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## The Role of Strategic Direction in the Quality of Educational Services in Yemeni Private Universities

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### Abstract

*The study examined the role of strategic orientation on the quality of educational services in Yemeni private universities. The study used a descriptive-analytical approach and a questionnaire as a tool to collect information from the study sample, which comprised (297) academic and administrative leaders at private universities in Sana'a. The results demonstrated a role for strategic orientation, with its dimensions (university vision, university mission, university objectives, and university organizational values), in the quality of educational services in Yemeni private universities. It also demonstrated that the best model for measuring the impact of the dimensions of strategic orientation on the quality of educational services in Yemeni private universities is the model that includes the dimensions (university vision, university objectives, and university organizational values).*

**Keywords:** Strategic Orientation, Quality of Educational Services.

### Introduction

The world today is witnessing major transformations in the field of higher education, where the quality of educational services has become an essential element in developing human competencies and meeting the needs of the changing labor market. In this context, private universities play a pivotal role in promoting higher education, especially in countries facing economic and social challenges, such as Yemen. However, these universities suffer from a range of challenges that impact their ability to provide high-quality educational services.

Strategic orientation is one of the effective tools that private universities can leverage to achieve their academic and administrative goals, as it contributes to defining a future vision and developing clear plans to improve performance. However, an important question arises regarding the extent to which this orientation impacts the quality of educational services in Yemeni private universities, and whether it can be considered an effective tool in addressing the challenges facing higher education in Yemen. This study seeks to shed light on the role of strategic orientation in enhancing the quality of educational services in Yemeni private universities. This is achieved by analyzing the current reality, exploring the challenges facing these institutions, and proposing strategies to improve educational and administrative performance. Therefore, this study represents a qualitative addition to the academic field and seeks to provide practical solutions that support the improvement of the quality of higher education in Yemen.

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## **The Problem of the Study**

Private universities in Yemen face increasing challenges related to the quality of the educational services they provide. Some of these institutions suffer from a lack of clear strategic planning and a weak focus on improving academic and administrative performance to keep pace with modern developments. With the increasing demand for university education, it has become imperative to achieve high levels of quality to ensure the needs of students and the labor market are met. This situation raises questions about the extent to which the strategic orientation of private universities impacts the quality of their educational services. Accordingly, how can strategic orientation contribute to improving the quality of educational services in Yemeni private universities? The following questions branch out from the main question of the study:

1. What is the reality of strategic orientation in Yemeni private universities?
2. What is the level of quality of educational services in Yemeni private universities?
3. What is the role of strategic orientation in the quality of educational services in Yemeni private universities?

## **Significance of the Study**

This research is of great importance because it addresses a vital topic directly related to the quality of higher education in Yemeni private universities, given the challenges these institutions face in the local environment. The importance of the research lies in the following:

1. The research contributes to bridging the knowledge gap related to the role of strategic orientation in improving the quality of educational services, especially in private universities in Yemen, a topic that has not received sufficient study.
2. The research provides a scientific basis upon which other researchers can rely to conduct similar studies or develop research focused on other aspects of higher education in Yemen or countries with similar circumstances.
3. The research provides applicable recommendations that help private universities improve the quality of their educational services by effectively adopting a strategic orientation.
4. The research helps universities understand the relationship between strategic orientation and meeting labor market needs, enhancing their ability to graduate qualified personnel who are in line with modern requirements.
5. The research contributes to enhancing the quality of educational services, which positively impacts the level of university education in Yemen and enhances students' ability to compete in the local and international labor market.

### **1-4- Study Objectives:**

The study seeks to understand the role of strategic orientation in the quality of educational services in Yemeni private universities, by achieving the following sub-objectives:

1. Determine the level of strategic orientation in Yemeni private universities.
2. Measure the level of quality of educational services in Yemeni private universities.
3. Analyze the role of strategic orientation in improving the quality of educational services in Yemeni private universities.

