

Received: February 2023 Accepted: March 2023

DOI: <https://doi.org/10.58262/ks.v11i2.450>

## Enhancing Brainstorming Skills through Strategic Planning Management: A Case Study on Students at King Khalid University

Reda A. Mohammad<sup>\*1</sup>, Abeer B. Al-Hajj<sup>2</sup>, Enjy A. Mostafa<sup>3</sup>, Anjom A. Osman<sup>4</sup>  
Sara S. Mudwi<sup>5</sup>, Hayat Atta Saeed<sup>6</sup>

### Abstract

*The research aims to demonstrate the role of strategic planning in developing the brainstorming skill among female students at King Khalid University. The research community consisted of the students of the Academic Complex of Al-Mahalla Colleges. The results of the study revealed that good strategic planning increases the ability to find many ideas quickly and easily (easy to generate ideas). And that the students' cognitive skills determine responsibilities, which leads to the development of their brainstorming skill at the university, also found that King Khalid University provides its employees with training programs that comply with the objectives of the Strategic Planning Department, and that develop brainstorming skills and raise the efficiency of achievement.”, This means that there is a statistical relationship at the level (0.05) between the degrees of strategic planning and the development of brainstorming skill in the colleges under study. It turns out that there is a positive direct relationship The more strategic planning is applied, the more this leads to an increase in the degree of developing the skill of storming among the members of the research sample, The study recommended that attention should be paid to clarifying the university's vision for students in order to respond quickly to learning, and the university's goals must be flexible and able to adapt to unexpected changes. The objective of this research is to demonstrate how strategic planning plays a crucial role in enhancing the brainstorming skills of female students at King Khalid University. The study focused on students at the Academic Complex of Al-Mahalla Colleges. The findings indicate that effective strategic planning facilitates the generation of numerous ideas quickly and effortlessly, thus improving the ability to brainstorm. Additionally, the study reveals that students' cognitive abilities determine their responsibilities, which in turn contributes to the development of their brainstorming skills at the university. Furthermore, it was observed that King Khalid University provides its employees with training programs aligned with the objectives of the Strategic Planning Department, aimed at enhancing brainstorming skills and improving overall achievement efficiency. Therefore, there exists a statistically significant relationship, at a significant level of 0.05, between the degree of strategic planning and the development of brainstorming skills in the colleges under investigation. The research confirms a positive and direct correlation, indicating that greater implementation of strategic planning leads to a higher degree of skill development in brainstorming among the research sample participants. The study recommends placing emphasis on clearly communicating the university's vision to students to facilitate prompt response to learning opportunities. Moreover, it suggests that the university's goals should be flexible and adaptable to unforeseen changes.*

**Keywords:** Strategic planning, brainstorming, higher education sector, university students.

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<sup>1</sup> Applied College, Al Mahalla, King Khalid University, \* Corresponding Author Email: [redam@kku.edu.sa](mailto:redam@kku.edu.sa)

<sup>2</sup> Applied College, Al Mahalla, King Khalid University

<sup>3</sup> Applied College, Al Mahalla, King Khalid University

<sup>4</sup> Applied College, Al Mahalla, King Khalid University

<sup>5</sup> Applied College, Abha, King Khalid University

<sup>6</sup> Applied College, Tanomah, King Khalid University

## **Introduction**

Universities play a central role in the progress and development of nations. In view of the provided educational service aimed at preparing and training human energies that lead social and economic development, And within the framework of the new direction and the endeavor of all higher education institutions in the Kingdom of Saudi Arabia to achieve Vision 2030 AD, There is a need for universities to review the strategic objectives in order to suit the new stage of development, and to include Vision 2030 within its vision, mission, and performance indicators. an evaluation of its outputs and returns, this is done by carrying out overlapping processes adopted by the leadership when setting goals, programs, and projects. By linking its missions, organizational structures, technologies, systems, and financial and human resources; In a way that serves the realization of Vision 2030 AD. (Al-Shamlan and Al-Fawzan, 2017: 230)

We find that there is a great development in teaching strategies, as many educational institutions have worked on developing teaching strategies in order to make the active learner. (Al-Derbashi, and Abed, 2017: 193-205) The university worked on developing these strategies because of the impact of technology on all areas of life. (Alderbashi, and Khadragy, 2018: 30-38) Because universities are the vital tool in human societies, and the university student is one of the most important outputs that institutions seek to attract, and today there is increasing interest in him and focus on developing his brainstorming skill, due to the importance of his role in economic and social life and the challenges he faces in the labor market. The current study is concerned with the student, Being the pivotal human element in achieving the goals and objectives entrusted to the university related to the desired effectiveness and efficiency, This imposes on the students the necessity of providing capabilities and requirements of their own, which is produced through the development of their brainstorming skill; So that they can face changes and developments, and deal with them efficiently. (Al-Otaibi, 2017: 383).

