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Degree to which secondary school principals in the Mafraq district practice strategic intelligence from the point of view of teachers

By Researcher
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Abstract: The study aimed to reveal the degree to which secondary school principals in the Mafraq district practice strategic intelligence from the point of view of teachers. To achieve the aim of the study, a random sample consisting of (396) male and female teachers was selected, the scale of strategic intelligence was applied and the number of its items reached (31) items
Its validity and reliability were verified. The results of the study showed that the degree of strategic intelligence practiced by secondary school principals in the Mafraq District, from the point of view of teachers, was high at the level of all fields. There are no statistically significant differences according to the responses of the study sample members according to all study variables (gender, years of experience, and academic qualification) in the fields as a whole. In light of the results of the study, the study recommends a set of recommendations, the most important of which are: Strengthening the concept of strategic intelligence among public school principals and consolidating it through holding development and training courses and programmes

Keywords: practice degree, secondary school principals, strategic intelligence

1. Introduction

In today's world, competition and conflict between institutions have become a certain outcome, especially in light of developments, the emergence of globalization, great openness among peoples, and rapid dynamism in various fields in the institutional environment at the local and global levels, which has forced institutions, especially educational ones, to predict their future and adopt modern scientific and administrative methods in order to adapt to New conditions, whether in the internal or external environment.

The question here is: What is the secret of the success of some educational institutions and what is the appropriate method to attract teachers, invest them, and obtain their loyalty and affiliation? Does it have anything to do with the principal's personality, the approach he follows with teachers, or is it the instructions and laws? These two questions can be answered by reviewing the theoretical literature in general. Strategic intelligence is considered one of the modern terms in management literature, whether in developing or developed countries, and a pattern of progress and growth in administrative thought. This pattern has a future orientation and is the beginning of strategic thinking. Researchers and academics have realized the importance of this variable for managers and taking it as an approach to educational institutions, which helps To develop strategic plans and objectives in light of accurate information to interact with present data, shape the future, and predict results, as its adoption by educational institution directors is considered a necessary and vital matter in their institutions to achieve excellence and success (Al-Azzawi, 2016)

Strategic intelligence includes all the actions and efforts made by managers through the events and circumstances they face, and employing their energies to research and find effective solutions to them. It is also an organized way of thinking that helps managers arrange roles, distribute responsibilities, determine lines of communication, and clarify activities and actions and the mechanism for their implementation (Al-Zubaidi, 2011)

2. Study problem and questions

The problem of the study was crystallized by the researcher through her acquaintance with educational literature, such as the study of Jamil's study (2021), the study of Abu Hayya (2021), and the study of Al-Muntashari (2022). She saw that the subject of the study required researching. The problem of the study also came based on the recommendations of some previous research and studies, such as the study of Al-Qarni (2019), which recommended the importance of taking into account indicators of strategic intelligence when filling administrative positions and training school principals to develop and grow skills with strategic intelligence.

The researcher also noticed, through her review of previous studies, and to the best of her knowledge, the lack of studies that addressed the topic of strategic intelligence and its importance for school principals specifically, as the researcher believes that it is necessary to reveal the degree to which secondary school principals in Al-Mafraq District practice strategic intelligence from the point of view Teachers.

2.1 The study questions:

The current study attempted to answer the following questions:

1. To what degree do secondary school principals in Mafraq district practice strategic intelligence from the teachers' point of view?
2. Is there a statistically significant difference at the significance level ($\alpha = 0.05$) in the arithmetic averages of the degree of strategic intelligence among secondary school principals in Mafraq district from the point of view of teachers according to the variables of gender, years of experience, and educational qualification?

2.2 Study objectives

The study aimed to:

1. Identifying the degree to which secondary school principals in Mafraq district practice strategic intelligence from the point of view of teachers.
2. To determine whether there are statistically significant differences in the teachers' assessment of the degree to which secondary school principals in Mafraq district practice strategic intelligence from the teachers' point of view due to the variables (gender, educational qualification, and years of experience).

2.3 Study importance

The importance of the study is divided into the following:

First: theoretical importance

This study sought to identify the degree to which secondary school principals in Mafraq district practiced strategic intelligence from the point of view of teachers, and therefore its importance lies in the following:

1. Enriching the theoretical literature related to strategic intelligence.
2. Providing some recommendations and proposals related to strategic intelligence that could benefit decision-makers in the Ministry of Education.

Second: Practical importance

The practical importance lies in the following:

1. It is hoped that academic leaders in Jordanian universities on strategic intelligence will benefit from the results of the study.
2. It is hoped that researchers and those interested in this field will benefit from the results and recommendations.
3. Enriching the Arab library with educational literature with valuable information about strategic intelligence in the field of educational administration.

3. Terminological and procedural definitions:

The study included terms that the researcher deems necessary to define as follows:

Strategic intelligence: Defined by Al-Ubaidi and others (AL-Ubaidi, et al., 2012): "The ability of individuals to confront new events, confront ongoing challenges, and how to address and respond to them."

The researcher defines it procedurally: It is an energy latent within the mind of the individual, which helps him think logically and soundly about all the issues around him, whether current or future ones, and respond to various developments and controlling them with ease. It is also considered an essential characteristic that enables individuals to adopt new ideas, administrative approaches, and patterns of thinking and creative thinking patterns for the advancement and sustainability of the institution, measured by the responses of the study sample members to the tool used to measure strategic intelligence among secondary school principals in the Al-Mafraq District.

Limitations and boundaries of the study:

Limitations of the study:

Objective limitations: The study was limited to the degree to which secondary school principals in Mafraq district practiced strategic intelligence from the point of view of teachers.

Human limitations: This study was limited to a sample of male and female teachers in secondary schools affiliated with the Directorate of Education of Mafraq District.

Spatial boundaries: This study was limited to the Directorate of Education of the Mafraq District.

Time limits: This study was limited in its application to the first semester of the 2022/2023 academic year.

Boundaries: The results of the study were determined by the degree of validity and reliability of the two study tools, and the extent of the sincerity of the sample members' response to the two study tools. The results may only be generalized to the community from which the sample was drawn and similar communities.

Theoretical framework and previous studies:

First: The theoretical framework

Strategic intelligence

It has become necessary to draw the attention of decision-makers in institutions to one of the fundamental skills and a hidden and highly influential intangible resource, which is strategic intelligence, which will help them adopt new management ideas and approaches, and enable them to make sound decisions in the event that the institution is or is not exposed to problems and crises. This is done through foresight and a clear vision of things, to achieve strategic success (Al-Hazaima, 2004).

The concept of strategic intelligence

Intelligence is one of the wonderful traits that enables an individual to acquire knowledge, how to deal with variables, and the ability to adapt to the environment. It is a specific thinking mechanism that is measured by specific standards (Thomas, 2005). Clar described intelligence as an approach consisting of multiple stages to collect the necessary knowledge, evaluate it, and then issue it to enable the individual to make sound and correct decisions (CLar, 2008).

