

## **The Extent Practiced Smart Leadership by The Heads of Scientific Departments and Its Role in The Job Performance of Teachers: An Analytical Study from Opinions of a Sample of Teachers in The Scientific Departments at Salahaddin University, Erbil**

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### **Abstract:**

The research seeks to find out the availability of smart leadership practices among the heads of scientific departments in the faculties of Salahaddin University, Erbil, from the point of view of a sample of faculty members, as well as to identify the role of smart leadership in its dimensions (emotional intelligence, spiritual intelligence, and rational intelligence) in the job performance of teachers in its fields (scientific research, teaching performance, university and community service, behaviors). In order to achieve the objectives of the research, a questionnaire was designed and distributed to the research sample consisting of 338 teachers to measure the nature of the relationship and the influence between the two variables using statistical methods for social sciences (SPSS). It was relied upon to analyze and test research hypotheses that stipulate the existence of smart driving practices in addition to the existence of a relationship and influence between the dimensions of smart driving and the job performance of teachers together and individually, and one of the most prominent results of the research is the There is a positive relationship and effect between the dimensions of smart leadership and the job performance of teachers at the macro and micro levels. Among the most prominent recommendations are to increase interest in scientific research and participation in scientific conferences to serve the community.

**Keywords:** Smart leadership, Job performance, Salahaddin University / Erbil.

### **Introduction**

Universities are among the most important institutions that play an active and important role in the development process as an organizational, scientific, and academic structure that brings about more processes of social and economic change in society by providing its various sectors with qualified, trained, and equipped faculty members with the latest knowledge, and this depends on the efficiency and effectiveness of the performance of faculty members. It is the main engine that contributes to an effective and essential role in the university reaching its goal, as well as its responsibility in achieving the bulk of the goals of higher education. especially with regard to achieving the building of university youth. Therefore, it requires the administration of colleges and universities to pay

constant attention to their job performance, improve it, and develop it. On the other hand, today the world is witnessing rapid changes in various economic, technical, and social fields, including the revolution in knowledge, information, and communication technology. As organizations are facing great challenges that require innovation and response to the requirements of change to ensure survival and competition, the need has increased to adopt modern trends in leadership that enable From exploiting opportunities and investing them with the risks that this contains to enable organizations to achieve sustainable competitiveness, and confirms (Mohammadib & Mazdai: 2012: 83 ) The absence of an influential leader is clearly evident today, as an active leader who can succeed in the past business environment may not succeed in the present business environment. Current circumstances and situations have changed in recent decades, and leaders have not succeeded in adapting to these changes. Therefore, there is an urgent need for smart and creative leaders because it is not possible to practice work according to the old rules. Careers for faculty members in the faculties of Salahaddin University, Erbil.

## **1.Methodology**

### **1.1Research problem**

The problem of the study lies in knowing the level of job performance among faculty members in the faculties of Salah al-Din University, Erbil, because of its importance, as it is the final output of the efforts of the organization. Linking the success and failure of the university to the job performance of faculty members, as well as the issuance of the national classification for Iraqi universities and the universities of the Kurdistan Region imposed on universities, increases interest in job performance in order to reach advanced positions, if not the first. On the other hand, smart leadership is considered one of the modern leadership patterns that have attracted the attention of writers and researchers in the field of management thought, due to its great role in creating, sustaining, and inspiring the vision and applying this vision in partnership with the team, and its contribution to solving many of the problems left by the industrial era in the world, and this new style of leadership helps to solve the huge problems, whether economic, political, technological, and others that we face today.

Accordingly, the research problem can be formulated through the following questions

1. What is the extent to which the heads of scientific departments in the colleges of Salahaddin University practice smart leadership?
2. What is the level of job performance areas for faculty members in the faculties of Salahaddin University, Erbil?
3. Is there a relationship and effect between smart driving and job performance?

