Level Of Strategic Planning Needs Of The Faculty Of Arts And Sciences Members At Benghazi University

Salim Ali Salim Maetoug

University of Benghazi, Faculty of Arts and Sciences Qamines /
Department of Administration and Educational Planning, Benghazi, Libya
*Corresponding Author:
Email: salim.maetoug@uob.edu.ly

Abstract.

This study aims to determine the level of strategic planning needs among faculty members at the faculty of Arts and Sciences Al-Abyar at Benghazi University. It aims to assertively identify any statistically significant differences in strategic planning needs based on gender, job title, and type of degree obtained. The study utilized descriptive research and employed a questionnaire as its primary instrument. The Cronbach's Alpha coefficient of 0.90 indicates high internal consistency. The study sample consisted of 61 members from the Faculty of Arts and Sciences, Al-Abyar, Benghazi University, representing 60% of the study population. The study's results indicate that the level of identification of planning needs among members in the Faculty is medium. Furthermore, there were no statistically significant differences in the level of strategic planning needs of faculty members attributable to gender. Also, there were no statistically significant differences in the level of strategic planning needs among faculty members regardless of their job title or type of degree. The challenges and issues facing Benghazi University strategic plan are complex and require a multifaceted and collaborative approach from all stakeholders, including the faculty members across all colleges and research centers.

Keywords: Strategic planning, Universities, Faculty Members, College of Arts and Sciences and University of Benghazi.

I.   INTRODUCTION

A comprehensive review of the material published in the International Encyclopedia of Higher Education Systems and Institutions shows that strategic planning in higher education is a critical aspect of management and organizational development. Strategic planning is essential in universities as it provides clarity on future directions, enables effective decision-making, establishes priorities, and enhances overall performance [1]. Research has shown that strategic planning is a significant predictor of organizational vitality and prosperity [2]. In addition, [3] found a positive correlation between the intensity of strategic planning and improved performance.Strategic planning is a crucial aspect of university management, guiding institutions in achieving their missions, improving performance, and responding effectively to challenges and opportunities. Strategic planning is essential for universities to direct their activities, establish goals, allocate resources, and improve organizational performance [4]. The significance of strategic planning in higher education institutions has been emphasized, as universities are accountable for educating individuals who will shape the future [5].

Strategic planning in universities provides a clear roadmap for the institution, establishes measurable goals, and aligns strategies with the university's mission and vision [6].Whatever strategic planning process is used, it should result in a clear vision of what the organization wants to become. An ideal plan should also be able to answer questions such as Who are the organization's key customers? What are its primary and secondary products and services? Does the current marketing plan support the organization's vision, mission and strategic goals? Using strategic marketing processes, an organization will be able to develop a competitive product mix and an appropriate marketing approach targeting identified markets [7].Strategic planning is crucial for universities operating in a competitive marketplace. It enables them to attract highly respected researchers, top-tier students, and donors, while also increasing their visibility and reputation. In this environment, strategic planning helps universities maintain stability and respond constructively to increased competition or external threats. As emphasized by [8], strategic planning is of utmost importance for universities.

Problem Statement

That the University of Benghazi's strategic plans, both the 2017-2022 plans and the current 2023-2027 plan, have overlooked critical aspects of the strategic planning process. Specifically, the lack of

brainstorming or analytical sessions to clarify the university's openness to change and development, or to assess its readiness for growth, is a major omission that must be addressed. The University of Benghazi has developed strategies to maintain its position as a leading institution in global higher education.Through the researcher's knowledge of the strategic plan document for the University of Benghazi for the years 2017-2022 and 2023-2027, it was implemented without proper evaluation, which led to it is a deviation from the standard strategic planning process. In addition, the strategic plan failed to include a risk assessment to identify and mitigate current and potential threats.The strategic and staffing plan was also not presented to all 3,531 faculty members and 5,664 staff to ensure it was effectively known to all relevant parties. All internal and external stakeholders should be aware of the strategic plan.The strategic plan failed to address a key aspect of interaction with other organizational functions, research centers, services and important offices, namely the alignment of these entities with the strategic objectives. Furthermore, the strategic plan lacked a program for environmental and campus sustainability, with no clear performance indicators.

This program should set performance measures over the next five years to assess progress and success in reducing waste and energy consumption, implement renewable energy sources, reduce the carbon footprint, and promote biodiversity in campus areas. The sustainability plan should have a long-term impact on the University of Benghazi campus and align with global trends. To achieve precedence and leadership at the level of Libya,The strategic plan needs to include specific and measurable objectives for providing faculty members with professional development opportunities. Additionally, it should address their reluctance to attend training courses offered by research and service centers, including the Academic Development Centre. By doing so, we can ensure that our faculty members receive the necessary training and support to excel in their roles.The strategic planning of the University of Benghazi is out of sync with its 11 research and service centers, hampering its ability to deliver and damaging its image. To ensure successful implementation, it is essential to prioritize the development of University of Benghazi members and staff to lead institutional strategic planning. The planning process must be adapted to fit the context of the University of Benghazi, including its nine branches and eleven service and research centers.Strategic planning in universities is often positioned as vital to clarify future directions, provide a coherent basis for decision-making, set priorities, and improve organizational performance.Strategic planning with a focus on a university's world-class status is an unavoidable option for today's universities to survive and succeed in competing as a provider of higher education [1].

