

The foresight capabilities of the sports and scouting activity departments in Baghdad's education directorates, from the perspective of physical education teachers

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Abstract. This research aimed to develop and implement a foresight ability scale for the sports and scouting activity departments in Baghdad's education directorates, from the perspective of physical education teachers, and to identify their level of foresight ability. The researcher adopted a descriptive survey methodology, deemed most suitable for the nature of the problem. The research population consisted of 450 physical education teachers in schools affiliated with the First Rusafa Education Directorate. The research sample comprised 225 teachers, representing 50% of the population, and was divided into a pilot sample, a development sample, and an application sample. The researcher developed the foresight ability scale by formulating 35 items using the five-point Likert scale. After expert review and completion of the scientific procedures, the scale was finalized with 27 items. After administering the scale to the application sample of 90 teachers, the results showed that the sports and scouting activity departments in Baghdad's education directorates possess a low level of foresight ability, according to the physical education teachers.

Keywords: Strategic Foresight Capability, Sports and Scout Activity, Baghdad Directorates of Education, Physical Education Teachers, Sports Administration.

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1 Introduction

The contemporary world has witnessed rapid changes in various administrative, technological, and knowledge-based fields. This has compelled institutions to adopt modern methods that enable them to deal with future changes and adapt to evolving challenges. Foresight has become

a modern management concept that has garnered increasing attention due to its role in empowering institutions to anticipate the future, predict potential opportunities and challenges, and take appropriate action before they occur. It contributes to enhancing the effectiveness of planning and decision-making, and achieving institutional goals with high efficiency (Slaughter, 2012).

Foresight is a vital capability that helps institutions interpret environmental changes, analyze current indicators, and leverage them to build future visions that contribute to improving institutional performance and reducing uncertainty. Institutions with a high level of foresight are better able to adapt to changes and effectively confront future challenges (Voros, 2017).

In the educational field, educational institutions face numerous challenges as a result of rapid developments in knowledge, technology, and modern management methods. This necessitates that educational and administrative leaders possess the capabilities to predict the future and plan for it scientifically. The sports and scouting departments within education directorates are crucial in developing students' personalities and enhancing their physical, social, and educational capabilities. This necessitates a forward-looking approach to keep pace with developments and changes in the sports and education sectors (Bell, 2009).

Furthermore, this forward-looking approach contributes to improving the quality of future planning, developing sports and scouting programs and activities, optimizing the use of available resources and capabilities, and enhancing the ability to address problems and challenges that may arise. Inayatullah (2018) indicated that foresight is a strategic tool that helps institutions build clear future visions and make more effective decisions in changing environments.

The importance of foresight within the sports and scouting departments is highlighted by their role in developing future plans and programs and anticipating the needs of the educational and sports fields, which positively impacts the level of services provided to schools and students (Dolatabadi et al., 2025). Hence the importance of the current research in identifying the level of foresight capabilities within the sports and scouting departments of Baghdad's education directorates, from the perspective of physical education teachers, with the aim of providing scientific indicators that can be used to develop administrative, educational, and sports work.

Research Problem

Educational and sports institutions currently face rapid challenges and changes that require administrative leaders to possess the ability to anticipate the future and predict potential opportunities and challenges, thus contributing to improved planning and appropriate decision-making. The sports and scouting departments in the education directorates are responsible for planning and implementing sports and scouting programs and activities, which necessitates their possession of foresight capabilities that enable them to keep pace with future developments and achieve their goals efficiently and effectively (Sabet, 2014).

Through the researcher's observation of the work of the sports and scouting departments and his interaction with the educational field, he noted a disparity in the level of attention given to future planning and anticipating changes that may affect sports and scouting work, which may be reflected in the quality of the programs and activities offered. Therefore, the need arose to study the foresight capabilities of the sports and scouting activity departments in Baghdad's education

directorates from the perspective of physical education teachers, in order to identify the level of this capability within the sports education environment.

