

The Effect of E-leadership on Strategic Excellence A Field Study in Private Universities in Kurdistan Region-Iraq

Mohammed Emad Zeki Agha¹  , Range M. Nori Dawoda²  

^{1, 2} Dept. of Managerial Science, College of Administration & Eco., University of Zakho, Kurdistan Region, Iraq.

Article Information

Article History:

Received: 30 / 04 / 2026

Revised: 06 / 08 / 2026

Accepted: 20 / 08 / 2026

Available Online: 01 / 09 / 2026

Pages no : 152 – 163

Keywords:

e-leadership, strategic excellence,
Private universities.

Abstract

The study aimed to diagnose the effect of e-leadership on strategic excellence in private universities in the Kurdistan Region of Iraq. A descriptive-analytical approach was adopted, using a structured questionnaire drawn from a random sampling technique to collect data from heads of departments and unit managers in selected private universities. The sample consisted of 102 respondents, and the data were analysed using SPSS through descriptive and inferential statistical methods to examine the study's hypotheses.

Results showed that e-leadership is widely practised among university leaders, particularly in terms of digital competences and digital vision, while digital innovation came at relatively lower levels. It was also found that the level of strategic excellence is generally high in the surveyed universities, with a clear focus on the leadership dimension. Results revealed a significant effect of e-leadership on strategic excellence, indicating that effective e-leadership contributes to enhancing strategic excellence. The findings also showed that digital capabilities are the most influential factor, whereas digital innovation did not show a significant effect on strategic excellence.

The results showed that e-leadership is a significant factor in determining strategic excellence in universities, particularly in private universities in the Kurdistan Region. It also recommended reinforcing leaders' e-leadership abilities and developing their strategic direction in a manner that cultivates organisational performance and sustainability.

Correspondence:

Researcher name:

Range M. Nori Dawoda

Email: range-majid@uoz.edu.krd

1. Introduction

In a rapidly evolving digital landscape, institutions are progressively needing to adopt new leadership methods to achieve superior performance and competitiveness. Higher education institutions have been meaningfully affected by technological improvements, globalisation, and rising shareholder expectations. In the Kurdistan Region of Iraq (KRI), as an emerging region, private universities face significant challenges in determining competitiveness and sustainability, making the adoption of a digital leadership style vital to realising strategic excellence in the organisation. E-leadership quality has emerged as a key factor in institutional effectiveness, referring to leaders' capability to strategically employ electronic technologies to encourage behaviours, develop communication, and maintain data-driven decision-making [1]. Studies have emphasised that e-leadership abilities are crucial for supporting organisational novelty and agility in complex environments [2]. In universities and higher education organizations, where E-Systems increasingly shape academic tasks and administrative jobs, most recent study recommends focusing on approaches that enhance digital willingness among managerial leaders [3], such leadership shows a critical role in supporting adaptableness and strategic excellence- Strategic excellence reflects an organization's capacity to achieve sustained effective strategy and continuous improvement, often demonstrated

through innovation, flexibility, and responsiveness to change Leadership is broadly recognized as a crucial factor in attaining such excellence, mainly in dynamic and undefined environments [4].

2. Research Aims

The study aims to test the role of e-leadership orientation in supporting strategic excellence in private universities in the Kurdistan Region, Iraq. Specifically, the study seeks to obtain these objectives:

1. To measure the level of e-leadership direction as seen by managers of units and heads of departments in private universities in the Kurdistan Region, Iraq.
2. Assess the level of (SE-) in private universities from the viewpoint of the sample.
3. Investigate the effect of e-leadership on strategic excellence, to conclude its role in improving institutional performance in higher education in the Kurdistan Region of Iraq.

3. Research problems

E-leadership orientation has emerged as a key driver of organisational effectiveness by utilising digital technologies to influence behaviours, enhance communication, and support data-driven decision-making. However, this study did not examine private universities or the Kurdistan Region. Scholars have highlighted that e-leadership capabilities are essential for organisational agility and innovation, but their focus was not on strategic excellence. In higher education institutions, where e-systems increasingly shape academic and administrative functions, recent research recommends enhancing the digital readiness of administrative leaders. Still, it emphasises digital readiness rather than e-leadership. Likewise, leadership is recognised as a key factor in achieving strategic excellence in dynamic environments, although it discusses leadership from a general perspective rather than e-leadership. These limitations reveal an important research gap. Despite the growing interest in digital orientation and organisational development, empirical studies have mainly focused on developed contexts, with limited attention to the Kurdistan Region of Iraq. In addition, few studies have examined the relationship between e-leadership and strategic excellence from the perspective of managers of administrative units and heads of scientific departments in private universities. Therefore, this study seeks to examine the impact of e-leadership on strategic excellence in private universities in the Kurdistan Region of Iraq based on the perceptions of managers of administrative units and heads of scientific departments. Consequently, the study problem can be framed through the following research questions:

