

## Organizational Intelligence and Its Relationship to the Educational Administrative Behaviour and Psychology of the Heads of Departments of the Colleges of the University of Baghdad

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**Abstract:** The research aims to identify the organizational intelligence and its relationship to the educational administrative behavior of the heads of departments of the colleges of the University of Baghdad. The current study is determined by the heads of departments of the colleges of the University of Baghdad for the academic year (2021-2022). (172) heads of the department were chosen as a sample for the research, in order to measure the level of organizational intelligence and administrative behavior. In the research, the researcher built a scale of organizational intelligence and adopted the Hull Younger scale of educational administrative behavior, and the psychometric characteristics of the scales were extracted, and the results showed that all the paragraphs are distinct, and thus all paragraphs of the organizational intelligence scale of the heads of departments were kept in its final form (28) paragraphs and the educational administrative behavior scale Department heads finalized (50) paragraphs. The researcher also used to extract stability by the re-test method to find stability and reached (0.90) for organizational intelligence. The stability of educational administrative behavior by the Wackeronbach method reached (0.93). Research variables The t-test for one sample and the t-test for two independent samples, and the results showed that the arithmetic mean of the sample as a whole is higher than the hypothetical mean and with statistical significance. The departments of the colleges of the University of Baghdad in the level of organizational intelligence and educational administrative behavior.

The researcher reached the conclusions in the light of the following results, which the researcher explained:- There is a relationship between organizational intelligence and educational administrative behavior that is statistically significant between the two variables, and this result is consistent with the findings of many scientific studies and research.

### **Conclusions:**

There is a statistically significant relationship between organizational intelligence and educational administrative behavior between the two variables. This result is consistent with the findings of many studies and scientific research.

### **Recommendations:**

Increasing focus on educational administrative behavior to increase and deepen the spirit of cooperation and understanding between the leader and subordinates.

### **Suggestions:**

Conducting a study of the Hallinger scale of educational administrative behavior among heads of departments in all Iraqi universities.

**Keywords:** technical and analytical intelligence, context intelligence, decision-makers, psychology.

**Research problem:** We live today and undoubtedly in a changing time and era dominated by a knowledge explosion and technological and knowledge cooperation, as education has become a real force and a means to compete and achieve the best, education in universities society on the one hand and be a tool in finding technical, professional and intellectual leaders on the other hand, and the success of any educational administrative system is linked to the success of the administration and its ability to direct educational and pedagogical activity in accordance with the desired goals As for university education, it differs from other stages of education because the

young people are university students and need to adapt and academic success. It requires the development of their capabilities and knowledge, that is, the role of the administration and the head of the department and the extent to which he has the ability to face the problems and difficulties of work. If the scientific departments in universities are the basis of construction and development, then there is a need for great attention to these departments and their employees for their active role in achieving development and advancing the mission and objectives of the university " in making science and knowledge a way for the progress and well-being of society. While (The elephant ,2013), working intelligently helps to increase the ability to organizational awareness, and to realize the relationships of influence and influence between the elements of the educational institution and to realize mutual feedback between these elements and the ability to control and develop effective educational administrative behavior to benefit the institution and increase its effectiveness

In light of the above, the research problem tries to answer the following question:

What is the level of organizational intelligence and its relationship to the educational administrative behavior of the heads of the departments of the faculties of the University of Baghdad?

### **Significance of the Research:**

Universities are important educational and social institutions that affect and are affected by the atmosphere around them. They are the work of their leaders. Hence, each university has its own mission (Rashid, 2010: 14). The success of the university depends largely on how it is managed and the efficiency and skills of its leaders within the university. (Jawdat, 2009: 103) Organizational intelligence and educational administrative behavior are modern terms, and there is debate and discussion about understanding between educational communities specialized in their nature and in the ability of institutions to employ organizational intelligence in their daily work and how to practice organizational intelligence to achieve effective educational administrative behavior in universities , so that administrative practices are improved and the educational process is improved, and if the consequences governing administrative behavior are addressed due to the great shift in technology and technology, it is not right to start towards development and creativity without a clear path supported by an organizational cultural trend that undoubtedly affects all organizational, administrative and human behaviors in the work environments of the university .

### **Research objectives:**

- 1- The research aims to identify the level of organizational intelligence and its relationship to the educational administrative behavior of the heads of the faculties of the University of Baghdad?
- 2- Is there a statistically significant correlation between organizational intelligence and educational administrative behavior among the heads of the departments of the faculties of the University of Baghdad?

