

## **Administrative Intelligence among Kindergarten's Managers**

**Raghad Abid Sharaf Asst.Prof.Raghad Shakib Rashid (Ph.D)**

Baghdad University/ College of Education for Women /  
Department of Kindergarten

### **Abstract**

Management is a human and social phenomenon. It is humane, because the human being is its goal, its means, and social, because its activities aim to meet the needs and aspirations of the community. On human relations and their good and positive impact on the organizational climate that prevails in any institution, as the secret of the success of any project lies in the way it is managed, and that the progress or backwardness of countries can be traced back to the existing management in them.

The research aims to know the level of administrative intelligence among the kindergarten managers, in order to achieve the objectives of the research, it was necessary to build a research scale (administrative intelligence (135) managers, and the results showed that the managers of kindergartens have administrative intelligence.

**Keywords:** managerial intelligence: female administrators in kindergarten

### **Chapter One**

#### **General Framework for Research**

##### **Research problem:**

Kindergarten management requires a conscious management that organizes and leads the work center in light of the philosophy of this stage, aiming to achieve the purposes and goals set for it, which requires those in charge of managing these institutions to be fully aware of the philosophy and goals of kindergartens and the legal and legislative documents on which they are based In organizing and managing her affairs (Sherif, 223: 2005) that the manager's success in managing these tasks must have administrative intelligence, which plays an important role in the individual's success in his scientific and practical life as well as in his social life. The interaction and overlap between these aspects requires mental and cognitive abilities that depend on intelligence Administrative Director. (Adass, 1997: 47). Accordingly, the research problem is determined by the following question;  
Do kindergarten directors have administrative intelligence?

##### **The Importance of the Research:**

Effective management constitutes the cornerstone of the educational process, as it defines the world, draws ways and raises ways for workers in the educational field to reach the common goal in a specific time. Legislation, amendment, and consideration of implementation methods through which the desired goals can be achieved (Al-Madhoush, 2006:3) and administrative intelligence is an essential feature of the administrative leader. (Ibid).

##### **Research Objectives:**

The research aims to identify:

Administrative intelligence of kindergarten managers

**Research limits:** The current research is determined by the directors of public and private kindergartens in the city of Baghdad for the academic year (2020-2021).

##### **Search Terms:**

Managerial intelligence is known to everyone;

1-Intruder (2015): The process of solving problems and making decisions in a manner, method and timing that invests what is available and mixes it with the accumulated experiences with a scientific method (Intruder, 307: 2015).

2-Al-Zaidi (2017): The process of discovering opportunities, organizing procedures, preventing problems, strategic planning, good dealing with employees and customers, generating ideas with leadership skills, negotiating, persuading, influencing others, and managing crises. (Al-Zaidi, 18:2017). Theoretically, the two researchers define: It is a set of personal characteristics and skills that give the manager managerial intelligence to become a distinguished leader. He has identified three administrative skills: task management, people management and self-management.

The definition of the two researchers procedurally: It is the set of scores obtained by the kindergarten principal through her answer on the measure of administrative intelligence prepared by the researcher for this purpose, which consists of (27) items.

**Kindergarten director;**

-Al-Khathila (2000): She is responsible for being appointed by the kindergarten board, which determines the powers given to her, and she must be educationally, scientifically and culturally qualified in the fields of early childhood educational management (Al-Khathila, 2000:90).

**Chapter Two**

**Theoretical Framework and Previous Studies**

**Theoretical Background:** Intelligence is a term that usually includes many mental abilities related to the ability to analyze, plan, solve problems, and speed mental simulation. It also includes the ability to think abstractly, collect and coordinate ideas, and speed learning. It also includes the ability to feel, express feelings, and understands the feelings of others (Kran, 2015:11).

Psychologists and educators have been interested in studying the concept of intelligence and delving into it, because of its distinctive impact and expected repercussions on many fields and aspects, social, educational, educational and even administrative. Muhammad, 2018: 35) In the field of administrative work, intelligence in its various forms and levels can achieve for the manager or administrative leader the chances of achieving success and ensuring better achievement of goals by contributing to laying foundations that help him in making optimal decisions that help him in the continuation and development of the organization's growth and thus Achieving a competitive advantage for it as well as achieving personal goals in the field of obtaining higher administrative positions or improving social standing and work relations (Kurds; 2016: 13).

The concept of managerial intelligence is one of the modern concepts, which expresses the capabilities of the administrator, which enables him to agree between his tasks that require a set of mental abilities as well as a group of emotional capabilities in order to deal with the surrounding individuals in the right way (First and Fahen, 232: 2013).

