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The Reality of the Intuitive Intelligence of leaders at the University of Salah al-Din. Swab Study

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Abstract : The current research aims to stand on the reality of the intuitive intelligence of leaders at the University of Salah al-Din, in the light of the opinions of an intentional sample represented by the deans, their assistants, and departmental councils in the researched university. After analyzing the data obtained by adopting the statistical program (SPSS), the researcher reached a number of results in the light of which the appropriate conclusions were crystallized, the most important of which is the interest of leaders at Salah al-Din University greatly in learning and increasing knowledge and thus enhancing organizational learning and organizational memory, and these conclusions led the researcher to present Some of the proposals, the most important of which is the need for leaders at Salah al-Din University to be ready to face challenges and not stick to decisions and routine procedures because the circumstances surrounding decisions are changing rapidly, so leaders must be more daring in dealing with matters.

Key words : intuitive intelligence, leaders

introduction

The complex and turbulent environment of contemporary organizations makes it difficult or even impossible to make decisions according to the rational (analytical) decision-making model, so leaders will rely on their intuitive abilities that allow them to use new methods when faced with large or insufficient amounts of information and when the need to solve problems in Specific periods of time, intuitional intelligence is influential judgments that arise through rapid, unconscious and comprehensive associations of information. Insight is a process that begins with analytical thinking in which leaders consciously perceive the logical connections that support a given answer. When a solution is found through insight, leaders become aware of the logical relationships between the problem and the answer, while intuition is unable to consciously and logically account for the judgment that arose. Therefore, our research can be framed in four axes, as follows:

The first axis: research methodology

The second axis: the theoretical side

The third axis: the practical side

Fourth axis: Conclusions and Suggestions

The first axis / research methodology

First: The research problem: All organizations are characterized by being operating in highly dynamic environments and continuous interaction with environmental changes. Through which predictions and plans are made about the future, this is when the problems faced by the organization are simple and routine, the necessary facts and figures are often readily available and can be relied upon and used, until the solutions to many problems are beyond explicit or immediate knowledge, in this case Leaders cannot easily obtain facts and data to fuel their analytical thinking processes, so the alternative to analysis is to find new ways of thinking and apply them by relying on leaders' intuitive intelligence and tacit knowledge in addition to the available information that enables leaders to reach accurate intuitive decisions. The current research is to identify the reality of intuitive intelligence among university leaders, by asking the following questions:

1. Do leaders at Salaheldin University have intuitive intelligence?
2. The availability of dimensions of intuitive intelligence varies in the researched university?

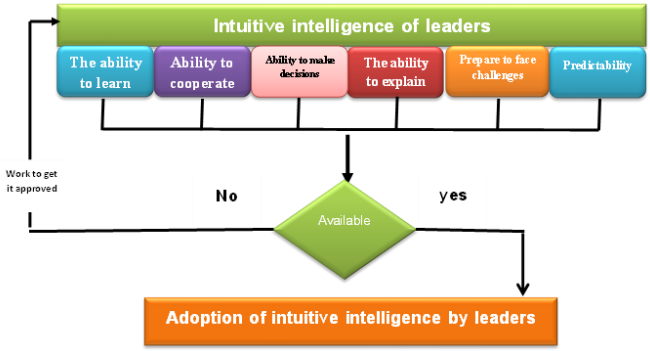
Second: The importance of the research: The importance of the current research stems from the following:

1. Identifying the actual reality of the research variable and its dimensions in the researched university.
2. Directing the attention of the administrative leaders towards the research variable and its dimensions because of its importance, especially in light of the changing environment conditions.
3. The fact that the field of application of the current research and testing its hypotheses is the university, which is one of the institutions of higher education and scientific research and the main pillar that provides the community with qualified individuals to work in various scientific disciplines in addition to other services it provides to the community, including providing academic consultations on the problems faced by society and organizations on Both.

Third: Research Objectives: The current research seeks to achieve a set of objectives, including the following:

1. Providing a theoretical framework about the research variable, as well as identifying the reality of this variable and its dimensions, according to the respondents' viewpoints at the researched university, by describing and diagnosing it through the data obtained from the questionnaire.
2. Reaching to determine which dimensions are more available in the researched university.
3. Reaching a number of conclusions related to the research variable.
4. Working on presenting a set of proposals for the researched university in the light of the conclusions that will emerge from the current research, both theoretical and practical, in order to enhance its performance in light of the changing environment in which it operates.