[9] found that academic staff often perceive strategic planning as the sole responsibility of senior management, leading to a lack of ownership and commitment from other stakeholders. However, it is important to note that strategic planning should involve all members of an organization, not just senior management. By involving all stakeholders, a more comprehensive and effective strategic plan can be developed.Strategic planning is crucial for universities. The researcher observed that many faculty members at the University of Benghazi do not consider strategic planning to be important, but this is a misconception that needs to be addressed. It is an essential management skill that should not be overlooked.Basic strategic planning skills are a requirement for administrative staff and faculty members at the university and the Ministry of Higher Education, including committees, heads of departments, deanships, offices, agencies, and senior management. Faculty members are expected to excel in their administrative, academic, research, and community service roles, and make significant contributions to the growth and success of the university and the ministry. To ensure successful implementation, it is crucial to prioritize the development of institutional strategic planning. The planning process must be adapted to fit the context of Benghazi University, including its nine branches and eleven service and research centers.The Faculty of Arts and Al-Abyar Sciences at the University of Benghazi must prioritize strategic planning. It is unclear what their current level of identification of this need is.This study aims to fill a research gap by identifying strategic planning needs from the perspective of faculty members at the Faculty of Arts and Sciences Al-Abyar at University of Benghazi.

While there is a wealth of knowledge on strategic planning in universities, most studies have been conducted outside of Libya, both in Arab and international contexts, and have not addressed the identification of needs. The significance of this study is highlighted by the identified research gaps. It seeks

to answer the following questions:What is the level of strategic planning needs of faculty members at the Faculty of Arts and Sciences in Al-Abyar at University of Benghazi? Furthermore, it will analyze potential statistically significant differences in the strategic planning needs of faculty members based on gender. This study will investigate the strategic planning needs of faculty members at the Faculty of Arts and Sciences in Al-Abyar at University of Benghazi, analyzing whether there are statistically significant differences based on job title and degree type.

Related Work

Universities use strategic planning as a formal and rational process to redefine their mission, clarify their vision and values, allocate resources, and implement design. This approach ensures that universities can achieve their goals with precision and efficiency. This demonstrates the competence and expertise of universities in achieving their goals through a well-supported and decisive approach. The process includes indicating how achievements will be evaluated and adaptation mechanisms and is linked to a specific period of time [10].The University's development program should undergo a comprehensive nine-step strategic planning process. Firstly, design, stabilize and strengthen the program's structure. Secondly, review the mission and identify key performance indicators. Thirdly, collect and analyze internal data. Fourth, collect and analyze external data. The project should proceed with the following steps: Fifth, codify the vision and development goals. Sixth, design and codify the university's development strategies. Seventh, design development solutions and operational procedures. Eighth, prepare the development implementation plan documents. Finally, monitor and evaluate the program's status and progress. Our extensive expertise and experience ensure its success [11].

Strategic planning is a decisive and methodical process undertaken by faculty leaders to select optimal solutions for achieving objectives and prioritizing resources. The process involves several clear and concise steps, including preparing for strategic planning, defining future trends, and conducting a thorough strategic analysis [12].Bottom-up strategic planning involves employees submitting business ideas and voting on the action items they support. They are then given the opportunity to serve on teams that develop implementation plans to turn the business ideas into action. This process increases staff engagement, a sense of ownership of the strategic plan, and the development of action ideas. Despite some drawbacks, such as the time investment required and the risk of over-engineering certain aspects, this process ultimately resulted in highly motivated employees who were committed to shaping the future [13].In research-intensive universities, strategies are not only present at the institutional level but also at various sub-levels within the organization. Multi-level strategies promote institutional coordination. Generic strategic objectives facilitate local adaptation within a wider strategic framework [14].Strategic planning is a fundamental concept in higher education with its importance in the decision-making process. It involves channeling the ideas, strengths and opportunities of an university or college towards achieving its mission of service improvement.

The role of the strategic planning process in the continuous generation of innovative knowledge is vital to an organization's survival and growth, especially when technologies and market conditions change rapidly [15].Purpose A strategic plan is a document used to communicate an organization's goals and the actions needed to achieve those goals. Strategic planning in public organizations encourages timely decision-making, promotes more rational management of limited resources, improves service delivery and leads to increased customer satisfaction [16].Strategic planning improves the efficiency and continuity of the decision-making process, optimizes results, and overcomes obstacles [17].The strategic plan is an essential tool in management practice as it offers an organizational framework for decision-making, facilitates the measurement of organizational changes, and enables the organization to understand its direction. This is a well-established fact, as confirmed by [18].