As such, the concept of administrative intelligence crystallized at the beginning of the current century and its impact on the development of institutions appeared in a clear way and seeks to integrate and elevate the administrative personality, which is a set of skills and abilities that guarantee managers at all administrative levels provided that they provide solutions to current problems and consider the importance of future problems before they occur (Al-Salibi, 225:2012) and administrative intelligence is the process of blending between the manager on one hand and the leader on the other hand.

Capabilities and contributes to the refinement of their intellectual, practical and scientific skills, and this means that the administrator must deal with all these human beings who live Those around him have a sensitive balance, sometimes he is an administrative official and at other times he is a leader (Marcom et al., 2002: 2).

**Management Intelligence Theories**

**Justin Menkes Theory (2009)**

Justin Menkes, a leadership expert, says that all leaders share a set of personal traits and skills that give them indispensable managerial intelligence to become distinguished leaders. Tasks, Working with People, and Objective Self-Judgment These three broad categories cover the entirety of managerial work, and even a quick look at what managers do on a day-to-day basis reveals their all-encompassing nature.

Administrative skills according to the theory of Menkez;

**A- Task management**

- 1-Identify the problem appropriately and differentiate between primary and secondary objectives.
- 2-Anticipating potential obstacles to achieving goals and determining what is reasonable.
- 3-Examination of the accuracy of the basic assumptions that are relied upon.
- 4-Clarify the strengths and weaknesses of suggestions or arguments put forward by others.
- 5-Getting to know what is known about the problem and what is more than that you need to know and the best ways to obtain the appropriate and accurate information required.
- 6-Use multiple perspectives to identify potential unintended consequences of action plans.

**B - People Management**

- 1-Recognize conclusions that can and cannot be drawn from a particular exchange.
- 2-Learn about the main potential agendas and motives of the individuals and groups involved in the situation.
- 3-Anticipate the likely emotional reactions of individuals to actions or communications.
- 4-Accurately identify the main issues and viewpoints that are central to the conflict.
- 5-Considering the potential or unintended consequences that result from taking a specific course of action.

6-Balance the different needs of all stakeholders.

### **C- Self-Management**

1-Follow up and encourage the reactions that reveal an error in the judgment and then make the appropriate adjustments. The ability to recognize personal biases or limitations in viewpoints and use this understanding to improve one's thinking and action plans.

3-Acknowledgment of serious defects in one's thoughts or actions, quick general admission of the error and a radical change in direction.

4-Appropriately explain the fundamental flaws in the arguments of others and reiterate the strengths of the individual's positions.

5-Know when it is appropriate to resist the objections of others and remain committed to a sound course of action (44-menkes.2009:40).

### **Intelligent Management Theory** (Scientific).

Frederick Taylor is considered a pioneer of smart management. He focused his attention on giving a flexible scientific character in administrative organizations, which led to the emergence of what he called the smart management movement (Al-Surn, 2:2007), which is a management style that is mainly concerned with developing the performance of the individual. That is, it focuses on work and not on the individual and his circumstances (Assaad, 9: 2015).

The modern definition of smart management is that management that is based on complete or semi-complete knowledge in the areas in which it operates, or is supervised or led by complete knowledge of things, which means the higher and complex operations of the human mind, which It includes the processes of awareness of things and a complete understanding of solving problems due to the availability of intelligence (Al Sorn, 56: 2001).

Previous experience depends mainly on the experience of one individual or the experience of a specific group of individuals. As for the principles, they are derived from the experiences and experience of many in a way that they become general facts, scientific selection and positive development of workers in order that each worker performs the highest level of achievement. He went away from work, and combining knowledge first, with selection and scientific training second, and dividing the actual work between management and employees.

In fact, this is the principle of separating planning from implementation (Al-Najjar, 344:2008). time, effort, and materials, and he said that this method and others result from poor management and direction, and the lack of standards that determine the performance of individuals and solve those problems.

### **Taylor suggested the following:**

1-Suggest standards for the performance of employees and determine the efficiency of each of them.

2-Dividing the work among the working individuals and specializing in its parts.

3-Getting rid of unnecessary movements, effort and activities carried out by the individual.

4-Making training one of the main tasks of the administration.

### **One of the characteristics of smart management**

1-Replacing the scientific method in determining the functional elements instead of the method of intuition and estimation, by defining the nature of work accurately and choosing the best methods of performance.