Fourth: the search form



Fifth: Research hypotheses: Intuitive intelligence is a trait of leaders in successful organizations in the dynamic and competitive environment. Accordingly, the research started from the following hypotheses:

1. The dimensions expressing the intuitive intelligence of leaders at Salaheldin University are not available.
2. The levels of availability of dimensions expressing the intuitive intelligence of leaders at Salah al-Din University do not vary.

Sixth: Research Methodology and Techniques: The research adopted the descriptive analytical approach, which includes making use of references and sources to build the theoretical background, as it was relied upon to collect facts about the research variable and its dimensions, and a questionnaire was used to obtain data from the researched field and it was statistically analyzed by the adoption of the statistical program (SPSS).) in order to verify the validity of the research hypotheses.

Seventh: Statistical Analysis Methods: A set of statistical methods were adopted in order to test the research hypotheses through the ready-made software package (SPSS), and these methods are as follows:

1. Percentages, frequencies, arithmetic means, and standard deviations, which are used to describe the research variable and its dimensions.
2. (t) test to measure the degree of discrepancy between the research dimensions.

The second axis / theoretical framework

First: **The Concept of Intuitive Intelligence**: The subject of Intuitive Intelligence has attracted the attention of researchers for several centuries. It may be the most confusing topic for the human mind, which seemed to be interested in by the Greek philosopher Socrates, who indicated that he often heard his inner voice before performing his tasks, and suggested that To a sign from a divine source due to a lack of detailed understanding of the subject [1] and that intuitive intelligence represents one of the types of intelligence. , 33) The Oxford Dictionary defines intuitive intelligence as the ability to understand something instinctively without the need for conscious thinking, we sometimes think of it as something imaginary and somewhat unreliable[2] While [3] defined intuitive intelligence as being direct knowledge that depends on a non-sequential

processing of information and includes both information, emotions and unconscious thoughts, while[4] indicated that the adoption of rationality is difficult, especially When faced with huge or insufficient amounts of information in periods Intuitive intelligence is defined by[5] as the thinking process that leads to the rapid adjustment of a specific situation or problem based on available information and previously known relationships, and takes the form of sudden inspiration leading to problem solving, and [6] Intuitive intelligence is a complex set of interrelated cognitive, emotional and physical processes.

Second: The relationship between intuitive intelligence and some of the terms intertwined with it: Intuitive intelligence is an interesting topic because of the economic, social and political challenges that push us to change. and synthesize natural skills for successful adaptation and development. [7] distinguished between intuitive intelligence and insight, and pointed out that insight depends on unconscious processes as in the case of intuitive intelligence, but when awareness is derived in insight, it is not a judgment as in intuition. Therefore, insight is a process in which one suddenly realizes the logical relationships between the problem and the answer. In the case of intuition, there is no insight into the logical relationships. Intuition is the subjective experience of a mostly unconscious process that is fast, logical, and unattainable, which appears when the problem is exposed.

While[3] explained that intuitive intelligence is not an instinct because instincts are only reflexive actions and behaviors programmed in advance in living organisms to ensure survival and reproduction, and because human instinctive behavior patterns are useful in a simple and unchanging world, but in dynamic environments may be such Behaviors are not sufficient for success, just as intuition is not insight. There is a subtle and important difference between insight and intuition that stems from the fact that when a particular problem is solved through insight, the logical relationships between the parts of the problem become clear and can be explained through words or pictures, etc., and insight solution may occur after A period of conscious or unconscious thought or incubation.

[8] showed that intuition is similar to insight, but it depends on less evidence. While [9] stressed that intuitions are influential judgments that arise through rapid and unconscious associations, and that intuition is similar to guessing only in terms of its speed. The opposite of intuition, as for insight, it is a long process that begins with analytical thinking where he consciously realizes the logical connections that support a particular answer and when the solution is elicited through insight one becomes suddenly aware of the logical relationships between the problem and the answer while intuition is unable to conscious and logical calculation which is based on To him the judgment that arose.

[10] defined insight as the sudden achievement after a period of immersion in a problem in which a dead end was reached. While [11] pointed out that although both intuition and insight involve a degree of unconscious thinking, insight involves the final recognition of the logical connections that support a particular solution, while intuition does not include these the point.

