

“The Impact of Strategic Intelligence on Organizational Performance: Evidence from Private Universities in Sana’a, Yemen”

Researchers:

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Abstract:

This study investigates the impact of strategic intelligence on organizational performance in private universities in Sana'a, Yemen. A quantitative descriptive approach was adopted, utilizing a structured questionnaire distributed to all 328 supervisory-level employees across 11 accredited universities. Out of 323 questionnaires successfully delivered, 280 were returned and deemed valid, yielding an effective response rate of 85.4%. Data were analyzed using SPSS v28.

The results reveal a high overall presence of strategic intelligence across its five dimensions—foresight, future vision, systems thinking, partnership, and motivation—with foresight showing the highest level of implementation and motivation the lowest. Organizational performance, measured through effectiveness and efficiency, also scored significantly high. Regression analysis indicates a strong, positive relationship between strategic intelligence and organizational performance, with foresight emerging as the most influential predictor, followed by partnership, motivation, future vision, and systems thinking.

The study concludes that strategic intelligence is a critical enabler of improved performance in higher education institutions, particularly in challenging environments. It recommends that private universities in Sana'a strengthen motivation through structured reward systems and foster participatory decision-making to better align employee contributions with institutional objectives. Future research should explore complementary variables such as leadership styles, technological integration, and student satisfaction to deepen understanding of performance drivers in academic contexts.

Keywords: Strategic intelligence, Organizational performance, Private universities, Sana'a.

Introduction:

Contemporary advancements and information abundance compel businesses and educational institutions to pursue innovative leadership forms. Educational institutions, in particular, seek strategic and intelligent leadership to enhance their positioning, reputation, performance, and quality. Such leadership necessitates foresight, systemic thinking, future envisioning, partnership building, and motivation, though internal dynamics can present obstacles (Al-Majali & AlZu'bi, 2021). Strategic planning, a cornerstone management technique (Wolf & Floyd, 2017), offers significant benefits: shaping strategies, evaluating options, setting goals, making decisions, and fostering organizational success (Wolf & Floyd, 2017; Rana et al., 2017).

Central to this is strategic intelligence, defined as a method for gathering information to inform decisions through environmental assessment, data analysis, forecasting, future planning, and adaptation (Sadalia et al., 2021). Leaders possessing strategic intelligence skills are vital for enhancing multi-faceted organizational performance (Faeq & Abd, 2018) and promoting sustainability (Kirilov, 2019). It is crucial for shaping strategies and operations (Silas, 2013), offering advantages like effective crisis management, policy formulation, and challenge preparation (Zehir et al., 2020). Educational institutions especially require strategic intelligence to boost effectiveness in the knowledge-driven modern era (Al-Dahhan, 2019). Leveraging abundant data to build a robust knowledge base is key for strategic decisions, enabling competitive advantage, innovation, and long-term success amidst complexity (Liebowitz, 2019).

On the other hand, organizational performance, critically important in public administration, reflects an institution's capacity to achieve objectives efficiently and effectively using resources (Hong et al., 2019). Facing challenges like competition, rapid change, and complexity (Kirilov, 2019), leaders increasingly recognize workforce development as vital for sustainable market edges (Alfawaire & Atan, 2021). Strategic intelligence serves as a key tool for leaders to attain goals and enhance performance. Diminished strategic intelligence capabilities often correlate with disengagement, unmet objectives, innovation stagnation, and reduced productivity (Dehghan et al., 2023). Conversely, leaders adept in strategic intelligence foster continuous learning cultures, aligning individual growth with organizational milestones to drive progress and adaptability (Azadi et al., 2021).

However, sustaining institutional excellence for long-term viability and relevance remains a fundamental challenge (Agha et al., 2021). Higher education institutions (HEIs), as catalysts for societal transformation (Liebowitz, 2019), must continually refine offerings to meet shifting demands. Strategic intelligence enables them to decode complex landscapes, anticipate disruptions, and create agile frameworks balancing stakeholder needs with resource optimization (Lane & Maxfield, 2018), thereby strengthening resilience and elevating outcomes. While crucial for senior leadership decision-making (Liebowitz, 2019), its effective implementation often hinges on leadership characteristics (Maccoby et al., 2013; Lane & Maxfield, 2018).

