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A comparative study in anticipating strategic planning and future thinking between the leaders in charge of managing the student activities departments of Iraqi public and private universities

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Abstract
Interest in foresight is increasing greatly because of the information it provides that helps the decision-maker to improve the institution's inputs in the long run, and its role is to provide the decision-maker with a vision of the future with different eyes. Foresight is an integral part of the planning process, and it supports the process of strategic future thinking instead of relying on a hypothetical approach to solve problems. The current study aimed to identify the level of foresight of strategic planning and future thinking among workers in the departments and divisions of student activities in Iraqi public and private universities. The researchers used the descriptive approach using the comparative survey method for its suitability to solve the problem. The researcher chose his sample intentionally, as he identified the research community from public and private universities, which numbered (33) universities who participated in the ministerial curriculum for the year (2021-2022), as the current research community reached (132). An individual from the department managers and officials of the divisions and student activities (the sports division, the artistic division, the scout division). The researchers reached the following conclusions: The level of (private universities) was very high, while the level of (public universities) was acceptable in anticipating strategic planning and for all areas of the scale except for two fields (environmental survey and change management). Their level was high in (public universities). The possession of individuals (private universities) for the skills of future thinking is generally high - the degree of possession of individuals (public universities) for the skills of future thinking is medium in general, except for the skill of future expectation that was weak. The researchers recommended - inviting all universities and ministries with competence to establish research and consulting centers entrusted with the task of studying the horizons of future strategic planning for the scientific, sports, technical and scouting developments in Iraq - the establishment of development courses for workers in student activities (sports, artistic and scouting) on the subject of strategic planning foresight. - Building training programs for teachers in new student activities (sports, art and scouting) to enable them to develop their future thinking skills.

Keywords: Anticipating strategic planning, future thinking, leaders

1. Introduction
Interest in foresight is increasing greatly because of the information it provides that helps the decision-maker to improve the institution's inputs in the long run, and its role is to provide the decision-maker with a vision of the future with different eyes (Rohrbeck, R., & Schwarz, J. O., 2013, p. 80) [3], foresight is an integral part of the planning process, and it supports the process of strategic future thinking instead of relying on a hypothetical problem-solving approach, in other words rather than trying to provide solutions to ill-conceived immediate challenges, foresight encourages decision-makers to explore the potential environment for the future challenge. The concept of foresight has two main aspects: understanding the future and lies in the actual understanding of the past and the present, to understand what is happening in the future and anticipate the future. This expectation can take various forms as a negative / interactive readiness or Proactive, in both cases readiness actions are taken by the organization, when the expectation is negative, the reaction of the institution itself will be to prepare to take advantage of the inevitable future. In the case of preparation for proactivity, the institution works to try to motivate itself to intervene and determine its future.

Both types of actions can be understood as anticipating future developments and forward thinking is expressed as: All the mental processes that a person uses in exploring his future experiences, and it is developed through understanding and planning to solve a future problem, and through which he develops foresight, given his previous experiences to reach results and solutions or make a decision, that future thinking as a concept represents a mental process in which the individual exercises Higher mental skills, which ultimately lead to better anticipation and preparation for the future. According to an organized context based on proactive intelligence and brainstorming to reach solutions to future problems based on the present and the available experiences, future thinking is determined by important steps or stages in looking forward, and in which the influences in shaping the future are clarified, and possible alternatives to a problem are developed and planning in which work is done Strategic planning for change, i.e. reducing the gap between reality and the hoped and possible future, as well as implementation in which the planned strategies are applied, with the follow-up of the resulting indicators, the importance of future thinking is summarized as allowing the visualization of future events, which leads to adapting to these potential events, as well as by overcoming them and by imagining possible future events, which leads to adapting to these events, and allows to bypass them in planning and decision-making. Student activity is prepared It is one of the educational means that make the university an integrated society, as it includes experiences and attitudes that complement some of the educational aspects of the educational process. That is, it is part of the theoretical achievement. Through student activity programs, it is possible to discover students' inclinations and abilities, know their needs, instill and acquire good qualities in them, and know their practical, social and moral attitudes. Student activity has a role and importance in forming social relations, as it is a focal point around which students gather, which helps to create Links that allow the formation of relationships, the acquisition of experiences, and the modification of behavior. These relations have an effective impact in instilling desired values and trends in the hearts of students, which is an effective field for cooperation and exchange of services between the university and the surrounding environment, where students get used to the methods of public service in their society. In universities in terms of educating them and developing their talents, and therefore we find student activity has increased interest in it and filled a lot of free time with what benefits students, especially in universities where special departments and divisions have been established for this purpose. As one of its most important activities is student activities, in addition to some other services such as volunteer work to serve the community. From all of this, the importance of research lies in identifying the level of foresight of strategic planning and future thinking among the leaders in charge of managing the student activities departments of Iraqi universities and their taking of sound decisions.

