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Strategic renewal and its impact on the quality of educational outcomes in Iraqi universities

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Abstract

The research aimed to demonstrate the effect of strategic renewal on the quality of educational outputs by applying it to the University of Anbar. To achieve this goal, the researcher relied on using the descriptive-analytical method. The research community consisted of faculty members at the University of Anbar, with 170 questionnaires distributed and 160 valid for analysis retrieved. The research concluded with several findings, the most important of which is that the University of Anbar is taking serious steps towards implementing strategic renewal to be prepared to compete with peer institutions. The level of strategic renewal at the University of Anbar was high, with (entrepreneurship) ranking first, followed by (exploration) in second place, and (opportunity investment) in third place. Additionally, the quality of educational outputs at the University of Anbar was very high, with (the quality of emotional and social outputs) ranking first, followed by (the quality of cognitive outputs) in second place, and (the quality of skill-based outputs) in third place. The research recommended the necessity of forming dedicated teams to anticipate future challenges and opportunities that the university may face and to develop proactive plans to address them.

Keywords: Strategic renewal, quality of educational

Introduction

Strategic renewal is a modern management philosophy that aims to focus the direction of organizations effectively and continuously towards innovation, generating opportunities, discovering new capabilities, and investing in existing capabilities to overcome environmental risks in the long term (Abuzaid et.al, 2022:6) ^[13] In light of rapid changes, organizations must renew themselves strategically, and therefore strategic renewal has a fundamental ability to understand the organization's long-term survival and prosperity (Järvi & Khoreva, 2020:77) ^[20], where strategic renewal includes the identification of new opportunities, resource regrouping, innovation and changes in competitive positioning (Gómez & Rodríguez,2024:3) ^[19].

Strategic renewal has become a prominent topic in various areas of organizational and managerial research in recent years and refers to the process that allows organizations to change their dependence on the course by transforming their strategic intentions and capabilities (Schmitt et.al,2018:82) ^[25], the goal of strategic renewal is to provide strategic alignment between the internal capabilities of the organization and transformations in the external environment that encompass technology, markets, industries, and the economy and that require changing the status quo of business management.

The first topic: research methodology and previous studies

First: The research problem

The educational outcomes in universities are not conducive to innovation and creativity, meeting the requirements of students and developing their skills in line with the developments of the labor market and rapid technological changes, and this requires systematic scientific planning to qualify students to face the challenges and changes surrounding them positively and effectively, which should contribute to developing their abilities to think positively and creatively to meet the needs of the labor market by graduating qualified cadres (Yes et al., 2023: 66) ^[12], therefore, strategic renewal comes as a

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specific type of change and indicates that the current activities and outputs of educational outcomes are insufficient to meet the basic strategic objectives of long-term continuity and survival (Pettit & Crossan, 2020: 1114)^[24] and thus successful strategic renewal programs become part of the core operations of the organization.

In light of the above, the research problem can be formulated as follows:

What is the impact of strategic renewal on the quality of educational outcomes at Anbar University?

The following sub-questions are derived from it:

1. What is the level of strategic renewal (exploration - entrepreneurship - investment opportunities) of Anbar University?
2. What is the level of quality of educational outcomes (quality of knowledge outputs - quality of skill outputs - quality of emotional and social outputs) of Anbar University?
3. Is there a relationship between the dimensions of strategic renewal (exploration, entrepreneurship, investment opportunities) and the quality of the educational outcomes of Anbar University?

Second: Research Objectives

The main objective of the research is to identify:

The impact of strategic renewal on the quality of educational outcomes at the University of Anbar.

It derives the following sub-objectives:

1. The impact of exploration on the quality of educational outcomes at the University of Anbar.
2. The impact of entrepreneurship on the quality of educational outcomes at the University of Anbar.
3. The impact of exploiting opportunities on the quality of educational outcomes at the University of Anbar.

Third: The importance of research

A: Scientific importance

- a) Highlighting the strategic renewal as it is one of the important topics in management science due to its importance in improving the quality of educational outcomes, as this research is a modest addition to previous studies.
- b) Contribute to determining the impact of strategic renewal in improving the quality of educational outputs

in light of the scarcity of Arab and foreign research that dealt with strategic renewal and its impact on improving the quality of educational outputs, which did not receive importance in the administrative literature for the Iraqi environment, and therefore this research adds scientific importance in an attempt to enrich the administrative thought of the subject of research.

B: Practical importance

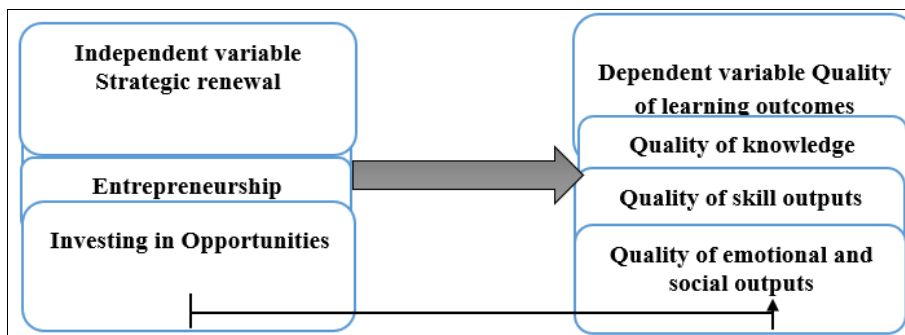
- a) The importance of the research stems from its contribution to the development of the theoretical and methodological framework to better understand and analyze this relationship and identify the challenges that may face the application of strategic renewal in improving the quality of educational outcomes at the University of Anbar.
- b) Shedding light on the subject of strategic renewal and its impact on improving the quality of educational outputs has not received much attention in the Arab library from theoretical and practical studies, and this research may be one of the efforts made to bridge this gap, and the subject of strategic renewal is one of the important topics that contribute to facing the challenges posed by the current global changes and also the benefit of Iraqi universities in order to improve the quality of educational outputs.

Fourth: Hypothetical plan of the research

The hypothetical scheme of the research aims to clarify the logical relationships of the set of research variables, and the dimensions of the variables were selected according to the intellectual and literary surveys that were available according to the following variables:

Independent variable: It is represented by strategic renewal with its dimensions represented in (exploration, entrepreneurship, investment opportunities).