The limits of the study : The current research is limited to the heads of the faculties of the University of Baghdad (2021-2022)

### **Defining terminology : organizational intelligence**

1- Defined by Albrecht,2003) as:

The ability of the institution to mobilize all its mental capabilities and increase the focus on those mental abilities that achieve its mission and inefficient educational institutions tend to defeat itself by wasting human energy and not benefiting from the intelligence of its employees and smart institutions or organizations tend to succeed. (Albrecht,2003.15)

2- His definition of Al-Anzi (2009) as: Institutions that are interested in investing the minds they have , and the information technology available through an elegant value system that relies on transparency and information disclosure, and rejects hierarchical structures and job positions as basic principles ( Al-Enazi, 172:2009)

The researcher adopted the theoretical definition of organizational intelligence ( Albrecht ,2003).

Educational Administrative Behavior:

1- identified by (2005, Hallinger ) that : Educational leadership is able to encourage students and teachers, motivate them to go outside the boundaries of the classroom, and transform the educational institution from a place of work to a place of learning ( 10 : 2005 , Hallinger )

2- Each of (Fendi ,Muhammad , 2011) defined it as : The practices carried out by the leader during his administration and the exercise of his leadership role with regard to dealing with the elements of the educational process represented by the student, the teacher and the curriculum (Fendi ,Muhammad , 2011 : 4)  
The researcher adopted the theoretical definition of educational administrative behavior (2005, Hallinger ).

## Chapter 2

### Previous studies on organizational intelligence:

1- Study (Qarni and Saif , 2016) : The study was conducted in the Kingdom of Saudi Arabia on organizational intelligence at Imam Muhammad bin Saud Islamic University in the light of the model of Karl Osama Mahmoud Qarni, Mahmoud Sayed Abu Saif 2016 "The study aimed to identify the importance of the model in achieving excellence in performance. The study used the descriptive approach. The study found that the dimensions of organizational intelligence contribute to the excellence of performance at the university to a high degree. The study aimed to identify the level of organizational intelligence at Imam Muhammad bin Saud Islamic University in the light of the Karl Albrecht model, in addition to identifying the importance of the model in achieving excellence in performance to achieve the objectives of the study." The descriptive approach was used to identify it as a study tool that was built on the organizational intelligence model of Karl Albrecht and consisted of (49) items distributed over seven dimensions, namely the strategic vision, the common destiny, the tendency to change, the heart, harmonization, the dissemination of knowledge and the pressure of performance. The tool was applied to a sample of (152) of faculty members at Mohammed bin Saud Islamic University, and the information was processed using SRSS software.

### Previous Studies Educational Administrative Behavior

1- Study ( Mohammed , Fendi , 2012) :Which aimed the current research to prepare an Iraqi model of the Hal Younger scale of the educational administrative behavior of the school principal and study its standard characteristics to ensure its validity in the Iraqi environment. This goal required the use of multiple types of validity as well as the study of reliability. It also required the application of the tool to a sample of middle school principals, numbering ( 76) principals and director

The results of the study showed that the correlations of the items with their overall scores in the ten sub-metrics of the tool were acceptable correlation coefficients. The study also showed acceptable reliability coefficients in the Fakronbach method and internal consistency. The results indicated that there are important indications of discriminatory validity in the way of the two extremist groups. In general, the results shown by the current research indicate that the basis for the use of the scale in the Iraqi environment is available with the recommendation to conduct studies in the governorates of Iraq

The results showed the following :The prevailing pattern of administrative behavior of heads of departments is democratic and there is a difference in the pattern of administrative behavior of heads of scientific departments according to the variables of academic achievement and title. The results showed that there were no differences in the pattern of behavior according to the variables of the college, gender, the duration of university service and the duration of the chairmanship of the scientific department.

## Chapter: III

Research Procedures: The researcher adopted the descriptive research methodology, which is based on describing and analyzing the measurement outputs and all the research variables according to its objectives.

A series of procedures were followed in terms of describing the research community and the method used in selecting the sample, as well as the methods by which the research tools used to measure the variables contained in it were prepared, as well as the method used in collecting data and information and the statistical means used to process the data statistically, as follows:

**First : the research community**

It is the amount of the total group that has common characteristics that can be observed (as fugitives, 2007: 143) that determines the research community represented by the heads of the departments of the faculties of the University of Baghdad, which are (172) for the academic year ( 2021-2022)

**Second : Research Sample**

The sample is part of the community in which the study is conducted, so the sample must be able to represent it truly and honestly, through which the researcher can generalize his findings to the research community. (Al-Kharabshah, 2007: 113)

The research sample consisted of the heads of departments in the faculties of the University of Baghdad, numbering ( 86) heads of department, constituting (49.14%) of the original community.

