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Examining the impact of leadership capability development on the augmentation of social capital within the educational sector of Iraq: A case study of the University of Baghdad

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Abstract
The objective of this study is to investigate the influence of leadership competencies, which include emotional, personal, organizational, and creative thinking dimensions, on the augmentation of social capital at the University of Baghdad. Social capital is represented by its three dimensions, namely structural, cognitive, and relational. To attain the research objectives, the theoretical variables were identified by defining the concepts and examining the scholarly works of experts in this particular area of study. The study utilized a questionnaire as the principal instrument for gathering data from a sample population consisting of administrative and academic leaders affiliated with the University of Baghdad. The approach was grounded in empirical methodology. A total of 80 questionnaires were disseminated to the participants, all of which were subsequently collected. A range of statistical techniques were employed to manage the data and evaluate hypotheses, such as the calculation of the mean, correlation coefficient, and regression line equation. The research utilized a descriptive-analytical methodology to examine both theoretical and empirical data pertaining to the variables under investigation. This approach involved describing the situation and subsequently comparing it with its analysis to derive conclusive findings. The study yielded multiple findings, with the most noteworthy being the identification of a correlation and a significant impact of leadership competencies on social capital at the University of Baghdad. The outcomes were uniformly positive. This statement suggests that the university places a significant emphasis on developing leadership skills, which has resulted in an increase in social capital. The primary suggestions entail augmenting the backing for leadership capability dimensions within the academic institution through the cultivation of a collaborative culture, the amplification of social relations, and the accentuation of its function in augmenting social capital. Furthermore, leveraging the strengths of the university in terms of leadership capabilities that evince a distinct impact on social capital is also recommended.

Keywords: The University of Baghdad, recognized for its leadership, capabilities, social capital

Introduction
The university is commonly perceived as a crucial establishment that has been entrusted with the responsibility of serving and promoting the interests of the community across diverse domains. As a result, the focus on human resources and the endeavour to enhance their scientific and practical competencies play a significant role in promoting societal progress, both in a direct and indirect manner. The institution hires a multitude of academic staff and support personnel who undertake diverse operational responsibilities that require additional information and expertise to execute. In the face of mounting challenges encountered in the workplace and the proliferation of committees involving human resources and faculty members, a multitude of issues arises, such as work complexity, administrative instruction interpretation ambiguity, and confusion and uncertainty regarding work-related information and directives.

This viewpoint highlights the significance of both administrative and academic leadership in tackling and resolving such circumstances. The oversight of individual performance and comprehension of workplace situations, circumstances, and issues fall under the purview of leadership.

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In light of the importance of leadership in educational institutions, it was imperative to underscore the study of leadership competencies that equip leaders to address these issues. Numerous scholars and theorists have made efforts to advance hypotheses and ideas that have had an impact on various disciplines, such as the social, administrative, and economic sciences. The convergence of various sciences, particularly psychology and sociology, has made significant contributions to the development of several administrative concepts. One such concept is social capital, which has garnered considerable attention from researchers in organizational science, particularly in the realm of educational organizations. The concept of social capital plays a crucial role in the revitalization of social connections and affiliations that are guided by a framework of principles and norms, including transparency, coherence, and engagement founded on the principles of inclusivity and deference for diverse viewpoints. The pursuit of these values is a common objective for all organizations, irrespective of their orientation. This is because they are crucial in building a social fabric that fosters resilience and unity, which are essential for the organization's sustenance and success in its operational and managerial endeavours.

The present study aims to investigate the influence of leadership competencies on social capital, a crucial element in organizational settings. The present study has been organized into four distinct discussions, as indicated by the preceding information. The initial discourse outlines the methodology employed in the research; the subsequent one delves into the theoretical underpinnings; and the final one focuses on the practical application and hypothesis testing. The fourth discourse pertains to the primary findings and suggestions.

Chapter 1: Methodology
Research Problem
Modern educational institutions are endeavouring to keep up with advancements by means of their efficient human capital. This objective is accomplished through the preparation of pertinent resources and the pursuit of topics that can augment the efficacy of education and human resource management, thereby heightening the consciousness of personnel. The objective is to gain an understanding of the current situation faced by Iraqi organizations in general and the educational organizations under investigation in particular. Based on the aforementioned context, the inquiry at hand can be articulated as the primary query:

Does the social capital of the University of Baghdad employees reflect their leadership capabilities?
This question gives rise to a series of subsidiary inquiries:
1. To what degree do the administrative leaders employ at the University of Baghdad exhibit unique leadership skills?
2. What is the extent of accessibility of the dimensions of social capital among employees at the University of Baghdad?
3. What is the correlation between leadership skills and social capital at the University of Baghdad?

The significance of research
1. The aim of this study is to improve the understanding of administrative leaders in colleges affiliated with the University of Baghdad regarding the significance of utilizing their diverse leadership capabilities to address adverse phenomena that arise in the workplace.
2. The significance of the study is derived from both the significance of the community under investigation and the specific sample being studied, which bears the responsibility of constructing and instructing members within said community.
3. The objective of this study is to increase the engagement of the subjects under investigation in recognizing the significance of social capital and leadership competencies as managerial constructs that influence the propagation of social consciousness and the cultivation of a collaborative ethos in the workplace, ultimately leading to superior management of educational institutions.
4. The extensive distribution of social capital dimensions across prominent organizations globally is indicative of the enhancement and advancement of the educational services they offer to the community. It is imperative to advocate for the utilization of these dimensions within educational institutions in Iraq.
5. This study aims to present a series of solutions to address the challenges faced by the colleges under investigation. The objective is to leverage the competencies of the administrative leaders in the scientific departments to narrow the knowledge gap among the staff.