## **Study Problem and Questions**

In view of the developments that occur in the labor market, and as a result of the processes of development and change that universities are witnessing, and the problems and challenges they face related to several axes, including the teaching process, as they suffer from the standardization of academic courses and the use of traditional teaching methods, This led to an increase in the need for King Khalid University, as the academic and educational edifice, to strategic planning, and how to modernize teaching methods for the benefit of the student. It was necessary to pay attention to the graduate and develop his ability to generate creative ideas. Preparing the graduate with the specifications that qualify him for the labor market, through the preparation of a good strategic plan that helps to develop his knowledge and revitalize him intellectually and mentally. And not to deviate from the specified standards, and then develop experience and trends to upgrade the brainstorming skill. In an effort to develop the concept of individual traits among female students at the university, In preparation for evaluating the brainstorming skill of the talented students to take corrective measures for the curricular programs that define the standards of student excellence at the university, In itself, it is one of the desired goals of King Khalid University to support competitive excellence among universities. The brainstorming strategy is one of the strategies that most help the university to generate new ideas. Providing multiple solutions and alternatives to specific problems. It has also become one of the strategies that have attracted the most attention of the university to develop creative thinking and solve problems, especially in teaching methods and courses taught by students. (Abu Sarhan, 2000)

### **The Research Problem can be Formulated in the Following Questions**

- 1- What is the concept of strategic planning, and what are the characteristics and objectives of strategic planning?
- 2- What is the importance of strategic planning and what are the obstacles to applying strategic planning in university education?
- 3- What is the relationship of strategic planning with entrances to brainstorming among university students?

### **The Significance of the Study**

This study derives its importance through the following:

**Scientific Importance:** This study derives its importance in that it deals with a modern administrative topic, brainstorming, which is the essence of the work of educational institutions.

**Applied Importance:** This research addresses a significant concern by investigating the correlation between strategic planning and the brainstorming skills of female students at King Khalid University. Recognizing the pivotal role of students as the university's true assets, the study aims to shed light on this connection. Moreover, it builds upon prior research in the realm of strategic planning for educational systems, while also expanding the horizons in the field of brainstorming. By doing so, this research endeavors to contribute to the advancement of knowledge and offer fresh perspectives in both strategic planning and brainstorming.

### **Objectives of the Study**

- 1- Identifying the reality of brainstorming in the educational sector under study.
- 2- Determining the importance of strategic planning in developing brainstorming in the educational sector under study.
- 3- Expanding the comprehensiveness of the strategic planning interdependence to predict positive decisions and the mental superiority of students at King Khalid University.

### **Study Approach**

Based on the main objective of the research, which lies in the relationship of increasing the link between strategic planning for university education and the brainstorming skill of the university students under study. The research uses the descriptive method; Understanding the concept of strategic planning and related terminology. Find out the characteristics and objectives of strategic planning, and determine the importance of strategic planning. Determining justifications for adopting strategic planning in university education. A presentation of the strategic planning relationship, the skill of brainstorming, dealing with strategic planning processes, and identifying obstacles to the application of strategic planning in university education.

### **Previous Studies**

Study (Manaseer, 2022) The study aimed to find out the effectiveness of using the brainstorming strategy in teaching Arabic to non-native speakers in Jordan. The research community consisted of all foreign students who learn Arabic in Jordan in various centers,

institutes and universities. A purposive sample of 100 foreign students who are learning Arabic in Jordan was chosen. They were chosen from two institutes for teaching the Arabic language, and a questionnaire was designed and distributed to foreign students. The validity and reliability of the tool was confirmed. After distributing the questionnaire to them manually, all questionnaires were retrieved and analyzed statistically. It was found that the positive attitudes towards employing the brainstorming strategy in teaching Arabic to non-native speakers in Jordan, The study recommended the need to hold courses for Arabic language teachers for non-native students on active learning strategies in general and the brainstorming strategy in particular.

Study (Al-Kaabi, 2022) The study aimed to identify the role of effective strategic planning on the organization, and its role in developing and training human resources in the Ministry of Foreign Affairs sector, where this sector is affected by a group of political, economic and geographical factors, Which effectively affects the organization. The dimensions of the study were represented in the "vision, mission and goals" and their direct impact on the training and development of human resources. The study used a set of statistical analyzes and the use of statistical programs. The study sample consisted of 120 employees from different administrative levels, who were randomly selected from those involved in the training and development process. The results of the study concluded that most of the training programs are of short duration, and that this type of short-term training is not beneficial. The study recommended the necessity of identifying training needs, and then determining the required time period in the field of training.

Study (Al-Ali, 2021) The study aimed to find out the effectiveness of the brainstorming strategy in developing creative writing skills among basic stage female students in Jordan From the perspective of teachers of the Arabic language, the sample consisted of (50) female teachers to teach Arabic in the schools of the Directorate of Education of the Northwestern Badia District. The descriptive approach was used in the study, and the questionnaire consisted of 26 items. It targeted four areas (fluency, originality, flexibility, and expansiveness). The study concluded that brainstorming plays an important role in developing creative writing skills. It also proved that there are no significant differences between the trends attributed to the educational qualification in all fields. The study recommended that the Arabic language teacher's guide should include modern models of teaching strategies and how to use them to develop all language skills. It also recommended conducting studies on the countries of modern strategies to work on teaching Arabic.

Study (Octarina, et al, 2021) The study aims to identify the brainstorming strategy in developing students' ability to speak at the University of Bengkulu, Indonesia in the year 2020-2021, The study relied on the use of action research, and the study sample consisted of 31 students. The study tool was both the test and the observational method. Through it, the researcher evaluates the student's ability in five forms (pronunciation, grammar, vocabulary, understanding, and fluency). The study found a brainstorming strategy capable of improving the student's ability to speak, and the researcher found that there were statistically significant differences between the average degree of students' ability in Experiment No. 1 (62,24), And that the average score of the students' ability to speak in Experiment No. 2 was (68.75), and this is attributed to the use of the brainstorming strategy. The study recommended the need to motivate English language teachers to use the brainstorming strategy in teaching.

