

Application of strategic management in the colleges of Education / University of Baghdad

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Abstract

A field study aimed at identifying the reality of the application of strategic management in the colleges of education/ University of Baghdad. The research adopted the descriptive analytical approach. The research community, consisting of 801 faculty teachers, has been identified. The research sample was selected in a simple random way and represented 15% of the research community, totalling 124 teaching members. A questionnaire was constructed that included (46) items divided between areas (strategic objectives, strategy planning and formulation, implementation of the strategy, and evaluation of the strategy). The honesty and consistency of the tool was verified. The researcher analyzed the research data using SPSS. The most important results were: the overall rate of these four areas was a weighted average (2.48) and a percentage weight (82.666%), which is a sound result as regards the application of strategic management in the colleges of education/University of Baghdad, the development of an integrated strategy for strategic management and its applications, a review of the organizational structure in accordance with the college's strategy. A number of recommendations and proposals related to research were given.

Keywords

Strategic Management, Colleges of Education

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Introduction

Structure of the Study

Research Problem

Strategic management is one of the most important features in the success of the work of any institution. It helps to develop the skills and methods of the management of the institution. It also helps to build a rubric to measure the level of performance in the work, communicate with rapid events and provide a suitable foundation for administrative functions, identify the tasks and responsibilities of any employee in the institution. This ultimately helps to deliver the message, goals, strategies and plans of the institution.

Strategic management is a modern management method, as it is a process by which the public administration can identify long-term trends and performance of the organization through careful design, appropriate implementation, and continuous evaluation of the strategy developed. This process consists of several integrated elements such as the identification of strategy, the implementation and evaluation of the strategy. It is therefore responsible for making strategic decisions to achieve the specific objectives. Strategic management is the art and science of the formation, implementation and evaluation of functional decisions so that the institution can achieve its goals (Wahba & El-Hadaad, 2015). In view of the importance of the above-mentioned, this study was conceived to identify the reality of the application of strategic management in the colleges of education/ University of Baghdad. The researcher identified the problem of research with the following questions:

What is the reality of the application of strategic management in the colleges of education/ University of Baghdad?

Are there statistically significant differences at the level (0.05) in the responses of the sample pertaining to the reality of the application of strategic management in view of the variables: (gender, experience, specialization).

Research Importance

The importance of research stems from the following points:

- Providing information on the reality of strategic management and the most prominent obstacles to its application.
- Benefitting researchers in the field of educational management and opens the way for them to conduct similar research.
- Making recommendations to decision makers that help improve university management.
- Demonstrating the importance of strategic management in educational institutions as a means and methodology that can lead the work towards achieving the goals.
- Providing opportunities for administrative and organizational development by employing strategic management processes as an effective modern administrative input to develop institutional performance.

Research Aim

The research aims to identify the application of strategic management in the colleges of education/ University of Baghdad. This is based on the following questions:

- What is the reality of the application of strategic management in the colleges of education/ University of Baghdad?
- Are there statistically significant differences at the significance level of (0.05) can be found in the research results according to the assessed variables of the research sample?

Variables:

Gender: (Female & Male)

Number of years of experience: (1-10 years) & I (11 years and above)

Specialization: (Scientific- Humanities).

Research Limits

Spatial boundaries: Colleges of Education/University of Baghdad.

Human limits: College of Education teachers at Baghdad University.

Temporal limits: Academic year 2020-2021.

Defining Terms

Management

(Mustafa, 2005) defines it as: "The sound knowledge of the work planned and defined to be done, and the confirmation and verification that the operators have accomplished their mission in the best, cheapest and least costly way."

(Ibrahim et al., 2009) defines it as: "Making decisions, controlling the performance of activities and processes, in order to achieve their objectives."

Strategy

(Al-Douri, 2005) defines strategy as: "A clear leadership plan or group that draws its message and sets its objectives and objectives and develops allocates resources necessary to implement those plans. It is a set of decisions taken in accordance with a position dictated by different environmental factors."

