

The Impact of Strategic Intelligence on the Process of Successful Decision-Making in Educational Institutions an Exploratory Study of The Educational Institutions Managers

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Abstract:

The study aims to identify the role of strategic intelligence in making successful decisions in educational institutions. In that, we used the inferential hypothetical approach that makes us move from the whole to the part, and the quantitative approach through statistical analysis of the questionnaire data distributed by the SPSS statistical program on a sample of educational institutions in Oum El Bouaghi. the study concludes that the decision-making process in the educational institutions under study is greatly influenced by foresight and motivation (the ability to motivate workers) compared to the rest of the dimensions of strategic intelligence (future vision, systems thinking, partnership), and this explains why their managers have insight and insight in making decisions that are made. It helps them work in difficult and changing circumstances.

Keyword: strategic intelligence; decision-making.; foresight; motivation;

JEL classification code : M15, D81, M12

1. Introduction

Strategic intelligence is an effective tool to guide the organization towards achieving its long-term goals, maintaining its position and reading its future, and enabling leaders to sense available opportunities and adapt to the changes surrounding it. Strategic intelligence is linked to a distinctive type of mental abilities that the manager, leader and strategic thinker needs, which allows him to think financially for the future of the organization and confront cases of uncertainty and scarcity or limited information, which requires a broad understanding of the requirements of the surrounding environment and the search for the best ways and capabilities that the manager, leader and strategic thinker needs, which allows him to think financially for the future of the organization and confront cases of uncertainty and scarcity or limited information, which requires a broad understanding of the requirements of the surrounding environment, and the search for the best ways and capabilities that provide appropriate preparations aimed at achieving the prestigious status and distinguished position of the organization by outperforming others. Strategic intelligence, with its dimensions (foresight, future vision, systems thinking, partnership, motivation), helps managers read the future and change the activities and services of institutions in line with the desires of beneficiaries. Strategic intelligence is what develops the vision to be implemented and transforms innovation into an industry, thus anticipating and managing change and making sound decisions regarding any crisis facing the institution.

1.1. Study Problem:

Educational and teaching institutions represent the cornerstone and cornerstone in the development and renaissance of countries through their outputs to the labor market. To achieve this, decision-makers in the country must focus and care on the leadership of these institutions, and those in charge of them must be experienced, efficient and competent, and enjoy strategic thinking and strategic intelligence.

Hence, the problem of the study crystallized with the following main question:

What is the impact of strategic intelligence on making successful decisions for managers of educational institutions in the state of Oum El Bouaghi?

In light of the problem raised, the following sub-questions can be formulated:

- ☐ What is the impact of foresight on making successful decisions for managers of educational institutions under study?
- ☐ What is the impact of systems thinking on making successful decisions for managers of educational institutions under study?
- ☐ What is the impact of future vision on making successful decisions for managers of educational institutions under study?
- ☐ What is the impact of motivation (the ability to motivate workers) on making successful decisions for managers of educational institutions under study?
- ☐ What is the impact of partnership on successful decision-making for managers of educational institutions under study?

Study objectives: The study seeks to achieve the following objectives:

- ☐ Identify the concept of strategic intelligence, its dimensions, and the process of successful decision-making;
- ☐ Analyze the impact of strategic intelligence on successful strategic decision-making in educational institutions under study?

1.2 Study hypotheses: They are as follows:

* Main hypothesis:

"There is a statistically significant relationship between the dimensions of strategic intelligence and the process of successful decision-making for managers of educational institutions in the state of Oum El Bouaghi."

It branches into the following sub-hypotheses:

- ☐ There is a statistically significant relationship between foresight and the process of successful decision-making for managers of educational institutions under study at a level of significance ".
- ☐ There is a statistically significant relationship between systems thinking and the process of successful decision-making for managers of educational institutions under study at a level of significance ".
- ☐ There is a statistically significant relationship between the future vision and the successful decision-making process of managers of educational institutions under study at a significance level of ".
- ☐ There is a statistically significant relationship between motivation and the successful decision-making process of managers of educational institutions under study at a significance level of ".
- ☐ There is a statistically significant relationship between partnership and the successful decision-making process of managers of educational institutions under study at a significance level of ".

