the study of Al-Hamali (2016) that entrepreneurship needs to work on finding multiple bodies, chiefly universities and various media outlets to adopt support for entrepreneurship and contribute to spreading and promoting its culture, and trying to discover creative, talented and talented people in all fields and provide programs that accommodate their mental and creative abilities to achieve The desired goals, and this is what leads universities to adopt pioneering ideas that will help them achieve their goals.

And Linder study (2018) and Al-Ramidi study (2018), which concluded by evaluating the role of Egyptian universities in developing the culture of entrepreneurship among students that there are clear shortcomings in the role of universities in developing the culture of entrepreneurship, and confirmed that Egyptian universities should turn into pioneering universities, whose goal is Spreading and developing an entrepreneurial culture among students so that they become global entrepreneurs, as well as that entrepreneurship education is an urgent requirement for sustainable future development, indicating that entrepreneurship plays an effective role in all sub-systems in society, including economics, science, politics, education and sports, but entrepreneurs are the drivers. Actors of economic and social life dynamics.

Hence the responsibility and importance of the universities' role in building and activating the social entrepreneurship system as a strategic party in this system. Therefore, the university seeks, through its mission, to support its students, encourage them, develop their capabilities and preferences, and bring them to a level of life consistent with their desires to serve their community, so that they have a social sense. To deal with societal issues to result in community mobility to spread social entrepreneurship, through its reliance on strategic planning.

Given the importance of educational institutions, this required a serious endeavor from those responsible for them to overcome all the obstacles they encounter, and find ways to improve their performance in order to enhance their positions among members of society, and then reach the goals that they seek to achieve, so strategic planning was one of the basic means to achieve this, and directing them towards The desired future in an environment characterized by instability and intense competition.

Therefore, the real challenge for those in charge of managing educational institutions such as universities is their success in developing plans that achieve that educational institution as a whole the ability to achieve its current and future goals to catch up

with the progress that is accelerating its wheels, In a related context, these educational institutions must search for people who are able to respond to support environmental stability, and over the past years, entrepreneurship has become the focus of increasing interest among organizations around the world, and due to its contribution to adapting to environmental changes, which necessitates consideration of leadership As such, it is a method of leadership and that this leadership seeks opportunities and drives change as well as being a management with strategic direction.

In line with global, regional and local trends and in harmony with them in emphasizing the importance of developing and modernizing higher education organizations, this research deals with strategic planning and its role in achieving the entrepreneurial requirements of educational institutions, up to the relationship of linkage and influence between them, The past decades were marked by the sharpness of the changes under which educational organizations operate, which prompted them to get rid of their routine activities and move towards the concept of pioneering management to achieve excellence in the field of providing educational services in a modern way, and as a result of these changes there is a great effort to apply modern administrative concepts, and one of the leading organizations in the application of these Concepts are educational organizations to raise the level of their work performance and to reflect their role in developing those educational organizations.

**From this stand point, the research came to address the following main question:** How can strategic planning contribute to achieving leadership requirements within educational institutions from the point of view of academic leaders?

This question is divided into the following sub-questions:

1. Is there a role for the vision in achieving leadership requirements for educational institutions?

2. Is there a role for the mission in achieving leadership requirements for educational institutions?

3. Is there a role for the strategic objectives in achieving leadership requirements for educational institutions?

4. Is there a role for strategic analysis in achieving leadership requirements for educational institutions?

5. Is there a role for the strategic choice in achieving leadership requirements for educational institutions?

6. Is there a role for strategic implementation in achieving leadership requirements for educational institutions?

7. Is there a role for strategic evaluation and control in achieving leadership requirements for educational institutions?

**The importance of the study**:

Striving to develop the concept of both strategic planning and leadership requirements for educational institutions by making use of the literature that researchers have been able to take into account, as well as the scientific importance occupied by educational institutions as a basic element of the country's development and progress and a source of skills and competencies that provide society with its various needs, and the role that can be To do entrepreneurship in educational institutions and make them more relevant to the society in which they operate.

**Objectives of the study:**

1. Determine the reality of strategic planning and the requirements for leadership in educational institutions.

2. Determine the nature of the correlations between strategic planning and the requirements for achieving entrepreneurship in educational institutions.

3. Determine the nature of the influencing relationships between strategic planning and the requirements for achieving entrepreneurship in educational institutions.

4. Determine the extent of awareness of the research sample of the importance of strategic planning in achieving the leadership requirements in educational institutions.

