

# THE IMPACT OF STRATEGIC ORIENTATION ON THE PERFORMANCE OF EMPLOYEES

Soulaf Abdalqadir Hameed Alsady

College of Nursing, Misan University, IRAQ. Email: Soulafah@uomisan.edu.iq Orcid:

<https://orcid.org/0000-0001-7668-4144?lang=ar>

Almansour Ajeel Farhan Mansour Alsadoon

PhD student University of Sfax/Faculty of Economic Sciences and Management in Sfax

2 almansour.ajeel@gmail.com Orcid: <https://orcid.org/0009-0008-9367-7569>

## Abstract

This research was tested at the University of Maysan, and the research included the research methodology in terms of the problem, importance, and goals. The research also addressed the concept, importance, and dimensions of strategic direction represented by (strategic vision, strategic mission, strategic goals, organizational values), as well as presenting the concept, importance, and dimensions of employee performance represented by (Quality of work completed, commitment, quantity of work completed), as for the practical aspect, The simple random sampling method was used by the researcher to distribute the questionnaire forms to a sample of employees at the College of Nursing at the University of Misan, supposing that the community is homogeneous. An appropriate sample was chosen, in which 80 questionnaires were distributed to a sample of employees at the College of Nursing. Seventy-five valid questionnaires were retrieved for analysis, which expressed a response rate of 90%.

**Keywords:** The concept of strategic direction, The concept of employee performance, Strategic Vision.

## Introduction

The strategic orientation has become one of the important contemporary administrative concepts related to determining the future of educational organizations. It expresses a realistic understanding of what is happening in the internal environment of the educational organization. Also, it seeks to identify its strengths and weaknesses, and knowing the external environment of the organization and identifying the opportunities and risks involved. In addition, strategic orientation in educational organizations expresses the way in which strategic goals will be accomplished to increase the positive elements and reduce the negative ones and surrounding their work, and with the growing intensity competition. The organizations make many reforms to overcome the obstacles facing the departments in these organizations, including educational organizations that prevent the provision of quality, speed and rational service, which is one of the most important problems most prevalent is the performance associated with the performance of human resources, as the lack of qualified manpower causes continuous reorganization, and large-scale organizational changes in departments. This research was conducted at Maysan University, and the first section included research methodology: the problem, importance, goals and hypotheses. The second section

---

dealt with the concept, importance and dimensions of the strategic orientation (strategic vision, strategic mission, strategic goals, organizational values), as well as presenting the concept, importance and dimensions of the performance of employees represented by (quality of work done, commitment, quantity of work completed), while the third section included the practical side, while the fourth is the most important conclusions and recommendations.

### **The first Section: the methodology**

**First: the problem of research.** The research problem can be found in the following questions:

- 1 . Does Maysan University (College of Nursing) research community have a strategic orientation that enhances the performance of its employees?
- 2 . What is the impact of the strategic orientation on the performance of the employees in the research college?
- 3 . What is the nature of the correlation between the dimensions of the strategic orientation and the performance of the employees in the college studied?

### **Second: The importance of research.**

The study is important because of it aims at:

1. Knowing the importance of the role played by the four dimensions of the strategic orientation (strategic vision, strategic mission, strategic goals, organizational values) in influencing the performance of employees in its three dimensions (quality of work performed, commitment, quantity of work completed).
- 2 . The current research contributes to raising the motivations of the studied college in improving the performance of its employees continuously.
- 3 . Diagnosing the reality and capabilities of the college and its readiness to develop its performance, knowing the reality of the work it does, raising the level of efficiency and effectiveness, and getting rid of the work that adds value to it by using the strategic direction.

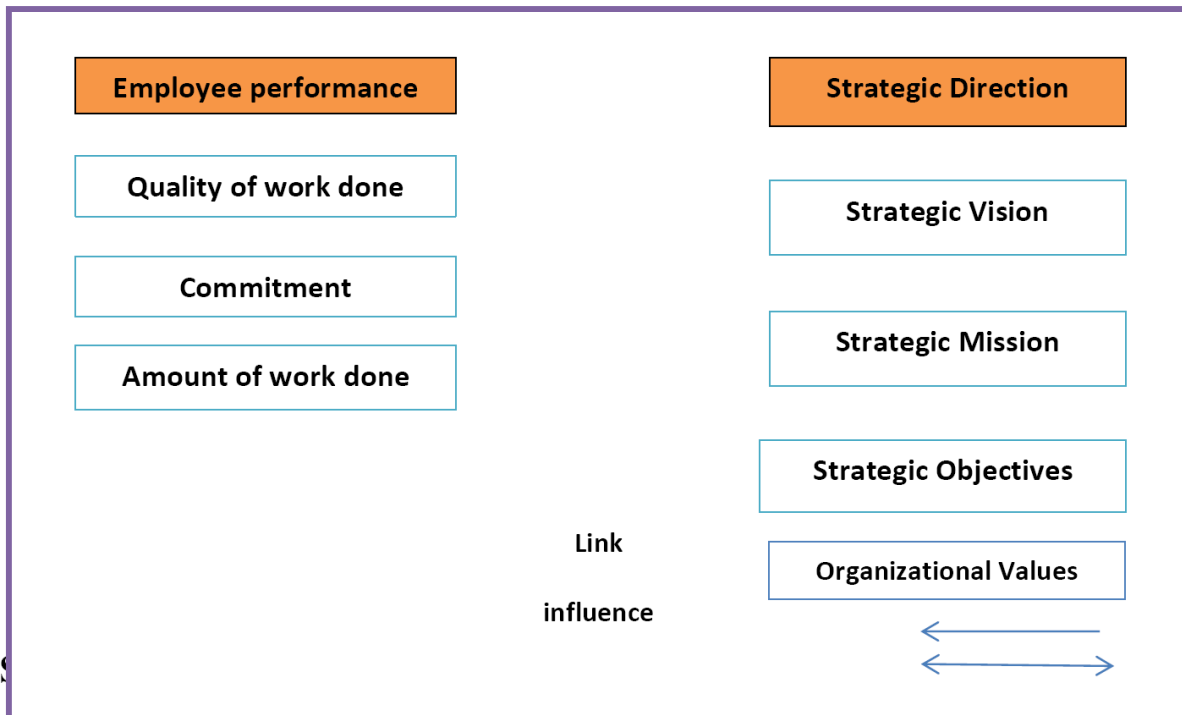
### **Third: Research objectives at:**

- 1 . Determining the level of the college surveyed towards the community that provides it with a service.
- 2 . Showing the level of orientation of the college towards the performance of employees.
- 3 . Explaining the nature and strength of the relationship between strategic orientation and employee performance.
- 4 . Revealing the importance of each dimension of the strategic direction, and which one is more influential in the performance of employees.
- 5 . Enabling the research college to maximize its ability to achieve success with its performance.

### **Fourth: the hypothetical scheme of the research.**

The hypothetical chart provides an expressive picture of the idea of the study, and shows the nature of the relationships and trends affecting between its variables, as in Figure (1) below. The scheme consists of two types of variables, the independent variable represented by the

strategic direction, and it was presented through four sections (strategic vision, strategic mission, strategic objectives, organizational values), while the dependent variable is represented by the performance of employees, it was presented in three sections (quality of work performed, commitment, quantity of work done), and the expected result is to raise the level of the performance sections of the employees in the college studied.



Source: Prepared by the researcher.