The objectives of the research
1. The aim of this study is to investigate the correlation and influence of leadership competencies on social capital within the context of the University of Baghdad.
2. The aim of this study is to assess the existence of social capital at the University of Baghdad by examining its cognitive, relational, and structural dimensions as perceived by the participants in the sample.
3. The aim of this study is to examine leadership competencies, including emotional intelligence, personal skills, organizational skills, and creative thinking, among a sample of individuals at the University of Baghdad.
4. The objective is to assess the proficiency level of the leaders at the University of Baghdad.
5. The objective is to offer suggestions aimed at aiding the researched entity in constructing an accurate portrayal that highlights the significance of leadership skills and their impact on social capital.

Tentative Framework of the Study
The proposed research framework delineates the interplay and impact of the independent and dependent variables under investigation. The study examines the relationship between leadership capabilities and social capital. The independent variable, leadership capabilities, comprises four dimensions: emotional abilities, personal abilities, organizational abilities, and creative thinking. The dependent variable, social capital, comprises three dimensions: cognitive dimension, structural dimension, and relational dimension. The hypotheses formulated for testing and analyzing the results are based on this framework. An illustration of this can be observed in Figure 1.
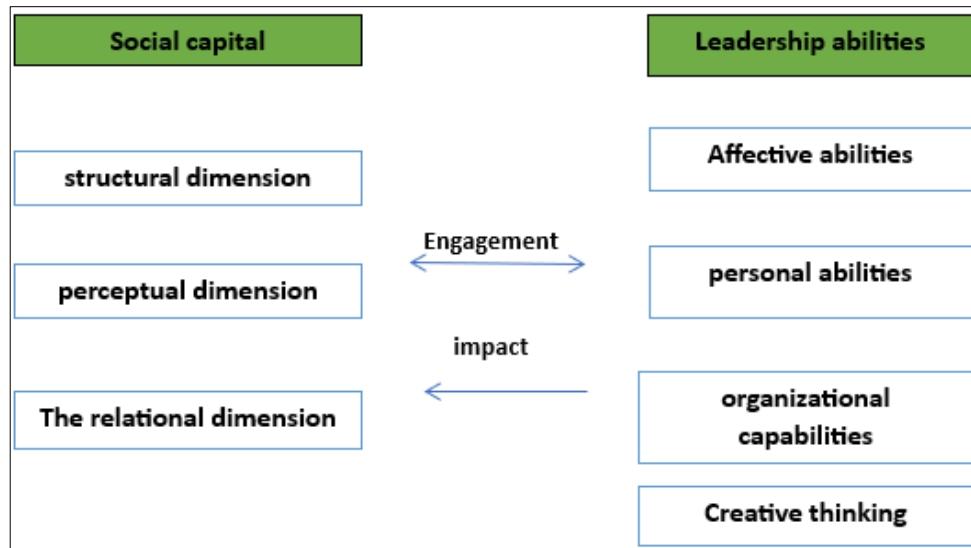
Source: Prepared by the researcher.

Fig 1: Presents a hypothetical model that is utilized in this study.

Involves the formulation of research hypotheses

The initial main proposition posits that a statistically significant correlation exists between the leadership competencies and social capital of administrative leaders employed at the University of Baghdad. In order to assess the veracity of this hypothesis, it shall be partitioned into the subsequent sub-hypotheses:

1. A significant correlation has been observed between the dimension of existential capabilities and social capital, as per the statistical analysis.
2. A significant correlation has been observed between the dimension of personal capabilities and social capital, as per the statistical analysis.
3. A significant correlation has been observed between the dimension of organizational capabilities and social capital, as per the statistical analysis.
4. A significant correlation has been observed between the dimension of creative thinking and social capital, as supported by statistical analysis.

The second principal conjecture posits that there exists a statistically noteworthy influence of leadership competencies on social capital within the cohort of administrative leaders employed at the University of Baghdad. In order to assess the soundness of this hypothesis, it will be partitioned into the subsequent sub-hypotheses.

1. Existential capabilities have a noteworthy influence on social capital.
2. The influence of individual competencies on social capital is noteworthy.
3. The influence of organizational capabilities on social capital is noteworthy.
4. The influence of innovative thinking on social capital is noteworthy.

The research methodology

The employed methodology in this study is descriptive and analytical, utilizing the scientific method to describe and analyze the theoretical framework of the research problem. The present study aims to investigate the leadership capabilities at the University of Baghdad and their impact on social capital. Through a descriptive analysis, the study seeks to provide answers and explanations regarding the relationship between leadership capabilities dimensions and social capital at the investigated university.

Research community and sample

The academic and administrative leaders at the University of Baghdad comprise the research community. The study's participants comprised both administrative and academic leaders, who were chosen through a simple random sampling technique from the members of the community. The research sample was stratified randomly selected and comprised of 80 individuals. The instrument of investigation was disseminated to the participants after verifying its reliability and validity. The data were subjected to statistical analysis and subsequently interpreted utilizing the statistical software SPSS. The subsequent table presents the social attributes of the selected research participants.