Study (Sanaz Khademi Hossseini, 2019), The study aimed to identify the role of brainstorming and strategic planning as preparatory tasks for the accuracy and fluency of speech for learners of

English. The study examined the effects of pre-speaking stage 1 tasks on the oral production of learners of English as a foreign language, including accuracy and fluency. For the study, 75 students and 50 participants were given the Oxford Rapid Placement Test (OQPT) with a score ranging between 40 and 47. The participants were in the intermediate level, Participants were divided into two groups: an experimental group and a control group using a non-random convenience sampling method, where they were given three topics to talk about in two minutes as a pre-test. The experimental group then received treatment through pre-speaking tasks including question and answer tasks, brainstorming, and peer discussion, and the control group received traditional activities such as talking about topics and giving word definitions. during nine sessions, Pre-speaking tasks were taught and in the final session, both groups took the post-speaking test. The data were analyzed through t-tests for independent and double samples, and the results of the study showed the superiority of the experimental group over the control group in the post-test. And I found a significant difference between the post-test of the two groups. The study suggested that English language teachers should prepare speaking tasks before dealing with the topics for discussion to provide learners with sufficient input to participate in speaking tasks, and the need for future studies to verify the results of the current study and further explore the effect of preliminary tasks on students' speaking fluency and accuracy.

Study (Lisa DaVia Rubenstein, 2019), The study aimed to identify the importance of strategic planning for students and how to benefit from the use of strategy while solving creative problems for students. Strategic planning was used and examining specific strategies discussed by the students before engaging in a creative problem-solving (CPS) task (Strategic Planning), and the strategies they report being used during the task and to identify which strategies can best predict specific creative outcomes The study was conducted on a soft sample and interview of 58 fifth and sixth grade students while solving several CPS story tasks. Their responses to the questions (creative fluency, flexibility, originality, interest to stakeholders), and elaboration. While multiple strategies were significantly associated with creative outcomes, study findings demonstrated that stakeholder perspective adoption was the most consistent predictor across creative outcomes. And that planning to take the perspective of stakeholders accounted for 19% of the variance in creative fluency, and 5% in creative flexibility, That's when students reported using a perspective-building strategy, study findings illustrate how a semi-structured interview protocol can illuminate nuances in strategic approaches to CPS as well as provide preliminary evidence to support the development of future interventions targeting perspective-building strategies.

Study. (Al Mutairi, 2015) The study aimed to identify the effect of using the brainstorming strategy on developing creative problem-solving skills among the students of Saud Al-Kharji School in Kuwait. The study sample consisted of (98) male and female students. The sample was distributed in two classes, the first represents the experimental group, which totaled (47) male and female students who were taught through the brainstorming strategy within the course of developing thinking skills in the academic year 2012/2013, and the second represents the control group with a total of (51) male and female students. The tools of the study were a program to use the brainstorming strategy and the Torrance test for creative thinking. Both validity and reliability were checked by the researcher. The results of the study showed that there were statistically significant differences at the level ( $\alpha = 0.05$ ) between the experimental group and the control group in the total score and sub-scores of creative thinking in favor of the experimental group. The study proved the effectiveness of using the brainstorming strategy in developing creative thinking skills. in Kuwait schools. study Sweet, C., & Blythe, H. 2010), The study aimed to identify strategic planning in the process of integrating teaching and learning centers through an effective brainstorming process in universities. I concluded that Centers for Teaching and Learning (CTLs) can place themselves at

the center of university activity and insert themselves into strategic planning, by taking advantage of the effective brainstorming process developed by the authors called the Idea Development Process for Excellence in Academic Learning (I.D.E.A.L.) and shifting to teamwork. The research dealt with the development of the process in the learning community, and the study proved that the development of the process in the university is one of the best practices in brainstorming through the work model. And that the brainstorming process is effective with actual groups inside and outside the university, and I also concluded that “collaboration” is the driver of creativity because innovation always emerges from a series of sparks - never a single flash of light.

## **The Most Important Characteristic of the Current Study**

The study examines a vital and contemporary aspect, which is the relationship between the strategic planning of the organization and the development of the brainstorming skill in academic achievement in the higher education sector in accordance with Vision 2030.

The study investigates the role of strategic planning in developing the brainstorming skill in academic achievement in an educational institution, which is one of the most vital institutions (some colleges of Al-Mahalla Complex in Khamis Mushayt, King Khalid University). Commenting on previous studies: The researchers concluded several important points that serve the objectives of the study, namely:

The current study agreed with the study of (Sanaz Khademi Hosseini, 2019) and the study of Sweet, C., & Blythe, H. 2010) in dealing with the variables of strategic planning and brainstorming and represented the research community in students. It also agreed with the study of Sanaz Khademi Hosseini, 2019 In the recommendations regarding the need for future studies in this field. But it differed with it in the place of application.

The current study agreed with previous studies on the importance of strategic planning for the organization, Al-Kaabi Study, 2022 in terms of the objective of the role of strategic planning in developing human resources, but it differed with it in the research community and the place of application.

It agreed with the study (Lisa DaVia Rubenstein, 2019) on the importance of strategic planning and its role in solving creative problems among students.

It agreed with previous studies (Manaseer, 2022) and with the study (Al-Ali, 2021) in the use of the descriptive approach and in its application to the educational sector, but it differed with it in the place of application, (Octarina, et al, 2021).

It agreed with the study of AlMutairi (2015)) on the importance of using brainstorming strategy in developing students' creative problem-solving skills.

The current study has benefited from previous studies in many aspects, such as: (formulation of the theoretical framework for the study, design of the study tool, and benefiting from the results reached in discussing the results of this study.