Researchers have paid attention to the concept of intelligence, its interpretation, and an explanation of its characteristics and types. They also mentioned how to exploit it and the positives resulting from its correct application, whether in the theoretical or practical aspects. Opinions have varied about the concept of intelligence, how to measure it, employ it, and its nature. The Greek philosopher Cicero is considered the first to use the word "intelligence," which means: awareness, comprehension, and reasoning. Then this concept spread and was translated into many languages. The word "Intelligence" is derived from the Latin word "Intelligentia." This shows us that some philosophers were following the rational approach adopted by early psychologists (Al-Sheikh, 2017).

Al-Shammari (2019) believes that intelligence is the ability to think abstractly, process semantics, and know interactions and conclusions to reach correct, realistic generalizations. The word intelligence includes many connotations that can be said to be a specific approach or style of thinking or mental effort to reach appropriate outputs or results (Al-Najjar and Al-Harayza, 2020).

Some researchers have mentioned that intelligence has several types, including: (kinetic or physical intelligence, interactive intelligence, logical or mathematical intelligence, personal intelligence, natural intelligence, spatial intelligence, musical intelligence, and linguistic intelligence (Gulab and Rohio, 2015).

- Physical or kinesthetic intelligence: It is the individual's ability to deal with the things surrounding him competently, control the body's movements correctly and consistently, and use and control the individual's body parts to reach a solution to the problems facing him (Muhaisen, 2015).

- Interactive intelligence: which is the ability to interact with people and engage with them, to observe their behavior and understand their facial expressions and gestures, to deal with them in a correct, realistic and practical way, to know their needs, to understand their intentions and motives and to respond to them, and to establish positive relationships with them (Al-Quraiti, 2005).

- Logical or mathematical intelligence: which is the individual's ability to deal with numbers skillfully and dexterously, and to reach correct results through logical assumptions, and the individual's ability to think

logically, classify, infer, group, generalize, and master mathematical treatments, graphical forms, and drawings (Hussein, 2014).

- Personal intelligence: This type of intelligence refers to the individual's ability to be aware of himself, and his ability to adapt through his knowledge of himself. This type of intelligence includes a true image of oneself, aspects of strengths and shortcomings, and awareness of motives and desires (Al-Naimi, 2006).

- Natural intelligence: It is the individual's ability to comprehend the changes and phenomena that occur in the surrounding environment, his ability to classify and distribute living organisms (plants, animals, and inanimate objects), and his ability to distinguish and understand the features of nature. This intelligence is represented by geologists, archaeologists, Botanists and zoologists, hunters, and farmers (Jaber, 2003).

- Spatial intelligence: It is a mental ability associated with an individual's perception of the spatial world in a real way and making changes to those perceptions and imaginations, which is highly evident among those with technical abilities such as engineers and architects (Armstrong, 2006).

- Musical intelligence: This type of intelligence is represented by individuals who are characterized by high musical skills, knowledge of melodic patterns, rhyme, and rhythm, and their ability to distinguish sounds competently, compose and write melodies, poems, and chants, and harmonize when listening to the Holy Qur'an and Maqamat (Wafi, 2010).

- Linguistic intelligence: is the ability to master the language and how to use it competently, whether in oral or written expression, in writing, and in various types of writing, and the ability to acquire language skills (listening, speaking, reading, writing). This type also includes knowledge of the structure of the language, its concepts, and its sounds. The ability to make practical use of language, including: statement, persuasion, remembering information, and explanation. This intelligence is represented by writers, poets, novelists, lecturers, preachers, and writers (Al-Quraiti, 2005).

Dimensions of strategic intelligence:

Foresight: It is the first dimension of strategic intelligence, adopted by managers who are distinguished by insight, acumen, and reason, and their ability to correctly diagnose and explore obstacles and difficulties that are likely to occur in the near future, by investigating dynamic changes in the past and present in order to determine the features of the future (Don, 2009).

Al-Sunbol (2003) stated that foresight is a comprehensive and detailed intellectual effort based on evidence, aiming to predict the future of a specific phenomenon, by developing possibilities and alternative methods based on mature programmes. Strategic intelligence gives managers inductive capabilities that enable them to formulate long-term plans and policies aimed at achieving the organization's goals (Atta, 2017). Foresight helps managers recognize the elements that shape the future, and deduce and anticipate opportunities that may reveal the identity of the work and the ability to innovate. It is a method based on combining the past and present times to make assumptions about what the organization will be like in the coming time.

-Systemic thinking: This dimension views the institution as an integrated system consisting of departments, levels, and individuals who move within deliberate and agreed-upon steps that fuse together, achieving integration and prosperity in the institution. Systems thinking expresses the ability to bring together all the elements in the institution and integrate them for the purpose of diagnosing them and knowing how they come together. It creates a clear picture of the parties you are dealing with (Al-Naimi, 2008).

-Future vision: This dimension represents the starting point for excellence, and the direction of the right path to develop radical change steps for the organization (Al-Kawaz et al., 2012). It is possible to predict what the institution will become in the future, and to achieve the desired hopes and ambitions, as long as the phenomena and events are studied and analyzed in a way that guarantees their success and not failure. It is a means that provides managers with the ability to compete and achieve an important position among different institutions (Obaid, 2015).

The vision is a description of the future state that the organization is trying hard to reach, and it goes beyond just looking beyond events, and includes awareness, comprehension, and perception, that is, it depends on capabilities, experiences, and a good investigation and diagnosis of the organization's reality and its future (Al-Ashi, 2013).

-Motivation: is when managers stimulate enthusiasm among workers by knowing the factors that affect their motivation, satisfaction, and fulfillment of their needs, to ensure that their work is completed with high efficiency. This dimension guides workers to believe in one goal that unite them, and motivate them to achieve these goals, and transform them from theoretical concepts and terminology into Practical procedures (Shevchenko, 2019). But there are several important links that management must take into account if it wants to activate the role of motivation to achieve productive and profitable benefits, which are: linking motivation to the goals of employees and management together, and that there be a close connection between motivation and goal (Dessler, 2017).

-Partnership: Partnership is demonstrated by the ability of strategically intelligent managers to master the establishment of internal and external strategic partnerships with other institutions in the form of organized networks with the aim of exchanging experiences and skills to improve the capabilities of the institution's employees, out of their belief in the power that these alliances will give them in the face of increasing competition and crowding and achieving success (Maccoby, 2004).). A strategic alliance is an agreement that obligates two or more groups of institutions to share their resources and sources in order to develop a joint project and exploit new opportunities (Abu Al-Ghanem, 2015).

The importance of strategic intelligence

Strategic intelligence is considered the basic foundation of strategic thinking, which helps managers how to make important fateful decisions for the future of the organization. Hence the importance of this type of intelligence appears as it is an important element in helping the organization confront the difficulties and risks surrounding it (Al-Zalmi, 2016).

