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Strategic foresight and its impact on increasing the strategic awareness: An exploratory study of the opinions of a sample of public school principals in the city of Tikrit

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Abstract

The study aimed to identify the strategic foresight and its impact on increasing the strategic awareness as applied to a sample of public school principals in the city of Tikrit. The descriptive analytical approach was adopted, for being one of the systematic approaches used for solving the research problem and achieving its objectives. This approach is characterized by accuracy through providing details on the data and information obtained, in addition to the possibility of combining several research methods through observation, inquiry and interviews, leading to access the information directly. The research community was represented by a sample of (10) public school principals in the city of Tikrit. The study revealed that a high level of learning and development methods must be maintained, for improving and consolidating the competence and effectiveness of principals in managing the schools. The study recommended the need to increase the interest in conducting studies on the strategic foresight and strategic awareness due to their great importance in providing information to the school principals at a high speed.

Keywords: Strategic foresight, strategic awareness, public schools in the city of Tikrit

Introduction

Foresight for the future, foreseeing its prospects, and understanding its challenges are among the main elements in the success industry for societies in general and for organizations in particular. Success cannot continue unless there is a clear vision for the future, especially in the current era. The importance of organizations' foresight for the future has increased as a result of the tremendous and accelerated developments in various fields of life, in addition to the trend to pursue and keep pace with these developments. Foresight for the future is not a vague destiny, such as a hurricane and low-pressure, but we may make it or participate in its creation. Hence, thinking is the basis for making the future, or working to establish it in the way we aspire to and wish. Organizations that are not ready for the future will lose their wealth and future. Due to the limited adoption of such topics and their application to the Iraqi organizations, despite their importance and for fear of missing opportunities to benefit from their data; therefore, it has become necessary to conduct a research regarding the impact of strategic foresight on the strategic awareness. This would help identify its most important indicators in order to measure and apply them to reach results, determine the ways to conduct the necessary treatments, rely on them and apply them to the organization and conduct continuous improvement in the level of its performance. This, in turn, will reflect positively on the development and improvement of the strategic awareness.

Section One: Research Methodology

Research Problem

In any organization, success cannot continue unless there is a clear vision for the future. In order to achieve success, it is necessary to foresee the future and make a strategic change to improve the strategic awareness and advance its reality to meet environmental challenges and keep pace with the developments. These changes have imposed challenges on the organizations on how to correspond and adapt to these factors in order to think proactively about the future for achieving success. However, this cannot be achieved without a long-term vision by the leaders working in the organization, as foresight for the future provides a knowledge base for those in charge of the planning process in order to achieve a better future

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for the organization. Given the importance of the role played by the organizations in foresight for the future when developing strategic plans to improve the strategic awareness, as it cannot be carried out without having a strategic insight of senior management, its ability to face sudden and rapid changes, as well as enhancing the strategic awareness; therefore, a number of questions that can help clarify the impact of strategic foresight on increasing the strategic awareness among the principals of public schools in the city of Tikrit are set as follows:

- a. What is the impact of strategic foresight on increasing the strategic awareness among public school principals in the city of Tikrit?
- b. What is the nature of the relationship between strategic foresight and strategic awareness among the public schools principals in the area under study?
- c. Are the dimensions of both of strategic awareness and strategic foresight available among the public schools principals in the area under study?
- d. Does the strategic foresight affect the strategic awareness among the public schools principals in the area under study?

Research Objectives

This study aims to find a clear, arranged and sequential methodology, whether with regard to the theoretical or practical part. The methodology of scientific research is one

of the most important aspects that enable the researcher to reach appropriate solutions to a problem or accept or refute a scientific hypothesis based on the results of data analysis.

Research Significance

The importance of the study lies in the following

- a. The organization studied: the current research would provide conclusions and recommendations to decision-makers and determine the level of strategic foresight to contribute to increasing the strategic awareness.
- b. The researcher: it would meet the researcher's need in having and increasing the theoretical and applied knowledge in this field.
- c. The scientific library: it may contribute to increasing the motivation of researchers to conduct other research to enhance the effectiveness of increasing the strategic awareness.
- d. Demonstrating the level of importance of the impact of strategic foresight and its sub-dimensions on increasing the strategic awareness.