## **Study Hypotheses**

The study hypotheses consist of a main hypothesis:

There is a statistically significant relationship between the strategic planning of the organization and the development of the brainstorming skill in academic achievement in the higher education sector.



## Operational Concepts

Strategic planning: is the process of defining the organization's long-term goals and following them up in light of the resources expected to be made available to them. (Al-Burai, et al., 1993: 315)

Strategic planning is defined procedurally as setting the future vision of the organization in the light of each of its internal and external conditions, and formulating its objectives in light of the established vision.

And then determine the strategies and means necessary to achieve those planned goals, so that they are done in a gradual and balanced manner according to the priorities set, and according to the available capabilities in order to bring about development and the desired quality. (Zaidan, 2012: 4)

Brainstorming: It is one of the learning methods, which helps to generate a large amount of ideas, proposals, and solutions put forward by students to find solutions to a specific problem and choose the best alternatives from them.

Students of King Khalid University Reda Mohammed defines students of King Khalid University as individuals who seek to obtain education and knowledge, and have unstable characteristics and changing characteristics according to their age, "physical, mental, psychological and social" that distinguish them from other stages of their lives, and they represent the main goal in the study With the aim of directing their energies and providing them with the skills that make them influential members of society. (Muhammad, 2022: 361).

## Conceptual Framework

### 1-Brainstorming Skill

It is one of the methods used to stimulate the process of creativity in solving problems in various fields of life, and it means generating many ideas that lead to solving the problem in question, and this requires commitment to postponing judgment until the completion of the stage of generating ideas, and this requires the necessity of participation of all members of the group, especially If the session is group. (Abu Sarhan, 2000: 123).

The brainstorming method appeared in the labor market, but it moved from the labor market to the field of education and became one of the methods that received the most attention of researchers and those interested in creative thinking. (Garwana, 2002: 115).

(Afana and El-Geish, 2009: 247) believes that brainstorming is an operation of the brain in order to perform functions quickly, effectively and more efficiently, innovating and producing ideas and reaching new patterns of thinking to treat problems, and this requires the learner to generate as many ideas as possible on a specific topic or situation. Some also define it as an educational conference based on presenting the educational material in the form of situations and problems that allow learners to think collectively and generate the largest number of ideas, and reach solutions that revolve in their minds, and postpone criticism or evaluation until after the time specified for the problem (Osborn, 2001: 151-152).

## **The Importance of Brainstorming Method for Students**

The method of brainstorming in training is one of the modern methods that help in creative thinking and push the potential energies of the trainees in an atmosphere of freedom and safety. And it helps in the emergence of all opinions and ideas so that the trainee is at the top of interaction with the situation presented to him, and this method is suitable for open issues and topics that do not have unified correct answers, (Balackova, 2007) states that it is a tactic introduced by Osorio in the 1930s, and enables groups to solve problems in a creative way, by generating new ideas and accepting the largest number of proposals. It also contributes to the development of creative thinking capabilities (flexibility - fluency - originality), as brainstorming results from the availability of unfamiliar ideas and contributes to generating them fluently and freely. It makes the individual more persevering, prepared, and determined to face failures. Unsatisfactory results may push him to double the effort, and make the student accept unfamiliar and anomalous ideas and transform them into ideas of value in an atmosphere of fun (Al-Nouri, 2002).

### **The Role of a Faculty Member to Develop the Brainstorming Skill**

The roles of the faculty member in learning can be determined through the brainstorming strategy in raising a problem of interest to the learners and related to the curriculum (Reda Mohamed and Zeyada, 2023). Encouraging students to present innovative ideas and solutions, presenting as many answers as possible, discovering solutions, finding proposals, and participating in improving his ideas and reaching final results and paying attention to all the answers without neglecting one of them or ignoring any idea, not being bound by a typical answer, and accepting all opinions, as long as they are within the framework of the topic of the lesson (Al-Dosari, 2005).

Teaching by brainstorming seeks to achieve a set of objectives, including: activating the role of the student in educational situations, and motivating students to generate creative ideas on a specific topic. By searching for correct answers, or easy-to-apply solutions to the issues presented to them, and respecting and appreciating the opinions of others and benefiting from their ideas, through its development and the selection of important ideas and unclear relationships (Afanah and El-Jaish, 2008), they also emphasize on the role of the teacher in this strategy as following:

Formulating questions related to an educational topic or a situation.

Organizing the classroom environment, managing discussions, and recording answers.

Adjusting the learners' classroom movements to brain outputs.

Judging ideas and measuring their level of depth and surrounding the subject.

Generalizing results and solutions related to the subject or problem.

Using the ideas generated from the minds of the learners.

The brainstorming session leads to the generation of the largest number of ideas, and these ideas must be evaluated, and the most appropriate and most important ones should be chosen according to novelty, originality, interest, duration, cost, as well as logic (Al-bwli, Q. 2006:28).

### **The Aim of Using the Brainstorming Method in Teaching (Muhammad, 2003: 19)**

- 1- Activate the role played by the learner in educational situations.
- 2- Motivate the learners to generate new creative ideas towards a specific topic, by searching for correct answers to the issues presented to them or possible solutions.
- 3- The student is accustomed to respecting and appreciating the opinions of others.



4- The student gets used to benefiting from the ideas of others by developing and building on them.