Dependent variable: It is represented by the quality of educational outputs in its dimensions represented in (quality of cognitive outputs, quality of skill outputs, quality of emotional and social outputs).



Fifth: Research Hypotheses

The main hypothesis of the research is:

There is no statistically significant effect of strategic renewal on the quality of educational outcomes at the University of Anbar.

The following sub-hypotheses are derived from it:

1. There is no statistically significant effect of exploration

on the quality of educational outcomes at the University of Anbar.

2. There is no statistically significant impact of entrepreneurship on the quality of educational outcomes at Anbar University.

3. There is no statistically significant impact of opportunity investment on the quality of educational

outcomes at Anbar University.

Sixth: Research Limits

Human limits: The research was limited to the opinions of a sample of teachers at the University of Anbar.

Spatial boundaries: The research was limited to the University of Anbar.

Time limits: Research conducted during 2024

Seventh: Previous Studies

The Kusuma (2020) ^[21] study reported that strategic renewal can provide long-term success for organizational organizations as renewal allows companies to stay ahead of their competitors and gain a competitive advantage that leads to superior performance, and under strategic renewal, organizations need to develop learning directions, resilience competencies, sustainable innovation capabilities, and having transformative leaders. Improving these four factors is expected to improve the company's performance, especially in an ideal market such as the banking industry.

The Nkem & Onuoha (2023) ^[23] study examined the outcomes of strategic renewal practices on the institutional performance of manufacturing companies in Rivers State, and used a cross-sectional survey approach to obtain responses from ten (10) respondents from the manufacturing sector in Rivers State, Nigeria. The final data analysis included 107 respondents and an appropriate sampling technique. To analyze the data and test hypotheses, descriptive statistics and Pearson's correlation coefficient were used. The results found that there is a positive impact of reorganization efficiency on improving customer care, and there is an important impact of shifting strategic intent on improving customer care. He concluded that the efficiency of reorganization and the transformation of strategic intent within companies pushed to achieve the goals and objectives set, and recommended looking at different types of strategic renewal practices to compare the results obtained from these types.

Wang et.al (2023) ^[27] aimed to examine how business managers accomplish strategic renewal through digital transformation in emerging markets, and found that executives at a leading real estate business company in China COLI have developed a full lifecycle management system, to achieve strategic innovation. The system benefits from resource allocation and potential adjustments to strategic objectives. This study helps in updating the organizational structure of marketing and consumer services departments, helping to better meet consumer demands and waste fewer resources. In doing so, COLI has achieved structural, contextual and leadership flexibility.

Maharani et.al (2024) ^[22] also sought to systematically review and summarize current research on learning-based strategic renewal and examine the results to clarify the dimensions, premises, mechanisms, and consequences associated with learning-based strategic renewal, thereby addressing gaps in the existing literature, and came up with a proposal for an organizational framework for learning-based strategic renewal, based on the existing literature. The framework identifies different dimensions of the process, including premises, mechanisms, and consequences. Introductions are categorized for individual, organizational and external factors. The mechanisms of learning-based strategic renewal have been explored in the context of

Crossan's framework, which serves as a lens to emphasize the balance between exploratory and exploitative learning. In this context, intuition, interpretation, integration and institutionalism are the four "elements" that guide the process of renewal. These mechanisms require a robust system to effectively enforce planned processes, thereby contributing to the company's performance and long-term sustainability.

The study of Ameen & Mhaibes (2024) ^[16] also showed the role of strategic renewal in enhancing organizational immunity through strategic renewal mechanisms (recovery, renewal, adventure, and restructuring). The main idea of this study is related to the extent to which the immunity of organizations is achieved through the mechanisms of strategic renewal, by measuring these dimensions of organizational immunity represented by (organizational learning, organizational memory, and organizational DNA) and represents the study population in the Iraqi Ministry of Education, and the sample included (330) individuals from the high, middle and lower leadership levels, and the results found a clear and important impact of strategic renewal in building and designing the immune system of organizations.

The second topic: The theoretical framework of the research

First: The concept of strategic renewal

Strategic renewal is defined as the process that allows organizations to change their dependence on the path by shifting their strategic intention and capabilities, therefore, strategic renewal contains distinctive renewal journeys or pathways that describe basic business patterns, which lead to strategic renewal over time (Järvi & Khoreva, 2020: 77) ^[20].

It is also defined by Al-Muwajda as the set of adaptive choices and data that an organization makes to develop and change its current course to maintain dynamic strategic alignment with environmental changes over time (Al-Muwajda, 2021: 222) ^[11].

Strategic renewal can be defined as a process that involves exploration, investment of opportunities, and entrepreneurship as new paths that significantly affect the long-term prospects of the organization.

Strategic renewal requires learning to acquire new competencies while adding value to existing competencies, meaning that organizations are exploring new ways of working while enriching existing ones through organizational learning practices (Christopher & Lucille, 2020: 64) ^[17] where successful companies are constantly learning through strategic innovation to explore divergent ideas, develop new competencies and rebuild core competencies to achieve competitive advantage and strategic performance, where strategic renewal positively impacts on the performance of companies by enabling them to identify and respond to opportunities through the renewal of strategies, processes and practices (Ahmed et.al, 2023:9).

Second: The importance of strategic renewal

1. Strategic renewal is important to break dependence on the path and ensure long-term survival (Al-Amr and Al-Zoabi, 2022: 239) ^[6].
2. Strategic renewal is a strong motivation in demonstrating the need for continuous innovation to keep the organization competitive and implement a set of innovative solutions to lead the transformation

process and achieve the strategic sovereignty of the organization (Ahmed and Sultan, 2021: 565).

3. Strategic innovation contributes to improving market conditions and increasing the discovery and exploitation of opportunities for success through strategic learning and supporting organizations to establish strategic alliances to obtain additional knowledge and skills that increase their capacity and energies (Colley and Sindi, 2021: 543).