Feeling also connects intuition, knowledge and experience. Feeling has very special relationships with the mind and plays a major role in our interpretation of knowledge, experience and wisdom, as it may reveal something new, and feeling is not welcome in the business world, rationality and wisdom come through controlling our feelings. If we suppress it, we suppress creativity, and yet the feeling persists whether we control it or not. If we can see beyond rationality, we will be able to recognize and accept feeling and thus add value to understanding our knowledge, experience, and intuition.[3]

While [7]) referred to tacit knowledge as a description of knowledge that is consciously obtained but stored unconsciously, while he mentioned that instinct is used to describe rapid unconscious reflexive responses to certain situations and insight is a sudden realization of a solution after a dead end and a period of unconscious incubation.

Third: Factors Affecting the Effectiveness of Intuitive Decision: Leaders' awareness of the limitations of problem solving, the analytical decision-making process, the business community's struggle with changing dynamics, increasing uncertainties and rapidly evolving technology, are all factors that push leaders to make decisions in a short period of time. Information in parallel, using rational processes with reliance on instinctive and emotional cues at the unconscious level in

addition to the consequences of emerging events (intuitive intelligence).[7] [12]
indicated that the use of intuitive intelligence at work is less than the use of analytical models. In contrast, a growing body of literature indicates that under the right conditions and people, intuitive intelligence will be superior to other decision-making methods.[13]
[14] emphasized that the intuitive ability of leaders is related to their mood, so positive mood makes individuals organize unusual (but reasonable) associations in a more flexible way. The effects of positive mood on problem solving and innovation at work can be observed. As leaders are more inclined to rely on their intuition when they are in a positive mood, positive moods expand the repertoire of our intellectual work and make us think of more new ideas. negative mood. While [15] explained that the factors that affect intuitive decision-making are the environment, experience, training, and the ability to obtain new information and retrieve what we already have.

Fourth: Traits of Intuitive Leaders: Intuitive intelligence serves as a bridge between the real world and the world of imagination, mind and instinct, and it is an essential skill for success in a time of chaos. Intuitionists sense future events very early, always have more than one alternative for all situations, come up with new ideas, deal successfully with complexities despite the lack of sufficient information, and motivate working individuals to perform work that may seem unattainable. [10] [16] and [17] emphasized that intuitive intelligence is one of the main components of effective strategic leadership, meaning that the attributes of a strategic leader must be consistent with Attributes of leaders who possess intuitive abilities and use them in practice, as these traits (characteristics of intuitive leaders) will be adopted as dimensions of the current study, and the following is an explanation of these features:

1. **Predictability**: Leaders use their intuitive intelligence to proactively anticipate the future of the organization and its members in relation to the work they do and anticipate challenges and consequences, and that their ability to anticipate the future state of the organization is essential to their effectiveness, as leaders must know the appropriate method to direct work in light of developments facing them[18] While [19] emphasized that our organizations operate in unstable environments and in order to survive in the turbulent competitive landscape, their leaders must possess the skill of predicting the future by evaluating the internal and external environments of the organization, collecting and analyzing information and planning scenarios, So, based on the information obtained, leaders create and analyze many scenarios about the future. Scenario planning helps organizations look into the future, anticipate events and trends, understand risks, present entrepreneurial ideas, and help leaders break out of their established mental models when they realize alternative future possibilities.

2**. Prepare to face challenges**: Intuitive leaders think about the status quo, make their own assumptions, and encourage divergent viewpoints. Through careful thinking and examination of the problem, they take decisive action. This requires patience, courage, and an open mind. When outside advice is needed, some experienced advisors are used. Organizations that have proposed tried and true solutions. Training helps leaders learn how to accommodate different and conflicting viewpoints with his and his advisors' thinking. This enables them to find new solutions to problems and improve the decision-making process. To improve leaders' ability to face challenges, it is necessary to focus on the root causes of the problem instead of From facing symptoms, by encouraging discussion, holding periodic meetings, and involving those who reject it in the decision-making process to settle challenges early. ,[20]

3. **The ability to explain**: Leaders must have the ability to search for facts, think critically and think outside the box in order to understand the reality of situations, problems and the reasons behind the emergence of these problems and to help present new facts for their organizations, as it is an introduction to innovation and creativity due to a new and deeper understanding of phenomena [16] emphasizes that organizations change in response to changes in the environment and in response to the way decision makers interpret these changes. On the interpretation of changes by leaders, not only external variables, but also internal variables, which may be related to the behaviors of working individuals, workers may discover that their behaviors must be changed in line with the culture and expectations of the organization, and the leader may interpret the same

situation differently depending on the person concerned So, different words mean different interpretations for different people with different age, education and cultural background. These are all factors that affect how a person interprets the words. Across organizations with different cultures care should be taken because words will be interpreted differently across different cultures that have different standards of business.