**Steps and Procedures for Applying the Brainstorming Strategy (Khader, 2006)**

The procedures for applying the brainstorming strategy can be defined in several organized steps, as follows:

- A- Defining the problem and presenting it for discussion and analysis.
- b- Reformulate the problem in the form of questions that need to be answered.
- C - Dialogue and group discussion with the aim of addressing the largest number of ideas on the subject to be learned, then choosing the appropriate ones, and bringing the points of view closer between conflicting ideas.
- d- Evaluation and evaluation of ideas and selection of the best appropriate solutions.

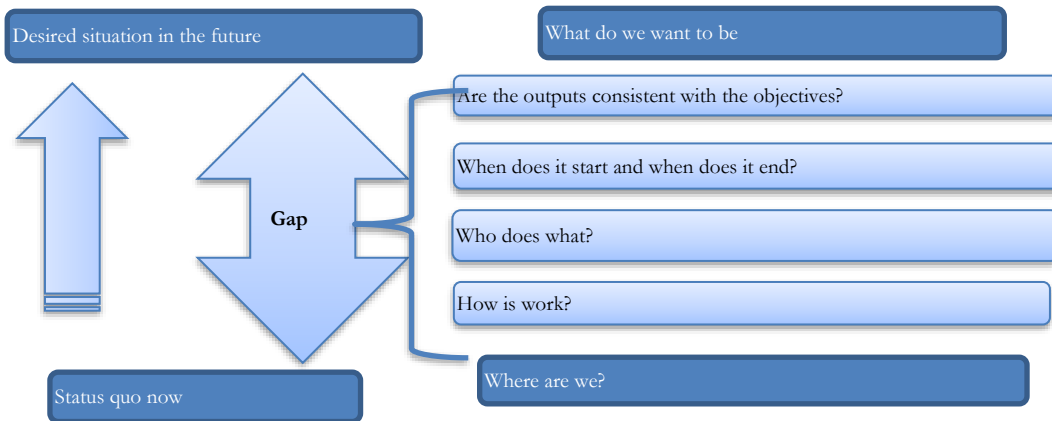
Shola (2009) believes that the brainstorming session goes through a number of procedural stages represented in:

Defining and discussing the problem, which means "the topic of the session" - Reformulating the problem, which means "the topic of the session".

Brainstorming and creating an atmosphere of creativity - Starting the brainstorming process - exciting participants to generate ideas - Evaluation stage.

**2- Strategic Planning**

Strategic planning is the methodology through which the organization can move from just thinking about the daily administrative operations to the ability to face crises and reach a different vision of the internal and external dynamic factors capable of achieving change in the environment. In a way that achieves effective and better direction for the institution, where the new perspective is mainly directed to the future while not neglecting the past, and at the same time realizing the position in which the institution stands. (PMIC Experts, 2004: 9), Planning is defined as the scientific method, according to which scientific measures are taken in order to achieve special goals represented in educating the masses and building public opinion to achieve the desired goal. (Al-Mousa et al., 2007: 19) The roots of the term strategy go back to the Greek origin, which means the art of war. (Rainer, et al, 1995: 11-12).



**Figure (1):** The Concept of Strategic Planning Management (Hawamdeh, Guide to Strategic Planning in Universities, 2015).

## **Importance of Strategic Planning Management**

Strategic planning has become the comprehensive view of all education problems, and it is the development tool and its main means, in addition to its role in the growth of the economy and social life, and its role in the growth of culture and civilization in general. Therefore, countries resort to it, to search for guidance and solutions to the economic, political and social obstacles they face (L. Lerner 1999:2).

The importance of strategic planning in higher education institutions stems from the following:  
- (Al-Jundi, 2002: 70).

Provides the institution with the main thought that contributes to the formation and evaluation of each of the goals, plans, and policies, and contributes to defining the future vision.

It assists the management of the organization in identifying the fundamental issues it faces; And guide them to make rational, rational decisions, and generate in the leaders in the educational institution a sense of the ability to control, evaluate performance.

It helps the leadership of the educational institution to develop a sense of responsibility towards the goals and mission of the institution to avoid obstacles to change, and also helps those leaders to make rational strategic decisions; It enables them to stand in front of current and expected future events. The strategic planning phase results in the formulation of the vision, mission and strategic objectives.

### **A. Formulation of the Strategic Vision**

The vision means: all perceptions, directions, or aspirations in the way that the situation should be, and determining where the institution is heading?

In the sense that it is the mental image of the desired future, as it refers to what the institution aspires to achieve and reach in the future. This is done through the planners of the organization's leaders clearly defining the mental image offering a range of different options; To determine the vision accurately. (Yahawi, 2016: 104). One of the most important characteristics of a successful vision is that it is general, concise, and clear, in addition to its focus on moving towards a better future, as it reflects the ideals of the institution (Al-Marsa et al., 2007:103).

### **B. Formulation of the Strategic Message**

It is the step that follows defining the strategic vision, which is one of the elements of strategic planning. It is the one that summarizes the message in a very brief way about the existence of the institution, as well as defines its nature, and answers the question: Who are we? And what do we want? Some call the term mission mission, because it focuses on the current field of work of the institution and its current identity, what it must do now (Yahawi, 2016:104). The importance of strategic planning is also shown by answering a set of questions that the planner must know before developing his plan, which are (Jibril, 2016:15)

Planning: It is the first element of the administrative process, and without it, the administration becomes unable to perform its tasks.

Accuracy in estimating capabilities: Estimating the quantities in kind and quantity helps the success of the planning process, and planning is linked to reality, and planning is considered a failure, if the capabilities are not estimated and calculated accurately.