Third: Dimensions of Strategic Renewal

Strategic renewal is one of the strategic approaches adopted by institutions to keep pace with the requirements of the changing work environment, as well as explore and exploit available opportunities and achieve entrepreneurship, which is reflected in increasing the competitiveness of institutions and achieving their goals (Al-Romeedy & Mohamed, 2022: 3) ^[15], and from the above it is clear that the dimensions of strategic renewal are:

1. **Exploration:** Exploration is associated with the pursuit of change and development, taking risks, and enhancing flexibility, which contributes to exploring opportunities in the changing work environment, and adopting a set of new practices in light of those opportunities. Organizations resort to strategic innovation in response to competition, shortening the product life cycle, rapid technological progress, and environmental dynamism, these factors push companies to effectively address challenges, which entails encouraging the development of new skills and exploring initiatives to improve existing strategies or engage in innovation efforts Strategist (Amidi and Farhani, 2023: 337) ^[7].
2. **Entrepreneurship:** Entrepreneurship is a process through which opportunities are searched, diagnosed, discovered, and the necessary resources are created to invest them in a distinct manner that meets the aspirations of employees and the desires of consumers and achieves the goals of the organization (Muftah and Tawaf, 2024: 444), and strategic renewal prepares managers positively to search for entrepreneurial opportunities, which enables the organization to enhance its opportunities in creating value (Shin & Pérez-Nordtvedt, 2020:2037) ^[26].
3. **Investing opportunities:** It refers to the actions implemented by companies to exploit and invest opportunities to achieve their goals, which is reflected in increasing the ability to keep pace with changes in the work environment, and increasing profits (Al-Romeedy & Mohamed, 2022:3) ^[15] and refers to "the actions implemented by organizations to exploit and invest opportunities to achieve their goals, which are reflected in increasing the ability to adapt to changes in the work environment, and increasing profits by improving and using the existing capabilities, technology, and models in the organization with the aim of achieving positive returns Predictable in the short term, strategic actions to exploit opportunities include improving the quality of existing products, expanding existing markets, and improving existing efficiencies (Zakaria et.al,2024:33) ^[28].
also sees other dimensions to strategic renewal: (Dahlia & et al: 2023: 8) ^[18].

Gradual renewal: which occurs when organizations

gradually adjust their activities to adapt to changes in the business environment.

Transformational renewal: occurs when organizations eliminate or replace their core functions and divisions; or change their overall strategic direction and intent.

Fourth: The concept of quality of educational outcomes: Behbehani (2024) ^[2] defined it as the main means through which progress and prosperity are achieved in the educational process and the level of its outputs is improved at the lowest cost to reach the highest degree of satisfaction of the beneficiaries of the educational process (Behbehani, 2024: 207) ^[2].

As defined by Al-Shafei (2019) ^[4] as the achievements and goals achieved through the educational system and the extent to which those goals reflect on the learner's mental, skill and emotional growth, and the outputs are represented in the actual output of the educational system, where these outputs are determined in the quality of the inputs and the level of accuracy of those processes, and the outputs of educational systems are generally concentrated in the human outputs represented by the individuals who are graduates of those systems (Al-Shafei, 2019: 144-145) ^[4].

The researcher believes that the quality of educational outcomes is the ability of the educational institution to achieve a balance between the various aspects of education related to knowledge, skills, and social values in order to enable students to develop critical thinking skills and deep analysis and in line with the requirements of society and the labor market.

Fifth: Dimensions of the quality of educational outcomes: The dimensions of the quality of educational outcomes can be classified as follows (Al-Masry and Al-Agha, 2020: 154) ^[9]:

1. **Quality of Knowledge Outputs:** It includes the cognitive and mental knowledge and skills that the student acquires during the educational process, and these outputs include the students' ability to understand, analyze and interpret, and are related to theoretical knowledge and basic concepts in multiple disciplines.
2. **Quality of skill outputs:** These outputs include applied skills, the ability to use tools and techniques in a particular field, and the ability to perform specific tasks efficiently such as research and the use of computers.
3. **Quality of emotional and social outputs:** It includes the abilities, tendencies, and values that the student adopts as a result of his or her educational experience, and includes moral values, attitudes towards others, and the ability to interact socially effectively.

Sixth: Justifications for applying quality in educational outcomes:

The justifications for applying quality in university educational outcomes are as follows (Al-Juhani and Al-Sayd, 2022: 99-100) ^[3].

1. Improving the level of educational performance on an ongoing basis.
2. Reducing the problems facing leadership processes and reducing their effects on students, faculty members and society.
3. Applying organizational change management in the university administration in a systematic and planned

manner and dealing with its results with an open leadership mindset.

4. Continuous review of university goals, programs and plans and work to improve them
5. Effective investment of the energies of faculty members and administrators and employing them to improve teaching, scientific research and community service in accordance with strategic plans.

It is clear from the above that the quality of educational outputs has become a necessary requirement to achieve the strategic objectives of the university, and to ensure educational outputs worthy of modern educational levels and keep pace with scientifically and technically developed countries and keep pace with the requirements of the labor market.

Seventh: The impact of strategic renewal on the quality of educational outcomes

The new system of universities requires more efforts to become independent financially, administratively and academically, and therefore universities must renew their existing strategies and adopt renewal in their structures in order to become competitive and leading over others (Al-Qurashi and Al-Zahrani, 2024: 205)^[5].

The researcher believes that strategic renewal affects the quality of educational outputs through:

1. Enhancing the quality of educational outcomes by addressing weaknesses in the institution, and when university institutions adopt effective strategic renewal strategies, they become more able to deal with challenges and problems, which reflects positively on the quality of education.
2. Assist university institutions in predicting the future and taking proactive steps to improve the quality of education, by developing educational curricula and teaching methods in line with future changes and needs.
3. Contribute to the redistribution of resources and the balanced organization of knowledge within the university institution, this means improving the use of educational and human resources, which enhances the quality of educational outcomes.
4. It helps university institutions survive challenges, ensuring the delivery of sustainable and high-quality education in the long term.
5. Contributes to the development of a sound entrepreneurial mindset within the university institution, which helps to adopt the best educational practices, which reduces organizational problems and raises the level of education.

The third topic: the practical side of the research

First: Type and nature of research

In order to achieve the objectives of the research, which is

mainly to know the impact of strategic renewal on the quality of educational outputs in Iraqi universities by applying to the University of Anbar, the researcher relied on the use of the descriptive analytical approach for its suitability to the nature and objectives of the research, where the distribution of a questionnaire prepared for this purpose was described, and then the data was collected and analyzed using the (SPSS) program and then analyzed the answers of the sample members and then discussed hypotheses and draw conclusions.