### **1.2 Importance of research:**

The research gains academic importance in dealing with two important variables in the environment of university organizations, which are represented by both smart leadership and job performance. Its field aspect is that it has taken the university as a field and a field of research, and therefore its importance stems from its importance to society. The researched university can also benefit from the current research results by enhancing the level of its practices for smart leadership and identifying its role in achieving the job performance of faculty members in the faculties of Salahaddin University, Erbil

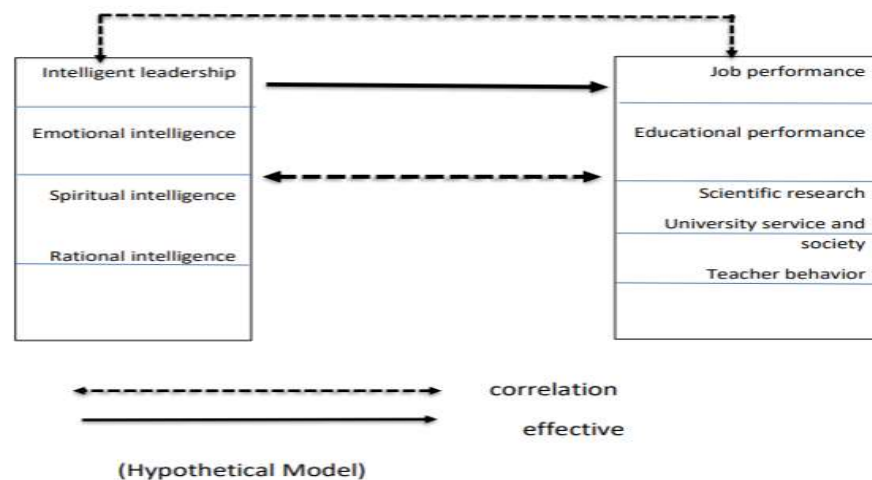
**1.3 Research objectives:**

The research seeks to achieve the following goals:

- 1- Knowing the level of smart leadership practice by the heads of departments in the faculties of Salahaddin University
- 2- Knowing the job performance level of faculty members in the faculties of Salahaddin University, Erbil
- 3- Determining the nature of the correlation and influence relationships between the two research variables in order to lay the foundations for the field side and the foundation for discussing the results of the analysis of the research data.
- 4- Revealing the results of testing the hypothetical research scheme and research hypotheses, and the possibility of generalizing the research results to the research field

**1.4 Hypothesis scheme of the research**

In the light of the research problem and its objectives, the hypothetical scheme of the research was developed as shown below:



**1.5 Research assumes**

A set of hypotheses emanating from the research form were formulated to complement the research requirements, which will be tested at a significant level (0.05), as follows:

The first main hypothesis: There is a significant correlation between smart leadership and job performance in the faculties of Salah al-Din University, Erbil, and sub-hypotheses branch out from it, with the existence of a correlation between each of the smart leadership practices and the areas of job performance.

The second main hypothesis: There is a significant effect of smart driving on job performance

## **2.Theoretical framework**

### **2.1 Smart leadership**

In today's business environment, leaders at all different levels face enormous challenges. It is about achieving and sustaining accelerated operational results. Globalization, economic change, and stricter regulation and governance make it difficult to increase shareholder value. In the twenty-first century, leading knowledgeable or intelligent workers is probably different from leading a worker. Industry in the twentieth century. Therefore, the permanent development of the leadership process is due to the relentless pursuit of business organizations to confront the state of environmental uncertainty resulting from those factors, and this requires the presence of smart leaders and a high level of creativity and creative thinking to envision the future of their organizations and accurately determine the direction of business in them. The success of organizations depends on the availability of Intelligent leaders are able to make organizations learn and adapt to the rapid fluctuations in their work environment. Over the past decade, the importance of directives and intelligent leadership in higher education has increasingly emerged in the process of structural changes. Leaders must act amidst confusion, uncertainty, and instability. At the same time, the complexity of this environment will increase. Therefore, success in the current environment requires a different way of thinking about issues, including a long-term approach to leadership, sharing of views, and a willingness to collaborate in order to achieve Shared Strategies (Sydanmaanlakka, 2008). From the point of view of (Iannotta et al: 2020) it is considered a behavior that appears naturally in work contexts to inspire change and produce innovation in ways of thinking at work and the use of advanced technologies to improve organizational effectiveness in terms of the principles of agility, independence, trust and responsibility and contributes to its inspiring vision along with behaviors Ethically driven in creating a common meaning for change, which leads to harmonization of individual and organizational values, goals, and interests. Building a system capable of achieving excellence and rapid adaptation to environmental change (Sydänmaanlakka: 2003,46)