Benghazi University

The University of Benghazi (UOB) was the first university established in Libya, just four years after the country gained independence on 15 December 1955. The university's initial headquarters were located in the Manar Palace in Benghazi, which was ceded by the Libyan Kingdom. The University of Benghazi has been a pioneer in the concept of leadership since its inception. It has taken on the responsibility of leading societal development by producing generations of highly qualified graduates and conducting excellent

scientific research to contribute to the development of society. The University of Benghazi is the largest and most widespread university in Libya. The University of Benghazi is committed to enhancing academic performance and scientific research in accordance with global standards, while also meeting the needs of society and the job market. Our strategic planning aims to reinforce our intellectual capital, human resources, and institutional capabilities, and integrate education and socialization principles into our curriculum. The University of Benghazi upholds high standards and ethical values, as stated in its 2017-2022 strategy. It is the top-ranked university in Libya, 91st in Africa, and 109th in the Arab world, according to uniranks rankings.

\Our goal is to maintain this progress and establish ourselves as one of the top twenty regional universities. The university's commitment to strategic planning, academic excellence, and quality education is not accurately reflected by the current rankings.Benghazi University's strategic plan needs to be more responsive to changes in the external environment. This is highlighted by the university's absence from the local ranking of Libyan universities for 2020, overseen by the National Centre for Quality Assurance and Accreditation of Educational and Training Institutions in Libya. (https://qaa.ly/).The University of Benghazi is committed to become a leading regional research university and ranking among the top twenty universities in the region. Despite not achieving this vision within the timeframe of its previous strategic plan (2017-2022), the university has developed a new plan (2023-2027) to continue its pursuit of excellence.The following table shows the ranking of Benghazi University after the end of the first strategic plan and the beginning of the second strategic plan.

Rank	Name/region Country	overall	Research quality	International Outlook	Research Environment	Teaching	society
161+	University of Benghazi	16.8 – 34.7	31.8	55.8	26.3	31.2	11.7

Source: Times Higher Education World University Rankings

Benghazi University ranked in the bottom quarter of the top 200 universities in the 2023 Times Higher Education and QS International rankings of Arab universities. However, it is important to note that Libyan universities did not perform as well as expected in these rankings. Benghazi University's vision and goals to become one of the top twenty regional universities, as stated in its 2017-2022 strategy, may be an ambitious target. However, the strategic plan did not take into account the methodology of the QS rankings or the Arab university rankings issued by the Times Higher Education magazine, which use twenty performance indicators grouped into five areas. It is worth to note that although the current weight of study abroad and patents is zero, they may be considered in the future. The University of Benghazi has no presence in the QS World University Rankings 2024: The World's Best Universities, featuring the 20th edition of the rankings and focusing on employability and sustainability. To establish its influence and authority in the region, Libyan higher education institutions must be evaluated according to international standards. This will create an organizational environment that enables accurate and excellent execution of strategic plans.Reliable and valid rankings assist in monitoring a university's progress and identifying its strengths and weaknesses. This information is crucial in developing policies aimed at making improvements. Furthermore, rankings benefit society as they serve as an important guide for consumers and beneficiaries of the educational service. Strategic planning models are extensively used in universities to guide the examination of their environments, assess resources, formulate goals, and develop cost-effective strategies [19].

The process of strategic planning in universities involves understanding the complex university environment, addressing key issues, and enhancing operational performance [20]. Furthermore, strategic planning is essential for university services.University departments benefit greatly from a strategic plan based on a business model. The steps involved in developing such a plan include creating a vision and mission, conducting market research, analyzing competition, setting goals, creating a marketing plan, adapting standard business plan templates, getting feedback, and reviewing progress [21]. University departments can benefit from a strategic plan based on a business model.Universities preparing for strategic planning often face several challenges that can hinder the process's success. To ensure institutional survival in the 21st century, college and university leaders must confidently address challenges such as tight funding,

diverse student populations, community issues and needs, impending retirement of leadership and faculty, globalization, and increasing accountability pressures from accreditors and external bodies. Leadership and planning are essential to the viability of colleges, and leadership in strategic planning is critical to the survival and growth of community colleges.Although many organizations have adopted strategic planning as a management tool, it has not consistently yielded positive results. However, it is important to note that implementation plays a partial mediating role between planning and university performance, as suggested by [22]. To ensure successful implementation, it is crucial that all employees are involved in the strategy from its formulation.

This approach will undoubtedly lead to improved understanding and participation in the implementation process. The challenge that large universities are likely to face is the dilemma of reconciling the different visions that emerge from them [23].The implementation of strategic plans in government universities is clearly influenced by the head of the university, regardless of the existence of a law mandating universities and institutions to prepare a strategic plan. It is imperative to acknowledge that the success of all plans and projects is contingent upon the attitudes of the leader [24]. [25] have identified a misalignment between the program strategies and the strategic plan. Organizations often struggle with executing their strategies, leading to failure. [26] discovered that the lack of involvement of those directly affected by the strategic plan has resulted in demotivation among the majority of stakeholders, leading to a lackluster approach towards plan implementation. The inadequate process resulted in poor performance on several indicators, as evidenced by the lack of support from internal stakeholders, including staff members and the student community. Investing a significant amount of time and avoiding over-engineering during the process are crucial to guarantee success [13].In the 21st century, the level of intensity, formality, comprehensiveness, and inclusiveness in an organization's strategic planning process is a concern. [27] suggest that strategic managers use sophisticated methods to implement strategic plans, but their effectiveness is limited by haphazard application. Executives involved in strategic planning for higher education often express dissatisfaction with the process and the lack of clear outcomes.