Another definition of strategy is given by (Al-Hariri, 2019) as: "A carefully thought-out plan in accordance with carefully selected and careful procedures, which means the art of administrative leadership in the face of difficult circumstances, calculating the different possibilities in it and choosing the appropriate means for it."

Strategic Management

(Al-Qatamin & Salleh, 2020) defines it as: "A set of resolutions and procedures that guide the formulation and implementation of strategies that ensure that the organization achieve its long-term objectives."

(Al-Sayed, Mahasneh, & Al-Saad, 1994) states that it "represents the administrative process through which a future vision based on the organization's mission, setting goals, designing the strategy, then implementing and implementing it."

Procedural Definition of Strategic Management

processes that senior management can seek to develop administrative work in colleges through a series of measures including strategic planning, implementation and continuous evaluation of the strategy that enables colleges to achieve their goals. These are represented by the responses of the sampled members to the questionnaire items prepared for this purpose.

Theoretical Background

The Concept of Strategic Management

Strategic management is one of the areas of study that received wide attention in the last three decades of the 20th century in response to the enormous environmental pressures and influences faced by institutions in that era.

The strategy has its roots in Greek in the sense of "art of war", as well as linked to plans used in combatting management and the arts of military confrontation. However, it has extended to the field of management, meaning "the art of management or leadership", and has become a

favourite for use by businesses and other institutions (Idris & Al-Morsi, 2002).

The use of strategic management can be an intellectual approach to improve the work of educational institutions, their ability to reconsider and refocus on ways to achieve their purposes, or to devise modern methods to address their problems. (Al-Qatamin & Salleh, 2020).

The Importance of Strategic Management

Strategic management is an important management tool that demonstrates its importance in helping enterprises maintain their success by enhancing their adaptation and management of both the internal and external work environments. The importance of strategic management can be summarized more clearly according to the following points:

- Enhancing managers' ability to respond and be aware of internal and external influences.
- Contributing to the development, improvement and maturation of future ideas.
- Helping accurate prediction of strategic results.
- Seeking to improve and develop the long-term financial performance of the institution.
- Coordinating and unifying all efforts and administrative departments to reach the goals.
- Enhancing the participation and contribution of all levels of management in the strategic process to reducing the rejection of any change programs.
- Maintaining keenness to identifying future opportunities and anticipating problems affecting work. (Stedham, 2006).

Strategic Management Objectives

Strategic management is keen to ensure that the following objectives are reached:

- Implementation of a range of amendments that include human resources, rules, organizational structure, procedures and regulations, thereby enhancing their ability to interact effectively and efficiently with their external environment.
- Setting priorities for formulating long-term goals, programmes and policies.
- Supporting oversight, coordination, cooperation and ensuring that errors are detected and corrected and their future recurrence is avoided by relying on appropriate criteria that represent strategic objectives.
- Choosing an objective measure that contributes to judging the quality of management's efficiency and determining its ability to apply the planned objectives (Wahba & El-Hadaad, 2015).

Strategic Management Characteristics

The strategy and its decisions have a range of advantages, the most important of which are:

- Monitoring changes in the work environment, and adjusting trends to adapt to future variables.
- It is comprehensive and requires regulatory guarantees to make sure it is done as best as possible.
- Leading to major and far-reaching shifts in the practices of the organization (Al-Maghrebi, Al-Mulla, & Benov, 2003).

The Successful Implementation of Strategic Management

To implement strategic management in educational institutions, especially universities, a number of factors are required, the most important of which are:

- 1- Availability of strategic thinking

Strategic thinking indicates the availability of the capabilities and skills required to exercise the tasks of strategic management. This is so that the owner is able to examine and analyse the elements of the different environment and prepare accurate future predictions, with the possibility of formulating strategies and making decisions adapted to strategic management conditions.

(Younis, Youssef, & Arisha).