4. **Ability to make decisions**: There is no doubt that the decision-making process is the core of the administrative process, which made many researchers define management as the decision-making process. In turbulent environments, decision-makers are forced to make difficult decisions with incomplete information, and often they have to This can be done quickly, but strategic leaders insist on multiple options at first, they follow a disciplined process that balances accuracy and speed and takes into account short and long-term goals, and in the end effective leaders must have the courage and conviction to make decisions quickly and this works when the competitive landscape is familiar and the options are clear Therefore, to improve the leader's ability to make decisions, we must search for the options available to us, and divide the decisions into parts to understand them and see the results better. [21]

5. **Ability to cooperate**: The leader is an influential person on the subordinates, and this influence is through conveying the leader's idea about the future in clear terms that are consistent and compatible with the beliefs and values of subordinates and in a way that enables them to understand and interpret the future into action steps in the present, in this process the leader communicates with subordinates through the use of critical thinking skills and intuition and the use of both persuasive discourse and interpersonal communication including active listening and positive discourse that facilitate access to subordinates' opinions and beliefs so that they move from ambiguity to clarity to understand the future state that leaders want to reach.[22] Therefore, successful leaders are those who constantly examine their environment and seek to develop new ideas and evaluate current procedures and practices with their colleagues, and the ability to develop networks for cooperation within the organization is a major skill for these leaders, and what helped in this is the development of means and channels of communication [18], so leaders must possess communication and listening skills because of their ability to change and adapt behavior in line with the views and needs of others .[23]

6. **The ability to learn**: [24] indicated that the infrastructure that improves learning opportunities is called organizational learning mechanisms, which include structural and cultural aspects that facilitate the development and review of the learning organization, and cultural aspects include a set of values and beliefs Common standards, attitudes, roles, assumptions, and behaviors that provide the potential for real learning. Structural aspects are the structural and procedural arrangements that allow organizations to systematically collect, analyze, store, distribute, and use information. Organizational learning mechanisms include the learning environment, identification of learning and development needs, and implementation of the knowledge acquired in practice And to meet the needs of learning and development, and organizational learning is provided by the members of the organization and is represented by a set of organizational procedures such as the acquisition of knowledge, the distribution and interpretation of information and memory, which consciously or unconsciously affect the positive development of the organization.

The third axis / the practical framework for research

First: Description and diagnosis of the leaders' intuitive intelligence variable (Salah al-Din University): The intuitive intelligence variable was measured through the dimensions (ability to anticipate, willingness to face challenges, ability to explain, ability to make decisions, ability to cooperate, ability to learn) and as follows :

1. **Predictability**: This dimension is embodied in paragraphs (X1-X5), which express the respondents' awareness of this dimension according to their answers, as the data of Table (1) indicate that the general percentage (strongly agreed, agreed) reached (46.8), while the percentage of (Strongly do not agree, do not agree) it reached (39.0) while the neutral percentage was (14.2), with an arithmetic mean of (3.10), which is greater than the hypothetical mean of (3) and with a standard deviation of (1.01). This indicates the existence of an agreement and an acceptable percentage on the This dimension, and the paragraph that reinforced this agreement is

(X5) with a value of (72.8) and an arithmetic mean and standard deviation of the amount, respectively (3.64) (0.96), which indicates that the leaders at Salah al-Din University intend to bring about and direct change. As for the paragraph that I got the lowest agreement percentage, which is (X1) with a value of (27.2), with an arithmetic mean and standard deviation of (2.71) (0.98), which indicates that leaders at Salah al-Din University identify opportunities that can be seized as they seek to identify and neutralize threats.