1.1 Research Problem

Student activities are an urgent necessity required by university life because the academic curricula alone cannot achieve the university's mission aimed at linking education with the needs of the individual and the embodiment of community values in its applied behavior. Therefore, activities are an effective tool to meet the needs required by the characteristics of the university student's growth. Theoretical achievement and field application in university life being specialized in this field, the researchers noticed that the workers in the departments of student activity did not use the strategic planning in an optimal way, which negatively affected the achievement of optimal achievements, which prompted the researcher to study the foresight of strategic planning and future thinking in the departments and divisions of student activities in the hope of using the foresight of strategic planning and future thinking in order to Achievements in the future, and this study can answer the following questions:

- Do the leaders of the student activities departments have foresight in strategic planning?
- Do the leaders of student activities departments have future thinking?
- What is the role of strategic planning and future thinking in achieving the achievements of student activities?

1.2 Research objective

- Identifying the level of foresight of strategic planning and future thinking among workers in the departments and divisions of student activities in Iraqi public and private universities.
- Identifying individual differences in anticipating strategic planning and future thinking among workers in the departments and divisions of student activities in Iraqi public and private universities

1.3 Research Hypotheses

There are no statistical differences in anticipating strategic planning and future thinking among workers in the departments and divisions of student activities in Iraqi public and private universities.

1.4 Research field

1.4.1 Human field: Managers and officials of the student activities divisions (sports, art and scouting) in Iraqi public and private universities.

1.4.2 Time field: The period from (15/4/2021) to 15/7/2022).

1.4.3 Spatial field: The questionnaires were distributed through the social network (the Internet).

1.5 Definition of Terms

1.5.1 Strategic planning foresight: It is the art and science of identifying potentials and future events, evaluating events and controlling them in order to achieve the desired goals, and the ability to develop strategies to avoid the risks of such events and seize the opportunities they provide. An individual can show his ability to foresee through the development of long-term strategies for his work and the ability to prepare for possible surprises. (Cornish, Edward, 2007, p. 79) [1]

1.5.2 Future Thinking: (Al Darabkeh, 2018): It is a set of skills that enable the individual to address his future

expectations and predict them in a conscious and effective manner, and this is done through planning, scenario development, positive thinking, and evaluating the perspective for the future. (Hassan, Saeed Heshmat, 1987, p. 74) [2]

2. Research methodology and field procedures:

2.1 Research Methodology

The researchers used the descriptive comparative survey method, as it is the most appropriate approach to the nature of the research problem.

2.2. Research community and sample

The research community was selected from public and private universities, which numbered (33) universities who participated in the ministerial curriculum for the year (2021-2022), where the current research community reached (132) individuals from department managers and officials of divisions and student activities (sports division, technical division, scout division) As for the research sample, the researcher used the method of comprehensive enumeration of the community in order to facilitate the application of standards and obtain data, and Table (1) illustrates this.

Table 1: Shows the size of the community as a whole.

N	Public and private universities	Sample percentage	N	Public and private universities	Sample percentage
1	Baghdad	4	18	Dajla	4
2	Al-Mustansiriya	4	19	Alasara	4
3	alnahrayn	4	20	Alfarahidi	4
4	Diyala	4	21	Alhamdania	4
5	Al Anbar	4	22	Almustaqbal	4
6	Salahaddin	4	23	Alhila	4
7	Mosul	4	24	Alwarith	4
8	Kirkuk	4	25	Aleamid	4
9	Babylon	4	26	Ahl Albayt	4
10	Kerbala	4	27	Altaf	4
11	Kufa	4	28	Abn Hayaan	4
12	Qadisiyah	4	29	Alkafil	4
13	Almuthanaa	4	30	Aliaslamia	4
14	Wasit	4	31	Alkut	4
15	Maysan	4	32	Aleayin	4
16	Dhi Qar	4	33	Almanara	4
17	Basra	4			

2.3 Research Tools

"It is the means or method by which the researcher can solve his problem, whatever those tools are; data, samples, or devices." The research tools were divided into:

2.3.1 Data collection methods

- Questionnaire.
- Metrics.
- Personal interviews
- Social networking programs (WhatsApp, Telegram)

2.3.2 Means of collecting information

- Scientific references and sources.
- Studies and research.
- International Network (Internet).

