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Impact of strategic learning dimensions on academic entrepreneurship for Iraqi higher education institutions

Dr. Jinan Mahdi Aldahhan
collegeiq5@gmail.com
Karbala University, College of Administration and Economics, Baghdad, Iraq

Zayad Ali Abbas
J1970.msh@yahoo.com
University of Baghdad, College of Administration and Economics, Baghdad, Iraq

Ghaidaa Mohammed Ali Albayati
ghayda.abayati@gmail.com
Karbala University, College of Administration and Economics, Baghdad, Iraq

ABSTRACT

The main objective of this study is to analyze the impact of strategic learning dimensions on academic entrepreneurship for Iraqi higher education institutions. For this purpose, we work with a sample of 113 respondents in a university in Iraq. In this context, four dimensions of strategic learning and entrepreneurship, based on a set of weighted factors. The results of the study show that the university presents strategic knowledge interpretation and creation to a high degree, while strategic knowledge implementation and distribution are presented in a medium degree. On the other hand, the dimensions of strategic learning have a positive influence on the academic entrepreneurship of institutions.

Keywords— *Strategic knowledge creation, Strategic knowledge distribution, Strategic knowledge interpretation, Strategic knowledge implementation*

1. INTRODUCTION

The contemporary university is called to the development of strategic learning due to the demands imposed by the technological, economic and labor transformations that occur most rapidly in the current context (Gerdes et al., 2014).

The issue of the quality of education is the subject of a pedagogical debate that has been reached at various levels and becomes relevant in the last two decades. The evaluations carried out on the subject have demonstrated the complexity of the problem that affects all the components of the educational action and constitutes a challenge for all the instances involved in the process (Núñez Paula, 2004). For this reason, in educational systems, those responsible for policy design proposed coherent and significant changes in aspects related to the formulation and execution of the curriculum, the teaching paradigm, the training of educational agents, as well as the implementation of centers and programs, among others.

Past studies by several scholars have shown that strategic learning on academic entrepreneurship has greatly contributed to the growth of the economy in Iraq (Rae, & Wang 2015). With the growing population and a minimal industrial expansion, the government of Iraq has to strategically prepare its learning population to be job creators rather than job seekers.

Strategic learning involves a learning approach that evaluates groups for the strategic making of decisions to adapt to its environment to increase its competitive advantage (Cunningham, 2017). Strategic learning on academic entrepreneurship is, therefore, part of the government strategic plan to help energetic and growing professional use their knowledge to venture in knowledge-based entrepreneurship.

Iraq has unique opportunities and unique problems which cannot be solved by merely copying from other nations of the world. Some of the problems in Iraq are brought by unending civil unrest. (Al-Dahash et al., 2017). But there are vast oil resources in Iraq which gives hope for economic growth and new opportunities if all the resources are well exploited.

The economy of Iraq over-relies on oil to grow. The oil industry, however, has been stricken by war and sanctions and therefore the government should think about relying on other industries (Pillar, 2018). Academic entrepreneurship is one of the areas which can help the economy regardless of the oil crisis and economic sanctions. A report by the World Bank shows that the poverty rate in Iraq increased from 18.9% in 2012 to 22.5% in 2014. The unemployment rate increased to devastating levels in the same period. However, economic growth contributed by non-oil resources like agriculture and other services such as academic

entrepreneurship is expected to grow by 5.2 percent in 2018 (World Bank Group 2014). This growth shows that the strategic plan of the government of Iraq is working and the strategic learning on academic entrepreneurship is showing positive results.

Following the defeat of ISIS in late 2017, the economy of Iraq is gradually growing and the GPD is expected to accelerate to 6.2% in 2019 (Atamanov et al., 2018). The government of Iraq has established four areas of concentration under the National Development Strategy (NDS). The four areas are to strengthen the economic foundations, reviving the private sector, quality of life improvement and to strengthen security and good governance (Chohan, 2016). These four agendas of the government cannot be effected without relying on strategic learning on academic entrepreneurship. The foundations of economic growth must be based on good academic research and therefore academic entrepreneurship must be involved. Iraq has unique economic foundations, and for the government to achieve this area of concentration, researchers and academic entrepreneurs must be brought on the table. The academic entrepreneurs are component of the private sector. With the government putting its effort into revitalizing the private sector, academic entrepreneurship plays a key role in realizing this dream. Improving the quality of life entails improving the life of every citizen regardless of their professions. Every graduate, therefore, has to be an academic entrepreneur and research to improve the life of people in his/her niche (Chatterji et al., 2014). Research on good governance and the history of failures of past regimes in Iraq will help achieve the area of concentration on security and good governance. Strategic leadership on academic entrepreneurship has helped the government of Iraq to achieve some of the areas of concentration set up by the National Development Strategy. Strategic learning on academic entrepreneurship is helping learners to come out of school with skills required to foster the problems of Iraq as a country. It has helped to achieve better leaders and game changers in entrepreneurship.