Table (1)

Frequencies, percentages, mean, and standard deviations of the predictability dimension

Dimati	Paragraph Codes	Strongly agree		Agreed		neutral		I do not agree		Strongly disagree		Arithmetic mean	standard deviation
		No	%	No	%	No	%	No	%	No	%		
Predictability	X1	7	3.4	49	23.8	35	17.0	107	51.9	8	3.9	2.71	0.98
	X2	9	4.4	55	26.7	26	12.6	107	51.9	9	4.4	2.75	1.04
	X3	6	2.9	79	38.3	31	15.0	81	39.3	9	4.4	2.96	1.04
	X4	21	10.2	107	51.9	31	15.0	37	18.0	10	4.9	3.45	1.05
	X5	22	10.7	128	62.1	33	11.2	25	12.1	8	3.9	3.64	0.96
General Average			6.2		40.6		14.2		34.6		4.4	3.10	1.01

Source: The table prepared by the researcher based on the results of the electronic calculator.

2. **Prepare to face challenges**: In order to identify the respondents' opinion towards this dimension, paragraphs (X6-X10) were allocated in the questionnaire to measure it, as Table (2) shows that the general percentage (strongly agreed, agreed) is (32.3), while the percentage of (Strongly disagree, do not agree) it reached (57.8) while the neutral percentage was (9.9), with an arithmetic mean of (2.72) which is less than the hypothetical mean of (3) and with a standard deviation of (0.99) and this indicates the lack of agreement on this dimension And the paragraph that reinforced this disagreement is (X9) with a value of (14.6) and an arithmetic mean and standard deviation of (2.41) (0.78), which indicates that the leaders at Salah al-Din University respond to environmental challenges in an adaptive manner, while the paragraph came (X7) with a value of (44.7) and an arithmetic mean and standard deviation, respectively, amounted to (2.977) (1.09) with the highest agreement percentage, which indicates that the leaders at Salah al-Din University find innovative solutions that differ from the previous solutions.

Table (2)

Frequencies, percentages, mean, and standard deviations for the dimension of preparation for facing challenges

Dimati	Paragraph Codes	Response scale: Strongly agree		Agreed		neutral		I do not agree		Strongly disagree		Arithmetic mean	standard deviation
		No	%	No	%	No	%	No	%	No	%		
Prepare to face challenges	X6	3	1.5	37	18.0	11	5.3	120	58.3	35	17.0	2.29	0.99
	X7	9	4.4	83	40.3	16	7.8	88	42.7	10	4.9	2.97	1.09
	X8	9	4.4	78	37.9	25	12.1	89	43.2	5	2.4	2.99	1.04
	X9	1	0.5	29	14.1	29	14.1	141	68.4	6	2.9	2.41	0.78
	X 1 0	9	4.4	75	36.4	21	10.2	94	45.6	7	3.4	2.93	1.06
General Average			3.0		29.3		9.9		51.6		6.2	2.72	0.99

Source: The table prepared by the researcher based on the results of the electronic calculator.

3. **Interpretation capacity**: This dimension was covered by paragraphs (X11-X15) in order to identify the opinions of the respondents on the ability to be interpreted, as the data in Table (3) show that the general percentage (strongly agreed, agreed) of (37.0), while the percentage (no) Strongly agree, do not agree) it formed a ratio (52.6), while the neutral ratio formed (10.4), with an arithmetic mean of (2.67), which is less than the hypothetical mean of (3) and with a standard deviation of (1.06), and this indicates that the respondents did not agree on the This dimension and that the paragraph that reinforced this disagreement is (X15) with a value of (14.1) and an arithmetic mean and standard deviation of (2.10) (0.92), which states that leaders at Salah al-Din University diagnose problems within the framework of the available data to find creative solutions For

her, as for the paragraph that recorded the highest agreement percentage, it is (X12) with a value of (50.9), and with an arithmetic mean and standard deviation of (3.15) (0.99), which refer to leaders at Salah al-Din University focusing on facts as a starting point for intuition cases.