1.3 Study Methodology: In order to test the hypotheses proposed in the study, we relied on the hypothetical deductive method, which makes us move from the whole to the part. We also relied on the quantitative approach through statistical analysis of the questionnaire data distributed to collect the opinions of managers of educational institutions, as we relied on analyzing its results using the SPSS statistical program and showed the nature of the relationship between the variables. Thus, the study model appears as follows:

2-The concept of strategic intelligence: The views of researchers and experts on the concept of strategic intelligence have varied and differed, and this difference is due to the relative modernity in studying its dimensions. It has been defined as: "A tool for providing comprehensive information about the external environment to senior decision-makers in a timely manner, to support their development of strategy" (Puker & al, 2000, p. 1). It is also: "An intelligence characterized by leaders of institutions, its elements are foresight, systems thinking, future vision, partnership, and the ability to motivate employees." It is: "An administrative tool used in making decisions on important and comprehensive issues" (MC Dowell, 2009, p. 7). It has also been defined as: "An intelligence characterized by leaders of institutions who have a future vision (foresight, systems thinking, partnership, the ability to motivate (push) employees, limitation, creativity, and rely on an information system that enables them to investigate and process information, so that they can

employ the resulting intellectual material in making effective decisions” (Saleh et al., 2010, p. 142) Through the previous definitions, we conclude that strategic intelligence is an intelligence possessed by leaders of institutions, and it has the following dimensions: foresight, systems thinking, future vision, motivation (the ability to motivate employees), partnership) that enables them to benefit from the available information to make the right decisions, formulate plans, policies and strategies, and prepare to confront crises before they occur.

2.1 The importance of strategic intelligence:

Strategic intelligence provides the right information to the right people to be able to make decisions about the future of the organization, and provides organizations with the information they need about the work environment so that they are able to anticipate changes, and includes the appropriate strategies that will create customer value, and achieve future growth and profits for the organization in new markets (Xu, 2007). Its importance is derived from being part of the organization’s culture, and it enhances the culture of teamwork and information sharing in it, and it prepares information for the organization’s departments, and enables its management and employees to contribute to their visions of the future by involving them in decision-making (Tham & Kim, 2002, p. 23). The importance of strategic intelligence is also highlighted in strategic planning, strategic management, and helping the organization maintain its competitive position in light of future challenges in the long term, and directs the organization’s leaders to the path the organization will take and focus on proactive activities (Prittimark, 2007, p. 8). Forms of strategic intelligence include analyzing and investigating risks, reducing disaster risks, and evaluating predictions and information in the future (David, 2007, p. 23). 10).

2.2 Characteristics of strategically intelligent leaders:

They are: “The ability to imagine and visualize, the ability to create an atmosphere of participation and interaction, the ability to influence employees and motivate them and push them to show maximum energy, the ability to implement the strategy set in a dynamic, changing environment, the ability to think strategically” (MC Dowell, 2009, p. 7). Strategically intelligent leaders have emotional intelligence in addition to strategic intelligence, because this leads to the strategic success of the organization. Leaders who possess strategic intelligence are described as having high-level insight and intuition in addition to intellectual and analytical skills. 3. Decision-making process: The decision-making process is one of the main responsibilities that the manager bears as an administrative and organizational activity, and the most important factor in it are the people who make the decision. 1.3. The concept of decision-making: Administrative decisions are the essence of the work of administrative leadership, and they are the starting point for all activities and actions that take place within the organization and even in its relationships and interactions with its external environment. Decision-making is defined as It is: "The selection process by which a specific problem is solved and several alternatives are compared. This selection process is carried out based on a goal that the decision maker wants to achieve, within specific restrictions and conditions. This process requires accuracy and caution in choosing quantitative and qualitative indicators for the decision's goals, restrictions, rules for its establishment, and means of its implementation" (Shams El-Din, 2005, p. 5). It is: "Choosing an alternative from among several options. This requires taking measures, and this may be under pressure and uncertain circumstances. This exposes the decision-making process to danger in order to reach the desired goal" (Russell-Jones, 2000, p. 5)