2-Replacing the scientific method in selecting and training individuals to improve efficiency.

3-Cooperation between management and employees in order to achieve goals.

4-Determining the responsibility between managers and employees so that management, planning and organization are in charge of management, and individuals undertake the implementation.

Therefore, the scientific choice of principals in the educational field and their empowerment of teaching programs is one of the principles advocated by Taylor, as well as the principles of the division of labor according to specialization, whether in terms of teaching materials and administrative or technical processes.

### **Studies Dealing With Managerial Intelligence**

1-Dirasat Al-Zaidi, Nour Shaker (2017)

(Administrative intelligence and a relationship to humility among department managers)

The study aimed to know the administrative intelligence and its relationship to humility among department managers according to some variables (age, gender, academic achievement and marital status),for the academic year (1015-2016) in the Diwan of the six mentioned ministries. The researcher used the descriptive method in her research.

The researcher prepared two tools to measure the variables of her research, the first was the measure of administrative intelligence, which consists of 28 items, the researcher made sure of its validity, stability and discrimination, while the second tool was the measure of humility, which consisted of 26 items. The t-shirt for two independent samples, Pearson correlation coefficient, Facronbach stability

coefficient and the analysis of variance quartile), the study reached results, including the presence of administrative intelligence among department managers and there is no interaction between demographic variables in administrative intelligence.

There is no interaction between demographic variables in humility, as the results showed a correlation between administrative intelligence and humility (Al-Zaydi, 11: 2017).

2-Study of Al-Jubouri, Hussein Saleh (2019)

(Administrative intelligence and its relationship to decision-making among secondary school managers)

The study aimed to know the administrative intelligence and its relationship to decision-making among secondary school principals in Kirkuk governorate, specialization and length of service. The researcher used the descriptive approach in his study. The researcher prepared a measure of administrative intelligence and it consisted of 35 items distributed over four domains (vision, behavior, communication art and feedback) after making sure of its validity, stability and distinction. It is characterized by high sincerity and stability.

The researcher used the following statistical methods (arithmetic mean, standard deviation, t-test for one sample, t-test for two independent samples, Pearson correlation coefficient, analysis of variance and chi-square). Statistical significance according to the gender variable in favor of females, meaning females are characterized by higher administrative intelligence relative to males, and a direct relationship between administrative intelligence and decision-making ability (Al-Jubouri, 105:2019).

### Chapter Three

#### Research Methodology and Procedures

This chapter includes defining the approved research method, as well as procedures for determining the community, selecting the sample, and steps for building a measure of administrative intelligence for kindergarten directors and verifying its validity, as well as procedures for applying to the sample, and then defining the statistical methods used in it.

#### Population of research

The research community means the total group of elements that the researcher seeks to generalize the relevant results and the studied problem (Al-Nouh, 81: 2004). The current research community consists of the directors of kindergartens in the governmental and private Kindergarten affiliated to the city of Baghdad and its sides (Karkh - Rusafa) according to the six directorates for the academic year (2020-2021) and their number is (337) managers in Kindergarten distributed (185) managers in government Kindergarten, and (152) manager in private Kindergarten, and the researcher obtained the preparation of kindergarten directors from the Department of Educational Statistics of the Ministry of Education, after obtaining a book facilitating an assignment for the researcher according to the six directorates, appendix (2). Table (1) shows the distribution of the research community to directors.

**Table (1)**

The research community in terms of preparing principals in public and private kindergartens 2019 – 2020.

Governmental kindergartens National kindergartens

جدول (1)  
 مجتمع البحث من حيث اعداد المديرات في رياض الاطفال الحكومية والاهلية 2019 - 2020

	Private kindergartens		Governmental kindergartens	
Managers No.	Kindergartens No.	Managers No.	Kindergartens No.	Directorates of Education
21	21	28	28	Rusafa first
25	25	54	54	Rusafa second
11	11	20	20	Rusafa third
57	57	32	32	Karkh first
13	13	30	30	Second Karkh
25	25	21	21	Third Karkh
152	152	185	185	the total

#### Third: - a sample of research

The sample is a part of the original research community chosen by the researcher according to certain methods and methods and includes a number of individuals who are from the original community

(Obaidat and others, 106:1989) and until the researcher studies all members of his research community, so it is appropriate for him to choose a representative sample that represents the research elements The best representation, so that its results are generalized to the study population (Awda and Malkawi, 1992:16).

