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The Mediation Effect Of Human Resources Management Practices Between Smart Leadership And Educational Quality

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Abstract

The objective of this work is to clarify the mediation effect of effective human resources management practices between smart leadership and educational quality, in order to reform educational quality, The essential considerations are presented to achieve the results that such reform aims to achieve, in turn, some factors are defined that must be addressed in the context of educational policies within higher education institutions. The questionnaire was adopted as an instrument for collecting data and applying the study to a sample of professors in Iraqi universities. The study adopted the descriptive analysis method using structural modeling and reached a set of conclusions, the most important of which are that human resources management practices play an essential role between smart leadership and educational quality.

Keywords:

Smart leadership, wisdom intelligence, personal intelligence, social intelligence, educational quality.

Introduction

Higher education administrators, instructors, parents, students, general services, and society all require more specific skills in the fields that govern these universities in order to manage them effectively and create qualified processes. These requirements suggest more complex cognitive processes, given the way in which these institutions relate to one another and how they take into account factors like knowledge, leadership, interrelationships, pedagogical practices, and the handling of legal, economic, and technological aspects that influence people's lives. This "duty to do" is complicated, and it translates into the necessity for competent university administration to oversee human resources. (García et al., 2018). For organizations that try to be competitive in an economic environment of increasing dynamism and complexity, the chances of survival often lie in the ability to mobilize, integrate, and manage multiple resources in order to face uncertainty and the demands of business and innovative strategies (Martin & Pasamar, 2017). One of the critical resources that needs to be managed effectively is the people who make up the organization. Specifically, the literature has paid special attention to the development of highly innovative human resource management (HRM) practices with which to successfully attract, motivate, and retain key people in the organization (Rios et al. , 2017). This literature has confirmed that effective HRM constitutes a potential source of sustained competitive advantage for companies. Many of these studies base their findings on the principles of resource and capabilities theory to emphasize the unique nature of each organization and the exploitation of its differences with other companies to obtain sustainable competitive advantages. In such a way the appropriation of knowledge in HRM and its implementation to effectively manage human capital constitutes a strategic resource that contributes to innovation in HRM to differentiate itself and get ahead of the competition (Septiem & Martin, 2017).

Naturally, approaches around HRM have evolved over time, being subject to the influence of political-social environments. In the current context, with increased competitiveness, globalization, unemployment, and the aging of the active population, as well as concerns about the evolution and transformation of values, technology, and work, the nature of HRM is changing, reflected in the organizational functioning itself and in the management of people. (Veth et al, 2017). Given the complexity of all these processes and the relative scarcity of literature on HRM in Enterprises, and in particular, on the management of workers in Iraq, that is, taking into account the age factor, it is not easy to present a reference framework for this management. Furthermore, most studies focus on the perspective of companies and less on that of workers (Silva et al.,2017).

Literature Review

Human Resources Management Practices

Storey (2007) defines HRM as "an approach that seeks to achieve a competitive advantage through the strategic development of a highly capable and committed workforce, using an integrated set of cultural, structural and personal techniques" . Caetano (2000) highlights that in the current context of change, HRM policy objectives generally develop within a framework of tensions for all actors: for the worker with the depreciation of their skills, for the company itself with the search for adjustment between the workforce and its needs and for society, with the increase in unemployment (Silva et al.,2017). Human resource management emerges as part of the management discourse, based on the relevance of the human factor in the growth of capital (Laval, & Dardot, 2013). In a process where we move from the division of labor based on technical skills to the accommodation of said knowledge in technology and procedures; The exchange of cognitive, affective, and communicative skills, developed through all areas of individuals' lives, remains as the basis of the economy .

For Hanlon (2015), the purpose of management discourse has been to alter social relations to facilitate the path to capitalist accumulation and transfer wealth from

one class to another. It is conceived as a tool for the achievement of success, undermining the forces of collective action (Hanlon, 2015). The restructuring of social life typical of capitalism is marked by the network and the project. The network, as temporary connections with diverse groups, and the project, regarding the possibilities of forming temporary links. This is how autonomy and the development of employability are advocated, forming a personal capital that each subject must manage, to participate in a labor market marked by the transience of the project . In this way, one must have personal characteristics aimed at inspiring trust, as well as adapting and generating, maintaining, and undoing commitments as required (Zavala & Frías ,2018).