Smart leadership means that the leader possesses dynamic intelligence and faces unprecedented challenges, and this is beyond any intelligence test. That is why smart leadership needs other types of intelligence beyond all standard intelligence tests to reach total intelligence that covers all aspects of the organization, which is also the intelligence of lively life, unfamiliar challenges and

competition that target organizations in general in all their smart, unfamiliar and innovative procedures (Mazdai & Mohammadib 2012:83). And (Daderman, 2013: 46) defined it as the process of sharing knowledge, information, and skills that are based on three types of intelligence (emotional, spiritual, and rational) that are available in the process of problem-solving and decision-making within the organization, while (Mattone, 2013:34) sees it as the decision-making process. Regarding how to interact with workers to motivate them, and then translate these decisions into effective activities that achieve competitive advantage. (Yakoboski, 2010:1) refers to smart leadership as the ability to discover new strategies in a changing environment with limited resources to meet challenges and accomplish tasks in the labor market in a way that achieves outstanding results.

Based on the foregoing, the researchers see that smart leadership is the orientation of the management of organizations and senior management, with the organization leaders possessing a mixture of creative capabilities and multiple types of special intelligence capable of processing information, involving it, and communicating it among faculty members in a manner that adapts to the environment in facing environmental challenges and making strategic decisions accordingly. In the long term, it enhances job performance.

## **2.2 Dimensions of smart leadership**

The researchers tried to describe smart leadership according to a set of dimensions that came after analyzing and interpreting all aspects related to it to give an objective picture of it according to their view of its content and content, as (Daderman, et al, 6, 2013) believes that there are three dimensions of smart leadership that are considered basic keys that reflect The culture of the organization and these dimensions are (emotional intelligence, spiritual intelligence, rational intelligence)

### **A. Emotional intelligence**

Despite the role of technology in raising the efficiency and effectiveness of organizations, human considerations remain a basic pillar for organizations towards success and excellence. Among these human facts was the emergence of the concept of emotional intelligence, or what some call emotional intelligence (Al-Atwi: 2, 2005). In avoiding sadness and anxiety so that it does not affect the thinking process. A leader who enjoys emotional intelligence believes that he is more loyal and committed to the organization in which he works, and is happier in his work, and has better performance at work, and has the ability to use his intelligence to improve and raise the level of decision-making, and is able to introduce happiness, joy, confidence, and cooperation among his employees Through his personal relationship with them (Mayer, al et, 2000: 268).

(Cicei & Stanescu, 2012: 108) indicates that emotional intelligence means the ability of an individual to express and access their feelings, as well as the ability to understand emotional emotion, the ability to regulate emotions and promote emotional growth and define it (Daderman, 2013: 65) as the ability Accurate visualization of situation, comprehensive assessment, ability to generate emotion when

thoughts are easy, ability to understand emotion, emotional knowledge, and ability to organize in a way that serves the organization.

### **B- Spiritual intelligence**

Spiritual intelligence has a special effect on managers, as with a high level of it, managers can solve their problems and avoid negative tendencies by workers, as it helps to control routine and laziness in management, and prevent all emotions that disturb their thinking. Krauss et al, 2009: 65) and spiritual intelligence is linked to leadership styles as it relates to motivating workers and developing their personalities, and (Hafer & Martin, 2009: 249) believes that spirituality is one of the elements of intelligence because it leads to enhancing capabilities and adapting to assets, and provides skills that enable Problem solving and achieving goals. (Hyde, 2014: 47) defined spiritual intelligence as the capabilities and capabilities that enable individuals to solve complex problems and achieve goals, while (Garcia, 2012: 5) indicates that it is the ability to use a multi-sensory approach including intuition, meditation and visualization to reach one's inner knowledge of order to solve problems.