The main objective of reviewing the literature on the "effect of strategic learning on Academic entrepreneurship in Iraq Universities'' is to simply understand the relationship between the dependent variable and the independent variable which are: Academic entrepreneurship and the strategic learning respectively. The purpose of this review, therefore, is to ascertain the intended purpose of the strategic learning on the academic entrepreneurship and its role in building a new version of students in Iraqi universities. This concept of strategic learning was chosen as a model to be commissioned in Iraqi universities so as to instill good entrepreneurship skills to the students for them to be fit as they join the labour market. The independent variables are therefore aligned as follows: Strategic knowledge creation, strategic knowledge distribution, strategic knowledge interpretation, strategic knowledge implementation. Each variable is discussed in detail.

2. LITERATURE REVIEW

2.1. Strategic Learning

The discussion of the concept of knowledge is complex. There is a wide range of definitions within the philosophical literature, from well before our era. Recently the contributions of psychology were incorporated into these theoretical analyzes (Gerdes et al., 2014). Even if this complexity exists, or precisely for its own sake, it becomes necessary to stipulate in what sense the term knowledge is understood, without thereby deepening the debate about the possible compressions of it, both in philosophy and in the psychology. Thus, knowledge is defined as " the process and result (dynamic), with personal, group, organizational and social sense, of perception, understanding, creative re-elaboration, conception of its application, and transformation for communication purposes, of information represented in the sources and media, which reaches people through their own communication, in the activity, and which is conditioned, in its content and course, by the historical and social context of said activity " (Núñez Paula, 2004) .

It is necessary to clarify some elements in the definition of knowledge, In the first place, knowledge is a process without interruptions where it is impossible to distinguish the beginning and the end. Secondly, it is the dynamic result of the continuous influences that people receive and of their own inner activity based on accumulated experience (Bratianu, 2012). Third, the personal, group and organizational or community sense of knowledge is inexorable, because each person interprets the information they perceive, in the light of their past experience, influenced by the groups to which they have belonged and belongs, also influenced by the acceptance patterns that form the culture of your organization and by the social values in which your life has passed (Gerdes et al., 2014).

Many scholars and researchers have come up with various definitions of the exact definition of strategic learning , Strategic learning is a multidimensional, polysemous and confusing construct in occasions, of which multiple definitions have been given ,When we talk about strategies of learning or strategic learning, we are speaking of will, intentionality, goal awareness, control of activity cognitive on the part of the apprentice, assessment of alternative paths and decision making adjusted to the conditions of the context, which allow mobilizing the necessary skills for a successful learning in a certain situation (Núñez Paula, 2004). As can be seen, they are all elements linked to autonomy. Acting strategically means wanting to learn effectively and design and hose effectiveness has to be evaluated to modify what is needed. Learning strategies integrate affective-motivational and supportive elements ("want", what supposes dispositions and adequate climate to learn), metacognitive ("making decisions and evaluate ", which implies the self-regulation of the student) and cognitive ones (" power ", which implies the management of strategies, skills and techniques related to information processing)

The different definitions of strategic learning show a lack of consensus among authors such as (Gerdes et al., 2014) who indiscriminately consider them procedures, processes, plan and sequences respectively. In what they do agree is that their use contributes to the solution of problems; to the successful accomplishment of tasks; to facilitate the acquisition, storage and use of information. This paper takes up the definition of (Idris et al, 2013), about which strategic learning constitute: strategic knowledge creation strategic knowledge distribution, strategic knowledge interpretation, and strategic knowledge implementation. Much like (Gerdes et al., 2014), pointed out that strategic learning in simple terms entails more of integrating evaluation, reasoning, and

thinking in a bid to come up with strategic decision making not to mention offering the required information or data right on time. And many studies emphasis that it needs to adopt strategic learning with strategy and knowledge management as it in figure 1.