When choosing the sample, its characteristics, method of selection, and degree of credibility when applied to an actual degree must be taken into account (Badr, 137:1978), and accordingly, the research sample was chosen in a simple random way, numbering (135) principals (Thompson.2012:57) from directors of government and private kindergartens affiliated to the directorates Education Rusafa (first, second, third) and Karkh (first, second, third), which were randomly withdrawn from those directorates respectively (Rusafa - Karkh) as shown in Table (2) and the research sample is the same as the statistical application sample.

**Table (2)**  
 Shows the distribution of the sample application

No. of kindergartens	No. of kindergartens	No.ofManagers	Directorate name
10	10	20	Rusafa first
14	12	26	Rusafa second
11	10	21	Rusafa third
10	11	21	Karkh first
13	12	25	Second Karkh
11	11	22	Third Karkh
69	66	135	the total

#### **Fourth: The search tool**

Since the research aims to know the administrative intelligence of the directors of governmental and private Riyadh, this requires the availability of a tool to measure the administrative intelligence to achieve the objectives of the research.

#### **Managerial Intelligence Scale**

The researcher built an administrative intelligence scale because the researcher did not find a ready-made scale according to her knowledge, and the tool was built on the Kurd method, which is one of the methods used in building scales in the field of educational measurement (Purnell 2013:15) and the following steps were followed;

#### **1-Collect Paragraphs**

The researcher collected the paragraphs by reviewing the literature and previous studies in this field, as explained in the second chapter.

2-Seeing the Menkes theory, and from that, (27) paragraphs were formulated, distributed over three areas.

A - Task management, the number of its paragraphs is (8), which means the ability to achieve results that mitigate undesirable risks, the stated goals and objectives forward, and reduce the intended consequences.

B - People management, the number of its paragraphs is (8), and it means the ability to work with and for others in ways that are respectful, participatory and increasingly building relationships.

C- Self-management and the number of its paragraphs reached (11) paragraphs, which means the ability to recognize our influence, take full responsibility for it, and modify our thoughts, feelings and beliefs appropriately and effectively. It is often the most difficult stage to improve because it is the most personal because it promotes a meaningful dialogue that enables managers to improve thinking about the individual and his plans for action. (zweibel, 2014:80).

He put for the scale five alternatives (always, often, sometimes, rarely, never) and weights (5,4,3,2,1), respectively, as shown in Appendix (5).

#### **3-Validity of Paragraphs**

Validity is one of the most psychometric properties because it indicates the ability of the scale to measure what was prepared to be measured (kroll, 1960:426).

#### **A - Apparent Honesty**

The apparent validity is one of the basic components that should be available in the research tool. The research tool is considered honest when it measures what it was designed to measure (Abu Libdeh, 247:1987).

On the apparent honesty of the paragraphs of the Administrative Intelligence Scale, it was presented in its initial form, totaling (27) paragraphs, as shown in Appendix (3) to a group of experts specialized in

the field of kindergarten, education and psychology, their number reached (10) experts as shown in Appendix (4) to verify From the validity of the measurement for its sake and its relation to the measured feature and the modification of the paragraphs that need to be modified and the deletion of the paragraphs that need to be deleted, as well as setting the correction key. Table (3) and thus the scale consisted of (27) items, which included task management (8) items, personnel management (8) items, and self-management (11) items.

**Table (3)**

It shows the percentage of experts' agreement on the items of the Administrative Intelligence Scale.

Validity of Parag.	Rejection percentage	Disapproval	Percent. of agreeing	Agreeing	Total of Parag. No.	Parag. No.
valid	-----	-----	%100	10	27	1,2,3,4,5,6 7,8,9,10,11 12,13,14,15 16,17,18,19 20,21,22,23 24,25,26,27

**A- Clarity of instructions**

The researcher presented the scale in its initial form to a group of female directors who reached (20) directors of government and private Kindergarten directorates to know the clarity of the instructions and paragraphs.

**The Discriminatory Power of The Scale Items**

The discrimination coefficient means the ability of the item to distinguish individual differences between individuals who possess the trait or know the answer and those who do not have the measured trait or do not know the correct answer for each item or question of the scale. (Alimam; et al., 114:1990).

The scale was applied to the statistical analysis sample of (135) principals, and after the application and correction of the answers, the answers were arranged and 27% were selected. It reached (36) forms for each of the upper and lower groups. When using the t-test for two independent samples for the purpose of testing the significance of the differences The statistic between the average scores of the two extreme groups (higher and lower) for each of the (27) items of the scale. It was clear that all the scale items were distinct at the significance level (0.05) and the degree of freedom (70) as shown in Table (4).