Accuracy in implementation: Accuracy in implementation comes through programs, and through them it is possible to determine what must be followed, who is to do it, when, how, from where it starts, and where it ends.

Make the most of your time: Make the most of your time and make the most of it.

Contribute to the outputs of planning: Planning contributes to the outputs of educational and training plans, and the ability to achieve the objectives of the plans.

Maintaining goals: Planning is the guardian of the objectives of any plan.

Facilitating follow-up: This means agreeing in advance to implement a program, in which tasks and work methods are defined, which facilitates the process of follow-up and judgment, with the aim of identifying strengths and weaknesses.

Justifications for the use of strategic planning in the field of education (Dahawy, Al-Meligy, 2011: 97). There are many justifications that led to the need to use strategic planning in the field of education, including discovering the existence of errors in the performance of the institution, and the failure to reach results that are consistent with the objectives set.

The complexity and intertwining of the educational system with other social systems, as well as what exists within the educational system of a group of overlapping and intertwined elements together, and strategic planning by its nature emphasizes the importance of clarifying those relationships of the system with the external environment, as well as within the system itself, and the importance of keeping pace with global and local changes facing institutions education.

The institution's performance differs from that of competing institutions, and here it is necessary to conduct a review and radical change in each of the institution's mission and vision, its strategic objectives, and its strategic plan in search of the real reason behind that failure, so did the goals reflect ambitions greater than the capabilities of the institution or was the plan inappropriate Were there any errors in the implementation of the strategic plan?

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## **Study Methodology**

### **Study Style**

In this study, the analytical descriptive approach was relied upon, which is concerned with describing and analyzing the phenomenon in order to reach accurate conclusions about the phenomenon and its interpretation.

To achieve the objectives of the study, two main sources of information were relied upon as follows:

Secondary Sources: In forming the theoretical framework, the researcher relied on Arabic and foreign books, scientific journals and periodicals, and local, arab and international articles, pamphlets and reports.

Primary sources: The researcher relied on conducting some personal interviews and preparing

a survey list on the subject of the research that was directed to the sample, in order to test the validity of the hypotheses of the study.

## **Study Population and Sample**

### **The Study Population**

The research community is represented by the students of King Khalid University in the Kingdom of Saudi Arabia, where the researchers focused on taking a sample from this community represented in some of the colleges of the Al-Mahalla complex in the university.

### **Study Sample**

The study relied on the stratified random sample method from the colleges of King Khalid University, which is one of the decentralized universities, and due to the large sample of the research vocabulary, the categories that will be subject to study were limited to female employees and faculty members in the faculties of (Applied - Engineering - Science and Arts - Applied Medical Sciences). Their number is (85) with a confidence factor of 95% and an error rate of 5%, during the first semester of the academic year (2022-2023 AD).

### **Study Tool**

The researcher relied on the survey list as a main tool for collecting data from the study sample. The study tool consisted of two main parts:

The first part: included the personal data of the study sample.

The second part: includes the fields of study and consisted of a number of paragraphs distributed to the study sample.

Questionnaire measurement criteria:

The researcher verified the validity of the questionnaire through the following:

The validity of the arbitrators (virtual honesty) and (the validity of measurement) The researcher presented the questionnaire in its initial form to a group of specialists in the fields of accounting, management and statistics, and all opinions agreed upon by the arbitrators were taken.

Procedures for stability of the paragraphs of the questionnaire:

Some descriptive statistical measures were used, including the arithmetic mean and standard deviation, to describe the study variables through the collected data, as well as reliance on analytical statistical methods to test the validity of hypotheses, including Pearson's correlation coefficient to measure the validity of the questionnaire items, and One Way ANOVA to test the significance of the differences. Also, the correlation coefficient to measure the relationship between the independent and dependent variables, as well as simple linear regression analysis.

## **Statistical Analysis Methods**

After completing the data collection, the computer was used based on the Statistical Packages for Social Sciences program, which stands for SPSS, in order to conduct the appropriate statistical analysis of that data and test the validity of the study hypotheses.

**Description of the Study Sample According to Personal and Job Data**

The characteristics of the study sample can be presented according to some personal and functional data, as follows:

**1- Distribution of the Study Sample According to Age**

**Table No. (1):** Frequency Distribution of the Study Sample According to the Variables (Age and Academic Major).

The Age	The Number	Percentage	Qualification	The Number	Percentage
18 years and under	22	%26	Diploma	54	%63.5
From 18 to 25 years old	40	%47	BA	31	%36.5
From 25 and over	23	%27	the total	85	%100
Total	85	%100			

**Source:** Prepared by the Researchers from the Field Study, 2022.

From the above table, it is noted that most of the respondents of the sample belong to the age group from 18 years to 25 years, as their number reached 40, with a percentage of 47%, and the lowest age group for the respondents was from 18 years to less than 18 years, and this indicates the extent of awareness of the respondents. Despite their young age, they have the ability to provide answers that benefit the study. And that most of the respondents hold a diploma, with a percentage of 54 students, with a percentage of 63.5%, while the percentage of respondents was the lowest percentage of female students holding a bachelor’s degree from 31 years, with a percentage of 36.5%, which is attributed to the maturity of this group and their interest in serious participation. To reach results that can be used in their academic lives.

**Study Tool:** It relied on the survey list as the main tool for collecting data from the study sample.

The second part: includes fields of study and consisted of (21) phrases

Questionnaire measurement criteria: The researchers verified the validity of the questionnaire through the following:

The veracity of the arbitrators (virtual honesty), the researchers presented the questionnaire in its initial form to a number (3) specialists in the fields of accounting, management and statistics, and all the opinions agreed upon by the arbitrators were taken.