1. To what extent is e-leadership practised in private universities in the Kurdistan Region of Iraq from the perspective of administrative unit managers and heads of scientific departments?
2. To what extent is strategic excellence in these universities as perceived by the study sample?
3. How does e-leadership affect strategic excellence in private universities in the Kurdistan Region of Iraq?

4. Theoretical aspect

1.4. E-leadership

Recent literature highlights that e-leadership has become a critical capability in organisations undergoing continuous digital transformation. It is widely recognised as a multidimensional construct that combines technological integration, strategic agility, and human-centred leadership in virtual environments. The literature conceptualises e-leadership as a core component of digital transformation, emphasising its role in enabling organisational adaptability and innovation. E-leadership and digital leadership are closely aligned constructs. Digital leadership is defined as an organisational capability that enables leaders to strategically integrate digital technologies into organisational processes to enhance innovation performance, decision-making quality, and overall organisational effectiveness [5]. It seems to represent organisational digital readiness, which includes four dimensions: individual attitudes and beliefs, individual skills and capabilities, shared beliefs, and organisational capabilities [6]. On the other hand, e-leadership refers to leaders' ability to manage

digital and virtual environments by combining technological competence with human-oriented skills such as communication, trust-building, and adaptive collaboration, particularly in digital and hybrid organisational settings [7]. Overall, the literature confirms that e-leadership is a key driver of organisational performance, innovation, and adaptability, particularly in higher education institutions facing rapid technological change and increasing competitive pressure [8].

2.4. Dimensions of e-leadership

E-leadership is a vital concept for present organisational management, especially for higher educational institutions. Effective e-leadership in today's organizations encompasses many critical dimensions, it can be observed that researchers have increasingly focused on (digital competence, digital vision, digital innovation, and digital strategy) as key dimensions of leadership in digital environments Westerman et al.,2014[9]; Karakose et al.,2024[10]; Thompson & Harris.,2025[11]; Stana et al.,2024[12] It is necessary to clarify these dimensions as follows: -

1.2.4. e-competence

One of the core dimensions is digital competence, which refers to leaders' ability to understand, integrate, and effectively use digital technologies in the organisation. Digital competence consists of data, technological attentiveness, and the capabilities to translate digital tools into performance improvements [13]. Thus, leaders must have technical know-how and the capacity to exploit digital tools for administrative success. In the university context, this highlights the development of digital skills and continuous learning strategies for innovation and academic efficiency [10].

2.2.4. e-vision

The term strategic vision refers to the leadership capability to direct the institution toward the future [14]. Leaders are successful when they are capable of linking technological opportunities with long-term strategic objectives [13]. Studies indicate that digital vision for educational organisations involves a long-term perspective on digital advancement and the contribution of stakeholders to formulating the vision [15]

3.2.4. e-innovation

Digital innovation (DI) includes promoting research, creativity, and the development of innovative digital solutions. It plays a crucial role in supporting innovation ecosystems and improving institutional competitiveness in digital environments [4]. Promoting digital innovation in educational organisations is based on creating a supportive environment for creativity and enhancing academic excellence [16].

4.2.4. e-strategy

The last dimension is digital strategy (DS), which emphasises aligning digital technologies with organisational objectives and ensuring intelligible operations through scientific departments. Digital strategy entails a combination of leadership competence, data analytics, and institutional revolution priorities [14]. DS must be coherently embedded across organisational departments, with explicit prioritisation of strategic organisational objectives. [16]

3.4. Strategic excellence

Strategic excellence is advanced and applied across various regions, contingent on their specific features, challenges and performance signs. In the industrial sector, supply chain development, quality control, and cost control are often involved in strategic excellence by scholars over the years [17]. In the context of Universities, strategic excellence includes multiple dimensions, including the quality of academic results, research output, and community commitment, aligning with the wider University mission to create knowledge, foster innovation, and support the social order [18]. Modern writings highlight that universities are no longer appraised solely on academic outputs, but on their capability to incorporate leadership competence, human capital improvement, service excellence, and organisational sustainability [19]. These dimensions can be further explained as follows: -

1.3.4. Leadership excellence

Leadership excellence represents the crucial pillar of strategic excellence in universities. From an organisational performance viewpoint, leadership excellence is defined as the combination of skills,

actions, and capabilities that empower leaders to effect groups effectively toward achieving collective aims. It includes decision-making ability, communication skills, emotional intelligence, and leadership ethics. Additionally, active leadership in universities needs the incorporation of strategic thinking, data-driven governance, and cooperative decision-making to ensure organisational response in uncertain environments [8].