Validity of the tool :

Validity is one of the important conditions that must be met in the data collection tool, and validity is the validity of the method or tool to measure what is to be measured, or in other words, the validity of the research tool in achieving the objectives of the study (Al-Mashhadani, 2019: 167)

**Face Validity :**

It is the amount of the degree to which the test measures what is supposed or seems to be measured, as it is a first procedure to test the scale and the validity of the content (the guarantor, 2007: 113). It reflects the extent of harmony between the items of the scale with the subject of the scale and its concepts. It is achieved by presenting the initial image of the scale to a group of experts and specialists (Mehrnz and Lehman, 2003 :353) . Accordingly, the researcher presented the 28 items of the scale distributed to a group of China in the field of educational and psychological sciences, to give each of them his scientific opinion on each item of the scale in terms of its validity in terms of its validity to measure the organizational intelligence of the heads of the departments of the colleges of the University of Baghdad. Thus, (28) items with linguistic amendments are made to them under the guidance of the arbitrators. Table (1) shows that.

**Table (1) Percentage of arbitrators agreeing on the items of the organizational intelligence scale**

Item sequences	Number of arbitrators	Number of concurring arbitrators	Agreement percentage %
1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28	23	23	100%

**Internal Consistency Coefficient:**

The internal consistency of the items depends on the strength of the relationship direction, as psychometricians agreed on the great importance of validity in the items of psychological measures, so that the validity of the scale depends mainly on the validity of its items (Anstasi, 1976: 76)

The validity of the internal consistency of the scale was calculated using the Pearson correlation coefficient between the degree of each item of the scale and its correlation with the overall degree in terms of applying the scale to a sample from outside the main research sample and consisted of (68) heads of department from the

heads of departments at the University of Baghdad, and it was found that all items were statistically significant at the level of significance (0.05) and Table (2) shows that :

**Table (2) The coefficient of correlation of the degree of each item of the scale with the total score of the organizational intelligence scale**

Calculated T	Correlation coefficient	Item	Calculated T	Correlation coefficient	Item
5,350	0.550	15	4,842	512	1
4,945	520	16	3,814	425	2
9,211	750.	17	4,945	520	3
9,741	768	18	3,924	435	4
7,555	681	19	4,337	471	5
5,784	580.	20	4,505	485	6
6,352	616	21	4,162	456	7
6,352	616	22	3,609	406	8
5,998	594	23	2,686	314	9
6,847	624	24	2,620	307	10
5,024	526	25	4,984	523	11
5,983	593	26	5,921	589	12
5,592	567	27	4,469	482	13
3,792	423.	28	5,350	0.55	14

### C- Construct validity

This type of indicator for the organizational intelligence scale was calculated through the validity of the singularity and the calculation of the characteristic of discrimination, as the distinction shows the extent to which individual differences are measured by the vocabulary of the scale. The discriminatory force "means that the item can distinguish individuals with higher levels from individuals with lower levels in relation to the characteristic measured by the paragraph" (Allam, 2000: 277). The researcher built it, which consists of (28) items . In order to obtain data through which it is possible to work on the analysis of the items statistically, the researcher applied the scale to the discrimination sample of heads of departments, which is (68) in the faculties of the University of Baghdad .

- The percentage of (50%) of the higher grades was determined, which was the number of its members (34) head of department, and the percentage of (50%) of the lower grades, which represents (34) head of department, and the coefficient of distinguishing the item if this percentage is used is sensitive and more stable (Al-Nabhan , 2013: 196)

- **Reliability** : The results of the scale do not change if applied to the same sample in different conditions and the test must give the same results if re-applied . ( Al-Masri and Abdulraouf , 2017: 60)

The researcher calculated the reliability in two methods:

**A- Method of retesting :** The researcher withdrew the reliability sample from the original community outside the final application sample, and the sample of discrimination was (18) head of the department of the heads of the faculties of the University of Baghdad and the reliability reached ( .90 , 0 )

**B- Alpha Cronback equation:**

In order to extract the reliability coefficient in this way, the researcher corrected the scores of the scale for a sample of reliability consisting of (18 ) heads of department, which is the same as the first application sample that was applied to them on the members of the basic research sample and reached (.86 , 0) .

**Research Procedures:** - The researcher adopted the descriptive research methodology, which is based on describing and analyzing the measurement outputs and all the research variables according to its objectives, and followed a series of procedures, including describing the research community and the method used in selecting the sample, as well as the methods by which the research tools used to measure the variables contained in it were prepared, as well as the method used in collecting data and the statistical means used to process the data statistically, as follows:

**Validity:** Validity is one of the most important standard characteristics that must be available in the psychological scale before applying it, where the definition of validity is the ability and possibility of the tool to measure what it was developed for ( Milhem , 2015 : 318)

**Face Validity :**

This type of validity of the test represents what appears to be apparent and its suitability for the purpose for which it was developed and is reached through a competent judgment on the degree of measurement of the test and since this judgment is characterized by a degree of subjectivity , so the test may be given more than one arbitrator. The apparent validity of the test can be evaluated through the compatibility between the estimates ( Al-Diyar , 2012 : 31 ). Accordingly, the researcher presented the 50 items of the scale to a group of specialists in the field of educational and psychological sciences, and each of them gives his scientific opinion on each item of the scale in terms of its validity in terms of its validity to express the educational administrative behavior of the heads of the faculties of the University of Baghdad after the opinions of the arbitrators were taken into account. 80% of the agreement shows that there is an agreement ratio up to (100%) for all items , so that the items of the scale (50) with simple drafting and table modifications are made.

