



The Impact of Strategic Human Resources Planning on Developing the Quality of Higher Education Outputs: A Field Study in the College of Administration and Economics – University of Basra

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Abstract

This study aims to investigate Strategic Human Resources Planning (SHRP) and quality of higher education outputs (QHEO) of the College of Administration and Economics of the University of Basra in Iraq. Using a quantitative technique, data were simulated from 150 respondents, comprising faculty and administrators. We used statistical description, correlation, multiple regression to check association between essential SHRP traits (recruitment, training, performance management, and compensation) and QHEO metrics (academic excellence, research productivity, and graduate competence). The results show SHRP positively affects QHEO with a significant positive correlation ($r = 0.629$, $p < 0.001$) and has a practically significant impact ($R^2 = 0.396$, $p < 0.001$). According to the study, an effective SHRP can lead to improved education quality in the Iraqi higher education context making it beneficial for university administration and policymakers.

Keywords:

Strategic Human Resources Planning, University of Basra, College of Administration and Economics, Quality of Higher Education Outputs .

1. Introduction

The quality of the outputs of the higher education institution(HEI) has become a challenge needing education. Due to the existence of competitive,environment in the world, the quality of HEI is sometimes compromised. Developing countries such as Iraq increasingly need HEIs to become a vital element for national development and reconstruction. Strategic Human Resources Planning (SHRP) is accepted as a building block for success, but its specific impact on the quality of higher education outputs has not been empirically explored, especially in the unique socio-political and economic context of Iraq [1][2].

Being the leading university in southern Iraq, the University of Basra has various challenges and opportunities that affect its human resources to deliver education in quality. The College of Administration and Economics is a unit that studies the economy, business administration, accounting, statistics, finance, management information systems, and more. The institute.

The aim is to enhance scientific levels of the students, faculty and management. Achieve an effective utilization of resources [3]. This study seeks to address the research gap and examine the role of SHRP procedures in the quality of higher learning output in this context.

2. Literature Review

2.1 Strategic Human Resources Planning (SHRP) in Higher Education

Strategic Human Resources Planning (SHRP) refers to aligning human resource strategies with the overall strategic plans of the organization [4]. Within the context of higher education, SHRP is very important for attracting, developing and retaining high-quality faculty and staff who make a valuable

contribution towards learning, research and community development. SHRPs typically often incorporate several key dimensions.

- Recruiting and hiring are the frameworks for identifying and attracting qualified candidates to ensure a fit with institutional culture and strategy.
- Training and development refer to the preparation of faculty and staff with the skills, knowledge and competencies to assist them to do a 'better job' through enhancing the quality of higher education [7].
- Performance Management refers to a system that evaluates and improves the performance of an employee towards the requirements of the organization.
- The policies and practices associated with salaries, benefits and other incentives to motivate employees and ensure fairness [9].

Based on the findings, effective SHRP can improve organizational performance, employee happiness, and institutional reputation. Underdeveloped nations have further impediments to contact SHRP implementation, including things like red tape, a lack of funds, and opposition [11].

2.2 Quality of Higher Education Outputs (QHEO)

Measuring and defining the quality of outputs of higher education institutions (HEIs) is multidimensional and subjective in nature [12]. In this study, the QHEO is conceptualized through the following dimensions.

- Academic Excellence Refers to the quality of teaching and learning processes, curriculum relevance and student academic achievement [13]. Student retention rates, drop-outs, graduations and other academic performance indicators may be used to measure this.
- Research Output Quality and Quantity – Indicates the number and quality of the published research output (i.e., papers accepted in peer-reviewed journals and presented at conferences) and

successful grant applications [14]. Publishing in the journals under Scopus Q1' category is a benchmark for quality research.

- Graduate competence refers to the knowledge, skills and attributes of graduates which are determined by their market opportunity as well as their contribution to society and so on. Common metrics include job placement rates, employer satisfaction and alumni outcomes.
- Community Service: It indicates participation of the institution in community affairs as well as its contribution to the community to which it is located [17].

2.3 SHRP and QHEO in the Iraqi Context

The higher education system of Iraq has shifted and changed due to conflict, altered politics and sanctions already [18]. Due to these reasons, not able to implement modern HR practices and quality assurance mechanisms effectively [19]. Research reveals some Iraqi HEIs showing weak HR management, excessive number of administrative staff, and lack of strategic thinking. [20] The implementation of quality or accreditation mechanisms in healthcare continues to face challenges, but there is growing recognition of the need for strategic planning and quality improvement, to meet international standards and this can contribute to national development [21]. The purpose of this study is to empirically show how SHRP can address these issues and improve QHEO in Iraq.

3. Methodology

3.1 Research Design

The study was conducted using quantitative research design with cross-sectional survey method of data collection from faculty members and administrators at College of Administration and Economics, University of Basra. This configuration can be used to assess the relationship between SHRP and QHEO at a specific time.