Figure (1) Hypothesis of the research

**Fifth: Research hypotheses.**

Based on the problem of the study and its objectives, the following main and sub-hypotheses were selected:

The first main hypothesis (the existence of a statistically significant correlation at the level of (0.05) for the strategic orientation in its four dimensions and the performance of employees at Maysan University). From this hypothesis the following sub-hypotheses emerge:

The first sub-hypothesis: (the existence of a statistically significant correlation at the level of (0.05) between the strategic vision and the performance of employees).

The second sub-hypothesis (the existence of a statistically significant correlation at the level of (0.05) between the strategic mission and the performance of employees).

The third sub-hypothesis (the existence of a statistically significant correlation at the level of (0.05) between the strategic objectives and the performance of employees).

The fourth sub-hypothesis (the existence of a statistically significant correlation at the level of (0.05) between organizational values and the performance of employees).

The second main hypothesis (there is a statistically significant significant effect at the level of (0.05) of the strategic orientation in its four dimensions on the performance of employees at Maysan University). From this hypothesis the following sub-hypotheses emerge:

The first sub-hypothesis: (There is a statistically significant significant effect at the level of (0.05) of the strategic vision on the performance of employees).

The second sub-hypothesis: (There is a statistically significant significant effect at the level of (0.05) the strategic message on the performance of employees).

The third sub-hypothesis: (There is a statistically significant moral effect at the level of (0.05) strategic objectives in the performance of employees).

Fourth sub-hypothesis: (There is a statistically significant significant effect at the level of (0.05) of organizational values on the performance of employees).

**Sixth: the population and sample of the research.**

Maysan University was chosen as one of the formations of the Ministry of Higher Education and Scientific Research as a field of application, as the researcher distributed (75) questionnaires to the employees of the Faculty of Nursing, and all of them were retrieved, after the university administration expressed its acceptance in cooperation with the researcher in distributing the questionnaire directly to the employees of the college. The following table shows the social characteristics of the research sample.

Table (1) Description of the research sample

Ratio	Number	Category	Information
	55	Male	Gender
	20	Female	
	0	Less than 25 years old	Age Group
	19	From 26 to 35 years	
	39	From 36 to 45 years old	
	17	46 years and above	
	22	preparatory and below	Education
	9	Diploma	
	26	Bachelor	
	18	Graduate	
	7	Less than 5 years	Years of service
	11	6-10 years	
	27	11-15 years old	
	30	16 years and above	
	7	Head of Department	Career Center
	8	Division Manager	
	60	Employee	

Source: Prepared by the researcher based on computer sources.

**Seventh: Research methodology.**

The researcher relied on the exploratory approach as a means of collecting the necessary data for the research requirements by distributing the questionnaire to university employees in order to poll their opinions, analyze and interpret the data obtained and extract the product from it. So it is a descriptive analytical approach to the research sample, and an exploratory approach to use the questionnaire.

**Eighth: Research limits.**

1. Objective boundaries: (the impact of strategic orientation on the performance of employees).
2. Human boundaries: a sample of employees in the Faculty of Nursing.
3. Spatial boundaries: The spatial boundaries of the research included Maysan University (College of Nursing) within Maysan Governorate.
4. Time boundaries: The research period lasted from 1/3/2023 to 30/10/2023 in writing the theoretical and methodological aspect, distributing and analyzing the questionnaire, and writing conclusions and recommendations.

**Ninth: Data collection methods.**

1. The theoretical aspect: The researcher relied on the theoretical side on Arab and foreign sources that formed the topics of her research from books, periodicals, letters and theses.
2. The practical aspect: The researcher relied on the questionnaire form in collecting data collected according to the "Likert five-point" scale.

**Tenth: Methods used in statistical analysis.**

1. Descriptive statistical methods (percentages, weighted arithmetic means, standard deviations, relative importance).
2. Statistical tools and methods used in hypothesis testing (Spearman's simple correlation coefficient, simple linear regression coefficient).

**The second topic (theoretical framework)**

**First: The concept of strategic direction.**

The beginnings of the use of the term strategic orientation date back to the researchers (Miles & Snow, 1978 ), when they classified strategic directions in different business organizations into four directions (prospector, advocate, analyst, responder), but the first to use this term as a tool to evaluate and measure the main dimensions of the strategy regarding the level of business, (Venkatraman, 1989). Although the first beginnings of this term go back to the researchers miles & snow 1989, but it received increasing attention from writers and researchers in the field of management sciences, as it is one of the most important forces in the strategy of educational organizations, as it drew the attention of scientists in various disciplines such as: marketing, entrepreneurship, and management, which are seen as principles that guide and affect the various activities of organizations in their efforts to achieve the best performance in the market and ensure viability, (Abdullah and Masri, 2021: 5 ). The concept of strategic orientation can be viewed from two angles: the first: it is considered a

major function characterized by comprehensiveness, as is the case of the basic functions in the educational organization, being a process related to determining the methods that guide the organization's activity, which constitutes the main goal of the organization, while the second angle seems to be the logic and directions of administrative actions consciously planned and accomplished with a great deal of integrity and practical responsibility Formulation of strategic direction, (gesture, 2008: 13 ). The interest of researchers and writers in strategic orientation has increased, and therefore their opinions and orientations must be identified in order to develop a comprehensive concept, as shown in Table (1), prepared by the researcher, a number of concepts as follows:

Table (2) The concept of strategic orientation according to the opinions of a number of researchers

Concept	Researcher and Sunnah	t
Strategic Orientation: The extent to which the leaders of educational organizations are aware of the environment around them, and what is their response to the developments that occur.	Hit , et al 2000:12	1
An organization's way of organizing business and activities through a set of inherent values and beliefs that the organization faces in performance.	Zhoua and other, 2005 : 44	2
A concept derived mainly from market orientation, as it is intended to measure the performance and activity of an educational organization.	Deek & Lian, 2008: 45	3
Strategic orientation is the orientation of the educational organization to create appropriate strategic behaviors to achieve unique and distinguished performance among competing organizations.	Reulink, 2012 : 2	4
A set of decisions taken by the educational organization with the aim of reaching appropriate behaviors to achieve outstanding performance at work.	Jasmy, 2016 : 200	5
It expresses the ability of the educational organization to guide its strategies in creating a good reputation among its customers according to market requirements in order to sustain competitive advantages.	Kanagal, 2017 : 55	6
It is a tool and a means to organize organizational efforts aimed at achieving effective communication between all administrative levels in the educational organization in order to form a certain pattern of unified thinking.	Saghour, 2020 : 5	7

Source: Prepared by the researcher based on the sources contained therein.

**Second: The importance of strategic direction.**

The statement of the importance of the organization's strategic orientation accurately and clearly represents the first and basic task of the senior leadership in educational organizations. This is because determining the orientation in an integrated manner is the basis for various other activities in terms of setting goals, selecting strategies, developing plans, allocating resources and other activities in the organization, as well as being a tool for coordinating efforts within the organization and a key axis in achieving effective communication between all levels, (Al-Ajmi, 2011: 13 ). The importance of the strategic orientation lies in its ability to enhance the forecasting process in the future, in a way that reduces the complexity of uncertainty that educational organizations are exposed to in their work, in addition to that it is a tool to possess competitive advantage through its solutions to the problems and obstacles facing organizations and the changes associated with globalization from liberalizing markets and increasing competitiveness among all organizations in all fields, (Hunger, 2013: 9). The

---

importance of strategic orientation in educational organizations also represents the gains they achieve as a result of its application, which allows them the ability to pay attention to important issues related to their direct work in their work, and to provide information that may help managers develop long-term strategic visions, (Al-Shammari, 2021: 5). The importance of the orientation is reflected in the views presented towards the above concepts during participation in opening the windows of thinking for senior management towards the future prospects of the educational organization and working to restore internal excellence and build a good competitive position for the educational organization, and then determine a clear, specific and accurate strategic direction, which must be based on several pillars, the most important of which are: strategic information system, audit systems, control systems, and future environmental forecasts for the educational organization, (Al-Rahawi and Al-Naama, 2018: 6).

