African Journal of Biological Sciences

Presenting a model of the impact of intelligent leadership on social entrepreneurship with the mediating role of organizational identity among sports teachers in Iraq

FirasAyyedKadhim andDr. Mir Hassan Seyedameri

Department of Sport Sciences, Faculty of Sport Science, Urmia University, Urmia, Iran.

Abstract

The aim of the current research was to provide a model of the impact of intelligent leadership on social entrepreneurship with the mediating role of organizational identity among sports teachers in Iraq. The research method of the present study was descriptive and contextual. The statistical population of the research included all sports teachers in Iraq, and due to the fact that the number of the statistical population was not known using available sampling, 384 people were selected as a sample and the questionnaires were distributed among them. In order to collect the necessary information about the research problem, three types of standard questionnaires of Sidanmanlaka's intelligent leadership (2002), Arab social entrepreneurship questionnaire (2013) and Cheney's organizational identity questionnaire (1983) were used. Quantitative data analysis was done using SPSS25 software and PLS version 3 software. The results showed that intelligent leadership has a positive and significant relationship with organizational identity among sports teachers in Iraq. The results indicated that intelligent leadership is related to social entrepreneurship among sports teachers in Iraq. The results showed; Organizational identity has a positive and meaningful relationship with social entrepreneurship among sports teachers.

Finally, the results showed that smart leadership and social entrepreneurship are related to the mediating role of organizational identity among sports teachers in Iraq, and the model of the effect of smart leadership on social entrepreneurship was fitted with the mediating role of organizational identity among sports teachers in Iraq.

Keywords: intelligent leadership, social entrepreneurship, organizational identity, sports teachers, Iraq

Introduction

Although social entrepreneurship is still in its early stages, it is an important topic that requires a lot of research. It does not seem that interest in social entrepreneurship is following a passing trend, rather it seems to have gone beyond that (Deviyodi and Varavardhana, 2018). The main assumption of social entrepreneurship is the intention to create social value while using market-based methods and tactics to achieve that value creation (Miller et al., 2012). Social entrepreneurship identifies an imbalance that causes the exclusion or suffering of a group of people, then recognizes an opportunity to restore balance in the social system by reducing the suffering of those negatively affected by the unfair balance. The ultimate goal is to improve the overall situation not only for the marginalized or injured group but for all individuals in the social system (Martin and Osberg, 2007). Ultimately, the distinguishing feature of social entrepreneurship lies in its mission or main goal of social impact (Chanada, 2022).

Research suggests that leadership plays a significant role in entrepreneurship. Leaders learn from various sources such as observation, education, experience, interaction, evaluation, and feedback. They also learn by studying other successful leaders. Although leadership is not something that can be learned solely by reading a book, reading books helps leaders minimize mistakes and maximize results (Al-Khatlan, 2023). Intelligent leaders quickly learn leadership techniques and acquire tools and skills for effectively leading others. Intelligent leadership is a combination of soft and hard skills and soft and hard power. It links hard and intelligent work. Intelligent leadership is the process of setting goals, influencing people, creating effective teams, motivating individuals, and ultimately aligning their forces and efforts towards organizational goals through soft and hard skills and soft and hard power (Al-Mamouri and Al-Khatlani, 2023). Intelligent leadership, as described by Saidanmanakl

(2003), is a leadership style based on mutual dialogue between leaders and subordinates to provide a common vision for setting the organization's future goals and effectively achieving them.

This process takes place in an organized group that has similar organizational values. Such a process is also influenced by the general environment surrounding the organization, including industry and society, which defines it as one of the three main pillars for building an intelligent organization alongside intelligent operations and strategy. Intelligent leadership for these organizations is a source of vitality, distinction, continuity, and openness towards internationalization, which plays a significant role in the entrepreneurship of employees within the organization (Alenzi, 2023).

Researchers have stated that there is a direct and strong relationship between leadership and organizational identity. For example, based on the results of ShahgoliZadeh and colleagues' research (1400), the implementation of leadership and organizational identity increases the tendency to warn in the organization and this issue will reduce errors in the organization. Therefore, the importance of identities in organizations has been highlighted (Brown, 2014). Elements of organizational identity (such as values, goals) play a larger role in organizations and technological advances have given organizations the ability to express themselves in many new ways (Dorcas and colleagues, 2017). They also have the potential to create differentiation in organizations, which in turn can be a strong brand builder. The environment in which organizations exist is also rapidly changing, and managing such changes has become increasingly important (Waddock and colleagues, 2015). The aforementioned technological advances and the more complex world increase the potential for confusion about organizational identity. Therefore, identity within the framework of an organization has a significant strategic potential (Balmer, 2017).