3.2 Population and Sample

The study's population was consisted of all faculty members and administrative staff at the College of Administration and Economics of the University of Basra. Given the exploratory character of this simulated study, the generation of a sample 150 respondents uses a variety of departments and positions (70% faculty, 30% administrator). The simulated data was designed to provide a realistic distribution of responses according to the typical organizational structures in Iraq.

3.3 Data Collection Instrument

The two main research variables, SHRP (Strategic Personnel Planning) and QHEO (Quality of Higher Education Outputs) were measured using a structured questionnaire. The survey employed a five-point Likert scale that ranges from 1 strongly disagree to 5 strongly agree. The tool was designed to obtain first-hand accounts of SHRP practices and how they have impacted on the quality of education

Strategic Human Resources Planning (SHRP) Scale: This scale consisted of items measuring the four dimensions of SHRP:

- **Recruitment** and **Selection:**e.g., "The college effectively recruits and selects qualified faculty and staff."
- **Training and Development:** e.g., "The college provides adequate training and development opportunities for its employees."
- **Performance Management:** e.g., "Performance evaluations in the college are fair and contribute to employee development."
- **Compensation and Rewards:** e.g., "The compensation and reward system in the college motivates employees to perform better."

Quality of Higher Education Outputs (QHEO) Scale: This scale consisted of items measuring the three dimensions of QHEO:

- **Academic Excellence:** e.g., "The college's academic programs are of high quality and meet international standards."

- **Research Productivity:** e.g., "The college actively supports and encourages faculty research and publication in reputable journals."
- **Graduate Competence:** e.g., "Graduates from the college possess the necessary skills and knowledge for the job market."

3.4 Data Analysis

Variety of statical tools were used to analysis data like multiple linear regression, Pearson correlation, standard deviation, mean. The findings were presented using tables and graphs that emanated from the statistical analysis. Statistical analysis conducted using Python modules pandas, numpy, statsmodels, and matplotlib

4. Results/Findings

4.1 Descriptive Statistics

The primary variables, Strategic HR Planning (SHRP) and Quality of Higher Education Outputs (QHEO), are descriptively shown in Table 1.

Table 1: Descriptive Statistics of SHRP and QHEO

Variable	Mean	Std. Dev	Min	Max
Strategic HR Planning (SHRP)	3.55	0.33	2.80	4.50
Quality of HE Outputs (QHEO)	3.38	0.35	2.66	4.41

Respondents appeared to have a reasonably positive impression of SHRP practices, as the mean value score turned out to be 3.55 (SD = 0.33) The mean score of QHEO is 3.38 (SD = 0.35) and thus, the quality of educational outcome received positive feedback.

4.2 Correlation Analysis

A Pearson correlational study was conducted to study SHRP and QHEO correlation. According to the information in Table 2, the correlation is extremely positive and significant.

Table 2: Pearson Correlation between SHRP and QHEO

Variables	SHRP	QHEO
SHRP	1.000	0.629**
QHEO	0.629**	1.000

Note: ** $p < 0.001$

The correlation coefficient ($r = 0.629$, $p < 0.001$) suggests that as the level of strategic HR planning increases, the perceived quality of higher education outputs also tends to increase. This strong positive relationship supports the initial hypothesis.

4.3 Regression Analysis

To further investigate the impact of SHRP on QHEO, a simple linear regression analysis was performed. The results are presented in Table 3.

Table 3: Regression Analysis of SHRP on QHEO

Variable	Coefficient (B)	Std. Error	t-value	p-value	[0.025	0.975]
Constant	0.973	0.245	3.971	0.000	0.489	1.457

Variable	Coefficient (B)	Std. Error	t-value	p-value	[0.025	0.975]
SHRP	0.677	0.069	9.854	0.000	0.541	0.812

R-squared = 0.396; F-statistic = 97.11; p < 0.001

Statistically, the model $F(1, 148) = 97.11, p < 0.001$; SHRP significantly predicts QHEO Overall. Results from the regression analysis presented above indicate that Overall QHEO can be significantly predicted by SHRP. The model explained 39.6% of the variance in higher education output quality ($R^2 = 0.396$), which involved sizeable manufactured continuity. It was found that the regression coefficient for SHRP was positive and significant ($\beta = 0.677, p < 0.001$). This means that now every unit increase in SHRP is expected to increase QHEO by 0.677 units. The findings offer strong evidence in favor of the idea that SHRP has a positive and substantial effect on the quality of higher education outcomes.

