

The Role of Strategic Intelligence in Achieving Sustainable Education

Hiyam Hasan Zaber

Business Administration, Management and Economics, University of Kufa, Najaf, Iraq

hiamh.almoussawi@uokufa.edu.iq

<https://orcid.org/0000-0002-2771-4754>

Abstract:

This study investigates the role of strategic intelligence in achieving sustainable education among faculty members at the College of Pharmacy, University of Kufa. Using a descriptive-analytical method and a structured questionnaire, the research examined five dimensions of strategic intelligence: exploration, vision, motivation, partnership, and leadership with deep knowledge. The findings indicate a significant positive impact of these dimensions on sustainable education, particularly in improving educational quality, empowerment, and social responsibility. Vision and leadership with deep knowledge emerged as the most influential factors. The study recommends training programs to strengthen these dimensions and foster collaboration and foresight in academic institutions.

Keywords: Role of Strategic Intelligence, Sustainable Education, Faculty Members, College of Pharmacy.

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1. The Role of Strategic Intelligence in Achieving Sustainable Education

In the context of rapid global changes and increasing challenges in the field of education, the need for adopting strategic approaches to ensure sustainability has become more pressing than ever. Strategic intelligence, as a critical managerial and cognitive capability, plays a pivotal role in supporting decision-making, anticipating future trends, and enhancing institutional resilience. This study examines the role of strategic intelligence in promoting sustainable education at the University of Kufa, specifically from the perspective of faculty members of the College of Pharmacy. The research explores how dimensions of strategic intelligence—such as foresight, vision clarity, motivation, and systems thinking—contribute to embedding sustainability principles into educational practices and academic development. By focusing on the experiences and insights of faculty members, the study aims to provide practical recommendations that can support institutional efforts toward long-term educational sustainability in the Iraqi higher education system.

1.1 Research Methodology:

1.2 Research Problem:

In light of the rapid changes in the higher education landscape, academic institutions are increasingly required to possess strategic capabilities that enable them to effectively respond to emerging challenges—chief among them is the achievement of sustainable education. Strategic intelligence is considered a critical enabler that allows universities to anticipate future trends and make informed decisions to enhance the quality and sustainability of education.

However, a clear gap remains in understanding the extent to which faculty members utilize strategic intelligence to support sustainable education. Accordingly, this research seeks to answer the following central question:

What is the role of strategic intelligence among faculty members at the College of Pharmacy – University of Kufa in achieving sustainable education?

1.3 Research Significance:

Theoretical Significance: It contributes to the academic literature by exploring the link between strategic intelligence and sustainable education within higher education institutions.

Practical Significance: It provides insights and recommendations for decision-makers to enhance the strategic capacities of academic staff in ways that promote sustainability.

Contextual Importance: The College of Pharmacy at the University of Kufa serves as a critical educational

environment, making it a valuable case study for examining this relationship.

1.4 Research Objectives:

The research aims to:

1. Assess the level of strategic intelligence practices among faculty members, including dimensions such as exploration, vision, motivation, partnership, deep knowledge, and leadership.
2. Evaluate the extent to which dimensions of sustainable education (environmental, economic, social, and institutional) are being achieved at the College of Pharmacy.
3. Analyze the relationship between strategic intelligence and sustainable education within the academic environment.
4. Provide practical recommendations to support the development of higher education strategies grounded in strategic intelligence.

1.5 Research Design:

This study adopts a descriptive and analytical research design to investigate the role of strategic intelligence in achieving sustainable education. The aim is to explore perceptions, identify patterns, and examine relationships between key variables based on data collected from academic staff.

1.6 Population and Sample:

The research population consists of faculty members at the College of Pharmacy, University of Kufa. A purposive sampling method was used to select a representative group of respondents who are involved in strategic planning, teaching, or curriculum development. The sample size includes (84) participants.

1.7 Data Collection Tools:

The primary data collection tool is a structured questionnaire developed based on previous studies and theoretical foundations. The questionnaire includes closed-ended questions covering two main dimensions: Strategic Intelligence (exploration, vision, motivation, partnership, deep knowledge, leadership) and Sustainable Education (environmental, social, economic, and institutional sustainability).

1.8 Validity and Reliability:

The questionnaire was reviewed by academic experts to ensure **content validity**, and a pilot test was conducted to assess its **reliability** using Cronbach's Alpha. The results showed acceptable reliability coefficients for all dimensions.

1.9 Statistical Methods:

Additional Clarification of Analytical Process:

The descriptive-analytical method was selected due to its suitability for examining relationships between variables in real-world educational contexts. The purposive sampling of 84 faculty members was justified by their active engagement in teaching, curriculum development, and strategic planning at the College of Pharmacy. Data reliability was ensured using Cronbach's Alpha (0.950) and construct validity confirmed through KMO and Bartlett's tests. Analytical procedures included correlation analysis and regression analysis using SPSS (v.28), which allowed examination of both the strength and direction of associations. These methods provided rigorous evidence for the hypotheses and ensured that the results are statistically sound and generalizable within the context of higher education in Iraq. Data were analyzed using descriptive statistics (frequencies, means, standard deviations) and inferential statistics such as correlation analysis and regression analysis, using statistical software (e.g., SPSS). These methods were chosen to test the research hypotheses and explore the strength and direction of the relationships among the study variables.