**Table (4)**

The discriminatory power of the managerial intelligence scale

Significance	Calculated T	Standard Deviation	Hypothetical Mean	Group	Paragraph No.
Sig.	4.01	0.17	4.97	higher	1
		0.77	4.44	lower	
Sig.	3.46	0.48	4.78	higher	2
		0.83	4.22	lower	
Sig.	3.85	0.42	4.78	higher	3
		1	4.08	lower	
Sig.	6.52	0.37	4.92	higher	4
		0.90	3.86	lower	
Sig.	4.06	0.42	4.86	higher	5
		0.89	4.19	lower	
Sig.	2.45	0.80	4.64	higher	6
		1.11	4.08	lower	
Sig.	8.49	0.28	4.92	higher	7
		0.94	3.53	lower	
Sig.	4.81	0.45	4.83	higher	8
		1.09	3.89	lower	
Sig.	8.41	0.52	4.69	higher	9
		0.70	3.47	lower	

Sig.	6.36	0.42	4.86	higher	10
		0.93	3.78	lower	
Sig.	5.10	0.52	4.69	higher	11
		1.13	3.64	lower	
Sig.	4.97	0.17	4.97	higher	12
		1.09	4.06	lower	
Sig.	4.42	0	5	higher	13
		0.87	4.36	lower	
Sig.	3.72	0.60	4.58	higher	14
		1.15	3.78	lower	
Sig.	4.36	0.45	4.83	higher	15
		1.18	3.92	lower	
Sig.	4.82	0.17	4.97	higher	16
		0.85	4.28	lower	
Sig.	6.97	0.40	4.81	higher	17
		1	3.56	lower	
Sig.	4.44	0.23	4.94	higher	18
		0.79	4.33	lower	
Sig.	6.60	0.42	4.78	higher	19
		1.08	3.50	lower	
Sig.	5.39	0.47	4.81	higher	20
		1.11	3.72	lower	
Sig.	4.34	0	5	higher	21
		0.81	4.42	lower	
Sig.	5.53	0.47	4.81	higher	22
		0.98	3.81	lower	
Sig.	4.92	0.23	4.94	higher	23
		1.02	4.08	lower	
Sig.	3.19	0.23	4.94	higher	24
		0.69	4.56	lower	
Sig.	6.78	0.65	4.50	higher	25
		1.18	2.97	lower	
Sig.	3.91	0.32	4.89	higher	26
		0.88	4.28	lower	
Sig.	5.81	0.23	4.94	higher	27
		0.80	4.14	lower	

The tabular t-value with a degree of freedom (70) and a level of significance (05,0) equals (96,1).

### Indicators of Honesty

Validity means that the scale is true to the extent that it measures the trait or characteristic that was prepared to be measured and that it is not affected by other variables (Al-Qamsh and others, 10:2000). Several types of validity have been achieved for this scale, which are:

#### 1-Content validity

There are two types of content validity: logical validity and apparent validity (nunnally, 1978:111).

A- Logical validity: It included providing an accurate definition of the concept of administrative intelligence among kindergarten principals.

b- Face validity: This was achieved when 27 items were presented to 10 experts in the field of psychology, education and kindergarten, as mentioned previously.

#### 2-Construction Validity

Building validity is the most representative type of honesty in extracting the validity of the paragraphs of the scale (Al-Isawy, 53:1989) and it is sometimes called the sincerity of the concept, and this was achieved by extracting the following:

A- The relationship of the paragraph with the total score of the scale

The owners of psychometrics point to the importance of the availability of honesty in the items of psychological and educational measures, because the validity of the scale depends to a large extent on the validity of its items, especially the honesty that is calculated by the method of the relationship of the item's degree to the total score of the scale. 1995: Pearson's correlation coefficient was used to extract the correlation between the degree of each item and the total score of the scale. It appeared that

all items were significant, because their values were higher than Pearson's tabular values of (0.16) at the level (0.05) and the degree of freedom (133), which indicates the homogeneity of the paragraphs of the paragraphs and their correlation in the measure of administrative intelligence, and Table (5) illustrates this.