We review a number of studies that addressed the topic from various perspectives, as follows:

The study (Al-Haddad, Jamal, 2024) aimed to identify the role of strategic orientation in its dimensions (leadership, market orientation, and technology orientation) in achieving competitive advantage in its dimensions (quality, excellence, and cost) in Yemeni private universities in the capital, Sana'a. The study concluded that it is necessary to pay attention and focus on developing the strategic orientation in all its dimensions for universities, understanding the needs and requirements of the labor market, and enhancing competitive advantage in all its dimensions, especially the excellence dimension. The study (Al-Kaabi, Abbas, 2021) sought to determine the nature of the relationship between strategic orientation and its impact on improving the quality of educational services at the College of Administration and Economics at Al-Mustansiriya University. The study found a significant correlation between strategic orientation and the quality of educational services.

The study (Mahal, Al-Takriti, 2018) aimed to understand the role played by strategic orientation in improving the quality of healthcare services. One of the most important findings of the study was the significant impact of the pillars of strategic orientation on improving the quality of healthcare services at Tikrit General Hospital.

The study (Zouin, 2020) demonstrated the extent of the impact of sustainable strategic planning on the effectiveness of ensuring the quality of higher education, enabling the University of Kufa to continuously improve its performance and self-management. Ensuring the quality of higher education does not come by chance. Comprehensive and focused strategic planning is necessary to sustain educational activities in the future, as well as to meet the needs of all stakeholders and allow for the participation of all parties involved in academic governance in formulating strategic plans.

The study (Priyambodo & Hasanah, 2019) sought to... To explore the school's strategic planning in improving the quality of education, the results show that strategic planning is implemented by developing an annual action plan that follows the school's vision, mission and goals formulated at the beginning of the school year, forming a school development team, implementing school planning through educational procedures, and developing development and training outcomes to achieve the goals.

While the study (Alayoubi et al., 2020) aimed to identify strategic leadership practices and their relationship to improving the quality of educational service in Palestinian universities in the Gaza Strip, the study results showed a strong and statistically significant relationship between strategic leadership practices (strategic orientation, investing in strategic capabilities and talents, developing human capital, enhancing organizational culture, emphasizing ethical practices, and implementing balanced organizational control) and improving the quality of educational service in Palestinian universities.

The study (Iskandar, et al., 2022) aimed to identify the process of planning, implementing, and evaluating strategic management in improving the quality of education in a boarding school. This study shows that: (1) Strategic planning in a boarding school includes four activities: developing the school's vision, mission, and goals; short-term, long-term, and medium-term planning; identifying internal and external factors; and strategy formulation. (2) Implementing strategic management includes four activities: defining school policies; motivating teaching staff and teachers; allocating human resources appropriately; and developing a strategic culture. (3)

Strategic management evaluation includes three activities: follow-up from planning to implementation, measuring individual and school performance, and taking corrective action.

A study by Al-Azri et al. (2021) examined the impact of strategic planning factors on service quality in private universities in the Sultanate of Oman. Structural path results showed that, among strategic planning factors, only environmental scanning and leadership had a significant direct impact on service quality. However, mission statements and engagement had a minimal direct impact on service quality.

Al-Mahasi's study (2024) examined the impact of total quality management on the performance of higher education institutions, applying it to Ahfad University for Women. Among the most important findings of the study are that spreading a culture of quality among employees plays a role in developing the performance of higher education institutions. Commitment to a policy of teamwork and employee involvement in decision-making has led to increased performance in higher education institutions. Higher education institutions rely heavily on customer focus, as they are the foundation for their business development. While the study (Ali, 2019) aimed to demonstrate the role of strategic planning represented by (vision, mission, values, goals, objectives) in improving the quality of educational services at Tishreen University, the study concluded that the dimensions of strategic planning represented by (vision, mission, values, goal, objectives) have a positive role in improving the quality of educational services at Tishreen University based on the answers of the sample members studied.

