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# THE EFFECT OF GOALS-CLARITY ON ACHIEVING THE STRATEGIC CLUSTERS: A COMPARATIVE STUDY OF A SAMPLE OF PUBLIC AND PRIVATE UNIVERSITIES

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## Abstract

The current study aimed to know the relationship of influence between the clarity of goals as an independent variable and its effect on achieving the dependent variable, i.e. the strategic clusters with their dimensions represented by (regulative procedures, specialized knowledge, logistic support, mobilizing governmental support). The comparative descriptive approach was adopted in analyzing the data. Questionnaire which included (30) items, was also adopted as a tool for measurement and data collection, let alone using personal interviews for a number of members of the sample studied.

A purposive sample was chosen for managers at the level of (department, division, unit). It was selected among three public universities represented by (Baghdad, Al-Mustansiriya, Iraqi), and three private ones represented by (Al-Bayan, Al-Farahidi, and Al-Israa) to be the society for the study. The sample size reached (256) directors at the headquarters of the presidencies of the public and private universities selected for the study.

A set of statistical methods was relied upon (such as the arithmetic mean, Standard deviation, R value, F value, t value, coefficient of determination  $R^2$ , corrected coefficient of determination  $R^2$ , marginal slope coefficient  $\beta$ ). Using the (SPSS V.25) program, the study reached a number of results, the most important of which was that (the existence of an effect of clarity of goals on strategic clusters).

To end with, the study came out with a number of recommendations that serve the purpose for which it was developed.

**Keywords:** clarity of goals, strategic clusters, public and private universities.

## Introduction

Strategic management is characterized by broad horizons, vision, and a continuous search for modernity and continuous innovation within a useful framework that establishes the clarity of its cognitive foundations. What mostly distinguishes it from other sciences is its

easy access to all other sciences to present new ideas and concepts that suit the needs of the current business environment. Among the concepts that strategic management introduced recently was the variable of the current study, i.e. strategic clusters due to its effective role in shaping the reality of contemporary organizations at the present time.

Modern organizations seek to expand their horizons, vision, and the continuous search for modernity and continuous innovation. Permanent development might be due to the hard pursuit of confronting the unknown and unexpected events, which requires the presence of strategic leaders with clear strategic visions concerning identifying their goals. At a high level of cooperation, they can imagine the future of their organizations and accurately determine the degree of business direction in them.

The success of organizations depends on activating strategic clusters that link these organizations with universities and other relevant institutions to develop methods of cooperation and provide a suitable environment for competition. Hence, the current study came to reveal the role that clarity of goals plays in fulfilling strategic clusters on a sample of public and private universities.

The problem of the study was represented by the weak structural and coordination linkage that supports the integration of universities with each other and with relevant authorities. Therefore, the study sought to reach a prominent goal, that was building a cognitive framework for the study via clarifying (clarity of goals and strategic clusters). Since universities seek to develop their services and raise their academic level, the study came with cognitive importance represented by addressing a recent topic that was rarely tackled within the administrative studies. In other words, this topic was the strategic clusters.

As stated earlier, the comparative descriptive approach was adopted for analyzing the data, and a questionnaire of (30) items was adopted as a measurement tool and data collection tool, in addition to the use of personal interviews for a number of members of the sample studied. A purposive sample of managers at the level of (department, division, unit) was chosen. For three of the public universities, represented by (Baghdad, Al-Mustansiriya, and Iraqi) universities, and three of the private universities, represented by (Al-Bayan, Al-Farahidi, and Al-Israa), the sample size reached (256) directors at the headquarters of the presidencies of the public and private universities selected for the study, for Proving the validity of the main study hypothesis, which states (there is an effect of clarity of goals on achieving strategic clusters). A set of statistical methods were relied upon (such as the arithmetic mean, standard deviation, R value, F value, t value, coefficient of determination  $R^2$ , corrected coefficient of determination  $R^2$ , marginal slope coefficient  $\beta$ ) and using statistical software (SPSS V.25) to analyze the data in order to test the main and sub-hypotheses to reach the results of the study.