5. Setting suggested recommendations for educational institutions in a way that would help academic and administrative leaders to practice strategic planning and achieve leadership requirements for the educational institution

**Study Questions**:

1. What is the reality of strategic planning and the requirements for leadership in educational institutions.

2. What is the nature of the correlation and influence relations between strategic planning and the requirements for achieving entrepreneurship in educational institutions.

3. What is the extent of awareness of the research sample of the importance of strategic planning in achieving the requirements of entrepreneurship in educational institutions?

4. What is the relationship between the dimensions of strategic planning and the requirements for achieving leadership in educational institutions.

5. What is the impact of the dimensions of strategic planning on the leadership requirements for educational institutions on the macro and micro levels?

**The theoretical part of the study:**

**First: the concept of strategic planning.**

The roots of strategic planning with a concept and modernity go back to the mid-fifties of the last century, when large organizations in developed countries began to develop what is called long-range planning, and from that time this concept began to develop, and it was adopted by many organizations, until the concept became an important topic in the field of management (Bani Hamed and Idris, 2007: p. 1)

Therefore, organizations today live in a changing environment characterized by a high degree of complexity, and these changes have included political, economic, cultural, social, organizational and technological fields, and these organizations have been affected by changes, which made the task of the administration difficult in achieving its goals, and this requires them to adapt and adapt with them so that they can continue, grow and survive. Otherwise, its fate will be disappearance and disappearance, and strategic planning is one of the modern administrative concepts that help the organization adapt and respond to various changes (Al-Kurdi, 2010, p. 11).

Strategic planning as a method in effective planning and management expresses a process based on a realistic understanding of the environment surrounding the organization to identify strengths, weaknesses, opportunities and threats, and whoever called the development of appropriate strategies by exploiting opportunities and overcoming threats in order to track the leading position in its activities (Al-Ghalaby and Idris, 2007, p. 101).

Donnelly believes that strategic planning includes all activities that lead to the development of the organization's mission and goals and the development of appropriate strategies to achieve all the goals that the organization seeks to reach. (Marangu, lilungu, masungo, 2015, p. 19).

The strategic planning in the organization works to improve conditions, modernize the organization and facilities, and obtain the material resources necessary to achieve the goals (dooris, Kelley & trainer, 2004, p.43).

From here, organizations hastened to adopt strategic planning at all levels, given the important results it achieves at the level of organizations, as it provides the opportunity for all upper and middle administrative levels to participate in planning, implementation and evaluation of strategic plans, and creates a sense of responsibility, belonging and commitment by individuals, as well as Strategic planning includes specific and measurable goals and objectives, business strategies and setting standards for accountability. (brewer, 2003, p.78).

Based on the previous concepts, it can be said that organizations do not operate in a vacuum, but rather work in an environment that includes many changes, so sound decisions cannot be taken in isolation from these changes, and hence the adoption by the educational organization's management of this strategic planning process would make their logical solutions to problems. Hence, strategic planning is a comprehensive management process for all aspects of the organization, and a future outlook and awareness of the internal and external environment variables to reach the strengths, weaknesses, opportunities and threats, and then according to which the management of the educational organization defines its vision, mission and goals, in order to move from situation to situation Required

**Second: Elements of strategic planning**. Strategic planning generally consists of the following elements: (Marangu, lilungu, masungo, 2015, p. 22).

1. **Vision**: Having a clear strategic vision is a basic rule in building an effective strategy. It is not like slogans and attractive phrases set by the organization for itself, but rather a strategic thought that revolves around the future of the organization, its desired activities and its expected position, the vision is one of the most important components of the strategic plan, and it describes the destination that the organization wants to reach during a certain period of time. It also defines the strategic position of the organization in the future, the special elements of this position and its relationship with the mission of the organization. (hinto, 2012, p.1), The vision should be characterized by a set of qualities such as easy to understand and remember, and to be positive, motivational, attractive and directed towards the future. (Henry, 2008, p.11).

Accordingly, the vision represents the aspirations that the organization seeks to reach in the future with the aim of distinguishing it from others, and it must be comprehensive and integrated for all the activities it performs, thus achieving coordination, coherence and interaction between the various activities in order to control the current situation and achieve security for the future.

2. **The mission**: The existence of any organization is linked to a specific mission that it seeks to achieve, and the message derives its basic components from the values that its founders carry, and from the environment in which it operates and the community to which it belongs. The message is the purpose or reason for the existence of the organization, and the message may be narrow or broad. It has been reported as the purpose that distinguishes the work of an organization from other similar organizations, and it defines the scope of the organization's work. (babu, 2010, p.2).

