

A Comparative study of Applying Strategic Human Resources Planning (SHRP) by Academic Leaders: Al-Hussein Bin Talal University and Jadara University.

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Abstract

This study aimed at identifying the application degree of the strategic human resources planning (SHRP) by the academic leaders, and the obstacles they face, as well as the proposed solutions, as viewed by the academic leaders themselves, at both Al-Hussein Bin Talal University and Jadara University. The study population comprised (94) individuals, out of whom (74) were approached. The study results showed that the application degree of the strategic human resources planning in both universities was medium; and that the application degree between the two universities is highly different in Al-Hussein University from that of Jadara University. The results further showed that the obstacles that face applying the (SHRP) are: lack of the financial resources needed for the strategic human resources planning, absence of the incentive system, lack of an effective information system, and lack of accurate information and databases. The study included details of its results, and made several recommendations pertinent to the topic subject matter of the study. For instance, it recommended that all the workers in the human resources planning area should be subject to intensive courses, specialized in strategic planning field, and setting a vision of the human resources departments in both universities.

Keywords: Strategic planning, strategic management, human resources, obstacles.

Introduction and Background:

A nation without planning will never advance. Planning is as ancient as the first existence of the humans on the globe. Revision of the previous nations reveals live examples of the planning reality. For instance, our Master, Yousef, Peace be Upon Him, was a minister for the state of Egypt, who faced the drought and dearth with a very precisely constructed plan to deal with the hardship of the economic reality. The result was that he protected the state from annihilation, and achieved its economical rise. Our Master, Mohammad, Peace and Blessings of Allah be upon him, was well known by wisdom and long-term vision. For instance, when he signed Alhudaibiah peace treaty for truce with Quraish for ten years, he set forth a vision on the long run, which will enable him regulate the affairs of his state, and establish and strengthen it; which indeed what took place by then.

This leads us to perceive the importance of planning and organization for both the nations and individuals in their life affairs. This is particularly important with the new actualities that imposed their prevalence in our times. In this concern, the increase of the world population, the tremendous cognitive explosion, spread out of technology, and appearance of the worldwide internet, all turned our world into a "small village." With all these successive changes, nations were strongly required not to stand idly in front of these challenges and changes in all areas of life, but face them with practical and well-thought-out planning. This mandated a long-term strategic planning process, to face anything that may emerge, and lessen the resulting risk thereof. As a result, what was termed "strategic planning" actually appeared in the reality of our life, which is adaptable to the emergent conditions in the field. The attendants of the human resources were required to adopt strategic orientations in dealing with these resources, particularly what is related to these resources for predicting the potential changes that ought to be planned for beforehand. (Hasan, 2003).

Strategic planning is a progressive development and planning change stage, and one of the most important administrative concepts that met wide appreciation and spread out in the recent year. This is based on the belief that strategic planning has its role and vitality in achieving success of the economic, social and educational institutions. It represents a specific shift through concentration on the critical and vital issues in the life of the institutions; it helps these institutions develop a clear concept about them (Harrison, 2009).

Strategic planning, as a new method of planning and effective management, refers to a process based on a realistic and deep understanding of the internal environment of the institution. It also includes attempts to identify the opportunities and dangers they entail, which enable the institution predict and prepare for the future. In addition, strategic planning in the educational institutions improves the conditions and provides for better

employment of university professors, attraction of more talented students, updating the constructions and facilities, and obtaining better material resources to achieve the objectives (Rana, 2010).

Moreover, strategic planning aims to help the institutions expect forecast the changes in the surrounding environment and how to acclimatize with them (Al-Milajji, 2011). It is hoped that such planning would cover the desired change aspects in the variables, social and demographic aspects, which are usually of a slow-change nature. Alternatively, those on which we cannot perceive the change occurring on them except at a relatively long run. Strategic planning takes upon itself a strategic vision of trends that constitute the structural changes to be created. On the other hand, strategic planning seeks to define the paths, and infer the obstacles that refrain achieving the goals (Abu Aisheh, 2007).

Strategic planning is defined as "a process through which how to achieve the objectives of organization is determined; at the same time what the organization will do to accomplish and realize its goals". (Bani Hamdan, & Audis (2007). Al-Aref 2002) defined it as the "perfect insight shape of the organization in future." Strategic planning is of a long-run nature, takes into account both the internal and external changes and variables, and defines the targeted segments and sectors (Al-Sakarneh, 2010). Hussy (1982) asserted that it is an integral part of the management, and a vital element, because it expresses the perception of the future and preparation of the requirements for dealing with it.

Through the abovementioned definitions, the importance of the strategic planning emerges, as well as its effectiveness degree in the organizations. It works toward forming a very accurate database that helps in decision making; making a map showing the right direction through which the organization is heading; and revision of the current activities for adaptation and amendment, in the light of the environmental changes and adaptation to them (Al-Qadi, 2011).

On the other hand, strategic planning contributes to prepare cadres for the higher management levels, through participation and training on thinking, and solving the problems they face when they are promoted to higher managerial positions. It is also useful for shaping the priorities to deal with cases before them (Idris and Bani Hamdan, 2007).