2.3.3 Methods of data analysis

- Data collection form.
- Electronic calculator (Dell laptop)
- Statistical means.

2.3.4 Assistive Means

- Committees of experts and specialists.
- Assistant work team.
- Electronic clocks.
- Pens and pencils.

2.4 Field Research Procedures

First: Strategic planning foresight scale

After the researchers looked at the theoretical studies, previous research, and theories of strategic planning foresight, and to achieve the goals of the current research, the researchers adopted the strategic planning foresight scale in its original version prepared by (Abbas Idris). The scale contains (58) paragraph The researcher presented the scale in its initial form to a group of gentlemen experts and specialists in the fields of management and organization, sports management, and testing. They numbered (15) experts to demonstrate the validity and independence of each field from other fields. To analyze the opinions of experts statistically, the researcher used the (Ca2) test to show The agreement of the opinions of the experts and specialists on the areas of standards has become the standard in the final form (58) paragraphs and alternatives to the answer are: (always, often, sometimes, rarely, never), When correcting grades (5, 4, 3, 2, 1), respectively, for the positive paragraph, and vice versa, grades are given for the negative items (1, 2, 3, 4, 5) phrases distributed on the six axes of the scale, including (38) positive phrases and (20) A negative statement, if none of the scale expressions are omitted, and the total score for each member is calculated by adding the scores and answers in all domains, which is (232) degrees, and the lowest total score for the scale is (58) degrees.

Table 2: Shows the scale in its final form:

Axis	Number of phrases	Sequencing	Percentage
Brainstorming	10	1-10	17.24%
Environmental scanning	12	11-22	20.68%
Perception	9	23-31	15.51%
Future vision	9	32-40	15.51%
Change management	9	41-49	13.79%
Scenarios	9	50-58	17.24%
Total	58	-	99.97%

Scientific foundations of standards (foreseeing strategic planning)

The scientific coefficients for the strategic planning foresight scale were found as follows:

1. **Validity:** The scale was presented to a group of experts and specialists (15) to ensure the validity of its application to the members of the research sample, and their opinions indicated the validity of using the scale with the modification of some of its paragraphs.
2. **Reliability:** Reliability was found by applying the scale and then re-applying it on a random sample consisting of (4) officials of the Student Activities Division from the University of Kerbala from the research community, as a strategic planning foresight test form was distributed to the reconnaissance sample, and after fifteen days it was re- distributing the questionnaire to the officials of the student activities divisions from the University of Karbala at the same time, i.e. at ten in the morning, and the researcher worked to standardize the conditions in the first and second tests. The correlation coefficient reached (0.94), which indicates that the scale has a high degree of stability.

Second: Future thinking scale

After examining the theoretical framework in the field of future thinking and reviewing previous studies, including the study of (Al-Hwaiti, 2018) and the study of (Al-Shafei, 2014), four main skills for future thinking were reached, namely: (future planning skills, the skill of solving future problems, the skill of future imagination, and the skill of future expectation) and the validity of the scale was verified by presenting it to a group of experts and specialists in the fields of sports psychology, the number of test was (15), and the scale was modified according to their proposals until it became its final form, which consists of (23) items of closed type distributed as follows: (6) items for the skill of future planning (7) items for the skill of solving future problems, and (5) items for the skill of future imagination, and (5) items for the skill of future expectation, and the validity of the internal consistency of the scale was calculated by extracting the Pearson correlation coefficient between each item and the skill to which it belongs, and it ranged between (0.71-0.92), and between each skill and the scale as a whole, which ranged between ((0.65-0.88) and they were all statistically significant at the level of significance (0.05), the stability of the scale was verified by applying it to a sample of the study population, and using Cronbach's alpha coefficient. The value of the overall stability coefficient was (0.85), while for the main skills it ranged between (0.83-0.87), which confirms the validity of the tool for research purposes. The five-graded scale was used to judge the degree of possession of the skill as follows (5 very high, 4 high, 3 medium, 2 weak, 1 very weak). As for the category limits for these values, they were distributed as follows: (from 5.00 to 4.24 high, From 4.32 to 3.43 is high, from 3.42 to 2.62 is medium, from 2.61 to 1.82 is low, and from 1.81 to 1 is very low).