2.3 Stages of the decision-making process:

The decision-making process is carried out through the following steps:

*Defining the problem: Defining the problem is considered the first step in the decision-making process. It is not reasonable to issue a decision without there being a place or goal behind its issuance. It means defining and allocating a problem; that is, determining its nature, essence, dimensions, and the results it caused (Russell-Jones, 2000, p. 15). * Searching for alternatives: After completing the procedures for diagnosing and analyzing the problem, comes the stage of searching for alternative solutions and decisions. This stage is based on a series of assumptions and predictions that the decision-making body makes with the aim of identifying the expected results. This stage is difficult and arduous and requires the manager to seek the opinions of others, then study each solution by analyzing it and identifying its advantages and disadvantages (Shahrazad, 2010, p. 242)

*Evaluating alternatives: Evaluating alternatives means identifying needs and disadvantages according to specific criteria for determination, such as the possibility of implementation, the effects of implementing the alternative on the institution (i.e. the return and cost of each solution, the humanitarian and social effects and their repercussions on individuals and communities, the appropriateness of the time, the extent of the response of subordinates, the time taken

by the alternative, in addition to taking into account the influential internal and external circumstances (Al-Hariri, 2007, p. 56)

*Implementing the decision: Those who implement the decision are workers and technicians, in cooperation with each other, and here comes the role of organization and motivating employees and pushing them to accomplish this decision, as their conviction in what they are accomplishing will push them to care and exert more effort.

*Following up on the implementation of the decision and monitoring it: It is one of the most important supervisory responsibilities, as after implementation, monitoring is necessary to know that what was planned has actually been done, and this is only done by collecting, examining and analyzing information to know the results achieved as a result of choosing the alternative.

2.4 The role of strategic intelligence in making successful decisions in educational institutions:

Strategic intelligence plays a major role in making successful decisions in institutions Educational is manifested in the following: (Ali Faisal, 2018, pages 16-17)

*The role of foresight in decision-making: Foresight plays an important role in the decision-making process, as it helps leaders or decision-makers predict opportunities and threats that may affect the future of the institution, and also leads the leader to foresee the future and make appropriate decisions.

*The role of systems thinking in decision-making: Systems thinking plays a major role in making successful decisions, as it is considered a strategic dimension; as it is related to embodying the ability to integrate different elements for the purpose of analyzing them, and understanding how they interact with their waves to form a system or a clear picture of the things being dealt with.

*The role of future vision in decision-making: Future vision plays an important role in decision-making, as it represents a description of a future image, better than what the institution aspires to, and excels in its current conditions in one or more aspects of this image, and the vision constitutes a state that predicts the formation of a specific image of future circumstances or events related to a specific framework or context.

*The role of motivation (the ability to motivate employees) in decision-making: Motivation plays an important role in decision-making to motivate employees in the organization as an element of strategic intelligence. Motivation is focused on motivating and pushing individuals and urging them to work efficiently and effectively to achieve the organization's goals based on the visions and perceptions that should be implemented. This certainly requires identifying what drives individuals' motivation and influences them to work towards the goal.

*The role of partnership in decision-making: Partnership plays a major role in decision-making for the organization, and the ability of partnership is represented in the possibility of establishing strategic alliances with other organizations, as people with strategic intelligence tend to form partnerships and alliances to achieve common goals.

In light of the indicators of the role played by strategic intelligence in supporting decision-making processes, the following becomes clear:

-This role develops the ability of organizations to build their reputation and position them in a position that accelerates the establishment of their strategic structure that guarantees their superiority.

Information is the starting point for performing this role, provided that ethical methods and information technology (such as the Internet, for example) are adopted in collecting it and that it is available at the appropriate time, then the knowledge provided by this information is used in building and developing decision-making management strategies.