The university is a pool of interrelated subsystems; each of them enjoys particular characteristics. Yet they are systems where one integrates and completes the other; open and interact through a network of relations. They influence and are influenced by the surrounding environment. In this concern, Al-Otoum (2009) indicated certain basic qualities of the university institution and its components, as follows:

- The university institution activity is of an academic trait, with its main focus is on teaching, scientific research, and dealing with the creation of developments in sciences and knowledge; a case that requires a creative management.
- The university institution is characterized by its long-term investment, which results do not appear on the short-run.
- The code of ethics with the workers in the university institution is different from that of the workers in service organizations, or other production organizations, in terms of the nature of the functions existing in the university.
- The university management is divided into two sections; one is directed to the academic side, and the other to the organizational.
- Decision taking in the university institution is a very high sensitive process, particularly what concerns the academic side. Therefore, this process requires a sufficient amount of knowledge about the nature of university internal and external environment.
- The university is in need for providing cooperation and participation means between the academic and administrative systems; because lack of inconsistency between the two sides may lead to the university failure to perform its functions.

Based on the above, universities have a wide specificity, which are to be taken into consideration by the university institution, when they perform their various managerial processes, and when they put their strategic plans. Some higher education institutions do not care for applying the strategic planning except when a problem or a crisis develops; thereby they seek a prompt solution for an emergency crisis. They find themselves unable to find this solution easily, because the higher education institutions are complicated and overlapping. In this case, it is not at all an easy job to apply the strategic planning within an overnight. By contrast, there are higher education institutions that build their strategic planning since their very beginnings, because they are very careful to keep up with the changes, foresee the future, and remain competitive. Al-Hilali (2006) listed the stages the planning in the higher education area passed through, until the strategic planning appeared as follow:

- Stage One: the stage of taking care of the quantities, which extended from the end of the Second World War until the end of the 1960s. This stage was characterized by its focus on the quantitative factors, such as increasing the accommodation capacities and students' flow into the universities. Although this

- stage had opened new horizons in higher education, yet it overlooked many actual problems, it cared for the internal environment of the university, but ignored the external university surrounding environment.
- Stage Two: is the stage that took care of both diversity and quality, and began since the 1970s until now. It addressed both the quantity and quality, and took account of the needs of the external surrounding environment.
 - Stage Three: the strategic planning stage. Its first steps in higher education were in the 1980s and beginnings of the 1990s. This type of planning appeared as a response to the rapid and consecutive changes that swept the world, such as globalization, and the information and cognitive explosions.

Therefore, the university strategic planning is the practical and executive side of the processes for defining and development of the strategy adopted by the university. This is because, through planning, it works on transforming the thoughts, trends and intentions into specified goals and deeds, through the university internal and external environmental analysis. Therefore, it works on defining the priorities in implementing the works to achieve the university vision and mission (Al-Hareeri, 2007).

In the view of the resources of the universities, whether material or human, we find that planning strategically for these resources is the most important thing the universities can perform in their administrative processes. These resources are the main propeller that drives the university. Here attention will be stressed on the human resources, in particular, because they hold a very special importance, especially if the case concerns the universities (Al-Ta'ie, 2004).

Study Problem and Questions:

Strategic planning of the human resources has an important role in the success of the higher education institution. Such a type of planning is not clear in the universities of the developing countries, particularly in terms of the human resources management. Therefore, this study was conducted to identify the application degree of the strategic planning of the human resources by the academic leaders, and the difficulties they face, as seen by the academic leaders themselves, in Al-Hussein Bin Talal University and Jadara University, Jordan. In addition, the study made a comparison on the application degree and difficulties in both universities, through answering the following questions:

- First Question: What is the academic leaders' application degree of the strategic human resources planning (SHRP)?
- Second Question: Does the academic leaders' application degree of the strategic human resources planning differ between Al-Hussein Bin Talal University and Jadara University?
- Third Question: What are the obstacles that face the academic leaders in the strategic human resources planning?
- Fourth Question: Do the obstacles that face academic leaders in the strategic human resources planning differ between Al-Hussein Bin Talal University and Jadara University?

Objectives:

The study aimed at identifying the application degree of the strategic human resources planning (SHRP) by the academic leaders, and the obstacles they face, as well as the proposed solutions, as viewed by the academic leaders themselves, at both Al-Hussein Bin Talal University and Jadara University.

Study Significance:

This study stems its significance from the importance of the human resources, as a real key of the sustainable development. This study is an attempt to serve categories that may benefit from its topics, i.e. those working in the field of planning, especially in the human resources management area in the Jordanian official universities.

Terminology:

- **Strategic Planning:** is the planning capable to predict and reconcile between the self-abilities of the university, the readily available opportunities and the threats arising from the external environment. It is the planning that takes care of the reality of the university in future, in a comprehensive, continuous and organized manner; sets the university vision and mission, and cares for the future in decision taking.
- **Academic leaders:** are the academic and administrative university vice rectors, deans and vice deans of the faculties, and heads of the departments.
- **Human resources:** are the human elements or all the university workers.