**Procedures for the Stability of the Questionnaire Statements**

Some descriptive statistical measures were used, including the arithmetic mean and standard deviation, to describe the study variables through the collected data, as well as reliance on analytical statistical methods to test the validity of hypotheses, including Pearson's correlation coefficient to measure the validity of the questionnaire statements, and One Way ANOVA to test the significance of the differences. And also the correlation coefficient to measure the relationship between the independent and dependent variables, as well as simple linear regression analysis.

**Stability and Honesty Coefficients**

The stability coefficient shows the relative stability of the results in the responses of the respondents if the questionnaire is repeated or repeated over them again under the same

conditions and during a specific period, and the Cronbach alpha coefficient was relied upon, which is used to measure the stability of the questionnaire list phrases, and the stability coefficient for all the questionnaire phrases reached ( 0.901), and this means that the value of the stability coefficient for all the expressions is high, and thus it is higher than the minimum required to reach the minimum stability level of 75. Thus, the degree of stability for all areas of the questionnaire is considered acceptable, and the value of the stability coefficient for the questionnaire expressions can be clarified in the following table:

**Table No. (3):** The Reliability and Validity Coefficient of the Questionnaire Statements

m	Stability coefficient	honesty coefficient	M	Stability coefficient	honesty coefficient
1	0.907	0.952	12	0.896	0.947
2	0.894	0.946	13	0.904	0.951
3	0.899	0.948	14	0.895	0.946
4	0.893	0.945	15	0.901	0.949
5	0.901	0.949	16	0.895	0.946
6	0.897	0.947	17	0.895	0.946
7	0.904	0.951	18	0.891	0.944
8	0.899	0.948	19	0.891	0.944
9	0.896	0.947	20	0.884	0.940
10	0.894	0.946	21	0.893	0.945
11	0.894	0.946	the total	0.901	0.949

The validity coefficient indicates the validity of the study tool (questionnaire) for the purpose for which it was used, and the validity coefficient was calculated for all the questionnaire statements, as it was shown from the previous table that all the validity coefficients for all the questionnaire statements amounted to (0.949), and this means that the value of the validity coefficients for all the questionnaire statements High, which is higher than the minimum level required to reach the acceptable level of honesty (0.75). Thus, all areas of the questionnaire are considered true to what they were set for.

- Presenting and discussing the results. It is necessary to present the results, accompanied by questions, and then explain the procedures.

1- The answer to the first question: What is the reality of brainstorming among students of the Academic Complex of Al-Muhallala Colleges at King Khalid University from the point of view of the students?

**Table No. (4):** Questioner Paragraph Analysis.

M	Paragraph	SMA	standard deviation	Relative importance	Rank	practice level
13	Students' cognitive skills determine responsibilities, which leads to developing their brainstorming skills at the university.	4.58	0.521	91.57%	2	Very large
1	The university has clear and specific strategic visions for the aspiration of university students.	4.31	0.467	86.27%	3	Very large
4	The university provides its employees with training programs that are compatible with the objectives of the strategic planning department, which develop brainstorming skills and raise the efficiency of achievement.	4.31	0.697	86.27%	4	Very large
2	The brainstorming strategy helps to improve the student's knowledge, which increases his academic achievement	4.12	0.755	82.41%	11	big



M	Paragraph	SMA	standard deviation	Relative importance	Rank	practice level
3	The faculty member gives the learners an opportunity to present their ideas and not criticize the ideas of others	4.30	0.487	86.02%	5	Very large
5	The brainstorming strategy helps to arouse the student's interest and motivate him to innovate.	4.18	0.683	83.61%	7	big
6	Encouraging teamwork and achieving positive interaction among students helps fight intellectual inertia.	3.64	0.932	72.77%	18	very small
7	Providing information works to increase the capabilities of workers in research and to devise modern ways and methods to solve problems related to sustainable development.	3.99	0.862	79.76%	13	Medium
8	Clarifies the university's vision for students to respond quickly to learning and academic achievement.	3.54	0.786	70.84%	19	very small
9	The university's goals are flexible and able to adapt to unexpected changes.	3.54	0.786	70.84%	20	very small
10	University goals are clear to students, measurable, and express expected results.	3.87	0.985	77.35%	13	big
11	Applying strategic planning within the educational sector leads to an increase in cognitive ability and facilitating the exchange and sharing of knowledge among students, which leads to the development of their brainstorming.	4.30	0.487	86.02%	6	Very large
12	University plans help give students unusual and unfamiliar ideas.	3.63	0.76	72.53%	17	small
13	The university works to harmonize strategic planning and enhance students' thinking skills.	3.76	0.709	75.18%	16	small
14	The goals of the university are motivating the abilities and skills of students in order to develop and improve the level of performance	4.18	0.647	83.61%	8	Very large
15	The university's mission is clear, easy, and specific, conducive to creativity and innovation.	4.14	0.627	82.89%	10	Medium
16	The strategic planning process contributes to revealing students' weaknesses and identifying their strengths	3.86	1.072	77.11%	14	small
17	The strategic planning process contributes to the review of operations in a way that is commensurate with the set objectives.	4.00	0.911	80.00%	12	big
18	Strategic planning develops knowledge and intellectual and cultural activation of students	4.14	0.646	82.89%	9	Medium
19	Good strategic planning increases the ability to generate many ideas quickly and easily (ease of generating ideas).	4.65	0.504	93.01%	1	Very large
20	The ability to properly link ideas to each other (idea genesis)	3.78	0.585	75.66%	15	small
	The overall average of the questionnaire items	4.05	0.4342	80.93%		

It is clear from the previous table that the total score of the respondents' answers to the questionnaires was high, with an arithmetic mean of (4.05) and a standard deviation of (0.4342).