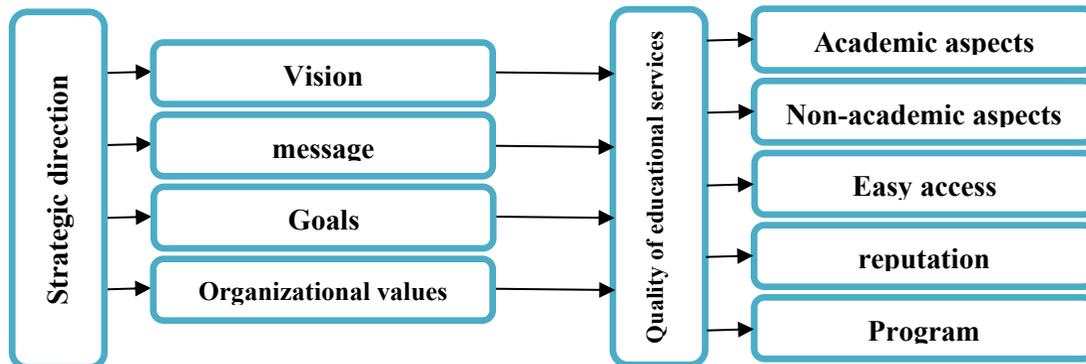
### **The Research Gap of the Study**

Although there are a number of studies that have addressed the relationship between strategic orientation and improving the quality of services in various sectors, including education, there is a clear gap related to the focus on Yemeni private universities. Studies such as Al-Haddad (2024) focused on strategic orientation and its relationship to competitive advantage, while Al-Kaabi's study (2021) focused on strategic orientation and the quality of educational services, but it was conducted in an educational environment outside of Yemen.

Moreover, most previous studies focused on specific dimensions of strategic orientation, such as leadership, market orientation, or strategic planning, but did not comprehensively address how strategic orientation, with its various dimensions, affects improving the quality of educational services in Yemeni private universities under the current circumstances facing the country. Furthermore, research lacks an in-depth analysis of the needs of these universities and their role in meeting the demands of the local labor market.

Therefore, this study aims to bridge the gap by examining the role of strategic orientation in all its dimensions in improving the quality of educational services in Yemeni private universities.

Figure (1) illustrates the cognitive model of the study.



### Study Hypotheses

Based on the study problem and drawing on the hypotheses presented by previous studies relevant to the topic, the study hypothesis was formulated as follows:

**There is a statistically significant role of strategic orientation in its dimensions (vision, mission, goals, and organizational values) in the quality of educational services at Yemeni private universities.**

### Theoretical Background of the Study

#### Strategic Orientation

Strategic orientation is an analytical process for selecting the university's future position by examining its potential and capabilities and understanding the current environment to implement change that benefits the university. It is a specific approach for the university through which it implements its plans to achieve superior performance levels compared to competitors (Schnitter, 2016: 219). Strategic orientation represents the method by which strategic objectives are achieved and the pursuit of enhancing the positive elements of the university's operational efficiency and reducing the negative dimensions surrounding its activities (Saleh & Al-Dulaimi, 2018: 18). The role of strategic orientation comes in an attempt to explore the severity of the change that will occur in the future and the degree of its impact on the university. This includes having a specific and clear mission, long-term strategic goals, and identifying the means used to achieve these goals (Al-Dalaeen, 2017: 272). Accordingly, strategic orientation represents the strategic directions implemented by the university to create appropriate behaviors for ongoing business performance and where, how, and when to invest its resources (Moussi & Kerdoudi, 2020: 544).

As a result of the above, we find that the strategic direction represents the university's philosophy and processes that define its educational and cognitive path, leading to a distinguished position compared to other universities by achieving efficiency, effectiveness, and quality educational services.

The dimensions of strategic orientation can be identified as follows:

Vision: This is a general, holistic idea with a philosophical content. It is also a future perspective

for management and employees and a source of a sense of loyalty and shared belonging (Al-Issawi et al., 2012).

It expresses the ability of Yemeni private universities to think ahead based on visions, which often express an ideal and unique image of the future and suggest a future direction. B- The message: It is an explicit, official statement that clarifies the reason for the organization's existence and the nature of the activity it practices. The organization's message may be formulated in a simple sentence in general, non-ambiguous language, or it may be formulated in broad, non-specific language. (Muhammad, 2016: 104).