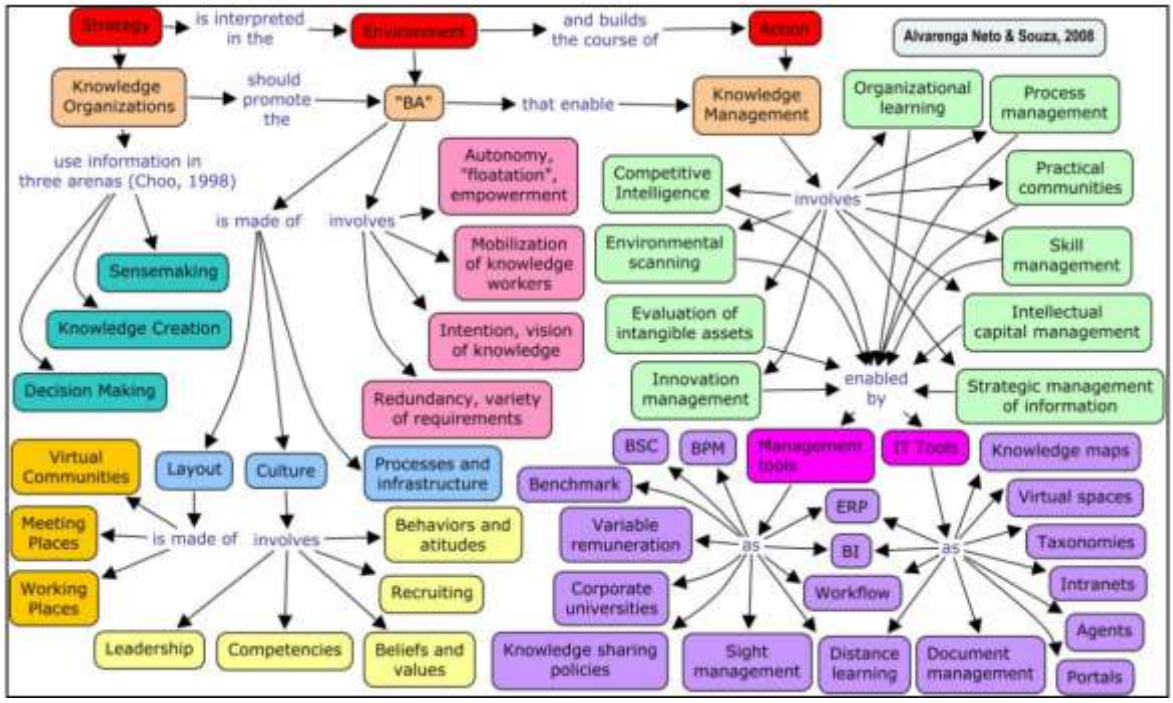

Fig. 1: Model of strategic learning and knowledge management

Souece: Alvarenga Neto, R. C. D. D., Souza, R. R., Neves, J. T. D. R., & Barbosa, R. R. (2008). Strategic knowledge management: In search of a knowledge-based organizational model. Comportamento Organizacional E Gestão, 14(2), 247-256.

2.1.1. Strategic knowledge creation: More often, both the limiting and the enabling factor in the aspect of the academic entrepreneurship is the student's skill base and their capability to adapt. (Esterhuizen et al, 2012), in his study, defines strategic knowledge as institutions skills based and its potentiality to adapt to changes as well as embracing new strategies. On the other hand (Bratianu, 2012), states that the strategic knowledge creation simply entails the unspoken and hidden store of human capital units carried by every person or student based on his emotions, instincts, experiences and finally observations. The delimitation of knowledge as a key resource in the company (Grant, 1996), leads to consider its creation and transfer as a basic principle in the administration of organizations two approaches can be pointed out that refers to the creation of organizational knowledge the first approach, the vision of (Nonaka & Takeuchi, 1995) explains the creation of knowledge from the conversion between tacit and explicit knowledge. The second group of approaches, closer to Western thinking, they see organizational learning as the origin of knowledge (Gerdes et al., 2014).

2.1.2. Strategic knowledge distribution: In a transition from the traditional economy to a knowledge-based economy, the creation and transfer of knowledge are one of the most promising and challenging welfare strategies. Information and communication technologies (ICT) have the potential to facilitate the digital dissemination of knowledge of universities, educational institutions, organizations and governments and supporting the design of innovative educational strategies that allow improving the design of learning environments to enhance teaching-learning experiences (Idris et al.,2013).

2.1.3. Strategic knowledge interpretation: Just as the name suggests, strategic knowledge interpretation entails the act of interpreting knowledge, ideas, and information in one's own perspective depending on the type of information and time of happening. According to (Barsky, 2012), strategic knowledge interpretation entails the act of understanding and explaining the need for imagination. This is a critical explanation of a text or idea. In simple terms, strategic knowledge interpretation is the immediate communication of knowledge from one scenario to another. (Idris et al.,2013), further argues that knowledge interpretation is a key issue in Iraqi higher learning institutions since students must interpret knowledge and relate them to real life issues. It is therefore clearly observed that any institution should not overlook the idea of interpretations since it is a vital tool (Barsky, 2012). It enables students to interpret the knowledge they have and use it to foster the academic entrepreneurship sector. The more the strategic interpretation, the higher the level of academic entrepreneurship and therefore this shows that strategic knowledge interpretation affects the independent variable which in turn affects the dependent variable as well. This shows that the dimension is directly proportional to the dependent variable.