However, the author is confident that with the right approach and a clear vision, the process can be streamlined and the outcomes can be more than worth the time and effort invested. As [28] notes, the process may be complex and confusing, but with a confident and decisive attitude, we can overcome these challenges and achieve our goals. [29] studied drivers and barriers of university social responsibility and integration in strategic plans.Resistance to change can arise from a desire to maintain the status [16]. Issues in strategic planning often stem from a mismatch between the planning system and the organizational structure [30]. SWOT analyses conducted annually by many organizations often contain significant ambiguity [31] have identified these issues. The current management of the strategic planning process in universities is not assertive enough in its business-like approach. According to [24] findings, universities need to adopt a more commercial-oriented approach to strategic planning. There is wide consensus that strategic planning, if implemented properly, offers universities a solid approach to achieve goals like these. Specifically, strategic planning methods can help guide senior management, as well as empower middle managers, while aligning their everyday activities to the institution's broad aims. Strategic planning can also encourage data-based decision making and lay the foundation for performance measurement, which allows leaders to monitor progress, detect deviations from the plan and correct them, and make resource allocation decisions in accordance with clearly defined goals. While strategic planning offers important benefits, there are many concerns that strategic planning processes can be inefficient and ineffective [32]

Objectives

This study aims to determine the level of strategic planning needs among faculty members at the Faculty of Arts and Sciences Al-Abyar at University of Benghazi. Furthermore, it aims to assertively identify any statistically significant differences in strategic planning needs based on gender, job title, and type of degree obtained.

Significance of the study :

The theoretical significance

Strategic planning is a fundamental administrative behavior that all faculty members must practice and adhere to. It is an essential dimension of personal skills that should be evaluated when assessing the success or failure of scientific departments, committees, work teams, or administrative tasks that require faculty members to perform. Possessing the important characteristic of strategic thinking is crucial for success in performing administrative and academic duties. Therefore, it is imperative that faculty members develop and maintain this skill to ensure their effectiveness in their roles. The study's theoretical importance lies in the proactive identification of needs in strategic planning processes. This topic is crucial at the tactical and operational levels of University of Benghazi and will be a valuable addition to raise awareness of the significance of strategic planning in the university's departments and faculties.

The scientific significance

The study significantly contributes to the literature on strategic planning, particularly in relation to the faculties of University of Benghazi and higher education in Libya. It establishes a clear link between strategic planning and the needs of these faculties. This study enhances knowledge and scientific research by highlighting the crucial importance of strategic planning and its alignment with needs. It is crucial to maintain a balanced and objective tone in discussing the potential impact of the study's results. The study's findings will assist the Ministry of Higher Education in addressing the challenges faced by the faculty of Arts and Sciences Al-Abyar and its members in strategic planning. This will lead to the development of a training plan tailored to their needs, enhancing the performance of scientific departments and faculty members. Implementing a professional development plan is crucial for the faculty of Arts and Sciences Al-Abyar to achieve excellence comparable to other faculties, particularly in its scientific departments. The study's findings and recommendations will undoubtedly benefit those involved in conducting further research to enhance university performance.

Practical significance

The study aims to enrich the knowledge of the Ministry of Higher Education and University of Benghazi on the concept of strategic planning and its dimensions. This will significantly contribute to improving their administrative and academic performance in this area. The study highlights the crucial role of strategic thinking in the decision-making processes of senior, middle, and executive administrators at University of Benghazi, emphasizing the need to review and improve their current strategic plan. Furthermore, it strongly recommends the development of training program for administrative leaders to enhance their capacity and skills in strategic planning.

Limitations

This study will focus on the members of the Faculty of Arts and Sciences in Al-Abyar, University of Benghazi during the academic year 2023-2024. The objective and spatial boundaries are the strategic planning needs of the faculty members at the Faculty of Arts and Sciences in Al-Abyar at the University of Benghazi.

Search terms :

Procedural definitions

Strategic Planning: A vision of the future based on an analysis of the internal and external environment of higher education institutions and the identification of the strengths, weaknesses, opportunities and threats facing higher education institutions in order to move from the current situation to the future. Procedural definition of the strategic planning needs: It is the result obtained by the examine through the strategic planning needs identification scale of this study.