Table 1: Social gathering of the research sample

Variable	Class	Repetition	The ratio
Gender	Male	55	68%
	Female	25	32%
	Total	80	100%
The age	30 years or less	2	2%
	From 31 to 40 years old	44	55%
	41 and over	34	43%
	Total	80	100%
Qualification	Diploma or less	0	0%
	Bachelor's	5	6%
	Postgraduate	77	94%
	Total	80	100%
Years of Experience	5 years and under	10	12%
	From 6 to 10	40	50%
	11 years and over	30	38%
	Total	80	100%
Job title	Dean/Dean	1	1%
	Scientific assistant	1	1%
	Administrative assistant	1	1%
	Head of the Department	10	13%
	Manager/Associate Administration	67	84%
	Total	80	100%

Source: prepared by the researcher based on computer results.

Scope of the Study
1. **Subjective Boundaries:** The study focuses on the impact of leadership capabilities on social capital.
2. **Human Boundaries:** The study pertains to employees in leadership, academic, and administrative positions.
3. **Geographical Boundaries:** The scope of the research extends to the University of Baghdad and its affiliated colleges in the city of Baghdad.
4. **Time Boundaries:** This research was conducted in the second semester of the 2022-2023 academic year.

Methods of Data Collection
The means of collecting the necessary data and information to accomplish the research study were represented in the theoretical and practical aspects as follows:

1. **Theoretical Aspect:** This dimension relies on available resources, such as Arabic and foreign literature, books, periodicals, and published and unpublished research papers that are relevant to the topic of study. Additionally, browsing the international information network (the internet) was utilized to keep abreast of the latest relevant scientific developments.

2. **Practical Aspect:** This part relies on the use of questionnaires to collect data and information. The questionnaires were distributed to a sample of administrative and academic leaders at the University of Baghdad. This tool was considered appropriate for the topic of the study and can provide results closely aligned with reality. Efforts were made to ensure the clarity of the questionnaire items as much as possible, and the following table illustrates the axes and dimensions of the questionnaire.

Table 2: Shows the questionnaire axes and dimensions

Interlocutor	Variants	Subdimensions	The number of paragraphs
The first axis	identification information	Gender, age, educational attainment, job title, years of service	
The second axis	Leadership abilities	Affective abilities	5
		personal abilities	5
		organizational capabilities	5
		Creative thinking	5
Third axis	Social capital	perceptual dimension	5
		structural dimension	5
		The relational dimension	5

Source: Prepared by the researcher.

Chapter II: Theoretical Framework
1- The Concept of Leadership Capabilities
Several researchers, authors, and theorists have addressed the topic of leadership in attempts to articulate its concepts and theoretical and practical areas. Consequently, definitions vary depending on the focus areas and interests. However, most of these definitions agree in nature with the core concept of leadership. The importance of leadership lies in its essence as the heart of the administrative process. It is the key to management, as it flows in all aspects of this process, making it more dynamic and effective and contributes to achieving change and improvement. Leadership in educational institutions enjoys special and distinguished importance from human relations (Haidar, 2018: 5) [1]. Leadership capabilities or skills are a major requirement in the leader's personality, and they are the common denominator among leadership theories, starting from the Great Man theory, through the Situational theory, to the Leadership theory, and all that follows it. They all share the necessity for leaders to possess capabilities that distinguish them from others. Some mix between capabilities and skills, where capabilities are inherent potentialities and skills are acquired. Both can be acknowledged on the principle that "proving something does not deny its other aspects". However, if we delve into this matter, we find that it is subject to the philosophy adopted by each opinion holder. Opinions divide on the subject of leadership between inheritance and acquisition, each with its rational and traditional proofs (Al-Taie and Al-Amiri, 2016: 10). The following includes a set of concepts related to leadership capabilities according to a group of researchers.

Table 3: Concepts of leadership capabilities, according to the opinions of some researchers

No.	Researcher, year and page	Concept
1	(Scott, 2008: 11) [27]	It is a set of talents, qualities and abilities needed to achieve good results.
2	(Bowles, 2016: 15) [25]	It is the context of acceptable culture, values, and behaviours embedded in every organization, company, or institution.
3	(Al-Taie and Al-Amiri, 2016: 14)	The skills a leader needs in order to be able to practice leadership in all its aspects well and efficiently.
4	(Gaffney, 2020: 13) [26]	A set of qualities that integrate skill, knowledge and attitude in an appropriate and effective manner in all circumstances.
5	(Zarzis and Ahmed, 2021: 4) [3]	It is the conscious and aware understanding of the reality of the administrative process and the arts of management and its practical applications.
6	(Mahmoud Walani, 2021: 12) [4]	It is the knowledge, skills, abilities, and attributes that a leader needs to possess and demonstrate in order to perform their roles and functions efficiently.
7	(Al-Juhani and Thebes, 2022: 16) [12]	The ability of leaders to bring about harmonization between the human resources working in the educational organization and the surrounding internal and external environment, so that this environment makes a driving force for achieving the goals of the organization.

Source: Prepared by the researcher according to the sources contained therein.