### **Third: Dimensions of the strategic direction.**

There are many views regarding the dimensions of the strategic orientation in terms of number and classification, and according to the strategic literature, which is naturally subject to a set of philosophical opinions from which researchers and writers in the field of strategic management proceed. Yet, there is consensus that strategic vision, strategic mission, strategic goals, organizational values are among the main dimensions on which the strategic thinker relies in drawing the directions of educational organizations (Hussein and Salman, 2020: 9)

**1. Strategic Vision:** A vision is a picture of what an organization wants to be in the future, in other words what it wants to achieve in the end, (Hett, 2007: 19). It is also defined as the future path of the organization that determines the interface it wants to reach, the market position it wants to achieve, and the type of capabilities and capabilities that it plans to develop, (Al-Ammari, 2017: 29). As for the strategic vision, it means a picture or mental imagination that draws what awaits the educational organization at the end of the road, and this vision is the future conditions of the educational organization regarding everything related to products, market share, financial conditions and other components and elements of this image, (Saad and Nasser, 2018: 6). The first step of the official or strategic manager usually begins with the formulation of a comprehensive vision for the organization, in order to be a future vision for the work of the department, and the strategic vision includes the meaning of broad horizons in the coming time, and going towards the uncertain future, and the strategic vision is a system that helps strategic management in making the right decisions on estimating the necessary resources and financial costs necessary to reach the desired goals. It is conceived by the strategic management formulated in a literary language characterized by simplicity and clarity, and an influential emotional language that addresses the heart and soul, and attracts the attention to workers, focused on creativity and the desire to excel, and a coherent, exciting and bold phrase in its call for change for the better, and must be as realistic and achievable as possible, (Khamis, 2018: 9). The importance of the strategic vision in educational organizations in monitoring the current work of the organization and controlling the future in a competitive environment, encouraging fundamental changes in the organization's culture and

---

basic behaviors, and keeping the educational organization away from failures, (Sharifi, 2019: 10).

**2. Strategic Mission:** it is the overall goal of the educational organization and describe the main reason for its existence in the market, (Daft, 2010: 60). Or it is a clear official declaration that distinguishes the organization from other organizations, as it is defined as a written statement that injects the purpose of the organization's existence and indicates the field in which it will operate, (Mahal and Al-Tikriti, 2018: 30). The mission is the main area in which the organization works, as it explains the answer to the questions that are, who are we? And what do we do? And why do we exist? What is our *raison d'être*? (Al-Jarjari and Al-Obaidi, 2021: 15). The strategic message is the second dimension of the strategic direction, and is prepared in the light of a vision, it represents the purpose of the educational organization and the reason for its existence or statement of its work, as for the areas covered by the mission of the educational organization, it is in answering the following questions: Who are your students? What services do you provide? Where do you compete? Interest in technology? Are you committed to the social and economic goal? What is your organizational philosophy? What are the outstanding abilities in the educational organization? What is the attitude of your organization towards employees? If the vision is formulated, one of the most important conditions for its development is to be flexible, and since the message stems from the vision. It must also be flexible, in order to be more consistent and adapted to environmental changes. The vision and mission represent the bridge that connects the present educational organization and its future, which it aspires to reach. The mission statement must be reconsidered continuously, if it will be necessary in the light of new information in terms of types of services and stakeholders. It is noted from this that the strategic importance of the message is one of the main pillars in the work of the organization that explains why it exists in the environment, (Mohammed and Khalaf, 2016: 10).

**3. Strategic objectives:** it is a set of future results that the educational organization is trying to achieve, or a set of desired ends of the organizational act, or is the ongoing reason for the existence of the educational organization, (Al-Sabah, 1999: 70). It is also defined as the general measurable goals that help support and accomplish the mission of the educational organization (Gotes, 2010: 5). The strategic goals are the backbone adopted by the educational organization in the strategic planning process, as through them the general framework for the activities and work it carries out is determined, so it represents a logical and realistic extension by achieving the organization's future vision and its lofty mission for survival, continuity and excellence, (Al-Kush, 2021: 8). After the process of defining the vision and mission, the director or senior management responsible for the strategic plan begins to set strategic goals, and this process is not easy because it is a reason for the continuation of the educational organization and its success in its work, so it must be accurately determined because any mistake leads the educational organization to a crisis at work and a great predicament, (Hassan, 2019: 15). It gives a detailed picture of the planned direction, as well as it provides a solid basis for the decision-making process in the educational organization, helps in introducing the organization to the surrounding environment in which it operates, and helps in evaluating the



performance of individuals and benefiting from this evaluation in developing some policies, including the promotion of individuals, incentives, transportation, and others (Abdul Hussein and Madloul, 2020: 18).

**4. Organizational values:** it is a set of principles that work to control the behavior of employees objectively so it is a criterion for measuring the degree of correctness of the individual's behavior, or their error during the performance of activities in the organization, (Zarqa, 2021: 145). They can also be the principles used by working individuals to determine desirable, desirable, beloved or unloved behavior, attitudes, and outcomes, (Harrison and John, 2010: 81). The values are part of the organization's educational culture and the set of foundations and ethics that the organization believes in and governs its work and considers it a guide and guide, and through it the organization can achieve the right and prevent error, and the relationship between it and workers, whether at home or abroad, (Hussein, 2021: 7). There is a variation in the concept of organizational values according to the nature of the organization's work and objectives, material values are the organization's educational endeavor to be characterized by all its employees behavior based on achieving economic and social returns, whether in profits or market share, without being linked to ethics or good behavior, either moral values are moral obligations, principles and foundations related to the behavior and behavior of employees and business culture that must be applied in the areas of business, including: transparency, the adoption of an open-door policy, the rejection of bribery and fraud, the encouragement and honor of the distinguished, the legitimate commitment, openness to society, science, communication channels, teamwork, humanitarian dealing, ethics is the best way to advance societies and others, (Jallab, 2013: 8).