## **First: the study methodology**

### **1- The Problem of the Study**

The field study of the study community helped to reach the real problem of the sample studied. The problem lies in the weak structural and coordination linkage that supports the integration of universities with each other and with other parties concerned. The two researchers will focus on the limits of the field problem according to the following questions:

A - What is the degree of interest of the investigated universities in supporting the structural and coordination link between these universities and other parties related to university activities with common goals?

B - Did the alliances or ways of cooperation between universities and parties related contribute in supporting the strategic clusters of the universities studied in the required manner?

**2- Objectives of the study**

The study seeks to fulfil the following objectives:

A - The cognitive aspect: It is represented by measuring the moral differences of the study variables via measuring the relationship and effect of the clarity of goals and strategic clusters with their dimensions.

B - The field aspect: An attempt was made to collect information through discussing the principals in the researched sample and interacting with their ideas and trends in order to diagnose the most important methods for applying the concepts of the current study to the universities studied.

**3- The importance of the study:-**

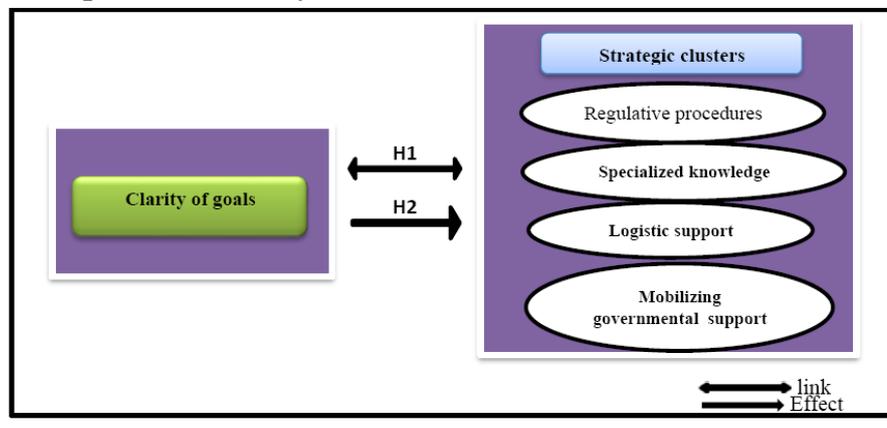
**A - The cognitive aspect:**

The study addresses a contemporary topic in the field of strategic management, and there is a scarcity of its treatment within administrative studies, which is represented by strategic clusters.

**B - The field aspect:**

It is represented by offering help for providing scientific foundations that the researched universities might benefit from to develop when formulating new strategies that guarantee their orientations and in a way that leads to an effective contribution in building universities with strategic cluster ties with universities and other relevant parties in order to fulfil common goals that are in the interest of everyone.

**4- Hypothetical plan of the study**



**Fig. (1) Hypothetical Scheme of the study**

**Source: Researchers own made**

According to the hypothetical scheme of the study, the study hypotheses were reached, as follows:

- The first main hypothesis: There is a significant correlation between clarity of goals and strategic clusters (with their dimensions).
- The second main hypothesis: There is a significant effect of clarity of goals on strategic clusters (with their dimensions).

**5- Study methodology and limitations**

**A - Study approach:**

The study approach was represented by the plan that would explain the methods and procedures for designing the study scale, in the light of which, the data will be collected and analyzed. The descriptive analytical approach was adopted because it is considered the most appropriate one for the variables of the study in order to reach the desired results and then present conclusions and recommendations.

**B - Spatial boundaries**

The research comparison was applied practically to three public universities represented by (University of Baghdad, Al-Mustansiriya University, and the Iraqi University), and three private universities represented by (Al-Bayan University, Al-Farahidi University, and Al-Isra University). The purpose behind this was to compare universities with each other as far as the level of study dimensions is concerned, Figure (1).

Public universities were intentionally selected because they are located inside Baghdad. Private universities were also intentionally chosen because they are located inside Baghdad let alone they are private universities rather than colleges.

**T - Human boundaries**

They are represented by scientific and administrative vice-Presidents of the university, and the directors of departments and centers, officials of divisions, committees, and units.