Mattar (2018) also explained in his study the importance of strategic intelligence as follows: preparing and assisting managers in performing their administrative duties in their institutions by using various methods of intelligence, and using them in the appropriate manner in order to adapt to modern and ongoing developments, and helping managers predict, study, diagnose and develop expected risks. Plans and solutions to manage them appropriately, work to support and encourage institutions to progress, develop and innovate, develop short and long-term plans to achieve a special competitive position among other competing institutions, examine indicators and forecast opportunities by monitoring institutions in the surrounding environment and revealing their work strategies to achieve growth and progress.

Stages of strategic intelligence

Othman (2017) stated that strategic intelligence goes through a set of stages, which are as follows:

- Sensing: enhancing managers' ability to correctly diagnose internal and external changes in the organization's environment and how to deal with them
- Collection: Using methods and ways to collect valuable data related to decisions made within the organization
- Organization: A stage in which data is coordinated, arranged, and restructured into sources of information.
- Processing: Using appropriate methods to analyze and process data and transform it into valuable information
- Communication: Facilitating ways to access information and delivering it to relevant employees
- Use: Use the information collected to determine strategic plans and how to implement them

Principles of strategic intelligence

Some researchers have identified principles for strategic intelligence within the scope of their research into mechanisms for forming and developing policies and strategies related to innovation, with four principles, as mentioned by (Gershman & Kitova, 2016), (Kuhlmann, 2003).

- The principle of participation: Strategic intelligence emphasizes participation between all departments and divisions within the institution, especially in developing plans and policies, and the necessity of coherence of all activities and internal work in line with the values and interests of the various parties of the institution.

- The principle of objectivity: This strategic intelligence helps to develop realistic and objective strategies characterized by effectiveness and efficiency, based on analyzing changes, evaluating rapid technological developments, and requiring continuous improvement of the rules of research and development in the institution.
- The principle of moderation and organization: Strategic intelligence establishes methods of joint learning and knowledge exchange about the beliefs, impressions, and vision of stakeholders in formulating the organization's strategies. It also has a fundamental role in supporting discussions that lead to reducing the rate of disputes and disagreements within the organization.
- The principle of decision support: Strategic intelligence is at the heart of decision-making processes due to its importance in supporting decision-makers and helping them develop plans, strategies and decisions appropriate to the organization's work, while ensuring their correct application later.

Foundations of strategic intelligence

Ibrahim and Shamsi (2018) stated that strategic intelligence is based on several foundations that help organizations devise solutions to problems and achieve desired goals, and these foundations include:

- Information: Strategic intelligence is an important factor for managers in organizations, and its importance lies in providing the necessary and useful information about the internal and external work environments that helps them make correct decisions, develop correct plans and strategies at the correct time, and makes them more able to anticipate developments that may occur in the future. Both environments, this leads to achieving the highest profits for organizations, growth and continuity (Xu, 2007).
- Creativity: This type of intelligence has a strategic role in making innovation policies for institutions by adopting modern techniques to evaluate them, developing modern methods for solving problems, and forming creative visions for solutions, by preparing a program for research and creativity specific to the institution, and ensuring its application with perfection (Arnold, 2005).
- Strategic vigilance: Strategic intelligence has a close relationship with vigilance due to the need for institutions to remain alert, knowledgeable, and aware of the new developments and changes going on around them, as the environment is constantly changing and continuous rapid growth, which makes institutions constantly search for continuous improvement and innovation, and explains strategic vigilance in terms of It is an approach that helps managers find and make appropriate decisions to avoid expected risks, and seize available opportunities through study, observation, and analysis of the environment and the current and future impacts of organizations.

Roles of strategic intelligence

- The role of strategic intelligence in the process of change: Strategic intelligence is an important administrative tool for institutions as it helps departments anticipate changes, realize and gain insight into the methods of change expected to occur in policies, programs and legislation in the future, and take the necessary measures and strategies to adapt to them and prepare for any sudden change in order to maintain survival and sustainability. The Foundation (Abu Osbaa, 2018).
- The role of strategic intelligence as a competitive weapon: Strategic intelligence helps institutions improve their competitive role among competing institutions in the labor market through careful analysis of the surrounding environment and knowledge of the difficulties, threats, and opportunities available early so that managers can formulate solid plans to seize opportunities and confront and address difficulties. The nature of competitors in the labor market, their motives and trends must be studied so that managers can anticipate the consequences and effects that these institutions aim to achieve, take caution and make appropriate decisions. This role represented by strategic intelligence helps institutions to always be at the forefront (Al-Abdali, 2010).
- The role of strategic intelligence in supporting decision-making: This role is considered one of the most important roles of strategic intelligence due to its crystallized importance in helping decision-makers in various institutions to avoid making wrong decisions and making correct decisions in the

long term by providing all the necessary information to managers and special facts and events in the institutional environment and identify opportunities to seize (McDowell, 2009).

Strategic intelligence in schools and education

Educational institutions are one of the institutions that always seek to achieve their goals of development and progress through effective and active administrations (Marai, 2002). The academic and professional competencies of school principals are important requirements to raise the level of their abilities to solve problems, and to make them capable of school management in a meaningful and sound manner. The modest qualifications and abilities of school principals make them find great difficulties when confronting difficulties and problems (Al-Hazaima, 2004). Here the role of strategic intelligence and the importance of adopting it among school principals is highlighted, when the discrepancy in technical competencies and skills is small, we find that the candidates for administrative positions do not differ from their teacher counterparts in these skills, but what distinguishes them from others and highlights their role is the level of strategic intelligence they have, as the success of school administration is linked to the characteristics and leadership qualities possessed by administrators. School principals or strategic thinkers must have many and varied competencies and skills that enable them to manage crises, solve problems and confront difficulties, how to deal with variables and the ability to adapt to the surrounding environment. They are men of change who act as guides to teamwork and advisors who provide expertise to their colleagues. They are also responsible for motivating teachers to work, raising their morale, attracting their loyalty and belonging to the school, and maintaining their unity and cohesion (Al-Mousa, 2006).

The researcher believes that strategic intelligence is a set of traits and mental abilities possessed by a certain level of school principals, and a modern method that encourages change and innovation through investigation, gathering information, and forecasting everything new in the work environment in order to formulate the correct plans and strategies in the long term. School administrations at the present time must adopt this method in order to continue to give and excel, to carry out the role required of them, and to achieve their goals to advance the school and maintain its continuity and survival, and even to become a difficult number among competitors to occupy the pinnacle of leadership and excellence.

Second: Previous studies:

The researcher reviews previous studies related to the topic of the current study and where the studies are presented from oldest to most recent as follows:

Al-Qarni's study (2019) aimed to identify the level of strategic intelligence and decision-making skills among secondary school principals in the city of Tabuk in Saudi Arabia. To achieve the objectives of the study, the descriptive, correlational survey method was used, and accordingly, a questionnaire was constructed to collect data, and the study sample reached (61) principals. The results of the study showed that the degree of availability of strategic intelligence among school principals to a high degree in all areas except foresight was average, and that there were statistically significant differences between the averages of school principals' responses regarding their estimate of the degree of strategic intelligence due to differences in years of experience and in favor of those with (10) years of experience or more.