2.5 Exploratory Experience

An exploratory experiment was conducted to find out the negatives that the researcher might encounter during the application of the main experiment, as well as to find out the time it takes to fill out the form and obtain its stability. The exploratory experiment was conducted on (5) officials of the activities division at the University of Babylon

2.6 The main experience of the research

The researchers conducted the main experiment of the research, as the questionnaires were distributed to the research sample and the paragraphs were answered by them, then the questionnaires were collected.

3. Presentation, analysis and discussion of the results:

After obtaining the data collected through the application of the scale of strategic planning foresight in the Iraqi public and private universities representing the research sample, the researchers present the results that were reached in a set of tables.

3.1 Presenting, analyzing and discussing the results of the level of strategic planning foresight

Table 3: Shows the results of the comparison between the mean and the hypothetical to anticipate the strategic planning of the Iraqi public and private universities as a whole.

Universities	Sample	Mean	Std. Deviation	Hypothetical mean	Value (v) calculated	Sig level	Sig type	Interpretation
Public universities	68	179.29	3.95	174	5.007	0.00	Sig	Acceptable
Private universities	64	274.00	1.41		87.083	0.00	Sig	Very high

3.1.1 Determine the standard levels for the strategic planning foresight scale

The standard level refers to the level that the tested individuals must reach in order for their answers to be considered acceptable, that is, it is information that indicates what the individuals must perform in the test, and it is thus different from the standards, because the standards are information that indicates how the actual performance of the individuals. The scale is based on the actual extent of each item, and since the scale consists of (58) items, the highest score obtained by the administrator is (290) degrees, and the lowest score is (58). Therefore, the upper value is subtracted from the lower value, divided by the number of levels, to extract the length of the category. Thus, five levels have been identified for the scale. Strategic Planning Foresight

Range = Highest score 290 - Lowest score 58

290 - 58 = 232 range

Class length = 232 / 5 = 46.4

Table 4: Shows the determination of the standard levels for the strategic planning foresight scale:

Levels	Very high	High	Acceptable	Weak	Very weak
limits in degrees	290 – 243.6	243.5 –197.1	197 – 150.6	150.5 –104.1	104 - 58
Private universities	277-230.6	-	-	-	-
Public universities	-	-	185-138.6	-	-

The value of the mean (for private universities) was (274.00) with a standard deviation of (1.41). It indicates that the differences are significant and in favor of the mean, as it was greater than the hypothetical mean, which indicates that the level of (private universities) was very high in (foreseeing strategic planning as a whole).
While the value of the mean (for public universities) was (179.29) with a standard deviation of (3.95). This indicates that the differences are significant and in favor of the mean, as it was greater than the hypothetical mean, which indicates that the level of (public universities) was acceptable in (strategic planning foresight) as a whole.

3.1.2 Discussing: The results of the level of strategic planning foresight in Iraqi public and private universities: It appears from table (4) that the level of strategic planning foresight for private universities is very high and for public universities is acceptable. This indicates that public universities are not used in foreseeing strategic planning, as foresight Strategic planning is looking towards the future by increasing the limits of perception and awareness of emerging conditions, making strategic decisions by taking advantage of future developments and preparing the necessary in order to reduce changes. Some scholars emphasized that the importance of strategic planning foresight comes from the fact that it is used in all public and private fields and at the international levels, as many forecasting techniques were used by sports and research institutions in their internal operations, but because of the crises in countries, universities realized their need for more effective tools to study the future. In order for it to be able to prepare itself well, since relying on projections has become unsuitable for the great disturbances in the external environment, but rather the need for many future possibilities so that it can adapt itself according to those options provided by foresight.

3.1.3 Presentation of the results of the (brainstorming) axis level in the Iraqi public and private universities

Table 5: Shows the results of the comparison between the arithmetic and hypothetical mean of the (brainstorming) axis

Universities	Mean	Std. Deviation	Hypothetical mean	Value (v) calculated	Sig level	Sig type	Interpretation
Public universities	44.00	1.00	30	37.041	0.00	Sig	Very high
Private universities	34.00	2.21		3.373	0.005	Sig	Acceptable

3.1.4 Determine the standard levels for the brainstorming field:
Range = highest score 50 - lowest score 10
50 - 10 = 40
Class length = 40 / 5 = 8