3. Field study methodology:

The state of Oum El Bouaghi contains 42 secondary schools, 107 middle schools, in addition to 80 primary schools, spread across the state in the districts and municipalities (Oum El Bouaghi, Ain El Beida, Ain Mlila, Ain El Khercha, Meskiana, Qasr El Sobihi, etc.). The state seeks to increase the number of its educational institutions with the increase in population and the expansion of the areas of the inhabited area and linking them to each other. The questionnaire was distributed in educational institutions (secondary, primary, middle) in the district of Oum El Bouaghi to ensure the presence of their managers daily.

3.1. Study community and sample: The community is the group that the researcher is interested in and to which he wants to generalize the results he reaches from the sample. It represented all managers of educational institutions in Algeria. As for the sample, it is a segment (part) of the study community, bearing the characteristics and qualities of this community and representing it with regard to the phenomenon under study. It is selected in a specific way. We adopted the sampling method that depends on a part of the community and is represented by managers of educational institutions in the state of Oum El Bouaghi from directors, deputies, general supervisors, peers, and economists. It was randomly selected due to the large size of the community. The study was conducted in educational institutions in the state of Oum El Bouaghi during the period (February 10 to March 10, 2021), where the study included a study of the relationship between strategic intelligence and its dimensions in decision-making. The study was limited to general managers and supervisors, peers and inspectors who supervise ensuring the smooth running of the educational institutions under study.

3.2 Study tool:

We relied on the questionnaire as an important tool to obtain information and data from the study sample members. Based on that, a questionnaire was designed and distributed to the intended sample, where 40 questionnaires were distributed in accordance with the study community, and (35) questionnaires were retrieved, and 54 of them were not retrieved due to combating the spread of the Corona epidemic and the absence of some managers of some educational institutions who suffer from chronic diseases, and 05 questionnaires were excluded, leaving 30 questionnaires valid for analysis; i.e. 75%, which is a reasonable percentage that can be relied upon in statistical analysis. The questionnaire was divided into three parts, where the first axis included the personal data of the study sample, and the second axis included strategic intelligence (independent variable) and consisted of (16) phrases distributed over five dimensions: foresight, systems thinking, future vision, motivation (the ability to motivate employees), and partnership. The third axis addressed decision-making (dependent variable) and consisted of (10) phrases. The five-point Likert scale was used, and the gradation in the scale used was taken into account:

Table 1: Likert scale used.

Acceptance level	Direction (Interpretation)	The arithmetic mean value of the scale weights likert	Degree
Very weak	strongly disagree	From 1 to 1.80	1
weak	I do not agree	From 1.81 to 2.60	2
middle	I agree moderately	From 2.61 to 3.40	3
high	I agree	From 3.41 to 4.20	4
too high	I strongly agree	From 4.21 to 5	5

3.3 Description of the study sample: The following table represents the distribution of the study sample according to (gender, professional experience, age, academic qualification, job position) Table 2: Distribution of the study sample.

%	number	the age	%	number	Sex
-	-	Under 25 years	%83,33	25	male
-	-	25-30 years old	%16,67	05	feminine
%33,33	10	30 - 45 years old	%	number	Professional experier
%66,67	20	More than 45 years	-	-	Less than 5 years
%	number	Academic qualification	%16,67	05	5-10 years
%50	15	Postgraduate Studies "DE	%66,67	20	10-15 years
%33,33	10	Bachelor's degree	%16,67	05	15 years and above
%16,67	05	Master's	%	number	Job position
			%53,33	16	boss
			%3,33	01	Administrative Inspe
			%3,33	01	Pedagogical inspecto

			%13,33	04	headmaster
			%13,33	04	General Supervisor
			%13,33	04	Guidance Counselor
%100	30	the total	%100	30	the total

Source: Prepared by the researchers based on the outputs of SPSS.V22.