1.10 Ethical Considerations:

All participants were informed about the purpose of the study, and their participation was voluntary. The data were treated with full confidentiality, and no personal identifiers were used in reporting the findings.

2.1 Chapter One: The Theoretical Framework

2.1.1 Strategic Intelligence

Strategic intelligence refers to the ability of individuals or institutions to:

Anticipate the future and understand expected changes. Think with a long-term vision. Make well-informed decisions based on an analysis of both internal and external environments. Utilize information and knowledge intelligently to support strategic goals. In the academic context, strategic intelligence among faculty members

encompasses their ability to develop educational programs, conduct research, and guide students in ways that align with future demands.(Hadi, J. F.,etal.,2023) .

2.1.2 Definition of Strategic Intelligence :

Strategic intelligence is a multidimensional cognitive and analytical capability that enables individuals and organizations to effectively anticipate, plan, and respond to future challenges and opportunities. It combines elements of foresight, environmental scanning, strategic thinking, and informed decision-making to support long-term objectives. According to various scholars, strategic intelligence encompasses the ability to perceive weak signals in the environment, interpret complex data, and translate insights into actions that align with the strategic goals of an organization.(Hamour, H. M.,etal.,2023) .

In the context of higher education, strategic intelligence refers to the capacity of academic leaders and faculty members to understand internal and external dynamics, predict changes in the educational landscape, and make informed decisions that enhance institutional performance and sustainability. It includes key dimensions such as vision clarity, motivation, foresight, systems thinking, and partnership building, which collectively contribute to shaping a resilient and future-oriented academic environment.(JebriI, I.,et al.,2023).

2.1.3 Dimensions of Strategic Intelligence :

This study addresses a set of key dimensions that represent the core components of strategic intelligence and are believed to play a vital role in supporting and achieving sustainable education within academic institutions. These dimensions serve as analytical and conceptual tools to understand how strategic intelligence, as demonstrated by faculty members, contributes to enhancing educational sustainability. Below is a detailed explanation of each dimension:

1. Exploration: This dimension refers to the ability of individuals and institutions to anticipate the future, analyze potential trends and changes, and adopt a proactive approach to strategic planning. In the educational context, exploration is essential for identifying emerging challenges and opportunities, guiding policy decisions, and aligning academic programs with long-term sustainability goals. It includes continuous research, environmental scanning, and foresight practices.

2. Vision: Vision represents the capacity to develop a clear, inspiring, and forward-looking strategic direction for the educational institution. A strong strategic vision unifies efforts and aligns organizational practices toward long-term goals, particularly those associated with sustainable development. In higher education, this involves integrating values such as inclusiveness, equity, quality, and lifelong learning into the institutional mission.

3. Motivation: Motivation is the internal drive that encourages faculty members to actively engage with the institution's objectives and demonstrate commitment to excellence. It enhances professional performance and supports the implementation of sustainable practices by fostering innovation, adopting modern teaching methods, and participating in scholarly and community-based initiatives.

4. Partnership: This dimension emphasizes the importance of building effective collaborative relationships between the academic institution and its internal and external stakeholders, including government bodies, the local community, and international organizations. Strategic partnerships contribute to sustainable education through knowledge exchange, resource sharing, and the implementation of joint developmental and educational projects.

5. Leadership and Deep Knowledge: This dimension reflects the importance of informed, visionary leadership that possesses a deep understanding of the educational environment and broader development issues. Such leadership is essential for driving positive change, making evidence-based decisions, and fostering a culture of quality, critical thinking, and innovation. Deep knowledge enables leaders to strategically guide institutions toward sustainable outcomes.

2.1.4 Importance of Strategic Intelligence in Academic Institutions:

Recent studies between 2020 and 2025 have further emphasized the pivotal role of strategic intelligence in shaping sustainable education.

For instance, Nasution et al. (2024) developed a strategic management model highlighting the importance of strategic intelligence in achieving world-class university status. Similarly, Rawas (2024) explored how digital intelligence tools such as AI can enhance lifelong learning, thereby supporting the sustainability of higher education systems. In addition, JebriI et al. (2023) investigated the integration of strategic foresight with institutional planning, showing strong correlations with educational resilience. These recent contributions solidify the view that strategic intelligence not only enables institutions to anticipate and adapt but also actively

drives the implementation of sustainability principles across curricula and administration.