2.3.4. Individual excellence

Individual excellence (IE) emphasises reinforcing human capital and talent in universities, including academic staff, administrators, and students. In modern higher education systems, continuous professional development is considered essential for maintaining institutional competitiveness, enhancing professional competencies, and ensuring sustained organisational effectiveness [20]. Individual excellence refers to an individual's sustained ability to achieve high levels of performance by applying relevant skills, knowledge, and positive behaviours, while continuously improving and consistently meeting or exceeding expected standards within an organisational context [21]

3.3.4. Service excellence

Service excellence refers to the consistent delivery of high-quality services that meet or exceed customer expectations by ensuring responsiveness, reliability, professionalism, and continuous improvement in service processes, to create superior customer satisfaction and value [22]. Service excellence is a comprehensive managerial approach aimed at achieving superior service performance by aligning organisational processes, leadership, and employees to consistently exceed customer expectations and deliver customer satisfaction [23].

4.3.4. Sustainable excellence

Sustainable university excellence is defined as the ability of a university to achieve excellence in knowledge creation and dissemination through the effective and ethical utilisation of human, social, intellectual, and financial resources, thereby contributing to sustainability outcomes [24]. Sustainable excellence is the university's ability to maintain long-term performance through financial stability, environmental responsibility, and social engagement. It ensures well-organised resource management and accountability while supporting organisational sustainability and societal involvement [12].

Accordingly, strategic excellence in universities can be defined as the combination of leadership, individual, service, and sustainability excellence dimensions.

5. Methodology

Based on the reviewed literature, the present study proposes a conceptual framework that illustrates the relationship between e-leadership and strategic excellence in private universities in the Kurdistan Region of Iraq. The framework conceptualises e-leadership as the independent variable, comprising four dimensions: e-competence, e-vision, e-innovation, and e-strategy. Strategic excellence is conceptualised as the dependent variable, comprising leadership excellence, individual excellence, service excellence, and sustainable excellence. Accordingly, the conceptual framework proposes that e-leadership positively influences strategic excellence through its four dimensions, as illustrated in Figure 1.

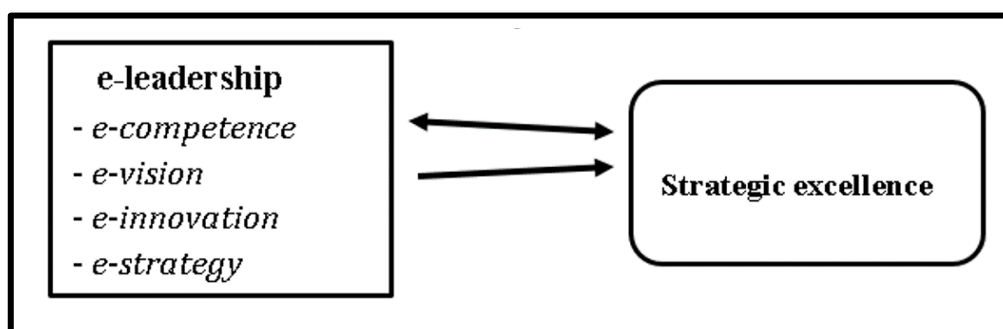


Figure (1): The relationship between research variables

A questionnaire was used to collect data for statistical analysis. The scale was extracted and adopted from Westerman et al.,2014[9] Karakose et al.,2024[10]Stana et al.,2024[12] Strategic excellence was derived from and adapted according to (Hussain et al.,2019) [8]The quantitative approach improves objectivity, dependability, and the generalizability of the results, in line with recognized research design principles that highlight organized data collection and quantifiable analytical processes [11].

The research also incorporates a theoretical background with an experimental survey, supporting evaluation between literature and real-world data from the field. Descriptive statistics analysis was used to clarify the results, and SPSS was used to support both descriptive and statistical techniques. Hence, it assisted in explaining and clarifying the results and in testing the relationships between variables [11].