Based on the aforementioned, it can be said that the message represents the reason for the existence of the organization, and it not only describes the output of the organization, but rather contains the spirit of the organization and gives support to its identity and nature, and links the various components of the strategic direction so that it is positively reflected on the achievement of the goals that the organization seeks to reach.

3. **Objectives**: defined as general statements of what the organization needs to achieve its mission and objectives and then address the main issues it faces (keriemadis, theakou, 2007, p. 30)

(Gates, 2010, p.5) believes that the goals set by the organization should be quantifiable, specific, understandable and clear goals, based on the aforementioned, it can be said that the goals represent the ends that the organization seeks to reach, and are a guide for the results to be achieved within a certain period of time, so they represent specific and measurable data with specific time limits for the achievements or results.

4. **Strategic analysis**: It is intended to study the internal environment of the organization to reach a comprehensive assessment of potential strengths and weaknesses. Factors throughout the organization should be evaluated such as the organization's culture, image, organizational structure, access to natural resources and operational efficiency, as well as studying the external environment to gain access to opportunities, Opportunities arise when Changes occur in the external environment, and they may arise from the change of the external environment, threats that require changes in the organization's output or the development of new products to keep the organization competitive. Changes in the external environment may have a relationship with customers, competitors and new technology. (Abdalkarim, 2013, p. 136).

Based on the aforementioned, it can be said that strategic planning means analyzing the economic, social, political, economic and technological factors in order to reach the existing opportunities and try to exploit and benefit from them, as well as knowing the threats facing the organization and trying to avoid its risks and preparing to face them with the aim of minimizing the negative effects resulting from them, as well as analyzing the internal environment to reach To weaknesses, address them and turn them into strengths.

5. **Strategic choice**: It is intended to choose a strategy that best harmonizes with the objectives of the organization from among a number of options, which are either general, or at the level of work or function, and in the same context it was mentioned as choosing the best alternative from among a group of options, which requires an evaluation process and comparison between them, and then choosing the best option that contributes to achieving the organization's goals (Al-abbadi, 2015.p.144).

Based on the aforementioned, it can be said that strategic choice is a sequential and interconnected process, the beginning of which is the presentation of strategic options and then the selection of the best, which represents the best way to achieve the goals that the organization seeks to reach, relying on the approach to decision-making and its processes as a basis in the concept of strategic choice.

6. **Strategic implementation**: It means putting the chosen strategy into actual implementation to translate the vision and goals of the organization into practical reality (Al Douri, 2005, p. 293).

(Li guohui and eppler) identified three perspectives for the implementation of the organization's strategy, the first is called the scientific point of view, according to which the strategic implementation is a coordinated procedure that is examined from the perspective of behavior, while other writers combine the first and second views to obtain what is called the hybrid approach, In the end, it defines the strategic implementation process as being a complex dynamic and interactive process, and it consists of a series of decisions and activities taken by managers and related to internal and external factors with the aim of transforming the strategic plans into a tangible reality to reach the achievement of the organization's strategic goals.

7. **Strategic evaluation and control**: according to which all activities of the organization and strategies are subject to evaluation processes to ensure that the laid plans are running according to what is planned, and the matter requires the

organization to collect data from the internal and external environment to judge the extent of the success of the strategies in achieving the goals, or changing some systems and structures Which was the reason for the inability to achieve the goals after implementing the required strategies. (Tarawneh, 2008, p. 18).

In the same context, Donnelly (2007: p.98) notes that strategic evaluation and oversight include three basic steps: measuring the results of implementing the strategic plan, comparing these results with objectives, and then making decisions about the ability of the set plan to achieve the required goals.

Based on the aforementioned, it can be said that evaluation and control means evaluating the strategies that have been chosen, and making sure of their consistency with the expectations and target standards. Therefore, evaluation and control are two processes necessary to identify weaknesses in performance, and then take decisions to achieve organizational goals efficiently and effectively.

**Second: the concept of university entrepreneurship**. The development models of organizations varied during the previous years, it started with the traditional method based on change driven by need, then new models appeared, such as the method of management by objectives, total quality management, process re-engineering, etc., and another new method appeared, which is the method based on leadership, which is a modern method based on achieving Innovation in the activities of the organization by moving it from one situation to another and making it in the ranks of pioneering organizations.