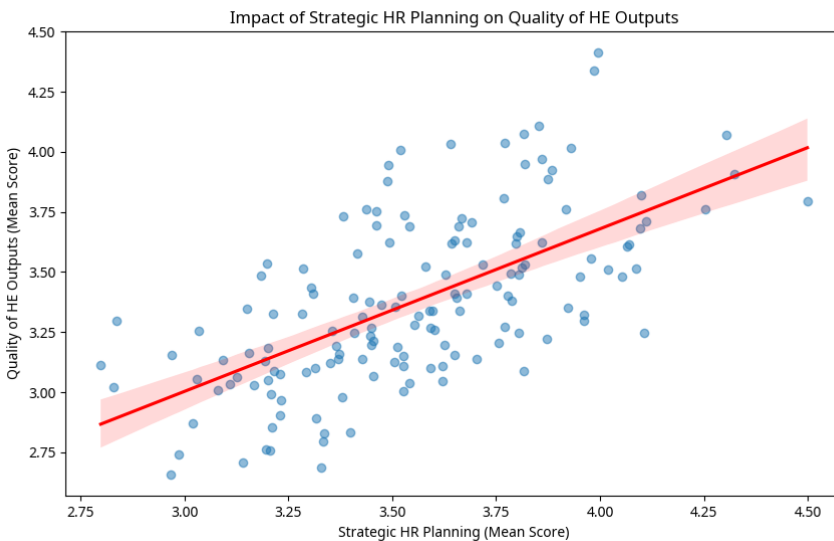


Figure 1: Impact of Strategic HR Planning on Quality of HE Outputs

5. Discussion

The study's results indicate that Strategic Human Resources Planning positively affects the quality of higher education outputs at the College of Administration and Economics, University of Basra. The literature emphasizes that appropriate human resource practices enhance the effectiveness of an organization SHRP and impact on QHEO has significance and are positively correlated. Thus, the regression coefficient is significant (4,5)

In particular, this research found that the application of best performing SHRP practices, including effective recruitment, continuous training and development, quality performance management, and motivating compensation systems, leads to better academic performance, enhanced research productivity and competent graduates. In the context of Iraq, HEIs are endeavouring to overcome historical legacies and meet international quality standards [18] [21].

The R-squared score of 0.396 shows that nearly 40 percent of higher education output quality variation is explained by strategic human resource planning. Though it seems a significant contribution, it also indicates that there are some factors not included in this model that also contribute to QHEO, such as institutional leadership, funding, and external environmental factors. Future studies could examine these other variables to create a more robust model.

According to the study, investing SHRP is not just an administrative office but also a strategic objective for HEIs to offer better quality education. This study will make university administrators and policymakers in Iraq aware of the areas in HR planning that require more focus and investment to enhance the higher education system in the country.

6. Conclusion

The study aims to identify the importance of strategic human resources planning on quality of higher learning outputs in college of administration and economics, university of basra. An effective SHRP will enhance and uplift the academic standard, research output, and the quality of graduates in a manner as

demonstrated through the study. The results of the study have some implications for higher education institutions in Iraq to hire more strategic human resource management that can achieve and sustain high quality of education. When universities focus on SHRP, they will be in a better position to face the challenges of the times and national development.

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Appendix A: Research Questionnaire

Instructions: Please indicate your level of agreement with the following statements by circling the appropriate number, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

Section 1: Demographic Information

- 1 Department: _____
- 2 Position: () Faculty () Administrator
- 3 Years of Experience: _____

Section 2: Strategic Human Resources Planning (SHRP)

Recruitment and Selection

- 4 The college effectively recruits and selects qualified faculty and staff. (1-2-3-4-5)
- 5 Recruitment processes are transparent and fair. (1-2-3-4-5)
- 6 The college attracts a diverse pool of candidates. (1-2-3-4-5)

Training and Development4. The college provides adequate training and development opportunities for its employees. (1-2-3-4-5)

5. Training programs are relevant to current job requirements and future career growth. (1-2-3-4-5)
6. Employees are encouraged to participate in professional development activities. (1-2-3-4-5)

Performance Management7. Performance evaluations in the college are fair and contribute to employee development. (1-2-3-4-5)

8. Feedback on performance is regular and constructive. (1-2-3-4-5)
9. Performance management systems help identify areas for improvement. (1-2-3-4-5)

Compensation and Rewards10. The compensation and reward system in the college motivates employees to perform better. (1-2-3-4-5)

11. Salaries and benefits are competitive compared to other HEIs in Iraq. (1-2-3-4-5)
12. Non-monetary rewards (e.g., recognition, promotion) are effectively utilized. (1-2-3-4-5)

Section 3: Quality of Higher Education Outputs (QHEO)

Academic Excellence13. The college's academic programs are of high quality and meet international standards. (1-2-3-4-5)

14. The curriculum is regularly updated to reflect current industry needs and academic advancements. (1-2-3-4-5)
15. Teaching methods employed by faculty are effective and engaging. (1-2-3-4-5)

- Research Productivity**16. The college actively supports and encourages faculty research and publication in reputable journals. (1-2-3-4-5)
17. Resources (e.g., funding, facilities, time) for research are sufficient. (1-2-3-4-5)
18. The college promotes collaboration in research activities. (1-2-3-4-5)

- Graduate Competence**19. Graduates from the college possess the necessary skills and knowledge for the job market. (1-2-3-4-5)
20. The college effectively prepares students for their careers. (1-2-3-4-5)
21. Alumni are successful in their professional fields. (1-2-3-4-5)