The questionnaire was designed to measure the sample's opinions of e-leadership and strategic excellence in private universities in the Kurdistan Region, Iraq. All private universities were initially invited to participate in the study. The final sample included only those universities that agreed to participate. A regulated technique was implemented to confirm accuracy, reliability, and confidentiality. Participants answered the questionnaire items via Google Forms, which enhanced availability and response efficiency while decreasing investigator intervention and ensuring respondent privacy.

1.5. Population and Sample Size

The sample was identified from private universities in the Kurdistan Region using a random sampling method. Only heads of departments who have served in the position for two or more years were included as participants, while those heading more than one department were excluded. The research covers the period from 2024 to 2026 and aims to explore key aspects in higher education institutions. The final sample consisted of 102 respondents, and the data were collected using Google Forms. Table 1 shows the population and the sample. The sample scope was determined via Yamane's method (1967) with a 95% confidence level, which ensured representativeness and dependability of the data [25]. The KMO test was utilised with a value of (0.846), which indicates estimable sampling sufficiency. Bartlett's Test also reached a significant result ($\chi^2 = 544.820$, Sig 0.001), which means strong intercorrelations among variables [9].

Table (1) Population and the sample

Universities	City	Year of Est.	Collected forms	Valid forms	Representation rate
TISHK Uni.	Erbil	2008	12	12	5.74 %
CIHAN Uni.	Erbil	2007	15	15	7.17 %
LFU Uni.	Erbil	2007	11	11	5.26 %
IUE Uni.	Erbil	2009	8	7	3.34 %
KNOWLEDGE	Erbil	2009	11	10	4.78 %
CUE Uni.	Erbil	2015	9	9	4.32 %
CIHAN Uni.	Duhok	2013	9	9	4.32 %
NAWROZ Uni.	Duhok	2014	10	9	4.32 %
CIHAN Uni.	Sulaimniye	2011	7	7	3.34 %
TISHK Uni.	Sulaimniye	2014	7	7	3.34 %
QAIWAN Uni.	Sulaimniye	2018	7	6	2.88 %
TOTAL			106	102	48.8%

2.5. Statistics & Normality Tests

To utilise regression and correlation tests, the normality statement is vital for parametric analyses. Shapiro-Wilk and Kolmogorov-Smirnov assessments were applied, with results indicating that most variables significantly diverge from normality at (0.05). Therefore, in such cases, (Bootstrap) as a technique offer a robust alternative by resampling the data to estimate coefficients, (SD) and confidence intervals without requiring normal distribution rules [25]. According to the Multicollinearity test result (VIF), values ranged from 1.285 to 2.180 with tolerance values above 0.1, indicating that there are no Multicollinearity difficulties. These results indicate that the independent variables are not highly interrelated and that regression assessments are consistent and

reliable [26]. The results of Common Method Bias (CMB), which refers to bias arising from using a single data collection method, showed that the first factor described less than 50% of the difference, signifying that CMB is not an observed concern in this research. The study variables were subjected to the Cronbach's Alpha test to assess the internal consistency reliability of the measurement scales. Table (2) presents the Cronbach's Alpha coefficients for the study variables and their dimensions, demonstrating the reliability of the measurement scales.

Table (2) Cronbach's Alpha Coefficients for the Study Variables and Dimensions

Constructs / Dimensions	No. of Items	Cronbach's Alpha
E-competency	4	0.835
E-vision	4	0.648
E-innovation	4	0.754
E-strategy	4	0.721
Leadership excellence	4	0.849
Individual excellence	4	0.727
Service excellence	4	0.833
Sustainable excellence	4	0.855

3.5. Descriptive statistics:

1.3.5. Demographic Characteristics of the Sample

The sample is heads of department and responsible for managerial Units in private universities in the Kurdistan Region. To identify the individual and professional characteristics of the respondents, the study included field data. Table (3) shows that males accounted for 64 respondents (62.7%). In contrast, females accounted for 37.3%, indicating that the majority of the respondents were male-regarding the age variable, the results indicate that the largest proportion of the sample are (35–less than 45) years, they represented 39.2%, followed by the (25–less than 35) years at 33.3%, then the less than 25 years' age group at 19.7%. In contrast, the 45 years and above age group recorded the lowest percentage at 7.8%. This indicates that the majority of the respondents belong to the young and middle-aged groups.