Commentary

The literature review was conducted in order to extract knowledge relevant to practice and discern the gap between the accumulated state of knowledge and unenlightened and uses of practice and progress in using strategic planning techniques. International studies have extensively examined strategic planning in higher education and have consistently highlighted its importance. Notable studies include [33], [34], [35], [19], [36], and [37]. Studies of the major challenges facing strategic planning in public universities, such as:

[38], [25]. [39]. [8] and [29] and [16]. Several studies have examined the benefits of strategic planning, including [40], [41], and [42]. From the previous presentation of previous studies, it can be seen that there is a lack of studies that have dealt with the topic of the current study. This study differs from previous studies in that it addresses the concept of strategic planning in the light of determining the level of needs of university faculties members.

The current study benefited from previous studies in the definition of the problem and questions of the study. The definition of the theoretical framework of the study, the definition of the type of study and selecting of statistical methods to analyze the data, as well as the use of the descriptive method and the use of the questionnaire instrument.

Study Procedures and Methodology :

Community of interest.

The study population consisted of (102) members from Faculty of Arts and Sciences, Al Abyar, University of Benghazi, distributed by gender, males (44) and females (58) as represented in Table 2.

Table 2. Distribution of the study population by gender.

Proportion	Total	gender			
%100	102	Proportion	Female	Proportion	Male
		%57	58	%43	44

Study sample.

Table 3 displays the gender distribution of the sample. The study sample comprised of 61 faculty members from the Faculty of Arts and Sciences Al-Abyar, (60%) of the study population, distributed as follows with 64% males (n=39) and 36% females (n=22). The sample's gender distribution is displayed in Table 3, categorized by male and female.

Table 3. The sample's gender categorized by male and female

Proportion	Total	gender			
		Proportion	Female	Proportion	Male
%100	61	% 36	22	%64	39

The study sample is distributed among job titles as follows:

Table 4. Distribution of sample members according to their job titles.

Proportion	Duplicates	Job title
%21	13	Head of Department
%79	48	Academic Staff Member
%100	61	Total

The study sample is distributed according to the obtained degree.

Table 5. Distribution based on the obtained certificates.

Proportion	Duplicates	Degree
%74	45	Master
%26	16	PhD
%100	61	Total

II.   METHODS

The research utilized the descriptive research method, which is the most appropriate approach for this type of study.

Research tool.

Study utilized a questionnaire as its primary tool, comprising of 45 paragraphs. Each paragraph was evaluated on a three-point scale to determine the level of agreement, with options of 'no', 'a little', and 'a lot'.

The validity of the tool:

The 45-item instrument was presented to a group of judges consisting of faculty members at the University of Benghazi.

The stability of the tool:

The stability of the tool was assessed by calculating the stability coefficient using Cronbach's alpha equation. The resulting stability coefficient was 0.90, indicating high stability and sufficient achievement of the study's objectives.

The final version of the instrument:

The questionnaire was finalized into 45 items after it was designed and thoroughly tested to ensure its reliability and stability.

Final application of the tool:

The questionnaire was administered to a sample of 61 faculty members during the autumn semester of 2023-2024, after ensuring its linguistic soundness, reliability, and stability.

Statistical analysis.

The study sample data underwent analysis using the Statistical Package for Social Sciences (SPSS). Various statistical methods were applied, including frequencies, percentages, Cronbach's alpha, t-tests, arithmetic means, and standard deviations.

I-   Results and Discussion

First question

- What is the level of identification of strategic planning needs for faculty members at the Faculty of Arts and Sciences in Al-Abyar, Benghazi University?

The Strategic Planning Needs Identification Scale consists of 45 items rated on a three-point Likert scale. The total score is calculated by adding up the individual's responses to each item, resulting in a range of strategic planning needs from 45 to 135. The highest score represents the greatest level of needs. The scale scores are distributed as follows:

Table 6. The domain and levels.

135 - 107	106 - 76	75 - 45	domain
High	Medium	Low	Level

Table 7. The arithmetic average of the total score.

Standard deviation	mean
17.13849	81.1475

From the previous table, the arithmetic mean of the total score for the scale used to identify the strategic planning needs of members of the Faculty of Arts and Sciences Al-Abyar at Benghazi University is 81.1475, indicating a moderate level of strategic planning needs among faculty members. This falls within the range of 76-106.

Second question:

Is there a statistically significant difference in the level of strategic planning needs between male and female faculty members at the faculty of Arts and Sciences in Al-Abyar due to the gender variable?

A T-Test was used to analyze the statistical differences between the responses of the study sample on the level of planning needs of faculty members, based on the gender variable (male-female). The table below presents the results.

Table 8. Arithmetic means, standard deviations and t-test to test the differences between the responses of the study sample according to the gender variable.

T	df	Female		Male		Significance level
		Standard deviation	mean	Standard deviation	mean	
.639	59	19.64732	79.2727	15.72490	82.2051	.526

The table confirms that T = 639, which is greater than 0.05, indicating that the results are not significant. Therefore, can be concluded that there are no differences between male and female variances, and the condition of equality of variance is met. Furthermore, the table shows that there are no statistically

significant differences in the level of strategic planning needs attributed to the gender variable at a significance level of 0.05 despite the different nature of the sample in terms of gender, they feel the same level of strategic planning needs.