From the table above, we note that 83.33% are males, while the rest are females at 16.67%. Most females in educational institutions in Oum El Bouaghi do not care about developing their career path and reaching leadership positions due to being busy and caring for their families. Also, the job positions in the institutions under study require traveling to Algeria sometimes and staying outside of work hours to perform additional work and training courses. This is more suitable for males, and most of them were over 45 years old at 66.67%. This is the stage of maturity and integrated awareness. It also requires a number of years of experience, as it exceeded 10 years to 15 years at 66.67%. They must be more aware of the requirements of education in order to control the reins of work and be able to deal with new developments and make decisions that are consistent with work ethics. The sample also has academic qualifications according to the job position, as most of them have a postgraduate certificate "DES" at 50%. Choosing the right manager in the right place provides the institution with greater opportunities for success and more investment in opportunities.

4.4. Measuring the validity and reliability of the study tool: The stability of the study tool means the consistency of the results of the tool and the possibility of obtaining the same results without changing them significantly if they were redistributed to the sample members several times during a specific period of time. The stability of the study questionnaire was verified based on the Cronbach's alpha coefficient. In order to know the stability and reliability of the data included in the questionnaire, the Cronbach test was used. The latter measures the degree of stability and reliability of the study tool through the Cronbach's alpha coefficient. The following table shows the test results as follows:

Table 3: Testing the validity and reliability of the questionnaire

internal consistency coefficient	Cronbach's alpha coefficient	Number of paragraphs	Variables
0,856	0,732	16	Independent variable: strategic intelligence
0,848	0,719	03	The first dimension (01): Foresight
0,871	0,759	03	Dimension Two (01): Systems Thinking
0,876	0,767	03	The third dimension (03): The future vision
0,864	0,747	04	Fourth Dimension (04): Motivation (the ability to motivate employees)
0,834	0,727	03	The fifth dimension (05): Partnership
0,929	0,867	10	Dependent variable: decision making
0,929	0,867		The questionnaire as a whole

Source: Prepared by the researchers based on the outputs of SPSS.V22.

We note from the table that the alpha stability coefficient is 86.7%, which is a good percentage compared to the statistically acceptable percentage of 60%, while the validity coefficient reached 92.9%, which indicates the existence of a good consistency and correlation relationship between the questionnaire paragraphs.

4.Study results: After the data was collected and analyzed using the appropriate statistical measures of the SPSS program and in light of the study hypotheses that we would like to test, we obtained the following results: Hypothesis testing:

4.1 Testing the main hypothesis:

Null hypothesis H0: "There is no statistically significant effect between strategic intelligence and the decision-making process in the educational institutions under study at a significance level".

Alternative hypothesis H1: "There is a statistically significant effect between strategic intelligence and the decision-making process in the educational institutions under study at a significance level".

We will use the Fisher F test, which tests the significance of the model, and the following ANOVA table shows the regression analysis of the two variables:

Table 4: Testing the main hypothesis.

Sig Significance level	Calculated F value	Mean of squares	degree of freedom	Sum of squares	Source of variance
,000 ^b	36,842	9,347	1	9,347	Slope
		0,254	28	7,104	Error
			29	16,451	Total

Source: Prepared by the researchers based on the outputs of SPSS.V22.

After conducting the regression variance (ANOVA) shown in the table above, the tabular F value (D) is estimated at: 36.842 at a significance level of (0.05) and degrees of freedom (1 and 28), and since (sig=0.040) is less than the significance level of 0.05 adopted in the study, we reject the null hypothesis that there is no statistically significant effect between strategic intelligence and the decision-making process in the educational institutions under study at a significance level. We accept the alternative hypothesis that there is a statistically significant effect between strategic intelligence and the decision-making process in the educational institutions under study at a significance level, and from there the estimated overall model is significant and from there the main hypothesis is accepted. As for the quality of the association, it is evident through the coefficient of determination (R²), which expresses an indicator that measures the explanatory power of the regression model, i.e. the percentage of variance in the dependent variable by the variables or the independent variable, and the following table shows the intensity of the relationship between strategic intelligence and the decision-making process.