Second: Research Community and Sample

The research **community consisted of** all faculty members in the faculties of the University of Anbar, and due to the difficulty of conducting a field study at the level of the whole university, a random sample of (170) teachers was taken from the study community distributed to the faculties of the research sample, and after distributing the questionnaire, the researcher was able to recover (160) questionnaire form complete data and valid for analysis by (94%), which is a valid percentage for analysis.

Third: Research Tool

Based on the nature of the data and the approach used in the research, it became clear that the questionnaire list is the most appropriate tool and the research tool was built with reference to the literature and studies related to the subject of the research and the questionnaire consisted of two parts:

- **Part I:** It included general information related to the demographic factors of the members of the research sample and contained (4) questions, including (gender, age, job grades, number of years of experience).
- **The second part:** Consists of (30) questions, allocated to the data related to the variables of the study, and divided into two main axes on knowing the impact of strategic renewal on the quality of educational outputs from the point of view of teachers, as follows:
 - **The first axis:** strategic renewal, which included three dimensions: exploration, which included (5) questions, entrepreneurship, which included (5) questions, and investment opportunities, which included (5) questions.
 - **The second axis:** the quality of educational outputs and included three dimensions: the quality of knowledge outputs and includes (5) questions, the quality of skill outputs and includes (5) questions, and the quality of emotional and social outputs and includes (5) questions.

The Likert five-point scale was also used to evaluate the sample's opinions on the questionnaire, as shown in the following table, and each paragraph of the research tool was given a score to be treated statistically, as it was based on the "Likert scale" in answering the questions, as shown in the following table:

Table 1: Likert pentagonal ladder

Grade	5	4	3	2	1
Level of Agreement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

The meaning of the arithmetic mean has been given in order to be used in the analysis of the questionnaire, and the

following table shows the range of the arithmetic mean for each level:

Table 2: Arithmetic mean domain for each level

Range of Weighted Arithmetic Mean	Degree of Contribution of Strategic Renewal to the Quality of Educational Outputs
1 to 1.80	Very Low
1.80 to 2.60	Low
2.60 to 3.40	Medium
3.40 to 4.20	High
4.20 to 5	Very High

Fourth: Honesty and stability of the search tool

1. Honesty of the questionnaire: through two types of honesty:

- **Virtual honesty:** In order to ensure the apparent honesty of the questionnaire it was presented to a group of specialized arbitrators, in order to express their opinions and observations about the clarity of instructions, scientific accuracy and linguistic validity of the questionnaire vocabulary, and to add what they may see as amendments to the vocabulary of the questionnaire; Honest in terms of content, and applicable.

- **Validity of internal consistency (correlation coefficients):** The internal consistency of the questionnaire vocabulary was calculated in order to exclude invalid phrases in the questionnaire by determining its internal homogeneity, meaning that each phrase aims to measure the same function as the other statements in the questionnaire, and to verify the internal consistency of the resolution, the Pearson correlation coefficient was calculated for each of the phrases of this axis and the total degree of the dimension to which the phrase belongs, and the following table illustrates this:

Table 3: Correlation coefficients between the degree of each statement and the total degree of the axis to which it belongs

First Axis: Strategic Renewal				Second Axis: Quality of Educational Outputs				
Dimension	Statement Number	Correlation Coefficient	Correlation with Axis	Correlation with Whole Survey	Dimension	Statement Number	Correlation Coefficient	Correlation with Whole Survey
Exploration	1	.651**	.873**	.924**	Knowledge Outputs Quality	16	.379**	.838**
	2	.186*				17	.469**	
	3	.656**				18	.495**	
	4	.396**				19	.427**	
	5	.624**				20	.415**	
Entrepreneurship	6	.494**	.827**		Skills Outputs Quality	21	.630**	
	7	.237**				22	.539**	
	8	.549**				23	.530**	
	9	.328**				24	.419**	
	10	.524**				25	.640**	
Opportunity Utilization	11	.642**	.787**		Emotional and Social Outputs Quality	26	.488**	.717**
	12	.628**				27	.325**	
	13	.429**				28	.609**	
	14	.429**				29	.445**	
	15	.482**				30	.475**	

The previous table shows the Pearson correlation coefficients between the degree of each of the questionnaire phrases and the degree of the dimension to which the phrase is followed, and the correlation coefficients of Pearson and statistical significance appear, we find that all correlation coefficients ranged between (.186 * -.924 **) and all of them are statistically significant at a significant level (0.01) and (0.05), and thus all resolution statements are considered to have high internal consistency.

Stability coefficient of resolution: To determine the stability of the study tool, the researcher calculated the coefficient of stability of Alpha Cronbach, and the value of the stability coefficient was (.721) and the stability laboratory came high, i.e. more than (70<), so it can be concluded that the tool is characterized by stability, and therefore the results that will be reached through the questionnaire will be reliable and reliable in reaching sound

decisions.

Fifth: Statistical methods used: After processing the questionnaire statistically using (SPSS V. 25), a set of statistical tools were used to present and analyze the results, and the following methods were used:

- Frequencies and percentages to identify the demographic characteristics of the study sample members.
- Mean to find out the extent to which the responses of the study subjects rise or fall from the main axes (mean of statements), and standard deviations.
- Test (T) for one sample.

Characteristics of the vocabulary of the research sample: The vocabulary of the study can be described as shown in the following table:

Table 4: Characteristics of the research sample

General data	Statement	Iteration	Percentage %
genre	male	129	%80.63
	female	31	%19.38
	Total	160	%100
lifetime	30 years and under	25	%15.63
	From 31 - 40 years	53	%33.13
	41-50 years old	47	%29.38
	50 years and above	35	%21.88
	Total	160	%100
Job Grades	1- Demonstrator	21	%13.13
	2- Lecturer	45	%28.13
	3- Assistant Professor	35	%21.88
	4- Associate Professor	28	%17.50
	5- Professor	31	%19.38
	Total	160	%100
Years of Experience	1- 5 years and under	32	%20
	2- From 6 to 10 years	56	%35
	3- From 11 years to 20 years	48	%30
	4- More than 20 years	24	%15
	Total	160	%100