Third question

There is a statistically significant difference in the level of strategic planning needs between male and female faculty members at the faculty of Arts and Sciences in Al-Abyar due to the job title variable? A T-Test was used to analyze the statistical differences between the responses of the study sample on the level of planning needs of faculty members at the College of Arts and Sciences, based on the **job title** variable. The table below presents the results.

Table 9. Arithmetic means, standard deviations and t-test to test the differences between the responses of the study sample according to the job title variable.

T	df	Faculty member		Head of department		Significance level
		Standard deviation	mean	Standard deviation	mean	
1.024	59	18.41656	79.9792	10.70526	85.4615	.310

The table shows that the value of (T = 1.024) is insignificant and greater than the significance level (0.05), which means that there are no differences between the variance of department heads and the variance of faculty members and the condition of equality of variance is fulfilled. From the table, we can see that there are no statistically significant differences at the 0.05 level in the level of strategic planning needs due to the variable of job title, which means that the sample, despite their different nature in terms of job title, feel the same level of strategic planning needs.

Fourth question

Is there a statistically significant difference in the level of strategic planning needs between male and female members at the Faculty of Arts and Sciences in Al-Abyar, Benghazi University due to the variable of the type of degree obtained?

A T-Test was used to analyze the statistical differences between the responses of the study sample on the level of planning needs of members at the faculty of Arts and Sciences, based on the variable of the type of degree obtained The table below presents the results.

Table 10. Arithmetic means, standard deviations and t-test to test the differences between the responses of the study sample according to the variable of the type of degree obtained.

T	df	PhD		Master		Significance level
		Standard deviation	mean	Standard deviation	mean	
.755	59	15.86808	83.9375	17.63127	80.1556	.453

The table demonstrates that the value of T = .755 is not significant and exceeds the significance level of 0.05. Therefore, can be concluded that there are no significant differences between the variances of faculty members holding a master's degree and those holding a doctoral degree, and that the condition of equality of variance is satisfied. The table clearly demonstrates that, at a significance level of 0.05, there are no statistically significant differences in the level of strategic planning needs based on types of degrees. Therefore, it can be concluded that despite having different types of degrees, the sample feels the same level of strategic planning needs.

III.   RESULT AND DISCUSSION

These conclusions are based solely on the data collected and analyzed in the study. The study's results indicate that the level of identification of planning needs among faculty members in the Faculty of Arts and Sciences is medium. Furthermore, there were no statistically significant differences in the level of strategic planning needs of members at the faculty of Arts and Sciences attributable to gender.Job title and the variable type of degree has no statistically significant impact on the level of strategic planning needs among members at the faculty of Arts and Sciences. There were no statistically significant differences in the

level of strategic planning needs among members at the faculty of Arts and Sciences, irrespective of their job title or type of degree.

Study Recommendations

On the basis of the literature and study findings, the following recommendations are suggested:

We recommend that the University of Benghazi should organize training courses in strategic planning to improve the skills of its faculty members. In order to implement strategic planning at any level of Benghazi University, it is important to identify the needs and perceptions of faculty members and staff to determine their readiness and willingness to engage in strategic planning. It is also important to understand the involvement of potential stakeholders in the strategic planning process. This study found by tracking the University of Benghazi's first and second strategy that many of the university's faculties are engaged in some level of strategic planning. Some are in the very early stages of forming a strategic planning team or urgently need to start raising awareness of the strategic planning process, while others are at a very advanced stage of the process. Is a great platform to expand the lean planning framework into more comprehensive strategic planning? As educational constituencies become more diverse and global competition for students, faculty, and funding increases, it is imperative that Benghazi University's faculties and departments increase their effectiveness and find comparative competitive advantages.

This will not be an easy task, and is a daunting challenge for Benghazi University's science faculties and departments. It is not yet ready for strategic planning. However, for any UOB college, understanding the gap between where they are now and the different ways in which they can improve effectiveness to better serve their teaching, research and community service needs is essential to the strategic planning process. Through the ongoing maintenance of a gap analysis, faculties can measure progress and use it as a metric to inform various changes in the strategic plan. With a clearly defined gap and an understanding of change acquisition, it is easier to move UB colleges from emergent or undefined strategies to more realistic and linear ways of formulating strategy. Aligning academic departments and program with international programmatic and institutional standards can lead to greater success for UOB and Libyan universities. Prioritizing institutional goals, allocating resources accordingly, communicating with stakeholders, and aligning key performance metrics with strategic objectives will help achieve this. Enhancing academic quality and reputation, increasing student enrolment and retention, strengthening international collaboration and partnerships, and improving faculty recruitment and retention are all essential steps towards achieving these goals.

IV.   SUGGESTIONS

Based on the findings of the study, the researcher recommends the following suggestions: The 2017-2022 strategy and the current 2023-2027 strategy of Benghazi University should be subjected to a critical examination in order to improve the strategic planning process at the university. Furthermore, the challenges facing the faculties, scientific departments and research centers at Benghazi University in implementing strategic planning should be analyzed. Moreover, the alignment of academic departments and programs with international standards should be examined in order to ensure that they contribute to the realization of UB's Vision 2027. It is also necessary to evaluate the importance of potential stakeholders' participation in the planning process at Benghazi University.