2- Availability of strategic information systems

Information plays a key role at all stages of strategic management, as it contributes to the implementation, implementation, evaluation and control of the strategy, and to optimize the use of this information, the strategic information system must be fully accurate comprehensive and timely when it comes to information (Al-Maghrebi et al., 2003).

3- Availability of an incentive system

The incentive system usually aims to ensure that there is a consensus between what requires the effective implementation of strategic management and its plans and the legitimate needs and requirements of the employees of the organization who carry out the implementation. It must be appropriately and effectively linked to the strategy of the institution at different administrative levels. (Al-Qatamin & Salleh, 2020).

4- Availability of proper management regulation

There should be a precise system of management that is able to adapt to strategic variables, absorb strategic objectives and have the required information, as well as the existence of sound systems and procedures that facilitate the causes of work rather than complicate or disable it. (Harraz et al., 2019).

Advantages of Applying Strategic Management

1. Developing a comprehensive and basic intellectual framework, and formulating and evaluating objectives, plans, strategies and programs.
2. Allocation of material and human resources to achieve strategic objectives.
3. Directing and integrating administrative and executive activities, thereby achieving a holistic view of the work.
4. Increasing the ability to communicate with different groups in the internal and external work environment. (Younis et al.).
5. Preparing senior management staff and developing their leadership skills by providing them with strategic thinking.
6. Providing opportunities for participation at all administrative levels and then reduce the resistance that may occur when implementing any change program .(Bedi, Feeley, & Williams lii, 2010)

Obstacles To the Implementation of Strategic Management

There are some obstacles to the application of strategic management, including:

1. The unwillingness or reluctance of administrators to use this method.
2. The external environment is turbulent, making the implementation of strategic management difficult.
3. The problem of strategic management leaves an impression on the mind of the administrator.
4. Poor availability of resources.
5. Strategic management needs time and great cost.

Dimensions of Strategic Management

- **Strategic objectives**

The strategic objectives are the desired result of the treatments that have been carried out in the light of strategic management. Each goal must be a direct result of something related to the institution for which the strategic planning has been developed. These goals must be quantifiable and far from generalisation. The most important of these goals are:

- I. Upgrading existing equipment or adding new equipment to increase management capacity.
 - II. Recruiting staff to manage administrative information and training them to operate the modern technology.
 - III. Developing internal systems and procedures to provide regular reports to senior departments.
- Strategic objectives could lead to action plans to describe tasks in more detail, and the final outcome should be the realization of the strategy (Rosenfeld & Wilson, 1999).

- **Formulating the strategy**

The formulation of the strategy is often referred to as long-term planning regardless of the term used in the process is basically analytical and not based on taking a particular behavior. Each institution has an infinite number of strategic alternatives and can make a combination of these strategies that fit its mission, purposes and objectives as well as the results of the analysis of its external and internal environment. The administration has to make a choice from a number of possible combinations of strategies (Al-Sayed et al., 1994)

- **Implementation of the strategy**

The implementation of the strategy is the penultimate phase of strategic management (components) processes. One of the objectives of implementation is to turn the chosen strategy into concrete actions of clear significance. In order to determine the importance of implementation, the concept of strategic implementation needs to be carefully defined, as implementation is defined as a series of activities that are interrelated with each other. These include the composition of the requirements of the strategy chosen such as organizational structure, organizational policies, information system, personnel, leadership, reward system, compensation, planning system, calendar system and oversight (Al-Douri, 2005).

- **Evaluation of strategy**

External and internal environmental alternatives that contribute to the construction of current strategies, as well as the performance measurement process, are identified, studied and reviewed to determine the extent to which implementation matches expectations, identify deviations, diagnose and address their causes and take corrective action (Al-Maghrebi et al., 2003).