The previous table shows that

- The largest percentage of the sample was males (80.63%) while females (19.38%).
- Most of the teachers of the study sample are aged from 31 to less than 40 years and represent (33.13%), while it was found that (29.38%) of the sample members are aged from 41 to less than 50 years and there are (21.88%) of the sample at the age of (from 50 years and over), while there are (15.63%) blind them 30 years or less, This result is indicative of the diversity of the age group.
- The largest percentage of the study members according to the job grades, was the degree of lecturer, and their percentage reached (28.13%) of the sample, while it was found that (21.88%) in the degree of assistant professor, while the degree of professor reached (19.38%), while the degree of associate professor reached (17.50%), while the degree of teaching assistant reached (13.13%), which reflects the sample's ability to understand, comprehend and judge the paragraphs of the questionnaire.
- The largest percentage of the study sample according to

- the years of experience were those whose years of practical experience range from (from 6 to 10 years), and represent (35%), while it was found that (30%) of the sample members range their years of practical experience from 11 years to 20 years, as well as there are (20%) of the sample members up to 5 years or less, it was found that (15%) of the sample members have more than 20 years of experience, This result is indicative of the diversity of experiences.

Analysis and discussion of the questionnaire themes

The researcher reached a set of results in the light of the questions and hypotheses of the study, and they are presented as follows:

Results related to the answer to the first question: What is the level of strategic innovation (exploration - entrepreneurship - investment opportunities) of Anbar University? To answer this question, the arithmetic means and standard deviation of the first axis and its three dimensions were calculated, and the following is an explanation of this:

Table 5: Averages and Standard Deviations of the Opinions of the Research Sample for the First Axis Strategic Renewal

Dimensions of strategic renewal	Arithmetic mean	Standard deviation	General sample trend	Order
Exploration	4.09	0.40	High	2
Entrepreneurship	4.11	0.35	High	3
Investing in Opportunities	4.06	0.41	High	1
Strategic renewal as a whole	4.08	0.32	High	

Table (5) shows that the level of strategic renewal according to the opinions of the respondents at the University of Anbar was high with an arithmetic mean of (4.08) and a standard deviation of (0.32), and it came after (entrepreneurship) in first place with an arithmetic mean (4.11), and a standard deviation (0.35), and came after (exploration) in second place with an arithmetic mean (4.09), standard deviation (0.40), and came after (investment opportunities) in third place with an arithmetic mean (4.06), and a standard deviation (0.41), and the general trend towards strategic

renewal and its three dimensions was high, and this may be due to the fact that the University of Anbar is taking serious steps towards the application of strategic renewal so that the university is ready to compete with the corresponding institutions.

Exploration: The arithmetic mean and standard deviation of the study sample were calculated in the paragraphs of the first dimension, which is exploration, as shown in the following table:

Table 6: Averages and Standard Deviations of the Opinions of the First Dimension Search Sample: Exploration

General sample trend	Standard deviation	Arithmetic mean	Phrases	S. No.
High	0.68	4.04	The university is exploring with the aim of creating new services to stand out from competitors.	1
Very high	0.73	4.23	The university is interested in striking a balance between exploring new capabilities and investing in its existing capabilities.	2
High	0.80	3.91	The university is rearranging its position in the Iraqi market by focusing on its most powerful disciplines.	3
High	0.70	4.06	The university is building a clear vision that it would like to reach in the future.	4
Very high	0.75	4.20	The university prepares appropriate future plans to predict the desires and needs of the beneficiaries of the institution's management.	5
High	0.40	4.09	Total average of paragraphs after exploration	6

Table (6) shows that the level of practice after exploration in general according to the opinions of the study sample at the University of Anbar (high) with an arithmetic mean (4.09), and a standard deviation (0.40), and paragraph (2) "The university is interested in achieving a balance between exploring new capabilities and investing its existing capabilities" came in first place with an arithmetic mean (4.23), and a standard deviation (0.73), while paragraph (3) came " The university rearranges its position "position" in the Iraqi market by focusing on the most powerful disciplines it has" in the fifth and last place with an

arithmetic mean (3.91), and a standard deviation (0.80), and the general trend of all paragraphs of the first dimension of exploration came between (very high or high), and this is due to the university's interest in exploring the available services that increase the chances of competition and advancement.

Entrepreneurship: The arithmetic mean and standard deviation of the research sample were calculated in the paragraphs of the second dimension, which is entrepreneurship, as shown in the following table:

Table 7: Averages and Standard Deviations of the Opinions of the Research Sample for the Second Dimension: Entrepreneurship

S. No.	Phrases	Arithmetic mean	Standard deviation	General sample trend
1	The university encourages entrepreneurial initiatives from employees.	4.43	0.72	Very high
2	The university seeks to implement new educational ideas in innovative practical and scientific ways.	4.29	0.68	Very high
3	The university initiates useful practical activities with various institutions in the labor market.	4.14	0.90	High
4	The university provides incentives for new ideas and initiatives.	3.83	0.84	High
5	The university provides educational services that attract creativity.	3.85	0.88	High
	Total average of paragraphs after entrepreneurship	4.11	0.35	High

Table (7) shows that the level of practice after entrepreneurship in general according to the opinions of the study sample at the University of Anbar (high) with an arithmetic mean (4.11), and a standard deviation (0.35), and paragraph (6) " The university encourages entrepreneurial initiatives from employees" came in first place with an arithmetic mean (4.43), and a standard deviation (0.72), while paragraph (9) " The university provides incentives for new ideas and initiatives "in the fifth and last place with an arithmetic mean (3.83), and a standard deviation (0.84), and

the general trend for all paragraphs of the second dimension of entrepreneurship came between (very high or high), and this is due to the university's interest in providing activities and incentives that encourage creativity and innovation.