Given the current situation in Iraq, sports teachers are also facing problems and challenges. Many sports schools in Iraq do not have enough sports equipment, and sports teachers are forced to use very limited equipment. Sports schools in Iraq have very few educational facilities that sports teachers can use, making it difficult for sports teachers to teach their students. Many sports teachers in Iraq are not aware of new and advanced sports training exercises and methods.

Some sports schools in Iraq do not have sufficient sanitary facilities, causing teachers and students to face health problems. "Iraq is facing security crises, which puts sports teachers in some areas of this country at risk. The Iraqi government seems to be insufficient in supporting sports and improving the country's sports level, making it difficult for sports teachers to succeed as professionals (Yasin and Atallah, 2023). Given that sports teachers in Iraq can act as entrepreneurs, smart leadership can create entrepreneurial sports spaces and provide the necessary support to sports teachers, encouraging them to create businesses related to sports and help promote entrepreneurship in the field of sports. In the meantime, the role of organizational identity has been left behind, and the present research intends to examine the importance of this issue in the social entrepreneurship of sports teachers in Iraq.

Given that sports teachers in Iraq also act as members of an organization, creating and strengthening a common organizational identity can help improve their sports entrepreneurship. In fact, the common organizational identity of sports teachers can act as a mediating factor in the relationship between smart leadership and their social entrepreneurship, and by strengthening the connection between these two variables, it can help improve sports entrepreneurship in Iraq. Therefore, the present research seeks to answer this question: What is the pattern of the impact of smart leadership on social entrepreneurship with the mediating role of organizational identity among sports teachers in Iraq?
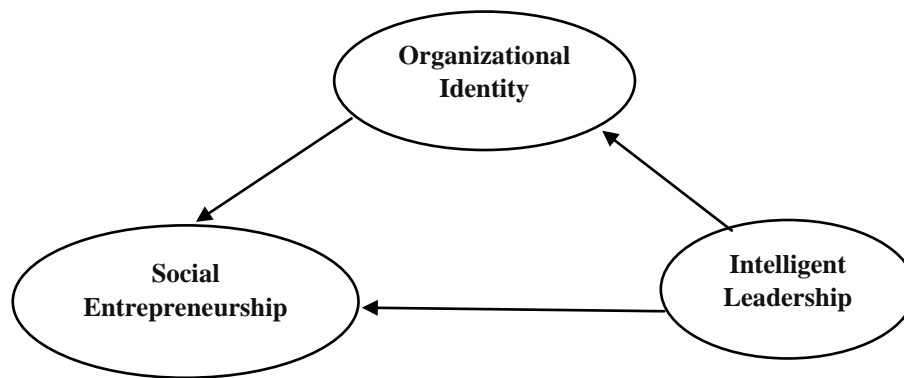
Figure 1. Conceptual model of the research

Method

The research method of the present study was descriptive and exploratory. In this research, information was collected in two ways; first, the library method; where information was obtained by studying books, magazines, articles, and theses in various universities, the Center for Scientific Documents and Records, and other scientific centers. Second, the field method; in this part, information is collected by questionnaire from sample individuals and then hypotheses were tested and results were analyzed. To collect the necessary information about the research problem, three types of questionnaires were used, including demographic information among them; they included the standard questionnaire of intelligent leadership by Syed Anmanlaka (2002), the social entrepreneurship questionnaire by Arab (1390), and the organizational identity questionnaire by Chen (1983).

The geographical scope of this research will be Iraq. Therefore, the statistical population of the research includes all sports teachers in Iraq, and considering the unknown number of the statistical population, 384 people were selected as the sample using available sampling, and questionnaires were distributed among them. To measure the validity of the questionnaires, 10 sports management professors were consulted. The

reliability of the questionnaires was also calculated through Cronbach's alpha coefficient. Descriptive statistics (mean, standard deviation, and percentage of skewness) were used to describe demographic characteristics, to determine the reliability of the questionnaires, Cronbach's alpha was used, and for analysis and examination of research hypotheses, structural equation modeling methodology was used. Quantitative data analysis was performed using SPSS25 software and PLS version 3 software.