Previous Studies

1- (Steadham, 2006)

Steadham's study aimed to identify the necessary levels of competence in effective strategic management between the views of each of the human force managers at these colleges. The researcher used the descriptive analytical approach in his study, and prepared a special questionnaire in order to measure the level of efficiency of strategic management. The study produced several results, the most important of which was that the level of strategic management of the directors of the human forces in the community colleges was above the middle and that most managers had the ability to practice strategic management (Harraz et al., 2019; Steadham, 2006).

(Wahba & El-Hadaad, 2015) aim of the study was to identify the state of affairs of strategic management and the level of application of strategic management in Palestinian universities in Gaza and ways to develop them and to determine the impact of (years of service, degree, specialization and institutional difference) in this regard. The researcher used the descriptive analytical curriculum, and the sample of the study included all the members of the original study community (88) of the heads of the academic departments in the Palestinian universities in the Governorate of Gaza (Islamic University, Al-Aqsa University, and Al-Azhar University). The researcher designed a questionnaire consisting of (45) items divided into four areas.

The study found that there is no statistical difference between department heads in terms of the variables of gender, years of service, scientific degree, specialization and institutional difference. The university administration's interest in financial resources was above average, while attention

was not as much as required to organizational culture, systems and management patterns, coming in last place. (Idris & Al-Morsi, 2002; Khan et al., 2021; Wahba & El-Hadaad, 2015).

(Al-Sayed et al., 1994; Miller & Shamsie, 1996)The study aimed to identify the level of strategic management and the level of decision-making of the heads of the colleges of Mosul University in about a year and the correlation between the variables of strategic management and decision-making. The study community consists of (127) heads of department and the sample of the study consisted of (77) head of department (61%). A questionnaire consisting of (60) items for the strategic management scale, and (38) items for the size of decision-making. This was applied for the academic year 2017-2018. The study reached a number of results, the most important of which are: The level of strategic management of the heads of the colleges of Mosul University was above average, and the level of decision-making of the heads of the colleges of Mosul University was above average. The study reached a number of recommendations and proposals related to the topic examined.

Methodologies

The research adopted the descriptive analytical approach to achieve its objectives. This approach is one of the most common and widespread, especially in educational and psychological research. The study followed a series of procedures in terms of describing the research community and sample, as well as describing the tool used and finding the honesty and stability of the tool, and identifying appropriate statistical means used in data analysis in order to reach results.

The Research Community and Research Sample

The research community is composed of the 801 faculty members of the colleges of Education/University of Baghdad. The research sample was selected in a simple random fashion comprising (15%) of the above-mentioned research community with 124 teaching members of staff.

Research Tool

The researcher relied on a questionnaire as a key source in collecting data to complete the requirements of the practical aspect and obtain results. The questionnaire was designed to serve the purpose and requirements of the research.

- The researcher has adopted the following sources to collect data, namely:
- Secondary sources: these are related Arabic and foreign books and references, periodicals, articles and reports, previous research and studies that dealt with the subject of study. In addition, research and readings available on various websites.
- Preliminary sources: The researcher sought to collect preliminary data by constructing a questionnaire as a key tool for research and the use of previous studies. The questionnaire consisted of (46) items divided into the following areas: (strategic objectives, strategy planning and formulation, implementation & application of the strategy, and evaluation of the strategy), as described in table (1).

Table 1

The distribution of items according to the areas of the questionnaire, strategic management

	areas	Number of items	Percentage
1-	Strategic goals	12	26
2-	Strategy planning and formulation	14	30
3-	Implementation and application of the strategy	10	22
4-	Evaluation of the Strategy	10	22
	Total	46	100%

After completing the tool's items in their initial form, a graded triple scale (OK, neutral, and non-OK) was used for each item matched by weights (1,2,3) respectively.

Instrument Validity

Validity is an important condition to be met in the standards, which means that the tool measures the objectives designed for it. For the purpose of verifying the apparent validity of the tool, it was presented to a group of 10 competent arbitrators. These experts suggested modifying some items and deleting others. The final number of questionnaire items stood at (46) items.

