



Strategic Intelligence and its Relationship to Evaluating the Performance of Physical Education School Principals from the Perspective of Administrative Supervisors in Baghdad Governorate

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Abstract

The relationship between strategic intelligence and the performance evaluation of school principals specializing in physical education from the perspective of administrative supervisors in Baghdad Governorate Today, educational leadership is one of the most prominent pillars of the success of educational institutions, due to its effective role in achieving educational goals and raising the efficiency of administrative and educational performance. Among these skills, "strategic intelligence" stands out as a modern concept that combines logical thinking, the ability to predict the future, and working within a clear vision and effective partnership. This research aims to identify the relationship between strategic intelligence and the performance evaluation of school principals specializing in physical education from the perspective of administrative supervisors in Baghdad Governorate, and to determine the level of performance evaluation among school principals specializing in physical education from the perspective of administrative supervisors.

To reveal the nature of the relationship between strategic intelligence and performance evaluation, and to determine which dimensions of strategic intelligence are most closely related to performance evaluation. The researchers adopted the descriptive correlational approach because it was suitable for the nature of the research. The sample included (120) male and female managers who specialize in physical education, in addition to a number of administrative supervisors who evaluated their performance.

For the academic year (2024-2025), the number of which is (90) supervisors from the administrators, and the reasons for the researchers' study were that they represent the problem community in this research themselves, and they are an available sample characterized by ease of

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communication and achieve the required purposes. The methodological procedures for the research included, from them I chose (67) supervisors at a rate of (83.75%) by the random method for the main application sample, and I also chose (3) supervisors from them at a rate of (3.75%) by the random method for the exploratory experiment sample, and I also chose (10) supervisors from them at a rate of (12.5%) by the random method for the application sample. The data were collected by two approved scales, the first to measure strategic intelligence in its dimensions (organized thinking, foresight and strategic vision, partnership and motivation) and the administrative performance evaluation form prepared by the Ministry of Education and approved for work. Is it the evaluation of department directors?

After statistical processing using Pearson correlation coefficients and significance tests, the results showed a statistically significant positive correlation between strategic intelligence and performance evaluation, indicating that a high level of strategic intelligence among managers contributes to improving their performance level from the perspective of administrative supervisors.

In light of the findings, the study recommended enhancing school principals' strategic intelligence skills through regular training and development programs, and focusing on the future perspective and strategic vision in administrative decision-making, given the direct impact this has on improving institutional performance in schools.

Keywords: Strategic intelligence, performance evaluation, school principals, physical education, administrative supervisors.



introduction

The educational development movement in Iraq is progressing, and those in charge are keen to ensure it is comprehensive and scientific, integrating all elements and bodies related to the educational process to provide the best educational services. The school is considered a fundamental unit in the educational system, as it bears the responsibility of preparing a generation capable of meeting the demands of life and keeping pace with rapid changes. The school principal is the most prominent leader, undertaking the tasks of planning, organizing, supervising, and evaluating, making their administrative and educational performance a key determinant of the success of the educational process. In light of the contemporary challenges facing educational institutions, strategic intelligence, which is future-oriented and allows the organization to make knowledge-based decisions while considering the organization's future circumstances, is a hallmark of organizational leaders who possess a future vision, foresight, systems thinking, partnership, motivational ability, intuition, and creativity (Hollensen, 2010:158). Strategic intelligence is an integrated system of leadership qualities that are used to address the challenges facing leaders and in the relationships between leaders and their people. (ScuddeR, 2011, pp. 32-40) Intelligence is the ability possessed by a certain level of managers who focus on an information system that ensures the collection and processing of information, enabling them to make strategic decisions that contribute to providing educational services with high efficiency. (Al-Zalimi, 2014, p. 33) It is the ability that describes the leaders of organizations in gathering information about other competing organizations in the field, identifying the internal and external environment and how to deal with it, and the clarity and realism of the strategy adopted. (Amin, 2014, p. 77) Strategic intelligence is a set of procedures and activities used to find, analyze, and evaluate all business information to achieve a specific goal, focusing primarily on issues related to the strategic planning of a business.

(4, Khalidiya Pc, 2019) Strategic intelligence has become one of the most important leadership skills that an educational manager should possess, as it contributes to guiding school work towards achieving goals, efficiently utilizing available resources, and making decisions in changing and complex environments. (Radi, 2020) Evaluating the administrative and educational performance of school managers is a fundamental tool for determining their competence in performing their duties, identifying their strengths and weaknesses, and subsequently developing improvement programs that contribute to enhancing the quality of education. Based on this, the research problem is defined by the following main question: What is the importance of studying the relationship between strategic intelligence and evaluating the administrative performance of school managers specializing in physical education?