### **C- Rational intelligence**

The concept of mental intelligence crystallized in the middle of the last century, as it was proven that there are differences and differences between individuals in mental intelligence, and it was possible to measure these differences by putting a number of tests and measures called the “Quotient intelligence” scale, and managers began to rely on measures of mental intelligence in selecting employees, at the end In the last century, the concept of emotional intelligence appeared, and we knew its decisive impact on self-management and relationship management. Emotional intelligence represented the management’s crossing card from the era of intellectual capital to the era of relationship management. Thus, every new concept of intelligence represented an entry card to a new administrative era. To reach logical solutions to administrative problems, while the emotional intelligence rate measures your ability to implement these solutions and convince others of them, there is no conflict between mental and emotional intelligence, but rather the two complement each other, and it is wrong to separate them. The manager cannot make a right decision based on the mind alone, but rather He must consult his heart and conscience as well, and the manager cannot make a correct decision based on the heart and conscience alone (Al-Kurd: 2016, 19). Organizations that have a leader with rational intelligence have different characteristics from organizations with traditional performance. The distinction of the organization in its objectives is a reflection of in addition, rational intelligence can be acquired and non-hereditary, and can improve and develop according to special and environmental conditions. Rational intelligence matures through learning processes in life situations in general, as well as what can be acquired through more self-learning and systemic (Sydänmaanlakka 2003).

### **2.3 Job performance**

The job performance of the workers in the organization is the basis and success of the organizations, and in order for the organizations to be able to achieve their goals, they must give great attention to studying the behavior of the workers as individuals, groups and organizations, and the relationship between the worker and the organization becomes one of the important elements of the organization in the effective exploitation of its human resources to obtain permanence and survival and achieve its advantage Competitiveness (Cherian 2013), since job performance occupies a special place within any institution, as it is the final product of the outcome of its activities, at the level of the individual and the institution, where the institution is more stable and longer survival when the performance of the two years is an outstanding performance, and in general, the interest of management and its leadership The level of performance usually outweighs the interest in its employees, and therefore it can be said that performance at any organizational level within the organization, and in any part of it, is not only a reflection of the motives and capabilities of subordinates, but also a reflection of the motives and capabilities of superiors and leaders (Al-Sharif, 2004). If job performance is important in organizations, its importance increases even more in universities, and most universities seek to determine the quality and quantity of the performance of the individuals working in them, to determine the capabilities and capabilities possessed by each individual, and the extent of individuals' needs for development (Al-Abadi, Al-Ta'i, and Al-Asadi, 2008), where it is the responsibility of The faculty members at the university perform many scientific and professional tasks, such as teaching students and providing them with the necessary knowledge and expertise in various fields of specialization, and the consequent preparation, preparation and evaluation, carrying out scientific research, conducting studies, research, authoring, following up on new developments in the field of specialization, and contributing to activities that lead to the advancement of nations. And provide appropriate solutions to the problems facing the world, and contribute to the development and scientific and technological progress that serves humanity. He contributes to the management of the university through his membership in committees or assuming administrative positions, and his participation in student activities, and in community service (Al-Zahrani, 1993, 9).

(Odeh and Sabbarini, 1990) stresses that interest in the subject of the job performance of faculty members and the teaching activities of scholars, researchers and decision-makers in universities and higher education departments is for two main reasons:

- Decision-making by teachers for the purposes of improving job performance and teaching practices.
- Decision making by officials regarding faculty members in terms of their promotion, confirmation and rewards.

Effective job performance by faculty members can lead to the achievement of the general goals for which universities are established, which is to provide knowledge, research and community services (Blanchard, 2004: 100). Society and behaviors to achieve the goals of the university.