V.   CONCLUSION

The results of the study indicated that faculty members exert a significant influence on the success of the strategic plan. The study aimed to identify the needs of faculty members for strategic planning skills, and it is evident that faculty members play a role in achieving the priorities of the strategic plan, whether in education, scientific research, community service, improving competitiveness and academic reputation, or international ranking. The study demonstrated that the level of identifying the strategic planning needs of members at the faculty of Arts and Sciences is medium. Furthermore, there were no statistically significant differences in the level of strategic planning needs of members in the faculty of Arts and Sciences attributed to gender. The job title and the variable of degree type had no statistically significant effect on the level of

strategic planning needs of faculty members in the faculty of Arts and Sciences. In other words, there were no statistically significant differences in the level of strategic planning needs of faculty members in the faculty of Arts and Sciences attributed to the job title and degree type variable.In other words, there was a significant gap in the strategic planning process at Benghazi University, which was evidenced by the absence of key stakeholders. Unfortunately, the strategic plans did not fulfil their intended role in fostering excellence, innovation and competitiveness at Benghazi University. The findings of the study indicate that there is still a considerable distance to be traversed by the faculties in order to become sufficiently contributing and to play the expected critical role in the realization of the strategic plan priorities, goals, objectives and vision 2023-2027. The challenges and issues facing Benghazi University strategic plan are complex and require a multifaceted and collaborative approach from all stakeholders, including the faculty members across all colleges and research centers.

REFERENCES

[1] Albon, S. P., Iqbal, I., & Pearson, M. L. (2016). Strategic planning in an educational development centre: Motivation, management, and messiness. Collected Essays on Learning and Teaching, 9, 207-226.

[2] Machado, M. D. L., Farhangmehr, M., & Taylor, J. S. (2004). The status of strategic planning in Portuguese higher education institutions: trappings or substance?. Higher Education Policy, 17, 383-404.

[3] Hopkins, W. E., & Hopkins, S. A. (1997). Strategic planning–financial performance relationships in banks: a causal examination. *Strategic management journal*, 18(8), 635-652.

[4] Hussein, A. M., Ahmed, M. M., & Khudari, M. Y. M. (2021). The impact of strategic planning in the university's competitiveness according to NIAS. *Academic Journal of Interdisciplinary Studies*, 10(5), 83-83.

[5] Stukalina, Y. (2021). Towards Innovative Education: Developing Digital Learning Strategy in a Modern University. In Reliability and Statistics in Transportation and Communication: Selected Papers from the 20th International Conference on Reliability and Statistics in Transportation and Communication, RelStat2020, 14-17 October 2020, Riga, Latvia (pp. 793-803). Springer International Publishing.

[6] Uusizi, R. O. J. (2020). Planning and developing an online master's in engineering management degree program (Doctoral dissertation, University of Johannesburg).

[7] Caballero, C. (2003). Strategic planning as a prerequisite to strategic marketing action in libraries and information agencies. The Acquisitions Librarian, 14(28), 33-59.

[8] Harahap, A. et, all, Macrozoobenthos diversity as anbioindicator of the water quality in the Sungai Kualuh Labuhanbatu Utara, AACL Bioflux, 2022, Vol 15, Issue 6.

[9] Alzahmi, R. A. (2016). Managers' perceptions of strategic workforce planning and organizational alignment: A single case analysis. The Pennsylvania State University.

[10] Poister, T. H. (2010). The future of strategic planning in the public sector: Linking strategic management and performance. Public administration review, 70, s246-s254.

[11] Fumasoli, T. (2020). Strategic planning in higher education. In The International Encyclopedia of Higher Education Systems and Institutions (pp. 2587-2592). Dordrecht: Springer Netherlands.

[12] Al-Mahdi, O. (2023). Exploring Assistant Principals' Views on Parental Involvement in Bahraini Primary Education. Gulf Education and Social Policy Review (GESPR), 76-106.

[13] Grant, R. M. (2021). Contemporary strategy analysis. John Wiley & Sons.

[14] Williams, J., Dearie, T. N., & Schottlaender, B. E. C. (2013). Bottom-up strategic planning: the uc san diego libraries experience. Library Leadership &Amp; Management, 27(3).

[15] Stensaker, B., & Hermansen, H. (2023). Global, Nordic, or institutional visions? An investigation into how Nordic universities are adapting to the SDGs. Higher Education, 1-17.

[16] Arend, R. J., Zhao, Y. L., Song, M., & Im, S. (2017). Strategic planning as a complex and enabling managerial tool. *Strategic Management Journal*, 38(8), 1741-1752.

[17] Dlamini, N., Mazenda, A., Masiya, T., & Nhede, N. T. (2019)

[18] Giraudou, A., & Mclarney, C. (2014). Benefits and challenges to strategic planning in public institutions. *SDMIMD Journal of Management*, 5(1), 3-13.