2.1.4. Strategic knowledge implementation: According to (Eraut, 2012), he explains that strategic knowledge implementation is the process of taking maximum advantage or leverage the available knowledge so as to bring about success in the long run to an institution or firm. Much like (Eraut,2012), (Farzin et al, 2014), defined strategic knowledge implementation as an act that entails generating the processes or activities that enables academic institutions in Iraqi to be better off or skilled by creating, storing, and using knowledge so as to come up with something positive or constructive thus achieving the set objectives. Knowledge implementation is simply embracing the available knowledge and making good use of it by making and shaping decisions and innovations basing on the available knowledge. Nevertheless, the use of knowledge relates to its application in organizational policy. (Farzin et al., 2014).

2.2. Academic Entrepreneurship

Many scholars and researchers have come up with various definitions of the exact definition of academic entrepreneurship. (Sirén et al, 2012), According to Wright, (2014), academic entrepreneurship is the process by which an individual sets up a knowledge-based commercial enterprise or commercial enterprises and takes on financial risks hoping to get profit. Academic entrepreneurship relies mostly on academic knowledge rather than trading on natural resources.

Academic entrepreneurship, on the other hand, also known as university's third mission reflects on the reason or the need behind bonding learning and the private sector together with an objective of boosting the economic growth through the units of human capital (Pearson et al., 2014). (Lawton, 2013), on his side, claims that Academic entrepreneurship deals with the idea of boosting the value of the economy by enhancing the diffusion or transfer of knowledge in terms of ideas from the learning institutions to the labor market. In a nut shell, many scholarly articles define academic entrepreneurship as an act by firms to trail excellent performance through superior and advantage-seeking activities. Moreover, it is believed that these firms often face impediments in the process of pursuing strategic entrepreneurship.

3. MATERIAL AND METHODS

3.1. Measure instrument

When analyzing the results of the study, it is necessary to take into account the population under study and the sample size. Thus, the fieldwork has been carried out in university, so it can be considered exploratory. In addition, it has focused on professors from a personal point of view, so that the answers may be affected by trends of past studies. We used the questionnaire as an instrument to apply this study and a tool to evaluate the strategic learning and academic entrepreneurship, and authors developed and validated in a previous investigation as the (Idris et al.,2013) for (strategic learning) and (Wright, 2014) for (academic entrepreneurship). It is a self-report questionnaire, which consists of 26 items with respect to which the subject is pronounced on a scale of 5 degrees (Agreement-Disagreement) based on the valuation and/or use of the item corresponding to the variables. The questionnaire is organized in two scales, four dimensions with 16 items for strategic learning and ten items for academic entrepreneurship. The selection of this field of study is due to the need to provide relevant information that may favor a better management of this type of institution because at present the management in public and private education institutions is an important parameter for the analysis of the quality of the service delivered. To define the size of the sample, we worked with a 95% confidence, we used maximum variance and 5% error, which implied a random sample of 113 respondents.

3.2. Conceptual model

A conceptual model is designed to illustrate causal relationships between variables. The independent variable (Strategic Learning) is composed of four basic dimensions (Strategic knowledge creation (SKC) Strategic knowledge distribution (SKD) Strategic knowledge interpretation (SKIN) Strategic knowledge implementation (SKIM)), the dependent variable (AE) is composed of ten items, as shown in figure 2.

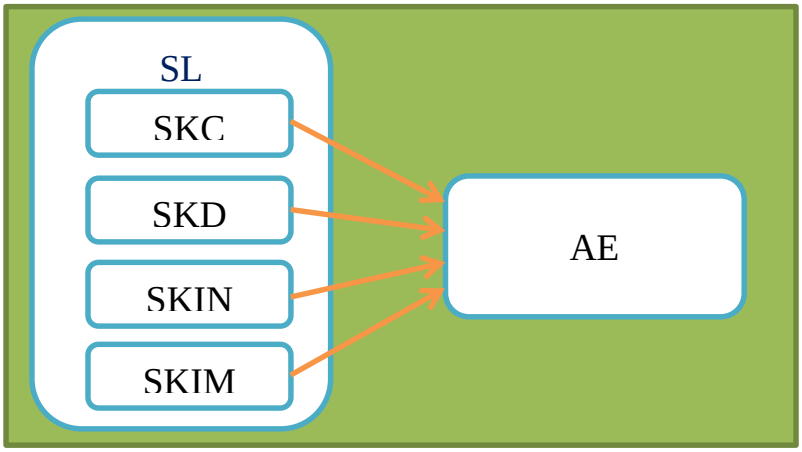

Fig. 2: Conceptual Framework

3.3. Validation Tests

The validation tests conducted on the data represented in the questionnaire is valid. The test focused on validating whether or not the data used was valid, whereby the test used was whole numeric. In essence, the results obtained ascribed that the data was valid because it belonged to the custom range of a minimum of 1 and a maximum of 5, The validity of the questionnaire was evaluated and approved by ten experts of the management and statistics, and reliability was reported at Cronbach alpha, which needs to be above (0.70) (Hadrawi, 2018) accordingly, the result shows accepting values as is shown in table 1.