### **A -Job performance for faculty members**

For this study, the researchers adopt the dimensions (educational performance, scientific research, university and community service, behaviors), which are adopted by (Al-Sarayrah, 2011, 626) as they include the tasks and duties of a faculty member in general in all universities, which are:

#### **A- Educational or teaching performance**

This process includes the teaching plan during the year, including the academic courses, as well as the activities that he has to carry out to improve the methods, efficiency and effectiveness of teaching, or to update the use of techniques and teaching aids. , and focuses on the extent of the student's awareness of the scientific material and the extent of the ability to apply (Matterod et al., 2002, 28). The educational performance performed by the professor is one of the most important inputs in achieving the educational goals, and it is also the strongest influencer in bringing about the required changes among university students (Ghalib and Alam, 2008: 178). Teaching according to scientific foundations and theoretical and applied treatment (Radwan, 2014: 145) Teaching performance is the behavior that the teacher performs during teaching situations, whether he enters the lecture or outside it. its management of the class and its contribution to university activities or other acts or acts, which may contribute to the progress of student learning (Smart, 1991, 136) indicates that the teaching performance reflects the relationship between the educational activities carried out by faculty members and the educational change that appears in the students' behavior as a manifestation of the teaching results

#### **B- Scientific research**

(Abdul Aziz: 111, 2011) indicates that scientific research is one of the indicators of measuring the success or failure of university education, and this is also one of the duties of a university professor whose purpose is to improve and upgrade the professional growth of this actor and to enhance his other duties in the fields of knowledge transfer and community service, so he must The university administrative body provides resources and an appropriate climate that leads to the advancement of the scientific research movement in the university, through:

- Provide adequate financial resources from budget allocations or research revenues.
- Equipping landmarks, laboratories and workshops with one of the equipment and techniques.
- Encouraging faculty members to attend and participate in research in international forums and to publish their research in international peer-reviewed journals.
- Establishing central bodies that supervise, coordinate and follow up on scientific research activity in universities.



(Radwan, 2014, 146) confirms the scientific research function that distinguishes the university institution from the rest of the other educational institutions, and it has become an urgent necessity for any modern society, which it uses for analysis, study, problem solving and addressing all the issues in it, and it is considered the basic pillar of the pillars of evaluating the activities of the faculty member His dismissal of teaching and neglect of scientific research will inevitably lead to a weakness in the teaching process and the professor's creative inclination.

### **C- University and community service**

The contribution of the faculty member in the service of the university and the community is an essential element of evaluating his performance. The service of the university explains the role of the faculty member and his effectiveness in serving the university and professional and administrative activities at the college or university level or the work of the committees in which he participates. As for community service, his role is clarified through consultations to solve problems (Al-Najjar, 2004: 5) and (Al-Azzawi, 2007: 85) mentioned (Diaa Al-Din, 1995: 152) that a university teacher cannot achieve himself and prove his existence, what He was not committed to the issues of his society and the requirements of its growth and prosperity, lived through its problems and found appropriate solutions to them, by providing consultations to government and private agencies, spreading knowledge through public lectures and seminars, conducting research for the benefit of community institutions, and directing constructive criticism of society and the university.

### **3. Description of the study population, its sample, and justifications for its selection**

Determining the study population is one of the important axes that contribute directly to the success or failure of the study, as it is the main source for obtaining data for the study. The current study population represents the faculties of Salah Al-Din University in the city of Erbil. Erbil, and their number reached ( ) members, while the number of study sample members reached (338) members in (15) colleges. The field of study was chosen for the role played by the colleges in community service and the suitability of the study variables with the nature of the work of faculty members in the colleges in terms of their dealings with the study variables. Where (340) questionnaires were distributed to faculty members in the faculties of Salah al-Din University in the city of Erbil. (338) valid questionnaires were retrieved for analysis, which means that the response rate was (99.41%).

Table (1) shows this.

Table (1) Number of questionnaires distributed and returned

	college	Number of forms		Number of forms	
		Distributed	and returned	Valid	and Percentage
1	Physical education and physical sciences	30	30	30	%100
2	arts	25	24	24	%96
3	Basic education	25	25	25	%100
4	Administration and Economics	35	35	35	%100
5	Education	10	10	10	%100
6	Education - Shaqlawa	8	8	8	%100
7	Education - Maxhmur	7	7	7	%100
8	the sciences	25	25	25	%100
9	Political science	25	25	25	%100
10	Islamic sciences	25	25	25	%100
11	Languages	25	25	25	%100
12	Agricultural Engineering Sciences	25	24	24	%96
13	literature	25	25	25	%100
14	Law	25	25	25	%100
15	Engineering	25	25	25	%100

Source: Prepared by the researchers from the results of the statistical analysis.