Since many organizations were exposed to the wave of changes in the social, economic, political and technological fields, this prompted them to revive the entrepreneurial spirit within their activities (Thornberry, 2006, p. 1).

Educational institutions are among the most important organizations at the present time, and like other organizations have been subjected to many pressures at the level of competition in the field of performing their role by doing applied research, and from here these educational institutions try to have a role in innovation and scientific leadership by playing a role Positive growth that contributes to the achievement of development and increases its ability to compete at the local and international level (Al-Qahtani: 2012, p. 255).

The role of educational institutions today is clearly evident in the development of an entrepreneurial-oriented economy, as they represent the main source of new knowledge. It is expected that they provide solutions to social and industrial problems by exploiting the knowledge obtained through their research, and they contribute significantly to creating Wealth by investing in businesses and building links with various global organizations. (askun, p.935, 2012 & yildirim).

(Goldstein, 2010, p.2) describes the entrepreneurial educational institution as being able to achieve academic, industrial and governmental links in a spiral fashion, and this achieves new understandings and standards for educational and research missions, internal organizational changes, and the use of new means of management and organizational capabilities.

An entrepreneurial educational institution refers to the organization's ability to bring about organizational and structural changes, and to enhance the ability to interact between strategy, curriculum, and education. (kyra, 2012, p.2 & mattila).

Al-Qahtani see that educational institutions today face strong competitive pressures that impose them to follow pioneering strategies in order to obtain support, industrial contracts and grants, faculty members, and the best students. (Al-Qahtani, 2012, p. 255)

Based on the foregoing, it can be said that an entrepreneurial educational institution is that institution that seeks to increase the levels of entrepreneurship, innovation and risk-taking, make the required changes in its activities and move from a state to a better state that makes it one of the productive educational institutions by preparing innovative strategies that help it catch up with the distinguished, creative and entrepreneurial productivity Achieving scientific wealth, self-sufficiency and diversification of income sources, developing the entrepreneurial capabilities of students and employees, using modern technologies, reaching pioneering outputs that have a positive role in society, using multidisciplinary approaches and finding innovative solutions to community issues through scientific research and achieving social and economic development.

**Second: Entrepreneurial requirements for educational institutions**.

1. **Proactive measures**: It means being the effective behavior of the organization and the main component of innovation, according to which the organization is more adventurous to enter new markets, introduces new products, and looks forward to new industries or new market opportunities, and proactive organizations seek leadership in their field of work, and also seek to Achieving excellence in light of the capabilities it possesses (Jundub, 2013, p. 22).

  Proactive measures are related to exploiting opportunities that are not related to the current operations of the organization, or to provide unique products that differ from those of competitors, or to undertake strategic planning around the stage of decline that the product is going through (Khalil, 2013, p. 22)

2. **Creativity**: Both covin & Zahra indicate that creativity represents the lifeblood of organizations 'survival and growth, and has a major role in creating value and maintaining competitive advantage (Bareghheh, Rowley and Samrook, 2009, p.1324)

  Bessant focuses in his concept on the role of creativity in regeneration and growth, and emphasizes that it is the basic process of renewal for any organization, its survival and hence its growth. Based on the aforementioned, it can be said that creativity is a term for new ideas that contribute to the creation of some new things that are a center for entrepreneurial operations, and the basis for the organization's launch towards stability, growth and renewal through the exploitation of all capabilities and capabilities available to it. (Bessant, et.el, 2005, p.1366)

3. **Adoption of risk**: It means the possibility of obtaining the reward and achieving returns in the event of the success of the proposed project, or it is the organization's desire to invest new opportunities or work boldly without knowing the expected results, and in order to gain more returns, organizations sometimes resort to borrowing money, or work to introduce new products to new markets or invest in undiscovered technology (Khalil, 2013, p. 12).

4. **Competition intensity**: It is represented in the struggle between the organizations to obtain the available resources in the best quality and at the lowest cost, and then to provide distinct products that allow them to maximize profits. Therefore, competition determines the success or failure of organizations, and from here the educational institutions have become in a position to implement strategies that make them It is in a better position relative to other organizations to improve its position in the community or just improve its position among competitors.

**Methodology:**

**Type of study**: This study is considered one of the descriptive studies, which aims to uncover the current facts related to a phenomenon or situation while recording its significance and characteristics and revealing its link with other variables in order to accurately and comprehensively describe this phenomenon in all its aspects, and in

this study we try to define the relationship between strategic planning For educational institutions and achieving entrepreneurship requirements for educational institutions.