Opportunity investment: The arithmetic mean and standard deviation of the study sample were calculated in the paragraphs of the third dimension, which is opportunity investment, as shown in the following table:

Table 8: Averages and Standard Deviations of the Opinions of the Research Sample for the Third Dimension: Investing in Opportunities

General sample trend	Standard deviation	Arithmetic mean	Phrases	S. No.
High	0.83	4.18	The university focuses on the expertise and skills of employees to invest in available opportunities.	1
Very high	0.66	4.31	The university employs its technology to discover new opportunities for its development.	2
High	0.97	3.85	The university is developing their technical skills to keep up with the technology used by competitors.	3
High	0.74	3.87	The university outperforms competitors in providing new services in the market.	4
High	0.74	4.08	The university seeks to increase its market share by forging strategic alliances with universities and international organizations.	5
High	0.41	4.06	Total average of paragraphs after investing opportunities	

Table (8) shows that the level of practice after investing opportunities in general according to the opinions of the study sample at the University of Anbar (high) with an arithmetic mean (4.06), and a standard deviation (0.41), and paragraph (12) stated: " The university employs its techniques in discovering new opportunities for its development." in first place with an arithmetic mean (4.31), and a standard deviation (0.66), while paragraph (13) came "The university is working to develop their technical skills to keep pace with the technology used by competitors." In the fifth and last place with an arithmetic mean (3.85), and a standard deviation (0.97), and the general trend of all paragraphs of the third dimension came investment

opportunities between (very high or high), due to the university's interest in developing the technical and technological skills of its employees.

Results related to the answer to the second question: What is the level of quality of educational outputs (quality of cognitive outputs - quality of skill outputs - quality of emotional and social outputs) of Anbar University? To answer this question, the arithmetic mean and standard deviation of the second axis and its three dimensions were calculated, and the following is an explanation of this:

Table 9: Averages and Standard Deviations of the Opinions of the Research Sample for the Second Axis

Dimensions of the quality of educational outcomes	Arithmetic mean	Standard deviation	General sample trend	Order
Quality of knowledge outputs	4.18	0.29	High	2
Quality of skill outputs	4.13	0.36	High	3
Quality of emotional and social outputs	4.37	0.30	Very high	1
Quality of educational outcomes as a whole	4.23	0.21	Very high	

Table (9) shows that the level of quality of educational outcomes according to the opinions of the sample members at the University of Anbar was very high with an arithmetic mean of (4.23) and a standard deviation of (0.21), and it came after (the quality of emotional and social outcomes) in first place with an arithmetic mean (4.37), and a standard deviation of (0.30), and came after (The quality of knowledge outputs) ranked second with an arithmetic mean (4.18), and a standard deviation (0.29), and came after (the quality of skill outputs) in third place with an arithmetic

mean (4.13), and a standard deviation (0.36), and the general trend towards the quality of educational outputs and its three dimensions was very high, and this may be due to the fact that Anbar University is interested in improving the quality of educational outcomes.

Quality of knowledge outputs: The arithmetic mean and standard deviation of the study sample were calculated in the paragraphs of the first dimension, which is the quality of knowledge outputs, as shown in the following table:

Table 10: Averages and Standard Deviations of the Opinions of the Research Sample for the First Dimension: Quality of Knowledge Outputs

S. No.	Students are characterized by the acquisition of basic knowledge in the specialty.	Arithmetic mean	Standard deviation	General sample trend
1	Students are distinguished by acquiring the latest developments in their field of specialization.	4.52	0.60	Very high
2	The university seeks to develop students' ability to think critically and analyze problems.	4.39	0.55	Very high
3	Students are characterized by the speed of assimilation of the information presented during lectures.	3.80	0.85	High

Table (10) shows that the level of practice after the quality of knowledge outputs in general according to the opinions of the study sample at the University of Anbar (high) with an arithmetic mean (4.18), and a standard deviation (0.29), and paragraph (16) " Students are distinguished by acquiring basic knowledge in the specialization" came in first place with an arithmetic mean (4.52), and a standard deviation (0.60), while paragraph (18) " The university seeks to develop students' ability to think critically and analyze problems."In the fifth and last place with an arithmetic mean

(3.80), and a standard deviation (0.85), and the general trend for all paragraphs of the first dimension came between (very high or high), due to the university's interest in the quality of knowledge outputs for students enrolled in it.

Quality of skill outputs: The arithmetic mean and standard deviation of the study sample were calculated in the paragraphs of the second dimension, which is the quality of skill outputs, as shown in the following table:

Table 11: Averages and Standard Deviations of the Opinions of the Research Sample for the Second Dimension: Quality of Skill Outputs

S. No.	Phrases	Arithmetic mean	Standard deviation	General sample trend
1	Students have skills (communication and communication, planning and implementation, use of modern technologies) related to the needs of society.	4.31	0.68	Very high
2	The university monitors the performance of its graduates in the institutions in which they work to identify weaknesses in their skills and work to address them.	3.98	0.65	High
3	The university seeks to develop students' ability to lead teams and teamwork.	4.15	0.66	High
4	The university seeks to develop students' skills in organizing and managing time effectively.	4.07	0.69	High
5	Students possess the necessary technical skills in their major.	4.14	0.62	High
	The total average of paragraphs after the quality of the skill outputs	4.13	0.36	High

Table (11) shows that the level of practice after the quality of skill outputs in general, according to the opinions of the study sample at the University of Anbar (high) with an arithmetic mean (4.13), and a standard deviation (0.36), and paragraph (21) stated: "Students have skills, including (communication and communication, planning and implementation, use of modern technologies) related to the needs of society." In first place with an arithmetic mean (4.31), and a standard deviation (0.68), while paragraph (22) came "The University follows up the level of performance of its graduates in the institutions in which they work to identify weaknesses in their skills and work to address

them."In the fifth and last place with an arithmetic mean (3.98), and a standard deviation (0.65), and the general trend for all paragraphs of the second dimension came the quality of skill outputs between (very high or high), and this is due to the university's interest in the quality of the skill outputs of the learners enrolled in it.

Quality of emotional and social outputs: The arithmetic mean and standard deviation of the study sample were calculated in the paragraphs of the third dimension, which is the quality of emotional and social outputs, as shown in the following table:

Table 12: Averages and Standard Deviations of the Opinions of the Research Sample on the Third Dimension: Quality of Emotional and Social Outputs

S. No.	Phrases	Arithmetic mean	Standard deviation	General sample trend
1	Students are distinguished by their ability to serve the community.	4.38	0.72	Very high
2	Students are distinguished by respect for professional values and ethics.	4.41	0.56	Very high
3	Students are distinguished by respect for the rights of others and cooperation with them.	4.52	0.60	Very high
4	Students are characterized by active participation in student and social activities.	4.14	0.71	High
5	Students are characterized by tactfully interacting with their colleagues and professors.	4.42	0.57	Very high
	The total average of paragraphs after the quality of emotional and social outputs	4.37	0.30	Very high

Table (12) shows that the level of practice after the quality of emotional and social outcomes in general according to the opinions of the study sample at the University of Anbar (very high) with an arithmetic mean (4.37), and a standard deviation (0.30), and paragraph (28) stated: "Students are distinguished by respect for the rights of others and cooperation with them. "In first place with an arithmetic mean (4.52), and a standard deviation (0.60), while paragraph (29) came "Students are characterized by active participation in student and social activities." In the fifth and last place with an arithmetic mean (4.14), and a standard deviation (0.71), and the general trend for all paragraphs of the third dimension came the quality of emotional and social outputs between (very high or high), and this is due to the university's interest in the quality of emotional and social

outputs of students enrolled in it.