The Hypothetical Framework

This framework shows the logical relationship between the study variables and the model based on research problem and objectives expected to be achieved, as shown in Figure (1). The hypothetical framework includes the main and sub-variables of the research as follows:

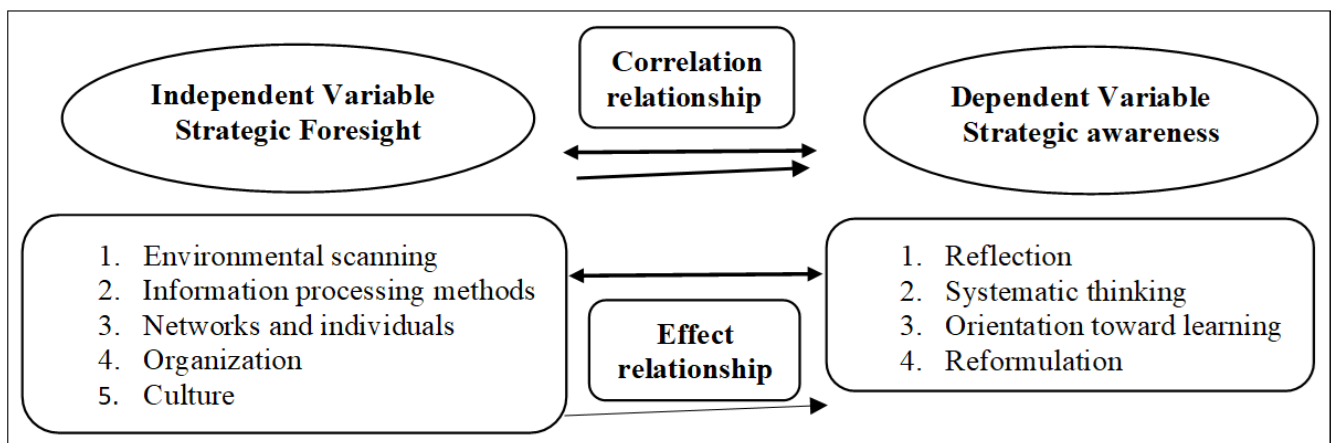


Fig 1: The hypothetical framework (as prepared by the researcher)

Research Hypotheses

- a. The first hypothesis: The use of strategic foresight tools leads to increasing the strategic awareness of the public schools principals in the decision-making process.
- b. The second hypothesis: the use of strategic foresight tools leads to improving the organizational capacity of the public schools principals under study.

Section Two: Theoretical Framework

Strategic Foresight

The Concept of Strategic Foresight

Strategic foresight is a process that determines the developments that occur in the future in all technological, societal and economic fields, early before small problems grow and turn into a crisis. The process of strategic foresight involves methods and techniques to collect, evaluate, and interpret the relevant information and support decision-making. Foresight does not mean predicting the future, but a willingness to meet future requirements and opportunities

by anticipating a set of alternative developments (Qaddouri & Al-Alusi, 2018: 119) ^[8]. (Sufar & Khudair, 2022: 118) ^[23] define strategic foresight as the process of developing a set of ideas and future visions capable of understanding and perceiving the future well to be able to determine decisions in a way that contributes to finding a better tomorrow. (Al-Mansouri & Al-Dhahuri 2019: 8) ^[9] define strategic foresight as understanding the future, foresight and awareness of its challenges and opportunity, representing important elements to achieve success, whether at the social, cultural or professional levels so that organizations and communities have a clear vision of the future they want. (Adegbile, 2017: 7) ^[24] defines strategic foresight as the ability to anticipate events before they occur, which qualifies organizations to deal with the future, as it emerges from building on the past, observing the present and anticipating the future.

The Importance of Strategic Foresight

(Falih & Shalb, 2022: 3158) ^[7] indicate that the importance of strategic foresight lies in:

1. The use of data and information obtained through environmental monitoring processes that analyze the organization's environment and follow up on the continuous environmental changes in order to enable the organization to achieve creativity and outperform its competitors.
2. Directing effective organizational functions and activities at the present time to the unexpected future, as understanding the organization's environment is very important in identifying the current tasks and adapting them to meet the future environmental requirements.