Findings

According to the descriptive statistics of the total 384 participants, the highest frequency with 53.4% (205 people) was between 30 to 40 years old and the lowest frequency with 8.9% (34 people) was related to 51 to 60 years old. Also, out of the total 384 participants, 59.4% (228 people) were male and 40.6% (156 people) were female. In addition, out of the total 384 participants, the highest frequency with 53.9% (207 people) had a bachelor's degree and the lowest frequency with 11.5% (44 people) had a doctorate. Finally, out of the total 384 participants, the highest frequency with 46.9% (180 people) was related to guidance school and the lowest frequency with 23.7% (91 people) was related to high school.

Table 1. Results of the internal consistency and convergent validity of the research constructs at the first order.

Variables	objects	Indicator	operational burden	Cronbach's alpha	Composite reliability	Average variance extracted
Smart leadership	rational	There is necessary andsufficient participation and collaboration to explainthe organization's goals	0.795	0.913	0.929	0.622
		Organizational decisions for	0.797			

		facilitating the achievement of goals are made collaboratively				
		Employees are provided with clear andimmediate feedback for their performance and to ensure the achievement of goals.	0.794			
		Officialshave sufficient organizational commitment to advance goals	0.780			
		Employees are satisfied due to their participation in decision-making.	0.808			
		Officials feel responsible in setting tangible goals	0.780			
		Control programs exist explicitly and obviously	0.751			
		Officials feel a sense of belonging to the organization through participation in decision-making.	0.801			
	emotional	Human resources are considered the core and the center of gravity of the administration.	0.802	0.905	0.924	0.636
		Officials encourage and motivate employees to achieve organizational goals	0.786			
		Officials create enthusiasm and eagerness in employees to achieve organizational goals.	0.802			
		Officials, with the skill of controlling emotions, create an environment full of trust.	0.807			
		Due to the existence of trust, employees have sufficient motivation to achieve goals.	0.799			
		The participation of	0.817			

		employees in the decision-making process leads to empathy for the implementation of decisions				
		Officials have the necessary skills to establish communication and resolve existing contradictions and conflicts	0.767			
	spirituality	Officials carry out meaningful and purposeful tasks	0.797	0.920	0.934	0.641
		Officials create the necessary enthusiasm and motivation to carry out tasks	0.826			
		Officials, by arousing human values, align employees' behavior with appropriate ethical principles and values.	0.799			
		Officials, by creating alignment in goals, make employees interested in achieving long-term goals.	0.826			
		The attractiveness of officials provides the conditions for enhancing the morale of hope in employees	0.769			
		The trust of managers in employees based on human relations increases their loyalty to the organization	0.781			
		Officials give meaning and concept to work and effort with a logical approach	0.794			
		Officials enhance the spirit of success-seeking in employees along with hard work	0.810			
Corporate identity	Membership	I am very proud to be an employee of this organization	0.836	0.899	0.922	0.663

		I often explain myself to others by saying sentences like 'I work for this organization' or 'I am a member of this organization	0.800			
		I am very pleased to choose this organization over another for work	0.815			
		I am very keen to spend the rest of my professional life in this organization.	0.828			
		I feel that this organization values me.	0.799			
		I have derived my identity from this organization	0.808			
	Loyalty	I would continue to work for this organization even if I didn't need the money.	0.792	0.916	0.931	0.630
		The fate and results of this organization's activities are important to me	0.809			
		In conversation with my friends, I recommend this organization as a good place to work.	0.813			
		Generally, I consider the organization's problems as my own	0.762			
		I am not satisfied with making more effort than expected to help the organization succeed	0.801			
		I get upset when others criticize the organization outside	0.780			
		I feel little loyalty to this organization	0.796			