Table 6: Determines the standard levels of the field of brainstorming for universities:

Levels	Very high	High	Acceptable	Weak	Very weak
limits in degrees	50-43	42-36	35-28	27-20	19-10
Private universities	46-38	-	-	-	-
Public universities	-	-	35-27	-	-

The value of the mean (for private universities) was (44.00) with a standard deviation of (1.00). However, the differences are significant and in favor of the mean, as it was greater than the hypothetical mean, which indicates that the level of (private universities) was very high in the (brainstorming axis).
While the value of the mean (for public universities) was (34.00) with a standard deviation of (2.21), and when comparing the mean with the hypothetical mean for the scale of (30), the calculated (T) value appeared (3.373) with a level of significance (0.005), which is less than (0.05). Which indicates that the differences are significant and in favor of the mean, as it was greater than the hypothetical mean, which indicates that the level of (public universities) was acceptable in the (brainstorming axis).

3.1.5 Discussing the results of the (brainstorming) axis level for universities
Table (6) shows a high level of brainstorming for private universities, whose level was very high, as brainstorming "means finding solutions quickly and economically and gives new and unexpected ways to solve problems if there is an expanded vision of the problem and creates an atmosphere of openness in the team When he shares the responsibility for solving the problem and the responsibility for the results is shared. The researchers believe, according to his experience in practicing administrative work with universities, that there is reliance on new ideas in facing problems and obstacles, and the individual is given an atmosphere of freedom that allows the presentation of all opinions and ideas. The matter does not help put the mind in a state of excitement and readiness to think in all directions to generate the greatest amount of Ideas about the problem

or topic at hand. It is clear from the above that the idea of brainstorming in shaping the future is based on monitoring the perceptions of a group of experts and specialists in a specific field of the expected future for this field. It is basically an innovative process to generate new ideas about a phenomenon through conducting an automatic dialogue between A number of experts in a way that encourages the free flow of ideas

3.1.6 Presenting the results of the (environmental survey) axis level at universities

Table 7: Shows the results of the comparison between the arithmetic and hypothetical mean for the (environmental survey) axis:

Universities	Mean	Std. Deviation	Hypothetical mean	Value (v) calculated	Sig level	Sig type	Interpretation
Public universities	55.43	1.13	36	45.333	0.00	Sig	Very high
Private universities	37.79	2.01		3.349	0.005	Sig	High

3.1.7 Determine the standard levels for the field of environmental surveying for universities

The highest score range is 60 - the lowest score is 12

60 - 12 = 48
48 / 5 = 9.6

Table 8: Shows the identification of standard levels for the field of environmental scanning for universities:

Levels	Very high	High	Acceptable	Weak	Very weak
limits in degrees	60 – 50.4	50 – 40.4	40 – 30.4	30 – 20.4	20 – 12
Private universities	57-47.4	-	-	-	-
Public universities	-	42-32.4	-	-	-

The value of the mean (for private universities) is (55.43) with a standard deviation of (1.13). However, the differences are significant and in favor of the mean, as it was greater than the hypothetical mean, which indicates that the level of (private universities) was very high in the (environmental survey axis).

While the value of the mean (for public universities) was (37.79) with a standard deviation of (2.01), and when comparing the mean with the hypothetical mean of the scale of (36), the calculated (T) value appeared (3.349) with a level of significance (0.005), which is less than (0.05). This indicates that the differences are significant and in favor of the mean, as it was greater than the hypothetical mean, which indicates that the level of (public universities) was high in the (environmental survey axis).

3.1.8 Discussing the results of the (environmental survey) axis level at universities:

It is clear from Table (8) that the level of universities was high in the (environmental survey) axis. Scientists confirm that the environmental survey is carried out by monitoring and evaluating the environment surrounding the institution and what it contains of information about its external environment in terms of opportunities and threats, as well as monitoring its internal environment to know its strengths and weaknesses in order to Collecting information to make future decisions, as it is concerned with the process of continuous monitoring and evaluation in order to analyze the expected environmental changes that are likely to occur in the future, as the environmental survey is a systematic process that starts from examining needs and ends with the evaluation and use of environmental information. The researchers believe that the concerned authorities should pay attention to the environmental survey by holding workshops and courses to benefit from the experts' information in developing the capabilities of the working cadres, and as a result, developing student activities with the provision of modern technologies and devices. It establishes clear principles and standards for evaluating the performance of administrators and employees, and cooperates with the scientific and research community in surveying the internal and external environment in a comprehensive and regular manner through specialized committees, and then takes decisions after a comprehensive study of the available capabilities, which invests all available capabilities to serve the strategies set to achieve the desired goals.