Strategic intelligence plays a critical role in enhancing the performance, adaptability, and long-term success of academic institutions in an increasingly complex and dynamic global environment. In the context of higher education, strategic intelligence empowers university leaders, administrators, and faculty members to respond proactively to internal and external challenges, while also fostering innovation and sustainable development.(Nasution, M.,et al.,2024) .

One of the core contributions of strategic intelligence in academia is its ability to support informed decision-making. By integrating environmental scanning, data analysis, and strategic foresight, institutions can anticipate future trends in education, research, and societal needs. This proactive approach enables universities to align their academic programs and services with evolving labor market demands and global priorities, including sustainability, digital transformation, and inclusive development.(Rawas, S.,2024)

Furthermore, strategic intelligence enhances institutional resilience by promoting a culture of long-term thinking and strategic planning. It helps academic institutions to effectively manage change, allocate resources efficiently, and pursue strategic partnerships that broaden their impact and reach. This is particularly vital in times of uncertainty, where flexibility and foresight become essential components of survival and growth.(Siripipatthanakul, S.,etal.,2024) .

At the individual level, strategic intelligence among faculty members contributes to improving the quality of teaching, research, and community engagement. Faculty who possess strong strategic thinking skills are more capable of integrating interdisciplinary approaches, adapting curricula to global standards, and preparing students for future challenges.(Suleiman, Y. D.,2023) .

In summary, strategic intelligence serves as a foundational pillar for academic excellence and sustainability. It equips educational institutions with the tools needed to navigate complexity, seize emerging opportunities, and fulfill their mission in shaping future generations and contributing to societal progress.

2.2 Sustainable Education:

Sustainable education is an educational system that aims to:

Meet the needs of the present without compromising the ability of future generations to learn. Focus on continuity, quality, and adaptability to technological and societal developments. Promote environmental, social, and economic values within curricula and educational practices.(Agbedahin, A. V.,2019) .

2.2.1 Concept and Definition of Sustainable Education:

Sustainable education is a progressive and holistic approach to learning that seeks to equip individuals with the knowledge, skills, values, and attitudes necessary to contribute to sustainable development. It goes beyond traditional educational models by emphasizing the long-term impact of education on society, the environment, and the economy. At its core, sustainable education aims to foster responsible citizenship, critical thinking, and the capacity to make informed decisions that ensure the well-being of present and future generations.(Jeronen, E.,2023:4) .

(Biancardi, A.,2023) The concept of sustainable education is deeply rooted in the principles of sustainability as outlined in global frameworks such as the United Nations' Sustainable Development Goals (SDGs), particularly Goal 4, which calls for inclusive, equitable, and quality education and the promotion of lifelong learning opportunities for all. Sustainable education integrates environmental awareness, social responsibility, and economic understanding into curricula and teaching practices to create a more just and resilient world.

Various scholars define sustainable education as a transformative process that empowers learners to actively participate in building sustainable societies. According to Sterling (2001), sustainable education should not only adapt to changes in society and the environment but also influence and shape those changes toward more sustainable outcomes. This includes promoting interdisciplinary learning, participatory teaching methods, and reflective thinking that connects local and global issues.(Jamwal, A.,et al.,2022) .

In academic institutions, sustainable education requires a shift in both pedagogy and institutional culture. It involves rethinking curriculum design, incorporating sustainability principles into all disciplines, and fostering partnerships with stakeholders to implement real-world solutions. The ultimate goal is to prepare students not only for careers but also for meaningful engagement with the world's complex and interconnected challenges.(Alam, G. M.,2023) .

In summary, sustainable education is an essential component of long-term development strategies. It contributes to the creation of informed, ethical, and proactive individuals who can lead and support the transition toward sustainable societies.

2.2.2 Dimensions of Sustainable Education:

Sustainable education is a comprehensive concept that integrates environmental, economic, social, and institutional dimensions to achieve balanced and long-term development. It aims to empower individuals with the knowledge, values, and skills needed to address sustainability challenges and contribute to building a better future. The main dimensions of sustainable education can be summarized as follows:

1. Environmental Sustainability:

This dimension focuses on fostering environmental awareness among students and faculty, and encouraging behaviors that preserve natural resources and minimize ecological harm. It includes integrating concepts such as climate change, pollution, biodiversity conservation, and resource management into educational curricula, as well as adopting environmentally friendly practices within educational institutions. (Ögmundarson, Ö., et al., 2022) .

2. Economic Sustainability

Economic sustainability emphasizes developing skills and knowledge that enhance students' employability and support innovation and entrepreneurship. It also involves the efficient use of financial resources within educational institutions and providing education that promotes economic equity and contributes to reducing poverty and unemployment. Economically sustainable education aims to build productive human capital that supports responsible economic growth. (Iqbal, Q., et al., 2022) .

3. Social Sustainability

This dimension highlights the importance of promoting values such as justice, equality, diversity, and human rights within the academic environment. It seeks to create an inclusive and cohesive academic community that encourages active participation from all groups, including marginalized populations. Social sustainability in education also fosters dialogue, critical thinking, and global citizenship skills.