Limits of the Study:

The study was limited to studying the academic leaders' application degree of the strategic human resources planning (SHRP), the obstacles they face, and proposed solutions for these problems, as viewed by the academics themselves, in Al-Hussein Bin Talal University and Jadara University, during the academic year 2016/2017. This study included all the leaders in these two universities, which comprised the vice rectors, deans and vice deans of the faculties, as well as heads of the departments.

Theoretical Literature and Previous Studies:

The theoretical literature addresses the educational planning, strategic administration, strategic planning, and strategic planning in higher education. The literature also addresses the hurdles facing the strategic planning in higher education, and strategic planning of the human resources in the universities, as well as the related studies.

Planning:

Planning is the job of the management that attempts to predict the future through extrapolating the past events, and the various expectations of the problems or difficulties that may stand in the face of the objectives of the institution. This is very important to discover the alternative solutions for rationing the use of the resources and available abilities of the institution. It is also vitally valuable to achieve equilibrium between the opposing requirements, and avoid the dangers, which often lead to the loss of effort, money, and time. The effective use of the human resources demands an attempt to understand the events and problems that are unexpected in future, and study them for finding the most suitable solutions. This, in turn, requires a full knowledge about the future needs of the work force individuals, so that the institution will be able to obviate risks of lacking the qualities, or the required numbers of the workers at the right time (Al-Jaleel, 2000).

The success of the institution on the long run depends on obtaining the right people for the right jobs, at the right time. Without availing talented, skillful people, and suitable desires to achieve these strategies, the aspired benefit of the organizational objectives and strategies required for achieving these objectives will not be realized, and they will be meaningless. In fact, the importance of the need for the human resources planning lies in that there is a sufficient time to perceive the need to fill a job, and guarantee obtainment of the qualified person to fill this position (Hasan, 2003).

As for the human resources planning, it is the systematic forecasts of the demands, the need for the human resources, and presenting these resources in the institution during a future period. This concept, explains the balance between the need for human resources and the available offer, to ensure obtaining the required numbers of the human resources, which the institution needs, both quantitatively and qualitatively, to fulfil the needs of the works available with it, or those that will be available in future (Abbas, 2003). Furthermore, human resources planning is a process affected by many factors that exist in the internal and external environment of the institution. For instance, work method, type of the machines and equipment used, the organizational form, and the competitive position of the institution (Al-Sairafi, 2003).

Importance of the Human Resources Planning:

The main reason for planning the human resources is that it provides the basic data for many of the jobs of human resources management. In this concern, recruitment, selection, training, many of the efficiency aspects, and effectiveness of the jobs of the individuals' management depend on the accuracy of the human resources planning. The proper human resources planning leads to reducing the intensive employment costs. Training and development became an important activity in our times, because of the substantial changes in the population, the technological advances and the volume and complexity of the modern regulations. We can view the importance of the work force planning through three levels.

- 1- **Individual importance:** work force planning is an important process for every individual in the organization, because it helps in improving the skills and optimal use of the abilities. The individual efficiency is easily achieved through the appropriate occupational planning.
- 2- **Organizational importance:** organizations benefit the work force planning to improve the productive efficiency. This process ensures the organization the following: obtaining and maintaining the quality and quantity of work force that meet its needs; the optimal use of its resources of the work force; and possibility of anticipating the problems that may arise as a result of the increase/decrease of manpower.
- 3- **National importance:** the most important reasons for the economical progress are the organized selection, development, and training of the required work force in the difference organizations. Proper planning for the recruitment of skilled workers and technicians with managerial efficiencies makes the country heading forward to the best always (Abdulbaqi, 2004).

Strategic Human Resources Planning:

The strategic human resources planning (SHRP) is one of the most important elements in the human resources. This concept refers to the processes through which the organization ensures obtaining the suitable quantities and qualities of the right workers, at the right locations, and at the right times. SHRP is directly linked to the general strategy of the organization to secure and provide the required individuals to carry out the organization's strategy. In this concern, the relation between the strategic planning for the organization and planning for the human resources is displayed in the following Table No. (1).

Table No. (1): Relation between the Strategic Planning and Human Resources Planning.

Strategic Planning	Human Resources Planning
* Defining the nature of the activities	* Defining the required human skills for every activity.
* Defining the external factors that affect the organization's activities.	* Defining the required human skills and efficiencies to face the external factors.
* Defining the current internal resources for the strategy success.	* Defining the characteristics and specifications of the current individuals and ensuring their contribution to implement the strategy.
* Defining the shortage in the required resources to implement the strategy of the organization.	* Defining the shortage in the required human resources to implement the strategy of the organization.
* Defining any changes in the environment.	* Defining any changes in the increase in or layoff of the human resources.