3.1.9 Presenting the results of the level of (cognition) at universities

Table 9: Shows the results of the comparison between the mean and the hypothesis for the (perception) axis

Universities	Mean	Std. Deviation	Hypothetical mean	Value (v) calculated	Sig level	Sig type	Interpretation
Public universities	42.86	0.38	27	11	0.00	Sig	Very high
Private universities	22.06	1.85		15.313	0.00.	Sig	Acceptable

3.1.10 Determine the normative levels of the field of awareness of the universities

Range = highest score 45 - lowest score 9 45 - 9 = 36
36 / 5 = 7.2

Table 10: Shows this. Determining the standard levels of the field of perception of universities:

Levels	Very high	High	Acceptable	Weak	Very weak
limits in degrees	45-37.8	37.7-30.5	30.4-23.3	23.2-17	16.8-9
Private universities	43-35.8	-	-	-	-
Public universities	-	-	25-17.8	-	-

The value of the mean (for private universities) was (42.86) with a standard deviation of (0.38). This indicates that the differences are significant and in favor of the mean, as it was greater than the hypothetical mean, which indicates that the level of (eligibility) was very high in (the axis of perception).
The value of the mean (for public universities) was (22.06) with a standard deviation of (1.85) on the (perception axis). out of (0.05), which indicates that the differences are significant and in favor of the hypothetical mean, as it was greater than the mean, and this indicates that the level of (public universities) was acceptable in the (perception axis)

3.1.11 Discussing the results of the level of (cognition) in universities

Table (10) shows that the level of private universities was high in the (cognition) axis, compared to public universities whose level was acceptable. The importance of conscious awareness among work teams leads to speedy decision-making that facilitates the process of restructuring in various institutions to take advantage of the various benefits it provides. High-quality decision-making in solving various problems by choosing the appropriate alternative so that awareness leads to understanding among the members of the decision-making team and leads to an improvement in the perception process on how the diversity of work team dynamics in general and team decision-making in particular affects to achieve quality and effective decisions (Michel, 2007, P. 99). The researchers believe that public universities did not use awareness correctly, as there is no balance between thinking, planning, implementation, and knowledge of the requirements for executive operations, and competition between administrators does not achieve positive results, and there is no awareness of possible future situations, and the lack of training and development of tributaries of student activities continuously, and there is no appropriate space for criticism Constructive criticism of actions in order to correct mistakes and the tendency to exaggerate control and control by superiors, and here workers in the field of management must know that realizing the future is based on realizing the current reality correctly through data and information analysis to achieve the goals that senior management seeks to achieve.

3.1.12 Presenting the results of the (future vision) axis level at the universities

Table 11: Shows that presenting the results of the (future vision) axis level at the universities

Universities	Mean	Std. Deviation	Hypothetical mean	Value (v) calculated	Sig level	Sig type	Interpretation
Public universities	43.00	1.00	27	42.334	0.00	Sig	Very high
Private universities	27.57	1.45		1.472	0.165	Sig	Acceptable

Range = the highest score 45 - the lowest score 9
45 – 9 = 36
36 / 5 = 7.2

3.1.13 Determine the standard levels for the future vision of the universities

Table 12: Shows that determine the standard levels for the future vision of the universities

Levels	Very high	High	Acceptable	Weak	Very weak
limits in degrees	45-37.8	37.7-30.5	30.4-23.3	23.2-17	16.8-9
Private universities	44-36.8	-	-	-	-
Public universities	-	-	29-18.2	-	-

The value of the mean (for private universities) is (43.00) with a standard deviation of (1.00). However, the differences are significant and in favor of the mean, as it was greater than the hypothetical mean, which indicates that the level of (private universities) was very high in the (future vision axis), while the value of the mean (public universities) was (27.57) with a standard deviation of (1.45). When comparing the mean with the hypothetical mean of the scale of (27), the calculated (T) value appeared (1.472) with a level of significance (0.165), which is less than (0.05), which indicates that the differences are significant and in favor of the mean, as it was greater than the hypothetical mean, which indicates that The level of (public universities) was acceptable in the (future vision axis).