Table: 1 Reliability and Validity Results

Scale	Factor	Cronbach's Alpha
SL	SKC	0.922
	SKD	0.824
	SKIN	0.814
	SKIM	0.881
	SL	0.940
AE		0.788
All		0.893

The validation of the theoretical constructs of the SL model and AE is analyzed using a confirmatory factor analysis, with a varimax rotation. As seen in table 2, the factor analysis with varimax rotation indicates that all SL factors can be grouped into four main factors or components and ten main factors or components for AE. Each factor confirms the constructs of the theoretical models of the authors.

Table 2: Analysis of component principals

Var.	Loading									
SKC	0.745	0.641	0.524	0.512	0.499					
SKD	0.812	0.725	0.642	0.606	0.521					
SKIN	0.627	0.617	0.587	0.575	0.531					
SKIM	0.721	0.703	0.607	0.602	0.524					
AE	0.758	0.754	0.723	0.706	0.687	0.671	0.593	0.561	0.551	0.513

Components

3.4. Normality test

In order to test the normality of the data that been collected, the study uses the normality test using (Amos v.18), Tables 3, 4 shows the result of the normality test all values are between (-1.96, +1.96) ,so it refers to the following statistical decision: all the data of both variables (SL, AE) follow the normal distribution.

Table: 3 Normality Test for SL data

Variable	*Min*	*Max*	*Skew*	*C.R.*	*Kurtosis*	*C.R.*
q16	*3.000*	*5.000*	*-.783*	*-4.133*	*-.548*	*-1.445*
q15	*1.000*	*5.000*	*-.998*	*-5.263*	*.830*	*2.191*
q14	*1.000*	*5.000*	*-.967*	*-5.101*	*.724*	*1.909*
q13	*1.000*	*5.000*	*-1.328*	*-7.009*	*1.260*	*3.324*
q12	*1.000*	*5.000*	*-1.266*	*-6.680*	*1.935*	*5.103*
q11	*1.000*	*5.000*	*-1.345*	*-7.095*	*1.462*	*3.858*
q10	*2.000*	*5.000*	*-.966*	*-5.097*	*.328*	*.865*
q9	*2.000*	*5.000*	*-.927*	*-4.891*	*.226*	*.596*
q8	*1.000*	*5.000*	*-1.134*	*-5.981*	*1.543*	*4.069*
q7	*2.000*	*5.000*	*-1.011*	*-5.333*	*.482*	*1.271*
q6	*1.000*	*5.000*	*-.973*	*-5.131*	*.208*	*.549*
q5	*2.000*	*5.000*	*-1.258*	*-6.639*	*.896*	*2.363*
q4	*2.000*	*5.000*	*-1.420*	*-7.489*	*1.584*	*4.179*
q3	*2.000*	*5.000*	*-.996*	*-5.253*	*.213*	*.562*
q2	*2.000*	*5.000*	*-.912*	*-4.811*	*.042*	*.110*
q1	*3.000*	*5.000*	*-1.038*	*-5.476*	*.064*	*.168*
Multivariate					*95.606*	*25.740*

Table 4: Normality Test for AE data

Variable	*Min*	*Max*	*Skew*	*C.R.*	*Kurtosis*	*C.R.*
q26	*2.000*	*5.000*	*-1.009*	*-5.324*	*.890*	*2.347*
q25	*2.000*	*5.000*	*-.938*	*-4.949*	*.308*	*.813*
q24	*1.000*	*5.000*	*-1.263*	*-6.663*	*1.910*	*5.039*
q23	*2.000*	*5.000*	*-.906*	*-4.779*	*.275*	*.725*
q22	*2.000*	*5.000*	*-.782*	*-4.126*	*.265*	*.700*
q21	*2.000*	*5.000*	*-.682*	*-3.599*	*-.151*	*-.398*
q20	*2.000*	*5.000*	*-.938*	*-4.949*	*.308*	*.813*
q19	*1.000*	*5.000*	*-1.081*	*-5.703*	*1.111*	*2.931*
q18	*1.000*	*5.000*	*-1.318*	*-6.955*	*1.750*	*4.615*
q17	*2.000*	*5.000*	*-1.242*	*-6.553*	*1.472*	*3.883*
Multivariate					*50.728*	*21.158*

3.5. Confirmatory factor analysis

Structural equation modeling (SEM) is an appropriate technique for verifying the construction of high latent construct factors (Schreiber et al.,2006) in order to test the model construction Amos software were used. And using confirmatory factor analysis (CFA) with (SEM) modeling of structural equations are statistical techniques can use to reduce the number of observed variables of latent variables by examining the variance between them .all accepted values based on appropriate indicators as in table 5.