The above table indicates an integration between the strategic plan and the human resources plan, as this integration takes place through two steps. First, the discussion of the strategic plan between the higher management and human resources management. Second, the human resources management prepares a plan for the human resources, which will include the following:

- Number and quality of the individuals the organization will need during the forthcoming period, i.e. one to five years.
- Defining the actual numbers of individuals who possess the required specifications to carry out the activities.
- Setting a plan to fill the gap between the actually required quantity and quality (Abbas, 2003).

Strategic Planning in Higher Education:

The educational system is described as an open, dynamic, and perpetually moving system. As such, the linear patterns in planning are no longer reflective of the dynamic factuality of the educational system. These systems were proven unable to face the multiplicity of the unanticipated inputs and events, which form the dynamic world. By contrast, the strategic planning was able, as a new form or input, to take into consideration this dynamicity, and enter into many teaching and educational institutions in many countries worldwide in the 1980s; because of its ability to respond to the complexity and overlapping aspects in the environment. Strategic planning continued developing until it took the shape of a process requiring organized effort by the educational institutions, to deal with changes and aspire their own future. The importance of the strategic planning lies in that it enables the educational institutions optimize the services they provide, and better invest the human and material resources (Al-Hilali, 2008).

Many of the individuals interested in higher education defined the strategic planning. For instance, Rowley and colleagues; Lian and Dolente (1997) defined it as, "a process designed to open the university to its external environment through the self-analysis/evaluation such a process performs to the university environment. This environment consists of the educational, technological, economical, social and political system inside or outside the university." Paris (2003) defined it as, "a means to predict the future and utilize what is available, as this process requires support from the higher management, and participation of all the workers in the organizational levels of the university." Al-Abbadi, et al, (2008) defined it as, "the thinking stage that precedes the decision-taking process to adopt a direction for selecting a number of objectives, which the university seeks to achieve, as well as the material and human resources that should be utilized. It is also the pool of decisions that face the work course in the university, through the study of the internal and external environment of the university, taking into account its vision and mission."

Objectives that the strategic planning can achieve in the higher education institutions:

Strategic planning is characterized by many advantages that lead it to realize many objectives of the higher education institutions. In this concern, Al-Ajmi (2008) listed the following objectives:

- Participation of many people from inside and outside the educational institution in running the affairs of the organization; rather than keeping it limited to the senior academic or administrative leaders. This

- will help in adding all whatever new and diversified to the administrative and educational processes in the university.
- Providing the educational institutions with the main thought that assists them coin and change the objectives, plans and policies that should be amended, if they are not compatible to the features of the basic thoughts of the institution.
 - Allocation of the surplus amounts of the resources and prediction of the anticipated costs and returns of the available alternatives to the university. Defining the objectives priorities and direct the resources to the objectives of vital importance to the institution.
 - Work on the development of the strategic thought with the managers of the subunits, to make them acquire ability to find integration between the objectives of their subunits and those of the institution as a whole.
 - Providing an integrated set of the decision taking tools, such as, future simulation, application of systems entrance, participation in goal-setting, revision of the situation, setting a framework of the strategic decisions, highlighting the strategic issues, and determining their priorities when dealing with these issues.

It is, therefore, clear that the most prominent qualities of a good strategic planning in the higher education area are: identifying the external environment of the university; exclusiveness, integration and interaction between the university and the environment in which the university performs, whether internal or external; and harmony. The strategic planning should be flexible and able to accommodate all the changes that may take place in the educational environment and the external environment. Such a strategic planning should furnish alternatives that are capable to keep up with these changes.

Previous Studies:

There are several studies that were conducted, such as those related to the strategic planning and others to human resources, as per the survey made in this current study.

Study of Yahawi, Boukmaish & Bouhadid (2016) aimed at identifying the reality of the strategic planning in the Algerian universities, and extent of its contribution to realize the quality assurance of higher education in these universities. The study was focused on a case study in Batna University. This study concluded a general result purporting that the strategic planning in the Algerian universities is suffering from many obstacles as follows. The Algerian universities are not taking care of the strategic problems and issues, as the higher management is engaged in the daily routine problems. They believe that strategic planning is the responsibility of a specialized body in planning, not the management's at all levels. Absence of participation in taking the decisions related to the strategic planning process. Dominance of the bureaucratic style and lack of encouraging the creative and innovative thought of the individuals. Absence of a good information system to assist the managers obtain the required information about the environment. Finally, failure of certain universities in carrying out their strategic plans, because they put them as formal requirements before the different parties of the concern, not for implementing them.

As for the case study of Batna University, it concluded that this university achieved only a medium level in higher education quality assurance; that the strategic planning in it is not activated as theoretically and thoughtfully required, and that it suffers from many obstacles. The results further showed that although the university showed a medium level in higher educational quality assurance, yet this might be attributable to the simple attention to the strategic planning. Therefore, the university placed large attention to the strategic planning to achieve high level in the higher education quality assurance domain. The strategic planning contributed to the quality assurance of the higher education through many steps as follows. Setting a general framework to define the future orientations of the higher education in the university; adherence of all the faculty members to the building of standardized principles; enablement of the student of acquiring; deepening and diversifying knowledge in different specializations; providing opportunity to evaluate the previous stage through the comprehensive environmental survey; and identifying the strengths and weaknesses of the educational system outcomes and challenges it faces.