**6- Research tools and standards**

The researchers sought to adopt a number of tools for collecting the data and information required to find out the final results and serve the approach of the current study as follows:

**A - The theoretical aspect**

It was the information and documentary sources that were obtained. They were represented by Arabic and foreign literature, including books, periodicals, articles, dissertations, university dissertations, and Internet sites.

**B - The practical aspect**

In the practical aspect, the questionnaire was relied upon as a measurement tool, and according to a 5-point Likert scale, ranging from [1- to a very small degree... to... 5- to a very high degree], where reliance was placed on the scale (Al-Ithawi, 2021) for the independent variable, which is clarity of goals, and (Al-Ithawi, 2021) scale for the regulative procedures dimension, and Jarad (2020) scale for the specialized knowledge dimension, and (Al-Obaidi, 2021) for the logistical support dimension, and (Yonezawa et.al, 2009) scale for the

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mobilization of government support dimension, which are the dimensions. For the dependent variable, strategic clusters, using several statistical methods such as the arithmetic mean, standard deviation, R value, F value, t value, coefficient of determination  $R^2$ , corrected coefficient of determination  $R^2$ , marginal slope coefficient  $\beta$ .

## **Second: Theoretical Framework of the Study**

### 1 -Clarity of goals

Determining the general direction of the organization, including its vision, mission, and values, is the cornerstone for forming clear goals. A vision for a better future of the organization has become an increasingly important goal. Management can develop many alternative strategic scenarios and evaluate them in terms of the long term in order to achieve the chosen goals (Qingsen & Artemenko, 2021: 29).

There must be a strong, a long-term vision for (10-30) years with a description of what ought to be done in order to achieve the goal and a commitment to all the efforts required for fulfilling it (Shehenaz, 2020: 237). (Intisar, 2017: 97) indicated that the organization path and basic directions are determined through the thoughtful development of its future vision, goals, and business strategies. (Jia & Robert, 2011: 853) added that clear goals must be achievable as they constitute the identity of the organization, and often clarity of goals leads to clarity of work procedures, which creates the necessary condition for forming the necessary beliefs and principles for efficiency in work, which encourages the exchange of information among members.

The organization contributes in increasing their experience and knowledge accumulation, which in turn leads to increasing confidence in the capabilities of individuals and ultimate success. So (Gagné, 2018: 84), strategically, defined it as the clear and specific goals that aim at fulfilling the mission (also referred to as a clear vision). From an organizational perspective, (Kotlar et.al, 2018: 3) defined it as the desired results that can be used to direct work and evaluate organizational performance. The two researchers define it as the process of determining the future situation which the university administration wants to reach, and which starts with achieving a state of agreement and harmony between its mission, purpose, and basic goals.

### 2- Strategic clusters

A study by (Hus et.al, 2014: 141- 159) revealed that the term clusters is a broad concept that helped organizations, especially universities, to increase access to their knowledge and scientific environment and thus increasing their ability to face challenges via linking them with each other through alliances that increase the humanitarian and cognitive capabilities. Organizations operate in a changing environment in terms of investor demands, increased competition and market liberalization. All of this leads to making managers unable of adapting (Abed et.al, 2021: 779). Accordingly, they are defined as a group of different activities (strategies, programs, and procedures) that focuses on achieving a tangible goal of increasing social and economic benefits due to the creation and development of clusters (Davendra & Pavelkova, 2011: 302). They are also a geographic concentration of competitive organizations or institutions within the same industrial business environment that either has close purchasing and selling relationships with other industries in the region, or it uses

common technologies, or shares a specialized work group that provides organizations with competitive ability within the same industry elsewhere (Hill & Brennan, 2000: 67-68). The two researchers define it as a series of network connections that link universities with each other and with other parties, as well as their influence with each other in building value within the network through horizontal and vertical integration relationships. The dimensions of the strategic clusters are:

**A- Regulative procedures**

regulative procedures contribute in enabling all members of the organization and stakeholders participate in the organizational process. This is performed via setting rules and providing information to perform work and encouraging them to submit their proposals, whether written or oral (Rui et.al, 1999: 285). Therefore, regulative procedures are linked to the presence of strong senior management capable of organizing work methods in a way that prevents the occurrence of any unexpected defects or errors. That is, the more highly efficient the senior management is, the clearer the regulative procedures will be. Thus organizational performance is consistent with the organization objectives (Almatrooshi et.al, 2016: 845). Thus, the two researchers define regulative procedures as: a series of steps to organize and implement procedures and activities in a way that achieves harmony and coordination of work and saves time and cost in the best possible ways.