Al-Nashi (2019) conducted a study that aimed to identify the level of strategic intelligence among secondary school principals in Baghdad Governorate from the point of view of teachers, and to identify the significance of the differences in it according to the variables of type and administrative service. The descriptive analytical approach was used, and a questionnaire for strategic intelligence was prepared based on Maccoby model, and the sample consisted of (525) male and female secondary school teachers. According to the results of the study, it was found that the research sample of secondary school principals had good strategic intelligence, and no statistically significant differences appeared in strategic intelligence in the variables of type and length of administrative service.

Al-Sayed's study (2020) aimed to know the mechanisms of crisis management in public secondary schools in Dakahlia Governorate in light of the strategic intelligence approach. The study used the descriptive approach and the questionnaire as a tool for collecting data. The study sample consisted of a group of teachers and administrators in public secondary schools within Dakahlia Governorate. The sample size was (400)

individuals, including (270) teachers and (130) administrators. The results of the study resulted in the following: lack of understanding and awareness of modern administrative approaches such as strategic intelligence, its importance, roles and dimensions, the school's lack of creative leaders who help chart the path to radical solutions to the crises that arise. The school faces a lack of positive relationships between the principal and school staff.

Jamil's study (2021) aimed to reveal the role of strategic intelligence and its dimensions of foresight, future vision, partnership, and motivation in making administrative decisions, in order to try to find out the extent to which there is a clear vision among principals and their assistants in secondary schools in the center of Erbil Governorate, for strategic intelligence and administrative decision-making and a field framework. To identify the nature of the relationship and impact between the two variables and to reach the objectives of this research, the research adopted the descriptive analytical approach in treating its variables, and a hypothetical research plan was designed that expresses its main hypotheses. The questionnaire was used as a tool for collecting data, and it was distributed to (104) directors and assistants in (26) secondary school as a sample of (50) secondary school a research community. The research reached a set of conclusions, the most important of which is the existence of a positive relationship between the dimensions of the independent variable together and individually and the dependent variable, and the presence of a significant average effect of the dimensions of strategic intelligence in terms of making administrative decisions. It is assumed that the dimension of foresight is the most influential dimensions in enhancing administrative decision-making in these schools

Abu Hayya (2021) conducted a study that aimed to identify strategic intelligence and its relationship to the decision-making process of public-school principals in Madaba Governorate from the point of view of teachers. To achieve the objectives of the study, the descriptive, correlational approach was used, and the study sample consisted of (323) teachers who were selected by the stratified method. Randomly, the questionnaire was used as a tool for collecting data. The results of the study showed that the level of strategic intelligence among school principals was at the overall level to a moderate degree, and that the level of the decision-making process among school principals was also at the overall level to a moderate degree. The results of the study also showed that there is a positive, statistically significant correlation between strategic intelligence and the decision-making process of school principals.

As for Al-Muntashari (2022), his study aimed to find out the impact of the level of strategic intelligence according to the (Maccoby & Scudder) model on the organizational creativity of school principals in the city of Al-Baha from the teachers' point of view. To achieve this goal, the descriptive analytical approach was used, and the questionnaire was used to collect data from the community. The study, and the research sample was (402) female teachers who were selected by random sampling method, and the study reached a number of results, including that the level of strategic intelligence among school principals in Al-Baha city was at a high level, and the level of organizational creativity among school principals in Al-Baha city was also at a high level. The study also found that there is a strong correlation and a significant effect at the significance level (0.05) for the level of strategic intelligence on the organizational creativity of school principals in Al-Baha city.

The study of Al-Domor (2022) aimed to clarify the relationship between strategic intelligence and the job performance of public secondary school principals in the city of Karak, from the point of view of their teachers. The research used the descriptive correlational approach and the questionnaire as a tool for collecting data, where a random sample was selected consisting of (146) teachers. The study concluded that the level of strategic intelligence among public secondary school principals was average, while their level of job performance was high, and there was statistical significance and a positive correlation between strategic intelligence and all dimensions of job performance.

Summary of previous studies and location of the current study, including:

Through the researcher's review of previous studies that dealt with the topic of strategic intelligence, it becomes clear that these studies were numerous and differed according to the goals they sought to achieve, the variables they dealt with, and the differences in the data that were conducted.

All previous studies agreed on the importance of strategic intelligence. Al-Nashi's study (2019), Al-Sayed's study (2020), Nawzad Faydi Jamil's study (2021), Abu Hayya's study (2021), and Al-Muntashari's study (2022) also agreed to use the descriptive analytical approach, while the Al-Dumr study (2022) differed. In the study methodology, while it used the descriptive correlational approach.

All previous studies were also similar to this study by using the questionnaire as the main tool for collecting data. The current study was similar to previous studies in terms of the target sample, which consisted of teachers in schools, and this is what distinguishes the current study.

The most prominent feature that distinguishes the current study from previous studies is that the current study was distinguished by its attempt to identify the practice of strategic intelligence by high school principals in the Mafraq district from the point of view of teachers, and the lack of previous studies that were written about the importance of strategic intelligence among high school principals, to the best of the researcher's knowledge.

4. Method and procedures

Study methodology:

The descriptive analytical method was used due to its suitability to the nature and objectives of the study.

Study population:

The study population consisted of all high school teachers in the Directorate of Education for Al-Mafraq District in Jordan, their number reached (1,352) male and female teachers on top of their work during the implementation of the study for the academic year 2022/2023, according to the statistics of the Directorate of Education of Al-Mafraq District.

The study sample:

The study sample consisted of (396) male and female teachers. The sample was selected by simple random method from high school teachers in the Directorate of Education of Mafraq District, from the first semester of the 2022/2023 academic year. The study tool was distributed through the electronic application (Google Form). Table (1) shows the members of the study sample according to the study variables (gender, educational qualification, and years of experience)

Table 1: The study sample was distributed according to the variables of gender, educational qualification, and years of experience

changes	categories	Repeat ions/count	percentage
gender	male	180	46%
	female	212	54%
	total	396	100%
qualifications	Bachelor's	265	67%
	Postgraduate	131	33%
	total	396	100%
Years of experience	Less than 5 years	74	19%
	5 – 10 years	102	26%
	More than 10 years	220	56%
	total	396	100%

Study tool:

To achieve the objectives of the study, the researcher developed the study tool by reviewing previous studies such as the Abu Hayya study (2021), the Al-Muntashari study (2022), and the Al Domor study (2022). The study tool consisted of two parts, the first part of which dealt with demographic information related to the study sample members, gender (male)., female), educational qualification (bachelor's, postgraduate), and years of experience (less than 5 years, 5-10 years, more than 10 years). The second part dealt with examining the degree to which secondary school principals in the Mafraq district practiced strategic intelligence from the point of view of teachers.