		the fate of this organization is really important to me	0.794			
	similarity	Generally, those who work in this organization are pursuing the same goals	0.821	0.682	0.895	0.844
		I have a lot of commonalities with other employees of this organization	0.812			
		I realized that my values and the organization's values are very similar	0.837			
		Because many members feel a sense of belonging and attachment to this organization, I consider this organization a big family	0.832			
Social Entrepreneurship	Social change	I am seeking to create intelligent changes and sustainable advancements in my society	0.849	0.899	0.925	0.712
		I evaluate the social results and consequences of my activities	0.838			
		I have a clear and bright perspective for creating change in the social sectors of society	0.863			
		I am diligent and persistent in preparing the necessary conditions to address social needs	0.838			
		I'm good at attracting resources through others	0.831			
	Social mission	I want to accomplish the mission that I have set for myself quickly	0.846	0.900	0.926	0.714
		I have considered a mission	0.851			

		for myself to create and maintain the social values of society				
		I consider failure in my plans more of a learning experience than a personal tragedy	0.857			
		I won't let resource limitations hinder the pursuit of my vision and mission	0.843			
		"In addition to internal and local activities, I have the potential to stimulate global advancements	0.827			
	Maintaining social values	In situations where others see issues as problems, I see them as opportunities	0.851	0.905	0.930	0.725
		I do not solely focus on improving social issues	0.849			
		My goal is to reduce the social needs of society, not to completely eliminate them	0.854			
		I evaluate the data and input of my work and activities	0.850			
		I am working towards creating a balance between the values of investors and the needs of society	0.854			
	Innovation and social learning	I am patient and tolerant in the face of ambiguities arising from innovations	0.853	0.901	0.927	0.716
		In setting up and providing a budget for tasks, I am looking for innovative and creative methods	0.853			
		When faced with an obstacle, instead of removing and sidestepping it, I think about overcoming it	0.832			

		When faced with potential risks, I manage and control the situation well	0.839			
		I understand the risks that threaten the organization's shareholders, and my effort is to redirect these risks towards those who are ready to accept the	0.853			
	Social activity	I make the best use of scarce resources	0.857	0.904	0.929	0.723
		I am testing all ways of attracting resources, from philanthropic activities to commercial and business methods	0.850			
		I am evaluating the process and flow of my activities	0.835			
		I have a creative mindset in using what has been previously innovated	0.864			
		I am often in search of opportunities and new areas to work, creating unique models and inventing new methods	0.864			
	Social Responsibility	I understand the organization I work for and I am responsible for it	0.864	0.900	0.926	0.714
		I use existing ideas in a new way or in response to new situations	0.852			
		I adopt measures in attracting resources that help in the execution of social objectives	0.842			
		By making scarce resources available to my partners and colleagues, I am in a way trying to increase these	0.837			

		resources				
		I always assess the risks of each action and control its potential damage	0.846			

As shown in Table (1), the factor load of all indices is greater than 0.7, the value of Cronbach's alpha and composite reliability is greater than 0.7, and the average variance extracted values are greater than 0.5. Therefore, the internal consistency and convergent validity of the reflective constructs of the research variables are confirmed.

Table 2. Q2 values of endogenous variables in the research model

Variables	SSO	SSE	Q² (=1-SSE/SSO)
Smart leadership	1.152.000	1.152.000	
Corporate identity	1.152.000	644.874	0.440
Social Entrepreneurship	2.304.000	1.262.576	0.452

Table 3. Variance Inflation Factor (VIF) values of the inflation factor

Variables	Smart leadership	Corporate identity	Social Entrepreneurship
Smart leadership		1.000	2.334
Corporate identity			2.334
Social Entrepreneurship			

According to Table (3), the Variance Inflation Factor (VIF) values, all indices are below 5, indicating no collinearity between variables.
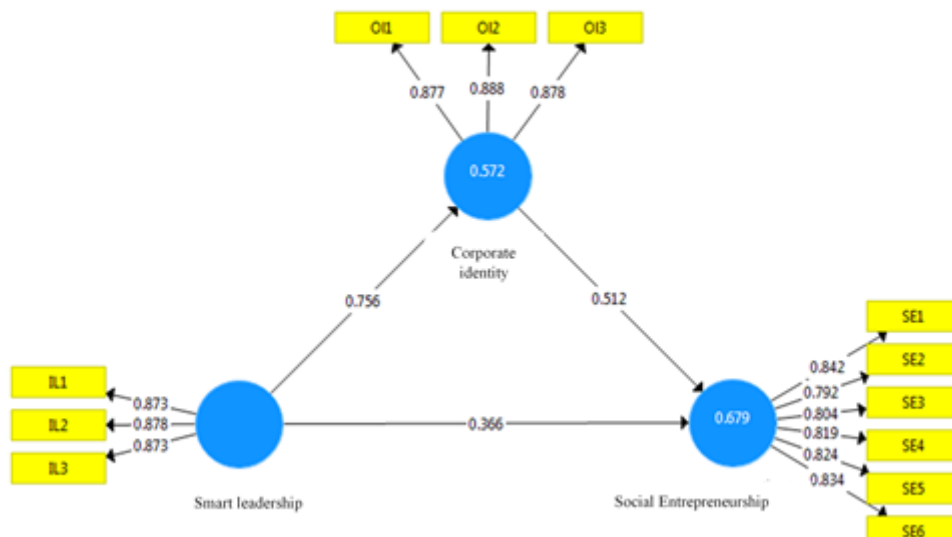
Significant coefficient (T-values)