Human resources management practices includes the following dimensions (Nwachukwu & Chladková,2017):

Training And Development

Human resource management identifies the training and skills necessary for teams to perform their tasks effectively. It also provides appropriate learning tools to employees who need to develop specific skills for their effective performance. training is an important component of an organization's culture training. The primary cause is the speed at which markets adapt and change. Anything that is helpful now could not be at all beneficial tomorrow. As a result, implementing continuous training procedures enables the staff to stay current and promptly adjust to any emerging changes, and motivation and the value of staff training are strongly tied. Training and development are crucial components of human resource development. Because of technical advancements that have raised customer expectations for quality and service, greater competition, and the need to cut costs, they are becoming more and more crucial.. Additionally, its importance in preparing individuals for new jobs has increased globally. (Singh,2012).

Employee Compensation

According to Dessler (2009), compensation is a function of HR that aims to compensate people for carrying out various organizational activities. Equitable

recompense for the employer and the employee is one of the objectives of compensation. The intention is for the worker to be drawn to the position and inspired to perform well for the company. According to Richards (2006), one organizational structure that is impacted by and reflects the organization's values is the remuneration system. This contributes to increasing employees' sense of justice, which is reflected in their organizational loyalty, performance, and productivity.

Human Resource Planning

It is a continuous, periodic planning process that businesses create ahead of time to ensure the best possible use of workers' energies, time, and skills without making the mistake of hiring more people than are necessary or fewer people who are needed to complete tasks. The goal of Human Resource Planning (HRP) as a continuous, systematic planning process is to maximize the utilization of the best personnel, who are the organization's most valuable assets. Human resource planning ensures that personnel and occupations are well-matched and prevents staff surpluses or shortages (Mattis et al., 2017). It specifically focuses on the human element, tries to establish objectives that maximize its usage, and suggests means of achieving this.

The ongoing, methodical planning process known as human resource planning (HRP) aims to make the best use possible of the best personnel, who are an organization's most important asset. Planning for human resources prevents personnel shortages or surpluses and guarantees the optimal match between workers and jobs (Mathis et al.,2017). There are four main parts to the HRP process. These consist of evaluating the available labor supply, estimating labor demand, organizing the available labor supply, and advancing business objectives. Human resource planning is an investment that any firm can make because it maintains profitable and productive operations (Stoe et al., 2020).

Work Environment

Workplace characteristics that are related to employee behavior and attitudes that are related to psychological changes that occur as a result of things experienced at work or under certain circumstances that the organization must take into consideration, such as boredom at work, monotonous work, and fatigue, are collectively referred to as the work environment. Additionally, (Soelton ,2018) defines the work environment as the entirety of the tools and materials used, the surroundings in which an individual works, their working techniques, and their arrangements for both solitary and group work (Soelton ,2018). work environment, including working conditions, roles, work design among others, initiate emotions in the organizational context. These aspects of work are what constitute the "affective events", triggers or daily stressors which act systematically and lead to behavioral or attitudinal reactions that can have a negative impact on work performance (Feldman & Blanco,2016).

Smart Leadership

The concepts of smart leadership have varied depending on the different approaches to studying it in organizations. (Gibson et al, 2012) defined it as an attempt to influence people to motivate them towards achieving goals. (Zoogah & Beugré, 2012) also referred to it as the exercise of power by one person in the organization over other members to help them achieve its goals. It is the ability to create effective products through a set of skills and knowledge that leaders possess. It is also known as the ability of individuals to adapt to the environment surrounding them while providing appropriate ways to confront problems and difficulties. Therefore, smart leadership is a set of capabilities that leaders in organizations follow. These capabilities contribute to reducing problems, solving them, and achieving stakeholder requirements. From the above, researchers believe that smart leadership is the shared understanding between the leader and subordinates, which works to achieve the future vision of the organization and set goals, as well as Uncovering new strategies in a dynamic environment with limited resources to confront the challenges facing the organization and then achieve the

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goals efficiently and effectively.The literature on leadership contexts examined how this particular situation serves as a catalyst for the creation of a Smart Leadership Mindset. The components of the mental frame have been taken into consideration as a framework for comprehending smart leadership within the setting of smart organizations. Now, as Figure 1 illustrates, we will look at how this frame translates into the crucial functions that the Smart Leader plays in creating momentum in the human system (Banahan, 2021).