This demonstrates the ability of private universities to adapt their mission to the surrounding environmental conditions and to cope with the changes and challenges they face.

Objectives: These represent the goal that the organization seeks to achieve within a specific period of time. Objectives focus on the outcomes and outputs that the organization seeks to accomplish, provided that these objectives are consistent with the organization's mission, vision, and values (Al-Dalaeen, 2017). They are specific and measurable visions defined by the university to achieve its mission and vision within a specific period of time. They represent the general plan through which the university seeks to develop its performance and enhance the quality of its services.

Organizational Values: These represent the basic components of the organization's work environment and a resource that develops over a long period of time and requires great effort (Al-Taie, 2013). They express a set of values unique to private universities, which they emphasize and maintain as a means of maintaining cohesion within the organizational structure.

### **Quality of Educational Services**

The issue of service quality in higher education has received significant attention over the past two decades. Therefore, higher education institutions must accurately identify their customers' needs and strive to achieve their satisfaction, as achieving this is linked to the quality of the service provided (Ada et al., 2017: 2056). Quality in the higher education sector is considered the primary determinant of its performance. In light of this, service quality in higher education is defined as conformity to demand requirements (Onditi & Wechuli, 2017: 328). This is also the view taken by Munshi, who defined service quality in the context of higher education as "the difference between what a student expects to receive from services and what he actually receives." (Munshi, 2019: 182)

To measure the quality of university services, the Higher Education Performance Model was adopted. This model measures performance in the services provided by universities across five dimensions (academic aspects, non-academic aspects, accessibility, reputation, and study programs) (Abdullah, 2006). These dimensions are as follows:

- Academic aspects: This refers to the set of factors related to academics and faculty members, including communication responsibilities, enabling discussions between students and professors, allocating sufficient time for dialogue, and the ability to provide regular evaluations of the professor's quality and ability to communicate information (Fernandes, 2016: 53). This means that faculty members possess sufficient knowledge and skills, establish good communication with students, demonstrate positive attitudes and behaviors toward students, and be willing and honest in solving problems.

- Non-academic aspects: These are the necessary and important elements that enable students to

fulfill their study obligations, and are performed by non-academic staff and faculty members (Fortes, 2011: 45). They comprise a set of electronic services provided by the university, such as curricula or academic inquiries, online activities and lectures, scholarship and online registration services, and maintaining the confidentiality of student information.

- Reputation: These represent the university's intangible assets, which contribute to achieving a competitive advantage. They are usually supported by university procedures and work rules, which leave a positive impression on students as a result of the accumulated interactions between them and the university (Salah al-Din, 2022: 43). These aspects represent aspects that are important for universities to project their professional image, including (professional appearance/image, building facilities and equipment, academic facilities, modern programs and systems, recreational facilities, ideal location, and university graduates who obtain jobs).
- Accessibility: This refers to a set of measures offered by organizations that enable customers to access services easily and reduce waiting times (Pakurar et al., 2019: 6). It is a working style that makes faculty and administrative staff readily available and accessible to students.
- Programs: University programs are a set of elements that emphasize the importance of offering a wide variety of programs with a high reputation and flexible structures in their various descriptions, which facilitate customer communication (Alvarez Tay, 2021: 53). They are a set of factors that emphasize the importance of offering diverse programs characterized by academic reputation and specialization, along with a variety of curricular programs and indicators.

## **Study Methodology and Procedures**

### **Study Methodology**

The researchers used the descriptive and analytical approach. A questionnaire was used to collect information related to the study, analyze the data, and determine the role of strategic orientation in the quality of educational services in Yemeni private universities. To test the study's hypotheses, the researcher used SPSS and IAMOS to analyze the collected data.

### **Study Population and Sample**

The study population consists of Yemeni private universities in the capital, Sana'a, with a total of (1,311) academic and administrative leaders in (35) private universities. The researcher selected (8) private universities based on the following criteria: (seniority, use of technology, and having five or more colleges). The researcher selected the study sample using a simple random sampling method, according to the Stephen Thompson equation. Applying the equation, we found that the sample size amounted to (297) individuals. The research sample was selected using the proportional distribution of the study population.