Problem Statement

Despite the strategic importance of higher education, many universities across the Arab region, including Yemen, still face big challenges in achieving competitive levels of institutional performance and service quality. This hinders their ability to plan and maintain human development and to prepare graduates with the knowledge and skills required for today's dynamic labor markets. This is seen as a performance gap given the global rankings of universities. For instance, the 2022 Shanghai Ranking included only 14 Arab universities among the top 500 globally, with none from Yemen (Shanghai Ranking Consultancy, 2022). Similarly, the Times Higher Education Ranking (2022) listed just 41 Arab institutions out of 1,258, again excluding any Yemeni universities. These indicators actually highlight the underperformance of many academic institutions in Arab countries, and particularly in Yemen. This underperformance is more in areas such as research output, innovation, international collaboration, and academic

reputation. Such weaknesses and underperformance explain the challenges for Yemen's private universities, where leaders' aspirations towards improving and enhancing their universities' performance are often hindered by structural constraints within these universities.

In addition, private universities in Yemen have been facing difficult challenges due to geopolitical instability, limited funding, economic volatility, and rapid technological change. However, as enrollment grows and higher education becomes increasingly complex, most of these universities often prioritize survival strategies over those strategies that address quality and higher academic work systems. This creates an urgent need for strategic leadership, proactive planning, and the use of tools such as strategic intelligence to enhance institutional adaptability and performance (Al-Aqel, 2019; Saeed, 2020).

On the other hand, while relevant literature affirms the positive impact of strategic intelligence on organizational performance (Nzeki et al., 2024; Mehta & Mishra, 2023; Al-Majali & AlZu'bi, 2021; Dehghan et al., 2023), little empirical work has examined this relationship in the unique and fragile context of Yemen. Given the severe resource constraints and organizational fragility which clearly characterize the Yemeni higher education system, this study addresses a critical gap by investigating how strategic intelligence affects the organizational performance of private universities in Sana'a.

Accordingly, this study seeks to answer the following overarching question:

What is the impact of strategic intelligence on organizational performance at private universities in Sana'a, Yemen?

This central question is further explored through the following sub-questions:

- A. What is the impact of foresight on organizational performance?
- B. What is the impact of future vision on organizational performance?
- C. What is the impact of systems thinking on organizational performance?
- D. What is the impact of partnership on organizational performance?
- E. What is the impact of motivation on organizational performance?

Research Objectives

The main objective of the study is to investigate the impact of strategic intelligence on organizational performance at private universities in Sana'a, Yemen.

This main objective is further explored through the following specific objectives:

- A. To investigate the impact of foresight on organizational performance.
- B. To investigate the impact of future vision on organizational performance.
- C. To investigate the impact of systems thinking on organizational performance.
- D. To investigate the impact of partnership on organizational performance.
- E. To investigate the impact of motivation on organizational performance.

Research Hypotheses

Drawing upon the theoretical foundations and empirical findings outlined in the literature review, this study proposes a set of hypotheses to examine the relationship between strategic intelligence and organizational performance within the context of private universities in Sana'a, Yemen.

The **main hypothesis** is as follows:

H1: Strategic intelligence has a significant positive impact on organizational performance at private universities in Sana'a, Yemen.

To explore the effects of the individual components of strategic intelligence, the following **sub-hypotheses** are formulated:

- H1a:** Foresight has a significant positive impact on organizational performance.
- H1b:** Future vision has a significant positive impact on organizational performance.
- H1c:** Systems thinking has a significant positive impact on organizational performance.
- H1d:** Partnership has a significant positive impact on organizational performance.
- H1e:** Motivation has a significant positive impact on organizational performance.

Conceptual Framework

The conceptual framework guiding this study is developed based on the literature reviewed and the hypothesized relationships between strategic intelligence and organizational performance. The model proposes that strategic intelligence—comprising foresight, future vision, systems thinking, partnership, and motivation—directly influences organizational performance, which is assessed through two key dimensions: **effectiveness** and **efficiency**.

This relationship is visually represented in **Figure 1**, which outlines the hypothesized direct paths from each strategic intelligence component to the overall performance of the institution.