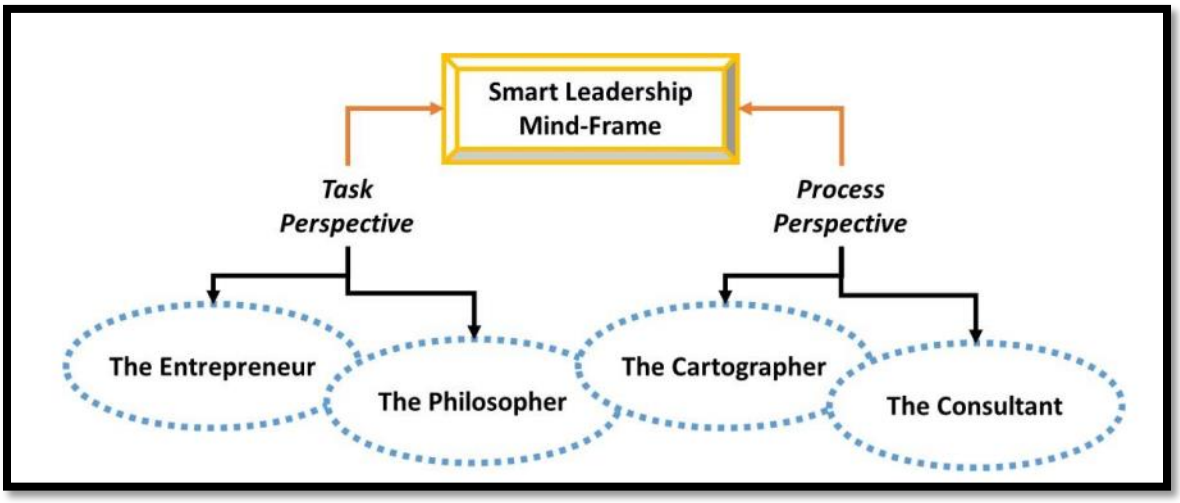

Figure 1 : The Role Of Smart Leadership

Source : Banahan, 2021

Smart Leadership Dimensions

Smart leadership uses a combination of the four intelligences (wisdom intelligence, personal intelligence, social intelligence, and spiritual intelligence) at any time in conjunction with the leader's mental capabilities to obtain strategic advantages and choose the best alternative (Garcia, 2012).

Wisdom Intelligence

It is defined as the ability to improve productivity and the ability to improve effectiveness is defined as wisdom. The first phase is related to expansion (an organization or business) and does not involve the creation of additional value. On the other hand, wisdom means growth, which implies adding value (Pasupuleti, 2017). As a personalized, ethically grounded knowledge system, it is the result of the interplay between the application of scientific data and the phenomenological experience of client scenarios. This exchange generates preliminary, often unarticulated knowledge that can serve as the basis for spontaneous practical hypotheses that can lead to progress in cases despite the lack of thoroughly tested methods. In addition to improving practical skills, feedback on these practical hypotheses helps to articulate knowledge in traditional forms such as assessment and theory development (Klein & Bloom,1995).

Personal Intelligence

Personal intelligence is one of the facets of personality that includes the ability to lead, resolve conflicts, and social analysis, that is, the ability to observe and understand others and relate to them in a productive way. Personal intelligence tends to coincide with what authors such as Zirkel, Topping, call personal intelligence refers to the ability to form an accurate model of oneself and use it appropriately to interact effectively throughout life (Bisquerra, 2009). Intrapersonal intelligence tends to coincide with what other authors such as Hedlund and Sternberg have called personal intelligence. Emotional Intelligence emerges from the union of interpersonal intelligence and intrapersonal intelligence in Daniel Goleman's model (Leal, 2011).