Al-Harithi (2011) conducted a study to reveal the availability degree of the strategic planning indicators in the female colleges in the Saudi Universities. The information and data were collected through a questionnaire distributed over (215) female deans, heads of departments and faculty members. The study concluded that the availability degree of the strategic planning indicators in the female colleges was medium in the fields of the future vision, mission, values and strategic objectives.

Farhoud (2010) proposed an example of the strategic planning in the Palestinian universities. The study sample consisted of (204) of the deans and heads of departments in Palestinian universities in West Bank, who were selected randomly. A questionnaire was used to measure the practice degree of the strategic planning and importance of this practice as viewed by the academic leaders. The questionnaire consisted of (74) items,

distributed over seven domains, and the results indicated that the practice degree of the academic leaders of the strategic planning was medium or low in most its items. On the other hand, the importance of practicing the strategic degree was high or very high for most of the items. The study revealed the existence of obstacles that stand in the way of the strategic planning, such as financing, political situation, human resources and external environment. The study concluded to the building of an example for strategic planning, stemmed from the national vision of the Palestinian Arab community. The study recommended conducting analytic and realistic studies of the external and internal environments of the universities, and uncover the problems facing the higher education, which impede its strategic planning. The study further proposed that the Palestinian universities adopt the strategic planning example it concluded, but first to be tried, and then adapted proportional to the particular needs of each university.

To'aima (2008) conducted a study titled "Strategic Planning and Total Quality in the University Education", aimed at illustrating the concept of the strategic planning, and its importance in King Fahd University of Petroleum and Minerals, Saudi Arabia. The study concluded that the effective strategic planning is very important for the higher education institutions, to produce a high quality output. It also enables the educational management to define its clients who benefit its educational service; and subsequently, defining the types of the outputs. The study also concluded certain activities that are linked to the application of the strategic planning input in the educational institutions, such as revealing the strengths and weaknesses of the educational institution; testing the external environment, setting clear objectives, and developing many scenarios that represent many alternatives that could be selected for future.

Ghannam (2008) conducted a study titled, "Integrated Entrance for Planning the Arabic Higher Education, Within the Framework of the Strategic Planning in King Fahd University of Petroleum and Minerals." The study aimed at finding an integrated entrance for higher education planning. It indicated that there are many and multiple entrances for higher education planning, such as social demand entrance, cost entrance, and workforce entrance. The study concluded that for the strategic planning process to be successful, it is necessary to have an effective leadership, work team, and experts to coin the strategies, clearly define the responsibilities and powers, and setting detailed illustrative plans for the general strategic planning. The study further indicated the necessity for providing the continuous funding support, participation of all the stakeholders, and creating an information and database about the educational system and the anticipated developments.

Al-Dajani (2007) conducted a study to identify the reality of the strategic planning in the Islamic University, Gaza, through analyzing the strategic plan in the light of the quality standards approved by the National Accreditation and Quality Assurance Commission. Data collection was through the questionnaire, which was distributed over the study sample (n=117). The study made many findings, such as that the clarity of the general concept of the strategic planning with the university management was high; that (87.75%) of the study population practice the strategic planning; and that there was a weakness in coining certain aspects of the vision, mission and objectives.

The study conducted by Doris et al (2004), titled, "Strategic Planning in Higher Education", aimed at providing a general view about the strategic planning. It also included a historical study and the ambiguity that wrapped the strategic planning for long years ago. The study aimed at identifying the possibility degree of practicing the strategic planning in higher education. The study showed that higher education always seeks for improving the conditions that include recruiting the best faculty members, acceptance of students with good scientific abilities, improving the academic facilities, enhancement of the student services programs, and acquiring the required resources to accomplish these conditions.

Holdaway and Meekison (1990) made a study titled, "Strategic Planning in the Canadian University", aimed at providing a description of the strategic planning in Alberta University, Canada. To achieve this purpose, the authors studied four planning groups: university abilities planning, computerization planning, postgraduate studies planning, and initiations planning. The results of the study showed that the planning process was only the burden of the rector and vice rector, without the least participation of the workers of the university. It also indicated that all the strategic planning examples that were brought to the university, were originally prepared for the business and government sectors. The study recommended that the university should engage the workers in the planning process, and the use of examples of the strategic planning, which are prepared in a manner that fits the nature of the academic university.

Through the revision of the previous studies, which tackled the issue of strategic planning and human resources, we can conclude the following:

- The strategic planning topic in higher education was addressed since the 1970s, as a response and reaction to the higher education programs and policies, which, in many cases, were not consistent with their objectives.
- The previous studies stressed the effectiveness of the strategic planning and the great benefit it provides, had it been applied in the higher education institutions. And, there is an urgent necessity to

apply this type of planning in the universities, which seek for many competitive advantages, and continuation of keeping up with their external environment.