**B- Specialized knowledge**

It represents the ability to work and analyze matters related to the work activity, especially if the activity deals with the methods and processes required in the work, such as the basic skills of an administrator or engineer. It is also represented by the ability to use tools, means, procedures and methods that help in performing a specialized task (Sarmad et al., 2017: 147). The presence of specialized suppliers leads to reducing transaction costs associated with purchasing specialized inputs, such as costs associated with finding skillful or professional workers, technical advisors, institutions that provide training courses, government guidance services, and suppliers of machinery, materials, and specialized components (Romijn, 2005: 505 & Caniëls). Since knowledge management represents an integrated scientific and organizational approach due to its data, policy, documents, and experiences that support the organization-learning and the acquisition of implicit and virtual knowledge, as well as specialized knowledge (Ahmed, 2021: 3). If disciplinary knowledge promotes an integrated approach to identifying, sharing, and evaluating an organization-information assets, the challenge will be getting the accurate right information to the suitable person at the right time (Gallup et.al, 2002: 23). Thus, the two researchers define specialized knowledge as: cognitive mastery of a certain type of knowledge, such as technical specialization, psychological specialization, or administrative specialization, in a way that serves the needs of the university and the nature of its work.

**C- Logistic support**

Logistic resources and capabilities are often defined as logistic support from a narrow perspective. Logistic resources can be defined as logistic streams from a broader perspective. Service resources should also be taken into account. Logistics of potential resources might be referred to as follows: (Dembińska et.al, 2018:360)

- Underlying materials - natural materials resources, superstructure and infrastructure/Human potential - employees, expert advisors, decision maker Media capabilities - data, information, message, instructions, knowledge/Financial capabilities/Serviceability - transportation, storage and management.

Accordingly, the two researchers define logistic support as a technical activity to control various activities, including providing resources (tangible and intangible), transporting, storing, and delivering them. It is considered a function linked to other functions in the organization, such as management, marketing, advertising, production, and everything related to the performance of university units, their functions, and activities.

D- Mobilizing government support

Investment by the government in various research and development projects constitutes an important factor in enhancing the level of innovative organizations (Wickham, 2005: 12). Since clusters are a phenomenon that can be formed in each of the production, industry, services and education sectors, (Lezgovko & Lezgovko, 2018: 79), this indicates that government policies seek to integrate groups with different areas of economic and service activities, as the integration of groups is closely linked to the basic trends. Which governments are interested in supporting investment, research and innovation, and the essence of the idea is based on enhancing the national competitive advantage of groups by relying on the cluster-based approach. Thus, the two researchers define it as the various facilities that universities seek to obtain from the government, to enhance their role in their surrounding business environment.

**Third: The practical framework**

1- Results of the descriptive analysis of the study variables

A- Clarity of goals: The results of Table (1) below showed that the average of interest of private universities is better than public universities in the variable of clarity of goals, with a mean of (3.748) and a standard deviation of (0.807) for public universities, and a mean of (4.261) and a standard deviation of (0.609) for private universities. The (t) achieved (5.017) at a significance level (0.000), which is less than the significance level (0.05), and this indicates the presence of significant differences between the investigated universities (governmental and private).