Methodology and Tools

First: Research Methodology and Design

The researchers adopted the descriptive method using survey and correlational approaches, as it is the most suitable for the nature of the research, which aims to uncover the relationship between strategic intelligence and the performance evaluation of school principals specializing in physical education from the perspective of administrative supervisors in Baghdad Governorate. This method is considered the most appropriate for the research problem and objectives. The descriptive method is defined as "the accurate perception of the reciprocal relationships between society, trends, inclinations, desires, and development, as it provides the research with a picture of lived reality, establishes indicators, and constructs future predictions" (Mahjoub, 2000, p. 95).

Second: The Research Population and Sample

The research population consisted of all administrative supervisors working in the education directorates of Baghdad Governorate for the academic year (2024–2025). The research sample was randomly selected, representing approximately (30%) of the original population. The sample consisted of (90) male and female supervisors. The researchers chose to study them because they represent the problem population in this research, and they are a sample that is easily accessible and fulfills the required objectives and methodological procedures of the research. (67) supervisors (74.44%) were randomly selected for the main application sample. (3) supervisors were randomly selected for the pilot study sample, and (10) supervisors were randomly selected for the application sample. The period extended from (July 13, 2025) to (July 27, 2025) in the general directorates in Baghdad, as shown in Table No.(1) .

.Table.1 It shows the population and sample distribution numbers and percentages

seq	Education Directorates	The size of the native community	The excluded	Dividing the research sample		
				Sample preparation and application of the scale preparation	The practical	Sample of the exploratory experiment
1	First rusafa Education	13	2	9	1	1
2	Second rusafa Education	20	2	14	3	1
3	Third rusafa Education	10	/	8	2	/
4	First karkh Education	15	/	12	2	1
5	Second Karkh Education	21	3	16	1	/
6	Third Karkh Education	11	3	7	1	/
	Total	90	10	67	10	3
	Percentages of the sample from the population	%100	%11,11	%44.74 %85.55	%11.11	%3.33

Third: Research tools and data collection methods

The researchers used two main tools to collect data:

- 1- Strategic Intelligence Scale: Based on relevant literature and theories, the researchers developed the strategic intelligence scale they created.

The researcher, Huda Azzam Muhammad (2023), wrote her master's thesis. To ensure the current scale was tailored to the requirements of her study and its focus on the field of sports, the researchers followed a systematic scientific approach in developing the strategic intelligence scale, guaranteeing its validity and reliability for scientific research purposes. The literature indicates that constructing any scale requires meticulous planning characterized by a systematic sequence.

It takes into account scientific principles that ensure ease of application.

The scale is easy to correct and economical in terms of effort and time (Al-Ubaidi, 2011, p. 250). The scale was modified to suit the requirements and scope of the study. The researchers presented the scale to (11) experts in school administration and teaching methods to determine its suitability and appropriateness for the current study, serving the goal of preparing the scale and taking into account the



controls for constructing research instruments. The scale consists of (30) statements distributed across (5) axes, as shown in Appendix No. (1), with five answer alternatives according to the Likert scale (strongly agree, agree, sometimes, disagree, strongly disagree). Scores are given (1, 2, 3, 4, 5) respectively. The

highest score on the scale was (150) and the lowest score was (30). Face and content validity were verified by presenting it to a group of specialized referees, and the reliability coefficient was (0.91) using Cronbach's alpha equation.

2- Performance evaluation scale for school principals specializing in physical education:

The researchers adopted the performance evaluation form prepared and approved by the Ministry of Education for evaluating the work of school principals by specialized administrative supervisors. This form includes (6) areas: (cognitive area, skills area, values and attitudes area, e-learning area, activities and achievements area, and penalties). Each area includes:

- The cognitive domain, which includes (6) indicators, with each indicator scoring (4) points, and the total score for the domain is.(24)

- The skills domain includes (6) indicators, with each indicator scoring (4) points, and the total score for the domain is.(24)

- The domain of values and attitudes includes (6) indicators, the score for each item is (4) points, and the total score for the domain is.(24)

- The field of e-learning includes (4) indicators, with each indicator scoring (4) and the total score for the field being (16) points.

- The field of education, activities and achievements includes (6) indicators, and the score for each indicator is (2), and the total score for the field is (12) points.