Instrument Reliability

To ensure the reliability of the tool adopted in the research, a reliability sample was selected from outside the basic research sample of 25 individuals. The half-fragmentation method was adopted and according to Pearson's correlation coefficient between the grades of the first half and the second half, at (0.82). Also adopted were the Spearman Brown corrective equation, the correlation coefficient (0.92), the Alpha Cronbach equation for consistency, and the value of the Alpha factor for strategic management resolution (0.93).

Application Of Questionnaire

The questionnaire was applied to the basic sample in the 2020/2021 academic year, distributed among the faculty at the colleges of Education/University of Baghdad, where (200) questionnaires were distributed. After a thorough check, a total of 124 questionnaires were deemed valid for statistical analysis.

Statistical Processing Methods Approval Rate

- 1) Approval rate: To verify the validity of each item. The following statistical methods were adopted using the Social Sciences Statistical Package (SPSS):
- 2) Pearson correlation equation: to measure reliability coefficient with the concept of stability:

$$R = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

- 3) Spearman-Brown Equation: It is used to correct the Pearson correlation coefficient obtained to find the stability of the resolution in a half-hash manner.

$$R = \frac{2r}{1+r}$$

- 4) Alpha Cronbach to measure reliability of the consistency

$$a = rk/[1+(k-1)r]$$

- 5) Fisher's equation: to describe each item of the research tool and to determine its value and order for the other items within the same area to present the results according to the following law:

$$p = ((a+b)!(c+d)!(a+c)!(b+d)!)/a!b!c!d!N!$$

- 6) A hypothetical mean of weights for alternatives adopted in the resolution was adopted as follows:

$$\text{hypothetical mean } 2 = \frac{6}{3} = \frac{1+2+3}{3} =$$

Thus, the hypothetical mean of items is (2) and any value above that is acceptable while values less than that is deemed unacceptable for the item.

Presentation and Discussion of The Results

In this section, I provide a presentation and interpretation if the results of the research. Also, I draw a number of conclusions, recommendations and proposals.

The first goal: what is the reality of the implementation of strategic management in the colleges of education/ University of Baghdad.

Results at the Level of Areas

Table 2

The weighted mean and the percentage weight for the areas of the reality of strategic management

Rank	Order	The area	Number of paragraphs	Weighted mean	Weight percentage
1	2	Strategy planning and formulation	14	2.562	85.466
2	1	Strategic goals	12	2.504	83.466
3	3	Implementation and application of Strategy	10	2.456	81,866
4	4	Evaluation of Strategy	10	2.393	79,766
		The average	46	2.48	82.666

Table 2 indicates that the overall rate of these four areas was with a weighted mean (2.48) and a percentage weight (82,666 percent). This indicates a very good result in the reality of strategic management in the colleges of education/University of Baghdad. The area of planning and formulating the strategy was ranked first with a weighted position (2,562) and a percentage weight of (85,466 percent). It is clear from this area that it is the leader of the planning and construction process and that it is the starting point for the success of the whole work. The area of strategic objectives came second with a weighted mean of (2,504) and a weighted percentage of (83,466), which showed that the area is essential and complements the pillar of any strategic action. The implementation and application of the strategy ranked third with a weighted mean of (2,456) and a weighted percentage of (81,866%). This illustrates the actual implementation of the application of the strategy and achieving strong interdependence between its components. The evaluation of strategy was fourth with a weighted mean of (2,393) and weighted percentage of (79,766%). This shows the final outcome of the entire work.

Results at the Level of Items of Each Area

- 1) Strategic objectives:

Table (3) indicates that item (7) came in first place with a weighted mean of (2,645) and a weighted percentage of (88.172%). This result shows that the close correlation between the objectives set by future policies is the entry point and the guarantee of successful work to reflect on the service of the community, which workers see as values that lead the university towards lasting progress.