(Falih & Shalb, 2022: 3159) ^[7] add that the importance of strategic foresight is due to two main factors:

1. Organizations face an unknown future, which may generate gaps in their business as a result of the competitive nature and changing customer requirements.
2. Strategic foresight contributes to creating a flexible organization, encouraging adaptive learning, and assisting leaders in the decision-making process.

Dimensions of Strategic Foresight

1. **Environmental scanning:** it is of high importance to organizations, working on detecting the early indicators of expected changes in the general environment. It is one of the basic requirements carried out by organizations because of its great importance in the early detection of changes that may occur in the organization's environment. In addition, it is the main step for identifying the compatibility and consistency between the organization's strategy and its environment in exploring variables outside the boundaries of the organization (Al-Janabi & Al-Lami, 2019: 60) ^[11].
2. **Information processing methods:** they describe the ability to clarify the information collected systematically. The research on future information was mainly keen to create knowledge that enables the use of modern methods (Rohrbeck, 2010: 76) ^[22]. Most of the authors referred to several methods used in foresight for the future to enable the organization to clarify and process the information obtained, and use it efficiently and effectively for foresight (Jafari & NiliPour, 2017: 5) ^[19].
3. **Individuals and networks:** individuals are the most important element in the organization, representing one of its essential components at any administrative level and in any act or behavior (Al-Enezi & Al-Majdi, 2016: 77) ^[14]. While networks are defined as the structures that include computer and technological systems that have brought about tremendous development in various methods of trade and communication fields that coordinate the hierarchy of power, and then its members work together to support their participatory activities (Al-Anezi, 2017: 194) ^[13].
4. **Organization:** it is defined as the process in which the aggregation of various aspects of activities and important works is determined to achieve the desired goals of the project and put them in a structure that is occupied by qualified individuals provided with resources and supplies that enable them to perform their

work efficiently and effectively (Abu Ajeen, 2010: 7) ^[12].

5. **Culture:** it is defined as the set of beliefs, assumptions and values shared by the members of the organization (Gregor & Shook, 2009: 673) ^[17]. Foresight urges participatory learning and the development of a culture of collective strategic thinking to meet the future. This means stimulating the application of foresight in the light of participatory work that contributes to providing proactive information to foresee the future (Amanatidou, 2009: 2) ^[15].

Strategic Awareness

The Concept and Definition of Strategic Awareness

Al-Nuaimi (2020: 103) ^[10] defines strategic awareness as the level at which managers become strategically aware of the organization's situation and opportunities for change, and their awareness of all internal and external environmental factors. (While Al-Hadrawi *et al.* 2020: 507) ^[20] consider it as the ability of the individual to look beyond the physical limits of things through perception, recognition and thinking about internal and external variables and issues that may occur in the future and affect the work of organization.

(Al-Khafaji, 2010: 39) ^[4] believes that one of the reasons for the emergence of strategic awareness is the serious deviation in performance which was an encouraging factor for senior management leaders to start reconsidering the strategies of current organizations. As for (Hassan, 2021: 382) ^[3], strategic awareness is a pattern of existence that seeks to achieve a balance between strategy and awareness.

The Importance of Strategic Awareness

(Saleh and Al-Khatib 2019: 99) ^[5] point out that the importance of strategic awareness is embodied in the following points:

1. It helps achieve the strategic goals because it acts as a link between the vision and the intuition of the decision-maker.
2. It gives the organization the basic indicators that contribute to the formulation of goals.
3. It contributes to the empowerment of individuals and thus enhances the effectiveness of commitment to the organization's strategy.
4. It contributes to reshaping the internal environment of the organization, making strengths that can seize the largest number of opportunities, and thus affecting the organizational performance.

Dimensions of Strategic Awareness

The dimensions of strategic awareness are identified as reflection, systematic thinking, orientation toward learning and reformulation (Pisapia *et al.*, 2009: 45) ^[20].