Table: 5 Fit Indices for SEM

Fit Index	Acceptable Threshold Levels	Description
Absolute Fit Indices Chi-Square X2	Low $\chi 2$ relative to degrees of freedom with an insignificant p value ($p > 0.05$)	
Relative $\chi 2$ ($\chi 2$/df)	2:1 (Tabachnik & Fidell, 2007) 3:1 (Kline, 2005)	Adjusts for sample size.
(RMSEA)	Values less than 0.07 (Steiger, 2007)	Has a known distribution. Favours parsimony. Values less than 0.03 represent excellent fit.
GFI	Values greater than 0.95	Scaled between 0 and 1, with higher values indicating better model fit. This statistic should be used with caution.
AGFI	Values greater than 0.95	Adjusts the GFI based on the number of parameters in the model. Values can fall outside the 0-1.0 range.
RMR	Good models have small RMR (Tabachnik and Fidell, 2007)	Residual based. The average squared differences between the residuals of the sample covariance and the residuals of the estimated covariance.
SRMR	SRMR less 0.08 (Hu& Bentler, 1999)	Standardized version of the RMR. Easier to interpret due to its Standardized nature.
Incremental Fit Indices		
NFI	Values greater than 0.95	Assesses fit relative to a baseline model which assumes no covariance between the observed variables. Has a tendency to fit in small samples.
NNFI (TLI)	Values greater than 0.95	Non-normed, values can fall outside the 0-1 range. Favours parsimony. Performs well in simulation studies (Sharma et al, 2005; McDonald and Marsh, 1990)
CFI	Values greater 0.95	Normed, 0-1 range.

Source: Daire H., Joseph C., Michael R. Mullen, Structural Equation Modeling: Guidelines for Determining Model Fit, Journal of Business Research Methods Volume 6 Issue 1 2008: p58.

SL variable consists of four main dimensions, according to SEM analysis it appears that the model was not valid and not good to measure this variable, so it needs to modify the model by using (modification indices) as is showed in figure 3.

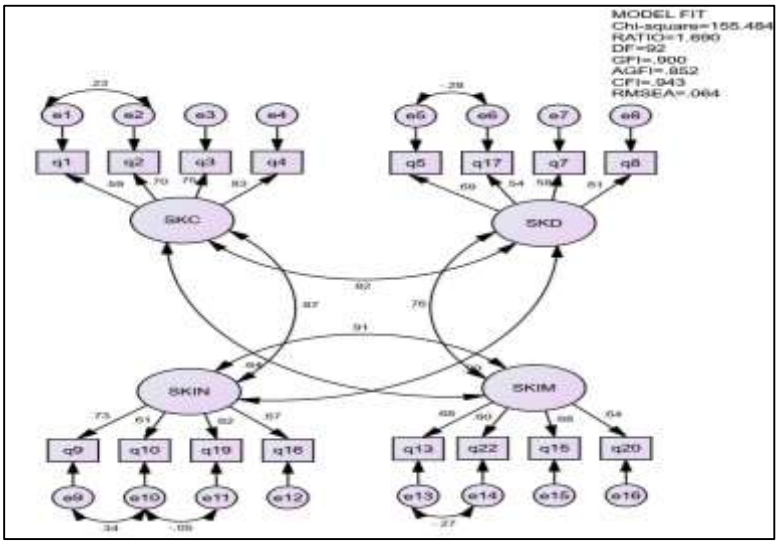

Fig. 3: A modified model of SL according to (SEM)

Regarding AE it is consists of four main dimensions, according to SEM analysis it appears that the model was not valid and not good to measure this variable, so it needs to modify the model by using (modification indices) .as it showed in figure 4.

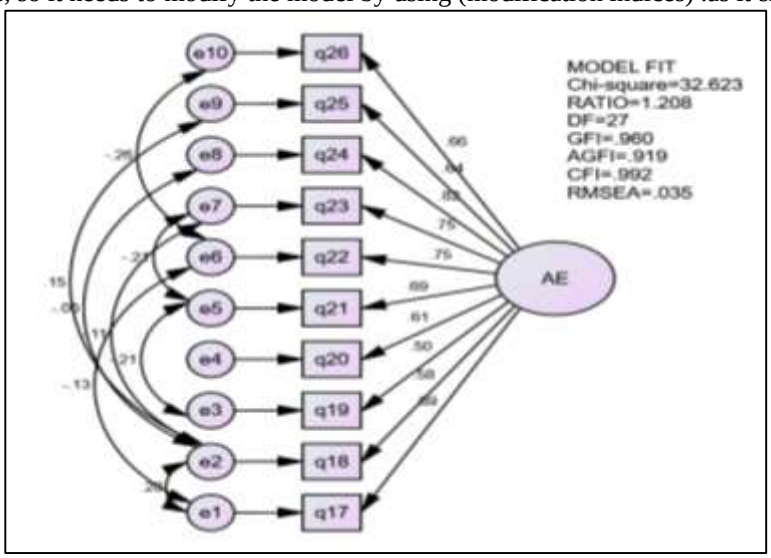

Fig. 4: A Modified model of AE according to (SEM)