Drawing from the preceding discourse, the scholar delineates leadership capabilities as the amalgamation of competencies, cognizance, and encounters that are inherent in an administrative leader. The resources are utilized to tackle and handle issues within the organization, situations that lack clarity, deviations, and uncertainties within the organization, all with the ultimate goal of accomplishing the university's objectives.

The dimensions of leadership capabilities

1. **Existential capabilities:** Pertain to the effective management of human resources, ensuring optimal performance enhancement and resolution of related issues (Abu Al-Nasr, 2015: 76) [5]. The author posits that the leader's emotional intelligence level is a defining factor in their ability to address workforce issues within the organization. This is achieved through a commitment to excellence in performance, resulting in a degree of satisfaction among employees (Daft, 2010: 8) [28]. The concept of existential capabilities has recently gained attention in the realm of organizational studies and is closely associated with the notion of emotional intelligence. The latter emerged as a scientific construct in the 1980s, with the presentation of the first doctoral dissertation on the subject by researcher Daniel. The cognitive capacity referred to as emotional intelligence is deemed to be a crucial skill, with certain scholars positing that it holds greater significance than conventional intelligence (Goleman, 2005: 16) [6]. According to Kanaan (2010: 87) [7], emotional intelligence is a fundamental aspect of the hierarchical sequences of human personality, and it is manifested through emotional personal characteristics and self-efficacy. This construct is typically assessed through self-reports.

2. **Personal capabilities:** Refer to the set of competencies that leaders possess, which allow them to exert influence over their subordinates either directly or indirectly. According to John (2013: 4) [29], individuals utilize these competencies to ascertain orientations and accomplish aims and targets. The aforementioned competencies encompass the aptitude to refrain from hasty assessments, proficiency in resolving predicaments, comprehension of individual aptitudes and limitations, recognition of personal errors, ardour and accomplishment, preservation of a salubrious equilibrium between professional and personal life, acumen to acquire knowledge, readiness to undertake arduous decisions, assurance in undertaking calculated risks, endurance of uncertainty, composure in exigent circumstances or unforeseen events, and sustenance of cordiality and reliance with subordinates (Hamed and Al-Maadhidy, 2018) [8] and (Al-Taie and Al-Amiri, 2016: 17).

3. The capabilities pertaining to organizational management are primarily attributed to leaders within an organization, as opposed to their predecessors who may have shared these skills with individuals such as celebrities, artists, poets, and specialists in fields that require emotional intelligence. Comprehending the capabilities in question necessitates an exploration of their definition. Some scholars posit that these capabilities relate to a leader's aptitude for comprehending organizational theories and development, perceiving the organization as a comprehensive and transparent entity, comprehending the external environment, delegating tasks, and coordinating the endeavours of employees (Saber, 2011: 87) [10]. According to Al-Juhani and Tayba (2022: 8) [12], leadership encompasses the capacity of a leader to demonstrate faith in all aspects of activities and operations within the educational institution, while also comprehending the interconnections among workers. The statement suggests that organizational capabilities pertain to the field of organizational science, which refers to a leader's capacity to comprehend and discern the interrelationships among the various components and operations of the organization under their purview. This includes the ability to anticipate and appreciate the effects of modifications made to any part of the organization on the remaining parts, as well as the ability to envision and comprehend the dynamics of the workforce within the organization. The aforementioned competencies mandate that the leader proactively engages in learning and teaching activities to augment their own proficiencies and those of their subordinates. This requires leaders to leverage their intellect and aptitude to employ innovative and constructive concepts to attain the objectives of the educational institution. The origin of these concepts can be attributed to the aptitude for innovative ideation demonstrated by strategic decision-makers (Saadi, 2010: 56) [9].

4. Creative thinking is a cognitive ability that enables individuals to address the challenges faced by educational institutions and guide their future trajectories in an innovative and unconventional manner (Bdiaf, 2017:14) [13]. The correlation between an individual and their cognitive processes is as closely intertwined as their relationship with their own identity. As the reader peruses these written expressions, they are actively engaging in the act of thinking. Psychologists propose that dreams are a type of cognitive process. The act of thinking is inherently linked to the individual's being, as René Descartes, the French philosopher, famously stated with his proposition "Cogito, ergo sum" ("I think, therefore I am"). From this viewpoint, cognition can be regarded as a facet of being. Irrespective of an individual's subjective position on the aforementioned assertion, it highlights the significance of independent thinking. Regarding the second facet of the concept, creativity pertains to the ability to generate a remarkable and distinctive output that yields advantages for a collective. The output of this endeavor may take the form of a distinctive service, the production of a tangible object, or the creation of an artistic composition (Al-Taie and Al-Ameri, 2016:9). The importance of this mode of cognition resides in its capacity to generate novel ideas, thereby enabling adaptability and disrupting stasis. This ability to alter the rules of engagement in accordance with situational needs and benefits is of great significance. It is widely agreed upon that creativity entails the production of extraordinary concepts. According to Eid (2011:15) [11], the creative process is comprised of various stages, including preparation, incubation, illumination, evaluation, and articulation.