The table also shows that the majority of the respondents hold a PhD degree (70.5%), followed by a Master's degree (19.7%), and a Bachelor's degree (9.8%), while no respondent held a Diploma or lower qualification. This reflects compliance with the ministerial regulations that emphasise educational attainment as a requirement for occupying academic and administrative positions.

Table (3) Demographic characteristics of the respondents

No.	Characteristics	Category	Frequency	Total	(%)
1	Gender	Male	64	102	62.7
		Female	38		37.3
2	Age	Less than 25 years	20	102	19.7
		25 – Less than 35 years	34		33.3
		35 – Less than 45 years	40		39.2
		45 years and above	8		7.8
3	Qualification	PhD	72	102	70.5
		Master's	20		19.7
		Bachelor's	10		9.8
		Diploma or below	0		0.0
4	Tenure	Less than 5 years	22	102	21.6
		5 – Less than 10 years	30		29.4
		10 – Less than 15 years	18		17.6
		More than 15 years	32		31.4

2.3.5. Descriptive statistics of variables

Table (4) shows descriptive statistics; it illustrates high levels of e-leadership. E-competency reached the highest mean (4.205), followed by e-vision (4.065) and e-strategy (3.945); these results represent strong digital skills, clear vision, and strategic application among leaders in these universities. E-innovation recorded the lowest mean (3.822); it indicates that this dimension is less

developed compared to the others. Overall, e-leadership was perceived positively (4.00), with relatively low variability in responses across all dimensions.

Table (4) Dimensions of e- leadership

Dimensions of e- leadership	Mean	S. D
e- competency	4.205	0.143
e- vision	4.065	0.025
e- innovation	3.822	0.132
e- strategy	3.945	0.046
e- leadership	4.00	0.164

n: 102

Table 5 illustrates descriptive analysis of strategic excellence, indicating consistently high levels across all dimensions. Leadership excellence recorded the highest mean (4.15) with standard deviation (SD) 0.033, indicating strong agreement on effective leadership practices. Sustainable excellence attained (4.13), with SD (0.101), reflecting the availability of sustainability practices with minor deviation in answers. Service excellence realised a mean of (4.03), with SD (0.054), which means positive opinions of service excellence; the lowest mean recorded in Individual excellence was (4.00). In general, strategic excellence attained a high mean (4.077) and SD (0.065), signifying strong and dependable strategic excellence practice across universities.

Table (5) Dimensions of Strategic Excellence

Dimensions of Strategic excellence	Mean	S. D
leadership excellence	4.15	0.033
individual excellence	4.00	0.075
service excellence	4.03	0.054
sustainable excellence	4.13	0.101
Strategic excellence	4.077	0.065

4.5. results & Discussion

Table (6) presents the results of the regression analysis examining the impact of E- leadership on strategic excellence. The findings indicate that E- leadership has a positive and statistically significant effect on strategic excellence ($B = 0.642$, $p = .001$), with the 95% confidence interval ranging from (0.436 to 0.811), demonstrating a reliable and meaningful contribution. These results suggest that higher levels of E- leadership are associated with enhanced strategic excellence within organisations.

Table (6) The impact of E- leadership on strategic excellence

Model	B	Bootstrapa				
		Bias	Std. Error	Sig. (2-tailed)	95% Confidence Interval	
					Lower	Upper
(Constant)	1.497	.014	.388	.001	.790	2.340
E- leadership	.642	.004	.093	.001	.436	.811

a. Dependent Variable: strategic excellence, tabulated t at d.f (100,2)= 1.984

Table 7 presents the results of the regression analysis examining the impact of leadership dimensions on strategic excellence. The model indicates that E-competency has a significant positive effect on strategic excellence, with a Beta (0.269) that is significant at (.001), with a 95% confidence interval ranging between (0.116 - 0.416), suggesting that higher competency contributes meaningfully to strategic excellence outcomes. E-vision also confirmed a statistically significant effect, though at a lower level (Beta = 0.162), with confidence intervals between (0.030 - 0.341), indicating a reliable association. E-innovation showed no significant influence, with Beta (0.034), meaning no noticeable effect on strategic excellence, and Sig (0.615). E-strategy indicated a significant positive influence with Beta (0.207) and Sig (0.003), with confidence intervals ranging from (0.033 - 0.428), emphasising its basic role in enhancing e-strategic. These results assured that certain dimensions of E-leadership, E-competency, and E-strategy play a crucial role in promoting strategic excellence within Universities in the Kurdistan Region, Iraq, while E-innovation appears less influential.