Answer to the third question: The third question stated: Is there a relationship between the dimensions of strategic renewal (exploration, entrepreneurship, investment opportunities) and the quality of the educational outputs of Anbar University?

To answer this question, Pearson's correlation coefficient was calculated through the correlation matrix between the dimensions of the independent variable "strategic renewal (exploration, entrepreneurship, and investment opportunities)" and the dependent variable "quality of educational outcomes" by calculating Pearson's correlation coefficient as follows:

Table 13: Correlation matrix between study variables

Independent variables				Variables
Dimensions of "strategic renewal as a whole	The third dimension Investing in Opportunities	Second dimension Entrepreneurship	First dimension Exploration	
545	414. **	526. **	436. **	"Affiliate" Quality of learning outcomes
.000	.000	.000	.000	Significance
Dependent variables				Variables
Dimensions of "the quality of educational outcomes as a whole"	The third dimension: the quality of emotional outputs	The second dimension: the quality of skill outputs	The first dimension: the quality of knowledge outputs	
545	220**	605**	200*	"Independent" Strategic Renewal
.000	.005	.000	.011	Significance

It is clear from the previous table (13)

- The existence of a strong positive correlation between the independent variable of strategic renewal and the dependent variable of the quality of educational

outcomes, where the correlation coefficient between them reached (.545**) at the level of significance (.000), which is less than the level of significance (.01).

- The existence of a statistically significant positive

correlation at the level of 0.01 between (independent variables) dimensions of strategic renewal (as a whole) and each dimension separately and (dependent variable) quality of educational outcomes.

- The existence of a statistically significant positive correlation at the level of 0.01 between (dependent variables) dimensions of the quality of educational outcomes (as a whole) and each dimension separately and (independent variable) strategic renewal.
- This is due to the fact that strategic renewal has an active role in improving educational outcomes in its three dimensions, perhaps due to the dynamic relationship between them, which shows that the quality

of educational outcomes is affected by strategic renewal.

Hypothesis testing

Testing the main hypothesis: The main hypothesis stated: **"There is no statistically significant impact of strategic renewal on the quality of educational outcomes at the University of Anbar."**

To test the main hypothesis the F test coefficient was calculated, and the simple linear regression analysis was calculated, and the following table shows this:

Table 14: Analysis of the regression results of the main hypothesis by calculating the simple regression coefficient of the independent variable (strategic renewal) on the dependent variable (quality of educational outcomes)

Indication (T)	Value (v)	Standard error	Regression Coefficient Beta β	prototype	Indication F	value F	Participation Rate R2	Correlation coefficient (t) R
0.000	15.717	0.177	2.783	FirmwareA	.000	66.77	.297	.545
0.000	8.172	0.043	0.353	Strategic Renewal b1X				

The results showed the following

- The results of Table (14) indicate that there is an effective and strong impact of strategic renewal on the quality of educational services, where the simple linear regression coefficient was (.297) and the significance level (.000), which is less than the value (0.01); that strategic renewal achieves (30%) of the study variables that affect the quality of educational services. The remaining 70% is due to other variables.
- The linear equation of the relationship model between the two variables can be summarized as follows:

$$Y \text{ (quality of educational services)} = 2.783 + 0.353X \text{ (strategic renewal)}$$

- From this model, which represents the regression equation, we note that the regression is positive, that is, there is a positive relationship, that is, the greater the interest in strategic renewal by the value of one unit that led to improving the quality of educational services by 35.3%, and the fixed value (a) of (2.783) indicates that when the strategic renewal is equal to zero, the quality of educational services is not less than this percentage,

- and this shows the extent of the contribution and impact of Strategic innovation in improving the quality of educational services.
- From the above, it can be said to reject the main hypothesis, which states that "there is no statistically significant impact of strategic renewal on the quality of educational outputs at the University of Anbar", and to accept the alternative hypothesis that states that (there is a statistically significant impact of strategic renewal on the quality of educational outputs at the University of Anbar) and the size of the impact has become clear through the previous results, so the interest in strategic renewal will raise and improve the quality of educational outcomes.

Sub-hypothesis testing:

- **Testing the first sub-hypothesis:** which states (there is no statistically significant effect of exploration on the quality of educational outcomes at the University of Anbar) and to test the first sub-hypothesis, the F test coefficient was calculated, and the simple linear regression analysis was calculated, and the following table illustrates this:

Table 15: Analysis of regression results for the first sub-hypothesis by calculating the simple regression coefficient of the independent variable (exploration) on the dependent variable (quality of educational outcomes)

Indication (T)	Value (v)	Standard error	Regression Coefficient Beta β	prototype	Indication F	Value F	Participation Rate R2	Correlation coefficient (t) R
0.000	21.432	0.154	3.293	FirmwareA	.000	37.17	.190	.436
0.000	6.097	0.037	0.228	Exploration b1X				

The results showed the following

- The results of Table (15) indicate that there is an effective and strong impact of significant exploration on the quality of educational services, where the simple linear regression coefficient was (.190) and the significance level was (.000), which is less than the value (0.01), meaning that exploration achieves (19%) of the study variables that affect the quality of educational services. The rest is due to other variables.
- The linear equation of the relationship model between

the two variables can be summarized as follows:

$$Y \text{ (quality of educational services)} = 3.293 + 0.228X \text{ (exploration)}$$

- From this model, which represents the regression equation, we note that the regression is positive, that is, there is a positive relationship, that is, the greater the interest in exploration with the value of one unit that leads to improving the quality of educational services

by 22%, and the fixed value (a) of (3.293) indicates that when exploration is equal to zero, the quality of educational services is not less than this percentage, and this shows the extent of the contribution and impact of exploration in Improving the quality of educational services.