3. The notion of social capital: The establishment of a cohesive and universally accepted definition of social capital presents a formidable challenge for scholars and authors in the field, owing to the multifarious and conflicting interpretations of the concept, as well as the varied contexts in which it is applied. Furthermore, the intricacy involved in conceptualizing and operationalizing it should not be overlooked. The concept of social capital is intangible in nature and lacks a physical manifestation. The concept at its core is based on the importance of social connections and their value, encompassing a range of cultural and social values, obligations, associations, friendships, and establishments that enable collaborative efforts to attain shared benefits and goals, as well as social and economic progress (Al-Hamdani and Al-Sharabi, 2021:7) [14]. According to certain scholars and intellectuals, the origins of this expression can be traced back to the renowned French academic Alexis de Tocqueville, who explored the concept of American democracy during the 1800s. According to Hussein (2018:16) [17], there exists a strong correlation between the advancement of democracy in the United States and the potency of social connections, as well as the inclination of individuals towards cooperative efforts in the realm of public affairs. The origin of the term and its subsequent inclusion in scholarly discourse can be traced back to the seminal contributions of Pierre Bourdieu, a French academic, who introduced the concept of cultural capital. The notion of declining social and political participation among Americans and its potential threat to democracy was prominently highlighted by Robert D. Putnam in 1993, as expounded in his thesis. The preceding analysis reveals that the term 'social capital' has elicited divergent perspectives regarding its conceptualization, akin to numerous other social constructs and lexicons. Scholars have characterized this notion as ambiguous, adaptable, extensive, and theoretical, about immaterial subjects that are comprehensible solely within a societal framework. The subsequent table will present a variety of definitions from different researchers, as stated by Rashid and Al-Malah (2020:13) [19].

Table 4: Concepts of social capital according to the opinions of some researchers

No.	Researcher, year and page	Concept
1	(Addis & Joxhe, 2016: 5) [30]	A set of values generated by individuals as a direct or indirect result of their membership in social ties and governmental or non-governmental institutions, traditional or modern, in a way that helps them achieve their common goals and faces common difficulties in a peaceful manner and in a context of constructive interaction.
2	(Cam, 2018: 17) [31]	It is a structure for social relations, whether it is between the workers within the educational organization, or between the organization and the teaching staff and its partners.
3	(Hamad and Khal, 2019: 7) [18]	The characteristic of social organization such as social networks, common goals, common trust, and mutual cooperation to achieve common gains
4	(Hussein and Saleh, 2021: 8) [17]	Existing properties owned by educational organizations that can be used or activated to achieve social relations between faculty members, employees, stakeholders and beneficiaries.
5	(Amoum and Muhammad, 2022: 3) [16]	It is the subjective, material, moral and symbolic resources that the working individual uses in his social practices, as well as the way in which the individual uses his resources positively or negatively for profit, loss, maintenance, or waste.

Source: Prepared by the researcher based on the sources contained therein.

Expanding upon the previous discussion, the scholar asserts that the notion of social capital is a fusion of social connections through which employees express their sentiments and synchronize their dispositions towards one another. The establishment of an environment that nurtures trust, respect, and cooperation is conducive to enhancing organizational performance in the educational setting.

4- The dimensions of social capital
1. The dimensions of social capital are derived from various concepts, as indicated by each definition, and collectively constitute the structural dimension. Trust is a fundamental component of social capital as it serves as an indicator of social characteristics, such as beliefs and fundamental values, which encompass trust. Some scholars highlight the aspect of social networks that enable the coordination and exchange of resources for mutual gain. The researcher in question has conducted a comprehensive review of prior studies and has identified a set of dimensions that have achieved a consensus among multiple researchers. These dimensions have been selected as the standard for measuring social capital in the present empirical investigation (Rasheed & Mullah, 2020: 17) [19].

The following items are as follows
1. Structural Dimension is determined by the structural makeup of the network, including its diversity, centrality, and the roles assigned to its participants. These factors extend to the boundaries of the network and shape its overall structure. The statement denotes the extent of interconnectivity among individuals within an organization and their proficiency in accessing the intellectual resources of their peers (Tasans, 2017: 4) [32]. According to Al-Amidi (2016) [20], the concept also encompasses a collection of methodologies, protocols, and tactics that facilitate the establishment of societal structure and enable the accommodation of alterations in the surroundings (p. 12). The dimension of social capital pertaining to structure pertains to the interconnections among individuals who share common interests and engage in social networking activities. Communities of practice operate within the social network to facilitate individuals in establishing connections with others and rapidly evaluating the expertise held by other members without requiring direct communication with each individual. The implementation of such practices results in the establishment of social capital, which in turn contributes to the advancement and success of the educational institution. This dimension additionally signifies the connections among individuals that are utilized for the dissemination of knowledge. The connections between individuals suggest a level of intimacy and frequent interaction, as well as the close

and ongoing development of emotional ties and social connections through communication facilitated by proficient and successful means (Al-Anzi, 2014: 6) [24].