4. Institutional Sustainability

Institutional sustainability refers to the ability of educational institutions to endure and evolve in the face of challenges by adopting effective policies and strategies, developing flexible administrative structures, and providing a supportive learning environment. It also includes enhancing the quality of education, investing in faculty development, promoting scientific research, and ensuring community involvement in academic decision-making.

2.2.3 The Role of Universities in Achieving Sustainable Education:

Universities play a fundamental role in advancing sustainable education by acting as catalysts for social, economic, and environmental transformation. As centers of knowledge creation, innovation, and human development, higher education institutions are uniquely positioned to lead efforts that align academic practices with the principles of sustainability . (Alam, A., 2022).

One of the primary contributions of universities to sustainable education lies in curriculum reform and integration of sustainability concepts across disciplines. This includes embedding environmental literacy, social responsibility, and ethical considerations into teaching, research, and community engagement. By fostering interdisciplinary approaches and promoting problem-based learning, universities can equip students with the skills needed to understand and address complex global challenges. (Shulla, K., et al., 2020) .

Moreover, universities contribute to sustainability through research and innovation. Academic research plays a vital role in developing sustainable technologies, informing public policy, and offering evidence-based solutions to issues such as climate change, resource management, and social inequality. Collaborative research projects with local and global stakeholders further amplify the impact of university-based knowledge on sustainable development. (Manzoor, S. R., et al., 2021) .

In addition, universities serve as models of sustainable operations. Through environmentally conscious campus planning, energy efficiency, waste reduction, and sustainable procurement, universities can lead by example in reducing their ecological footprint. Institutional commitment to sustainability is reflected in the governance structure, strategic plans, and the engagement of faculty, staff, and students in sustainability initiatives.

Universities also promote social and institutional sustainability by fostering inclusion, equity, diversity, and participatory governance. They support lifelong learning and community outreach, encouraging active citizenship and shared responsibility for building a sustainable future. Programs that target marginalized communities or promote social entrepreneurship further demonstrate the university's commitment to transformative societal roles. (Vargas, C. M., et al., 2024) .

In summary, universities are not only educational institutions but also agents of change. By aligning their missions, curricula, research agendas, and operational models with sustainability goals, they play a critical role in shaping future leaders, informing policy, and contributing to the achievement of the United Nations Sustainable Development Goals (SDGs), particularly Goal 4: Quality Education.

2.2.4 Challenges to Sustainability in Higher Education:

Despite the growing recognition of the importance of sustainability in higher education, many institutions face significant challenges in effectively integrating and operationalizing sustainable practices. These challenges are multidimensional, encompassing structural, cultural, financial, and pedagogical barriers that can hinder progress toward a comprehensive and impactful sustainability agenda.

One of the primary challenges is the lack of strategic vision and institutional commitment. In many universities, sustainability is still treated as a peripheral or optional activity rather than being embedded into the core mission and governance frameworks. Without strong leadership and a long-term strategy, sustainability initiatives often remain fragmented, underfunded, and disconnected from academic priorities.

Another critical barrier is limited awareness and understanding among faculty, staff, and students. Achieving sustainable education requires a shift in mindset and pedagogical practices, yet many educators may lack the training or resources to incorporate sustainability principles into their teaching and research. Additionally, students may not fully engage with sustainability topics unless they are integrated meaningfully into the curriculum and campus life.

Financial constraints also pose a significant obstacle. Implementing sustainability projects—such as green infrastructure, energy-efficient technologies, or sustainability-focused research centers—often requires substantial upfront investment. In regions facing budgetary pressures or political instability, allocating sufficient resources to sustainability may be deprioritized in favor of immediate operational needs.

Furthermore, institutional resistance to change can slow down sustainability efforts. Universities, by nature, are complex and often traditional institutions, where change processes may be slow and bureaucratic. Resistance may arise due to concerns over academic freedom, departmental autonomy, or the perceived disruption to established practices.

There is also the challenge of measuring and evaluating sustainability outcomes. Unlike traditional academic metrics, sustainability involves qualitative and long-term impacts that are difficult to quantify. The lack of standardized indicators or accountability frameworks can result in superficial efforts that fail to produce meaningful transformation.

Finally, external pressures—such as governmental policies, market competition, and societal expectations—can either support or hinder sustainability in higher education. Without coherent national strategies or regulatory incentives, universities may lack the motivation or direction to invest in sustainability beyond minimum compliance.

In conclusion, while the potential for higher education institutions to drive sustainability is immense, addressing these challenges requires a systemic, collaborative, and well-resourced approach. Leadership commitment, capacity-building, stakeholder engagement, and policy alignment are key factors in overcoming these obstacles and realizing the full promise of sustainable education.