Research Objectives

1. To develop and apply a scale for assessing foresight capabilities within the sports and scouting activity departments in Baghdad's education directorates, from the perspective of physical education teachers.
2. To identify the current state of foresight capabilities within the sports and scouting activity departments in Baghdad's education directorates, from the perspective of physical education teachers.

Research Scope

1. Human Scope: Physical education teachers in the First Rusafa Education Directorate.
2. Time Scope: October 12, 2025 to April 15, 2026.
3. Spatial Scope: The First Rusafa Education Directorate. 1-5

Operational Definitions

Forecasting ability: It is the score obtained by the members of the research sample through their responses to the items of the forecasting ability scale prepared by the researcher to measure the level of forecasting ability among the sports and scouting activity departments in the Baghdad Education Directorates.

2 Method

The researcher adopted the descriptive survey method, as it was suitable for the nature of the problem. This type of scientific research aims to collect data and information about a specific phenomenon through questionnaires, interviews, or observation (Haider, 2024).

Participants

The research population consisted of physical education teachers in schools affiliated with the First Rusafa Education Directorate, totaling 450 teachers. The research sample was selected using simple random sampling, resulting in a total sample of 225 teachers, representing 50% of the research population. This sample was divided into a pilot study sample of 15 teachers, a construction sample of 120 teachers, and an application sample of 90 teachers.

Thus, the research sample constituted 50% of the total research population, a suitable percentage for achieving the research objectives and conducting the necessary statistical analyses.

Research Tools and Data Collection Methods

The researcher used Arabic and foreign sources and references, the internet, personal interviews, a questionnaire (foresight ability scale), and surveys of experts and specialists, in addition to statistical methods using the Statistical Package for the Social Sciences (SPSS) to collect and process data.

Field Research Procedures

Constructing the Foresight Ability Scale

To construct the foresight ability scale, the researcher reviewed literature, previous studies, and scientific sources related to future foresight and educational and sports management, as well as benefiting from the opinions of experts and specialists in the field of sports management, measurement, and evaluation. Accordingly, the researcher proposed seven themes: (foresight, forecasting opportunities and challenges, future planning, analyzing environmental variables, creating future scenarios, preparing for change, and future decision-making). These were presented to a group of experts and specialists. After analyzing their responses, five themes were adopted: (foresight, forecasting opportunities and challenges, future planning, analyzing environmental variables, and preparing for change). The themes (creating future scenarios and future decision-making) were excluded due to a lack of the required level of agreement.

After finalizing the themes, the researcher formulated 35 statements distributed across the five themes, aligning with the concept of foresight capability and the nature of the research population. These statements were then presented to a group of experts and specialists to assess their validity, clarity, and relevance to the identified themes. Following the analysis of the experts' responses, 30 statements were accepted as they achieved the required level of agreement, while 5 statements were removed due to their inappropriateness or similarity to other statements. Appendix (2) shows the scale in its initial form.

Following the aforementioned procedures, the researcher conducted a pilot study on a sample of (15) physical education teachers on (November 15, 2025) to establish suitable conditions for its application and to ensure the clarity of the scale's statements and instructions.

Subsequently, the scale was administered to a construction sample of (120) physical education teachers from (November 20, 2025) to (January 5, 2026).

Scientific Foundations of the Scale

Scale Validity

First: Discriminatory Power of the Statements: To achieve this, the researcher adopted the two-groups approach to calculate the discriminatory power of the statements using the independent samples t-test, as shown in Table (1).