**Table(5)**  
 Relationship of the paragraph degree to the total degree

Sig.	Correl. Coeff.	Parag.	Sig.	Correl. Coeff.	Parag.	Sig.	Correl. Coeff.	Parag.	Sig.	Correl. Coeff.	Parag.
Sig.	0.51	31	Sig.	0.41	21	Sig.	0.49	11	Sig.	0.27	1
Sig.	0.61	32	Sig.	0.40	22	Sig.	0.63	12	Sig.	0.32	2
Sig.	0.30	33	Sig.	0.59	23	Sig.	0.58	13	Sig.	0.24	3
Sig.	0.53	34	Sig.	0.41	24	Sig.	0.44	14	Sig.	0.55	4
Sig.	0.45	35	Sig.	0.59	25	Sig.	0.55	15	Sig.	0.44	5
Sig.	0.48	36	Sig.	0.53	26	Sig.	0.40	16	Sig.	0.27	6
			Sig.	0.52	27	Sig.	0.43	17	Sig.	0.64	7

The tabular value (16,0) at the degree of freedom (133) and the level of significance (05,0).

A- The relationship of the paragraph with the total score of the field-135 questionnaires were chosen to analyze the paragraphs, to ensure that the paragraphs measure the phenomenon for which they were developed, and then calculate the total score of the examinees for each domain of the scale, and then use the Pearson correlation coefficient to find the relationship between the scores of the examinees for each item of the domain and their total scores. On the same field, it was found that the paragraphs of the fields of administrative intelligence are all related and functional, because their values are higher than the Pearson tabular values of (0.16) at the level (0.05) and the degree of freedom (133). Table (6) shows this.

**Table (6)**  
 Correlation coefficients of the degree of the paragraph with the total degree of the field

Sig.	Correl. Coeff.	Parag.	Sig.	Correl. Coeff.	Parag.	Sig.	Correl. Coeff.	Parag.
self-management			Individual management			Task management,		
Sig.	0.64	17	Sig.	0.66	9	Sig.	0.43	1
Sig.	0.54	18	Sig.	0.64	10	Sig.	0.47	2
Sig.	0.63	19	Sig.	0.48	11	Sig.	0.41	3
Sig.	0.64	20	Sig.	0.6	12	Sig.	0.66	4
Sig.	0.54	21	Sig.	0.42	13	Sig.	0.58	5
Sig.	0.62	22	Sig.	0.6	14	Sig.	0.53	6



<b>Sig.</b>	0.7	23	<b>Sig.</b>	0.54	15	<b>Sig.</b>	0.66	7
<b>Sig.</b>	0.37	24	<b>Sig.</b>	0.45	<b>Sig.</b>	<b>Sig.</b>	0.56	8
<b>Sig.</b>	0.62	25						
<b>Sig.</b>	0.49	26						
<b>Sig.</b>	0.49	27						

A- The relationship of the field to the field and the total degree

To ensure the homogeneity of the paragraphs of the administrative intelligence scale and its ability to measure the attribute to be measured and to verify the availability of construction validity in the scale, the researcher used the Pearson correlation coefficient to find out the relationship between the degrees of each domain and the degrees of other domains. (0.05) and Table (7) shows that;

**Table (7)**

Statistical analysis of the items of the administrative intelligence scale using the domain-to-domain relationship method and the domain in total degree.

<b>administrative intelligence</b>	<b>self-management</b>	<b>Individual management</b>	<b>Task management</b>	<b>Domain/domain</b>
0.75	0.44	0.54	1	<b>Task management</b>
0.87	0.66	1	--	<b>Individual management</b>
0.88	1	--	--	<b>self-management</b>

### Reliability

Stability is defined as the extent of consistency in the results of the scale (Marshall, 1972:4). This can be verified if the paragraphs of the scale measure the same feature of the phenomenon to be measured (holt & lrving, 1971:60), and we mean by it reaching the same results when applying the test in two different periods and within the limits of A period of time ranging from one or two weeks in most cases (Daoud, Abd al-Rahman, 122:1990).

The stability of the measure of managerial intelligence was extracted by the Cronbach analysis method, which leads this method to an internal consistency coefficient of the tool structure, also called the homogeneity coefficient, and it gives good estimated values for the equivalence coefficient along with the internal consistency and homogeneity. On the stability of the test score (Allam, 166: 1995), and to extract the stability of the tool in this way, the Facronbach equation was applied and found that the reliability coefficient was equal to (0.86), and this indicates the homogeneity of the search tool.

### Scale Description:

After extracting the psychometric characteristics of the administrative intelligence scale, the scale became in its final form, Appendix (5), ready to be applied to the basic research sample (135) principals of government and private kindergartens, and if it consisted of (27) paragraphs with five alternatives (always, often, sometimes, rarely, Never), which consisted of five weights (5,4,3,2,1), so the highest score that a respondent can get is (135) and the lowest score is (90).