2.2.5 The Relationship between Strategic Intelligence and Sustainable:

The relationship between strategic intelligence and sustainable education is both profound and dynamic, as the two concepts intersect in ways that empower educational institutions to navigate complexity, drive innovation, and promote long-term development. Strategic intelligence—characterized by foresight, vision, systems thinking, and informed decision-making—serves as a critical enabler for embedding sustainability into the core functions of higher education.(Teirilä, O. J.,2024) .

At its essence, strategic intelligence equips academic leaders and faculty with the capacity to anticipate future challenges and proactively design educational systems that are adaptive, resilient, and aligned with sustainability goals. This includes identifying emerging trends in environmental, economic, and social domains and translating them into strategic actions such as curriculum reform, research priorities, and institutional partnerships that support sustainable development.

Strategic intelligence fosters transformational leadership, which is essential for shifting organizational culture toward sustainability. Leaders who demonstrate high levels of strategic intelligence are more likely to champion sustainable values, mobilize institutional resources, and engage diverse stakeholders in co-creating sustainable solutions. This proactive leadership style helps overcome resistance to change and ensures that sustainability is not treated as an isolated initiative, but as an integral part of the university's mission.(Mahmoud, S.,2019) .

Furthermore, strategic intelligence promotes interdisciplinary integration, which is crucial for sustainability education. Faculty members with strategic insight are better positioned to connect knowledge across disciplines, address real-world problems, and design educational experiences that cultivate critical thinking, ethical reasoning, and systems awareness in students.

In research, strategic intelligence guides universities in aligning their research agendas with global sustainability challenges, including those outlined in the United Nations Sustainable Development Goals (SDGs). This alignment not only enhances the social relevance of academic inquiry but also attracts external funding, fosters international collaboration, and contributes to policy innovation.

Additionally, strategic intelligence supports institutional sustainability by guiding resource management, risk assessment, and long-term planning. It enables universities to build resilient structures that can withstand uncertainty and change, ensuring that sustainability efforts are continuous and impactful rather than reactive or short-lived.

In summary, strategic intelligence acts as both a mindset and a mechanism through which sustainable education can be effectively conceptualized, implemented, and sustained. By integrating strategic intelligence into all levels of decision-making and academic practice, universities can become powerful agents of sustainable transformation.

3.1 Literature Review:

Recent literature has highlighted the growing importance of strategic intelligence in fostering sustainable education within higher education institutions. For example, Al-Harbi (2021) found that universities in the Gulf region adopting strategic intelligence practices achieved stronger alignment between strategic planning and sustainable development goals. Likewise, Zhao & Li (2022) demonstrated that strategic intelligence significantly contributes to innovation in educational programs and the ability to adapt curricula to future societal needs. In a regional study, Ahmed & Youssef (2023) emphasized that Arab universities lacking systematic intelligence frameworks face fragmented strategies and weak sustainability outcomes. Furthermore, Smith (2020) argued that the dimensions of strategic intelligence—vision, exploration, motivation, and partnership—are fundamental drivers in creating resilient and sustainable academic environments. These findings collectively indicate that strategic intelligence is not merely a managerial tool but an essential framework for achieving educational sustainability, particularly in developing countries such as Iraq. However, gaps remain regarding how these dimensions interact to enhance long-term sustainability, which this study seeks to address.

4.1 Research Gaps:

Despite the growing body of research on strategic intelligence in educational contexts, several gaps remain unaddressed. Most previous studies have primarily focused on universities in developed countries or specific regional settings, with limited attention given to Arab contexts, particularly Iraq (Al-Harbi, 2021; Ahmed & Youssef, 2023). Furthermore, while existing literature has recognized the significance of strategic intelligence in promoting innovation and sustainability, few studies have explicitly examined the direct link between its dimensions—vision, exploration, motivation, and partnership—and the achievement of sustainable education (Zhao & Li, 2022; Smith, 2020). In addition, the interaction among these dimensions and their combined effect on higher education sustainability have not been sufficiently explored. This study seeks to fill these gaps by conducting an applied investigation at the University of Kufa, thereby contributing to both the theoretical and practical understanding of how strategic intelligence fosters sustainable education in developing countries.

5.1 Conceptual Linkages:

The conceptual linkages in this study illustrate the theoretical relationships between the core variables: strategic intelligence and sustainable education. These linkages form the foundation of the research framework and provide a logical explanation of how the elements of strategic intelligence contribute to the realization of sustainability within higher education institutions.

Strategic intelligence, which comprises dimensions such as vision, exploration, motivation, deep knowledge, partnership, and leadership, is fundamentally connected to the mechanisms through which sustainable education is achieved. Sustainable education, in turn, is understood as a multidimensional system encompassing environmental, economic, social, and institutional sustainability.

The conceptual linkage is based on the premise that when academic institutions—through their faculty and leadership—apply strategic intelligence effectively, they become better equipped to implement policies, programs, and teaching practices that align with long-term sustainability goals. For example:

A clear strategic vision enables academic leaders to integrate sustainability principles into institutional planning and curriculum design.