The first and most basic criterion for measuring the relationship between constructs in the model (structural section) is the significant numbers of

T-values. If the value of these numbers exceeds 1.96, it indicates the correctness of the relationship between the constructs and therefore confirms the research hypotheses at the 95% confidence level.
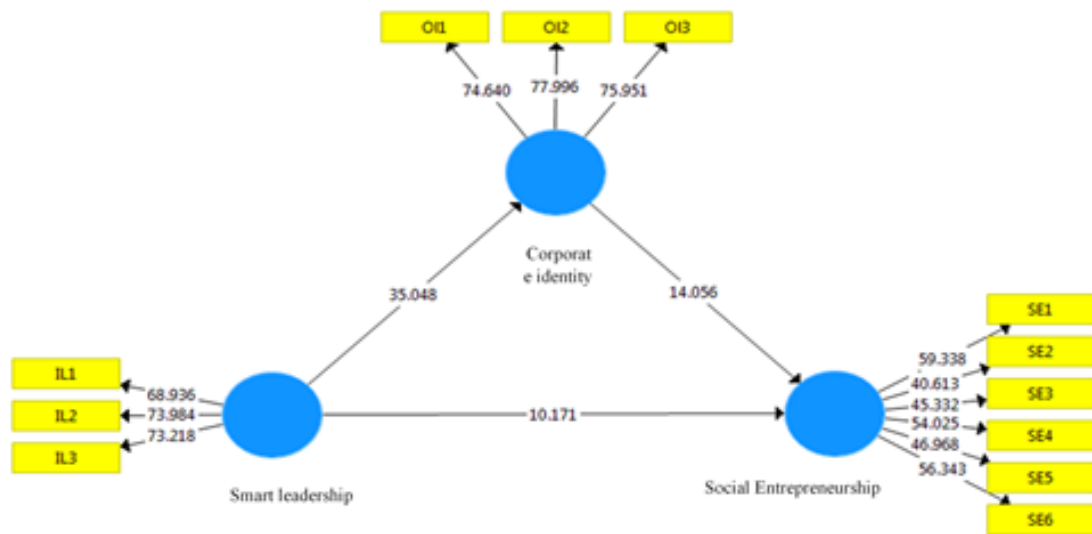
**Figure 2. Structural model along with path coefficients**

Figure 3. Structural model along with significant coefficients

Table 4. Significant coefficient (T-values) of the relationships between each of the main factors with each other and with sub-factors

Variables	t-value	Path coefficient	Result
Intelligent Leadership -> Organizational Identity	35.048	0.756	confirmation
Intelligent Leadership -> Social Entrepreneurship	10.171	0.366	confirmation
Organizational Identity -> Social Entrepreneurship	14.056	0.512	confirmation
Intelligent Leadership -> Organizational Identity -> Social Entrepreneurship	13.360	0.387	confirmation