[19] Steiss, A. W. (2019). Strategic management for public and nonprofit organizations. Routledge.

[20] Williams, D. A. (2021). Strategic planning in higher education: a simplified b-var model. *International Journal of Educational Management*, 35(6), 1205-1220.

[21]   Di Nauta, P., Iannuzzi, E., Milone, M., & Nigro, C. (2020). The impact of the sustainability principles on the strategic planning and reporting of universities. An exploratory study on a qualified Italian sample. Sustainability, 12(18), 7269.

[22]   Johnsen,Å.(2023).Strategic planning in turbulent times:Still useful?.Public Policy and Administration,38(4), 445-465.

[23]   George, B., Walker, R. M., & Monster, J. (2019). Does strategic planning improve organizational performance? A meta-analysis. Public Administration Review, 79(6), 810-819.

[24]   Philbert l. Vumilia (2020) leveraging the strategic planning process to advance excellence in universities: *Int. J. Adv. Res*. 8(11), 15-33.

[25]   Lumby, J. (1999). Strategic planning in further education. Educational Management &Amp; Administration, 27(1), 71-83.

[26]   Bryson, J. M. (2018). Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement. John Wiley & Sons.

[27]   Aas, C., Ladkin, A., & Fletcher, J. (2005). Stakeholder collaboration and heritage management. Annals of tourism research, 32(1), 28-48.

[28]   Kabui, A. C. W., Machuki, V. N., Yabs, J., & Njihia, J. (2018). Strategic planning process intensity and formality impact on the performance of accredited universities in kenya. International Journal of Business and Management, 13(9), 153.

[29]   Illeris,K.(2018).Lifelong learning and the low-skilled. In Learning,Development and Education(pp.84-97). Routledge.

[30]   Ramos-Monge, E. L., Llinàs-Audet, X., & Barrena-Martínez, J. (2019). Drivers and barriers of University Social Responsibility: integration into strategic plans. World review of entrepreneurship, management and sustainable development, 15(1-2), 174-201.

[31]   Harahap, A. P. Hrp, N.K.A.R.Dewi, Macrozoobenthos diversity as anbioindicator of the   water quality in the River Kualuh Labuhanbatu Utara, *International Journal of Scientific & Technology Research*, 9(4), 2020, pp. 179-183.

[32]   Yip, G. S. (1985). Who needs strategic planning? Journal of Business Strategy, 6(2), 30-42.

[33]   David, F. R., Creek, S. A., & David, F. R. (2019). What is the key to effective SWOT analysis, including AQCD factors. *SAM Advanced Management Journal*, *84*(1), 25-32.

[34]   Goldman, C. A., & Salem, H. (1992). Strategic Planning. *A Development Handbook: Promoting Philanthropy at Independent Schools.*

[35]   Farhoodi, R., Gharakhlou-N, M., Ghadami, M., & Khah, M. P. (2009). A critique of the prevailing comprehensive urban planning paradigm in Iran:The need for strategic planning. Planning Theory, 8(4),335-361.

[36]   Mahdi, O. R.,Nassar,I.A.,&Almsafir,M.K.(2019).Knowledge management processes and sustainable competitive advantage:An empirical examination in private universities. Journal of business research,94,320-334.

[37]   Lim, M. A., & Williams Øerberg, J. (2017). Active instruments: on the use of university rankings in developing national systems of higher education. Policy Reviews in Higher Education, 1(1), 91-108.

[38]   Pincus, K. V., Stout, D. E., Sorensen, J. E., Stocks, K. D., & Lawson, R. A. (2017). Forces for change in higher education and implications for the accounting academy. *Journal of Accounting Education*, 40, 1-18.

[39]   Ii, J. F. W. (2012). Strategic Planning in Higher Education: Implementing New Roles for the Academic Library. Routledge.

[40]   Bassa, A. B. (2015). The Practice of Strategic Planning and Strategy Implementation in Public Universities of Ethiopia. Educational Planning, 22(2), 17-34.

[41]   Ohene, J. B., & Essuman, S. O. (2014). Challenges faced by distance education students of the University of Education, Winneba: Implications for strategic planning. *Journal of Education and Training*, 1(2), 156-176.

[42]   Harahap, Arman ,2018, Macrozoobenthos diversity as bioindicator of water quality in the Bilah river, Rantauprapat, *Medan. J. Phys*.: Conf. Ser. 1116 052026.

[43]   Sywelem, M. M. G., & Makhlouf, A. M. E. (2023). Common Challenges of Strategic Planning for Higher Education in Egypt. *American Journal of Educational Research*, 11(6), 430-439.

[44]   Abraheem, M. K. (2022). The impact of strategic planning on improving job satisfaction: a case study of university of misan. *Akkad Journal of Multidisciplinary Studies*, 1(1), 18-38.

[45]   Al-Awawdeh, W. M. (2017). Strategic planning and innovation: a case study of jordan university of science and technology. International Business Research, 10(9), 159. https://doi.org/10.5539/ibr.v10n9p159.