### 3.1 Description and diagnosis of research variables

The current paragraph deals with the description and diagnosis of the research variables and their dimensions, according to the opinions of the respondents and the results of the statistical analysis, and based on the descriptive measures, which were represented by the percentage, the arithmetic mean, and the standard deviation. The results of the analysis of the description and diagnosis of the research variables can be presented as follows:

#### A- Description and diagnosis of the smart leadership variable

It is clear from Table (2) the results of the description and diagnosis of the smart leadership variable, where the arithmetic mean of this variable was (3.878), which indicates that the practice of academic leaders in the colleges of Salah al-Din University, Erbil, leadership intelligence. This result confirms the standard deviation, which reached (0.73421).

Table (2) Description and diagnosis of the smart leadership variable

Descriptive Statistics intelligent leadership					
	N	Minimum	Maximum	Mean	Std. Deviation
X1	388	2.00	5.00	4.1057	.70558
X2	388	2.00	5.00	3.9021	.72653
X3	388	2.00	5.00	4.0180	.65666
X4	388	2.00	5.00	3.7758	.77007

X5	388	2.00	5.00	3.9278	.68949
X6	388	2.00	5.00	3.9845	.69681
X7	388	2.00	5.00	4.0000	.71166
X8	388	2.00	5.00	3.8711	.69244
X9	388	2.00	5.00	3.8402	.72975
X10	388	2.00	5.00	3.9021	.70120
X11	388	1.00	5.00	3.7835	.80665
X12	388	2.00	5.00	3.8196	.73201
X13	388	2.00	5.00	3.7912	.69715
X14	388	2.00	5.00	3.6649	.91279
X15	388	2.00	5.00	3.7912	.78436
Valid N (listwise)	388			3.878513	0.73421

Source: Prepared by the researchers from the results of the statistical analysis.

### B- Description and diagnosis of the job performance variable

Table (3) shows the results of describing and diagnosing the job performance variable of the faculty members, where the arithmetic mean of this variable was (3.88646), which indicates the availability of fields of job performance among the faculty members in the colleges of Salah al-Din University, Erbil. This result is confirmed by the standard deviation, which amounted to (0.71644).

Table (3) Description and diagnosis of the job performance variable

Descriptive Statistics Job Performance					
	N	Minimum	Maximum	Mean	Std. Deviation
Y1	388	2.00	5.00	3.7964	.77579
Y2	388	2.00	5.00	3.8196	.73553
Y3	388	1.00	5.00	3.7603	.71656
Y4	388	2.00	5.00	3.6753	.73503
Y5	388	2.00	5.00	3.9147	.73086
Y6	388	2.00	5.00	3.9304	.73510
Y7	388	2.00	5.00	3.9768	.67970
Y8	388	2.00	5.00	4.0490	.67067
Y9	388	2.00	5.00	4.0077	.69509
Y10	388	2.00	5.00	3.9639	.70710
Y11	388	1.00	5.00	3.8402	.79093
Y12	388	2.00	5.00	3.9021	.69379
Y13	388	2.00	5.00	3.9330	.64351
Y14	388	2.00	5.00	3.7938	.76335
Y15	388	2.00	5.00	3.9253	.69482
Y16	388	2.00	5.00	3.8814	.71987
Y17	388	2.00	5.00	3.9407	.70001
Y18	388	2.00	5.00	3.8222	.74835
Y19	388	2.00	5.00	3.8737	.63248

<b>Y20</b>	<b>388</b>	<b>2.00</b>	<b>5.00</b>	<b>3.9227</b>	<b>.76025</b>
<b>Valid N (listwise)</b>	<b>388</b>			<b>3.88646</b>	<b>0.71644</b>

Source: Prepared by the researchers from the results of the statistical analysis.