Social Intelligence

Thorndike, in 1920, introduced the concept of social intelligence, it refers to a model of personality and behavior that includes a series of skills such as social sensitivity, communication, social understanding, moral judgment, social problem-solving, prosocial attitude, empathy, social skills, expressiveness, and

understanding. of people and groups, getting along with people, being warm and caring with others, being open to new experiences and ideas, ability to take perspective, knowledge of social norms, social adaptability, etc (Leal, 2011). It refers to a collection of social, emotional, and personal abilities that affect how well a person adapts to and manages the demands and stresses of their surroundings. This intelligence affects psychological well-being, physical health, and life success.

Educational Quality

Quality is an administrative system based on a set of values and depends on employing data and information about employees in order to invest their qualifications and intellectual abilities at various levels of the organization in a creative manner in order to achieve continuous improvement for the organization.

Quality is understood as the management philosophy of educational organizations, and it constitutes a relevant reference due to its status as a model that includes values, principles, and procedures. In environments specialized in studying organizations, it is also considered an excellent advancement strategy for educational institutions and their various participants (Bowen,2015).

Quality in education is a system that is followed in order to develop all educational levels. In addition, this system is based on many principles that facilitate the smooth functioning of this system, with many benefits that benefit students and faculty members through this system (Rivadeo, 2008).

The quality that meets their needs, expectations, and the culture of the university, as well as the interactions and environment there, as well as the availability of both human and technological resources and the ongoing development of skills, is, nevertheless, more than just explicable and definable. Its organization initiatives, teamwork, and intellectual capital. A quality education is defined as "one that guarantees that all people acquire the knowledge, abilities, skills, and attitudes necessary to prepare them for the future" (García et al., 2018). (García et al., 2018).

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Methods

Sample

The composition of sample is made up of 87 people, of which 9 have a position in a university, and 78 are university lecturers, Regarding gender, 27 are men and 60 are women; Regarding the age of the participants, 20 are between 31 and 40 years of age, 43 are between 41 and 50 years of age, 20 are between 51 and 60 years of age and 4 participants are over 60 years old; In relation to the academic level, the 60 participants are PhD and 27 of them have a master's degree.

Modeling

The model in Figure 2 was formulated from three variables, which are the independent variable smart leadership (SL) (wisdom intelligence (SL1), personal intelligence (SL2), social intelligence (SL3)) , and mediator variable human resources management practices (HRM) (training and development (HRM1) , employee compensation HRM2), human resource planning HRM3),work environment HRM4)) and the dependent variable educational quality (EQ)

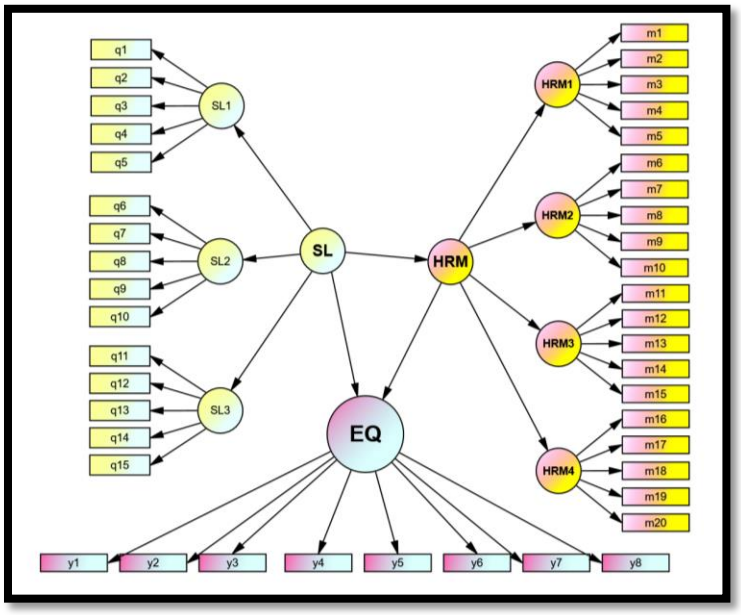

Figure 2: Study Model

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Normality

In order to identify the normal distribution of the data, the normal distribution test was used. The values of kurtosis and skewness are required to be between (-1.96) and (+1.96). Table 3 indicates that all values of kurtosis and skewness were within acceptable limits, and this indicates that the data has a normal distribution .