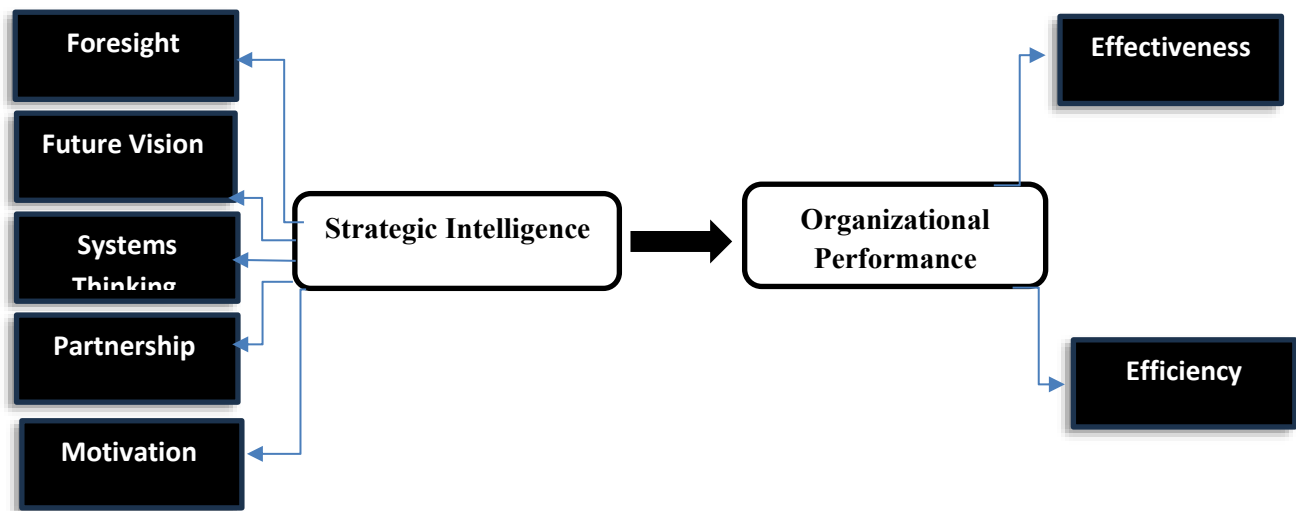


Figure 1: Research Conceptual Framework

Literature Review

Organizational Performance Definition

Organizational performance aligns management and employee efforts, underpinning operational effectiveness (Al-Talabani, 2017, p. 8). It is vital for survival, growth, competitiveness, and confronting environmental challenges (Al-Sayes, 2019). Despite its importance, a consensus on its definition remains elusive, with scholars interpreting it diversely through themes like success, efficiency, and quality (Faisal, 2017, p. 265). It is also defined as “the ability of the firm to efficiently exploit the available resources to accomplish firm-set objectives as well as being relevant to its users” (Taouab & Issor, 2019, p. 95). For the purpose of this study, organizational performance can be operationally defined as the overall effectiveness and efficiency with which the university utilizes its available resources to achieve predetermined goals and objectives.

Dimensions of Organizational Performance

The current literature indicates the importance of measuring the organizational performance as this helps firms evaluate and develop their capabilities and objectives. However, there is still inconsistencies regarding the dimensions to be used when addressing and measuring the performance. This explains the wide range of organizational performance metrics in the literature. This adds to the complexity and also the multidimensional nature of this concept. This part discusses studies that address organizational performance based on commonly used dimensions such as the financial performance, which includes firms’ profitability, financial indicators, and cost-efficiency (Dosa & Hussein, 2008; Ratna et al., 2014; Kahili, 2015; Faisal, 2017). Other studies also refer to organizational performance from customers perspectives, or customer-related metrics. This includes customers’ satisfaction, service quality, and loyalty (Jabouri, 2009; Mansour & Hadi, 2014; Abu Alim, 2014; Esmeray, 2016). On the other hand, other studies refer to the internal operations and processes, such as internal efficiency, process effectiveness, and operations management (Mutaib & Hassouni, 2011; Al-Mahameed et al., 2015; Al-Taie & Mahdi, 2015). Organizational performance can also be measured using learning and growth dimensions which highlight the importance of employee development, innovation, and organizational learning (Dosa & Hussein, 2008; Gogan et al., 2016; Al-Faihan & Al-Amri, 2016).

While organizational efficiency and effectiveness can also be used as central metrics (Abdul-Majeed, 2010; Kehinde & Yusuf, 2012; Balal, 2015), other studies refer to dimensions at the level of the individuals such as teamwork and employee performance, while others also include the organizational commitment (Mohammed, 2014; Mabrouk, 2015; Al-Faihan & Al-Amri, 2016). However, previous studies also measure organizational performance using broader institutional attributes, such as social responsibility, mission alignment, strategic goals, and competitive positioning in their frameworks as proposed by Aber (2013), Al-Lami & Kazem (2016), and Al-Ghalibi & Al-Qattan (2017). Given the above stated diversity in the literature shows the evolving nature of performance measurement and the need for context-specific models which are tailored to the organization’s goals, structure, and environment.