### The Ultimate Application of The Scale

The application period on the actual research sample reached a month from (28/12/2020) to (28/1/2021). Where the scale was distributed by the researcher to the directors.

The following statistical methods were used:

- 1-One-sample T-test (Al-Baldawi, 2007:207)
- 2-The t-test for two independent samples (Al-Bayati and Athanasius, 1977:263).
- 3-The Facronbach equation to extract stability (Al-Ansari, 81:2000)

- 4-ANOVA (Ferrickson, 308:1991)
- 5-Pearson Correlation Coefficient (Ferrickson, 1991:98).
- 6-Statistical package program (spss)

#### **Chapter Four**

##### **View and Discuss Results**

##### **Conclusions:**

Kindergarten managers have a high level of administrative intelligence

##### **Recommendations:**

-The researcher recommends the necessity of focusing on the administration curricula for kindergartens and their development in line with the new requirements in the educational administration of kindergarten.

##### **Suggestions:**

-Conducting a study of the administrative intelligence for the category of department managers in the Ministry of Education.

-Conducting a similar study looking for the relationship between administrative intelligence and mental health among kindergarten managers.

##### **References**

- Al-Imam, Mustafa and others (1990) Psychometric assessment and measurement, Ministry of Higher Education and Scientific Research, Dar Al-Hikma, Baghdad - Iraq.
- Al-Ansari, Badr Muhammad (2000) Personality Measurement, first edition, Dar Al-Kitab Al-Jami` for Printing and Publishing, Kuwait.
- Abu Libdeh, Sebaa Muhammad (1987) Principles of Psychometrics and Educational Evaluation, Fourth Edition, Cooperative Press, Amman, Jordan.
- Asaad, Walid Ahmed (2015) Educational Administration, First Edition, Arab Society Library for Publishing and distribution, Amman - Jordan.
- Badr, Ahmad (1978) The Principles of Scientific Research and its Methods, First Edition, Publications Agency for Printing and Publishing - Kuwait.
- Al-Baldawi, Abdel Hamid Abdel Majid (2007) Methods of Scientific Research and Statistical Analysis, Dar Al-Shorouk, Amman - Jordan.
- Al-Banna, Hala Misbah (2013) Contemporary School Administration, first edition, Dar Safaa for Publishing and Distribution, Amman.
- Al-Bayati, Abdul-Jabbar Tawfiq, and Athanasius, Zakaria Zaki (1977) Descriptive and Inferential Statistics, Baghdad, Al-Mustansiriya University Press.
- Al-Jubouri, Hussein Saleh (2019) Administrative intelligence and its relationship to decision-making among secondary school managers in Kirkuk Governorate, Master's thesis, College of Education and Humanities - Tikrit University.
- Al-Khathila, Hind Bint Majid Muhammad (2000) Kindergarten Administration, Dar Al-Kitab Al-Jami` for Printing and Publishing, first edition, United Arab Emirates.
- Daoud, Aziz, and others (1990) Educational Research Methods, Ministry of Higher Education and Scientific Research, University of Baghdad, Baghdad - Iraq.
- Dakhil, Muhammad Hassan (2015) Islamic Systems, Rawafed House for Printing, Publishing and Distribution - Lebanon.
- Al-Rawi, Mahdu' Mahmoud (1986) Managers of Statistics, first edition, Dar Al-Kutub for Printing and Publishing, Mosul - Iraq.
- Al-Zaidi, Nour Shaker (2017) Administrative intelligence and its relationship to humility among department managers, Master's thesis, College of Arts - University of Baghdad.
- Sharif, Abdel Qader (2005) Kindergarten Administration and its Applications, first edition, Dar Al Masirah for Publishing and Distribution, Amman - Jordan.
- Shaaban, Firsat Ali, Fahin, Esmat (2013) The role of administrative intelligence in enhancing the dimensions of health service quality, an exploratory study of the opinions of a sample of managers working in government hospitals in Dohuk, Journal of Baghdad University, Zakho, Volume Two, Issue (1).
- Al-Sarn, Raad Hassan (2001) Creativity and Innovation Management, first edition, second part, Dar Al-Rida for Publishing and Distribution, Damascus.
- Al-Sarn, Raad Hassan (2007) The Development of Organization Theory, National Institute of Public Administration, Faculty of Economics, Damascus University - Syria.
- Al-Salibi, Omar (2012) Administrative intelligence and its impact on development, a case study at Al-Quds University, research presented to the eleventh annual scientific conference, Al-Zaytoonah University, Jordan.
- Obeidat, Thouqan (1985) Scientific Research: Its Concept, Technique, and Tools, first edition.