**Fourth: The concept of employee performance.**

It is a performance in the language from a source of performance and is the thing performed it. The performance performed the work done, either idiomatically which means scientific results, achievements, or the work done by the workforce, (Sabah, 2019: 9). The success of educational organizations is related to the adequacy of their workforce, so researchers have paid attention to the concept of performance because of its importance for individuals and the organization alike, educational organizations that try to improve the performance of their employees by training and motivating them to reach their goals and according to specific standards. Some researchers are interested in the economic aspect in determining the dimensions of performance, while others rely on taking into account the organizational and social aspect, (Al-Azzawi, 2021: 10). Performance usually refers to the level of achievement and completion of the tasks constituting the individual's job, which reflects the way in which the individual achieves or satisfies the needs of the job, and often there is an overlap between performance and effort, the effort refers to the energy expended, but performance is measured on the basis of the results achieved by the individual, (Al-Serafi, 2007: 45). The effectiveness of any organization is related to the adequacy of the human resource and its ability to work and its desire, being the influential element in the use of available material resources, and the administration depends on increasing its outputs, whether service or productivity, to rationalize the use of available resources, especially human ones, and this matter made the

main problem facing educational organizations in the extent of their ability to control the diagnosis and use of factors and determinants that positively affect the behavior of employees, who naturally represent the ability to work in the organization, (Abu Jalida, 2018: 34). The following is a set of definitions of employee performance according to a group of researcher as in table (3) which is prepared by the researcher:

Table ( 3) A set of definitions of employee performance according to a number of researchers

Definition	Researcher and Sunnah	t
The level and ability of human resources in accomplishing the work requirements that have been directed by their line manager, according to a set of indicators, including loyalty, achievement, responsibility, honesty, work and obedience.	Chandra & priyono, 2016 : 4	1
The outputs or quantity of production per worker are estimated in a specific unit of time, and represents a reflection of the extent of his ability or not to achieve the goals related to his work, whatever the nature of this work.	Shields, 2015:12	2
The final outcome of the activities and work performed by the organizations represented in achieving their goals and objectives.	Bruno, 2012:10	3
The level of achievement of the individual worker after exerting efforts in performing the work entrusted to him.	Ngowi, 2014:9	4
It is the amount of educational services produced in a certain unit of time as a result of the interaction between the concepts of productivity, adequacy and educational outcomes, in addition to the ability and motivation of workers in the educational organization.	Alou et al., 2021: 6	5

**Fifth: The importance of the performance of employees.**

The subject of the performance of employees occupies an important place within educational organizations as the final outcome of the total work and activities at the level of individuals, the organization and society, as the educational organization is more continuous and lasting when the performance of the workforce is outstanding. It can be said that the interest of management and the leadership of the organization in the level of performance often exceeds the interest of workers in that, as the educational organization that is able to skip a stage of growth and enter a more advanced stage, as this depends on the levels of performance, ( Ali, 2021: 5). The subject of employee performance is very important for educational organizations, by paying attention to the individual worker, training them, enhancing their abilities and motivating them, and then monitoring their performance constantly from reaching the desired goals, and based on that, training, development and motivating the workforce to perform better is a strong fulcrum in human resources management in all organizations of all kinds and activities. Also, the processes of evaluating the performance of employees and studying the outputs of the process in educational organizations works to re-correct or evaluate

---

the inputs. The of administrative process in the organization through internal and effective control over performance leads to an increase in the efficiency of the production or service process alike (Alou et al., 2021: 9). Performance is also a center for determining the success or failure of organizations in their decisions and one of the methods through which the organization can identify and evaluate its various internal work, identify its strengths and weaknesses, and evaluate its performance compared to the performance of other competing organizations that apply the same activities in the educational field, and that measuring and evaluating performance does not only emphasize the identification of areas of weakness, but emphasizes the importance of identifying the current achievement and future goals. This means it focuses on three sections : directing the workforce To achieve, highlight goals, and contribute to setting and setting goals, (Ismail, 2019: 17).

### **Sixth: Dimensions of the performance of employees.**

**1. The quality of the work performed:** One of the most important features of educational organizations in general is the quality of the educational service they provide, as these cases require knowledge of the quality of service provided, regardless of the speed of performance. It must be noted that the use of quality standards for educational services must include a specific definition of quality, (Nairat, 2022: 11) and the quality of work is a major element of growth and progress for workers. Also, the desire and ability of the individual worker must be available in order to be able to Mastering his work, and on this basis that the elements of desire and ability are the determinants of the quality of the work performed, because the ability requires skill and knowledge, and the desire is related to the material and social working conditions and the requirements of individuals, so the material fields are no longer the only determinant of the quality of work, (Abu Jumaa and Al-Maghribi, 2021: 5). Quality also means the degree of accuracy, creativity and the degree of conformity of energy exerted to specific qualitative characteristics, and within this field involves matching the performance results to the specifications approved by the educational organization or within international specifications, as well as determining the absence of performance from errors during the achievement, as well as measuring the degree of ingenuity and proficiency during the performance provided, (Younis and Ahmed, 2017: 3). The quality of work is an active system for the implementation of completion between all the efforts of faculty members, workers and students within the educational organization that undertakes to build, improve and maintain that quality in a way that can provide educational service at the lowest cost while achieving satisfaction for the parties dealing, and this is consistent with the concept of effectiveness in its public field, whether at the level of individuals or the organization, (Ibrahim, 2015: 87 (87).

**2. Commitment:** The concept of commitment is related to the human relations in the field of management, which appeared at the end of the first half of the twentieth century, by emphasizing the importance of the workforce as one of the basic determinants of work in educational organizations, and that working individuals have feelings towards the organization, including harmony with its goals. Then it is required to discover and determine the nature of communication between the individual worker and the organization in which he

works and the level of his desire to join and continue to work, as the accurate diagnosis of commitment levels represents one of the main indicators to predict the behavior of the future workforce within the educational organization, and then avoid negative behaviors represented in absence, evasion, late work, low job satisfaction scores, high turnover rates, and others, (Haroush and Rafiq, 2015: 57). Obligation is defined as the mutual exploitation between the individual worker and the organization by continuing the contractual and alliance relationship between them, which entails a sound behavior on the part of the individual worker towards the educational organization, (Young, 2008: 13).

**3. The amount of work done:** it determines a large amount of work that is carried out in a certain period of time. It shows the relationship between the amount of work and the time related to this performance, and is called the time rate of work and must not exceed the work done capabilities and potential of the workforce, and at the same time not less than their capabilities and capabilities because that means slow implementation of the amount of work. This is what afflicts workers with responses and laxity that leads to a problem in the near future, or far represented in Weak ability to implement activities and work at the required speed, so it is preferable to agree on the size and quantity of work performed as an incentive to achieve a permissible rate of growth in average performance commensurate with the experiences acquired by the individual worker, facilities and training, which are among the most important indicators on which work performance is based, (Al-Wahaibi et al., 2020: 22). It means the amount of work that an individual can carry out on the usual occasions of work during a certain unit of time, through the effort and muscular and intellectual energy spent during the performance of that work, explaining the speed of performance of the energy expended, and then the amount of work done (Abu Jalida, 2018: 44).

### Research Questionnaire

First: The independent variable: Strategic direction:						
A: Strategic Vision:						
No	(items)	I strongly disagree	I don't agree	neutral	agree	I strongly agree
1	All employees know the vision of the educational organization.					
2	The strategic vision is characterized by clarity among employees.					
3	An educational organization has the ability to convince employees and motivate them to believe in its strategic vision.					
4	The educational organization constantly strives to seek new opportunities					
5	The educational organization has the ability to deal with the environmental variables surrounding it in the light of its strategic vision.					
B: Strategic Mission:						

T	(items)	I strongly disagree	I don't agree	neutral	agree	I strongly agree
6	The educational organization meets the requirements of the external environment and adapts to them.					
7	The mission of the educational organization is derived from the nature of the activities it practices.					
8	Inform the organization's employees of the details of the strategic mission.					
9	The strategic mission is flexible in the educational organization to allow it to change whenever the need arises.					
10	There is harmony between the vision and mission of the organization.					
<b>C: Strategic Objectives</b>						
No	Items	I strongly disagree	I don't agree	neutral	agree	I strongly agree
11	The educational organization selects the appropriate activities in achieving the strategic objectives.					
12	The educational organization sets strategic goals according to changes in its external environment.					
13	The educational organization has sufficient information about the trends and times of adjustment of its strategic objectives.					
14	The evaluation of the performance of the educational organization depends on the extent to which its strategic objectives are achieved.					
15	The strategic objectives express the vision and mission of the educational organization.					
<b>C: Organizational Values:</b>						
No	Items	I strongly disagree	I don't agree	neutral	agree	I strongly agree
16	The relationship between senior management, employees and subordinates is strong					
17	The organization pays great attention to its reputation in the market.					
18	The organization participates in decision-making at all administrative levels continuously.					