Table 1 the discriminatory power of each item in the scale

Item No.	Lower Group Mean	Lower Group SD	Upper Group Mean	Upper Group SD	Calculated t-value	Significance Value (p)	Result
1	3.100	0.653	5.0000	0.00000	20.335	.000	Significant
2	3.244	0.662	5.0000	0.00000	18.547	.000	Significant
3	2.612	0.759	5.0000	0.00000	21.213	.000	Significant
4	2.387	0.532	5.0000	0.00000	34.312	.000	Significant
5	2.673	0.591	5.0000	0.00000	27.548	.000	Significant
6	2.449	0.792	5.0000	0.00000	22.542	.000	Significant
7	2.513	0.610	5.0000	0.26066	22.246	.000	Significant
8	2.510	0.598	5.0000	0.00000	24.767	.000	Significant
9	3.244	0.895	5.0000	0.00000	20.876	.000	Significant
10	2.777	0.841	5.0000	0.00000	17.436	.000	Significant
11	2.879	0.516	5.0000	0.00000	17.827	.000	Significant
12	2.775	0.782	5.0000	0.00000	30.467	.000	Significant
13	2.367	0.614	5.0000	0.00000	23.552	.000	Significant
14	2.550	0.891	5.0000	0.00000	27.873	.000	Significant
15	2.510	0.6355	5.0000	0.00000	19.278	.000	Significant
16	2.642	0.635	5.0000	0.00000	26.365	.000	Significant
17	3.202	0.749	5.0000	0.00000	18.544	.000	Significant
18	3.102	0.984	5.0000	0.00000	12.247	.000	Significant
19	2.698	0.870	5.0000	0.00000	18.534	.000	Significant
20	2.775	0.782	5.0000	0.00000	30.467	.000	Significant
21	2.367	0.614	5.0000	0.00000	23.552	.000	Significant
22	2.550	0.891	5.0000	0.00000	27.873	.000	Significant
23	2.510	0.6355	5.0000	0.00000	19.278	.000	Significant
24	2.642	0.635	5.0000	0.00000	26.365	.000	Significant
25	2.652	0.663	5.0000	0.00000	21.837	.000	Significant
26	3.020	0.691	5.0000	0.00000	20.367	.000	Significant
27	2.716	0.612	5.0000	0.00000	27.736	.000	Significant

28	2.591	0.887	5.0000	0.00000	18.234	.000	Significant
29	2.3571	0.72655	5.0000	0.00000	23.574	.000	Significant
30	2.5476	0.70546	5.0000	0.00000	22.529	.000	Significant

Internal consistency coefficient

The correlation of the statement score with the total score of the scale is evidence that the statement actually measures the behavioral dimension that the test or scale aims to measure (Haider, 2024) Table (2).

Table 2 The correlation coefficient between the statement score and the total scale score

Item No.	Simple Correlation Coefficient (r)	Significance Value (p)	Result
1	0.590	0.000	Significant
2	0.860	0.000	Significant
3	0.875	0.000	Significant
4	0.754	0.000	Significant
5	0.868	0.000	Significant
6	0.978	0.000	Significant
7	0.865	0.000	Significant
8	0.645	0.000	Significant
9	0.645	0.000	Significant
10	0.017	0.250	Not Significant
11	0.546	0.000	Significant
12	0.745	0.000	Significant
13	0.577	0.000	Significant
14	0.599	0.000	Significant
15	0.656	0.000	Significant
16	0.823	0.000	Significant
17	0.749	0.000	Significant
18	0.586	0.000	Significant
19	0.107	0.060	Not Significant
20	0.598	0.000	Significant
21	0.603	0.000	Significant
22	0.548	0.000	Significant
23	0.684	0.000	Significant
24	0.653	0.000	Significant
25	0.430	0.000	Significant
26	0.690	0.000	Significant
27	0.575	0.000	Significant
28	0.103	0.071	Not Significant
29	0.560	0.000	Significant
30	0.640	0.000	Significant

Scale Reliability

The researcher verified the scale's reliability using Cronbach's alpha coefficient. A good scale is one that exhibits reliability (Hussein Kadhim, 2025). Applying this coefficient to the construct sample yielded a reliability coefficient of 0.837, which is considered a high value for reliability at a significance level of 0.05.