Item (5) came in second placed with a weighted mean of (2,612) and a weighted percentage of (87,096%). This item confirms in its content, the same indication of the previous item by adopting

formulas and mechanisms that lead to the interdependence and coherent organic relationships between the inputs and outputs of the work that guarantee success.

Item (9) was ranked last with a weighted mean of (2,419) and a weighted percentage of (80.645%). This result explains that a key element of achieving the goals is funding and supplies from the sample point of view that is not available in most cases, or that the money management and the keenness to employ it is weak, because of the weakness of the employee's experience or the awareness of those responsible for the importance of funding.

Table 3

Weighted mean and weighted percentage of the items of the area of strategic objectives

Rank	Order	Item that the college works on:	Weighted mean	Weighted Percentage
1	7	Linking objectives to a policy that foresee the future of education and community service.	2.645	88,172
2	5	Adopting formulas and mechanisms that confirm the progress towards achieving the outlined goals.	2.612	87.096
3	4	Developing appropriate strategic plans for the college's activities to achieve the goals.	2.572	85,752
4	6	Building a clear vision of its goals.	2.516	83.870
5	10	Setting goals in the light of a clear vision to invest and develop strengths and address weaknesses.	2.508	83,602
6	1	Achieving its goals in light of its available capabilities.	2.483	82.795
7	2	Addressing strategic objectives issues and problems of a strategic dimension.	2.483	82.795
8	12	Derivation of sub-objectives of departments of the general objectives of the college.	2.467	82.258
9	3	Its commitment to the programs prepared in light of the outlined objectives.	2.459	81.989
10	11	Drawing plans and achieving goals according to a scientific methodology.	2.451	81.720
11	8	Availability of a database in light of the strategic objectives.	2.443	81.451
12	9	Seeking to provide the necessary funding and supplies to implement the strategic objectives.	2.419	80.645
		Total	2.504	83.466

2) Strategy planning and formulation:

Table (4) indicates that item (11) ranked first with a weighted mean of (2,661) and a weighted percentage of (88.709%). This result is considered high, which mean that the strategy is most needed for full integration between strategy and knowledge to achieve its broad and evolving applications, without which the strategy remains in complete stagnation.

Item (1) ranked second with a weighted mean of (2,653) and a weighted percentage of (88,440%). This explains that this item is linked to the previous one as they together constitute a basic context of action and one party cannot succeed without the success of the other.

Item (8) came last with a weighted mean (2,435) and a weighted percentage of (81,182%). The result explains that the exchange of experiences faces some difficulty between them. This can be ascribed to each institution's self-esteem in terms of work, weak flexibility and interruption of communication between universities and professors that could facilitate benefiting from the exchange of experiences.

Table 5 indicates that item (8) ranked first with a weighted mean of (2,612) and a weighted percentage of (87.096%). This result is high, which means that any success needs to be organized and work and responsibilities needs to distribute between all levels and addresses without overlap or exceeding each other.

Item (1) ranked second with a weighted mean of (2,516) and a weighted percentage of (83,870%). This indicates that it complements the previous item based on key elements of the work:

participation and cooperation as the true guarantee of any work. Item (7) was came last with a weighted mean of (2,346) and a weighted percentage of (78.225%). This result explains that the research sample is pessimistic from the working environment, and does not encourage the performance of the work with the required enthusiasm and motivation. This obliges officials to address this reality and investigate its obstacles.