In light of this, achieving a harmonious balance among financial, operational, economic, and behavioral measures is essential for a thorough and complete evaluation of organizational performance (Al-Ansi, 2019, p. 28). While researchers have proposed a wide array of composite measures to assess organizational performance, effectiveness and efficiency emerge as the most critical dimensions. According to Peterson et al. (2003), these two measures/dimensions offer comprehensive and adaptable frameworks

for performance evaluation. Consequently, this study focuses specifically on these two dimensions to assess organizational performance within Yemeni private universities.

Effectiveness is defined as “Organizational effectiveness is defined as the proficiency with which a firm can meet its objectives by meeting the planned outcome without waste or within minimum use of energy, money, labor and time resources” (Katusé, 2018, p. 1635). It also refers to “the extent to which an organization’s main tasks are accomplished and finalized with the construct of effectiveness being compactly associated with successful organization’s performance” (Kafashpoor et al., 2013, p. 160). For the purpose of this study, effectiveness can be operationally defined as the extent to which a university successfully meets its specified objectives, while also highlighting deviations from these goals to inform and enhance future performance.

In addition, efficiency refers to the measure of productivity achieved with minimal waste, focusing on employees' ability to maximize output while conserving energy, time, and resources (Shaikh et al., 2020). It also defined as “the degree to which outputs are produced while manufacturing costs are minimized” (Aminu, 2022, p. 79). For the purpose of this study, efficiency can be operationally defined as the rational use of available resources that achieves the lowest level of cost without sacrificing the quality of the university’s outputs.

Strategic Intelligence

Definition

Strategic intelligence refers to “the best knowledge at the right time in the guardianship of the appropriate individuals so that they would be in a great position to make more strategic choices for the future of the business” (Mehta & Mishra, 2023, p. 5288). It is also defined as “the intelligence required for the formation of corporate policies, competitive objectives, and business planning” (Kori et al., 2021, p. 2).

For the purpose of this study, strategic intelligence refers operationally to an intelligence described by university leaders who possess (foresight, systemic thinking, future vision, partnership, and motivation), in addition to a system of investigating and analyzing information in order to make decisive decisions.

Dimensions of Strategic Intelligence

1. **Foresight:** It can be defined as the practice of envisioning the unseen possibilities that shape the future, or a leader's perception of how the business landscape may evolve through the examination and monitoring of current factors (Spaniol et al., 2019). It also refers to “the ability to predict new paths or changes effect based on current information and input” (Al-Majali & AlZu'bi, 2021, p. 17). For the purpose of this study, foresight can be operationally defined as the university's proactiveness in sensing opportunities and threats in the external environment, and adopting appropriate strategies and actions to create the largest areas of influence for the university.
2. **Future vision:** It is defined as “the organization vision and ambitions of what makes its present and future sustainability through strategic future insights” (Al-Majali & AlZu'bi, 2021, p. 17). For the purpose of this study, visioning can be operationally defined as the process of creating a compelling and inspiring mental picture of a desired future state or outcome, and providing a clear direction and purpose to guide decision-making and actions toward achieving that vision.
3. **Systems thinking:** It is defined as “the ability to synthesize and integrate elements, rather than separating them into parts, then analyzing them together and evaluating them in terms of their relationship to the whole and focusing on the way they interact with each other in terms of their success in serving the goals of the system” (Alobidyeen & Al-Rawashdeh, 2020, p. 32). It also refers to the skill of integrating various components to investigate and comprehend their interactions, ultimately forming a unified system or holistic view of the variables under consideration (Dawood, 2016). For the purpose of this study, systems thinking can be operationally defined as the university’s ability to carries out the process of mixing ideas and elements, linking them together, and analyzing them to benefit from them in a better way, than if they were dealt with separately from each other.
4. **Partnership:** It is defined as “the leader’s ability to establish strategic alliances and have a vision for alliance and integration with other organizations” (Abu Qutaish & Al-Khashali, 2021, p. 10). Imran (2015) defines partnership as the ability of organizations to establish advantageous collaborations with other organizations in the same industry as well as incorporate trust, commitment, and effective conflict resolution between partners. For the purpose of this study, partnership can be operationally defined as the process of collaborating and forming strategic alliances with individuals, educational institutions, or stakeholders to achieve common goals, leverage complementary strengths, resources, and expertise, and create mutually beneficial relationships that contribute to the success of all parties involved.
5. **Motivation:** It is defined as “the ability of leaders who practice strategic intelligence to push and motivate employees to work harder and raise the spirit of enthusiasm they have” (Al-Majali & AlZu'bi, 2021, p. 18). It is defined also as “as the leader’s ability to urge employees to implement the visions and perceptions that he has developed, and direct them toward a specific goal to advance the strategic goals of the organization” (Saleh et al., 2010, p. 70). For the purpose of this study, motivation can be operationally defined as the university’s ability to get employees to perform work with intrinsic motivation by linking their individual goals to the goals of the university.