A five-point Likert scale (5,4,3,2,1) was adopted, according to the responses of the study sample of government high school teachers in Al-Mafraq, where the rating score was determined according to the arithmetic averages of each item by subtracting the upper limit from the lower limit. It equals (4) degrees, and then dividing the difference by (3), the length of the category was (1.33), and accordingly the averages for estimating the responses of the study sample members to the tool were as follows

(2.33-1.00)represents a low rating-
(3.67- 2.34)represents an average rating-
(5.00 - 3.68) represents a high rating-

Instrument Validity:

The apparent validity of the study tool was confirmed. In its initial form (36) items were presented to (12) arbitrators from specialized faculty members in Jordanian universities. They were asked to express their opinions and observations about the questionnaire's paragraphs in terms of the degree of suitability of each of its paragraphs. The field to which it belongs, the degree of clarity of each paragraph, the soundness of its linguistic formulation, and its suitability to achieve the goal for which it was developed, and to suggest what each arbitrator sees by deleting, adding, or rephrasing.

After restoring the peer-reviewed copies, some paragraphs of the questionnaire were modified and some were deleted in light of the opinions of the arbitrators, so that the number of its paragraphs became (31) paragraphs in its final form, after it was (36) paragraphs in its initial form. The approval of the arbiters on it was based on its apparent honesty, the arbitrators' agreement was based on its apparent validity, as the researcher set an agreement rate of (91%) as the minimum for accepting the questionnaire items.

Tools Implement stability:

To ensure the reliability of the tool, internal consistency reliability coefficients were calculated using the Cronbach alpha method, and Table (2) shows this

Table 2: Reliability coefficients for strategic intelligence and its fields

Number	Field	NO. of questions	Coefficient of consistency stability
1	Foresight	7	0.93
2	Motivation	7	0.94
3	Future vision	7	0.95
4	Systems thinking	5	0.93
5	Partnership	5	0.96
6	Strategic intelligence	31	0.98

Table (2) shows that the reliability coefficient for the strategic intelligence domains ranges between (0.93 - 0.96), and the overall reliability coefficient reached (0.98), which indicates that the scale has high reliability implications

Statistical processing:

- To extract reliability, the Cronbach alpha equation was used.
- To answer the first two questions, arithmetic means and standard deviations were used.
- To answer the second question, multiple analysis of variance (MANOVA) was used

Intermediate variables:

- Gender: It has two levels: (male, female)-
- Academic qualification: It has two levels: (Bachelor's, Postgraduate)-

- -Years of experience: It has three levels (less than 5 years, 5-10 years, more than 10 years)
- Dependent variable: strategic intelligence-

Study procedures:

To achieve the objectives of the study, the researcher carried out the following procedures- :

1. Review previous studies that include the degree to which high school principals practice strategic intelligence from the point of view of teachers in Jordan and in the rest of the world.
2. Preparing the study tool, which is a questionnaire, with the aim of identifying the degree to which high school principals in the Mafraq District practice strategic intelligence from the point of view of teachers, according to a five-point Likert scale.
3. Obtaining an official letter from the Directorate of Education for the Mafraq district covered by the study in order to facilitate the task of distributing the study tool to male and female teachers.
4. The researcher created an electronic questionnaire on Googledox.
5. The researcher distributed questionnaires to the study sample, which were male and female high school teachers in the Directorate of Education of the Mafraq District, included in the study, by sending a link to the electronic questionnaire.
6. The researcher downloaded the study sample estimates from Googledox in the form of an Excel file, and they were analyzed statistically.

Presentation and interpretation of results:

This part of the study deals with a presentation of the results reached by the current study and their discussion, according to the sequence of its questions, as follows:

Results related to the first question: What is the degree to which high school principals in the Mafraq district practice strategic intelligence from the teachers' point of view?

To answer this question, arithmetic means and standard deviations were calculated for the degree to which high school principals in the Mafraq district practiced strategic intelligence from the point of view of teachers, for each field alone and for the fields as a whole, as shown in Table(3)

Table 3: The arithmetic means and standard deviations for the areas of strategic intelligence among secondary school principals are arranged in descending order

number	field	ranking of the field,	arithmetic mean	standard deviation	degree of agreement
1	Foresight	1	4.20	0.61	high
4	motivation	2	4.20	0.71	high
3	Future vision	3	4.16	0.65	high
2	Strategic intelligence	4	4.15	0.64	high
5	Partnership	5	4.08	0.72	high
total			4.08	0.59	High

The results presented in Table (3) indicate that the degree to which high school principals in Al Mafraq district practiced strategic intelligence, from the point of view of teachers, was with a high degree of agreement, as the arithmetic mean of their responses reached (4.16) and a standard deviation of (0.59), as the two areas of foresight and motivation scored The highest arithmetic mean reached (4.20) for each, with a standard deviation of (0.61, 0.70), respectively, with a high degree for each, while the field of future vision came in second place, with an arithmetic mean of (4.16) and a standard deviation (0.65), with a high degree of agreement. systems thinking came in third place with a mean of (4.15) and a standard deviation of (0.64) and a high degree of agreement. Finally, the field of partnership came with a mean of (4.08) and a standard deviation of (0.72) and a high degree of agreement.

The researcher attributes this result to high school principals' awareness of the importance of strategic intelligence and the necessity of adopting it as it is considered one of the basic pillars of strategic thinking that

helps them perform their administrative duties, predict problems before they occur, and develop plans and solutions to address them, in addition to its main role in supporting school principals on how to make future decisions and to confront the expected difficulties and adapt to new changes. This result agreed with the results of Al-Muntasari's study and (2022), and differed with the results of other studies such as Al-Sayed's study (2020), Abu Hayya's study (2021), and the Al Domor study (2022).

Regarding individual areas

The first field: Foresight: Arithmetic means and standard deviations were calculated for all items in the field, as shown in Table (4)

Table 4: The arithmetic means, standard deviations, and degree of agreement for the items in the foresight field are arranged in descending order

Rank	Paragraph No.	Paragraph	arithmetic mean	standard deviation	degree of agreement
1	5	The school principal makes proposals that will avoid problems in the school	4.27	0.77	high
2	6	The school principal's ability to respond to changes that arise inside and outside the school	4.23	0.74	high
2	4	The school principal constantly monitors environmental changes surrounding the school to make future decisions	4.23	0.78	high
2	7	The school principal works to make good use of the available opportunities to achieve the school's goals	4.23	0.78	high
5	3	The school principal believes in the importance of extrapolating the future to achieve leadership and excellence	4.19	0.79	high
6	1	The school principal relies on his or her skills to interpret future trends for the school	4.15	0.83	high
7	2	The school principal can see the unclear issues and deal with them	4.11	0.80	high
Total			4.20	0.61	high

The results presented in Table (9) indicate that the arithmetic mean for the items in the Foresight domain as a whole was (4.20), with a standard deviation of (0.61), with a high degree of agreement. The arithmetic means for the domain items also ranged between(4.27-4.11) .