### **Study Tool:**

A questionnaire was used as the primary means of collecting data from the study sample.

Validity and reliability of the questionnaire:

Validity of the questionnaire: The validity of the questionnaire was confirmed by calculating the internal consistency validity (the correlation coefficient between the questionnaire items and the total score of the dimensions), which was as follows:

Table (1) Measuring the internal consistency of the study variables

Dimensions of strategic orientation	Pearson's correlation coefficient	Significance level	Dimensions of educational services quality	Pearson's correlation coefficient	Significance level
Vision	.958	0.00	Academic aspects	.953	0.00
message	.947	0.00	Non-academic aspects	.946	0.00
Objectives	.953	0.00	Ease of access	.967	0.00
Organizational values	.946	0.00	reputation	.954	0.00
			Programs	.957	0.00

\*The correlation is statistically significant at a significance level of  $0.05 \geq \alpha$ .

Table (1) shows the correlation coefficient between each item of the dimensions of the independent variable (strategic orientation) (vision, mission, goals, organizational culture and values), and the dimension to which it belongs, as well as the correlation coefficients of each dimension and the total score of the axis. This shows that all the correlation coefficients shown are statistically significant at a significance level of  $0.05 \geq \alpha$ . Therefore, the axis is considered a valid measure of what it was designed to measure.

It also shows the correlation coefficient between each item of the dimensions of the dependent variable (academic aspects, non-academic aspects, accessibility, reputation, programs), and the dimension to which it belongs, as well as the correlation coefficients of each dimension with the total score of the axis (the dependent variable score). This shows that all the correlation coefficients shown are statistically significant at a significance level of  $0.05 \geq \alpha$ . Therefore, the axis is considered a valid measure of what it was designed to measure.

Stability of the tool: The stability of the questionnaire means that it gives the same results if it is redistributed more than once under the same conditions and circumstances. The researcher verified the stability of the research questionnaire by using the Cronbach's alpha coefficient. It should be noted that the stability coefficients of the standardized scales must not be less than (0.70) and the results were as follows:

independent variable	Paragraphs	Cronbach's Alpha	dependent variable	Paragraphs	Cronbach's Alpha
Vision	5	.957	Academic aspects	5	.940
message	5	.962	Non-academic aspects	5	.950
Objectives	5	.951	Ease of access	5	.957
Organizational	5	.952	reputation	5	.962

independent variable	Paragraphs	Cronbach's Alpha	dependent variable	Paragraphs	Cronbach's Alpha
values					
//	//	//	Programs	5	.955
Strategic direction	20	.984	Quality of educational services	20	.987

Table (2) Shows Cronbach's Alpha Coefficient for Measuring Reliability.

The results of the Alpha Cronbach's scale in Table (2) show that all the study axes are characterized by stability, as the value of the scale for the paragraphs of the questionnaire axes ranged between (94% - 96.4%), while the value of each axis was more than (98%), which is a very high value for a scale of stability of the questionnaire. Therefore, the study tool is considered acceptable and highly efficient for the purposes of study and analysis. The closer the value of the Alpha Cronbach's scale is to the correct one, the higher the level of stability and internal consistency of the tool.

### Hypothesis Analysis and Testing

#### Presenting the Results of the Descriptive Analysis:

Through descriptive analysis, we determine the level of application of the study's dimensions (strategic orientation, quality of educational services), using arithmetic means, standard deviation, and level of application. If each dimension of the study variables has an arithmetic mean less than (3) or a relative importance less than (0.6), it is rejected.