### 3.2 Correlation hypothesis analysis

Multiple correlation analysis (Pearson) was applied to analyze the results of the correlation between the research variables and their dimensions individually and collectively in order to test the correlation hypothesis. The results of the said analysis were as follows:

The first main hypothesis: Table (4) shows the following:

There is a significant and direct correlation between the smart leadership variable and the job performance variable with a correlation coefficient of (0.356\*\*) and a significant level (0.05), which indicates the existence of a kind of positive correlation between the two variables at the macro level. And that the more smart leadership practices are improved and put into practice, the more this will lead to an improvement in the levels of job performance of faculty members in the faculties of Salahaddin University, Erbil.

**Table (4) The association between smart driving and job performance at the macro level**

<b>Correlations</b>			
		<b>INLE</b>	<b>JP</b>
<b>INLE</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>**356.</b>
	<b>Sig. (2-tailed)</b>		<b>000.</b>
	<b>N</b>	<b>388</b>	<b>388</b>
<b>JP</b>	<b>Pearson Correlation</b>	<b>**356.</b>	<b>1</b>
	<b>Sig. (2-tailed)</b>	<b>000.</b>	
	<b>N</b>	<b>388</b>	<b>388</b>
<b>.Correlation is significant at the 0.01 level (2-tailed) .**</b>			

Source: Prepared by the researchers from the results of the statistical analysis.

With regard to the association between smart leadership practices and areas of job performance, as shown in the table (5) the highest value of the association between emotional intelligence and spiritual intelligence was with a coefficient of (0.756 \* \*) and a significant level of (50.0). While there was less correlation between the practices of rational intelligence and the areas of university and community service with a coefficient of (0.183 \* \*) and a significant level of (50.0). Based on these results, the first main hypothesis is accepted, which states that (there is a statistically significant positive relationship between smart leadership and job performance combined and individually).

Table (5) The correlation between smart driving practices and job performance domains

<b>Correlations</b>								
		<b>EIN</b>	<b>SIN</b>	<b>RIN</b>	<b>EP</b>	<b>SR</b>	<b>SS</b>	<b>BE</b>
<b>EIN</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>.756**</b>	<b>.711**</b>	<b>.367**</b>	<b>.200**</b>	<b>.184**</b>	<b>.253**</b>
	<b>Sig. (2-tailed)</b>		<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>

	N	388	388	388	388	388	388	388
SIN	Pearson Correlation	.756**	1	.737**	.453**	.252**	.192**	.268**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	388	388	388	388	388	388	388
RIN	Pearson Correlation	.711**	.737**	1	.431**	.208**	.183**	.271**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	388	388	388	388	388	388	388
EP	Pearson Correlation	.367**	.453**	.431**	1	.510**	.427**	.476**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	388	388	388	388	388	388	388
SR	Pearson Correlation	.200**	.252**	.208**	.510**	1	.792**	.713**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	388	388	388	388	388	388	388
SS	Pearson Correlation	.184**	.192**	.183**	.427**	.792**	1	.713**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	388	388	388	388	388	388	388
BE	Pearson Correlation	.253**	.268**	.271**	.476**	.713**	.713**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	388	388	388	388	388	388	388
**. Correlation is significant at the 0.01 level (2-tailed).								

Source: Prepared by the researchers from the results of the statistical analysis.

### 3 - 3 Impact Relationship Analysis:

Testing the second main hypothesis: This paragraph was devoted to testing the second hypothesis to identify the effect of smart leadership on job performance variable as follows:

1. Effect on the macro level: The simple regression coefficient and the entry method were used to test the effect of smart leadership on job performance variable. It was found from the results of the analysis in Table (6) that there is an effect of smart leadership on job performance, based on the calculated (F) value that amounted to (55.948), which is higher than the tabular (F) value of (3.924). This confirms the value of the calculated level of significance of (0.000), which is significantly lower than the default level of significance of the study, which is (0.05), as shown by the parameters of this analysis at the macro level, the following results:

A. In light of the regression equation, the value of (B 0) indicates that there is an emergence of smart leadership through its dimensions with a value of (2.685) when the value of job performance and through its dimensions is equal to zero, which indicates that the job performance of the job

performance of teachers in the colleges surveyed derives part of Its performance is one of the smart leadership practices practiced by academic leaders that were adopted by the current research.