Table (3)

Frequencies, percentages, arithmetic means, and standard deviations of the explicability dimension

Dimation	Paragraph Codes	Response scale										Arithmetic mean	standard deviation
		Strongly agree		Agreed		neutral		I do not agree		Strongly disagree			
		No	%	No	%	No	%	No	%	No	%		
The ability to explain	X11	12	5.8	70	34.0	15	7.3	103	50.0	6	2.9	2.90	1.09
	X12	5	2.4	100	48.5	25	12.1	72	35.0	4	1.9	3.15	0.99
	X13	17	8.3	61	29.6	32	15.5	88	42.7	8	3.9	2.96	1.10
	X14	14	6.8	73	35.4	27	13.1	69	33.5	23	11.2	2.23	1.19
	X15	1	0.5	28	13.6	8	3.9	122	59.2	47	22.8	2.10	0.92
General Average			4.8		32.2		10.4		44.1		8.5	2.67	1.06

Source: The table prepared by the researcher based on the results of the electronic calculator.

4. The ability to make decisions: To identify the reality of this dimension from the point of view of the respondents, their answers within the paragraphs (X16-X20) in the questionnaire form shown in Table (4), whose data indicate that the general average of the proportion of the respondents' agreement ratio) Agree, strongly agree) formed (31.4), while the ratio (strongly disagree, do not agree) formed (57.9). As for the neutral individuals, their percentage formed (10.7) with an arithmetic mean of (2.67), which is less than the hypothetical mean, whose value is (3) And with a standard deviation of (0.99), and this indicates disagreement in this dimension, and that the one who reinforced this disagreement is paragraph (X19) with a value of (11.2), and with an arithmetic mean and standard deviation of (2.17) (0.87), which indicate that the decisions that It is taken by leaders, and it is accepted and supported by individuals working at the university, while paragraph (X16) achieved the highest agreement percentage (44.6), with an arithmetic mean and standard deviation of (3.07 (1.07), respectively), which indicates that leaders at Salah al-Din University take Decisions under dynamic environment conditions.

Table (4)

Frequencies, percentages, arithmetic means, and standard deviations for the dimension of ability to make decisions

Dilation	Paragraph Codes	Response scale										Arithmetic mean	standard deviation
		Strongly disagree		I do not agree		neutral		Agreed		Strongly agree			
		No	%	No	%	No	%	No	%	No	%		
Ability to make decisions	X16	8	3.9	74	35.9	32	15.5	80	38.8	12	5.8	3.07	1.07
	X17	3	1.5	94	45.6	24	11.7	78	37.9	7	3.4	2.96	1.02
	X18	7	3.4	91	44.2	17	8.3	82	39.8	9	4.4	2.98	1.07
	X19	39	18.9	118	57.3	26	12.6	22	10.7	1	0.5	2.17	0.87
	X20	38	18.4	125	60.7	11	5.3	30	14.6	2	1.0	2.19	0.94
General Average			9.2		48.7		10.7		28.4		3.0	2.67	0.99

Source: The table prepared by the researcher based on the results of the electronic calculator.

5. Ability to cooperate: Paragraphs (X21-X25) were devoted to identifying the respondents' perception of this dimension, as Table (5) shows that the general ratio (strongly agreed, agreed) was (32.6), while the percentage (strongly disagree, disagree) It formed a ratio of (58.4), while the neutral ratio was (9.0), with an arithmetic mean of (2.69) which is less than the hypothetical mean of (3) and with a standard deviation of (1.06), and this indicates that the respondents did not agree on this dimension and that the paragraph that This disagreement was reinforced by (X24) with a value of (11.5), an arithmetic mean and a standard deviation of (2.15) (0.88), which states that leaders at Salah al-Din University employ communication networks in favor of promoting positive behaviors, and the paragraph that recorded the highest percentage Agreement, it is (X22) with a value of (51.5), arithmetic mean and standard deviation, respectively (3.14) (1.19), which refers to the leaders at Salah al-Din University getting to know the feelings of the workers in order to be able to find common areas for dialogue with them.

Table (5)

Frequencies, percentages, mean, and standard deviations of the cooper ability dimension

Dilation	Paragraph Codes	Response scale										Arithmetic mean	standard deviation
		Strongly disagree		I do not agree		neutral		Agreed		Strongly agree			
		No	%	No	%	No	%	No	%	No	%		
Ability to cooperate	X21	10	4.9	94	45.6	12	5.8	77	37.4	13	6.3	2.95	1.13
	X22	9	4.4	82	39.8	9	4.4	83	40.3	23	11.2	3.14	1.19
	X23	16	7.8	73	35.4	36	17.5	68	33.0	13	6.3	2.95	1.12
	X24	36	17.5	131	63.6	15	7.3	21	10.0	3	1.5	2.15	0.88
	X25	43	20.9	107	51.9	21	10.2	33	16.0	2	1.0	2.42	0.99
General Average			11.1		47.3		9.0		27.3		5.3	2.69	1.06

Source: The table prepared by the researcher based on the results of the electronic calculator.