Results of the Strategic Orientation Analysis:

M	Distance	Dimensions arrangement	arithmetic mean	standard deviation	percentage	coefficient of variation	Application level
1	Academic aspects	1	5.635	1.253	80.49	22,237	High
2	Non-academic aspects	5	5,516	1,360	78.80	24,660	High
3	Ease of access	2	5.603	1.365	80.05	24,353	High
4	reputation	4	5.616	1.383	80.22	24,631	High
5	Programs	3	5.605	1.379	80.07	24,597	High
Quality :Overall average of educational services			5.595	1.288	79.93	23,023	High

Table (3): Level of Application of the Dimensions of the Strategic Orientation Variable in Yemeni Private Universities

Table (3) shows that the highest level of application of the dimensions of strategic orientation in the Yemeni private universities under study was represented by the mission dimension, which obtained an arithmetic mean of (5.678) with a standard deviation of (1.283) and a percentage of (81.11%) and a high level. The organizational values dimension came in second place, where it obtained an arithmetic mean of (5.672) with a standard deviation of (1.288) and a percentage of (81.03%) and a high level. The goals dimension came in third place, where it obtained an arithmetic mean of (5.585) with a standard deviation of (1.345) and a percentage of (79.79%) and a high level. The vision dimension came in fourth place, where it obtained an arithmetic mean of (5.579) with a standard deviation of (1.390) and a percentage of (79.70%) and a high level. The results also showed in general that the level of application of the strategic orientation in Yemeni private universities is a high level, as it obtained an arithmetic mean of (5.629) with a standard deviation of (1.261) and a percentage of (80.41%). This result indicates the extent of the keenness of Yemeni private universities to follow modern administrative methods in implementing their work according to solid scientific concepts based on directed strategic plans.

2- Results of the analysis of the quality of educational services:

M	Distance	Dimension s arrangement	arithmet ic mean	standar d deviati on	percenta ge	coefficie nt of variatio n	Applicati on level
1	Academ ic aspects	1	5.635	1.253	80.49	22,237	High
2	Non-academi c aspects	5	5,516	1,360	78.80	24,660	High
3	Ease of access	2	5.603	1.365	80.05	24,353	High
4	reputati on	4	5.616	1.383	80.22	24,631	High
5	Progra ms	3	5.605	1.379	80.07	24,597	High
Quality :Overall average of educational services			5.595	1.288	79.93	23,023	High

Table (4)

Level of application of the dimensions of educational services quality in Yemeni universities

Table (4) shows that the highest level of application of the dimensions of the quality of educational services in the Yemeni private universities under study was represented by the academic aspects dimension, where it obtained an arithmetic mean of (5.635) with a standard deviation of (1.253) and a percentage of (80.49%) and a high level. The reputation dimension came in second place, where it obtained an arithmetic mean of (5.616) with a standard deviation of (1.383) and a percentage of (80.22%) and a high level. The programs dimension came in third place, where it obtained an arithmetic mean of (5.605) with a standard deviation of (1.379) and a percentage of (80.07%) and a high level. The ease of access dimension came in fourth place,

where it obtained an arithmetic mean of (5.603) with a standard deviation of (1.365) and a percentage of (80.05%). The non-academic aspects dimension came in fifth place, where it obtained an arithmetic mean of (5.516) with a standard deviation of (1.360) and a percentage of (78.80%), a high level. The results also showed that the overall level of implementation of educational service quality in Yemeni private universities is high, with an arithmetic mean of (5.595) with a standard deviation of (1.288) and a percentage of (79.93%). This result indicates that Yemeni private universities are committed to providing all their services with high quality and are working to provide all the necessary requirements to achieve the desired quality level that enables them to compete strongly in their field of work. Their level of implementation of quality improvement procedures is high.