- The previous studies concluded that the strategic planning of the human resources provides a different concept of the human resources management, so that it will push it forward and meet all its needs.
- The previous studies indicated that there are many obstacles that limit the adoption and application of the strategic planning of the human resources in the higher education institution. For instance, lack of qualified human cadres, shortage of the updated databases, and shortage in transforming this type of planning.

Method and Procedures:

This study aimed at identifying the application degree of the strategic planning of the human resources, and obstacles faced, as viewed by the academic leaders themselves. It also carried out a comparison between Al-Hussein Bin Talal University and Jadara University. The study provided details and descriptions of the study population, sample, instrument, design of the instrument, steps to verify its validity and reliability, study variables, and the statistical method employed to obtain the results of this study.

Study Population and Sample:

The study sample consisted of all the academic leaders in Al-Hussein Bin Talal University and Jadara University, including the rectors, vice rectors, deans and vice deans of the colleges, and heads of the departments of all the colleges. The study population comprised (94) male and female academic leaders, distributed over gender, college, and occupational position, as illustrated in Table No. (2)

Table No. (2): Distribution of the Academic Leaders in Al-Hussein Bin Talal University and Jadara University, and Numbers of the Returned Questionnaires

University	Leadership Level	Scientific Colleges		Humanities Colleges		Total	
		No.	Returned	No.	Returned	No.	Returned
Al-Hussein Bin Talal University	Dean	4	3	5	3	9	6
	Vice Dean	4	4	7	5	11	9
	Head of Department	19	16	15	12	33	28
Total		26	23	27	20	53	43
Jadara University	Dean	3	3	4	4	7	7
	Vice Dean	1	-	3	2	4	2
	Head of Department	7	5	19	13	26	18
Total		11	8	26	19	37	27
Grand total		37	31	53	39	90	70
Al-Hussein Bin Talal University Vice Rectors						2	2
Jadara University Vice Rectors						2	2
General Total						94	74

Study Instrument:

To achieve the study objectives, a questionnaire was constructed and made into two axes. First axis, i.e. the academic leaders' application degree of strategic planning for the human resources, consisted of the following areas. Policies, strategies and objectives, practice of the strategic planning of the human resources and occupational activities areas. The latter further consisted of five sections (recruitment, selection and appointment, training, intensives and advantages, and performance evaluation sections). The second axis was about the obstacles facing the academic leaders in the strategic planning for the human resources as viewed by the academic leaders themselves. The instrument passed through two stages until it took the final form, as follows:

First Stage:

Revision of the theoretical literature and the previous studies directly related to the topic subject matter of this study. For instance, Human Resources Management Conference: Strategies and Contemporary Policies (2008); Al-Abbadi, et al. (2008) and study of Bawadi (2008).

Second Stage:

The questionnaire was presented to a group of arbitrates in both Al-Hussein Bin Talal and Jadara Universities (n=10), to ensure the accuracy and veracity of the items; and clarify degree and suitability of its

items to their areas. In the light of their views and comments, the researchers carried out the amendments and paraphrasing of certain items, so that they became more understandable and suitable to the study objectives.

The questionnaire, in its final shape, consisted of (50) items, distributed over two axes. First, academic leaders' application degree of the strategic planning of the human resources (n=39 items), distributed over the study area. Second axis consisted of (11) items about the obstacles the leaders face in the strategic planning, as illustrated in Table No. (3).

Table No. (3): Areas of the Study Instrument

Axis	Area	Items	
Application of the Strategic Planning	Application of the Policies, Strategies, and Objectives	10	
	Practice of the Strategic Planning	12	
	Occupational Activities	Recruitment	5
		Selection and Appointment	4
		Training	3
		Incentives and Advantages	3
		Performance Evaluation	4
Strategic Planning Difficulties		9	

The degrees are converted into the following categories:

- 1- 1.00-1.80 Very Low
- 2- 1.81-2.60 Low
- 3- 2.61-3.40 Medium
- 4- 3.41-4.20 High
- 5- 4.21-5.00 Very High

Validity of the Study Instrument:

To verify the validity of the instrument, the researchers adopted the conceptual construction method. Its initial shape consisted of (50) items, out of which (41) were about the academic leaders' practice degree of the strategic planning for the human resources, and (9) items for measuring the difficulties these leaders face in the strategic planning for the human resources. The instrument with its initial shape was presented to (10) arbitrates who are Ph.D. degree holders, specialized in the Educational Management, Fundamentals of Education, and General Management, and are teaching and faculty members in both Al-Hussein Bin Talal University and Jadara University. The researchers requested their views and comments on the validity of these items, who thankfully responded, and according to their comments, the questionnaire was adopted in its final shape.

Reliability of the Instrument:

As for the instrument reliability, the researchers calculated the reliability correlation coefficient by the internal consistency method, according to Cronbach Alpha equation. Its value for the strategic planning application degree in the human resources was (0.959) as a whole, and (0.909) for the obstacles. These values are considered quite suitable for the purposes of this study.

Procedures:

Following to the preparation, development of the study instrument in its final shape, and verification of its validity and reliability, it was distributed over the study population in both Al-Hussein Bin Talal University, and Jadara University. They were returned after allowing a sufficient time for completing the responses of the items. Thereafter, the researchers carried out the required statistical processing.