The respondents' highest responses to the phrase were:

- 2- The statement that states: good strategic planning increases the ability to generate many ideas quickly and easily (the ease of generating ideas)

- 3- And the phrase that states: "Students' cognitive skills work on defining responsibilities, which leads to developing their brainstorming skills at the university."
- 4- The phrase states: "The university provides its employees with training programs that are compatible with the objectives of the Strategic Planning Department, which develop brainstorming skills and raise the efficiency of achievement."

### The Respondents Answered the Least for Each of the Following

The statement states: "The university's vision is clarified for students in order to respond quickly to learning."

The statement states: "The university's objectives are characterized by flexibility and the ability to adapt to unexpected changes."

### Hypothesis Tests

The study hypothesis states the following: There is a statistically significant relationship between the strategic planning of the organization and the development of the brainstorming skill in academic achievement in the higher education sector.

To test this hypothesis, a number of tests were carried out, as follows:

#### A. Correlation Coefficient

The following table shows the correlation coefficient of strategic planning of the organization and the development of brainstorming skill in academic achievement as a dependent variable

**Table No. (5):** Correlation Coefficient.

Brainstorming skill	the test	Variable
0.663	correlation coefficient	Organizational strategic planning
0.000	Moral	

It is clear from the previous table that there is a statistically significant correlation of 66.3% at a significant level of 0.05 between the strategic planning of the organization and the development of the brainstorming skill of female students.

#### B. The Coefficient of Determination:

**Table No. (6):** Coefficient of Determination.

standard error	Modified coefficient of determination	The coefficient of determination	the independent variable
0.4509	0.432	0.439	Organizational strategic planning

The previous table shows that the coefficient of determination  $R^2 = 0.439$ , which means that strategic planning explains the change in brainstorming by 43.9%, while the remaining percentage is explained by other variables that were not included in the regression relationship, in addition to random errors resulting from the sampling method, measurement accuracy, and others.

#### C. Analysis of Variance ANOVA Test

**Table No. (7):** Analysis of Variance.

Moral	F	mean of squares	degrees of freedom	sum of squares	Statement
.0000	63.398	12.889	1	12.889	Regression
		0.203	81	16.467	residuals
			82	29.355	the total

It is clear from the previous table that there is a direct significant correlation between the strategic planning of the organization and the development of brainstorming skills in academic achievement. mistakes.

**Regression Analysis**

**Table No. (8):** Analysis of the Regression Results.

Moral	t test	standard	non-standard	Sample	
		transactions	transactions		
		beta	Beta	standard error	
0.000	6.12	0.663	0.329	0.538	Constant
.0000	7.96		1.04	0.131	Organizational strategic planning

It appears from the previous table that the values of the "T" test for the organization's strategic planning variable are significant at a significant level of 0.05. This shows the strength of the regression relationship between the organization's strategic planning and the development of brainstorming skill in academic achievement.

From the above, the hypothesis can be accepted, that is: There is a statistically significant relationship between the strategic planning of the organization and the development of the brainstorming skill in academic achievement.

**Results**

The results of the study proved the existence of a statistically significant relationship between strategic planning and the development of brainstorming, which would lead to a higher level of achievement among university students.

It is clear from the results of the study that the respondents support, to a high degree, that the highest responses of the respondents came to the phrase that states: Strategic planning increases the ability to generate many ideas quickly and easily (the ease of generating ideas).

The results of the study proved that the respondents confirm, to a high degree, that the university provides its employees with training programs that are compatible with the objectives of the Strategic Planning Department, which develop the brainstorming skill and raise the efficiency of achievement. 2280.(MY KKU)

The university administration encourages all its employees to search for knowledge related to its scientific publishing activities, and that the use of knowledge management in the concerned colleges leads to the improvement of the whole system within the university.

The results of the study confirmed that the university is working in its faculties to transform knowledge into action plans that are easy to implement, and that the application of strategic planning within the educational sector leads to an increase in knowledge capacity and facilitates the exchange and sharing of knowledge among students, which leads to the development of brainstorming in them in order to generate ideas New.

There are statistically significant differences between the answers of the study sample about their knowledge of the concept of knowledge management, and this is due to the difference in the educational level among them.

## Recommendations and Suggestions

In light of the findings of the study and its interpretations, the researchers recommend the following:

- The need to pay attention to clarifying the university's vision for students in order to respond quickly to learning, and the university's goals must be flexible and able to adapt to unexpected changes.
- The need to identify a specialized professional work team from within the educational institutions whose main work is to develop the skill of brainstorming and to prepare appropriate programs within standards commensurate with the needs of the faculties.
- Providing technological capabilities and new knowledge in educational institutions with the high efficiency necessary to manage the development process of brainstorming for students.
- Providing curricula makers with sufficient and clear information on the importance of the brainstorming strategy to take this into account in designing and planning curricula.
- Given the novelty of the subject of the study, the researchers suggested the need to conduct more research and complementary studies in order to investigate the impact of using strategic planning on the brainstorming skill on other variables related to the educational process, such as attitudes towards learning, creative thinking, and objective thinking.

## Thanks, and Appreciation

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Small group Research Project under grant number RGP1/23/44

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## Locations

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