### Presentation of Hypothesis Test Results

A multiple linear regression model was used to determine the impact of strategic orientation dimensions on the quality of educational services in private Yemeni universities. The results were as follows:

variable : quality of educational services							
Dimensions of strategic orientation	Indicators of the relationship between variables		Analysis of variance (ANOVA)		Regression coefficients and test -		
	R	R <sup>2</sup>	valueF (	Sig.	β	T (	Sig.
farsightedness	.926	.857	454,272	0.00	.294	5.595	.001
Message dimension					-.072	-1.387	.166
Goal dimension					.310	5,979	.001
Organizational values dimension					.394	7.652	.001

Table (5)

Results of multiple linear regression analysis of the dimensions of strategic orientation in the quality of educational services

It is noted from Table (5) that there is an effect of the four independent variables of the strategic orientation (vision, mission, goals, organizational values) combined on the dependent variable (quality of educational services) in the Yemeni private universities under study with varying degrees of influence. The values of these effects for each variable differ from the amount of influence when the model contained only one variable, as it appeared that the amount of influence of the variable alone was much greater than it is in the multiple (joint) model. This may be due to the correlation between the variables as well as the influence of the variables on each other, in addition to the reduction in the error rate in the estimated model and the increase in the explanatory percentage of the explanatory variables. The results showed that the value of the regression coefficients ( [b] \_4,b\_3,b\_2,b\_1) or the degree of influence of the variables reached (.294, -.072, .310, and .394) respectively. This means that changing these variables or

changing the level of each of them by one unit (one level) leads to a change in the level of quality of educational services in the Yemeni private universities under study by the amount of the effect value (b) for each variable. The model can be written as Multiple linear regression was performed on these data according to the following formula:

$$Y \hat{=} 0.402 + 0.294 M_1 - 0.072 M_2 + 0.310 M_3 + 0.394 M_4$$

Although the estimated value of (b<sub>2</sub>) from the data appeared insignificant at the significance level ( $0.05 \geq \alpha$ ), as the calculated value of (t) was smaller than the table value and the probability value (Sig.) was greater than (0.05), the entire multiple model with all variables appeared significant at this level of significance. The value of (F) calculated from the data was equal to (454.272), which is larger than the table value, and the probability value (Sig. = 0.00) was less than (0.05). The multiple correlation coefficient between the dependent variable (quality of educational services) and the explanatory dimensions of the strategic orientation variable (vision, mission, goals, organizational values) combined reached (R). (0.926), which is a very strong correlation, slightly greater than the correlation of the overall strategic orientation variable with the dependent variable calculated previously in Table (68). This correlation is considered an excellent indicator of the relationship between the dependent variable and the combined explanatory variables. It also confirms the extent of the combined influence of the strategic orientation variable dimensions on the dependent variable, as measured by the coefficient of determination (R<sup>2</sup>), which reached (0.857). This means that the extent to which the combined explanatory variables (vision, mission, goals, organizational values) explain the dependent variable (quality of educational services) is (0.857). This is higher than the explanatory ratio for the overall strategic orientation variable, indicating the influence of these explanatory variables on the dependent variable.

It is worth noting here that the appearance of an insignificant variable estimate after the university mission (M<sub>2</sub>) by the t-test in the multiple model, while it was significant in the simple model, does not mean that it is unimportant in the model, but its influence is very weak compared to the variables that participated with it in the model. If all or some of these variables were not present, the effect of the variable on the dependent variable would have remained the same as in the simple model. Based on the above, the hypothesis is accepted, meaning that there is a statistically significant (impact/role), at a significance level of (0.05), for the strategic orientation variable with its four dimensions (vision, mission, goals, organizational values) combined in the dependent variable (quality of educational services), in the Yemeni private universities under study.

**Improving the Multiple Linear Regression Model:**

In order to improve the model and identify the variables (dimensions) that most influence the dependent variable and are most appropriate for the study, the researcher used the backward elimination method for the variables entered into the model. The results were as follows:

Dimensions	variable : quality of educational services						
	Indicators of the relationship between variables		Analysis of variance (ANOVA)		Regression coefficients and test -		
	R	R <sup>2</sup>	F value	Sig.	B	T (	Sig.

<b>farsightedness</b>					<b>.263</b>	<b>5,510</b>	<b>0.00</b>
<b>after Goals</b>					<b>.296</b>	<b>5,813</b>	<b>0.00</b>
<b>Organizational values dimension</b>	<b>926 .</b>	<b>.857</b>	<b>603.213</b>	<b>0.00</b>	<b>.372</b>	<b>7,574</b>	<b>.000</b>

Table No. (6)

Results of improving the model for the impact of the dimensions of strategic orientation on the variable of quality of educational services.