- Adas, ObaidAtzwiqan, and others (1997) Scientific research, its concept, its tools and its methods, third edition, Osama House for Publishing and Distribution, Kindergarten, Saudi Arabia.
- Allam, Salah El-Din (1995) Diagnostic tests reference criterion in the educational, psychological and teaching fields, first edition, Dar Al-Fikr Al-Arabi for Printing and Publishing, Cairo - Egypt.
- Odeh, Ahmed (1998) The Application of Psychological Statistics, Dar Al-Nahda Al-Arabiya for Publishing and Distribution, first edition, Beirut - Lebanon.
- Odeh, Ahmed Suleiman, and Malkawi, Fathi Hassan (1992) The Basics of Scientific Research in Education and Psychological Sciences, first edition - Al-Kinani Library for Publishing and Distribution, Irbid - Jordan.
- Al-Ghubari, Thaer Ahmed, and others (2010) Educational Research Curriculum (Scientific Applications), first edition, Arab Assembly Library for Publishing and Distribution.
- Feroxon, George (1991) Statistical Analysis in Education and Psychology, translated by Hana Mohsen Al-Akaili, first edition, Dar Ikma for printing and publishing, Baghdad - Iraq.
- Al-Qamsh, Mustafa, and others (2000) Measurement and Evaluation in Special Education, first edition, Dar Al-Fikr for Printing and Publishing, Amman - Jordan.
- Karan, Suleiman Bakr (2015) The concept of intelligence and its types, first edition, Dar Al-Raya for Publishing and Distribution, Jordan.
- Al-Kurd, Aisha Ahmed (2016) Rational and emotional intelligence as an entrance to enhance the competitive advantage in technical colleges in the Gaza Strip, Master's thesis, Faculty of Commerce, Islamic University - Gaza.
- Al-Kinani, Mamdouh Abdel-Moneim (1995), The Psychology of Learning and Teaching Styles, second edition, Al-Falah Library for Publishing and Distribution, Kuwait.
- Marcom, Dave, and others (2002) Administrative Intelligence: Reconsidering Management Applications and Theories, Abstracts of Books and Businessmen Journal, The Arab Company for Technical Media, Issue (231).
- Muhammad, NawarSaeed (2018) Administrative intelligence and its relationship to the strategic planning of managers and people's officials for sports directorates in Iraq, an unpublished master's thesis, College of Physical Education - Al-Mustansiriya University - Baghdad.
- Al-Madhoush, Habis Abdullah Jadaan (2006) The extent to which school principals in the Governorate of Skills Road possess an evaluation of teachers' job performance from the teachers' point of view, an unpublished master's thesis, Yarmouk University - Jordan.
- Assistance, Majid Abdul-Mahdi, and others (2013) Managers of Management Science, Dar Al Masirah for Publishing and Distribution, Amman - Jordan.
- Al-Masaeed, MufdiAyed, Al-Khraisha, Saud Nihad (2011) Classroom Administration, first edition, Al-Hamid House and Library for Publishing and Distribution, Amman.
- Al-Noah, MUSAED bin Abdullah (2004) Managers of Educational Research, first edition, Al-Rushd Library for Printing and Publishing, Kindergarten - Saudi Arabia.
- Corol.B., (2014): Advanced Studies in Leasership, Psychology, New or leans, 15 Aprill.
- Holt,R and luring. L(1971) Assessing Personality.Newyork: Harcourt Brace Jovanovicn.
- Kroll, A(1960). Volidityas Affecter. In Test validity Journal of Educational Psyehology. Vol.31:No-2.pp.
- Marshall,J. and Hales, L(1972) Essentials of testing. Reading, Mass: Addison. wesleyPubilshing Company, New York.
- Menkes, Justm(2009): Exective In Telligence, Collins, P.306.
- Nannaly, J.C.(1978): Psychometric theory, 2ed,new youk.Megraw Hill.
- Purnell. J.B.(2013).For common misuses of the likertscale. Philippine journal of so cial sciences and Hunanities, 18(2).12.19.
- Thompson, S.K.(2012). Sampling , 2<sup>nd</sup>. John wiley and sons. New Jersey.
- Zweibel. Barvy(2014): the three stages of Executive Intelligencladership traction-All Rights Reserved . Reuse with Permission Aleadership Development, Tutorial Number? Certgiedcoach.