6. Ability to learn: This dimension was expressed in paragraphs (X26-X30) in the questionnaire, which shows the respondents' awareness of this dimension according to their answers, as the data in Table (6) show that the general percentage (strongly agreed, agreed) reached (70.0) As for the percentage (strongly disagree, disagree) it reached (30.4), while the neutral percentage was (8.6), with an arithmetic mean of (3.38), which is greater than the hypothetical mean of (3) and with a standard deviation of (0.96), and this indicates the existence of agreement An acceptable percentage on this dimension, and the paragraph that reinforced this agreement is (X26) with a value of (78.6) and with an arithmetic mean and a standard deviation of (3.75) (0.80), which indicates that leaders at Salah al-Din University enhance their intuition by acquiring and storing knowledge And exchanged them, and the paragraph that got the least agreement is (X28) with a value of (37.9) with an arithmetic mean and standard deviation of (2.83) (1.06), which indicate that leaders at Salah University make the previous results lessons for the present and the future.

Table (6)

frequencies, percentages, arithmetic means, and standard deviations of the learnability dimension

Dimation	Paragraph Codes	Response scale										Arithmetic mean	standard deviation
		Strongly disagree		I do not agree		neutral		Agreed		Strongly agree			
		No	%	No	%	No	%	No	%	No	%		
The ability to learn	X26	---	---	27	13.1	17	8.3	142	68.9	20	9.7	3.75	0.80
	X27	3	1.5	30	14.6	18	8.7	132	64.1	23	11.2	3.69	0.90
	X28	10	4.9	100	48.5	18	8.7	72	35.0	6	2.9	2.83	1.06
	X29	---	---	40	19.4	17	8.3	109	52.9	40	19.4	3.72	0.99
	X30	8	3.9	94	45.6	19	9.2	80	38.8	5	2.4	2.90	1.05
General Average			2.2		28.2		8.6		51.9		9.1	3.38	0.96

Source: The table prepared by the researcher based on the results of the electronic calculator.

By relying on the values of the computational circles, the dimensions adopted by the leaders at Salah al-Din University can be determined according to their relative importance from their point of view and based on their answers. Decisions are followed by the ability to expect and then the ability to explain, and in the last place is the ability to face challenges, and in line with the above, the null hypothesis is rejected and the alternative hypothesis is accepted. As shown in Table (7).

Table (7)

the relative importance of the dimensions of the research according to the opinions of the respondents

Arithmetic mean	Dimensions	No.
70.0	The ability to learn	1
58.4	Ability to cooperate	2
57.9	Ability to make decisions	3
46.8	The ability to explain	4
37.0	Predictability	5
32.3	Prepare to face challenges	6

Source: The table prepared by the researcher based on the results of the electronic calculator.

Second: In order to identify the extent to which leaders at Salah al-Din University adopt their intuitive intelligence, the T-Test was adopted, as shown in Table (8):

Table (8)

results of the statistical test (T) for the respondents' answers to the research variables

Dimation	Question	MEN	ST.D	T	standard deviation
The ability to explain	X 1	2.708	.98408	39.50	5 / 5 = 100 %
	X 2	2.747	1.0379	37.99	
	X3	2.961	1.0352	41.05	
	X4	3.446	1.0520	47.01	
	X5	3.635	.96194	54.25	
Prepare to face challenges	X 6	2.286	.99781	32.88	5 / 5 = 100 %
	X 7	2.966	1.0971	38.80	
	X8	2.985	1.0428	41.08	
	X9	2.407	.78320	44.12	
	X10	2.927	1.0636	39.50	
Predictability	X 11	2.898	1.0884	38.21	5 / 5 = 100 %
	X 12	3.145	.99666	45.30	
	X13	2.956	1.1012	38.53	
	X14	2.932	1.1874	35.44	
	X15	2.097	.92145	32.66	
Ability to make decisions	X 16	3.068	1.0662	41.29	5 / 5 = 100 %
	X 17	2.961	1.0161	41.82	
	X18	2.975	1.0749	39.73	
	X19	2.165	.87342	35.57	
	X20	2.189	.93604	33.57	
Ability to cooperate	X 21	2.946	1.1314	37.38	5 / 5 = 100 %
	X 22	3.140	1.1871	37.97	
	X23	2.946	1.1183	37.81	
	X24	2.145	.87689	35.11	
	X25	2.242	.99232	32.43	
The ability to learn	X 26	3.752	.80357	67.02	5 / 5 = 100 %
	X 27	3.689	.90558	58.47	
	X28	2.825	1.0585	38.30	
	X29	3.723	.99076	53.93	
	X30	2.9029	1.04545	39.853	