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Table 1: Normality Test

Variable	min	max	skew	c.r.	kurtosis	c.r.
q11	2.000	5.000	-.523	-3.498	-.023	-.077
q12	2.000	5.000	-.328	-2.190	-.044	-.147
q13	2.000	5.000	-.524	-3.502	.002	.008
q14	2.000	5.000	-.608	-4.060	.249	.834
q15	2.000	5.000	-.556	-3.714	.363	1.213
q6	1.000	5.000	-.542	-3.619	-.430	-1.436
q7	1.000	5.000	-.602	-4.020	-.267	-.893
q8	1.000	5.000	-.741	-4.952	-.126	-.422
q9	1.000	5.000	-.647	-4.327	-.186	-.620
q10	1.000	5.000	-.638	-4.264	-.483	-1.615
q1	1.000	5.000	-.507	-3.388	-.829	-2.770
q2	1.000	5.000	-.433	-2.893	-.409	-1.367
q3	1.000	5.000	-.605	-4.045	-.761	-2.542
q4	1.000	5.000	-.404	-2.703	-.626	-2.090
q5	1.000	5.000	-.501	-3.350	-.573	-1.916
Multivariate					53.538	19.405
Variable	min	max	skew	c.r.	kurtosis	c.r.
m20	1.000	5.000	-.671	-4.485	-.074	-.246

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m19	1.000	5.000	-.662	-4.424	-.119	-.399
m18	1.000	5.000	-.829	-5.542	.254	.849
m17	1.000	5.000	-.525	-3.506	-.096	-.320
m16	1.000	5.000	-1.021	-6.825	1.292	4.316
m15	1.000	5.000	-.745	-4.978	.400	1.335
m14	1.000	5.000	-.622	-4.157	.005	.018
m13	1.000	5.000	-.788	-5.269	-.202	-.674
m12	1.000	5.000	-.490	-3.276	-.295	-.985
m11	1.000	5.000	-.533	-3.564	-.274	-.916
m10	2.000	5.000	-.315	-2.104	-.330	-1.103
m9	2.000	5.000	-.699	-4.674	.339	1.131
m8	2.000	5.000	-.592	-3.960	-.521	-1.741
m7	2.000	5.000	-.796	-5.322	.356	1.189
m6	2.000	5.000	-.540	-3.609	-.168	-.562
m5	2.000	5.000	-.497	-3.322	-.156	-.522
m4	1.000	5.000	-.911	-6.089	.662	2.212
m3	1.000	5.000	-.499	-3.333	-.422	-1.412
m2	1.000	5.000	-.658	-4.399	.199	.664
m1	2.000	5.000	-.545	-3.641	.120	.400
Multivariate					96.753	26.697
Variable	min	max	skew	c.r.	kurtosis	c.r.
y1	1.800	5.000	-.501	-3.345	-.217	-.724
y2	2.000	5.000	-.689	-4.602	.482	1.612
y3	1.800	5.000	-.422	-2.818	-.431	-1.440
y4	1.000	5.000	-1.059	-7.080	1.570	5.247
y5	2.000	5.000	-.397	-2.652	-.756	-2.527
y6	2.000	5.000	-.620	-4.146	.262	.874
y7	2.000	5.000	-.375	-2.504	-.625	-2.089
y8	2.000	5.000	-.489	-3.270	-.045	-.152
Multivariate					44.541	28.823

Modeling

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The structural modeling method was used to build the models and confirmatory factor analysis, which requires that the loadings be greater than 0.40 and that the conditions shown in Table 2 be met.