Paragraph (5): "The school principal makes proposals that will avoid the occurrence of problems in the school," ranked first among members of the study sample with a mean of (4.27) and a standard deviation of (0.77), and a high degree of agreement, as did paragraphs (6). Paragraph (4): "The school principal's ability to respond to changes that arise inside and outside the school." Paragraph (4): "The school principal constantly monitors the environmental changes surrounding the school to make future decisions." Paragraph (7): "The school principal works to invest in the available opportunities in a good way." To achieve the goals of the school" came in second place among members of the study sample, with a mean of (4.23) for all of them, and a standard deviation of (0.74, 0.78, 0.78), respectively, and a high degree of agreement for all of them, while paragraph (1): "The school principal approves "On his skills in interpreting the school's future trends," it was ranked penultimate with an arithmetic mean of (4.15), a standard deviation of (0.83), and a high degree of agreement. Paragraph (2) also came: "The school principal is able to see unclear matters and deal with them," in last place with a mean of (4.11), a standard deviation of (0.80), and a high degree of agreement.

The researcher attributes this to the fact that high school principals have the ability to anticipate the future, investigate current and future dynamic changes, develop long-term plans based on logical studies, and build expectations of what may happen to the school and the developments it will face in the coming days, and this is one of the important elements of decision-making. In addition, foresight develops the skills of managers and helps them diagnose and seize opportunities. This result agreed with the study of Nawzad Faizi (2021) and the study of Al-Muntashri (2022), which showed that the level of practicing foresight was high. This result differed from Al-Sayed's study (2020) and Abu Hayya's study (2021), which showed that the level of foresight practice was moderate.
The second field: Systemic thinking: Arithmetic means and standard deviations were calculated for all items in the field, as shown in Table:(5)

Table 5: Descending arithmetic means, standard deviations, and degree of agreement for the items in the systems thinking domain

Rank	Paragraph No.	Paragraph	arithmetic mean	standard deviation	degree of agreement
1	1	The school principal explains problems by looking at their combined causes	4.32	0.70	high
2	5	The school principal has the ability to make strategic decisions	4.17	0.86	high
3	2	The school principal carefully studies all issues related to the school	4.14	0.78	high
4	7	The principal examines the problems facing the school from many different angles	4.13	0.82	high
5	3	The school principal adopts a method of logical analysis of the internal problems he faces at work and addresses them	4.12	0.81	high
5	4	The school principal works within a unified, harmonious and interconnected system within the school	4.12	0.83	high
7	6	The school principal adopts new ways of learning and acquiring knowledge in the school	4.03	0.87	high
Total			4.15	0.64	high

The results presented in Table (5) indicate that the arithmetic mean for the items in the field of systems thinking as a whole was (4.15), with a standard deviation of (0.64), with a high degree of agreement. The arithmetic averages for the items in the field ranged between(4.32-4.03) .

Paragraph (1): "The school principal explains the problems by looking at their combined causes" ranked first among the study sample members with a mean of (4.32) and a standard deviation of (0.70), and a high degree of agreement. Paragraph (5) also came: "The school principal possesses the ability to make strategic decisions," ranked second among members of the study sample with a mean of (4.17), a standard deviation of (0.86) and a high degree of agreement. Paragraphs (3) also stated: "The school principal adopts the pattern of logical analysis of the internal problems that he faces at work and addresses them," and paragraph (4): "The school principal works within a unified, harmonious system with interconnected elements within the school," ranked penultimate with an arithmetic mean of (4.12) and a standard deviation of (0.81, 0.83), respectively, and a high degree of agreement for each. While paragraph: (6): "The school principal adopts new methods of learning and acquiring knowledge in the school," came in last place with a mean of (4.03), a standard deviation of (0.87) and a high degree of agreement.

This may be due to the prevalence of the rational thinking style among school principals and its adoption as a pattern of logical analysis of the internal challenges and problems in the school, and working to invent new

solutions and methods for these problems. Systemic thinking also contributes to building strategies for learning and gaining experience and knowledge within the school, and enhances cooperative work within a unified team. It is consistent, and it also indicates school principals' awareness of the importance of this dimension and the skills it contains that will help them analyze, synthesize, and conclude to build correct and sound strategies. This result is similar to the study of Al-Qarni (2019), the study of Nawzad Al-Faydi (2021), and the study of Al-Muntashari (2022), which indicated that the level of practicing systems thinking came in at a high level

Table(6)

Descending arithmetic means, standard deviations, and degree of agreement for future visual field segments The third field: The field of future vision: The arithmetic means and standard deviations were calculated for all items in the field, as shown in Table

rank	Paragraph No.	Paragraph	arithmetic mean	standard deviation	degree of agreement
1	6	The school principal formulates the school's strategic goals according to a scientific methodology	4.21	0.81	high
2	1	The school principal relies on a clear vision in making decisions	4.20	0.82	high
3	4	The decisions made by the school principal are consistent with his strategic vision for the school	4.19	0.74	high
4	5	The school principal uses his vision to unite teachers' efforts toward the school's goals	4.18	0.78	high
5	2	The school principal has a comprehensive vision through which he determines the work system in the school	4.16	0.77	high
6	3	The school principal has the ability to transform the vision into an actual reality that can be applied within the school's educational mission	4.12	0.78	high
7	7	The principal involves teachers in presenting options for decision-making in the school	4.05	0.91	high
total			4.16	0.65	high

The results presented in Table (6) indicate that the arithmetic mean for the items in the field of future vision as a whole was (4.16), with a standard deviation of (0.65), with a high degree of agreement. The arithmetic averages for the items in the field ranged between.(4.21-4.05)

Paragraph (6) "The school principal formulates the strategic goals of the school according to a scientific methodology," ranked first among the study sample members with a mean of (4.21) and a standard deviation of (0.81), and a high degree of agreement. Paragraph (1) also stated: "The school principal relies on a clear vision in making decisions," ranked second among members of the study sample with a mean of (4.20), a standard deviation of (0.82), and a high degree of agreement. Paragraph (3) stated: "The school principal has the ability to transform the vision into an actual reality that can be implemented within the school's educational mission," ranked penultimate with a mean of (4.16), a standard deviation of (0.77), and a high degree of agreement, while paragraph (3): "The school principal has the ability to transform the vision into reality." Actual that can be applied within the school's educational mission," ranked last with a mean of (4.12), a standard deviation of (0.78), and a high degree of agreement.

The researcher believes that the reason why the field of future vision received a high score indicates that school principals have a clear future vision for school affairs, and the ability to translate this vision and apply it within the school's mission. It also indicates their awareness of the importance of this vision for setting strategic goals and making decisions in a scientific way to achieve those goals and school advancement, in addition, this result is an indication that school principals have bright minds capable of planning and properly diagnosing the reality of the school, and how to invest opportunities and achieve the hopes to be reached. This result agreed with the study of Al-Qarni (2019), the study of Nawzad Al-Faydi (2020), and the study of Al-Muntashari (2022). which showed that the level of practicing future vision was high. The result differed with Al-Sayed's study (2020) and Abu Hayya's study (2021), which showed that the practice of future vision by school principals was to a moderate degree.