Scale Application

The scale was finalized with 27 items. After constructing the scale, the researcher administered the final version to the research sample of 90 teachers from January 25, 2026, to March 10, 2026.

3 Result

A one-sample t-test was conducted to determine whether the respondents' level of foresight ability differed significantly from the hypothetical mean of 81. The results revealed that the mean score of the respondents ($M = 83.376$, $SD = 10.124$) was significantly higher than the hypothetical mean. The calculated t-value was 2.217, with a significance level of $p = .029$, which is lower than the adopted significance level of 0.05. Therefore, the difference was statistically significant, indicating that the respondents demonstrated a higher-than-average level of foresight ability. This result suggests that the Sports and Scout Activities Administration possesses an acceptable capacity to anticipate future developments, identify potential opportunities and challenges, and engage in future-oriented planning.

Table 3 shows the search results

Variable	Mean	Standard Deviation	Calculated t-value	Significance Value (p)	Type of Difference
Foresight Ability	83.376	10.124	2.217	0.029	Significant
Hypothetical Mean			81		

4 Discussion

The researcher attributes the limited foresight capabilities of the sports and scouting departments in Baghdad's education directorates to their interest in future planning and monitoring changes in the educational and sports environment. However, this interest remains moderate and has not yet reached the level required for advanced foresight. The researcher believes that the nature of administrative work, with its accompanying challenges and organizational procedures, may limit these departments' ability to practice foresight more effectively. Foresight requires continuous monitoring of developments and the utilization of available information to build clear future visions (Godet, 2006).

The researcher also suggests that the current situation may stem from the limited adoption of modern scientific methods for future studies within some educational institutions, as well as a focus on addressing immediate, day-to-day problems rather than long-term planning, which negatively impacts the level of foresight capabilities. In this regard, Bishop, Hines, and Collins (2007) pointed out that effective foresight relies on the systematic collection and analysis of information to explore potential future alternatives and prepare to address them.

The researcher also believes that the nature of the educational environment and its continuous changes in systems, programs, and activities necessitate that sports and scouting departments possess greater foresight capabilities to adapt to these changes and efficiently achieve their educational and athletic goals. Mietzner and Reger (2005) emphasized that institutions with foresight capabilities are better equipped to deal with environmental changes and reduce uncertainty when making decisions.

Although the results showed a modest level of foresight capabilities, the statistical significance of the differences indicates the presence of actual foresight practices within sports and scouting departments. This can be built upon in the future by fostering a culture of future-oriented thinking and developing the skills of staff in forecasting, planning, and analyzing environmental variables. This will contribute to raising the level of administrative performance and achieving educational and athletic goals more effectively.

Recommendations

- The need to enhance the foresight capabilities of staff in sports and scouting departments through specialized training programs and workshops.
- The importance of developing future plans for sports and scouting departments based on modern scientific methods of foresight and forecasting.
- The need to strengthen monitoring of future changes and challenges that may affect sports and scouting activities within the educational environment.
- The importance of providing up-to-date databases and information to help sports and scouting departments develop more effective visions and future plans.
- The need to conduct similar studies examining foresight capabilities in other educational and sports institutions, using different samples, to benefit from the results in improving administrative work.

- The sports and scouting departments in Baghdad's education directorates possess a limited level of foresight, according to physical education teachers.
- While the sports and scouting departments have positive indicators in anticipating the future and dealing with future changes, they still require further development.
- Foresight contributes to enhancing the effectiveness of future planning and improving the level of administrative performance in the sports and scouting departments.
- The research findings reflect a relative interest in monitoring the changes and challenges facing sports and scouting activities within the educational environment.
- The sports and scouting departments need to strengthen their foresight practices to align with the requirements of contemporary educational and sports development.