**The type of approach used**: the researcher will rely on the social survey methodology that is used to describe the studied phenomenon and quantify it by collecting codified information about the problem, classifying it, analyzing it and subjecting it to careful study, with the quality of the comprehensive and the sample.

**spatial Fields**: a. The spatial field: The researcher reached when determining the spatial field of university educational institutions, which reached (26) universities, and the researcher chose.

**from those universities as follows**: Helwan University, Ain Shams University Cairo University Justifications for choosing the spatial field:

1- When the researcher is restricting the educational institutions under study, and when the researcher interviews those responsible for those institutions, they express their desire to cooperate with the researcher.

2- These institutions serve large sectors of students.

3- These educational institutions apply strategic planning in their management.

4. These educational institutions also depend on entrepreneurship in their management.

**The human sample**: the comprehensive enumeration of all academic leaders in the educational institutions of study that have been selected and they number (75) individuals working in those institutions.

**Time domain**: It is the time period that the researcher takes to collect data from the field and apply the study.

**Study tools**: The researcher relied on designing a questionnaire entitled "Strategic planning and its relationship to university entrepreneurship requirements (researcher preparation), and the questionnaire was applied electronically." The researcher followed the following steps in designing the questionnaire:

**-**The researcher reviewed previous studies, theoretical literature and tools related to the subject of the questionnaire.

**The Scale Dimensions**: The dimensions of the questionnaire were identified, which are defined in the relationship between strategic planning and the university entrepreneurship requirements associated with:

**The first dimension**: the relative importance of strategic planning for educational institutions.

**The second dimension**: the relative importance of entrepreneurship in educational institutions.

**The third dimension**: the relationship of correlation between the dimensions of strategic planning and the requirements for achieving leadership in educational institutions.

**The fourth dimension**: The impact of the strategic planning dimensions on the leadership requirements for educational institutions.

**(Face Validity):**

- The apparent truthfulness (validity of the arbitrators): The tool was presented to (5) professors of the social service for arbitration, and to express their opinion on the suitability of each statement in terms of wording and its relevance to the dimension to be measured, and add what they see as appropriate phrases, as well as delete the inappropriate for study, and building On the degree of agreement of the arbitrators, which reached (80%) for the questionnaire, some phrases were deleted, and some phrases were modified in terms of wording and adding some others, and the responses

for each statement are taken by choosing one of the responses on the five Likert scale (very agree - agree - agree to some extent - Disagree - absolutely disagree).

- The researcher relied on content validity or content validity: the validity of the logical content to achieve this type of honesty. Where the researcher did the following:

**-** Access to the appropriate number of theoretical frameworks and previous studies that dealt with the study variables. Each variable was expressed in the form of statements relating to each dimension of the questionnaire.

-**Reliability of the tool**: The researcher used the (re-test method) to verify the stability, and the researcher selected a sample of (10) single size from the academic leaders of the educational institutions under study. It was taken into account that the conditions of the sample were met, and it was re-applied after a period of (10) days. Then, Spearman's equation was calculated for each of the dimensions of the questionnaire, and the reliability coefficients were as follows:

**Table (1)** show the "reliability factor for the variables of the strategic planning questionnaire and its relationship to the requirements of entrepreneurship in educational institutions."

| Dimensions | Correlation Spearman's | Significance (2-tailed) |
|---|---|---|
| The first dimension | 0.670 | * |
| The second dimension | 0.820 | ** |
| third dimension | 0.650 | * |
| The fourth dimension | 0.675 | * |
| The survey as a whole: | 0.703 | * |

** Significant at (0.01)          * Significant at (0.05)

**- It is clear from the previous table that:**

The value of Spearman's correlation coefficient for the questionnaire as a whole (0.703) at a level of significance 0.05, and this indicates that the questionnaire has a high degree of reliability that can be relied upon in field application.