Given that the path of relationships between the research components and also the items with each of their factors is greater than 1.96 and is significant, this significance indicates the correct prediction of the relationships of the research model. In the two-stage separate approach, in the first stage; all higher-order constructs are converted to the first order and hypothetical relationships between the dimensions of higher-order variables are drawn with each other, which in this stage examines the validity and reliability of reflective constructs in the first order and uses the scores obtained to perform the second stage and examine the validity andreliability of higher-order constructs and also examine the relationships between endogenous and exogenous variables. Figure (4) displays the overall research model in the first order without higher-order constructs
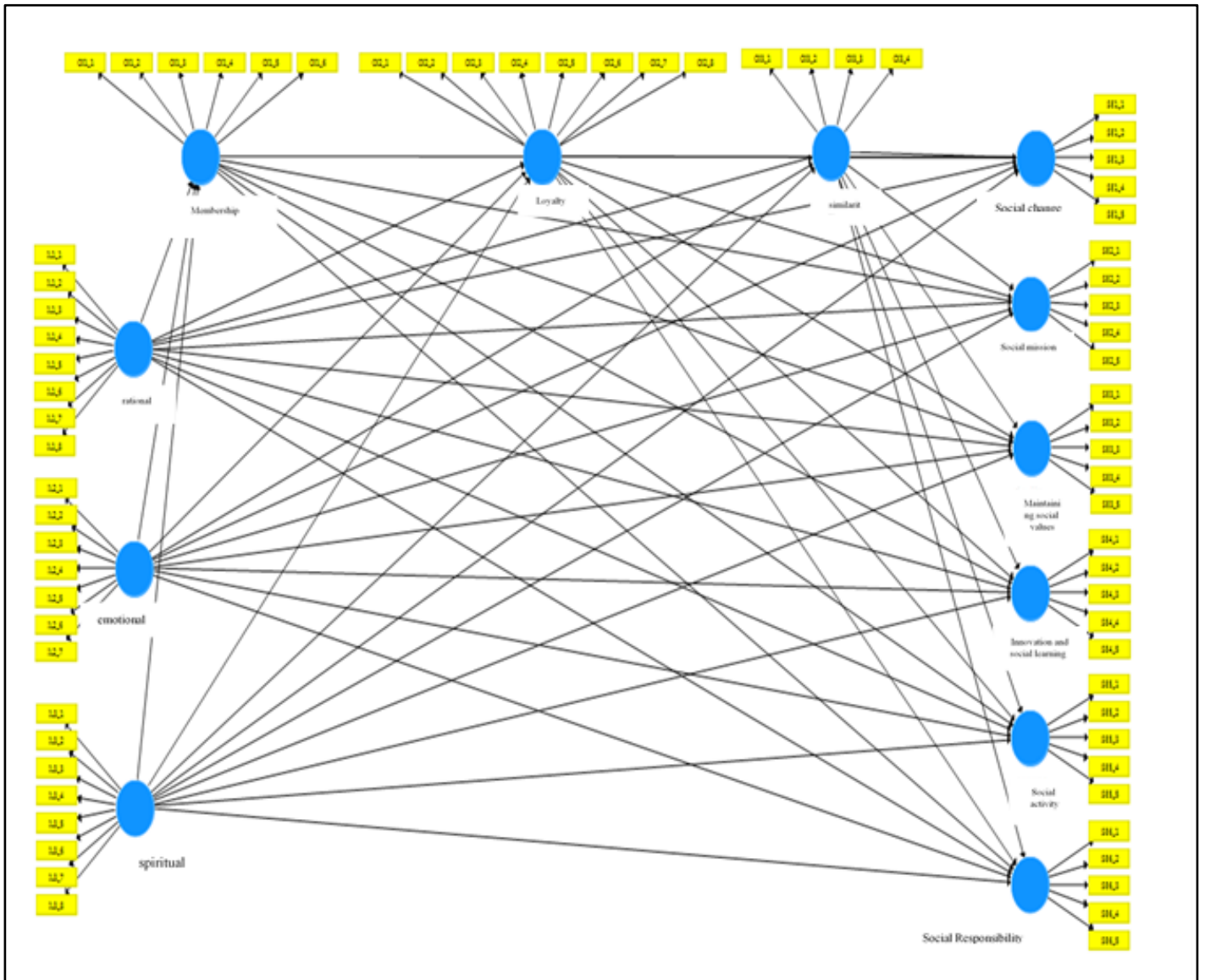
Figure 4. Research model

Discussion and Conclusion

The results showed that intelligent leadership has a positive and significant relationship with organizational identity among sports teachers in Iraq. Intelligent leadership has a relationship with organizational identity. The literature related to organizational identification, which is

mostly functional, shows that organizational identification is related to performance outcomes such as leadership and social exchange perspective (Karabtian, 2023). The impact of intelligent leadership on workers' experiences and their identity derived from their work depends on how intelligent leadership operates and how it affects organizational identity. Some researchers have also examined this relationship among teachers. Intelligent leadership and organizational identity among sports teachers have been examined in several articles.