- Penalties: If the manager receives a disciplinary penalty during the evaluation period, points will be deducted according to the type of penalty.

Total marks for the evaluation form (100) marks

Fourth: Field Application Procedures

- ❖ Arabic and foreign sources.
- ❖ The internet.
- ❖ Direct, individual interviews.
- ❖ Paper questionnaires to gather expert and specialist opinions.
- ❖ Strategic intelligence scale.

- ❖ Paper forms for data collection and processing.
- ❖ Official and administrative correspondence.
- ❖ Field visits to gather information.

Fifth: Equipment and tools used in the research:

- ❖ One (1) Chinese-made (CGSA) scientific handheld calculator.
- ❖ One (1) Chinese-made (HP) personal electronic calculator.
- ❖ SPSS version 26 software was used for statistical data processing.
- ❖ One (1) Chinese-made PILO electronic stopwatch.

VI. Statistical Methods Used

The data were analyzed using the following statistical methods:

- Arithmetic mean and standard deviation to describe the data.
- One-sample t-test to compare the arithmetic means with the hypothetical mean.
- Pearson correlation coefficient to measure the relationship between strategic intelligence and performance evaluation.
- Significance test (Sig) to verify the significance of differences and relationships.

Table.2 It shows the statistical features of the strategic intelligence scale

Type of indication	sig	Calculated value of (t)	Hypothetical mean	Error rate of the mean	Standard deviation	Arithmetic mean	N. of paragraphs	Scale name
moral	0.000	12.516	90	1.038	2.587	113.372	30	Strategic intelligence

Table.3 shows that school principals possess a high degree of strategic thinking, exceeding the scale's hypothetical level. This high level of strategic intelligence is a significant indicator of the ability of physical education principals to think long-term, analyze situations, and make appropriate decisions based on clear visions and future goals. Furthermore, this high level of strategic intelligence contributes to:

- Improving the planning and organization of school activities.
- Enhancing the efficiency of administrative and educational performance within the school.
- Strengthening the principal's ability to solve problems and make decisions flexibly and realistically.
- Building positive working relationships with the teaching and administrative staff, which positively impacts their performance evaluation by administrative supervisors.

Table.3 It shows the statistical features of the job performance evaluation form for school principals

Type of indication	sig	Calculated value of (t)	Hypothetical mean	Error rate of the mean	Standard deviation	Arithmetic mean	N. of paragraphs	Scale name Performance evaluation
moral	000,0	6,79	50	0,82	2,6	58,81	28	

Table (3) clearly shows a significant difference in performance levels among the sample, meaning that most managers demonstrated similar efficiency in their performance. These results indicate that (school managers specializing in physical education) possess outstanding administrative and technical skills, and perform their duties with a high degree of efficiency and effectiveness. This reflects a good level of educational management, planning, and organization within their schools. The high performance rating is not a coincidence, but rather reflects a positive reality in the level of administrative and leadership practice of these managers.

Table 4It shows the correlational relationships between the research variables

School principals evaluate	Strategic intelligence scal	Correlation coefficient	variables
		0.792(*)	Strategic intelligence scal
	0.130 (*)	0.097	School principals evaluate

Table (4) shows the results of the simple Pearson correlation coefficients between the main research variables, namely the Strategic Intelligence Scale and the Performance Evaluation Scale for School Principals Specializing in Physical Education. This indicates a weak, positive correlation between the two variables. This means that the higher the level of strategic intelligence among school principals, the higher their performance is evaluated by administrative supervisors, although the relationship is not very strong. This result supports the main hypothesis, which stated that there is a correlation between the two variables, and indicates that strategic intelligence contributes, albeit to a limited extent, to improving the administrative and educational performance of principals. While strategic intelligence is an influential factor, it is not the sole determinant of school principals' performance evaluations. Other factors, such as administrative experience, leadership style, institutional support, and the school environment, may also play a role (Al-Kurdi, 1996: 313). Finland (12: 200) considers strategic intelligence a necessary process for facilitating long-term decision-making. Both researchers agree with Kruger (2010) that strategic intelligence enhances the capabilities of employees within institutions and facilitates decision-making that benefits the institution. However, the existence of a significant, albeit weak, positive correlation underscores the importance of strategic intelligence as a skill that should be strengthened to improve school management efficiency. This implies that school principals with higher strategic thinking skills tend to perform better in the eyes of administrative supervisors. A principal with strategic intelligence is more capable of planning, decision-making, managing human resources, and directing efforts toward achieving school goals (Dorn, 2007, p. 162), which positively impacts their overall performance and evaluation by supervisors. Those working with him, and since strategic intelligence is linked to the manager's ability to have a holistic vision, realistic analysis, and intelligent handling of administrative situations, a high level of it necessarily leads to an improvement in job performance evaluation, especially in aspects related to planning, leadership, decision-making, and human resource management in the school. Since the school principal is at the top of the pyramid in his field of work, he needs to possess the necessary requirements to make the right decision for a given reason, and he bears great responsibility in managing collaborative work with team members, by encouraging the team towards progress through overall performance, focusing on available elements, and in a way that enables us to use the available capabilities (Rashid & others, 335:2024).