Strategic Intelligence and Organizational Oerformance

Strategic intelligence consistently demonstrates a positive and significant relationship with organizational performance across diverse sectors (logistics, telecom, healthcare, education, NGOs, banking, biotech) and global contexts (Nzeki et al., 2024; Tamunosiki-Amadi & Ebisinkemefa, 2024; Dehghan et al., 2023; Ibrahim & Abdo, 2023; Mehta & Mishra, 2023; Al-Majali & AlZu'bi, 2021; Ibrahim et al., 2021; Assi & Hassan, 2020; Kirilov, 2019; Faiq & Abd, 2018). This relationship manifests through direct impacts – where strategic intelligence dimensions (foresight, systems thinking, vision, partnership, motivation) enhance performance outcomes like efficiency, competitiveness, stakeholder satisfaction, and financial results (Dalil & Onga, 2021; Al-Ayoubi & Al-Boji, 2020; Iman & Fatiha, 2021) – and indirect pathways, mediated by factors such as sustainable competitive advantage (Dehghan et al., 2023), dynamic capabilities (Kori et al., 2021), strategic flexibility (Agha et al., 2021), and organizational culture (Nzeki et al., 2024). Some dimensions like motivation and partnership frequently show strong effects (Belajouz & Boumesbah, 2015; Dalil & Onga, 2021), while specific impact of individual dimensions can vary by context. This study considers strategic intelligence more as a critical enabler for achieving superior performance, resilience, and long-term organizational success.

Methodology

Study Approach and Setting

The research employed the descriptive approach, which is widely regarded as the suitable method for investigating and depicting phenomena in the field of social sciences (Al-Ariqi & Al-Nashmi, 2019). The study was conducted on private universities in Sana'a, Yemen during the 2024/2025 academic year.

Study Population and Sampling

The target population consisted of all academic and administrative leaders across 34 private universities operating in Sana'a. However, only 12 universities initially were qualified based on specific inclusion criteria as follows:

1. Universities holding official accreditation from the Ministry of Higher Education and Scientific Research (2024),
2. Universities possessing an updated strategic plan, and
3. Universities operating for more than 15 years.

After the Lebanese International University declined to participate, the final number of participating institutions was reduced to 11 universities, representing a total study population of 328 leaders.

Given the relatively small and manageable population size ($N = 328$), a complete census approach was adopted. This method enabled the inclusion of every eligible individual, thereby minimizing sampling bias and ensuring comprehensive data representation. Therefore, a self-administered survey was utilized. Questionnaires were distributed in person to the study population, which facilitated access to a broader range of participants and significantly increased the overall response rate. Table 2 presents detailed information on the population, along with the number of distributed and retrieved questionnaires, highlighting the effectiveness of the data collection process.

Table 1: Number of Distributed and Retrieved Questionnaires

No.	University name	Targeted population	Questionnaires	
			Distributed	Retrieved
1.	University of Science and Technology	39	39	35
2.	Saba University	22	22	20
3.	Andalus University for Science and Technology	32	29	23
4.	Yemenia University	21	21	21
5.	Queen Arwa University	26	26	26
6.	Future University	34	34	24
7.	University of Modern Sciences	34	34	32
8.	Al-Nasser University	30	29	22
9.	Yemeni Jordanian University	32	32	30
10.	Azal University of Human Development	27	27	24
11.	International University of Technology Twintech	31	30	23
Total		328	323	280
			98.8%	85.4%

As shown in Table 1, a total of 323 questionnaires were distributed, and 280 questionnaires were retrieved with a response rate of 85.4%. All retrieved questionnaires were valid for data analysis.

Study Instrument

A structured questionnaire was designed as a data collection instrument. The first section gathered demographic and organizational information about the participants, including variables such as gender, age, educational background, work experience, and job position. The second section comprised two primary parts: one for measuring the independent variable (strategic intelligence) and the other for assessing the dependent variable (organizational performance). Detailed sources and the number of items within each dimension of these variables are presented in Table 2.