1. **Reflection:** it is the ability to apply knowledge to new situations and realities. It is a vital component in all types of learning and is a multifaceted phenomenon that produces significant impacts. It is crucial for creating personal synthesis, integration and acquisition of knowledge, validation of personal knowledge, a new emotional state, and the decision to engage in a new activity. It is a cognitive skill that involves careful study of any belief or practice that promotes understanding of situations and then applying the newly acquired knowledge to these situations. It relies on subjecting evidence, perceptions, and experiences to critical

scrutiny in order to make sense of situations before thinking about application. This ongoing effort of reassessment and interpretation is integral to how leaders understand situations (Turkay *et al.*, 2012: 190)^[11]. The individual uses perceptions, experiences and information to make judgments about what happened in the past and what is being done in the present in order to help guide their future actions. The individual with the ability to reflect is able to understand the past, present and future through inquiring about why some options were accepted and others rejected. The individual is willing to question his assumptions and test whether his behaviors actually lead to desirable results or not (Pisapia *et al.*, 2009: 48)^[20].

2. **Systematic thinking:** thinking about systems is based on the idea that the whole is greater than the sum of the parts. This makes thinking systems useful in understanding the member organizations. This shift in mindset from parts to wholes is the penetration required to understand the living organisms. This analysis first develops the concept of genetic code, the intrinsic characteristics and value of systems common to all open systems. Second, it illustrates the thought processes of the system (Pisapia, 2005: 53)^[20]. Systematic thinking refers to the ability of leaders to see systems holistically by understanding the characteristics, power centers, patterns, and interrelationships that shape the behaviors of systems and provide options for taking appropriate measures. This enables leaders to think holistically about identifying the whole problem by deriving the information collected before dividing the problem into parts. This ability enables individuals to understand how facts relate to each other. It also enables them to research the reason for the demand for the products or services produced by their organizations before taking the necessary measurements to meet the demand and get feedback to help individuals and the organization to perform self-correction (Pisapia *et al.*, 2009: 43)^[21].
3. **Orientation toward learning:** it refers to the interest and dedication of employees to develop their personal skills and abilities (Gong *et al.*, 2009: 75)^[17]. It represents a necessary element to build a personal and consistent combination and rely on knowledge and the

new emotional state. This indicates that it does not mean participating individually with a new behavior or mental activity for self-knowledge, such as personal beliefs, hopes, feelings, plans, claims, etc. Therefore, there must be a parallel path between the use of the ability to strategic awareness and the development of the learning organization (Saleh, 2020: 42)^[6].

4. **Reformulation:** It is a cognitive skill that enables the individual to see and evaluate the events and facts through different perspectives. It is related to members' awareness of strengths and weaknesses. It gives the individual the ability to adapt the attention across multiple perspectives and mental models in order to form new visions and choices for actions (Turkay *et al.*, 2012: 1190)^[11]. It also gives the ability to think about a variety of sources of evidence and reflect on feedback with a focus on continuous development and progress (Heck, 2017: 7)^[18].

Section Three: Practical Framework

This part intends to evaluate the outcomes of statistical analysis obtained using the statistical analysis software (SPSS, V27). The determination of the cut-off point or the accepted criterion test was based on a three-level division. The calculation determined the value of the range, which is the difference between the greatest value (5) and the lowest value (1) on a scale divided by the number of levels (1-5), resulting in a value of 1.33. Subsequently, the aforementioned value was combined with the minimum value on the scale, denoted as (1), to ascertain the upper limit and significance of the category, as seen in table (1).

Table 1: The criterion for arithmetic averages of Likert scale for the parts, dimensions and their items

Category of arithmetic averages	Degree of response
1-2.33	Low
2.34-3.67	Medium
3.68-5	High

Results and Discussion

The first hypothesis: The use of strategic foresight tools leads to increasing the strategic awareness of the public schools principals in the decision-making process.

Table 2: Arithmetic averages, standard deviation and relative weight of strategic awareness

No.	Dimension	Arithmetic Averages	Standard Deviation	Relative Weight	Rank
1	Reflection	4.4	0.242	88	1
2	Systematic thinking	4.25	0.236	85	3
3	Orientation toward learning	4.325	0.29	86.5	2
4	reformulation	3.95	0.329	79	4
Total		4.231	0.144	84.62	-

Source: Prepared by the researcher based on the results of the electronic calculator

The data presented in Table (2) indicate that the study sample strongly agreed on strategic awareness, as evidenced by a mean of (4.231) and a standard deviation of (0.144). The analysis revealed that all dimensions exhibited high scores. Specifically, reflection had the highest mean score of 4.4 with a standard deviation of 0.242. This was followed by

orientation toward learning, which had a mean score of 4.325 and a standard deviation of 0.29. Systematic thinking had a mean score of 4.25 with a standard deviation of 0.236. Lastly, formulation had a mean score of 3.95 with a standard deviation of 0.329.