Conclusions

1. The strategic intelligence scale and the performance evaluation scale contributed to determining the level of strategic intelligence and the level of performance evaluation of school principals specializing in physical education from the point of view of the administrative supervisors in Baghdad Governorate.
2. School principals possess a high degree of strategic intelligence from the perspective of administrative supervisors in Baghdad Governorate.
3. School principals have a high level of performance evaluation from the perspective of administrative supervisors in Baghdad Governorate.



4 . There is a positive correlation between strategic intelligence and performance evaluation. It can be concluded that strategic intelligence is a strong indicator for evaluating the performance of school principals.

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Appendices

The Strategic Intelligence Scale in its final form

Dear Supervisor..... ,

-1You have before you the Strategic Intelligence Scale, which consists of statements, each with five possible answers (alternatives). Each answer represents your opinion on the statement's content.

-2Your answers are for scientific research purposes only and are strictly confidential.

-3Please do not answer any statement with more than one option in the designated section.

-4Please do not leave out any statement, as this will negatively affect your opinions.

The Researchers

(strategic Intelligence scale)

I strongly disagree	I dis agree	someti mes	agree	I strongly agree	Ferries	٢
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The school principal relies on his skills in interpreting the future directions of the school.	1
The school principal can see and deal with things that are unclear.	2
The school principal believes in the importance of anticipating the future to achieve leadership and excellence.	3
The school principal constantly monitors environmental changes surrounding the school to make future decisions.	4
The school principal puts forward proposals that would prevent problems from occurring in the school.	5
The school principal's ability to respond to changes that arise both inside and outside the school	6
The school principal works to make good use of available opportunities to achieve the school's goals.	7
The school principal explains the problems by considering their combined causes.	8
The school principal conducts a thorough review of all issues related to the school.	9
The school principal adopts a logical analysis approach to the internal problems he faces at work.	10
The school principal operates within a unified, coherent, and interconnected system within the school.	11
The school principal possesses the ability to make strategic decisions.	12



The school principal adopts new methods for learning and acquiring knowledge at the school.	13
The school principal studies the problems facing the school from several different angles.	14
The school principal relies on a clear vision when making decisions.	15
The school principal possesses a holistic vision through which he defines the work system in the school.	16
The school principal has the ability to transform the vision into a tangible reality that can be implemented within the school's educational mission.	17
The decisions made by the school principal are consistent with his strategic vision for the school.	18
The school principal uses his vision to unify teachers' efforts towards the school's goals.	19
The school principal formulates the school's strategic goals according to a scientific methodology.	20
The school principal involves teachers in presenting options for decision-making at the school.	21
The school principal welcomes the teachers' new ideas and opinions.	22
The school principal supports teachers who have new proposals to improve the school.	23
The school principal rewards outstanding teachers.	24
The school principal encourages teachers to form work teams among themselves.	25



The school principal has the ability to persuade teachers to effectively carry out their assigned tasks.	26
The school principal believes that strategic alliances with other similar schools help in crisis management.	27
The school principal tries to establish alliances with other schools to benefit from their expertise and experience in educational and administrative work.	28
The school principal believes that partnership provides flexibility in the face of ongoing environmental changes.	29
The school principal believes that the partnership gives the school a greater ability to face competition.	30

Appendix 2

It lists the academic titles, names, specializations, and places of work of the professors and .experts who were interviewed

Work place	Scientific title	Jurisdiction	name	ت
Al-Mustansiriya Basic Education	professor	Teaching methods	Prof. Dr. Ismail Abd zaid Ashour	1
Al- Muthanna University	professor	Sport managment	Dr. Khaled Aswad Laikh	2
University of Baghdad	Assistant professor	Teaching methods	Misaa Nadim Ahmed Al- yassin	3
Al-Mustansiriya University	Assistant Doctor	Sport management	Salam Hantoush Rashid	
University of Baghdad / College of Physical Education and Sports Sciences	Professor dr	Sport management	Hussein Khamis Hussein	5