Table 2: Study Variables' Measurement

Variable	Dimension	Number of items	Source(s)
Strategic Intelligence	Foresight	6	El-Latief et al., 2023; Sheri et al., 2021; Qasim, 2011
	Future vision	8	El-Latief et al., 2023; Sheri et al., 2021; Qasim, 2011
	Systems thinking	7	El-Latief et al., 2023; Sheri et al., 2021; Qasim, 2011
	Partnership	6	El-Latief et al., 2023; Sheri et al., 2021; Qasim, 2011
	Motivation	6	El-Latief et al., 2023; Sheri et al., 2021; Qasim, 2011
Organizational Performance	Effectiveness	10	Esteban, 2021; Al-Sadaee, 2021
	Efficiency	9	Al-Sadaee, 2021

The process began with the creation of an initial version of the questionnaire in English. This draft was then translated into Arabic and submitted to a panel of five experts in business administration from different universities in Sana'a for validation. During this phase, valuable feedback was gathered from other four experts to enhance the questionnaire's quality. Based on their input, final versions of the questionnaire were produced in both Arabic and English. However, only the Arabic version was distributed to the participants in the study to ensure clarity and relevance for the target audience.

Study Scale

The questionnaire was developed using a five-item Likert scale that spanned from 'Strongly Agree' to 'Strongly Disagree'. The frequency scales were assigned values as follows: 'Strongly Agree' received 5 points, 'Agree' received 4 points, 'Neutral' received 3 points, 'Disagree' received 2 points, and 'Strongly Disagree' received 1 point.

Data Analysis

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 28. Linear and multiple regressions were used for examining the hypotheses of the study. A p-value below 0.05 is typically deemed statistically significant.

Results and Discussion

Testing Study Hypotheses

Testing the First Main Hypothesis

To evaluate the main hypothesis which states “There is a significant impact of strategic intelligence on organizational performance at private universities in Sana’a, Yemen,” the simple linear regression analysis was conducted, as illustrated in Tables 3.

Table 3: Results of Testing the Main Hypothesis

R	R ²	Adjusted R ²	F	Sig	β	T	Sig.
.764	.584	.583	390.853	0.000	0.764	19.770	0.000

As shown in Table 3, the R² value of 0.584 indicates that strategic intelligence explains 58.4% of the variance in organizational performance. The adjusted R² (0.583) suggests that the model is stable and generalizable. The high R value (0.764) indicates a strong correlation between strategic intelligence and organizational performance, reinforcing the hypothesis that institutions with higher strategic intelligence tend to perform better. The results of the ANOVA test (F = 390.853, p < 0.001) confirm that the regression model is statistically significant. Furthermore, the standardized coefficient (β = 0.764) and the high t-value (t = 19.770, p < 0.001) provide strong evidence that strategic intelligence significantly contributes to improved organizational performance. Based on these findings, the first main hypothesis is supported.

These results are consistent with prior research. For instance, Nzeki et al. (2024) found that strategic intelligence had a substantial effect on firm performance in the logistics sector in Kenya. Similarly, Tamunosiki-Amadi and Ebisinkemefa (2024) reported a significant positive relationship between strategic intelligence and organizational performance in Nigeria's telecommunication industry. In another context, Dehghan et al. (2023) identified strategic intelligence as a key factor in enhancing performance at

Iran's National Olympic Committee. Similar findings were also reported in the higher education sector. Al-Majali and AlZu'bi (2021), Dalil and Onga (2021), and Faiq and Abd (2018) all observed a significant impact of strategic intelligence on university performance in Jordan, Algeria, and Iraq, respectively. These studies collectively reinforce the cross-sectoral and cross-regional relevance of strategic intelligence as a driver of performance.

In the context of private universities in Yemen, the present findings emphasize the critical importance of integrating strategic intelligence into institutional planning and decision-making. By integrating the principles of strategic intelligence, these higher education institutions can effectively enhance their operational efficiency and effectiveness. This approach equips them to better navigate the complexities of the performance landscape, ultimately leading to improved outcomes in academic quality, student satisfaction, and institutional sustainability. As such, fostering a culture of strategic intelligence may be essential for the ongoing success and competitiveness of private universities in Yemen.

Testing Sub-Hypotheses

To examine the impact of the individual dimensions of strategic intelligence (foresight, future vision, systems thinking, partnership, and motivation) on organizational performance, a multiple regression analysis was conducted, as shown in Table 4.

Table 4: Results of Testing Sub-Hypotheses

Path	R	R ²	Adjusted R ²	B	Beta	SE	T	P value
Foresight → OP	.778	.606	.597	.306	.438	.028	10.796	.000
Future vision → OP				.208	.298	.028	7.360	.000
Systems thinking → OP				.149	.213	.028	5.246	.000
Partnership → OP				.301	.431	.028	10.633	.000
Motivation → OP				.214	.307	.028	7.573	.000

OP: Organizational performance.