The impact of employees' personality and strategic leadership on organizational identification among teachers has been studied and it was found that strategic leadership has a significant relationship with organizational identification (Nogroho and colleagues, 2023). In addition, the behaviors of learning-oriented leadership of school managers in relation to teachers' understanding of organizational identity have been examined and a positive relationship between learning-oriented leadership and organizational identity has been observed (Ali and colleagues, 2020). Considering the results of research in line with the results of the present study, it is suggested that the style of intelligent leadership with the use of artificial intelligence among sports teachers in Iraq become prevalent in the education of this country and classes related to the style of intelligent leadership to increase the organizational identity of sports teachers be put on the agenda.

The results indicated that intelligent leadership is associated with social entrepreneurship among sports teachers in Iraq. It has been determined that intelligent leadership has a positive relationship with social entrepreneurship. Research has shown that social intelligence, emotional intelligence, and spiritual intelligence are important factors that influence entrepreneurial intention and self-leadership, which in turn affect social entrepreneurship (Sutiatno, 2023). In addition, it has been determined that social intelligence has a moderate and positive relationship with the

perception of social entrepreneurship among university students (Han and Daniel, 2023). Authentic leadership, which includes the behaviors of authentic leaders, has been identified as a response to the shortcomings of contemporary entrepreneurship education and can help address the challenges of social business (Kanex and colleagues, 2023). In addition, an intercultural study showed that CEOs with more social intelligence contribute more to the performance of companies in different countries.

Ultimately, it has been determined that Islamic leadership and emotional intelligence have a significant impact on business performance in the field of Islamic social entrepreneurship (Rahim and colleagues, 2019). It has been determined that intelligent leadership has a significant impact on social entrepreneurship among sports teachers. Research has shown that intelligent leadership plays an important role in promoting social entrepreneurship among teachers in the field of physical education and sports. It has been argued that integrating entrepreneurial skills into the curriculum can lead to changes in teaching methods and thinking, and turn entrepreneurship education into a fundamental basis for all courses, including sports management (Liu and colleagues, 2022). In addition, educational entrepreneurship aims to provide teachers with knowledge, skills, and motivation to encourage entrepreneurial success, which can help develop and change society (Esfiya, 2021). Therefore, intelligent leadership can be considered as a key factor in fostering social entrepreneurship among sports teachers, leading to innovative solutions and support for social development.

The results showed that organizational identity has a positive and significant relationship with social entrepreneurship among sports teachers. Organizational identity in social companies is influenced by the interaction between multiple identities. Social companies combine social and economic logics to build their identity, and this identity is influenced by social performance, social entrepreneurship, and resources received

from the social sector (Gardla and colleagues, 2021). Entrepreneurs can use social media to develop their organizational identity in business networks through processes such as network communication, collaboration, interaction with trends, and connection with the community. The social identity of entrepreneurs actively promotes strategic entrepreneurial activities in companies (Leffler, 2020). In general, organizational identity plays an important role in social entrepreneurship and influences strategic activities, performance, and how social companies position themselves in networks.

Ultimately, the results showed that intelligent leadership and social entrepreneurship are related to the mediating role of organizational identity among sports teachers in Iraq, and the model of the impact of intelligent leadership on social entrepreneurship with the mediating role of organizational identity among sports teachers in Iraq was fitted. It has been determined that intelligent leadership has a significant impact on social entrepreneurship with the mediating role of organizational identity. This research examined the impact of intelligent leadership on social entrepreneurship in this group of sports teachers. As a result of this research, it provides valuable insight for sports teachers and highlights the importance of intelligent leadership and organizational identity in promoting social entrepreneurship.

Reference

Alenezi, R. S. (2023). Organizational Creativity Among Academic Leaders In Higher Education Institutions Based On Smart Leadership Standards. Journal of Namibian Studies: History Politics Culture, 33, 1104-1121.

Ali, H., Hussain, F., & Khan, A. (2020). The mediating role of organizational identification between leadership and job security: a case of teachers in private institutions of Punjab-Pakistan. Journal of Management and Research, 7(1), 212-234.