Source: was prepared by the researcher. The tabular value of (T) = 1.990 N = 206

The results of the table can be described as follows:

A. The results of the statistical test (T) for the variables (X1 - X5): Table (8) showed the results of the statistical laboratory (T) for the respondents' answers that all the sub-variables achieved agreement within the

dimension (expectancy), as the value of (T) calculated for these variables was It is greater than its tabular value of (1.97) at a significant level (0.05), and the percentage of accreditation of the researched university for this dimension was (100%).

B. The results of the statistical test (T) for the variables (X6 - X10): Table (8) showed the results of the statistical laboratory (T) for the respondents' answers that all the sub-variables had achieved agreement within the dimension (readiness to face challenges), as the value of (T) calculated for these variables It is greater than its tabular value of (1.97) at a significant level (0.05), and the percentage of accreditation of the researched university for this dimension was (100%).

C. The results of the statistical test (T) for the variables (X11 - X15): Table (8) showed the results of the statistical laboratory (T) for the respondents' answers that all the sub-variables had achieved agreement within the component (interpretation), as the value of (T) calculated for these variables was It is greater than its tabular value of (1.97) at a significant level (0.05), and the percentage of accreditation of the researched university for this dimension was (100%).

D. The results of the statistical test (T) for the variables (X16 – X20): Table (8) showed the results of the statistical laboratory (T) for the respondents' answers that all the sub-variables achieved agreement within the dimension (ability to make decisions), as the value of (T) calculated for these The variables are greater than their tabular value of (1.97) at the level of significance (0.05), and the percentage of accreditation of the researched university for this dimension was (100%).

E. The results of the statistical test (T) for the variables (X21 - X25): Table (8) showed the results of the statistical laboratory (T) for the respondents' answers that all the sub-variables achieved agreement within the dimension (the ability to cooperate), as the value of (T) calculated for these variables was It is greater than its tabular value of (1.97) at a significant level (0.05), and the percentage of accreditation of the researched university for this dimension was (100%).

F. The results of the statistical test (T) for the variables (X26 - X30): Table (8) showed the results of the statistical laboratory (T) for the respondents' answers that all the sub-variables had achieved agreement within the component (ability to learn), as the value of (T) calculated for these variables It is greater than its tabular value of (1.97) at a significant level (0.05), and the percentage of accreditation of the researched university for this dimension was (100%). Consistent with the above, the null hypothesis is rejected and the alternative hypothesis is accepted.

Fourth Axis: Conclusions and Suggestions

First: the conclusions

1. The results of the statistical analysis indicate that the leaders at the University of Salah al-Din have a great interest in learning and increasing knowledge, thus enhancing organizational learning and organizational memory.
2. It becomes clear to us, by reviewing the results of the practical side of the research, that the leaders at the University of Salah al-Din adopted the dimensions of research, but to varying degrees, where the right after the ability to learn ranked first in terms of the interest of the individuals surveyed, while it happened after the willingness to face challenges on the last rank.
3. It was found to us through the statistical results that the leaders at the University of Salah al-Din adopt the six dimensions of research referred to in the body of the research in order to enhance their intuitive intelligence.

Second: suggestions

1. The necessity for leaders at Salah al-Din University to be ready to face challenges and not stick to decisions and routine procedures because the circumstances surrounding decisions change rapidly, so leaders must be more daring in dealing with matters.
2. Enhancing the interpretability of leaders at Salah al-Din University by looking at the experiences of other organizations in dealing with various matters, as well as adopting case studies and learning to enhance the interpretability of leaders.
3. Our organizations work in turbulent environments and in order to maintain sustainability, its leaders must enhance the skill of predicting the future and planning scenarios.

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