Fourth domain: Motivation: Arithmetic means and standard deviations were calculated for all items in the domain, as shown in Table:(7)

Table 7: Descending arithmetic means, standard deviations, and degree of agreement for the motivation domain items

rank	Paragraph No.	Paragraph	arithmetic mean	standard deviation	Degree of agreement
1	2	The school principal supports teachers who have new proposals to improve the school	4.27	0.77	high
2	5	The school principal has the ability to persuade teachers to implement the tasks required of them effectively	4.20	0.85	high
3	4	The teacher manager encourages teachers to form work teams among themselves	4.19	0.80	high
4	3	The school principal rewards outstanding teachers	4.18	0.87	high
4	1	The principal is receptive to teachers' new ideas and opinions	4.18	0.91	high
total			4.20	0.70	high

The results presented in Table (7) indicate that the arithmetic mean for the motivation field items as a whole was (4.20) with a standard deviation of (0.70), and a high degree of agreement. The arithmetic averages for the domain items also ranged between(4.27-4.18)

Paragraph (2): "The school principal supports teachers who have new proposals to improve the school," ranked first among members of the study sample with a mean of (4.27), a standard deviation of (0.77), and a high degree of agreement, as was Paragraph (5). "The school principal has the ability to persuade teachers to implement the tasks required of them effectively," ranked second among members of the study sample with a mean of (4.20), a standard deviation of (0.85), and a high degree of agreement, as stated in paragraph (4): "Encourages The teacher's principal encourages teachers to form work teams among themselves," ranked penultimate with an arithmetic mean of (4.19), a standard deviation of (0.80), and a high degree of agreement, while the two paragraphs: (3): "The school principal rewards distinguished teachers," and paragraph (1).): "The school principal accepts new teachers' ideas and opinions," ranked last, with a mean of (4.18) for both, and a standard deviation of (0.87, 0.91) for both, and a high degree of agreement for both.

The researcher believes that the reason the field of motivation obtained a high score is due to the presence of a sound school climate based on a supportive administration that works to enrich teachers' enthusiasm by satisfying their human and social needs and desires, and giving them material and moral incentives and rewards that will enhance their self-confidence and develop their performance.

Motivation is one of the positive influences that move teachers' behaviors towards achieving goals and achieving their job satisfaction. This result is similar to the study of Al-Qarni (2019), the study of Nozad Faizi (2021), and the study of Al-Muntashari (2022), which indicated the level of motivation practice among school principals. It came with a high score. This result differed with the study of Abu Hayya (2021), which indicated that the level of practicing motivation was moderate, and the study of Al-Sayed (2020), which was weak.

Fifth field: Partnership field: Arithmetic means and standard deviations were calculated for all items in the field, as shown in Table(8)

Table 8: Descending arithmetic means, standard deviations, and degree of agreement for the partnership Domain items

rank	Paragraph No	Paragraph	arithmetic mean	Standard deviation	Degree of agreement
1	3	The school principal believes that the partnership provides flexibility in the face of continuous environmental changes	4.13	0.83	high
2	5	The school principal believes that partnering with other schools helps develop teachers' skills and abilities	4.11	0.83	high
3	4	The school principal believes that the partnership gives the school greater ability to face competition	4.09	0.85	high
4	1	The school principal believes that strategic alliances with other peer schools help in crisis management"	4.08	0.82	high
5	2	The school principal tries to establish alliances with other schools to benefit from their expertise and experience in educational and administrative work	4.01	0.86	high
total			4.08	0.72	high

The results presented in Table (8) indicate that the arithmetic mean for the items in the partnership domain as a whole was (4.08), with a standard deviation of (0.72), with a high degree of agreement. The arithmetic means for the domain items also ranged between.(4.13-4.01)

Paragraph (1): "The school principal believes that partnership provides flexibility in the face of continuous environmental changes," ranked first among members of the study sample with a mean of (4.13) and a standard deviation of (0.83), and a high degree of agreement, as did paragraph (5). "The school principal believes that partnerships with other schools help in developing the skills and abilities of teachers," ranked second among members of the study sample, with a mean of (4.11), a standard deviation of (0.83), and a high degree of agreement, as stated in paragraph (1) "The school principal believes that strategic alliances with other corresponding schools help in managing crises," ranked penultimate with an arithmetic mean of (4.08), a standard deviation of (0.82), and a high degree of agreement, while paragraph (2) came: "The school principal tries Establishing alliances with other schools to benefit from their expertise and experience in educational and administrative work," ranked last with an arithmetic mean of (4.01), a standard deviation of (0.86), and a high degree of agreement.

The researcher also attributes the high score in the field of partnership to the ability of school principals to establish friendly relations with other schools to benefit from their administrative and educational expertise and experiences, as consolidating relations between them will improve the quality of performance and achieve the

desired goals for all parties, and resorting to partnership helps school principals. on adapting to fluctuating environmental conditions, how to manage crises, and reducing disputes and conflicts. The result of this study agreed with the result of the study of Al-Qarni (2019), the study of Nawzad Faydi (2021), the study of Abu Hayya (2021), and the study of Al-Muntashri (2022), which showed that the level of the practice of participation among school principals reached a high degree.

The results related to the second question stated the following:

" Is there a statistically significant difference at the significance level ($\alpha = 0.05$) in the arithmetic averages of the degree of strategic intelligence among high school principals in Al Mafraq district from the point of view of teachers according to the variables of gender, years of experience, and educational qualification"?

To determine whether or not there were differences in the areas of the scale with regard to the study variables (gender, years of experience, and educational qualification), arithmetic means and standard deviations were calculated, according to those variables, as shown in Table:(9)

Table(9)

Arithmetic averages of the degree to which secondary school principals in the Mafraq district practice strategic intelligence from the point of view of teachers according to the study variables (gender, years of experience, and educational qualification

variable	level	Statistician	First field	Second field	Third field	Fourth field	Fifth field
gender	male	count	180	180	180	180	180
		Average	4.21	4.15	4.15	4.22	4.04
		deviation	0.63	0.67	0.69	0.71	0.80
	female	count	216	216	216	216	216
		Average	4.20	4.15	4.17	4.19	4.12
		deviation	0.59	0.61	0.62	0.69	0.66
Years of experience	Less than 5 years	count	265	265	265	265	265
		Average	4.23	4.20	4.17	4.21	4.08
		deviation	0.60	0.62	0.66	0.69	0.72
	Between 5 – 10 years	count	131	131	131	131	131
		Average	4.15	4.04	4.14	4.20	4.09
		deviation	0.63	0.67	0.65	0.71	0.74
	More than 10 years	count	74	74	74	74	74
		Average	4.33	4.26	4.28	4.24	4.19
		deviation	0.57	0.53	0.50	0.68	0.66
qualification	Bachelor's	count	102	102	102	102	102
		Average	4.21	4.16	4.17	4.27	4.17
		deviation	0.66	0.70	0.77	0.72	0.71
	Postgraduate	count	220	220	220	220	220
		Average	4.15	4.10	4.12	4.16	4.01
		deviation	0.60	0.64	0.64	0.70	0.74
total		count	396	396	396	396	396
		average	4.20	4.15	4.16	4.20	4.08
		deviation	0.61	0.64	0.65	0.70	0.72