Motivation and leadership drive faculty members to engage in sustainable teaching and research.

Partnership and collaboration enhance the institution's ability to create interdisciplinary approaches that address complex sustainability challenges.

Deep knowledge and foresight support continuous improvement and adaptability in educational practices. These conceptual relationships are supported by previous studies that suggest a strong correlation between strategic leadership capacities and the successful implementation of sustainability in educational contexts. By identifying and analyzing these linkages, the study provides a theoretical foundation for understanding how strategic intelligence acts as a driver for sustainable transformation within higher education.

6.1 Theoretical Foundations:

The theoretical foundations of this study are based on two core concepts: strategic intelligence and sustainable education. These foundations provide the intellectual and scientific basis for understanding how strategic thinking and informed decision-making can contribute to the advancement of long-term educational sustainability in higher education institutions.

Strategic Intelligence is rooted in theories of leadership, cognitive decision-making, and strategic management. It encompasses the ability of individuals or institutions to anticipate change, develop a long-term vision, and make decisions grounded in both internal and external environmental analysis. Theoretical contributions from scholars such as Mintzberg (strategic thinking), Goleman (emotional intelligence), and Ansoff (strategic foresight) support the view that intelligence, when applied strategically, enables institutions to respond proactively to complex challenges.

Sustainable Education, on the other hand, is supported by theories of sustainable development, transformational learning, and institutional resilience. The concept emphasizes the need to balance present educational demands with the responsibility of preparing future generations. It integrates principles from environmental science, social equity, and economic sustainability into educational practices. Key theorists such as Sterling and UNESCO frameworks have highlighted the role of education as a driver for sustainability at all societal levels.

By integrating these theoretical perspectives, this study establishes a conceptual bridge between the cognitive-strategic capabilities of academic institutions and their ability to implement sustainable practices. The theoretical foundation thus serves not only to define and explain the central concepts of the research but also to justify the analytical model and the hypotheses being tested.

7.1 Sample Demographics:

The proportion of males equalled that of females at 50%, while those with a doctorate constituted 48%, and those with a master's degree represented 52%, as illustrated in Table (1):

Table (1) shows the sample demographics.

Demographic Feature	Details	Number of Views and their Percentage	
Gender	Males	42	0.50
	Females	42	0.50
Academic Achievement	Masters	44	0.52
	PhD	40	0.48
Total		84	0.100

Source: SPSS V.28 outputs

Validity and Reliability of the Questionnaire

The questionnaire's validity and reliability were assessed, with the independent variable, strategic intelligence, comprising 25 items, and the dependent variable, sustainable education, consisting of 20 items. The overall questionnaire encompassed 45 items, yielding a Cronbach's Alpha coefficient of 0.950, a KMO value of 0.765, a Chi-square value of 16.381 with a probability value of 0.000, a cumulative variance percentage of 83%, and a latent caution value of 37.330. As illustrated in Table (2):

Table (2) shows the reliability of the questionnaire.

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item Total Correlation	Cronbach's Alpha if Item Deleted
q1	80.917	616.993	0.313	0.950
q2	81.119	628.395	0.091	0.952
q3	81.679	602.727	0.709	0.948
q4	81.560	599.623	0.630	0.948
q5	81.821	621.426	0.440	0.950
q6	81.583	607.499	0.578	0.949
q7	81.452	604.178	0.576	0.949
q8	81.810	611.096	0.541	0.949
q9	81.476	601.843	0.665	0.948
q10	81.750	615.515	0.463	0.949
q11	80.905	601.870	0.513	0.949
q12	81.643	592.377	0.789	0.947
q13	81.226	608.033	0.474	0.949
q14	81.286	609.219	0.491	0.949
q15	81.214	598.845	0.592	0.949
q16	81.655	609.217	0.536	0.949
q17	81.762	618.159	0.380	0.950
q18	81.607	609.663	0.542	0.949
q19	81.940	613.743	0.628	0.949
q20	81.655	590.952	0.694	0.948
q21	81.310	600.626	0.584	0.949
q22	81.119	605.697	0.508	0.949
q23	81.702	596.115	0.724	0.948
q24	81.429	603.019	0.620	0.949
q25	81.393	603.639	0.580	0.949
q26	81.000	591.952	0.624	0.949
q27	81.512	616.084	0.386	0.950
q28	81.381	613.275	0.393	0.950
q29	81.560	606.105	0.580	0.949
q30	81.869	616.404	0.429	0.950
q31	81.536	617.216	0.381	0.950
q32	81.738	618.437	0.398	0.950
q33	81.857	618.509	0.428	0.950
q34	81.679	610.052	0.567	0.949
q35	81.833	617.153	0.427	0.950
q36	81.476	591.915	0.715	0.948
q37	81.571	610.923	0.556	0.949
q38	81.619	610.697	0.508	0.949
q39	81.310	595.493	0.641	0.948
q40	81.286	596.568	0.687	0.948
q41	81.619	612.576	0.417	0.950
q42	81.286	612.110	0.427	0.950
q43	81.262	609.376	0.509	0.949
q44	81.262	603.762	0.646	0.948
q45	81.524	599.578	0.631	0.948
Kmo	0.765		Chi-square	16.381
Eigen Value	37.330		Total Variance Explain	83%
Total α			1.033	