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Al-Mustansiriya University, College of Physical Education and Sports Sciences	professor	Measurement and -evaluation basketball	Dr. Ali Samoum Al- Fartusi	6
Lebanese University of Science and Arts	A.p.D	Sport managment	Fadi Mouhammed Al- Kubi	7
University of Diyala / Physical Education and Sports Sciences	Professor dr	Measurement and evaluation	Bashar Galib Shehab	8
Ibn Al-Haytham College of Pure Sciences	Professor A. dr	Teaching methods	Rana Abd al Majeed Alwan	9
Maysan University	Professor A. dr	Teaching methods	Ebteгаа Mohammed kasim	10
University of Babylon	Professor	Teaching methods	Raghdaa Hamza Safah	11

Performance evaluation form for school principals

School

Full name

Job title

Date of
appointment



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specialization	Date of assuming office
Are you participating in ?the population census	certificate

Grade awarded	Highest degree	Indications	ت
	4	Knows and understands educational philosophy, policies, and goals.	1
	4	Knows and understands educational regulations, instructions, and legislation.	2
	4	Knows and understands modern teaching methods.	3
	4	Knows and understands school leadership and management styles	4
	4	Knows and understands the social and environmental conditions in which learners live.	5
	4	Knows and understands the process of self-evaluation and external evaluation of the school.	6
0	24	Total	

Grade awarded	Highest degree	Indications	ت
	4	Develops, implements, and monitors plans to improve school performance and enhance its efficiency.	1
	4	Establishes positive educational relationships built on trust and mutual	2



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respect with school staff, students, and their parents.

4	Creates a safe and stimulating school environment that contributes to success and excellence.	3
4	Deales with challenges, crises, and emergencies quickly and wisely.	4
4	Consults with school staff and involves them in sharing responsibilities and decision-making.	5
4	Accurately evaluates school performance and identifies strengths and .areas for improvement	6
0	24	Total

Grade awarded	High est degre e	Indications	ت
4		He adheres to the ethics of the teaching profession and demonstrates patience at all times.	1
4		He is committed to instilling national and moral values in school staff and students.	2
4		He accepts diverse opinions and respects cultural and intellectual diversity.	3
4		He encourages school staff to participate in volunteer activities and to contribute to the school and the community.	4
4		He engages in ongoing self-assessment and professional development for himself and the school staff.	5
4		He is committed to ensuring appropriate education for students with special needs or those experiencing psychological or social difficulties, and supports them in developing their abilities and skills	6
24		Total	



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Grade awarded	High est degree	Indications	ت
	4	He possesses the ability to use electronic programs and applications to manage and archive school documents and records.	1
	4	He possesses the ability to communicate electronically with school staff, supervisors, and parents to ask questions, provide answers, and offer feedback.	2
	4	He possesses the ability to use electronic applications and platforms to create and manage virtual classrooms and present educational content.	3
	4	He monitors the implementation of e-learning by the teaching staff both .inside and outside the school and documents this in the visitor log	4
0	16	Total	

Grade awarded	High est degree	Indications	ت
	2	Publishing a scientific research paper or article, authoring a book, or preparing a course syllabi.	1
	2	Voluntarily contributing to awareness campaigns aimed at preventing diseases and epidemics, combating drug abuse and addiction, promoting safety and security, protecting the environment, eradicating illiteracy, addressing family problems, or supporting Iraqi national industry.	2
	2	Participating in ministerial monitoring or inspection committees.	3
	2	Developing a rehabilitation program for learners with special needs, designing an educational activity that enhances learner interaction, or delivering a training lecture that promotes e-learning skills.	4



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	2	Giving a lecture at a training course, scientific seminar, or workshop	5
	2	Organizing a scientific competition, cultural festival, art exhibition, sports tournament, theatrical performance, or school trip to a historical, heritage, cultural, scientific, sports, or industrial site.	6
0	12	Total	

Deducted grade	The number	Type of punishment	ت
0		Warning (3 points deducted)	1
0		Reprimand (5 points deducted)	2
0		Salary cut (7 points deducted)	3
0		Reprimand (11 points deducted)	4
0		Salary reduction (13 points deducted)	5
0		Demotion (15 points deducted)	6
0	0	Total	



Refreance

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