**Sixth: Analysis of the results of the study.**

 **First: Description of the study sample:**

**Table (2)** show the characteristics of the study sample (N: 75)

| N | Qualitative variables | | Frequencies | Percentage % |
|---|---|---|---|---|
| 1 | Type | Male | 63 | 84 |
| | | Female | 12 | 16 |
| 2 | Age | Under 35 years old. | 28 | 37.3 |
| | | 35-45 years old. | 22 | 29.3 |
| | | Over 45 years old. | 25 | 33.3 |
| 3 | Occupation | Department Head. | 20 | 26.7 |
| | | Center Manager. | 51 | 68 |
| | | Project manager. | 4 | 5.3 |
| 4 | Years of Experience | Less than 5 years. | 16 | 21.3 |
| | | 5-10 years. | 24 | 32 |
| | | 10-15 years old. | 13 | 17.3 |
| | | 16 years and over. | 22 | 29.3 |

**the previous table show that:**

The male rate is greater than the female rate, the male rate was 84%, while the female rate was 16%. As for age groups, it was found that 37.3% of the research sample are less than 35 years old, (29.3%) of the research sample are within the age group (35-45) and (33.3%) are over (45) years old. One year or more, this indicates that the individuals of the research sample are characterized by intellectual logic and wisdom in conducting and making decisions that would contribute to improving the performance of educational institutions. As for the administrative positions occupied by academic leaders within the university, the highest percentage was for a center director with a rate of (68%), and the head of the department came in the second place (26.7%), and at the end of the ranking came a project manager with a rate of (5.3%). - As for the number of years of experience, the results indicate that there is a large number of individuals of the research sample with experience ranging between (5-10) years, with a rate of (32%), followed by those who have service (11-15) years or more, and (16) And more), their average reached (46.3%) in his society, which is a rather high rate, and this indicates the accumulated experience and intellectual and cognitive maturity of individuals, and it greatly contributes to improving the performance of the educational institution under study, or those who have experience (less than 5 years) have Their rate reached (21.3%). Second: the relative importance of strategic planning for educational institutions from the point of view of academic leaders.

**Table (3) shows the relative importance of the dimensions of strategic planning (N: 75)**

| N | Dimensions | Mean | S. D | D of R | Rank |
|---|---|---|---|---|---|
| 1 | The vision of the educational institution. | 3.96 | 0.75 | 79.2 | 1 |
| 2 | Mission of the educational institution . | 3.96 | 0.81 | 79.2 | 1 Duplicate |
| 3 | The strategic objectives of the educational institution. | 3.91 | 0.81 | 78.2 | 2 |
| 4 | Strategic analysis. | 3.64 | 0.74 | 72.8 | 5 |
| 5 | Strategic choice. | 3.6 | 0.87 | 72 | 6 |
| 6 | Strategic y implementation. | 3.66 | 0.91 | 73.2 | 4 |
| 7 | Strategic evaluation and control. | 3.68 | 0.9 | 73.6 | 3 |

**the previous table show that:**

Most of the answers of the study sample on the dimensions of strategic planning focused primarily on the vision and mission of educational institutions through the scores obtained according to the scale adopted in this research, where the arithmetic mean of the vision and mission dimension was (3.96) for each of them, and a standard deviation (0.75) (0.81) ) Respectively, followed by the order and importance after the strategic goals with an arithmetic mean (3.91) and a standard deviation (0.81), and then the strategic evaluation and control came in the third order for obtaining an arithmetic mean (3.68) and a standard deviation (0.90) and came after the strategic implementation in the fourth order for obtaining Ali has an arithmetic mean (3.66) and a standard deviation (0.91), and came after the strategic analysis in the fifth order for obtaining an arithmetic mean (3.64) and a standard deviation (0.74), and then came the strategic choice in the sixth order for obtaining an arithmetic mean (3.60)

and a standard deviation (0.87) and comparing The arithmetic mean of the aforementioned dimensions, we find that all of them are greater than the hypothetical mean (3) on the Likert five-point scale, which indicates that the individuals surveyed agree on the contents of those dimensions in varying proportions according to their point of view, and the reason for this is due to a degree They have awareness about the work of these dimensions in the field of work of educational institutions.

**Third :the relative importance of the leadership requirements for educational institutions.**

**Table (4) shows the relative importance of the requirements for entrepreneurship in educational institutions (N: 75)**

| N | Requirements | Mean | S. D | D of R | Rank |
|---|--------------|------|------|--------|------|
| 1 | Preemptive actions | 3.91 | 0.86 | 78.2 | 1 |
| 2 | creativity. | 3.69 | 0.87 | 73.8 | 3 |
| 3 | Embrace the risk . | 3.6 | 0.81 | 72 | 4 |
| 4 | Intensity of competition . | 3.8 | 0.85 | 76 | 2 |