3.6. Demographic profile

A total of 113 people answered the questionnaire, (74.34%) male and (25.66%) female. In terms of age, nearly (18.58%) participants were between 40-49 years, and (52.21%) were between 30-39 years, and (18.58%) were more than 50 years, and (10.62%) were less than 30 years. In terms of years of experience, nearly (49.56%) participants were less than 10 years, and (14.16%) were between 10-19 years and (36.28%) were more than 20 years. Table 6 describes the demographic profile of respondents.

Table 6: Demographic profile of respondents

Characteristics	Frequency (N=113)	Percentage (%)
Gender		
Male	*84*	*74.34*
Female	*29*	*25.66*
Age		
Less than 30	*12*	*10.62*
30-39	*59*	*52.21*
40-49	*21*	*18.58*
50- above	*21*	*18.58*
Years of Experience		
Less than 10	*56*	*49.56*
10-19	*41*	*36.28*
20- above	*16*	*14.16*

4. RESULTS

Regarding the relationship between the variables studied, the results in table 7 show positive and statistically significant correlations with (0.828) and that this relationship is significant by adopting the level of significance which is less than (0.05), Determining positive and statistically significant correlations between SL and AE. This could mean that when this strategic learning is used it leads to an increase in the level of entrepreneurship. This result supports the hypothesis of a relation between SL and AE. Regarding the dimensions, the results show positive and statistically significant correlations with (0.769) and that this relationship is significant by adopting the level of significance which is less than (0.05), Determining positive and statistically significant correlations between SKC and AE. This could mean that when this SKC are used it leads to an increase in the level of entrepreneurship. This result supports the hypothesis of a relation between SKC and AE. And the relation between SKD and AE, the results refer to a positive correlation with (0.537), and it is significant depending on the significance level which it is less than (0.05). This could mean that when this SKD are used it leads to an increase in the level of entrepreneurship. This result supports the hypothesis of a relation between SKD and AE. Also, the results show positive and statistically significant correlations with (0.685) and that this relationship is significant by adopting the level of significance which is less than (0.05), determining positive and statistically significant correlations between SKIN and AE. This could mean that when these SKIN are used it leads to an increase in the level of entrepreneurship. This result supports the hypothesis of a relation between SKIN and AE. Finally, the results refer to a positive correlation with (0.819), and it is significant depending on the significance level which it is less than (0.05). This could mean that when these SKIM are used it leads to an increase in the level of entrepreneurship. This result supports the hypothesis of a relation between SKIM and AE.

Table: 7 Correlation Coefficient

	SKC	SKD	SKIN	SKIM	SL	AE
SKC	*1*	*0.556***	*0.727***	*0.709***	*0.877***	*0.769***
Sig		*0.000*	*0.000*	*0.000*	*0.000*	*0.000*
T		*7.051*	*11.171*	*10.596*	*19.191*	*12.687*
SKD		*1*	*0.631***	*0.493***	*0.755***	*0.537***
Sig			*0.000*	*0.000*	*0.000*	*0.000*
T			*8.568*	*5.970*	*12.136*	*6.704*
SKIN			*1*	*0.794***	*0.914***	*0.685***
Sig				*0.000*	*0.000*	*0.000*
T				*13.756*	*23.809*	*9.910*
SKIM				*1*	*0.889***	*0.819***
Sig					*0.000*	*0.000*
T					*20.428*	*15.039*
SL					*1*	*0.828***
Sig						*0.000*
T						*15.543*

With regard to the impact of variables Table 8 shows the regression analysis for predicting AE, as is shown there is a positive impact for SL on AE, with unstandardized coefficients (β0=1.054), (β1=1.228) and determination coefficient (R2=0.685) that confirmed through its statistical significant value which is acceptable, this result supports the hypothesis of an impact of SL on AE. As for the dimensions it is proved that SKC has a positive impact on AE, with unstandardized coefficients (β0=0.107), (β1=0.943) and determination coefficient (R2=0.592) that confirmed through its statistical significant value which is acceptable, this result supports the hypothesis of an impact of SKC on AE. With regard to the impact of SKD, as is shown there is a positive

impact for SKD on AE, with unstandardized coefficients (β0=0.756), (β1=0.791) and determination coefficient (R2=0.288) that confirmed through its statistical significant value which is acceptable, this result supports the hypothesis of an impact of SKD on AE. And the result proved that SKIN has a positive impact on AE, with unstandardized coefficients (β0=0.146), (β1=0.950) and determination coefficient (R2=0.469) that confirmed through its statistical significant value which is acceptable, this result supports the hypothesis of an impact of SKIN on AE. With regard to the impact of SKIM, as it shown there is a positive impact for SKIM on AE, with unstandardized coefficients (β0=0.471), (β1=0.899) and determination coefficient (R2=0.671) that confirmed through its statistical significant value which is acceptable , this result supports the hypothesis of an impact of SKIM on AE.