19	The organization encourages creativity among employees at all administrative levels.					
20	The educational organization believes that the prevailing values contribute to the achievement of its mission and goals.					
<b>Third: The dependent variable:</b> Performance of employees:						
a. The quality of the work done.						
<b>No</b>	<b>Items</b>	<b>I strongly disagree</b>	<b>I don't agree</b>	<b>neutral</b>	<b>agree</b>	<b>I strongly agree</b>
21	The educational organization focuses on the quality of the outputs of educational processes to measure the quality of work done by employees.					
22	The educational organization keeps pace with the renewed diversity in the quality of its services provided to beneficiaries.					
23	The educational organization makes standard comparisons between the level of performance and the capabilities available to its employees.					
24	The management of the educational organization contributes to providing the necessary appropriate technical capabilities to complete the work.					
25	The educational organization has flexibility in the face of unexpected changes in the quality of work performed in a competitive environment.					
In. Commitment:						
<b>No</b>	<b>Items</b>	<b>I strongly disagree</b>	<b>I don't agree</b>	<b>neutral</b>	<b>agree</b>	<b>I strongly agree</b>
26	The educational organization is keen to inform the employees and inform them of the approved work regulations.					
27	The organization instills positive behavioral values in employees that affect the level of their commitment to work.					
28	The educational organization seeks to provide an atmosphere of high confidence for its employees, which is reflected positively in their commitment to work.					
29	The management of the educational organization seeks to constantly renew the prevailing work values.					

30	The educational organization provides an appropriate internal environment that enables employees to participate in the decision-making process.					
c. Quantity of work done:						
No	Items	I strongly disagree	I don't agree	neutral	agree	I strongly agree
31	The educational organization determines the dynamics of productivity according to market conditions and competitive environments.					
32	The educational organization sets specific schedules and timings for the completion of the tasks of the employees.					
33	The senior management of the educational organization is interested in reviewing the outputs of the amount of work done on an ongoing basis.					
34	The educational organization provides an internal environmental environment that enables workers to reach the quantitative outputs required from the performance of their work.					
35	The educational organization uses performance measures to provide employees with feedback on the amount of performance performed.					

### Chapter Three

#### The research field framework

##### 1. The research sample and method of data collection:

The simple random sampling method was used by the researcher to distribute the questionnaire forms to a sample of employees at the College of Nursing at the University of Misan, supposing that the community is homogeneous. An appropriate sample was chosen, in which 80 questionnaires were distributed to a sample of employees at the College of Nursing. Seventy-five valid questionnaires were retrieved for analysis, which expressed a response rate of 90%.

##### 2. Statistical indexes:

When analyzing data statistically, the researcher relied on the data and information obtained from the research according to a five-point Likert scale. The researcher employed the basic statistical indexes by making use of the ready-made software package (SPSS V26) in order to suit the research hypotheses and questions as follows:

A. Frequencies and percentages: This index is used to identify the number and percentage of respondents within the research sample.

- B. Weighted arithmetic mean: It is used to determine the degree of agreement of the sample under study with the research questions.
- C. Standard deviation: It is used to determine the extent of dispersion for the respondents' answers regarding the degree of agreement.
- D. Pearson correlation coefficient: It is used to measure the extent to which the research variables are related to each other and to determine the type of relationship, whether it is direct (positive) or inverse (negative).
- E. F-test: It is used to determine if the independent variables have an effect on the dependent variable.
- F. Regression analysis: It is used to determine the extent of the effect of the independent variable on the dependent variable.

### The Sample Description:

The research sample included a group of individuals, who were under study, at the College of Nursing at the University of Misan. Table (1) shows the individuals' characteristics in terms of gender, age, educational qualification, and number of years of service.

Table (1): Frequencies, percentages, and demographic variables of the research

Data	Category	No	Percentage
<b>Gender</b>	Male	55	73.0
	Female	20	27.0
	<b>Total</b>	75	100.0
<b>Age group</b>	Less than 25 years old	0	0.0
	From 26 to 35 years	19	25.0
	From 36 to 45 years	39	52.0
	46 years and above	17	23.0
	<b>Total</b>	75	100.0
<b>Academic achievement</b>	Preparatory school and below	22	29.0
	Diploma	9	12.0
	Bachelor's	26	35.0
	Postgraduate	18	24.0
	<b>Total</b>	75	100.0
<b>Years of service</b>	Less than 5 years	7	9.0
	From 6-10 years	11	15.0
	From 11-15 years	27	36.0
	16 years and above	30	40.0
	<b>Total</b>	75	100.0
<b>Job position</b>	Department head	7	9.0
	Division Director	8	11.0
	Employee	60	80.0
	<b>Total</b>	75	100.0



Source: The table was prepared by the researcher based on the calculator results

Table (1) shows the results as follows:

- The gender variable showed that the males were 55, or 73%, which was higher than the percentage of females.
- The age group variable showed that the group from 36 to 45 years had a value of 39, at a rate of 52%, which was higher than the rest of the age groups.
- As for the variable of educational achievement, it was found that holders of a bachelor's degree were 26, at a rate of 35%, which was higher than the rest of other degrees.
- As for the years of service variable, it was found that employees with years of service of 16 years or more had a numerical value of 30, at a rate of 40%, which was higher than the rest of the years of service.
- As for the variable job position, it was found that the employee's value was 60, at a rate of 80%, which was higher than the rest of the other job positions.

**Describing and diagnosing the research variables:**

This paragraph includes a description and diagnosis of the main research variables, which are represented by the strategic orientation as an independent axis and the employees' performance as a dependent axis in the research. Appropriate statistical analyses were used to determine the arithmetic means and standard deviations of the sample responses regarding the strategic orientation and employee's performance. Table (2) indicates a description and diagnosis of the strategic orientation variable.