Source: SPSS V.28 outputs

Descriptive Statistics for Study Variables

The study involved two factors (strategic intelligence and sustainable education), examined by 84 faculty members at the College of Pharmacy. The independent variable, strategic intelligence, yielded an arithmetic

mean of 1.86 and a standard deviation of 0.65. Conversely, the dependent variable, sustainable education, produced an arithmetic mean of 1.95 and a standard deviation of 0.73. This indicates that the sample prioritised sustainable education, followed by strategic intelligence. The relative importance of strategic intelligence was 37%, with an interest gap of 63, while the relative interest in sustainable education was 39%, with an interest gap of 61. The relative coefficient of variation for strategic intelligence was 35%, whereas for sustainable education, it was 37, as illustrated in Table 3 and Figure 2.

Table (3) Descriptive statistics for research variables

Variables	Arithmetic Mean	Standard Deviation	Coefficient of % Variation	Relative % Importance	Interest Gap
Strategic Intelligence	1.86	0.65	35	37	63
Sustainable Education	1.95	0.73	37	39	61

Source: SPSS V.28 outputs

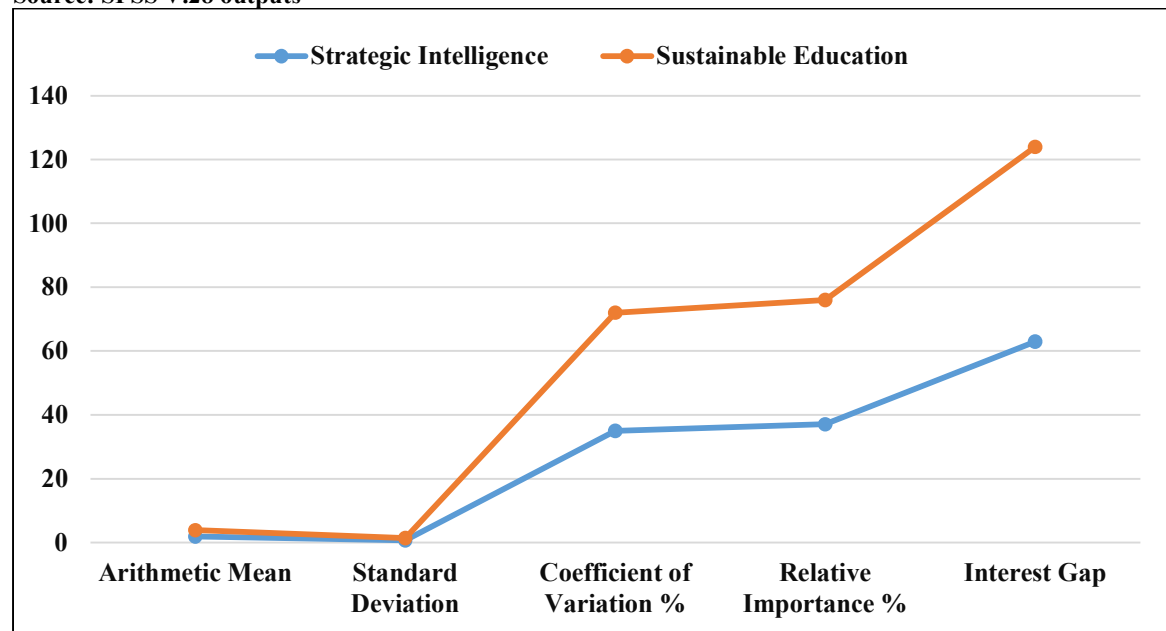


Figure (2) Shows the descriptive statistics for the research variables.

Inferential Statistics and Hypothesis Testing

1. Correlation analysis

A statistically significant relationship exists between strategic intelligence and sustainable education, evidenced by a correlation value of 0.461** at a significance level of 0.000. This indicates that an increase in the teaching staff's contribution to strategic intelligence correlates positively with the attainment of sustainable education in the College of Pharmacy. Consequently, to achieve sustainable education, the College must enhance its strategic intelligence efforts, thereby validating the main hypothesis, as illustrated in Table 4.