**Table (1) Statistical indicators for the goal-clarity variable**

PARAGRAPHS THE UNIVERSITY'S SENIOR MANAGEMENT IS KEEN TO:		PRIVATE UNIVERSITIES		PRIVATE UNIVERSITIES		T	P	THE DECISION	SUPERLATIVE
		THE MIDDLE	DEVIATION	THE MIDDLE	DEVIATION				
1	Numbers of specific, measurable goals.	3.815	0.917	4.282	0.643	4.082	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
2	Harmony of the university's main goals with the goals of internal and external stakeholders.	3.556	0.939	4.295	0.775	6.098	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
3	The set goals should keep pace with the requirements of the business environment.	3.775	1.033	4.295	0.808	3.943	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
4	Translating its basic objectives into applicable policies, plans and programmes.	3.832	1.022	4.372	0.686	4.264	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES

5	Allocating training courses and guidelines that facilitate the process of achieving the set goals.	3.803	1.074	4.167	0.859	2.64	0.009	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
6	Adopting indicators and standards to evaluate the path to achieving the set goals.	3.708	1.022	4.154	0.807	3.415	0.001	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
<b>In total</b>		3.748	0.807	4.261	0.609	5.017	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES

Source: SPSS output.

B- Strategic-clusters variable (Dimension of regulative procedures): The results of Table (2) below showed that the range of interest of private universities is better than public universities in the dimension of regulative procedures, with a mean of (3.808) and a standard deviation of (0.835) for public universities, and a mean of (4.318) and a standard deviation. (0.596) for private universities, and the (t) achieved (4.878) at the significance level (0.000), which is less than the significance level (0.05), and this indicates the presence of significant differences between the investigated universities (governmental and private).

**Table (2) Statistical indicators for the dimension of regulative procedures**

PARAGRAPHS THE UNIVERSITY ADMINISTRATION -WORKS ON		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES		T	P	THE DECISION	SUPERLATIVE
		THE MIDDLE	DEVIATION	THE MIDDLE	DEVIATION				
1	Coordinating internal and external functions, units and activities in an integrated manner	3.787	0.950	4.282	0.754	4.075	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
2	Scheduling job activities according to specific times	3.803	0.951	4.256	0.763	3.714	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
3	Follow all activities carried out by other members	3.837	1.053	4.218	0.750	2.888	0.004	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
4	Paying attention to the efficiency of communications systems to communicate efficiently and perform work	3.775	1.133	4.359	0.821	4.102	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
5	Determine the best ways to perform job activities and tasks on an ongoing basis	3.848	0.965	4.346	0.718	4.085	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
6	Using modern technology systems to perform business	3.798	1.147	4.449	0.714	4.633	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
<b>In total</b>		3.808	0.835	4.318	0.596	4.878	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES

Source: SPSS output

T- Strategic-clusters variable (Dimension of specialized knowledge): The results of Table (3) below showed that the range of interest of private universities is better than public universities in the specialized knowledge dimension, with a mean of (3.874) and a standard deviation of (0.826) for public universities, and a mean of (4.323) with a standard deviation. (0.575) for private universities, as the t achieved (4.357) at the significance level (0.000), which is less than the significance level (0.05), and this indicates the presence of significant differences between the investigated universities (governmental and private).

**Table (3): Statistical indicators for the dimension of specialized knowledge**

PARAGRAPHS THE UNIVERSITY ADMINISTRATION WORKS ON:-		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES		T	P	THE DECISION	SUPERLATIV E
		THE MIDDL E	DEVIATIO N	THE MIDDL E	DEVIATIO N				
1	Achieving fruitful results that enhance the university's competitive position	4.084	0.962	4.551	0.573	3.987	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
2	Strengthening knowledge sharing among members of the senior management team.	3.888	0.974	4.346	0.661	3.792	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
3	Increase the value of innovative services by other members.	3.579	1.018	4.167	0.796	4.529	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
4	Improving the skills, knowledge and experience of the senior management team.	3.916	0.926	4.256	0.813	2.809	0.005	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
5	Exchanging specialized knowledge to concerned parties to reduce wastage of both time and cost.	3.843	0.961	4.154	0.791	2.51	0.013	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
6	Make quick decisions that suit the situation of the problem.	3.933	1.066	4.462	0.638	4.071	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
<b>In total</b>		3.874	0.826	4.323	0.575	4.357	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES

**Source: SPSS output**

C- Strategic-clusters variable (Dimension of logistical support):The results of Table (4)below showed that the range of interest of private universities is better than public universities in the logistical support dimension, with a mean (3.580) and a standard deviation (0.886) for public universities, and a mean (4.306) and a standard deviation. (0.686) for private universities, as the (t) achieved (6.437) at the significance level (0.000), which is less than the significance level (0.05), and this indicates the presence of significant differences between the investigated universities (governmental and private).