**Table (3) Percentage of arbitrators agreeing on the items of the educational management behavior measure**

Item sequences	Number of arbitrators	Number of concurring arbitrators	Agreement percentage %
1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-43-44-45-46-47-48-49-50	23	23	100%

**Construct Validity:**

Is the ability of the item to distinguish between the upper and lower levels of individuals with regard to the measured attribute, and this type of validity was calculated for the measure of educational administrative behavior through the validity of the singular and the calculation of the characteristic of discrimination because the distinction shows the extent to which individual differences are measured by the scale 's vocabulary. The items were dealt with and analyzed statistically using the method of the two extremist groups by calculating the discriminatory power of the items (Al-Kubaisi , 2001: 171). The researcher applied the scale to the

discrimination sample of heads of departments, which is (68) head of department in the colleges of the University of Baghdad

When analyzing the items, the researcher carried out the following procedures:

- Correcting the 68 forms.
- The percentage of (50%) of the higher grades was determined, which was the number of its members (34) head of department, and the percentage of (50%) of the lower grades, which is (34) head of department, and the coefficient of distinguishing the item if this percentage is used is sensitive and more stable

The results showed that all items are distinctive because their calculated T-values are higher than the current T-value, and accordingly, the number of items of the scale in its final form is (50) items.

**Reliability:** By reliability, it is meant that the test is able to give the same results if it is repeated more than once under similar conditions (Jaber and Kazem, 1983: 276).

The researcher calculated the reliability in two ways:

**A- Method of retesting:** The researcher withdrew the reliability sample from the original community outside the final application sample, and the discrimination sample, and their number was (18) heads of department from the faculties of the University of Baghdad, and the value of the correlation coefficient was (0,93), and this value is good.

**B- Alpha Cronback equation :**

In order to extract the reliability coefficient in this way, the researcher corrected the scores of the scale for a sample of reliability consisting of (18) department heads, which is the same as the first application sample that applied reliability to them, reaching (0,90). The researcher concludes that the tool is characterized by a good degree of reliability that meets the requirements of applying the tool to the members of the basic research sample.

**Statistical means:** (Pearson correlation coefficient to calculate the reliability coefficient, the T-test of two independent samples to find the discriminatory strength of the educational administrative behavior items, for the T-test of one sample: to calculate the significance of the differences between the average scores of the sample and the hypothetical average)

**Chapter IV**

Presentation and discussion of the research results: Is there a statistically significant correlation between organizational intelligence and educational administrative behavior among the heads of the departments of the faculties of the University of Baghdad?

In order to achieve this goal, the researcher proceeded to extract the arithmetic mean and the standard deviation of both variables (organizational intelligence and educational administrative behavior). The Pearson correlation coefficient was applied and the T-test value of the correlation coefficient significance test was found. Table (4) shows this.

**Table (4) The correlation between the variables of organizational intelligence and educational administrative behavior**

variable	SAMPL E	Arithmetic mean	Standard Deviation	Correlation coefficient	T value		Statistical significance	Degree of freedom
					Calculated	Grandfather Waliya		
Organizational Intelligence	86	976 .57	966 .7	251	377 .2	98 1	Significant	84
Educational Administrative Behavior		732 .160	917 .31					

In order to test the relationship between the two variables, the Pearson correlation coefficient was extracted if the value of the correlation coefficient reached ( 251, 0 ) positive correlation, in order to reveal the significance of the correlation relationship, the T-value was extracted to indicate the significance of the correlation coefficient, so the calculated T-value was equal to ( 377 , 2 ), which is greater than the table T-value of ( 98, 1 ) at the level of significance ( 05, 0 ) and the degree of freedom (84) This result indicates a positive correlation between the variables of organizational intelligence and educational administrative behavior.

The study ( Alaa , 2021 ) that organizational intelligence helps to achieve excellence in administrative behavior and that there is a positive relationship between the level of organizational intelligence and excellence in administrative behavior.

"The researcher explains that organizational intelligence as an independent variable in educational administrative behavior, meaning the more organizational intelligence accompanied by an increase in educational administrative behavior."

Conclusions : - There is a statistically significant relationship between organizational intelligence and educational administrative behavior between the two variables and this result is consistent with the findings of many scientific studies and research.

#### **Recommendations:**

— Increased focus on educational administrative behavior to increase and deepen the spirit of cooperation and understanding between the executive and employees

Suggestions:

- Conducting a study on educational administrative behavior and social awareness and its relationship with the heads of departments

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