**the previous table show that:**

Most of the answers of the study sample towards the requirements of educational institutions focused mainly on proactive measures through the scores obtained according to the scale adopted in this research, as the arithmetic mean reached (3.91), and a standard deviation (0.86), followed by the order and importance of the intensity of competition with an arithmetic mean (3.80) and a standard deviation (0.85), and creativity came in the third ranking for obtaining an arithmetic mean (3.69) and a standard deviation (0.87), and the risk adoption came in the fourth rank because it got an arithmetic mean (3.60) and a standard deviation (0.81), and by comparing the arithmetic means between all the variables The dimensions of the aforementioned requirements show that we find that all of them are greater than the hypothetical average (3) on the five-point Likert scale adopted in that research, which indicates that the individuals surveyed agree on the contents of these dimensions and in varying proportions according to their point of view, and the reason for this is due to the degree of awareness they have about the importance of These requirements are in the field of operation of the educational institution.

**Fourth :The results of the relationship between strategic planning and the requirements for achieving leadership for educational institutions.**

**Table (5) shows the correlation between the dimensions of strategic planning and the requirements for achieving leadership in educational institutions   .(N: 75)**

| N | Hypotheses | Correlation | Significance (2-tailed) |
|---|-----------|-------------|-------------------------|
| 1 | There is nothing relational y s moral significance between the dimensions of strategic planning and leadership requirements of educational institutions. | 0.683 | ** |
| 2 | There is nothing relational y s moral significance between vision and leadership requirements of educational institutions. | 0.345 | ** |
| 3 | There is nothing relational y s moral significance between the letter and the requirements of leadership in educational institutions. | 0.480 | ** |
| 4 | There is nothing relational y s moral significance | 0.605 | ** |

| N | Hypotheses | Correlation | Significance (2-tailed) |
|---|---|---|---|
| | between strategic objectives and the requirements of leadership in educational institutions. | | |
| 5 | There is nothing relational y s moral significance between strategic analysis and the requirements of leadership in educational institutions. | 0.639 | ** |
| 6 | No correlation y s moral significance between strategic choice and the requirements of leadership in educational institutions. | 0.753 | ** |
| 7 | There is nothing relational y s moral significance between the dimensions of the application and the requirements of strategic leadership in educational institutions. | 0.732 | ** |
| 8 | There is nothing relational y s moral significance between the evaluation and control requirements and strategic leadership in educational institutions. | 0.589 | ** |

 **\*** Significant at (0.01)          \* Significant at (0.05)

**the previous table show that:**

- The presence of a significant correlation relationship between the dimensions of strategic planning and the leadership requirements of educational institutions, as the value of the correlation rate reached (0.683), at a significant level (0.000), which indicates that the greater the interest in strategic planning, this was positively related to achieving the requirements of educational institutions towards leadership The researchers attribute this to the fact that strategic planning helps the educational institution to perform better work, direct its energy to optimal direction, and provide information that helps in making decisions.

- The presence of a significant correlation relationship between each of the dimensions of strategic planning and the requirements of the entrepreneurial educational institutions, and the strongest relationship reached (0.753 \*\*) between the strategic choice and the requirements of achieving leadership in the educational institutions in its community, while the weakest relationship reached (0.345 \*\*) between the vision And the requirements for leadership in educational institutions, and these relationships mean that the greater the interest in the dimensions of strategic planning, the positive correlation with achieving the leadership requirements in educational institutions.

    The researchers refer to the results of the correlations between strategic planning and the leadership requirements of educational institutions, that educational organizations, like other organizations, are exposed to great challenges today, such as the orientation towards global markets, strong competition, scarcity of material and human resources, the revolution in communications and information technology, and the continuous change of needs, in addition to the challenges they face. Organizations have a great role in providing the blameless skills to the labor market, as well as training employees, faculty members and businessmen, and countless other individuals. To keep pace with these events and achieve success for educational institutions, it requires the adoption of strategic planning as it is a major tool for adopting a more rational approach to anticipating the future and systematically. To

bring about the necessary positive changes in the activities of educational institutions, as strategic planning creates a feeling among affiliates to participate in setting goals and preparing the strategic plan, and this leads to raising their morale, increasing levels of initiative, innovation and risk-taking and achieving scientific richness, and making them productive educational institutions, in a way that achieves Growth and revenue Profitability, thus maximizing benefits for stakeholders such as students, financing institutions, faculty members, and employees. **Fifth: The results of the impact of planning dimensions on the leadership requirements for educational institutions**