3.1.14 Discussing the results of the (future vision) axis level at universities

Table (12) shows that the level of private universities was high in the axis of (future vision), while (public universities) was acceptable, which was, and of course, (public

universities) did not use the future vision in a scientific way, as it does not work to convert the vision into practical action As it "means drawing the direction of the institution, it guides it to what it seeks to do in order to become in its distinguished position in the future, and it is one of the main tasks of strategic management planning and implementation it also reflects positively on the effectiveness of information systems, environmental monitoring systems, strategic audit systems, and the results of long-term predictions for the development of student activities through the time division to achieve goals and distribute them in stages. It gives various ideas to renew the information provided to administrators, and this requires the presence of competent and qualified committees to collect and analyze indicators of the direction of competitors in the future. Which sets the necessary priorities that have been known through the study and analysis, and studies must be done to calculate the costs and financial estimates necessary to develop student activities.

3.1.15 Presenting the results of the (change management) axis level at universities

Table 13: Shows the results of the comparison between the mean and the hypothetical for the axis (change management).

Universities	Mean	Std. Deviation	Hypothetical mean	Value (v) calculated	Sig level	Sig type	Interpretation
Public universities	44.14	0.38	27	12	0.00	Sig	Very high
Private universities	27.07	2.20		.1213	0.905	Sig	High

3.1.16 Determine the standard levels of change management for universities

The lowest score is 8 and the highest score is 40

40 – 8 = 32
32/5 = 6.4

Table 14: Shows the identification of standard levels of change management for universities:

Levels	Very high	High	Acceptable	Weak	Very weak
limits in degrees	40-33.6	33.5-27.1	27-20.6	20.5-13.4	13.3-8
Private universities	45-38.6	-	-	-	-
Public universities	-	30-32.6	-	-	-

The value of the mean (for private universities) was (44.14) with a standard deviation of (0.38). It indicates that the differences are significant and in favor of the mean, as it was greater than the hypothetical mean, which indicates that the level of (private universities) was very high in the (change management axis) and the value of the mean (for public universities) is (27.07) with a standard deviation of (2.20) and at Comparing the mean with the hypothetical mean of the scale of (27), the calculated (T) value appeared (0.121) with a level of significance (0.905), which is greater than (0.05), which indicates that the differences are significant, which indicates that the level of (public universities) was also high in (change management focus).

3.1.17 Discussing the results of the theme level (change management) in universities:

Table (14) shows that the level of private universities was very high in the axis (change management), while the level of public universities was high. Change management as an administrative field is an administrative aspect that falls under the list of strategic work, which includes a stock of theories, intellectual models, technologies and interventions related to science. The adequacy of change management is the ability to understand the changing environment of the organization and the massive transformations it is undergoing. It also means the ability to develop strategies to bring about change in organizational structures, work methods, technology and human resources in institutions (Rohrbeck, R. and H. G. Gemünden, 2008, p.76) [5], the concept of change management is a concept that refers, as an actual activity, to the continuous efforts that aim directly at improving working conditions in various institutions, and seeks to transfer them from one situation to another, better than it, by introducing all modern strategies at work.

3.1.18 Presenting the results of the level of the (scenarios) axis at the universities

Table 15: Shows the results of the comparison between the arithmetic and hypothetical mean for the (scenarios) axis:

Universities	Mean	Std. Deviation	Hypothetical mean	Value (v) calculated	Sig level	Sig type	Interpretation
Public universities	44.57	0.79	27	59.087	0.00	Sig	Very high
Private universities	27.50	2.47		0.757	0.463	Sig	Acceptable

3.1.19 Determine the standard levels for the field scenarios for the universities

Range = highest score 50 - lowest score 10
50 – 10 = 40, 40 / 5 = 8

Table 16: Shows the identification of standard levels for the field of scenarios for universities:

Levels	Very high	High	Acceptable	Weak	Very weak
limits in degrees	50-43	42-36	35-27	27-20	19-10
Private universities	45-37	-	-	-	-
Public universities	-	-	30-22	-	-

The value of the mean (for private universities) was (44.57) with a standard deviation of (0.79). This indicates that the differences are significant and in favor of the mean, as it was greater than the hypothetical mean, which indicates that the level of (private universities) was very high in the (scenarios axis), while the value of the mean (public universities) amounted to (27.50) with a standard deviation of (2.47). When comparing the mean with the hypothetical mean of the scale of (27), the calculated (T) value appeared (0.757) with a level of significance (0.463), which is greater than (0.05), which indicates that the differences are not significant, which indicates that the level of (public universities) was acceptable in (Scenarios hub).