Table (2) below describes the research variables related to strategic orientation

Variable	Variables	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Arithmetic mean	Standard deviation
		No	%	No	%	No	%	No	%	No	%		
Strategic vision	X1	11	14	29	58	27	36	8	11	0	0	3.9600	<b>0.78142</b>
	X2	18	24	25	50	18	24	14	18	0	0	3.6400	<b>0.96384</b>
	X3	16	12	23	46	15	30	21	28	0	0	3.5800	<b>0.85928</b>
	X4	6	12	26	52	8	16	6	12	4	8	3.4800	<b>1.11098</b>
	X5	14	28	20	40	10	20	6	12	0	0	3.8400	<b>0.97646</b>
Strategic message	X6	8	16	29	58	9	18	4	8	0	0	3.8200	<b>0.80026</b>
	X7	6	12	33	66	7	14	3	6	1	2	3.8000	<b>0.80812</b>
	X8	13	26	27	54	7	14	2	4	1	2	3.9800	<b>0.86873</b>
	X9	10	20	26	52	7	14	7	14	0	0	3.7800	<b>0.93219</b>
	X10	11	22	30	60	8	16	1	2	0	0	4.0200	<b>0.68482</b>
strategic goals	X11	26	52	20	40	4	8	0	0	0	0	4.4400	<b>0.64397</b>
	X12	13	26	23	46	7	14	7	14	0	0	3.8400	<b>0.97646</b>
	X13	12	24	26	52	9	18	3	6	0	0	3.9400	<b>0.81841</b>
	X14	11	22	15	30	17	34	5	10	2	4	3.5600	<b>1.07210</b>
	X15	5	10	25	50	10	20	10	20	0	0	3.5000	<b>0.93131</b>
Organizational values	X16	14	28	28	56	7	14	1	2	0	0	4.1000	<b>0.70711</b>
	X17	5	10	29	58	9	18	6	12	1	2	3.6200	<b>0.90102</b>
	X18	6	12	24	48	11	22	5	10	4	8	3.4600	<b>1.09190</b>
	X19	12	24	18	36	11	22	9	18	0	0	3.6600	<b>1.04217</b>
	X20	12	24	31	62	6	12	1	2	0	0	4.0800	<b>0.66517</b>
<b>Average</b>												3.8050	<b>0.88181</b>

Source: The table was prepared by the researcher depending on the calculator results

The results of Table (2) indicate that the strategic orientation obtained an overall arithmetic mean of (3.8050) and a standard deviation of (0.88181). This indicates that the respondents' answers regarding the value of the arithmetic mean were homogenous. As for the paragraph level, paragraph (11), which is (X11), is shown to be the most homogeneous, as it obtained an average of (4.4400) and a standard deviation of (0.64397) from the first dimension, which is the strategic vision. The orientation of this paragraph is (agreed), whereas the general direction of the strategic orientation is (agreed).

According to Table (2), the highest percentage of agreement for the first dimension was 58% and the lowest percentage was 40%, whereas the highest percentage of agreement for the second dimension was 66% and the lowest percentage was 52%. As for the third dimension, the highest percentage of agreement was 52% and the lowest percentage was 30%. Moreover, in the fourth dimension, the highest percentage of agreement was 62%, and the lowest percentage of agreement was 36%. As for the arithmetic means and standard deviations of the sample responses regarding the employees' performance, they are shown in Table (3).

Table (3) The description of employees' performance

Variables	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Arithmetic mean	Standard deviation
	No	%	No	%	No	%	No	%	No	%		
<b>X21</b>	22	44	25	50	23	30	5	6	0	0	4.3800	<b>0.60238</b>
<b>X22</b>	18	16	29	58	7	14	21	30	0	0	3.7800	<b>0.86402</b>
<b>X23</b>	14	28	26	52	9	18	1	2	0	0	4.0600	<b>0.73983</b>
<b>X24</b>	7	14	27	54	14	28	2	4	0	0	3.7800	<b>0.73651</b>
<b>X25</b>	6	12	30	60	10	20	3	6	1	2	3.7400	<b>0.82833</b>
<b>X26</b>	10	20	25	50	13	26	2	4	0	0	3.8600	<b>0.78272</b>
<b>X27</b>	7	14	28	56	5	10	10	20	0	0	3.6400	<b>0.96384</b>
<b>X28</b>	12	24	32	64	5	10	1	2	0	0	4.1000	<b>0.64681</b>
<b>X29</b>	9	18	36	72	5	10	0	0	0	0	4.0800	<b>0.52838</b>
<b>X30</b>	8	16	25	50	16	32	1	2	0	0	3.8000	<b>0.72843</b>
<b>X31</b>	8	16	29	55	9	18	4	8	0	0	3.8200	<b>0.80026</b>
<b>X32</b>	6	12	33	66	7	14	3	6	1	2	3.8000	<b>0.80812</b>
<b>X33</b>	13	26	27	54	7	14	2	4	1	2	3.9800	<b>0.86873</b>
<b>X34</b>	10	20	26	52	7	14	7	14	0	0	3.7800	<b>0.93219</b>
<b>X35</b>	11	22	30	60	8	16	1	2	0	0	4.0200	<b>0.68482</b>
<b>Average</b>											3.9220	<b>0.742125</b>

Source: The table was prepared by the researcher based on the calculator results

The results of Table (3) indicate that the description of the employees' performance obtained a total arithmetic mean of (3.9220) and a standard deviation of (0.74212). This indicates that the sample answers regarding the value of the arithmetic mean were homogenous. The X21 paragraph in the variable of paragraphs was the most homogeneous, as it obtained an arithmetic mean of (4.3800) and a standard deviation of (0.60238).

**Testing the hypotheses:**

1. Analyzing the correlations between the strategic orientation (combined and individually) and the employees' performance at the College Nursing: The content of this relationship represents a test of the first main hypothesis, which states that there is a significant correlation between the strategic orientation (combined and individually) and the employees' performance. It is clear from the data in Table (4) that there is a statistically significant correlation between the strategic orientation (combined) and the employees' performance, as the value of the correlation coefficient between them reached (0.720\*\*) because the 'sig' value is equal to (0.001), which is less than 0.01 with 99% confidence.

This result indicates the significance and strength of the correlation between the two variables indicating that the null hypothesis was rejected, whereas the alternative hypothesis was accepted. It confirms the ability of the dimensions of strategic orientation to explain employees' performance. This indicates that there are advanced trends in most stages of employees' performance.

Table (4) represents the correlation between strategic orientation (combined) and employees' performance

Correlations		
		Employees' performance
<b>Strategic orientation</b>	Pearson Correlation	**0.720
	Sig. (2-tailed)	0.000
	N	75
<b>** . Correlation is significant at the 0.01 level (2-tailed).</b>		

Source: The table was prepared by the researcher based on the results of the ready-made spss program, N = sample size

Regarding the correlation that exists between each dimension of the strategic orientation (individually) and the performance of employees, it can be seen by referring back to the results in the same table that there is a strong connection between each dimension of the strategic orientation (individually), which is comprised of the strategic vision, strategic mission, strategic goals, and organizational values. This is an indication of the value of the correlation coefficient, which showed the highest correlation rate was for the strategic vision variable at a rate of (.682\*\*), which was a significant value. Moreover, all sub-correlations are significant, which are less than (0.05). The college administration is working to adopt modern technologies to improve and develop its work, as well as to raise the employees' level of awareness. Accordingly, the first main alternative hypothesis is accepted.

Table (5) represents the correlation coefficient between each dimension of strategic orientation and employees’ performance

Correlations					
Dimensions of strategic orientation					
Organizational values	Strategic goals	Strategic message	Strategic vision		
<b>.682**</b>	.612**	.542**	.561**	Pearson Correlation	Employees’ performance
<b>0.001</b>	0.000	0.000	0.000	Sig. (2-tailed)	
75				N	
<b>**.</b> Correlation is significant at the 0.01 level (2-tailed).					

Source: The table was prepared by the researcher based on the results of the ready-made spss program, N = sample size

2. Analyzing the effect correlations between strategic orientation (combined and individually) and the employees’ performance at the College of Nursing. The content of this analysis expresses the test of the second main research hypothesis, which states that there is a significant effect between strategic orientation (combined and individually) on the employees’ performance at the College of Nursing. Table (6) clearly shows that there is a significant effect of strategic orientation on the employees’ performance at the College of Nursing, as the calculated F-value reached (37.622), which was higher than its tabular value of (4.279) at two degrees of freedom (1, 48) at a significant level ( 0.05).