Table 5: Correlation coefficients.

Durbin Watson	Change in statistics					Corrected determin ation coefficient	Coefficient of determination R ²	Correlation coefficient R
	Sig	Dd2	Dd1	contrast F	contrast			
1,841	0,00	28	1	36,842	0,568	0,399	0,40	0.64 ^a

Source: Prepared by the researchers based on the outputs of SPSS.V22.

From the table it is clear that the value (R=0.64) is close to one and therefore we say that there is a strong relationship between the two variables: strategic intelligence and decision-making, and the coefficient of determination (R²) reached 0.40, which means that 40.% of the variables in the dependent variable decision-making are due to the change in the independent variable (strategic intelligence). This is sufficient for there to be a relationship between the independent and dependent variables. Since Durbin-Watson = 1.841 is greater than 0, there is a positive autocorrelation between strategic intelligence and decision-making. Through these tests it was proven that there is a simple linear regression and linear correlation and that there is an explanatory relationship between the dependent and independent variables estimated by the adjusted coefficient of determination (40%), which requires accepting the hypothesis that there is a relationship between strategic intelligence and decision-making. The relationship between the dimensions of strategic intelligence and the decision-making process is also evident in the following table:

Table 6: Multiple regression coefficients and significance levels for strategic intelligence dimensions.

Sig**	value of (t)	Slope of regression line(B)	Standard error	Explanation coefficient (R ²)	Correlation coefficient (R)	Strategic Intelligence
		1,056				Fixed

						limit
0.000	3.849	0.387	0.114	0,261	0.513	Foresight
0.002	3.158	0.318	0.099	0,193	0.439	Motivation
0.361	0.920	0.112	0. 139	0,234	0.484	Systems Thinking
0.381	0.881	0.113	0. 136	0,226	0.476	Future vision
0.464	3.737	0.083	0. 098	0,137	0.370	Partnership

Source: Prepared by the researchers based on the outputs of SPSS.V22.

Table No. (08) shows that the probability value (sig) is greater than the significance level of 0.05 for systems thinking, future vision, and partnership, as it reached (0.361- 0.831- 0.464) respectively. Therefore, systems thinking, future vision, and partnership do not affect the decision-making process, while the probability value (sig) for foresight and motivation reached (0.000- 0.002) respectively, which is less than the significance level of 0.05. Therefore, foresight and motivation (the ability to motivate employees) affect the decision-making process in the educational institutions under study. The table shows that the arrangement of the independent variables in explaining decision-making according to the T-test value is as follows:

$$Y=a_0+Bx_1+Bx_2$$

$$Y=1.056+0.441x_1+0.314x_2$$

Where: a_0 : the constant value, x_1 : the variable explaining foresight, x_2 : the variable explaining motivation (the ability to motivate employees.)

When the motivation element (the ability to motivate employees) is fixed and if the foresight element increases by "1", it will affect the decision-making process by 0.441, and when the foresight element is fixed and if the motivation element increases by "1", the motivation element (the ability to motivate employees) will affect the decision-making process.

4.2 Sub-hypothesis Testing:

Through the results of Table No. (06) and Table No. (07), we note that there is an acceptable significant relationship between strategic intelligence and the decision-making process, which indicates the impact on some dimensions of strategic intelligence:

-Foresight (Sig=0.000) which is less than 0.05, the calculated (t) is greater than the tabular (t), so the alternative hypothesis is accepted, which states that there is a relationship between foresight and the decision-making process in the educational institutions under study at a significant level.

-Motivation (the ability to motivate employees) (Sig=0.000) which is less than 0.05, the calculated t is greater than the tabular t, so the alternative hypothesis is accepted, which states that there is a relationship between motivation and the decision-making process in the educational institutions under study at a significant.

-Systems thinking (Sig=0.361) is greater than 0.05, the calculated t is less than the tabular t, so the null hypothesis is accepted that there is no relationship between systems thinking and the decision-making process in the educational institutions under study at a significance level.