Table 4 demonstrates that the dimensions of strategic intelligence collectively explain 60.6% of the variance in organizational performance ($R^2 = 0.606$; Adjusted $R^2 = 0.597$), indicating a robust and generalizable model. The strong correlation ($R = 0.778$) further confirms the strength of the relationship between strategic intelligence and organizational performance. All five dimensions had a statistically significant effect on organizational performance, thus supporting all the sub-hypotheses.

In addition, each dimension of strategic intelligence was found to have a statistically significant effect on organizational performance in the private universities in Sana'a, Yemen. This indicates that all the sub-hypotheses are accepted. All five dimensions had a **statistically significant effect** on organizational performance, thus supporting all the sub-hypotheses. The following section further discusses these results.

- 1. Foresight:** Foresight emerged as the strongest predictor of organizational performance ($B = 0.306$, $t = 10.796$, $p < 0.001$, $Beta = 0.438$). A one-unit increase in foresight is associated with a 0.306-unit increase in performance, holding all other variables constant. This finding aligns with Tamunosiki-Amadi and Ebisinkemefa (2024), who identified foresight as a primary performance driver in Nigeria's telecom sector. Similar results were observed by Dalil and Onga (2021) in Algerian universities and Kirilov (2019) and Rabiei (2021) in U.S. and Algerian nonprofit and telecom sectors. Mehta and Mishra (2023) likewise confirmed foresight's role in enhancing performance within India's pharmaceutical industry.
- 2. Partnership:** Partnership ranked second in its predictive strength ($B = 0.301$, $t = 10.633$, $p < 0.001$, $Beta = 0.431$), suggesting that collaborative efforts significantly contribute to organizational performance. This supports findings from Nzeki et al. (2024) and Rabiei (2021), who emphasized the role of collaboration in uncertain environments. It also echoes Belajouz and Boumesbah (2015) in the Algerian private education sector. However, Al-Ayoubi and Al-Boji (2020) reported a weaker partnership effect in Gaza NGOs, potentially due to geopolitical isolation—a condition less pronounced in Yemeni universities, which may rely more heavily on external alliances for resilience.
- 3. Motivation:** Motivation was the third-strongest predictor ($B = 0.214$, $t = 7.573$, $p < 0.001$, $Beta = 0.307$). Each unit increase in motivation leads to a 0.214-unit increase in organizational performance. This result concurs with the studies of Belajouz and Boumesbah (2015) on Algerian academic staff, and Dehghan et al. (2023), Al-Ayoubi and Al-Boji (2020), and Agha et al. (2021), which all linked motivation with enhanced performance outcomes.
- 4. Future Vision:** Future vision also showed a statistically significant effect ($B = 0.208$, $t = 7.360$, $p < 0.001$, $Beta = 0.298$). This implies that universities with a clearer long-term vision tend to perform better. This supports the findings of Assi and Hassan (2020) and Iman and Fatiha (2021) in Iraqi ministries and Algerian SMEs, respectively. The role of vision as a stabilizing force is also evident in Kirilov's (2019) study on U.S. nonprofits, especially in volatile environments—similar to the Yemeni context.

5. Systems Thinking: Systems thinking was the least influential dimension, but still significant ($B = 0.149$, $t = 5.246$, $p < 0.001$, $Beta = 0.213$). It suggests a moderate effect on performance, with integrated thinking playing a supplementary role. This finding is consistent with Tamunosiki-Amadi and Ebisinkemefa (2024) in Nigeria's telecom sector, and Al-Ayoubi and Al-Boji (2020) in Gaza's health NGOs. Ibrahim et al. (2021) in Egypt also found systems thinking important in addressing systemic challenges in higher education.

However, a divergence emerges with Belajouz and Boumesbah (2015), who found only motivation and partnership significantly affected Algerian university performance, while foresight, systems thinking, future vision had insignificant effect. Likewise, Dalil and Onga (2021) found that only systems thinking and future vision had no significant link to the university performance in Algeria. This discrepancy may stem from the small sample size in the Algerian studies: ($n = 45$) (Belajouz & Boumesbah, 2015) and ($n = 60$) (Dalil & Onga, 2021) compared to the current study ($n=280$). It could be also attributed to contextual factors: Yemeni universities, operating amid instability, might prioritize holistic strategic intelligence adoption to navigate crises, whereas Algerian institutions could face different structural or cultural barriers.