The P-value was equal to (0.000), which was less than 0.05. The value of R2 was equal to (0.453), indicating that the strategic orientation accounted for (43.7%) of the changes occurred in the employees’ performance. The coefficient of determination values reached (0.560), indicating that increasing the variable of employees’ performance by one standard deviation would lead to an increase in strategic orientation by 56% of one standard deviation. This indicates that the null hypothesis was rejected, whereas the alternative hypothesis was accepted. Furthermore, it also indicates that there is an effect between strategic orientation and employees’ performance. It is also indicated that the employees’ performance at the college under study depends on adopting the dimensions that represent the strategic orientation.

Table (6) The effect of strategic orientation (combined) on employees’ performance

Independent Variable	F		R <sup>2</sup>	Employees’ performance	
	Tabular	Calculated		B <sub>1</sub>	B <sub>0</sub>
Dependent variable					
Strategic orientation	<b>4.279</b>	<b>37.622</b>	<b>0.453</b>	<b>0.560 (5.624)</b>	<b>0.890</b>

Source: The table was prepared by the researcher based on the results of the electronic calculator (spss). It indicates the calculated t value df (1.48) N=50 P < 0.05

As for the effect correlations of each dimension of strategic orientation regarding the employees’ performance at the college under study, the data in Table (7) indicate that there is an effect for each dimension of strategic orientation regarding the employees’ performance in varying proportions. By monitoring the values of the coefficients (β) and (t) tests, it becomes clear that the first dimension (strategic vision) has the greatest effect on the employees’

performance (0.643). The calculated T-value was (5.617), which was greater than its tabular one (1.680). It is a significant value at the level of (0.05). The dimension (strategic goals) appeared with the least effect with (0.449), and the calculated (t) value was (3.465), which was a significant value when compared to the tabular (t) value by (1.680) at a significance level (0.05). Thus, the null hypothesis is rejected, whereas the alternative hypothesis is accepted. This would indicate that there is a significant effect for each dimension of strategic orientation (individually) on the employees’ performance at the college under study, as shown in the following table.

Table (7) The effect of each dimension of strategic orientation on employees’ performance

	Dependent variable	Employees’ performance		R2	F	
	Independent variable	Bo	B1		Calculated	Tabular
Strategic orientation	Strategic vision	0.309 (5.617)	0.643	0.65 3	30.69	2.710
	Strategic message	0.407 (4.125)	0.512		10.37	
	Strategic goals	0.371 (3.465)	0.449		24.45	
	<b>Organizational values</b>	<b>0.390 (4.051)</b>	<b>0.504</b>		<b>25.71</b>	

Source: The table was prepared by the researcher depending on the results of the electronic calculator (spss). It indicates the calculated t value of N=50 P<0.05 df (4,45)

### References

1. Ibrahim, Abdul Haq Ali, “The role of organizational behavior in the performance of business organizations: the organization’s internal environment as a moderating variable, a study on a sample of commercial banks in Khartoum State,” doctoral thesis, University of Sudan, 2015.
2. Ismail, Moaz Ghassan (2019), The impact of wage and benefit systems on employee performance: a field study in the General Company for Food Industries in the city of Baghdad, Journal of Economic and Administrative Sciences, Volume 25, Issue 115, Baghdad.
3. Abu Jalida, Saeed Samir, “The Impact of Human Resources Management on the Performance of Employees in Libyan Telecommunications Companies,” Master’s thesis, Middle East University, College of Business, Department of Business Administration, Jordan, 2018.
4. Abu Jumaa, Mahmoud Hussein and Al-Mughrabi, Dina Amer, “The impact of knowledge management in improving the performance of employees in industrial companies, a case study of the National Cables and Electrical Wires Manufacturing Company, a public shareholding company in Jordan,” Journal of the Islamic University for Economic and Administrative Studies, Volume 29, Issue 4, Jordan. , 2021 .

5. Al-Jarjari, Ahmed Hussein Hassan and Al-Obaidi, Nour Ali Abboud, "The role of strategic orientation in re-engineering human resources: an analytical study of the opinions of a sample of administrative leaders at the University of Mosul," *Al-Muthanna Journal of Administrative and Economic Sciences*, Volume 11, Issue 1, Mosul, 2020.
6. Al-Rahawi, Suzan Mahmoud Muhammad and Al-Nama, Adel Zakir, "The role of strategic orientation in establishing the requirements of the production system on time: an exploratory study of the opinions of a sample of managers in the General Company for the Ready-Made Clothes Manufacturing Company in Mosul," *Tanmiya Al-Rafidain Magazine*, Volume 38, Issue 123, 2018. .
7. Al-Sharifi, Ali Kazem Hussein (2019), *The role of strategic orientation in strategic reputation and its impact on competitive pressures: An exploratory study in mobile telecommunications companies in Iraq*, *Journal of Economic and Administrative Sciences*, Volume 25, Issue, 113, Iraq.
8. Al-Shammari, Muhammad Awad Jarallah, "Strategic Vigilance and its Role in Achieving Strategic Direction: An Analytical Research of the Opinions of a Sample of Senior Administrative Leaders at the Holy University of Karbala," *Iraqi Journal of Administrative Sciences*, Volume 17, Issue 70, Karbala, 2021.
9. Al-Sabah, Abdel Sattar Mustafa Youssef, "Analyzing the relationship of organizational power and its impact on setting strategic goals: an experimental study in the Jordanian commercial banking industry," doctoral thesis in Business Administration, University of Baghdad, College of Administration and Economics, 1999.
10. Al-Sayrafi, Muhammad, "Human Resources Management," Dar Al-Fikr Al-Jami'i for Publishing and Distribution, Alexandria, 2007.
11. Al-Ajmi, Salem Hussein, "The impact of the analytical strategic orientation on the organization's performance in light of the available marketing capabilities - an applied study on the Kuwait National Petroleum Company," Master's thesis, Middle East University, College of Business, 2011.
12. Al-Azzawi, Zainab Jali Madhi, "The Impact of Human and Ethical Behavior on Employees' Performance," *Journal of Al-Rafidain University College of Science*, Issue 50, Baghdad, 2021.
13. Al-Amari, Abdul Karim Ali Naji, "The impact of strategic orientation on competitive advantage in Yemeni universities: a comparative study between Yemeni public and private universities," Master's thesis, Al-Andalus University of Science and Technology, College of Administrative Sciences, Department of Business Administration, Sana'a, 2017.
14. Al-Koush, Ahmed Muhammad Hussein (2021), *an analytical study of the impact of exceptional circumstances on the strategic cost orientation in modern business establishments*, *Journal of Financial and Commercial Research*, Volume 22, Issue 3, Alexandria.
15. Al-Wahaibi, Muhammad bin Hamoud bin Nasser and others, "The Impact of Job Satisfaction on Institutional Performance at the Ministry of Sports Affairs in the Sultanate of Oman," *The Comprehensive Multi-Knowledge Electronic Journal for Publishing Scientific and Educational Research*, Issue 27, Oman, 2022.