-Future vision (Sig=0.381) is greater than 0.05, the calculated t is less than the tabular t, so the null hypothesis is accepted that there is no relationship between the future vision and strategic intelligence in the educational institutions under study at a significance level.

-Partnership (Sig=0.4640) is greater than 0.05, the calculated t is less than the tabular t, so the null hypothesis is accepted that there is no relationship between partnership and strategic intelligence in the educational institutions under study at a significance level.

4.3 Discussion of the results:

The field study proved that the decision-making process in the educational institutions under study requires strategic intelligence skills with an arithmetic mean of (3.76) and a standard deviation of (1.14). The sample studied also confirmed that their positions require those with the ability to predict opportunities and risks, read future circumstances, diagnose the causes of problems, confront multiple possibilities, and motivate and push workers to implement developments;

- The sample studied confirmed that foresight as one of the dimensions of strategic intelligence helps in choosing managers who possess insight and insight that qualifies them to make appropriate decisions that help them work in the face of change and difficulty;
- The researched sample confirmed that systems thinking as one of the dimensions of strategic intelligence does not contribute to its application in educational institutions due to the lack of training courses that their managers receive, especially organizational development courses related to leadership skills and the ability to solve problems. They also confirmed that in order for professors, teachers and managers to have positive analytical minds, they must have the system thinking element that enables them to link the parts of the system together, diagnose the real cause of any problem, and thus make positive decisions that affect the work and the level of services provided.
- The researched sample confirmed that the future vision as one of the dimensions of strategic intelligence does not contribute to its application in educational institutions due to the limited tasks of managers, which made their view narrow to difficult matters and solve them easily.
- The researched sample confirmed that the future vision as one of the dimensions of strategic intelligence does not contribute to its application in educational institutions due to the limited tasks of managers, which made their view narrow to difficult matters and solve them easily.
- The researched sample confirmed that motivation (the ability to motivate employees) as one of the dimensions of strategic intelligence is enjoyed by them and the managers of the educational institutions under study, as it enabled them to activate the latent creative abilities of the professors and teachers and motivated them to implement the decisions that were taken as planned, and thus the achieved results were distinct and acceptable;
- The researched sample confirmed that partnership as one of the dimensions of strategic intelligence did not contribute to the application of strategic intelligence in the educational institutions under study, due to the lack of partnership contracts with other institutions and thus the weakness of the decision and the failure to benefit from previous experiences and make random decisions that weaken the achieved results;

5. Conclusion:

In order to achieve the main objective of this study, which is to identify the impact of strategic intelligence in its dimensions on the process of making successful decisions in educational institutions, we distributed the questionnaire to a sample of managers of educational institutions in the state of Oum El Bouaghi, and the study concluded:

- * With regard to the dimensions of strategic intelligence, it was proven that the managers of the educational institutions under study enjoy a good level of intelligence;
- * Regarding the relationship of strategic intelligence and its dimensions to the decision-making process, the study proved that the decision-making process in the educational institutions under study was greatly affected by the dimensions (foresight - motivation (the ability to motivate employees)) as elements of strategic intelligence, which indicates the importance of these two elements and their role in decision-making, and the keenness of managers to envision future events that may affect their work and their ability to achieve good results. It also confirms that they possess insight and insight, all of which is to give them an advantage that makes them a role model for teachers and professors, which facilitates the task of motivating and supporting them to achieve, and thus positively impacting the decision-making process. The study recommended:
 - Forming a unit for strategic intelligence whose mission is to provide information and contribute to shaping the features of its future from its services and channels of dealing with it;

- The necessity of paying attention to developing and enhancing strategic intelligence among managers of educational institutions by using simulation programs, and seeking the help of experts specialized in the field of strategic intelligence from abroad for training, with the aim of developing decision-making skills and expanding horizons;
- Activating the partnership element by creating partnerships with global and local institutions and exchanging expertise, information and initiatives.

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