**B.** The value of the marginal tendency (B 1) amounted to (0.356), which explains that the change in smart leadership by (1) in the colleges surveyed, will be accompanied by a change in job performance by (0.356), which is a good percentage that can be relied upon in interpreting the influence relationship. For smart leaders in job performance.

**C.** The value of the determination coefficient (R 2) amounted to (0.127), which indicates that the change in smart leadership among the academic leaders in the study, which was (12.7%), can be attributed to the smart leadership variable, and the remaining percentage, amounting to (77.3%) The change in smart driving is due to other reasons that were not approved in the current study model, and the tables below illustrate this.

Table (6) shows the impact of smart leadership on job performance

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	<sup>a</sup> 356.	127.	124.	43709.		
a. Predictors: (Constant), INLE						
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	.Sig
1	Regression	10.689	1	10.689	55.948	<sup>b</sup> 000.
	Residual	73.745	386	191.		
	Total	84.434	387			
a. Dependent Variable: JP						
b. Predictors: (Constant), INLE						
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	.Sig
		B	Std. Error	Beta		
1	(Constant)	2.685	162.		16.562	000.
	INLE	310.	041.	356.	7.480	000.
a. Dependent Variable: JP						

Source: Prepared by the researchers from the results of the statistical analysis.

Based on the results of the regression analysis of the smart leadership variable, the second main effect hypothesis can be accepted, which states that (there is a statistically significant effect at the level of 0.05 of smart leadership on the job performance of the faculty members in the surveyed colleges).

#### **4- Conclusions**

1- The results of the analysis showed that there are high levels of smart leadership practices among academic leaders in the faculties of Salahaddin University, Erbil, which indicates that the colleges and university administration is keen to provide smart leadership practices (emotional, spiritual, and public) in a way that serves the strategic goals of the university and achieves job performance.

2- Show the results of the analysis about the existence of areas of functional performance among the members of the teaching staff, and this confirms the keenness of the university and college administration to enhance educational performance and the teaching of scientific research in a way that is in the service of the university and society and that the teaching staff adhere to the desired behaviors and ethics when carrying out their work.

3- The results of the research analysis revealed the presence of positive correlations, combined and alone, between smart leadership and job performance, which indicates the existence of a kind of positive correlation between the two variables, and that the better the smart leadership practices, the more this leads to improving the areas of job performance among faculty members in the colleges surveyed.

4- The results of the research showed that there is an impact of smart leadership on job performance, and thus we conclude that the more the university and college administration relies on employing smart leadership practices in their operations, the more they can improve the levels of job performance.

#### **5- Recommendations**

1- The administration of the university and the colleges under study should pay attention to their intellectual resources and the heads of scientific departments and to develop their capabilities to perform the work efficiently and effectively, due to the importance of these resources in the leadership of the university, and to direct attention to providing the latest work requirements of modern and advanced equipment and devices.

2- Work on developing the skills of university leaders and enhancing their skills and capabilities by improving their capabilities and skills in the field of emotional intelligence, rational intelligence and spiritual intelligence, by involving them in training courses in which intelligence and its types of emotional, spiritual and rational are the main subject.

3- The need for university administration and colleges to pay attention to instilling and developing leadership values among all faculty members and creating belonging and a sense that their fate is linked to the university's success, survival and continuity in work.

4- The university and the colleges under study should cooperate with each other in holding workshops related to identifying the means through which the levels of academic leadership can be improved in a way that serves them in the field of achieving their job performance.

5- Providing an appropriate organizational and academic climate for the practice of smart leadership and its roles among faculty members who possess leadership traits in order to be a source of sustainable leadership work in the university and colleges under study instead of relying on employing leaders from outside.

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