16. Jalab, Ihsan Dahesh (2013), The role of the strategic orientation of educational organizations in entrepreneurial alertness: Field research at the University of Karbala, Al-Qadisiyah Journal of Administrative and Economic Sciences, Volume 15, Issue 3, Baghdad.
17. Haroush, Nour al-Din and Rafiq, Haroush, "Management Science from the Traditional School to Engineering," Dar Al-Ayyam for Publishing and Distribution, Amman, Jordan, 2015.
18. Hassan, Amal Mansour (2019), The impact of dynamic marketing capabilities on strategic direction, an exploratory study of a number of private banks in Baghdad, Journal of Economic and Administrative Sciences, Volume 26, Issue 117, Iraq.
19. Hussein, Qais Ibrahim and Salman, Aya Muhammad, "The impact of strategic orientation on choosing the functional approach to the strategic decision: an analytical study in the office of the Ministry of Planning and the Central Bureau of Statistics," Baghdad University College of Economic Sciences Journal, No. 61, Baghdad, 2020.
20. Hussein, Mustafa Hamid (2021), Strategic Direction and its Impact in the Areas of Strategic Change for Sports Institutions in Iraq, Contemporary Sports Journal, Volume 20, Issue 1, Iraq.
21. Khamis, Lama Hadi, "Strategic Orientation and its Impact on Institutional Performance: An Exploratory Study in the General Directorate of Curricula/Iraqi Ministry of Education, Issue 108," Journal of Economic and Administrative Sciences, Volume 24, Issue 108, Baghdad, 2018.
22. Zarfa, Boulqawais, "The role of the private sector in activating work values: a field study in a private industrial establishment," Journal of Human Sciences, No. 24, Algeria, 2012.
23. Saad, Ali Mawat and Nasser, Muhammad Jassim, "The Implications of Strategic Orientation on Organizational Performance: Applied Research in the Ministry of Defense/Inspector General's Department," Journal of Economics and Administrative Sciences, Volume 25, Issue 112, Baghdad, 2019.
24. Sabah, Qasim, "The role of organizational commitment in improving employee performance: A field study at the Faculty of Humanities and Social Sciences, Mohamed Kheidar University," Master's thesis, Mohamed Kheidar University - Biskra, Faculty of Social and Human Sciences, Department of Sociology, Algeria, 2019.
25. Saghour, Hanan (2020), "The impact of leadership practices on strategic direction - a field study in private Qatari hospitals," Journal of Studies in Economics and Financial Trade, Volume 9, Issue 3, Algeria.
26. Abdul Hussein, Abdul Mohsen Jawad and Madloul, Karrar Muhammad (2020), The role of organizational culture in promoting proactive strategic direction - an analytical study of the opinions of a sample of employees of the Horizon Travel and Tourism Company in Najaf, Journal of the College of Education for Girls for the Humanities, Issue 26, Iraq .
27. Abdullah, Haider Taha and Masri, Ihsan Salem, "The Role of Strategic Orientation in Achieving Innovative Marketing: A Descriptive Analytical Research of the Opinions of a Sample of Workers at Asiacele Communications Company," Anbar University Journal of Administrative and Economic Sciences, Volume 13, Issue 2, Anbar, 2021.

28. Alo, Abbas Muhammad and others, "The impact of internal control elements on the performance of bank employees as applied to a sample of Iraqi commercial banks," *Al-Anbar University Journal of Economic and Administrative Sciences*, Volume 13, Issue 3, 2021.
29. Ali, Ikhlas Sattar Okla, "The reality of leadership styles in the service organization and their role on the performance of employees, an exploratory study at the Presidency of the Middle Technical University," *Journal of the Baghdad University College of Economic Sciences*, No. 65, Baghdad, 2021.
30. Lafta, Jawad Kazem, "A Systematic Treatment of the Strategic Direction in Managing the Phenomenon of Migration and Forced Displacement in Iraq," *Journal of Administrative Studies*, Volume Two, Issue Four, Basra, 2008.
31. Mahal, Sami Dhiyab and Al-Tikriti, Sarah Bahaa Anwar, "The Role of the Foundations of Strategic Direction in Developing the Quality of Health Services: An Exploratory Study in Tikrit General Hospital," *Tikrit Journal of Administrative and Economic Sciences*, Volume 4, Issue 44, Tikrit, 2018.
32. Muhammad, Nisreen Jassim and Khalaf, Zainab Abu Ali, "Re-engineering administrative processes in light of the strategic direction: field research of a sample of senior leaders in the Ministry of Oil," *Journal of Economic and Administrative Sciences*, Volume 43, Issue 97, Baghdad, 2016.
33. Nairat, Jihad Ahmed Abdel Razzaq, "Factors Affecting Job Performance in Public Institutions," *Comprehensive Multidisciplinary Electronic Journal*, Issue 46, Jordan, 2022.
34. Younis, Magdy Mohamed Ahmed and Ali, Amira Mohamed, "Organizational Commitment as an Input to Achieving Quality Teaching Performance for Faculty Members in Universities: Research Published at the First International College of Education Conference," *University of Sudan*, 2017.
35. Daft . L . Richard , organizational theory and Design , 10 th ed , nelson education , Canada , 2010 .
36. Deek . W . S and Lian . J .C . K . the impacts of strategic orientation , marketing strategy and market research activates on new product development , *journal kemanusiaan bil . 1* : 34-57 , 2008.
37. Gates India parker , strategic planning with critical success factor and future scenarios : an integrate strategic planning frame work , Carnegie Mellon university , 2010 .
38. Harrision , Jeffery S . & John , Caron H . St , foundation in strategic management , 5 th ed , sound-western engage learning , USA, 2010 .
39. Hit , Michael A , M . Tine Dakin , Edward Levites , Jean-Luc . Arregle , and Anca Borza , partner selection in Emerging and develop market context : *Academy of management journal* , Vol . 43 , No 3 , 2000 .
40. Hit Michael A , Ireland R . Danna , Hokinson , strategic management competitiveness globalization , 7 ed Thompson south western , united state of America , 2007 .
41. Jassmy Basim , strategic orientation and Effects on organizational performance , Analytical study in Real Estate Bank , Romania , 2016 .



42. Kananga Nagasimha Balakrishna , Development of market orientation for marketing strategic formulation , international Journal of marketing studies , India , No 4 : 2017 .
43. Mills , G E , & Gay , L. R . Educational Research competencies for Analysis and Applications person , 2018 .
44. Reulink , R .B . J . strategic orientation and innovation performance at Dutch manufacturing SMES : the overrates role of market orientation and enter preneurial orientation , master thesis , University of Twente , 2012.
45. Zhou. K . Z . Gao , G . y . yang , n , Developing strategic orientation in china : antecedents and consequences of market and innovation orientation : Journal of business research , 58 (8) , 1049 : 1058 , 2005.
46. Young , I . P , the human resource function in educational administration , Upper Saddle River , NJ : Merrill , 2008 .
47. Shields, J. Brown , " Managing Employee performance & reward : concepts , practices , strategies " , Cambridge university press , 2015 .
48. Bruno , F.C , " leadership and performance beyond exception " E-leader Bangkok , 2012 .
49. Ngowi , Perez , A , " Assessment of employees performance in comical bank in Tanzania A case of stannic bank Tanzania limited " degree of master , 2014 .
50. Chandra , Teddy & Priyono , " the influence of leadership Styler , work Environment and Job Satisfaction of Employee performance –studies in the school of SMPN 10 , Surabaya " vol 9 , No 1 , 2016 .
51. Hunger, J .(2013) , strategic management and business policy " , new jersey, person education .