Study Variables:

This study adopted the application degree of the strategic planning for the human resources, and application areas variable, as well as the difficulty of applying the strategic planning variable. However, as the study is a comparative one, it also adopted the taxonomic variable (i.e. Al-Hussein Bin Talal University, and Jadara University).

Statistical Processing:

- For answering the study questions, the following statistical processing/s were used:
- 1- Internal consistency coefficient to obtain the reliability of the instrument.
 - 2- Central tendency and dispersion measures.
 - 3- Single-Sample (T) test.
 - 4- Independent samples (T) test.

Results and Discussion:

Results of the First Question: What is the academic leaders' application degree of the strategic human resources planning (SHRP)?

To answer this question, we obtained the means (M's) and standard deviations (SD's) of the responses of the study participants on the first axis of the instrument. Furthermore, single-sample (T) test was used to define the significance of the apparent differences about the marginal mark that represents the minimum level of the category within which the application degree falls, as per the illustration of the following table.

Table No. (4): Responses of the Sample Participants and T-Test of the Single Sample (n=74)

Area	M	SD	Degree	Marginal Mark	Freedom Degree	T Value	Significance	
Application of Policies, Strategies and Objectives	3.50	0.40	High	3.41	73	2.008	0.48	
Strategic Planning Practice	3.40	0.54	Medium	2.61		12.990	0.000	
Occupational Activities	Recruitment	2.96	0.77	Medium		2.61	3.752	0.000
	Selection and Employment	3.33	1.01	Medium		2.61	6.143	0.000
	Training	3.18	0.79	Medium		2.61	6.172	0.000
	Incentives and Advantages	3.23	0.77	Medium		2.61	6.939	0.000
	Performance Evaluation	3.52	0.68	High		3.41	1.440	0.154
Total Activities	3.23	0.70	Medium	2.61		7.567	0/000	
Total Application of Strategic Planning for the Human Resources.	3.35	0.52	Medium	2.61		12.230	0.000	

Single-sample T-test shows a statistical significance at ($\alpha \leq 0.05$) level on the total of the axis of the strategic planning of the human resources and all its areas, except for the performance evaluation activity. Subsequently, the application degree of the academic leaders to the strategic planning of the human resources was medium as a whole, as well as the areas of the strategic planning and all its occupational activities. However, the policies, strategies and objectives application were in high degrees.

Results of the second question: Does the academic leaders' application degree of the strategic human resources planning differ between Al-Hussein Bin Talal University and Jadara University?

To answer this question, the researchers obtained the M's and SD's of the responses of the study participants by the university variable. There were statistically significant differences among the means. To test these differences, T-test was carried out for the independent samples, as shown in the following table.

Table No. (5): Responses of the Sample Participants and Results of the T-Test of the Independent Samples (n=74).

Area	University	Total		Degree	Freedom Degree	T Value	Sign. Level
		M	SD				
Application of Policies, Strategies and Objectives	Al-Hussein	3.38	0.35	Medium	72	3.553	0.001
	Jadara	3.70	0.40	High			
Strategic Planning Practice	Al-Hussein	3.23	0.44	Medium		3.764	0.000
	Jadara	3.68	0.52	High			
Occupational Functions	Al-Hussein	2.94	0.68	Medium		0.871	0.000
	Jadara	3.66	0.52	High			
Total Application of the Strategic Planning	Al-Hussein	3.13	0.45	Medium		4.985	0.000
	Jadara	3.68	0.44	High			

T-test results of the independent samples show that there are statistically significant differences at ($\alpha \leq 0.05$) level, in favor of Jadara University, with a high application degree. Therefore, the application degree of the academic leaders to the strategic planning of the human resources is different in Faisal Bin Al-Hussein University from that of Jadara University, in favor of the latter, with a high degree. In other words, academic leaders in Jadara University apply the strategic planning of the human resources with a higher degree than their peers in Al-Hussein Bin Talal University.

Results of the third question: What are the obstacles that face the academic leaders in the strategic human resources planning?

To answer this question, the researchers obtained the M's and SD's of the sample participants' responses, concerning the difficulties that face the academic leaders in the strategic planning of the human resources, as shown in the following table.

Table No. (6): Sample Participants' Responses and T-Test Results of the Independent Samples with (73) Freedom Degree (n=74) of the Difficulties Axis.