Table (7) The influence of E-leadership dimensions on strategic excellence

Model	B	Bootstrap ^a				
		Bias	Std. Error	Sig. (2-tailed)	95% Confidence Interval	
(Constant)	1.330	.029	.405	.001	.572	2.158
E- competency	.269	-.005	.078	.001	.116	.416
E- vision	.162	-.010	.093	.050	.030	.341
E- innovation	.034	-.006	.074	.615	-.131	.170
E- strategy	.207	.014	.101	.003	.033	.428

Is Dependent Variable (strategic excellence)

The results showed strong practical indications concerning the role of E-leadership in improving strategic excellence. According to the first research question, the statistical results indicate that E-leadership is widely practised among leadership in private universities in the Kurdistan Region, Iraq. Specifically, e-competence and e-vision achieved the highest mean scores, indicating strong digital awareness, technological capability, and clear strategic orientation among private university leaders. This outcome is consistent with the results of Van et al. 2019) [24], who highlight that e-leadership is mainly grounded in leaders' ability to involve e-implements in institutional processes to impact performance and decision-making. Likewise, Westerman et al. (2014) [9] argue that digital competence and vision are essential in universities today.

According to the second question, the results reveal a high level of strategic excellence across all dimensions. This result supports the study results of (Karakose et al.,2024) [10] when they stated that higher education organisations are not evaluated only on academic results but also on their capability to integrate leadership competence, innovation, and sustainability to ensure long-term institutional performance.

Regression analysis confirmed that e-leadership has a significant positive impact on strategic excellence. In relation to the third research question, e-competence and e-strategy were the most effective predictors of e-leadership, whereas e-innovation had no statistically significant impact. This finding supports Müller et al. (2024) [17], who highlighted that active e-leadership is contingent on integrating technological competence with strategic direction rather than innovative activities.

The results support that e-leadership plays a vital role in improving strategic excellence in private universities, particularly when supported by strong competence, E-vision, and clear E-strategic implementations.

6.Conclusions

- 1.The reviewed literature indicates that e-leadership is conceptualised through e-competence, e-vision, e-innovation, and e-strategy. The concept is wider than digital leadership; it is an orientation more than technology, which collectively supports organisational adaptability and digital transformation in higher education.
- 2.The literature conceptualises strategic excellence as a multidimensional construct comprising leadership excellence, individual excellence, service excellence, and sustainable excellence, reflecting the comprehensive performance requirements of contemporary universities.
- 3.According to the study results, which indicate high levels of e-competence, e-vision, and e-strategy, it can be concluded that e-leadership is highly practised in private universities in the Kurdistan Region of Iraq, reflecting leaders' ability to effectively utilise digital technologies in administrative and strategic
- 4.Depending on the results, it can be concluded that strategic excellence is commonly observed across universities, particularly in terms of leadership excellence. This suggests that university leaders pay considerable attention to establishing quality principles, setting clear strategic directions, and creating a work environment that supports excellence, which is reflected in the leadership excellence indicators.
- 5.The results confirm a significant positive effect of e-leadership on strategic excellence in private universities in the Kurdistan Region of Iraq. This indicates that improving e-leadership practices,

particularly in terms of digital competence, e-vision, and e-strategy, contributes to better performance across the different dimensions of strategic excellence.

6. Comparing the dimensions of e-leadership, e-competence and e-strategy, e-leadership is the most powerful factor affecting strategic excellence, whereas e-innovation shows no statistically significant effect. This implies that universities currently benefit more from strengthening leaders' e-capabilities and strategic use of e-technologies than from introducing new digital initiatives alone.
7. The study concludes that e-leadership is a critical factor in achieving strategic excellence in higher education institutions, particularly within the context of rapid digital transformation in the Kurdistan Region of Iraq. This reflects the importance of leaders' ability to apply e-technologies, communicate a clear digital direction, and support digital practices that contribute to achieving strategic excellence in universities.