2. The Cognitive Dimension pertains to the commonality of language, beliefs, aspirations, symbols, shared visions, and values among individuals or groups. Social capital of a significant nature is constituted by them, whereby heightened interaction can result in the establishment of symbols, a shared language, and comprehended and acknowledged norms to a greater degree. The cognitive dimension comprises the acceptance and consensus regarding a particular leadership and management style, in response to the shared cultural factors that constitute the cognitive dimension (Al-Anzi & Mullah, 2015: 20) [22]. A substantial increase in the magnitude of this particular dimension can lead to a noteworthy enhancement in the equilibrium of social capital, thereby enabling group members to engage in participation, cooperation, and exchange of experiences. In situations where a group lacks shared perceptions, particularly when confronted with awareness of injustice, it is possible for the group to experience hostile emotions, which are commonly observed in societies that are divided (Hassan & Saleh, 2021: 7) [21]. This particular dimension has the potential to manifest in one of two possible configurations, or even both. The initial category is distinguished by a common terminology (jargon) referred to as the technical regulations of communication. Certain cohorts of labourers tend to cultivate a vernacular that may prove arduous for individuals external to the group to comprehend. The second form is distinguished by collective narratives, mutual language, and shared symbols, which are all indispensable for attaining the goals established for a particular working group (Said & Al-Ziyadi, 2017: 14) [23].

3. The Relational Dimension pertains to the personal relationships that individuals have established with each other through a series of informal interactions. It is characterized by a set of informal relationships that are defined by respect, honesty, integrity, and mutual commitment, which are based on trust and multiple commitments. These relationships can be utilized to develop work networks, as stated by Sankarn (2007: 6) [33].

This particular dimension comprises three fundamental components

1. Commitment: is demonstrated through the formation of bonds among individuals. The demonstration of commitment and collaboration with peers exemplifies active engagement in the exchange of ideas, resulting in a clear and focused pursuit of objectives.

2. Trust refers to the anticipation that individuals will exhibit conduct that is in line with predetermined expectations. The concept of trust presents a complex capacity that may be challenging for competitors to fully grasp. This is due to the fact that trust can result in the attainment of a sustainable competitive advantage that is difficult to replicate, substitute, or supplant.

3. The concept of strong ties pertains to the degree of connection between individuals, groups, or organizations, encompassing factors such as temporal proximity, affective intensity, close familiarity, and mutual exchange. It is recommended that organizations prioritize the enhancement of interpersonal connections among their constituents by allocating adequate time and physical resources. This is due to the fact that social capital is fostered through interdependent relationships, and the cultivation of robust professional networks promotes a sense of unity among individuals through their shared involvement in a particular domain and exchange of information as members of a community (Al-Mufraji and Saleh, 2010: 35) [21].

Section III: (The Pragmatic Framework)
1. The stability of the research tool was tested.
   To ascertain the stability of the tool, Cronbach's alpha equation was utilized to assess all statements, dimensions, research area, and the tool in its entirety, as presented in the subsequent table:

Table 5: Stability coefficients for the research tool according to Cronbach's alpha method

The hub	Domain	Paragraphs	Persistence value
Leadership abilities	Affective abilities	5	0.761
	Personal abilities	5	0.889
	Organizational capabilities	5	0.744
	Creative thinking	5	0.770
Social capital	Structural dimension	5	0.891
	Perceptual dimension	5	0.796
	The relational dimension	5	0.843
Cronbach's alpha coefficient for the resolution as a whole		35	0.813

Source: SPSS V.25 output.

Table 5 displays Cronbach's alpha reliability coefficients, which were deemed suitable for implementation, with a range of 0.744 to 0.891. The majority of research indicates that reliability coefficients are deemed suitable for practical use when their ratio is at least 0.60.

2. Descriptive statistical analysis of the research variables
1. This paper aims to provide a comprehensive overview of the variables that constitute the dimension of leadership ability. The focus will be on describing these variables in an academic manner, with an emphasis on their theoretical underpinnings and empirical evidence.
Table 6 displays the descriptive statistics and overall ranking of the leadership abilities dimension variable within the field. These findings suggest that both administrative and academic leadership at Baghdad University have a vested interest in these dimensions. The items have been ranked in the following order: The order of importance for abilities in the context of organizational performance are as follows: Organizational Abilities, Personal Abilities, Emotional

Abilities, and Creative Thinking. Regarding the principal construct of leadership competencies, it obtained a weighted average of 4.07 through arithmetic mean, accompanied by a standard deviation of 0.581. The aforementioned suggests a consensus among the participants of the sample with regards to the variable of organizational skills. The attained level of significance was 81%, indicating a notably elevated level of response. This implies that the variable has acquired significant significance based on the perspectives of administrative and academic authorities at Baghdad University. The findings suggest a prevailing agreement among the participants regarding the existence of items related to leadership abilities within the field of study.

Table 6: Descriptive statistics for the leadership abilities variable and its dimensions

Dimensions	Arithmetic mean	Standard deviation	Relative importance	Response Level
Affective abilities	4.29	0.590	%86	Very high
personal abilities	4.32	0.662	%86.4	Very high
Organizational capabilities	4.35	0.520	%87	Very high
Creative thinking	3.33	0.553	%67	High
Leadership abilities	4.07	0.581	%81	Very high

Source: prepared by the researcher according to the outputs of the program (Spss V, 25).

2. This section pertains to the variables associated with the dimension of social capital.
   Table 7 provides validation for the descriptive statistics and overall ranking of the social capital dimension variable within the field. These findings align with the priorities of administrative and academic leadership at Baghdad University regarding these dimensions. The items have been ranked in a particular order. The three dimensions under consideration are the Structural Dimension, the Cognitive Dimension, and the Relational Dimension, presented in a specific sequence. Regarding the principal variable of social capital, it obtained a weighted arithmetic mean of 3.70, accompanied by a standard deviation of 0.669. The aforementioned observation suggests a consensus among the participants of the sample with regards to the social capital construct. The attained level of significance was 74%, indicating a considerable degree of response. This implies that the variable has attained significant significance based on the perspectives of the participants in the analyzed sample. The findings suggest a prevailing agreement among the participants regarding the existence of social capital components in the field of study.