The first dimension: Reflection

Table 3: Arithmetic averages, standard deviation and relative weight of reflection dimension

No.	Item	Arithmetic Averages	Standard Deviation	Relative Weight	Rank
1	The principal can apply knowledge according to new situations and realities.	4.3	0.483	86	2
2	The principal works to solve problems according to the experiences gained.	4.2	0.632	84	3
3	The principal does not neglect the historical records.	4.4	0.699	88	1
4	The school principal has very careful decisions.	3.9	0.568	78	4

Source: Prepared by the researcher based on the results of the electronic calculator

The data shown in Table (3) clearly demonstrate that the participants in the study overwhelmingly agreed on the aspect of reflection. Evidently, all things were of superior quality. Therefore, item (3) "The principal does not disregard the historical records" ranked best with an average of (4.4) and a standard deviation of (0.699). Item (4) "The

school principal has very careful decisions" ranked last with an arithmetic mean of (3.9) and a standard deviation of (0.568).

The second dimension: Systematic Thinking

Table 4: Arithmetic averages, standard deviation and relative weight of systematic thinking

No.	Item	Arithmetic Averages	Standard Deviation	Relative Weight	Rank
1	The school principal has decisions focused on all.	4.5	0.707	90	0
2	The principal believes that the part cannot achieve success in isolation from the whole.	3.4	0.843	68	3
3	The principal believes that when the part achieves the whole goal, it becomes part of success.	4.3	0.483	86	2
4	The objectives of each part of school aim at achieving the overall goal of the school.	3.3	0.675	66	4

Source: Prepared by the researcher based on the results of the electronic calculator

The findings shown in Table (4) indicate that the participants in the study mostly agreed on the aspect of systematic thinking. It is evident that all goods were of great quality, except for item (4), which was of medium quality. The item labeled (1) "The school principal has decisions focused on all" ranked top with an arithmetic mean of (4.5)

and a standard deviation of (0.707). Item (4) "The objectives of each part of school aim at achieving the overall goal of the school" ranked last with an arithmetic mean of 3.3 and a standard deviation of 0.675.

The third dimension: Orientation toward Learning

Table 5: Arithmetic averages, standard deviation and relative weight of orientation toward learning

No.	Item	Arithmetic Averages	Standard Deviation	Relative Weight	Rank
1	The principal leaves the teaching staff in the training courses in order to develop their skills.	4.1	0.568	82	2
2	The principal is constantly working on introducing new educational tools in the school.	2.7	1.059	54	3
3	The principal encourages the teaching staff to undertake free development procedures and courses through participation.	4.1	0.568	82	2
4	The principal undergoes educational courses every period.	4.7	0.483	94	1

Source: Prepared by the researcher based on the results of the electronic calculator

The findings shown in Table (5) clearly indicate that the participants in the study sample strongly agreed on the aspect of their inclination towards learning. It is evident that all goods were of great quality, except for item (2), which was of medium quality. Item (4), "The principal attends educational courses regularly," had the highest ranking with an arithmetic mean of (4.7) and a standard deviation of

(0.483). Item (2), which states "The principal is consistently implementing new educational tools in the school," had the lowest ranking with an arithmetic mean of 2.7 and a standard deviation of 1.059.

The fourth dimension: Reformulation

Table 6: Arithmetic averages, standard deviation and relative weight of reformulation

No.	Item	Arithmetic Averages	Standard Deviation	Relative Weight	Rank
1	The principal is more flexible in reformulating and making decisions at school.	3.9	0.568	78	2
2	The principal has the skill of intelligent knowledge through the vision, evaluation, procedures and facts as well as several different skills.	3.7	0.823	74	3
3	Reformulation enables the principal to think about a variety of sourcing and checking feedback.	3.9	1.197	78	2
4	Reformulation enables the principal to change studies when things are not logical.	4.2	0.919	84	1

Source: Prepared by the researcher based on the results of the electronic calculator

The findings presented in Table (6) indicate that the participants in the study mostly agreed on the aspect of reformulation. Evidently, all the products were of superior quality. The item labeled as (4) "Reformulation allows the principal to modify studies in cases of illogicality" had the highest ranking, with an average score of (4.2) and a standard deviation of (0.919). Item (2), which pertains to the principal's ability to possess intelligent knowledge through

vision, assessment, processes, and facts, had the lowest ranking. It had an arithmetic mean of 3.7 and a standard deviation of 0.823.