- From the above, it can be said to reject the first sub-hypothesis, which states that "there is no statistically significant effect of exploration on the quality of educational outputs at the University of Anbar ", and to accept the alternative hypothesis that states that (there is a statistically significant effect of exploration on the

quality of educational outputs at the University of Anbar) and the size of the impact has become clear through the previous results, so the interest in exploration will raise and improve the quality of educational outcomes.

Second sub-hypothesis test:

- Which states (there is no statistically significant impact of entrepreneurship on the quality of educational outputs at the University of Anbar) and to test the second sub-hypothesis, the F test coefficient was calculated, and the simple linear regression analysis was calculated, and the following table illustrates this:

Table 16: Analysis of the regression results of the second sub-hypothesis by calculating the simple regression coefficient of the independent variable (entrepreneurship) on the dependent variable (quality of educational outcomes)

Indication (T)	Value (v)	Standard error	Regression coefficient Beta β	prototype	Indication F	Value F	Participation Rate R2	Correlation coefficient (t) R
0.000	17.563	0.167	2.933	Firmware A	.000	60.42	.277	.526
0.000	7.773	0.041	0.315	Entrepreneurship) b1X				

The results showed the following

- The results of Table (16) indicate that there is an effective and strong significant impact of entrepreneurship on the quality of educational services, where the simple linear regression coefficient was (.277), and the significance level was (.000), which is less than the value (0.01), meaning that entrepreneurship achieves (27%) of the study variables that affect the quality of educational services. The rest is due to other variables.
- The linear equation of the relationship model between the two variables can be summarized as follows:

$$Y \text{ (quality of educational services)} = 2.933 + 0.315 X \text{ (entrepreneurship)}$$

- From this model, which represents the regression equation, we note that the regression is positive, that is, there is a positive relationship, that is, the greater the interest in entrepreneurship by one unit that led to improving the quality of educational services by 31.5%, and the fixed value (a) of (2.933) indicates that when entrepreneurship is equal to zero, the quality of

- educational services is not less than this percentage, and this shows the extent of the contribution and impact of entrepreneurship in Improving the quality of educational services.
- From the above, it can be said to reject the second sub-hypothesis, which states that "there is no statistically significant impact of entrepreneurship on the quality of educational outputs at the University of Anbar ", and to accept the alternative hypothesis that states that (there is a statistically significant impact of entrepreneurship on the quality of educational outputs at the University of Anbar) and the size of the impact has become clear through the previous results, so the interest in entrepreneurship will raise and improve the quality of educational outcomes.

Testing the third sub-hypothesis:

- Which states (there is no statistically significant effect of investing opportunities on the quality of educational outputs at the University of Anbar) and to test the third sub-hypothesis, the F test coefficient was calculated, and the simple linear regression analysis was calculated, and the following table shows that:

Table 17: Analysis of the regression results of the third sub-hypothesis by calculating the simple regression coefficient of the independent variable (investment of opportunities) on the dependent variable (quality of educational outcomes)

Indication (T)	Value (v)	Standard error	Regression coefficient Beta β	prototype	Indication F	value F	Participation Rate R2	Correlation coefficient (t) R
0.000	22.306	0.151	3.367	FirmwareA	.000	32.657	.171	.414
0.000	5.715	0.037	0.212	Investing opportunities b1X				

The results showed the following

The results of Table (17) indicate that there is an effective and strong impact of significant investment opportunities in the quality of educational services, where the simple linear regression coefficient was (.171) and the level of significance (.000), which is less than the value (0.01); that the investment of opportunities achieved (17%) of the study variables that affect the quality of educational services. The rest is due to other variables.

- The linear equation of the relationship model between the two variables can be summarized as follows:

$$Y \text{ (quality of educational services)} = 3.367+ 0.212X \text{ (opportunity investment)}$$

- From this model, which represents the regression equation, we note that the regression is positive, that is, there is a positive relationship, that is, the greater the interest in investing opportunities with a value of one unit that led to improving the quality of educational services by 21.2%, and the fixed value (a) of (3.367) indicates that when the investment of opportunities is equal to zero, the quality of educational services is not less than this percentage, and this shows the extent of the contribution and impact of investing opportunities

in Improving the quality of educational services.

- From the above, it can be said to reject the third sub-hypothesis, which states that "there is no statistically significant effect of investing opportunities on the quality of educational outputs at the University of Anbar ", and accepting the alternative hypothesis, which states that (there is a statistically significant effect of investing opportunities on the quality of educational outputs at the University of Anbar) and the size of the impact has become clear through the previous results, so the interest in investing opportunities will raise and improve the quality of educational outcomes.

Results

1. The level of strategic innovation at the University of Anbar was high after (entrepreneurship) in first place, came after (exploration) in second place, and came after (investing opportunities) in third place.
2. Anbar University is taking serious steps towards implementing strategic renewal so that the university is ready to compete with its peers.
3. The level of quality of educational outputs at the University of Anbar was very high, and it came after (the quality of emotional and social outputs) in first place, and after (the quality of knowledge outputs) in second place, and after (quality of skill outputs) came in third place.
4. The existence of a strong positive correlation between the independent variable strategic renewal and the dependent variable the quality of educational outcomes, perhaps due to the dynamic relationship between them, which shows the impact of the quality of educational outcomes on strategic renewal.
5. There is a statistically significant impact of strategic renewal on the quality of educational outcomes at the University of Anbar and attention to strategic innovation will raise and improve the quality of educational outcomes.
6. There is a statistically significant impact of exploration on the quality of educational outcomes at the University of Anbar
7. There is a statistically significant impact of entrepreneurship on the quality of educational outcomes at the University of Anbar.
8. There is a statistically significant impact of opportunity investment on the quality of educational outcomes at Anbar University.

Recommendations

1. Universities should continuously review and update curricula to conform to practical developments and labor market requirements.
2. Establishing incubators for entrepreneurship within universities to support students' ideas and entrepreneurial projects.
3. Strengthening partnerships with international universities and exchanging academic experiences and research projects to increase scientific production.
4. Forming dedicated work teams to anticipate future challenges and opportunities that may face the university and develop proactive plans to deal with them.

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