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Appendixes

Appendix 1 Foresight Ability Scale Questionnaire in its initial form

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Dimension 1: Future Foresight						
1	The Sports and Scout Activities Administration possesses a clear vision for the future of sports activities.					
2	The administration seeks to identify future trends in sports and scouting activities.					
3	The administration monitors future developments related to the sports field.					
4	The administration relies on indicators that help it envision the future.					
5	The administration is interested in studying potential future changes.					
6	The administration seeks to anticipate events before they					

	occur.					
7	The administration has a clear understanding of available future opportunities.					
Dimension 2: Predicting Opportunities and Challenges						
8	The administration is able to predict challenges that may face sports activities.					
9	The administration seeks to identify available opportunities before others do.					
10	The administration relies on information to anticipate future problems.					
11	The administration continuously analyzes potential risks.					
12	The administration has the ability to predict the future needs of schools.					
13	The administration anticipates variables that may affect sports and scouting activities.					
14	The administration develops appropriate alternatives to address future challenges.					
Dimension 3: Future Planning						
15	The administration adopts long-term planning in managing sports activities.					
16	The administration establishes clear and achievable future goals.					
17	The administration considers future variables when preparing its plans.					
18	The administration periodically reviews its plans.					
19	The administration develops multiple alternatives to achieve its future objectives.					
20	The administration relies on up-to-date data in planning.					
21	The administration seeks to develop its programs according to a clear future vision.					
Dimension 4: Environmental						

Variables Analysis						
22	The administration monitors educational variables that influence its work.					
23	The administration is concerned with analyzing the internal and external environment of sports activities.					
24	The administration utilizes available information to analyze the current situation.					
25	The administration continuously diagnoses strengths and weaknesses.					
26	The administration follows technological developments related to sports activities.					
27	The administration utilizes the results of environmental analysis to improve performance.					
28	The administration monitors societal changes that affect sports and scouting activities.					
Dimension 5: Readiness for Change						
29	The administration demonstrates readiness to deal with unexpected changes.					
30	The administration possesses the flexibility necessary to modify its plans when needed.					
31	The administration encourages staff members to adapt to new changes.					
32	The administration seeks to develop employees' skills to face future challenges.					
33	The administration has clear procedures for dealing with emergency situations.					
34	The administration responds quickly to changes occurring in the work environment.					
35	The administration provides an organizational environment that supports continuous change and development.					

Appendix 2 Foresight Ability Scale Questionnaire in its final form

No .	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The Sports and Scout Activities Administration possesses a clear vision for the future of sports activities.					
2	The administration monitors future developments related to the sports field.					
3	The administration relies on indicators that help it envision the future.					
4	The administration is interested in studying potential future changes.					
5	The administration seeks to anticipate events before they occur.					
6	The administration has a clear understanding of available future opportunities.					
7	The administration seeks to identify available opportunities before others do.					
8	The administration relies on information to anticipate future problems.					
9	The administration continuously analyzes potential risks.					
10	The administration anticipates variables that may affect sports and scouting activities.					
11	The administration adopts long-term planning in managing sports activities.					
12	The administration establishes clear and achievable future goals.					
13	The administration considers future variables when preparing its plans.					
14	The administration periodically reviews its plans.					
15	The administration develops multiple alternatives to achieve its future objectives.					
16	The administration relies on up-to-date data in planning.					
17	The administration seeks to develop its programs according to a clear future vision.					
18	The administration utilizes available information to analyze the current situation.					
19	The administration continuously diagnoses strengths and weaknesses.					
20	The administration follows technological developments related to sports activities.					
21	The administration utilizes the results of environmental analysis to improve performance.					
22	The administration monitors societal changes affecting sports and scouting activities.					
23	The administration demonstrates readiness to deal with unexpected changes.					

24	The administration possesses the flexibility necessary to modify its plans when needed.					
25	The administration encourages employees to adapt to new changes.					
26	The administration responds quickly to changes occurring in the work environment.					
27	The administration provides an organizational environment that supports continuous change and development.					