Table 4

Weighted mean and weighted percentage of strategic planning and formulation items

Rank	Order	Item that the college works on:	Weighted mean	Weighted Percentage
1	11	Drawing an integrated strategy for knowledge management and its applications.	2,661	88.709
2	1	Developing appropriate educational plans and programs for the college.	2.653	88.440
3	5	Making its strategic plan flexible and progressively implementable.	2,637	87.903
4	6	Involving managers of administrative formations in preparing and reviewing strategic plans.	2,629	87.634
5	2	Allocating financial resources to implement strategic plans.	2.604	86.827
6	10	Developing highly efficient executive programs and mechanisms to achieve strategic planning goals.	2.596	86.559
7	7	Involving all faculty members in preparing executive programs for strategic plans.	2.556	85.215
8	13	Preparing future study plans for students in light of the developments and the needs of society.	2.548	84.946
9	4	Reconsidering the organizational structure in line with the college's strategy.	2.532	84.408
10	14	Strategic preparation for the management of future university education planning.	2.516	83.870
11	3	Formulating long-term plans for activities and operations.	2.508	83,602
12	9	Developing its staff according to organized strategic plans.	2.508	83,602
13	12	Develop plans and operational programs with specific costs, time and effort.	2.491	83,064
14	8	Developing plans to exchange experiences with its counterpart institutions.	2.435	81.182
		Total	2.562	85.466

3) Implementation and application of Strategy

Table (6) indicates that item (1) came in the first place with a weighted mean of (2.516) and a weighted percentage of (83.870%). This result is high, which means that one of the most important results of the evaluation is its usability in terms of reviewing, modifying and indicating the size of the achieved plans and objectives set. The evaluation process is supposed to take its practical dimension in close periods and cumulative process.

Item (9) ranked second with a weighted average (2,459) and a weighted percentage of (81.989%). This indicates that this item is quite corresponding to the second item that follows by confirming the adoption of a strict, accurate and effective timetable for assessing the level of implementation of the developed strategic plans. One of the most important disadvantages of work in developing countries is the neglect of the commitment to follow up on the schedule.

Item (7) came last with a weighted mean of (2,282) and a weighted percentage of (76.075%). This result suggests that teachers face great difficulty in achieving this analysis process because they need experience, time and reasonable time. It is also because some subjects (humanities) take

long periods for evaluation, while scientific subjects need shorter periods of analysis, evaluation and change.

Aim 2

The differences in the average estimates of the members of study sample for the reality of strategic management in the colleges of education/University of Baghdad are defined due to variables (gender, experience, specialization).

Table 5

The weighted mean and weighted percentage of the items of the strategy implementation and application area

Rank	Order	Area that the college works on:	Weighted mean	Weighted Percentage
1	8	Defining the responsibilities and role of each department in implementing the strategic plans set.	2.612	87.096
2	1	Achieving the principle of participation and cooperation between the college administration to implement the programs.	2.516	83.870
3	10	Continuous improvement of its outputs according to a strategic perspective.	2.516	83.870
4	6	Defining the responsibilities and functions assigned to those responsible for implementing the plan.	2.467	82.258
5	4	Coordination between scientific departments to ensure the implementation of strategic plans.	2.451	81.720
6	3	Adopting the principle of flexibility in implementing strategic plans.	2.435	81.182
7	9	Making strategic decisions according to its future needs.	2.419	80.645
8	2	Commitment to the specified time for the implementation and implementation of the plan.	2.403	80.107
9	5	Adopting modern technology to implement strategic plans.	2.403	80.107
10	7	Availability of an appropriate environment that encourages the implementation of strategic plans.	2.346	78.225
Total			2.456	81,866

4) Evaluating the Strategy

Table 6

Weighted mean and weighted percentage of the items of the strategy evaluation area.

Rank	Order	Item that the college works on	Weighted mean	Weighted Percentage
1	1	Amending plans and objectives in light of the results of the evaluation.	2.516	83.870
2	9	Developing a timetable for evaluating the implementation of strategic plans.	2.459	81.989
3	6	Covering the assessment process of all important aspects.	2.435	81.182
4	10	Applying standards of integrity and transparency when conducting the evaluation process to correct errors.	2.419	80.645
5	4	Preparing and developing clear performance standards in light of the results achieved from the strategic plan.	2.411	80.376
6	5	Benefiting from the findings of the feedback.	2.370	79.032
7	2	Centring the evaluation process on measuring creativity, innovation and development	2.362	78.763
8	8	Setting clear criteria for evaluating the college strategy.	2.362	78.763
9	3	Adopting an evaluation of the information required to take decisions in a timely manner.	2.322	77.419
10	7	Analysing the objectives of the courses and study programs to ensure the evaluation of the general objectives set for the college.	2.282	76.075
		Total	2.393	79.766