Al-Khatlan, A. M. S. (2023). Smart Leadership for E-Learning for disabilities in the light of international experiences and the possibility of benefiting from it in the State of Kuwait. Journal of Namibian Studies: History Politics Culture, 33, 494-517.

Al-Mamouri, B. A. H. H., & Al-Khikani, A. S. J. (2023). The arbitration performance of handball referees in Iraq is correlated with smart leadership and emotion management skills. Journal of Humanities and Social Sciences Research, 2(2).

Asfiah, N. (2021). Do Islamic social entrepreneurship moderate Islamic leadership and emotional intelligence? Evidence from micro and small enterprises fostered by 'Aisyiyah. Journal of Innovation in Business and Economics, 5(01), 23-34.

Balmer. JMT (2017). Advances in corporate brand, corporate heritage, corporate identity and corporate marketing scholarship. European Journal of Marketing 51(9/10):1462-1471

Brown, Ad (2014). Identities and identity work in organizations. International Journal of Management Reviews 17: 20-40.

Cardella, G. M., Hernandez-Sanchez, B. R., & Sanchez-Garcia, J. C. (2021). Entrepreneurship and sport: a strategy for social inclusion and change. International journal of environmental research and public health, 18(9), 4720.

Chandna, V. (2022). Social entrepreneurship and digital platforms: Crowdfunding in the sharing-economy era. Business Horizons, 65(1), 21-31.

Devereux L, Melewar TC and Foroudi P (2017). Corporate identity and social media: Existense and extension of the organisation. International Studies of Management and Organization 47(2): 110-134

Hale, T., & Daniels, G. (2023). On Being a Missionary (Abridged): An Introduction to Cross-Cultural Life and Ministry. William Carey Publishing.

Karabetyan, L. (2023). The Relationship Between Sustainable Leadership and Organizational Identification in Universities. In Considerations on Education for Economic, Social, and Environmental Sustainability (pp. 136-155). IGI Global.

Knox, M. W., Crawford, J., &Kelder, J. A. (2023). Developing authentic leadership and fostering social entrepreneurial innovation. In Research Anthology on Approaches to Social and Sustainable Entrepreneurship (pp. 86-109). IGI Global.

Leffler, E. (2020). An entrepreneurial attitude: Implications for teachers' leadership skills? Leadership and Policy in Schools, 19(4), 640-654.

Lyu, T., Tang, L., & Yang, Z. (2022). Psychological Capital on College Teachers' and Students' Entrepreneurial Performance and Sports Morality Under Social and Political Education. Frontiers in psychology, 13, 810626.

Martin, R. L., &Osberg, S. (2007). Social entrepreneurship: The case for definition. Stanford Social Innovation Review, 5(2), 28e39.

Miller, T. L., Grimes, M. G., McMullen, J. S., &Vogus, T. J. (2012). Venturing for others with heart and head: How compassion encourages social entrepreneurship. Academy of Management Review, 37(4), 616e640.

Nugroho, P. P., Castyana, B., Putri, D. T., & Hartono, M. (2023, January). Identification of Leadership Style in Sport Organizations. In ISPHE 2022: Proceedings of the 6th International Seminar on Public Health and Education, ISPHE 2022, 29 June 2022, Semarang, Central Java, Indonesia (p. 27). European Alliance for Innovation.

Rahim, M. A., Ma, Z., Quah, C. S., Rahman, M. S., Jasimuddin, S. M., Shaw, L., &Ozyilmaz, A. (2019). Intelligent entrepreneurship and firm performance: A cross-cultural investigation. Journal of International Entrepreneurship, 17, 475-493.

Sutiyatno, S. (2023). The Role of emotional, spiritual, and social intelligence on entrepreneurship intention of informatics and computer students: self-leadership as a mediating variable. Journal of Economics, Finance and Management Studies, 6(4), 1482-1491.

Waddock S, Meszoely G, Waddell S. and Dentoni D (2015). The complexity of wicked problems in large scale change. Journal of Organizational Change Management 28(6): 993-1012.

Yassine, M., &Atallah, L. A. (2023). The problem of female students' motivation to participate during the physical and sports education class in the schools of Ramadi city in Iraq. journal mustansiriyah of sports science, 5(1).