Table 7: Descriptive statistics of the social capital variable and its dimensions

Dimensions	Arithmetic mean	Standard deviation	Relative importance	Response level
Structural dimension	3.89	0.631	%78	High
Perceptual dimension	3.67	0.732	%73.4	High
The relational dimension	3.55	0.645	%71	High
Social capital	3.70	0.669	%74	High

Source: prepared by the researcher according to the outputs of the program (Spss V, 25).

3. The topic under consideration is Hypothesis Testing.
The present study aims to investigate the correlation hypotheses:
A. An elucidation of the correlation outcomes between leadership competencies and social capital on a comprehensive scale. Table 8 presents the correlation coefficient between the two variables, which is found to be 0.603. This value suggests a significant and positive correlation between the variables. This statement suggests that a university's emphasis on leadership skills correlates with its potential to enhance social capital.
B. The present study conducted an analysis of the correlation between the first independent dimension, namely emotional capabilities, and social capital. The obtained correlation coefficient was found to be 0.442. The results indicate a noteworthy and favorable correlation, with a statistical significance level of 0.000, which is below the threshold of 0.05. This supports the acceptance of the first subsidiary hypothesis that was derived from the first primary hypothesis, as presented in Table 8.
C. The present study conducted an analysis on the correlation between the second independent dimension, namely personal capabilities, and social capital. The obtained correlation coefficient was found to be 0.698. The results indicate a noteworthy and affirmative correlation, with a statistical significance level of 0.000, which is below the threshold of 0.05. This finding lends support to the acceptance of the second subsidiary hypothesis that was derived from the first primary hypothesis, as presented in Table 8.
D. The present study conducted an analysis on the correlation between the third independent dimension, namely organizational capabilities, and social capital. The obtained correlation coefficient was found to be 0.671. The results indicate a noteworthy and affirmative correlation, with a statistical significance level of 0.000, which is below the threshold of 0.05. This finding lends support to the acceptance of the third subsidiary hypothesis that was derived from the first primary hypothesis, as presented in Table 8.
E. The present study undertook an examination of the association between the fourth independent dimension, creative thinking, and social capital. The analysis revealed a correlation coefficient of 0.570 between the two variables. The data indicates a noteworthy and affirmative correlation, with a significance level of 0.000, which is below the threshold of 0.05. This finding lends support to the acceptance of the fourth subsidiary hypothesis that was derived from the first primary hypothesis, as presented in Table 8.

Table 8: Matrix of Correlation between leadership abilities and social capital

Dependent variable the independent variable			Social capital
Dimensions of leadership capabilities	Affective abilities personal abilities	Link amount	0.442*
		Significance level	0.000
	Organizational capabilities	Link result	**0.698
		Significance level	0.000
	Affective abilities personal abilities	Link result	**0.671
		Significance level	0.000
	Organizational capabilities	Link result	0.570**
		Significance level	0.000
Leadership abilities		Link result	0.603**
		Significance level	0.000
* Significant correlation at the level of significance (0.05).			
** Significant correlation at the level of significance (0.01).			

Source: Prepared by the researcher.

3- The examination of the impact relationships among research variables

A. The findings presented in Table 9 demonstrate a statistically significant impact of leadership competencies on the collective social capital of Baghdad University. The computed F value attained a magnitude of 43.87, surpassing the critical value of 3.920 at a significance level of 0.05. The coefficient of determination, indicating the proportion of the variance in social capital that can be explained by creative abilities, was found to be 36%. The second primary hypothesis positing that leadership capabilities have a significant impact on the dimensions of social capital is accepted based on the present findings.

B. The findings presented in Table 9 demonstrate a statistically significant impact of the initial independent dimension, which pertains to emotional competencies, on the social capital of the university under investigation. The computed F value attained a magnitude of 19.5, exceeding the critical value of 3.920 at a significant level of 0.05. The coefficient of determination, which indicates the proportion of the variance in social capital that can be explained by emotional capabilities, was found to be 20%. The first subsidiary hypothesis derived from the second primary hypothesis, which posits that emotional capabilities have a significant impact on the various dimensions of social capital, is deemed acceptable based on the results obtained.

C. The findings presented in Table 9 demonstrate a statistically significant impact of individual competencies on the social capital of the university under investigation. The computed F value attained a magnitude of 74.94, exceeding the critical value of

3.920 at a significance level of 0.05. The coefficient of determination, at 49%, confirms the proportion of the impact of individual competencies on social capital. The aforementioned results lead us to acknowledge the validity of the second subordinate hypothesis that was deduced from the second principal hypothesis, which posits that the dimensions of social capital are significantly impacted by personal capabilities.

D. The findings presented in Table 9 demonstrate a statistically significant impact of organizational capabilities on the social capital of the university under investigation. The computed F value attained a magnitude of 83.81, surpassing the critical value of 3.920 at a significance level of 0.05. The coefficient of determination, indicating the proportion of the variance in social capital that can be explained by organizational capabilities, was found to be 45%. The third subsidiary hypothesis, which posits that organizational capabilities have a significant impact on social capital in its various dimensions, is deemed acceptable based on the findings. This hypothesis is derived from the second primary hypothesis.