Table (7) indicates that there are no statistically significant differences between the samples of the study with regard to the gender change between the faculties in relation to their view of strategic management. This result may be due to the fact that all males and females view the application of strategic management in the colleges of education with a forward-looking view and that they are well responsible in applying the strategic management to promote the educational process in all areas.

Variable of Gender

Table 7

The differences in the areas of the questionnaire to the variable of gender

Gender	Number	Calculated mean	St. Deviation	Degree of freedom	T-test	Significance
					Calculated	Tabular at significance level of 0.05
Male	89	114.033	4.991	122	-1.251	1.980
Female	35	115.2000	4.542			Non-significant

Table 8

the differences in the areas of the questionnaire to the variable of experience

Experience	Number	Calculated mean	St. Deviation	Degree of freedom	T-test	Significance
					calculated	Tabular at significance level of 0.05
1-10 years	25	114.080	4.733	122	-.0331	1.980
11 and above	99	114,434	4.936			Non-significant

Table 9

Differences in the area of specialization

Specialization	Number	Calculated mean	St. Deviation	Degree of freedom	T-test	Significance
					calculated	Tabular at significance level of 0.05
Humanities	63	11114,492	5.297	122	.299	1.980
Scientific	61	114,229	4.447			Non-significant

Variable of Experience

Table (8) indicates that the variable of experience showed that there are no statistically significant differences between the position of the experienced faculty of (1-10) years and the experienced (+11) year. This explains the reason for this result that the experience is of no difference in their unified view of responding to the paragraphs of the strategic management tool in the colleges of education.

Variable of Specialization

Table (9) indicates that there are no statistically significant differences between the research sample of specialization whether Humanities and scientific. This is perhaps due to the fact that specialization does not represent a reason for differing views on the issue of the application of strategic management in all administrative processes in the colleges of Baghdad University. This is due to the fact that both disciplines are interested in the process of applying strategic management in the areas of administrative work. It demonstrates the awareness of the faculty in both disciplines of the importance and role of administrative aspects in supporting the work process within the departments.

Conclusions

1. overall rate of these four areas was a weighted mean of (2.48) and a weighted percentage of (82,666 percent). This is a very good result in the application of strategic management in the colleges of education/University of Baghdad.
2. Developing an integrated strategy for strategic management and its applications.
3. Reviewing the organizational structure in line with the college's strategy.
4. There are no statistically significant differences at the level (0.05) between the means of the research sample responses regarding the reality of the application of strategic management in the colleges of education/ attributable to the following variables: (gender, experience, specialization).

Recommendations

- 1) Training courses on strategic management at the university.
- 2) The strategy seeks to make laws and regulations as the engine and springboard for the development process.
- 3) Strategic plans inform workers of the mechanisms and levels of dealing with structures.
- 4) There is a need for the participation of experienced faculty and specialization in the process of developing strategic plans at the university.
- 5) Allocating part of the university's budget to the strategic planning process to ensure that the desired strategic objectives are achieved.
- 6) The formation of a joint committee of all university colleges based on coordination and exchange of experiences among themselves, to increase the use of modern trends in management "such as strategic management".

Proposals

- 1) Studying the application of strategic management in schools of directorates of education in Baghdad province.
- 2) Studying the employment of strategic management in the development of educational supervision in the schools of the Ministry of Education.
- 3) Studying the obstacles to the implementation of strategic management in Iraqi universities.
- 4) Studying the role of strategic management in increasing the effectiveness of the performance of the school administration.

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