Table 8: Results of Regression Analysis

IV	*α*	*β*	R^2	*Sig*	*F*	*SigF*
SKC	*0.107*	*0.943*	*0.592*	*0.000*	*160.962*	*0.000*
SKD	*0.756*	*0.791*	*0.288*	*0.000*	*44.944*	*0.000*
SKIN	*0.146*	*0.950*	*0.469*	*0.000*	*9.910*	*0.000*
SKIM	*0.471*	*0.899*	*0.671*	*0.000*	*226.159*	*0.000*
SL	*1.054*	*1.228*	*0.685*	*0.000*	*241.567*	*0.000*

5. DISCUSSION AND CONCLUSION

The objective of this research is to analyze the relationship between SL and AE in education institutions in Iraq. The analysis is made by segmenting by two variables, in such a way to establish the necessary correlations to obtain information that allows decisions to be made. To achieve the objective, a correlational empirical study is developed. It is not, however, clear as to when the Iraq learning institutions engaged the strategic learning tool for the first time, but relative sources point out that the strategic learning tool was launched in 1991. The research findings yielded a new solution (strategic learning) which massively impacted positively on the Academic entrepreneurship and it greatly benefited the main stakeholders, the Iraqi students not to mention the recipients in the labour market too (Al-Hakim et al., 2013), Strategic learning has helped a total of 42 accredited universities in Iraq in terms of strategic entrepreneurship and therefore the education sectors should put strict measures which will see more colleges and universities embracing this system. Of great importance to note is that approximately 80 % of universities embracing the strategic learning tool have been able to clearly feel the impact of the strategic learning on the Academic entrepreneurship levels of its students and these effects spill over to the labour market in the long run. It can be analyzed in a nutshell that, strategic learning has an indirect effect on the economy of the country via the labour market. (Ugla et al, 2013), states that the secret behind the high ratings given to the two universities namely University of Babylon and Baghdad simply lies behind the use of strategic learning as its main tool to boost the academic entrepreneurship. This, however, shows that the education sector should not in any way overlook the support that the strategic learning offers to the Iraqi universities since its effect is tangible across the entire country.

Every challenge results to a unique opportunity. With Iraq healing from long political conflicts and extended educational crisis, there are unique opportunities for academic entrepreneurs who will take the risk in exploiting the educational resources in Iraq (Atrushi, and Woodfield, 2018). The national government has already set four areas of concentration. The government is relying heavily on academic entrepreneurs in Iraq to achieve the goals set in the National Development Strategy (Candiya et al., 2018). With Suctions in imposed on Iraqis economy, the academic entrepreneurs in Iraq have a role to play in devising new ways to grow the economy (Cordesman, 2018). Research centers received financial support only when the oil industry was booming in the 1970s. Since the conflict between Iraq and Iran started, there has been little support given to research centers. Despite the challenges, strategic leadership on academic entrepreneurship has contributed a lot to the economic growth in Iraq (Al-Husseini at al., 2016). Academic researchers are being done in almost all the areas of the economy by academic entrepreneurs which have contributed to the positive economic growth in the last three years.

6. CONCLUSION

Strategic learning on academic entrepreneurship strongly boosts the economy of Iraq. The education system reforms are required to improve on the output to achieve strategic learning on academic entrepreneurship and solve the challenges which have been facing the reforms. According to the literature, the strategic learning on academic entrepreneurship is a perfect alternative to the economic boost in the event of the failure in other industries. The key dimensions in the strategic learning on academic entrepreneurship are strategic knowledge creation, distribution, interpretation, and implementation. Rapid change in the business environment presents academic entrepreneurs with various opportunities, threats, and constraints which can easily be addressed through venturing in academic entrepreneurship. Results explain that strategic learning and its dimensions impact positively on the independent variable which in turn will affect the academic entrepreneurship. (Guerrero et al., 2012), states that strategic knowledge is directly proportional to the dependent variable which means that, as the higher institution invests more on the ways of nurturing the strategic learning, and it leads more the academic entrepreneurship flourish in Iraqi universities. According to the knowledge-based view (Blome, et al, 2014), an institutions success with respect to entrepreneurship is rooted in its own knowledge and the knowledge that it can obtain.

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