**Table (6) The impact of strategic planning dimensions on the leadership requirements for educational institutions (N: 75)**

| N | Dimensions of strategic planning | Entrepreneurial requirements in educational institutions | | |
|---|---|---|---|---|
| | | **B** | **T** | **SIG** |
| 1 | The vision of the educational institution. | 0.327 | 3.166 | 0.002 |
| 2 | Mission of the educational institution . | 0.419 | 4.679 | 0.000 |
| 3 | The strategic objectives of the educational institution. | 0.563 | 6.465 | 0.000 |
| 4 | Strategic analysis. | 0.640 | 7.090 | 0.000 |
| 5 | Strategic choice. | 0.660 | 9.786 | 0.000 |
| 6 | Strategic implementation. | 0.545 | 9.185 | 0.000 |
| 7 | Strategic evaluation and control. | 0.433 | 5.634 | 0.000 |
| Overall Index: | | 0.846 | 0.574 | 0.000 |

**B = 0,846          F = 98,281          R $^2$= 0,574      Sig = 0,000**

**the previous table show that:**

There is a positive moral effect of the dimensions of strategic planning on the leadership requirements of the educational institutions as a whole, through the value of the marginal mile (B) of (0.846), which means that an increase of (1%) in the dimensions of strategic planning will lead to an increase of (0.846%), In the educational institution with its various entrepreneurial requirements, this is supported by the calculated value (f) of (98,281), which is greater than its tabular value of (3.960), and the level of the calculated morale and the language (0.000) was less than the significance level of the research which amounted to (0.05) and within the two degrees. Freedom (1-74), and the explanatory ability of the independent variable (dimensions of strategic planning) in the adopted variable (leadership requirements in educational institutions) according to a parameter for determining (r2) (0.574), meaning that an average of (57.4%) of the differences explained In the leadership requirements of the educational institution is due to the influence of the dimensions of strategic planning, and in contrast (42.6%) of the response is due to other variables outside the scope of the research, and it is noticed that there is a positive moral effect for each dimension of the strategic planning in the leadership requirements of educational institutions, as the impact values ranged from (B) It is between (0.327-0.660), and this is confirmed by the calculated (T) values, which range between (3.166-9.786), and with a significant level that ranged between (0.000-0.002). The results of the previous influence relationships indicate the achievement of the second main impact hypothesis, which states that there is a significant impact of the

dimensions of strategic planning in the requirements of educational institutions towards leadership at the macro and micro levels.

**Discussion of the results**:

1. Availability of all dimensions of strategic planning in the educational institutions under study at a good level according to the agreement of the study sample and their arrangement was as follows (vision and mission of the institution, strategic objectives, strategic evaluation and control, strategic implementation, strategic analysis, strategic choice).

2. The weakness of the financial budgets of educational institutions for each component of the strategic planning components of all institutions.

3. The interest of these educational institutions in the requirements of leadership and at a level agreed upon by the study sample, as follows: (proactive measures, intensity of competition, creativity, adoption of risk).

4. Weak possession of these educational institutions the ingredients for creativity and weakness in developing performance.

5. There is a moral correlation between strategic planning and the requirements of achieving entrepreneurship within educational institutions. 6. The existence of a significant impact of the dimensions of strategic planning on the requirements of educational institutions for entrepreneurship.

**- Recommendations**:

1. The necessity of realizing the dimensions of strategic planning, accommodating them and enhancing them, and then harnessing them to serve the community.

2. The necessity of preparing the required financial budgets for all components of the strategic plan for these educational institutions.

3. Promote attention to the requirements of entrepreneurship within educational institutions, as these requirements help educational institutions to provide the best services and achieve the highest business value in light of intense competition and modern technologies.

4. The necessity for all educational institutions under study to own creative works.

5. Increasing interest in strategic planning for its positive impact in achieving the irrigation requirements of the educational institution.

6. It was found that the dimensions of strategic planning have a significant impact on the requirements for university leadership. Therefore, it is recommended that the university adopt a strategic planning scheme in order to achieve the requirements of university leadership.

7. Attention to the process of developing plans and policies for educational institutions through:

A- The accreditation of officials on those with experience in this field.

B- Develop plans on the basis of careful study of both the strengths and weaknesses of the educational system on the one hand and the opportunities and threats surrounding it on the other hand.

C- Paying attention to strategic planning to ensure heading towards the future in a correct and correct manner.

D- Adopting the plans drawn up on the compatibility between meeting the needs of both those in charge of working in educational institutions on the one hand, and the beneficiaries of their services on the other hand, in light of the general interest of society.

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