The results of Table (9) indicate that there are apparent differences between the arithmetic averages of the areas of strategic intelligence among government high school principals in the Directorate of Education in Al-Mafraq from the point of view of the teachers. To verify whether these differences between the averages are statistically significant at the significance level (α = 0.05), multiple analysis of variance (MANOVA) was applied to their responses, as in Table:(10)

Table 10: Results of a multiple analysis of variance (MANOVA) of the degree to which secondary school principals in the Mafraq district practice strategic intelligence from the point of view of teachers according to the study variables (gender, years of experience, and educational qualification)

Source of variance	filed	total	degree	average	F value	level
Gender Hotelling's Trace Value: 0.014	Foresight	0.04	1	0.04	0.10	0.75
	Systems thinking	0.01	1	0.01	0.01	0.91
	Future vision	0.03	1	0.03	0.08	0.78
	Motivation	0.14	1	0.14	0.28	0.60
	Partnership	0.60	1	0.60	1.16	0.28
Years of experience Wilks' Lambda Value: 0. 971 Sig. 0.315	Foresight	1.68	2	0.84	2.26	0.11
	Systems thinking	1.12	2	0.56	1.39	0.25
	Future vision	1.41	2	0.70	1.64	0.20
	Motivation	0.85	2	0.43	0.87	0.42
	Partnership	2.74	2	1.37	2.63	0.07
Qualification Hotelling's Trace Value: 0. 043	Foresight	0.33	1	0.33	0.89	0.35
	Systems thinking	1.89	1	1.89	4.67	0.03*
	Future vision	0.01	1	0.01	0.02	0.88
	Motivation	0.00	1	0.00	0.00	0.96
	Partnership	0.06	1	0.06	0.11	0.74
Error	Foresight	7138.71	396			
	Systems thinking	6973.57	396			
	Future vision	7021.12	396			
	Motivation	7191.92	396			
	Partnership	6814.48	396			
Total	Foresight	147.75	395			

	Systems thinking	161.52	395			
	Future vision	168.72	395			
	Motivation	193.03	395			
	Partnership	206.83	395			

*Statistically significant at the level (α = 0.05)

The results of Table (10) indicate the following:

Regarding the gender variable, it was found that there were no statistically significant differences at the level (α = 0.05) in all areas (foresight, systemic thinking, future vision, motivation, partnership) in the degree to which high school principals in Al-Mafraq District practiced strategic intelligence from the point of view of teachers. , based on the calculated F values (0.10, 0.01, 0.08, 0.28, 1.16), respectively, with a significance level of (0.75, 0.91, 0.78, 0.60, 0.35), respectively

The researcher attributes this result to the extent of the consistency of the opinions of the sample members, whether male or female, about school principals adopting the characteristic of strategic intelligence in their actions and behaviour, and the ways they think and deal in the field of management, and the extent to which they keep pace with changes and developments in this field. The result is also attributed to the way school principals deal with objectivity and transparency with both genders, this result was similar to the result of Al-Nashi's study (2019), which indicated that there were no statistically significant differences attributed to the gender variable.

Regarding the variables of years of experience, it was found that there were no statistically significant differences at the level (α = 0.05) in all fields (foresight, systemic thinking, future vision, motivation, partnership), to the degree of the practice of strategic intelligence by secondary school principals in Al-Mafraq District from the point of view of The teachers' view, based on the calculated F values (2.26, 1.39, 1.64, 0.87, 2.63), respectively, with a significance level of (0.11, 0.25, 0.20, 0.42, 0.07), respectively.

The similarity of the responses of the sample members, regardless of their years of experience, is due to their ability to diagnose the degree to which school principals practice strategic intelligence and judge it objectively. It also indicates that their principals have sufficient maturity and awareness regarding their administrative duties, and the extent of their knowledge and awareness of modern data and requirements in the field of administration. This result was consistent with The result of the study of Al-Nashi (2019), the study of Abuhiya (2021), and the study of Al-Muntashari (2022), which showed that there were no statistically significant differences depending on the variable of years of experience. This result differed with the result of the study of Al-Qarni (2019), which showed the presence of statistically significant differences depending on the variable Years of Experience.

Regarding the academic qualification variable, it was found that there were no statistically significant differences at the level (α = 0.05) in the areas of (foresight, future vision, motivation, partnership) to the degree of the practice of strategic intelligence by high school principals in Al-Mafraq District from the point of view of teachers, based on the values the calculated F was (0.89, 0.02, 0.00, 0.11), respectively, with a significance level of (0.35, 0.88, 0.96, 0.74), respectively, while it was found that there were statistically significant differences at the level of (α = 0.05) in the field of systems thinking based on the calculated F value is (4.67), with a significance level of (0.03) and is in favor of those who hold a bachelor's degree when compared to those who hold a postgraduate degree among teachers.

The researcher attributes the reason for this result to the fact that all members of the sample, despite their varying academic qualifications, do not differ in their assessment of the degree to which their principals practice strategic intelligence within the school, and they possess the ability and high competence to judge it, which makes their opinions identical. As for the field of systems thinking, the researcher believes that this may be the reason. In this regard, teachers with a bachelor's degree believe that high school principals perform the tasks related to the field of systems thinking to the fullest extent, including logical interpretation and analysis of problems and the

ability to solve them and make strategic decisions. This may be due to the nature of their profession confined within the school, and their closeness and awareness, especially of the principal more than teachers with postgraduate studies, whose roles, positions, and fields of work may vary, which are not limited only within the school, but extend to colleges, universities, etc. Also, teachers, regardless of their academic qualifications, are not prevented from observing and correctly evaluating matters. This result differs from the result of the Abu Hayya study (2021) and the Al-Muntashari study (2022), which showed that there are no statistically significant differences depending on the academic qualification variable in the areas of strategic intelligence as a whole.

5. Recommendations:

In light of the study results, the researcher recommends the following:

1. Enhancing the concept of strategic intelligence among public school principals and consolidating it through holding development and training courses and programmes:
2. Preserving the participatory cultural environment within schools, which requires greater cooperation from school administrations:
3. Conduct a study similar to the current study on the strategic intelligence of school principals from the point of view of teachers in private schools.
4. Conduct a more similar study on the strategic intelligence of school principals using other variables such as the quality of educational services, administrative creativity, competitive advantage, and to conduct such studies in other societies.

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