Conclusions

Given the findings stated above, the study drew the following conclusions:

1. Strategic intelligence significantly enhances organizational performance in the private universities in Sana'a, underscoring the pivotal role of strategic intelligence in driving organizational success in Yemen's higher education sector.
2. Foresight, partnership, and future vision are consequently the strongest predictors, highlighting their critical role in driving organizational performance and thus improving institutional success of the private universities in Sana'a.
3. The impact of motivation and systems thinking on organizational performance in the private universities in Sana'a is relatively smaller compared to other dimensions despite the fact that they all contribute meaningfully to organizational performance of these universities.

Recommendations

Based on the conclusions, the following recommendations are proposed:

1. Enhance staff motivation by developing structured incentive programs, both financial and non-financial, to recognize individual and team achievements. In addition, fostering participatory decision-making can empower employees and align their goals with institutional objectives.
2. Promote systems thinking through cross-departmental training aimed at building holistic problem-solving capabilities and interdepartmental coordination. Leveraging data-driven tools, such as systems mapping, can help identify institutional interdependencies and improve strategic integration.
3. Strengthen strategic partnerships by expanding collaborations with local and international universities to share knowledge, resources, and best practices. Establishing industry-academia linkages can also ensure curriculum relevance, enhance graduate employability, and align academic output with labor market demands.

Suggestions for Future Research

To build on the current study's findings and broaden the scope of understanding, the following directions are suggested for future research:

1. Replicate the study in public universities or other regions of Yemen to compare findings and identify contextual differences.
2. Incorporate qualitative methods, such as interviews or focus groups, alongside quantitative surveys to explore deeper insights into the application of strategic intelligence (e.g., implementation challenges, motivation barriers)..
3. Investigate additional factors influencing performance, such as leadership styles, technological adoption, or student satisfaction.
4. Apply the strategic intelligence framework to other sectors, including healthcare, NGOs, and government institutions, to assess its universality and adaptability across various organizational environments.

Authors' Contribution

MASA and HMMA jointly developed the introduction, literature review, problem statement, and research objectives, and designed the research methodology. HMMA collected and analyzed the data. Both authors contributed to interpreting the results, drafting the conclusions and recommendations, and approved the final manuscript.

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"أثر الذكاء الاستراتيجي على الأداء المنظمي: دليل من الجامعات الخاصة في صنعاء، اليمن"

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الملخص:

تهدف هذه الدراسة إلى التعرف على أثر الذكاء الاستراتيجي في الأداء المنظمي في الجامعات الخاصة بصنعاء، اليمن. وقد اعتمدت الدراسة المنهج الوصفي الكمي، من خلال استخدام استبانة وُزعت على جميع الموظفين في المستوى الإشرافي البالغ عددهم (328) موظفاً في (11) جامعة معتمدة. من بين (323) استبانة وُزعت بنجاح، أُعيدت (280) استبانة صالحة للتحليل، بنسبة استجابة فعّالة بلغت (85.4%). جرى تحليل البيانات باستخدام برنامج SPSS v28. أظهرت النتائج وجود مستوى عالٍ من الذكاء الاستراتيجي بأبعاده الخمسة (الاستشراف، الرؤية المستقبلية، التفكير النظمي، الشراكة، والدافعية)، حيث حقق بعد الاستشراف أعلى مستوى في التطبيق، بينما جاء بعد الدافعية في أدنى مستوى. كما حقق الأداء المنظمي، المقاس من خلال الكفاءة والفعالية، درجة مرتفعة بشكل ملحوظ. وأوضحت نتائج تحليل الانحدار وجود علاقة إيجابية قوية بين الذكاء الاستراتيجي والأداء التنظيمي، حيث برز الاستشراف كأكثر المتغيرات التنبؤية تأثيراً، يليه كل من الشراكة، الدافعية، الرؤية المستقبلية، ثم التفكير النظمي. وخلصت الدراسة إلى أن الذكاء الاستراتيجي يمثل عاملاً محورياً في تعزيز الأداء في مؤسسات التعليم العالي، لاسيما في البيئات التي تواجه تحديات. كما توصي الدراسة بضرورة قيام الجامعات الخاصة في صنعاء بتعزيز الدافعية من خلال نظم حوافز منظمة، وتبني أسلوب اتخاذ القرار التشاركي بما يضمن مواءمة إسهامات العاملين مع الأهداف المؤسسية. وتقتصر الدراسة أن تتناول البحوث المستقبلية متغيرات مكملات مثل أنماط القيادة، تكامل التكنولوجيا، ورضا الطلبة، بما يساهم في تعميق فهم محددات الأداء في السياقات الأكاديمية.

الكلمات المفتاحية: الذكاء الاستراتيجي، الأداء المنظمي، الجامعات الخاصة، صنعاء.