**Table (4) Statistical indicators for the dimension of logistical support**

PARAGRAPHS THE UNIVERSITY ADMINISTRATION WORKS ON-:		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES		T	P	THE DECISION	SUPERLATIVE
		THE MIDDLE	DEVIATION	THE MIDDLE	DEVIATION				
1	Establishing a long-term strategic partnership with suppliers of tangible materials for business requirements.	3.466	1.042	4.090	0.840	4.659	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
2	Relying on advance planning for the supply process in order to cover the demand for tangible and intangible resources.	3.494	1.043	4.192	0.774	5.303	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
3	Preserving property from damage by using many techniques and tools for this purpose.	3.781	1.069	4.410	0.829	4.623	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
4	Transferring the required resources to the university in a timely manner.	3.663	1.046	4.321	0.890	4.836	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
5	Availability of primary resources in an integrated manner and ensuring their acquisition in a timely manner.	3.500	1.151	4.372	0.854	6.001	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
6	Selection of modern technological equipment to reduce work costs in quantity and quality.	3.573	1.098	4.449	0.784	6.364	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
<b>In total</b>		3.580	0.886	4.306	0.686	6.437	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES

Source: SPSS output

D- Strategic clusters variable (Dimension of mobilizing government support): The results of Table (5) below showed that the range of interest of private universities is better than public universities after mobilizing government support, with a mean (3.774) and a standard deviation (0.867) for public universities, and a mean (4.427), with a standard deviation of (0.589) for private universities. The (t) achieved (6.062) at the significance level (0.000), which is less than the significance level (0.05), and this indicates the presence of significant differences between the investigated universities (governmental and private).

**Table (5): Statistical indicators for the dimension of mobilizing government support**

PARAGRAPHS THE UNIVERSITY ADMINISTRATION WORKS ON-:		PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES		T	P	THE DECISION	SUPERLATIVE
		THE MIDDLE	DEVIATION	THE MIDDLE	DEVIATION				
1	Availability of the university's required infrastructure needs.	3.708	1.097	4.462	0.733	5.548	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
2	Mobilizing support to increase the university's competitiveness.	3.820	1.020	4.462	0.733	5.011	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
3	Encouraging support to increase international cooperation between universities at home and abroad.	3.798	1.038	4.410	0.746	4.704	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
4	Promoting the establishment of relationships and agreements between	3.854	0.969	4.641	0.602	6.63	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES

	universities in the public and private sectors.								
5	Supporting pioneering activities in the university's work to develop the process of growth and innovation.	3.843	0.973	4.372	0.740	4.287	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
6	Developing a strategy that suits the university's business environment for the purpose of providing the necessary financial grants and facilities in all its forms.	3.624	1.068	4.218	0.816	4.385	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES
<b>In total</b>		3.774	0.867	4.427	0.589	6.062	0.000	THERE ARE DIFFERENCES	PRIVATE UNIVERSITIES

**Source: SPSS output**

### 1- Testing correlation hypotheses

**The first main hypothesis: There is a significant correlation between clarity of goals and strategic clusters (with their dimensions).**

The value of the correlation coefficient between the dimension of clarity of goals and strategic clusters was recorded at (0.748\*\*) at a significance level of (0.000), which is less than (0.05) and at a strong level, as the calculated Z value reached (15.403), which is larger than its tabular counterpart of (1.96). This result provides sufficient support to accept the first sub-hypothesis of the first main hypothesis, which states (there is a significant correlation between the dimension of clarity of goals and strategic clusters), that is, the more serious the senior management in universities in setting specific, measurable goals and the consistency of the university's goals with the main goals of internal and external stakeholders, in addition to adopting indicators and standards to evaluate the path to achieving the set goals, the more it contributes to shaping the trend towards the formation of strategic clusters.