E. The results in Table 9 indicate a significant influence of creative thinking on the social capital of the researched university. The calculated F value reached (36.70), which is larger than the tabulated value (3.920) at a significance level of 0.05. Meanwhile, the coefficient of determination was (32%), which verifies the percentage of the influence of creative thinking on social capital. Based on these findings, we accept the fourth subsidiary hypothesis derived from the second primary hypothesis stating "There exists a significant influence of creative thinking on social capital in its dimensions".

Table 9: The statistical laboratory of impact hypotheses

The independent variable		The coefficient of determination	F calculated	Sig	Dependent variable
Dimensions Leadership abilities	Affective abilities	%0.20	19.5	0.000	Social capital
	Personal abilities	%0.49	74.94	0.000	
	Organizational capabilities	%0.45	83.81	0.000	
	Creative thinking	%0.32	36.70	0.000	
Leadership abilities		%0.36	43.87	0.000	

Source: prepared by the researcher according to Spss data

Chapter IV: (conclusions and Recommendations)
1. Conclusions

1. Leadership abilities or skills are a talent that leaders possess, and their development and enhancement are imperative. These abilities can be distinguished in the

process of refining these capabilities, as well as their deployment in a manner that maximizes their utility.

2. Organizational abilities do not merely refer to managerial functions but rather are traits that leaders possess distinguishing them from others in terms of

organizing work and performing tasks more efficiently. This creates a kind of differentiation between those who possess these abilities and those who do not.

3. By reviewing previous literature on social capital and leadership abilities, we find that each complements and enhances the other.

4. Social capital is a requirement of utmost importance for the sustainability of educational organizations and their adaptation to the current reality, which emphasizes the study of aspects related to social relationships, interactions, and correct values.

5. The results showed that the studied administrative and academic leaders possess the four leadership abilities (emotional abilities, personal abilities, organizational abilities, and creative thinking). This is a good indicator reflecting that the leaders of Baghdad University possess diverse qualifications in administrative and academic leadership.

6. The results of the statistical analysis showed that the most prevalent type of leadership abilities possessed by administrative and academic leaders at Baghdad University are organizational abilities. This reflects the leaders' interest in abilities related to the leader's understanding of organizational theories, organizational development, viewing the organization as integrated and open, understanding the surrounding environment, task distribution, and coordinating efforts among employees.

7. There is general agreement on the availability of variables of social capital (structural, cognitive, and relational), as well as harmony in the respondents' answers. This gives a good impression that the researched university possesses the basic pillars of social capital.

8. The structural dimension achieved the highest presence by obtaining the highest arithmetic mean. This confirms Baghdad University's interest in providing facilities and facilitating procedures that encourage teamwork and increase the level of interactions and communications, which is a good indicator.

9. The results indicated a correlation between the variable of leadership abilities and social capital at the overall level. This reflects the awareness of those responsible at Baghdad University about the importance of leadership abilities in enhancing social capital.

10. The analysis results revealed a significant relationship between the dimensions of leadership abilities and the dimensions of social capital at the overall level. The structural abilities dimension achieved the highest impact percentage on social capital.

2. Recommendations

1. Develop programs for enhancing leadership abilities and benefit from scientific research in strengthening these abilities among academic and administrative leaders.

2. Ensure the participation of employees in training courses and utilize them through workshops and brainstorming methods that contribute to the development of intellectual leadership abilities among the leaders in the university.

3. It is necessary to establish a leadership development institute at the level of the Ministry of Higher Education that focuses on developing leadership abilities. A leadership diploma should be required for assuming leadership positions and it can be applied to all ministries.

4. Pay more attention to the selection of university leaders due to their specificity in educational institutions, as administrative leaders in the university have multiple and sensitive responsibilities, including those related to scientific research, human resource management at the university, and the reputation of the university.

5. Iraqi universities are centres of thought and development in societies. They are a source of knowledge, information, and expertise. All new developments and advancements emerge from their scientific laboratories and the research output of their teaching staff in various scientific and intellectual fields. Therefore, focusing on generating knowledge, whether implicit or explicit, contributes to the development of social dimensions among employees.

6. It is essential to focus on the outstanding performance of leaders and subordinates by providing them with financial and non-financial rewards and incentives, as indicated by the responses of the sample participants.

7. It is crucial to maintain social relationships and encourage officials and all human resources in the university to enhance cooperation and foster a spirit of trust among stakeholders within and outside the university.

8. Give greater attention to the relational dimension, which represents the third variable of social capital, by emphasizing the values, beliefs, and attitudes that the university administration believes in.

9. Baghdad University should benefit from the linkages and impact of leadership abilities on social capital with its three dimensions, aligning with the university's plans to enhance its internal operations and serve its stakeholders.

10. Enhance the factors that contribute to building social capital and work towards strengthening anything that supports social capital in the university environment.

11. Build a network of social relationships by encouraging employees to establish such relationships through training, teamwork formats, and informal practices.

12. The university should provide opportunities for positive interaction based on respect, trust, and mutual appreciation, as this environment is conducive to the exchange of knowledge and ideas.

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