No.	Items	M	SD	Degree	Marginal Mark	T Value	Sign. Level
1	Financial Resources	3.82	0.88	High	3.41	0.000	0.000
2	Human Resources	3.70	0.93	High	3.41	0.009	0.009
3	Feedback	3.84	0.87	High	3.41	0.000	0.000
4	Incentives System	3.66	0.91	High	3.41	0.20	0.20
5	Existence of a System that Serves the Strategic Planning	3.66	0.98	High	3.41	0.30	0.30
6	Support of the University Presidency	3.53	0.88	High	3.41	0.256	0.256
7	Continuous Changes in the Governmental Laws and Legislations	3.51	1.00	High	3.41	0.374	0.374
8	Stability of the Economical Conditions	3.18	0.93	Medium	2.61	5.250	0.000
9	Administrative Experience	2.80	0.99	Medium	2.61	1.623	0.109
	Total	3.52	0.71	high	3.41	1.365	0.176

Results of the single-sample T-Test do not show statistical significance at ($\alpha \leq 0.05$) level, over the total of the obstacles axis, which face the academic leaders in the human resources strategic planning. In other words, the obstacles degree facing the academic leaders in the human resources strategic planning does not fall within the "high" category; rather it was medium. Results of the single-sample T-test show the following:

- 1- There is a weakness in the financial resources required for the human resources strategic planning, with a high degree.
- 2- There is a rarity in the financial resources required for the human resources strategic planning, with a high degree.
- 3- There is a weakness in the incentives system to engender a strategic plan for the human resources, and follow-up of the environmental changes that may affect them, with a high degree.
- 4- There is a weakness in the feedback system of the organizational structure, with a high degree.
- 5- There is a poor effectiveness, or lack of a system, that serves the strategic planning of the human resources, with a high degree.
- 6- Poor support of the university presidency to the human resources management, with medium degree.
- 7- Poor stability of the political and economic conditions of the region, with medium degree.
- 8- The poor administrative experience in the university hierarchy is deemed a difficulty with medium degree.

Results of the fourth question: Do the obstacles that face academic leaders in the strategic human resources planning differ between Al-Hussein Bin Talal University and Jadara University? To answer this question, the M's and SD's of the sample participants' responses on the obstacles were calculated, as illustrated in the following table.

Table No. (7) Responses of the Sample Participants and T-Test Results on the Independent Samples, with a (73) Freedom Degree (n=74) on the Obstacles Axis.

No.	Items	University	M	SD	Degree	T Value	Sign. Level
1	Financial Resources	Al-Hussein	3.962	0.88	High	1.613	0.111
		Jadara	3.62	0.86	High		
2	Human Resources	Al-Hussein	3.80	1.03	High	1.120	0.266
		Jadara	3.55	0.78	High		
3	Feedback	Al-Hussein	4.89	0.79	Very high	3.267	0.002
		Jadara	3.45	0.87	high		
4	Incentives System	Al-Hussein	3.87	0.89	high	2.490	0.015
		Jadara	3.34	0.86	Medium		
5	Existence of a System that Serves the Strategic Planning	Al-Hussein	3.84	1.02	High	2.029	0.046
		Jadara	3.38	0.86	medium		
6	Support of the University Presidency	Al-Hussein	3.67	0.95	high	1.725	0.089
		Jadara	3.31	0.71	Medium		
7	Continuous Changes in the Governmental Laws and Legislations	Al-Hussein	3.69	1.04	High	1.920	0.59
		Jadara	3.24	0.88	Medium		
8	Stability of the Economical Conditions	Al-Hussein	3.04	0.80	Medium	1.531	0.130
		Jadara	3.38	1.08	Medium		
9	Administrative Experience	Al-Hussein	2.80	1.06	Medium	0.029	0.977
		Jadara	2.79	0.90	Medium		
	Total	Al-Hussein	3.64	0.78	High	0.030	0.077
		Jadara	3.34	0.56	Medium		

The above table shows that the obstacles concerning the financial resources and human resources were with high degree, in both universities. The obstacle related to the lack of feedback came with very high degree in Al-Hussein University, and high in Jadara University. On the other hand, academics of Al-Hussein University considered the obstacles of the incentive system, support of the presidency, continuous changes in the laws, and a system that serves the strategic planning, are of high degree, as compared with the academics of Jadara University, who considered them with medium degree. As for the instability of the political situation and lack of administrative experience, it came with medium degrees in both universities. Finally, the overall degree of the obstacles was high as viewed by the academics of Al-Hussein University, and medium as viewed by those in Jadara University.

To examine the significance of the differences among the means of both universities, T-test results of the single sample show the following:

- 1- Difficulties of feedback, incentives system, and lack of a system that serves the strategic planning, which face the academic leaders in the strategic planning of the human resources, are different in Al-Hussein Bin Talal University with a higher degree than those of the academics of Jadara University, and with statistical significance.
- 2- There is no difference in the total difficulties that face the academic leaders in the strategic planning of the human resources, in Al-Hussein Bin Talal University, from the difficulties facing the academics of Jadara University.

Recommendations:

Based on the results of the study, the researches recommend the following:

- 1- All the workers in the human resources planning should be subject to specialized, intensive courses in the strategic planning field.
- 2- Setting a vision and specific objectives of the human resources departments in both Al-Hussein Bin Talal and Jadara Universities, and work toward achieving and accessing them.
- 3- Special care should be placed to all the developments in the external environments in both universities, and keeping up with and accommodating these developments in a way that serves the human resources in both universities.
- 4- Providing an effective information system that serves the strategic planning of the human resources, and provides data and statistics, as well as benefiting the feedback, when applying the human resources strategic planning.

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