The results in Table (6) show that the first, third, and fourth variables (dimensions) (vision, goals, organizational values) are the most influential dimensions of strategic orientation on the dependent variable (quality of educational services). The values of the regression coefficients ( $b_4$ ,  $b_3$ ,  $b_1$ ) or the degree of influence of the variables were (0.263, 0.296, and 0.372), respectively. This means that changing them, or changing the level of each of them by one unit (one level), leads to a change in the level of quality of educational services in the Yemeni private universities under study by the value (b) for each variable. It is noted that the magnitude of the influence of the variables on the dependent variable has changed from what it was in the multiple model. Although the magnitude of the change was slight, it indicates an improvement in the linear model and the superiority of the variables in explaining and interpreting part of the change that occurs in the dependent variable. The multiple linear regression model can be written from this data according to the following formula:

$$Y \approx 0.357 + 0.263 M_1 + 0.296 M_3 + 0.372 M_4$$

The multiple correlation coefficient (R) also reached (0.926), indicating the stability of the correlation coefficient of the variables (vision, goals, and organizational values) with the variable of quality of educational services in the Yemeni private universities under study. In addition, the value of the coefficient of determination ( $R^2$ ) was stable, reaching (0.857), which may indicate that the exclusion of one dimension from the model did not affect the relationship of the remaining dimensions to the dependent variable. The significant improvement in the significance of the multiple linear regression model for the explanatory variables in the dependent variable is clearly evident through the results of the analysis of variance (ANOVA), which showed that the value of the calculated test statistic (F) equals (603.213), which is greater than it was in the previous model that included all variables, and the probability value (Sig.) also equals (0.00), which is less than (0.05), meaning that the improved multiple linear regression model is significant, and the level of influence of the dimensions (vision, goals, and organizational values) in the variable of quality of educational services is statistically significant at this level of significance. This result is also very consistent with the results of the multiple regression analysis that includes all dimensions of the strategic orientation shown in Table (5), where it appeared that the influence of the mission dimension in the variable of quality of educational services was very weak when studied with the rest of the dimensions combined. Therefore, it was logical to exclude it from the model, and to suffice with the variables that have the greatest influence on the dependent variable, which are (vision, goals, and organizational values). Accordingly, the model that includes the dimension of vision, goals, and values can be considered Organizational model is the best model for studying the variable of quality of educational services in the Yemeni private universities under study.

## **Conclusions**

By analyzing the study results, the study reached the following conclusions:

1. The level of availability of strategic orientation in Yemeni private universities is high, and the highest dimensions of this variable (availability/realization) are the mission dimension and the organizational culture dimension, which were also found to be highly implemented in Yemeni private universities.
2. The level of quality of educational services in Yemeni private universities is high, and the highest dimensions of this variable (application/availability) are the academic aspects dimension and the organizational values dimension, which were also found to be highly implemented in Yemeni private universities.
3. There is a positive role for strategic orientation in its dimensions (university vision, university mission, university objectives, and university organizational values) in the quality of educational services in Yemeni private universities.
4. The most influential dimension of strategic orientation on the quality of educational services in Yemeni private universities is the university organizational values dimension.
5. The best model for measuring the impact of the dimensions of strategic orientation on the quality of educational services in Yemeni private universities is the model that contains the dimensions (university vision, university objectives, and university organizational values).

## **Recommendations**

Based on the study results, we recommend the following:

1. Focus on developing organizational values to enhance academic performance and services provided to students.
2. Strengthen the university's vision and goals, making them clearer and more responsive to labor market needs.
3. Review the university's mission statement to be more effective and integrated with the rest of the strategic direction.
4. Improve academic and non-academic aspects by providing ongoing training for faculty members and administrative staff.
5. Implement an improved model that focuses on vision, goals, and organizational values to ensure improved quality of educational services.
6. Invest in technologies that support the achievement of the strategic direction and educational quality.

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