The second hypothesis: the use of strategic foresight tools leads to improving the organizational capacity of the public schools principals under study.

Table 7: Arithmetic averages, standard deviation and relative weight of strategic foresight

No.	Dimension	Arithmetic Averages	Standard Deviation	Relative Weight	Rank
1	Environmental scanning	4.2	0.284	84	1
2	Information processing methods	3.875	0.295	77.5	5
3	Networks and individuals	3.9	0.428	78	4
4	Organization	3.925	0.727	78.5	3
5	Culture	3.95	0.453	79	2
	Total	3.97	0.268	79.4	-

Source: Prepared by the researcher based on the results of the electronic calculator

The data presented in Table (7) indicates that the study sample overwhelmingly concurred with the strategic foresight, as evidenced by a mean of (3.97) and a standard deviation of (0.268). All dimensions were determined to be elevated. The dimension of environmental scanning had the highest average score of 4.2 and a standard deviation of 0.284. Culture followed with an average score of 3.95 and a standard deviation of 0.453. Organization had an average

score of 3.925 and a standard deviation of 0.727. Individuals and networks had an average score of 3.9 and a standard deviation of 0.428. Lastly, information processing methods had an average score of 3.875 and a standard deviation of 0.295.

The first dimension: Environmental Scanning

Table 8: Arithmetic averages, standard deviation and relative weight of environmental scanning

No.	Item	Arithmetic Averages	Standard Deviation	Relative Weight	Rank
1	The school principal works to make consistency between the school's strategy and the external environment.	4.2	0.632	84	3
2	Environmental scanning helps the principal detect potential variables in the external environment.	4.7	0.483	94	1
3	Environmental scanning helps the principal build a good reputation in the future.	4.2	0.632	84	3
4	Environmental scanning helps the principal to communicate a clear and understandable vision to students.	4.5	0.527	90	2

Source: Prepared by the researcher based on the results of the electronic calculator

The findings shown in Table (8) demonstrate that the participants in the study were in substantial agreement about the aspect of ambient scanning. Evidently, all things were of superior quality. The item labeled as (2) states that environmental scanning assists the principal in identifying probable factors in the external world. This item had the highest average score of (4.7) and had a standard deviation of (0.483). Items 1 and 3, which state "The school principal

ensures alignment between the school's strategy and the external environment" and "Environmental scanning contributes to the principal's future reputation", respectively, ranked last with an average score of 4.2 and a standard deviation of 0.632 for both.

The second dimension: Information Processing Methods

Table 9: Arithmetic averages, standard deviation and relative weight of information processing methods

No.	Item	Arithmetic Averages	Standard Deviation	Relative Weight	Rank
1	The principal collects data according to scientific methods.	4.2	0.422	84	2
2	The school principal collects data and information and processes them by using intuition and assessment.	4.6	0.516	92	1
3	The school principals rely on information that is processed in a scientifically accurate method.	4.2	0.422	84	2
4	The school principal does not process data and information by traditional methods.	4	0.667	80	3

Source: Prepared by the researcher based on the results of the electronic calculator

The data presented in Table (9) demonstrate that the participants in the study mostly concurred on the dimension of information processing processes. Evidently, all things were of superior quality. The second item, titled "The school principal collects and processes data and information using intuition and assessment," ranked top with an

arithmetic mean of 4.6 and a standard deviation of 0.516. Item (4) "The school principal does not process data and information by traditional methods" ranked last with an arithmetic mean of (4) and a standard deviation of (0.667).