Table (4) Correlation between research variables

Variables		Strategic Intelligence	Sustainable Education
Strategic Intelligence	Pearson Correlation	1	**0.461
	Sig (2-tailed)		0.000
	n	84	84
Sustainable Education	Pearson Correlation	**0.461	1
	Sig (2-tailed)	0.000	
	n	84	84

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS V.28 outputs

2. Evaluating the primary hypothesis of the research (strategic intelligence exerts a statistically significant favourable influence on sustainable education)

Independent variable	Sustainable Education							
	α	β	R	2R	AR ²	p-value	T	F
Strategic Intelligence	0.962	0.461	0.461	0.212	0.203	<0.000	4.703	22.115

Source: SPSS V.28 outputs

The researcher determined that the calculated F value for the examined model is 22.115, exceeding the tabular value of 3.984 at a degree of freedom of 83, a probability value of 0.05, and a correlation coefficient of 0.461**. Additionally, the results in Table 5 indicate an explanatory coefficient of 0.212, suggesting that strategic intelligence accounts for 21.2% of the variations in sustainable education. In comparison, the remaining 78.8% is attributed to other variables within a statistically valid model, which can be utilised to elucidate the phenomena occurring in sustainable education related to strategic intelligence.

The study revealed a significant positive direct effect of strategic intelligence on achieving sustainable education, evidenced by a probability value of 0.000 and a calculated T value of 4.703. All calculated T values surpassed the tabulated value of 1.996 at a probability level of 0.05, with 83 degrees of freedom. The researcher observed that the University of Kufa's College of Pharmacy effectively utilises strategic intelligence to enhance sustainable education, resulting in greater accomplishments in this domain. Consequently, these findings support the acceptance of the primary hypothesis that strategic intelligence has a statistically significant positive effect on sustainable education, as illustrated by the following equation:

Sustainable Education (Y) = (0.962) + (0.469) * (Strategic Intelligence)

The results presented in Table (5) indicate an explanatory coefficient of (0.212), signifying that strategic intelligence accounts for (21.2%) of the variations observed in sustainable education. The remaining (78.8%) is attributable to other variables not included in the tested model. The explanatory model is statistically valid and can be utilised to elucidate the impact of strategic intelligence on sustainable education. Additionally, Table (5) illustrates the combined effect of the dimensions of strategic intelligence on sustainable education (n=84).

Table (5) shows the impact of the combined dimensions of strategic intelligence on sustainable education (n=84)

Independent Variable	Sustainable Education							
	α	β	R	2R	AR ²	p-value	T	F
Strategic Intelligence	0.962	0.469	0.461	0.212	0.203	<0.000	4.703	22.115

Source: SPSS V.28 outputs

8-1 Conclusions and Recommendations:

In conclusion, the findings of this research demonstrate a clear and significant role for strategic intelligence in advancing sustainable education. The results highlight that dimensions such as vision, exploration, leadership, and motivation are crucial enablers of institutional sustainability. From a practical perspective, universities should invest in training programs, leadership development, and strategic partnerships that reinforce these dimensions. This will not only strengthen internal capacities but also align academic practices with the United Nations' Sustainable Development Goals (SDGs). Future research could expand the scope by including multiple faculties or universities, thereby enabling comparative insights into how strategic intelligence operates across diverse academic contexts.

Conclusions

The results can be elucidated through the following dimensions:

1. The study's results revealed a significant association with strategic intelligence, indicating that the educational institution has the capability to compete and attain long-term educational goals. This is elucidated by the principle of sustainable education, encompassing two fundamental features. The first pertains to educational regulations and competition, while the second refers to education itself. Grounded in scientific rigour and methodologies with established credibility.
2. The field research results revealed that the College of Pharmacy at the University of Kufa fosters sustainable education, significantly strengthening its strategic position within the educational sector, and it depends on its strategic intelligence. This finishes the affirmative moral connection demonstrated by the findings of the statistical analysis between the principal independent variables and their sub-dimensions.

3. The findings indicated that the College of Pharmacy, the research sample, is committed to enhancing faculty members' perceptions of the surrounding environment, addressing their developments, and refining their personal concepts and cognitive abilities, all with the aim of optimising their performance and contribution to sustainable education.
4. Sustainability is paramount to education, which facilitates the processing of information that drives growth and societal transformation. Education is the process of acquiring knowledge, values, and skills through study or experiential development, resulting in a lasting transformation of the individual. Behaviour seeks to direct individual student conduct, while the educational process encompasses all institutional, environmental, social, and economic dimensions. Its foundation lies in cultivating advanced intellects and addressing issues in a manner that promotes moral, social, and cultural responsibility.

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Author's Biography

Lecturer Hiyam Hasan Al-Musawi is a faculty member at the College of Administration and Economics, University of Kufa, Iraq. She holds a Master's degree in Strategic Planning and specializes in strategic management and sustainable development. Her research interests focus on strategic intelligence, change and innovation strategies, and the role of artificial intelligence in financial auditing and higher education. Lecturer Al-Musawi has published several papers in Scopus-indexed journals and actively contributes to advancing sustainable education and institutional performance in the Iraqi higher education sector.