7. Recommendations

Based on the study findings, the research proposes the following recommendations and practical implementation mechanisms:

1. Private universities in the Kurdistan Region of Iraq should enhance the digital competence of academic and administrative leaders through continuous training programs for heads of scientific departments and managers of administrative units to improve the use of digital technologies in decision-making and administrative processes.
2. University administrations should develop an e-leadership framework by involving heads of scientific departments and managers of administrative units in preparing and periodically reviewing e-strategic plans to strengthen e-vision and strategic alignment.
3. Universities should reinforce digital innovation by encouraging academic and administrative leaders to adopt innovative digital solutions, promote experimentation, and exchange successful digital practices across departments and administrative units.
4. University administrations should promote a culture of strategic excellence by integrating digital leadership practices into strategic planning and performance management through the use of digital performance indicators and regular leadership evaluation.
5. Private universities should adopt integrated development plans that simultaneously strengthen e-competence, e-vision, e-innovation, and e-strategy, while periodically evaluating their contribution to achieving strategic excellence.

8. Supplementary material

(None).

9. Author's Contributions

Mohammed Emad Zeki Agha: formulated the theoretical and practical framework for the research. Range M. Nori Dawoda: analysed data to find the results and designed and formatted the research methodology.

10. Funding

(None).

11. Data availability statement

Data were obtained by sending an electronic questionnaire (Google Form) to all private universities in the Kurdistan Region.

12. Acknowledgements

Thanks to the Head of Department in private Universities in the Kurdistan Region as a sample, and the Presidency of Universities for facilitating the task of data collection.

13. Conflict of interest

The authors declare no conflict of interest related to this research.

14. Declaration of generative AI use

During the preparation of this work, the authors did not use AI or program translation for grammar checking and language polishing. The authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

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تأثير القيادة الإلكترونية في التميز الاستراتيجي راسة ميدانية في عدد من الجامعات الأهلية في إقليم كوردستان – العراق



محمد عماد زكي اغا¹ ، محمد نوري داوود² ، ره نج محمد نوري داوود² ،
¹ قسم العلوم الادارية، كلية الادارة والاقتصاد، جامعة زاخو، اقليم كوردستان، العراق.

معلومات البحث

تواريخ البحث:

التقديم: 2026 / 04 / 30

المراجعة: 2026 / 08 / 06

قبول النشر: 2026 / 08 / 20

نشر الكتروني: 2026 / 09 / 01

تسلسل الصفحات: 163 - 152

الكلمات المفتاحية:

القيادة الالكترونية، التميز الاستراتيجي، الجامعات الخاصة.

المراسلة:

أسم الباحث: ره نج محمد نوري داوود

Email: range-majid@uoz.edu.krd

المستخلص

هدفت الدراسة إلى تشخيص أثر القيادة الإلكترونية في التميز الاستراتيجي في الجامعات الخاصة في إقليم كوردستان العراق. وتم اعتماد المنهج الوصفي التحليلي، حيث استخدمت استبانة منظمة لجمع البيانات من رؤساء الأقسام ومديري الوحدات في عدد من الجامعات الخاصة المختارة. وتكونت العينة من (102) مستجيباً، تم اختيارهم باستخدام أسلوب العينة العشوائية، وتم تحليل البيانات باستخدام برنامج (SPSS) من خلال الأساليب الإحصائية الوصفية والاستدلالية لاختبار فرضيات الدراسة.

أظهرت النتائج أن القيادة الإلكترونية تُمارس بدرجة مرتفعة بين قيادات الجامعات، ولا سيما فيما يتعلق بالكفاءة الرقمية والرؤية الرقمية، في حين جاء مستوى الابتكار الرقمي بدرجة أقل نسبياً. كما تبين أن مستوى التميز الاستراتيجي كان مرتفعاً بشكل عام في الجامعات المبحوثة، مع وجود تركيز واضح على بُعد التميز القيادي. وكشفت النتائج وجود تأثير معنوي للقيادة الإلكترونية في التميز الاستراتيجي، مما يشير إلى أن القيادة الإلكترونية الفاعلة تسهم في تعزيز التميز الاستراتيجي. كما أظهرت النتائج أن القدرات الرقمية تُعد العامل الأكثر تأثيراً، في حين لم يظهر الابتكار الرقمي تأثيراً معنوياً في التميز الاستراتيجي.

وتوصلت الدراسة إلى أن القيادة الإلكترونية تمثل عاملاً مهماً في تحديد مستوى التميز الاستراتيجي في الجامعات، ولا سيما في الجامعات الخاصة في إقليم كوردستان. كما أوصت الدراسة بتعزيز قدرات القيادات الإلكترونية وتطوير توجهاتها الاستراتيجية بطريقة تسهم في تنمية الأداء التنظيمي والاستدامة.