The third Dimension: Individuals and Networks

Table 10: Arithmetic averages, standard deviation and relative weight of individuals and networks

No.	Item	Arithmetic Averages	Standard Deviation	Relative Weight	Rank
1	The school principal works to share the implicit knowledge with the teaching staff at the school.	4.5	0.707	90	1
2	The school principal accepts criticism from students' parents in case of an error made by the teaching staff.	4.3	0.675	86	2
3	The school principal is more determined to work according to the principle of participation with the teaching staff.	4.5	0.527	90	1
4	The principal listens to students in case of disputes at school.	4	0.471	80	3

Source: Prepared by the researcher based on the results of the electronic calculator

The results clarified in Table (10) show that the study sample agreed to a large degree about the dimension of individuals and networks. It is clear that all items were high. Items (1 and 3) "The school principal works to share the implicit knowledge with the teaching staff at the school" and "The school principal is more determined to work according to the principle of participation with the teaching staff", respectively, ranked the first with an arithmetic mean

of (4.5) for both of them and standard deviations of (0.527 and 0.707), respectively. Item (4), which pertains to the principal's involvement in resolving school issues, had the lowest ranking. It had an arithmetic mean of 4 and a standard deviation of 0.471.

The fourth Dimension: Organization

Table 11: Arithmetic averages, standard deviation and relative weight of organization

No.	Item	Arithmetic Averages	Standard Deviation	Relative Weight	Rank
1	The principal works to organize the important activities and works to achieve the desired goals by linking activities with qualified individuals.	3.9	0.568	78	3
2	The principal works to link activities efficiently and effectively.	4.1	0.823	82	4
3	The principal works to provide the teaching staff with the needs and resources required to achieve the desired goals.	3.8	0.789	76	2
4	The principal organizes the future plans.	4	0.817	80	1

Source: Prepared by the researcher based on the results of the electronic calculator

The data shown in Table (11) clearly demonstrate that the participants in the study overwhelmingly agreed on the aspect of organization. Evidently, all the products were of superior quality. Item (4) "The principal coordinates the future plans" ranked best with an average of (4) and a standard deviation of (0.817). Item (2) "The principal works

to link activities efficiently and effectively" ranked last, with an arithmetic mean of 4.1 and a standard deviation of 0.823.

The fifth Dimension: Culture

Table 12: Arithmetic averages, standard deviation and relative weight of culture

No.	Item	Arithmetic Averages	Standard Deviation	Relative Weight	Rank
1	The principal works to introduce modern educational methods in the school.	3.9	0.876	78	2
2	The principal has a culture that allows him to accept criticism from the teaching staff at the school.	3.9	0.568	78	2
3	The principal has a culture that allows him to share information and decisions with the teaching staff at the school.	4.3	0.483	86	1
4	The principal has a culture that allows him to make changes to the infrastructure of school.	3.7	0.823	74	4

Source: Prepared by the researcher based on the results of the electronic calculator

The data shown in Table (12) indicate that the participants in the study mostly agreed on the cultural factor. Evidently, all things were of superior quality. The first-ranked item, "The principal exhibits a culture of information and decision-sharing with the teaching staff at the school," with an average score of 4.3 and a standard deviation of 0.483. The item (4) "The principal has a culture that allows him to make changes to the infrastructure of the school" ranked last with an arithmetic mean of (3.7) and a standard deviation of (0.823).

Section Four: Conclusions and Recommendations

Conclusions

1. Maintaining a high level of learning and development methods in order to develop and consolidate the efficiency and effectiveness of school principals.
2. Paying more attention to individuals and networks and developing ethical codes that adopt values and beliefs uniting all within the school system and improve the level of strategic foresight by adopting the following:
 - a. Building a mutual culture between the principal and the teaching staff, which increases their loyalty

and sense of belonging to the school.

- b. Maintaining the confidentiality of information inside the school and not disclosing it outside the school.
3. The sample of school principals under study showed that the use of strategic foresight tools does not increase the strategic awareness.

Recommendations

1. Increasing interest in conducting strategic foresight studies because of their great importance in providing information at high speed to the school principals.
2. Conducting more research on strategic foresight by searching for a relationship with strategic awareness.
3. Paying more attention to the concept of strategic foresight and highlight it as one of the modern concepts in the field of business administration, which should be studied and analyzed continuously.
4. Investigating the concepts related to strategic awareness because it is one of the important topics in scientific research.

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