3.1.20 Discussing the results of the (scenarios) axis level at universities

Table (16) shows that the level of private universities was high in the axis of (scenarios), while the level of public universities was acceptable, and scenarios are a stage that precedes the stage of strategic planning, because it aims to visualize the features of possible environments in the future and in the light of each form of these environments In the future, a specific organizational formation is put in place to suit it (Bin Habtoor, Abdul Aziz Saleh, 2004, p.19). The researchers believe that the public universities did not use the scenarios correctly, as there are no written scenarios about the future of student activities, and the administration does not analyze the information in detail, and there are no clear measures to improve the level of student activities and identify possible future conditions and scenarios. A series of events that may occur in the future. To assist individuals in realizing that the future is uncertain and that other future options should be considered.

3.1.21 Presenting, analyzing and discussing the results of the level of future thinking skills

Table 17: Shows the weighted mean and standard deviation of the responses of private university personnel to future thinking skills.

N	Future thinking skills for members of private universities	Sample	Weighted average	Standard deviation	Degree of ownership
1	Future planning skill	64	3.60	1.25	High
2	future problem-solving skill		3.62	1.40	High
3	Future imagination skill		3.64	1.90	High
4	Future prediction skill		3.66	1.32	High

It appears from Table (17) that the degree of ownership of private universities in Iraq in general was high, with a weighted mean of (3.60), with a standard deviation of (1.25), (for the skill of future planning), with a weighted mean of (3.62), and with a standard deviation of (1.40) (for the skill of solving future problems) and with a weighted mean (3.64) and a standard deviation (1.90) (for the skill of future imagination) and a weighted mean (3.66) and a standard deviation (1.32) (for the skill of future expectation) and it is noted through the weighted averages of the paragraphs indicating this skill ranged between (3.60-3.66) with four skills for future thinking at a high level.

The result can be explained by the fact that most officials of student activities in these private universities have a sufficient level of intellectual and educational maturity, in addition to having undergone training courses within their specialization. Individuals, the skills of future thinking were at a high degree, and they possess special mental, psychological and educational activities and skills that may not be available in another field. The skills of future thinking require higher mental skills, and also require special training programs, either independently or by integrating them into the future plans of universities

Table 18: Shows the weighted mean and standard deviation of the responses of public university personnel to future thinking skills.

N	Future thinking skills for public university personnel	Sample	Weighted average	Standard deviation	Degree of ownership
1	Future planning skill	68	3.14	1.55	Medium
2	future problem-solving skill		3.12	1.79	Medium
3	Future imagination skill		3.01	1.02	Medium
4	Future prediction skill		2.56	1.31	weak

It is clear from Table (18) that the degree of ownership of public universities in Iraq in general was average, with a weighted mean of (3.14), with a standard deviation of (1.55), (for the skill of future planning), with a weighted mean of (3.12), and with a standard deviation of (1.79) (for the skill Solving future problems) with a weighted mean (3.01) and a standard deviation (1.02) (for the skill of future imagination) and a weighted mean (2.56) and a standard deviation (1.31) (for the skill of future prediction). It is noted through the weighted averages of the paragraphs indicating this skill ranged between (3.14-2.56) with four skills for future thinking, three at an average level and one

at a weak level. The result can be explained by the fact that most officials of the student activities in these public universities are at an insufficient level of intellectual and educational maturity, in addition to not integrating them into training courses within their specialization. This result does not agree with the results of my studies (Al-Hwaiti, 2017) and (Carlson, 2009).

4. Conclusions and Recommendations

4.1 Conclusions

- The level of (private universities) appeared very high, while the level of (public universities) appeared acceptable in anticipating strategic planning and for all areas of the scale, except for two fields (environmental survey and change management), whose level was high in (public universities).
- The degree of individuals (private universities) possessing future thinking skills is generally high.
- The degree of individuals (public universities) possessing future thinking skills appeared moderate in general, except for the skill of future expectation that was weak.

4.2 Recommendations

- Inviting all universities and ministries with competence to establish research and consulting centers entrusted with the task of studying prospects for anticipating future strategic planning for scientific, sports, technical and scouting developments in Iraq.
- Holding development courses for workers in student activities (sports, art and scouting) on the subject of strategic planning foresight.
- Building training programs for teachers in new student activities (sports, art and scouting) to enable them to develop their future thinking skills.

5. References

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