**Table (6) Correlation values between the independent variable and the dimensions of the dependent variable**

Independent variable	Dimensions of the dependent variable	Correlation values and significance level		Decision and interpretation
		R	Sig	
Clarity of leadership roles	Strategic clusters	R	0.748	Accepting alternative hypotheses, i.e. the existence of a strong, positive relationship between the independent variable and the dependent variable
		Sig	0.000	
		Z	15.403	

\*\*The correlation is at the significance level of 0.01

**Source: SPSS V.25 output**

### 2- Testing hypotheses of influence

**The second main hypothesis: There is a significant effect of clarity of goals in strategic clusters (with their dimensions).**

E- Table (7) below showed the value of inferential statistics-indicators. It is clear that the extracted (F) value reached (322.007), which is certainly greater than its tabular counterpart of (3.94), and this result provides sufficient support to accept the first sub-hypothesis of the fourth main hypothesis, i.e. (There is a significant effect between the

dimension of clarity of goals in the strategic clusters), and from the value of Adj ( $R^2$ ) it is clear that Clarity of goals explains 55% of the variables that occur in the strategic clusters, as the value of (t) extracted for ( $\beta$ ) amounted to (17.945). It is certainly greater than its tabular counterpart of (1.984), and this indicates that the significance of ( $\beta$ ) for the goal clarity dimension is stable. It is clear from the value of ( $\beta$ ) that increasing the clarity of goals by one unit will lead to an increase in strategic clusters by (73%).

**Table (7) Correlation values between the independent variable and the dimensions of the dependent variable**

Dependent variable	Independent variable		(R <sup>2</sup> )	Adj (R <sup>2</sup> )	(F)	(t)	Sig	Decision and interpretation	
Strategic clusters	Clarity of goals	(a)	1.084	0.559	0.557	322.007	17.945	0.000	Accepting the main hypothesis, i.e. the existence of a strong, positive influence relationship between the independent variable and the dependent variable
		( $\beta$ )	0.713						
Tabular (F) value=3.94// Tabular (t) value=1.984									

Source: SPSS V.25 output

### Conclusions:

1. Despite the importance of the topic of strategic clusters as a modern topic that serves universities to improve their level of performance, evidence and facts indicate that the theoretical framework for this topic is still inactive, and that the vision of the importance of its dimensions is not clearly defined.
2. It has been noted that universities deal with other entities, ministries, institutions, or centers with their various activities, and this enhances the concept of strategic clusters in them, but it requires more research and studies to determine the importance of this concept and methods of working with it.
3. The strength of the correlation between the variable of clarity of goals with the strategic clusters and their dimensions combined was proved. This was consistent with the reality through field experience, which showed the extent of the interest of the senior administrations of the universities investigated in formulating clear goals that are consistent with university policies.
4. Clear goals affect the strategic clusters, as the universities studied have a thorough understanding of the requirements of the current and prospective university work environment.

### Recommendations

1. Disseminating the concept of strategic clusters and adopting these clusters in the work of the senior administrators of universities, by increasing their awareness and developing their intellectual knowledge of this concept and paying attention to those with experience and

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competence in important job positions to benefit from their potentials, which ensure the achievement of the competitive value of the university.

2. Striving to implement a scheme for strategic clusters that link the university with other relevant parties, with the proviso that they must provide the plan for all the parties that the university works with or with which it is indirectly linked, in order to clarify the university's directions to everyone and to know the circle of its connections through which it can expand further in the future.

3. Adopting clarity of goals as a consistent approach in all university operations, and thus shifting to organized strategic work that keeps pace with the environment requirements that are rapidly changing.

4. The focus ought to be placed on defining the university goals, making them accessible to everyone, and improving the level of information exchange by focusing on modernizing the communications network inside and outside the university.

5. It is necessary for the senior management team to work as a cohesive unit with collective goals and objectives. Therefore, it is necessary to determine the daily, weekly and monthly work mechanisms that pave the way for achieving the established plans.

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