Table 2: SEM Threshold

Fit Index	Acceptable Threshold Levels	Description
Absolute Fit Indices Chi-Square X2	Low $\chi 2$ relative to degrees of freedom with an insignificant *p* value ($p > 0.05$)	
Relative $\chi 2$ ($\chi 2$/df)	2:1 (Tabachnik & Fidell, 2007) 3:1 (Kline, 2005)	Adjusts for sample size.
(RMSEA)	Values less than 0.07 (Steiger, 2007)	Has a known distribution. Favours parsimony. Values less than 0.03 represent excellent fit.
GFI	Values greater than 0.95	Scaled between 0 and 1, with higher values indicating better model fit. This statistic should be used with caution.
AGFI	Values greater than 0.95	Adjusts the GFI based on the number of parameters in the model. Values can fall outside the 0-1.0 range.
RMR	Good models have small RMR (Tabachnik and Fidell, 2007)	Residual based. The average squared differences between the residuals of the sample covariance and the residuals of the estimated covariance.
SRMR	SRMR less 0.08 (Hu& Bentler, 1999)	Standardized version of the RMR. Easier to interpret due to its Standardized nature.
Incremental Fit Indices		
NFI	Values greater than 0.95	Assesses fit relative to a baseline model which assumes no covariance between the observed variables. Has a tendency to fit in small samples.
NNFI (TLI)	Values greater than 0.95	Non-normed, values can fall outside the 0-1 range. Favours parsimony. Performs well in simulation studies (Sharma et al, 2005; McDonald and Marsh, 1990)
CFI	Values greater 0.95	Normed, 0-1 range.

Source : Daire , 2008

According to SEM analysis of the SL model in Figure 3 it is clear that the conditions are not met so that needs to go through the modification indices and the model as shown for the modified model.

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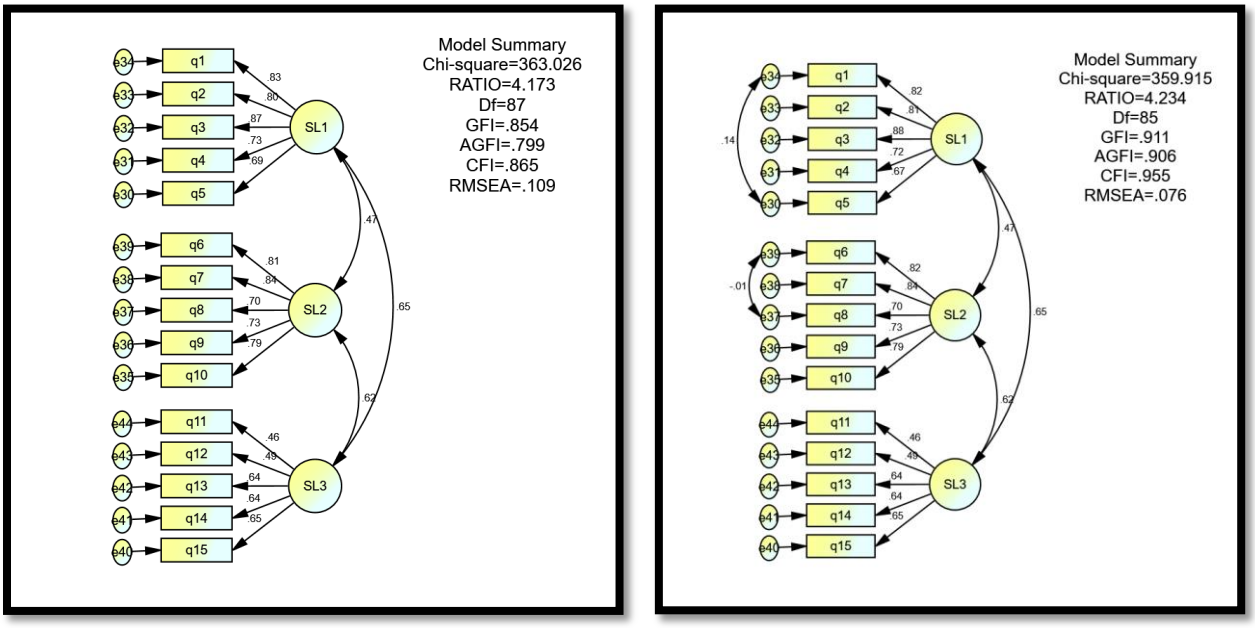

Figure 3: SL Model

According to SEM analysis of the HRM model in Figure 4 it is clear that the conditions are not met so that needs to go through the modification indices and the model as shown for the modified model.

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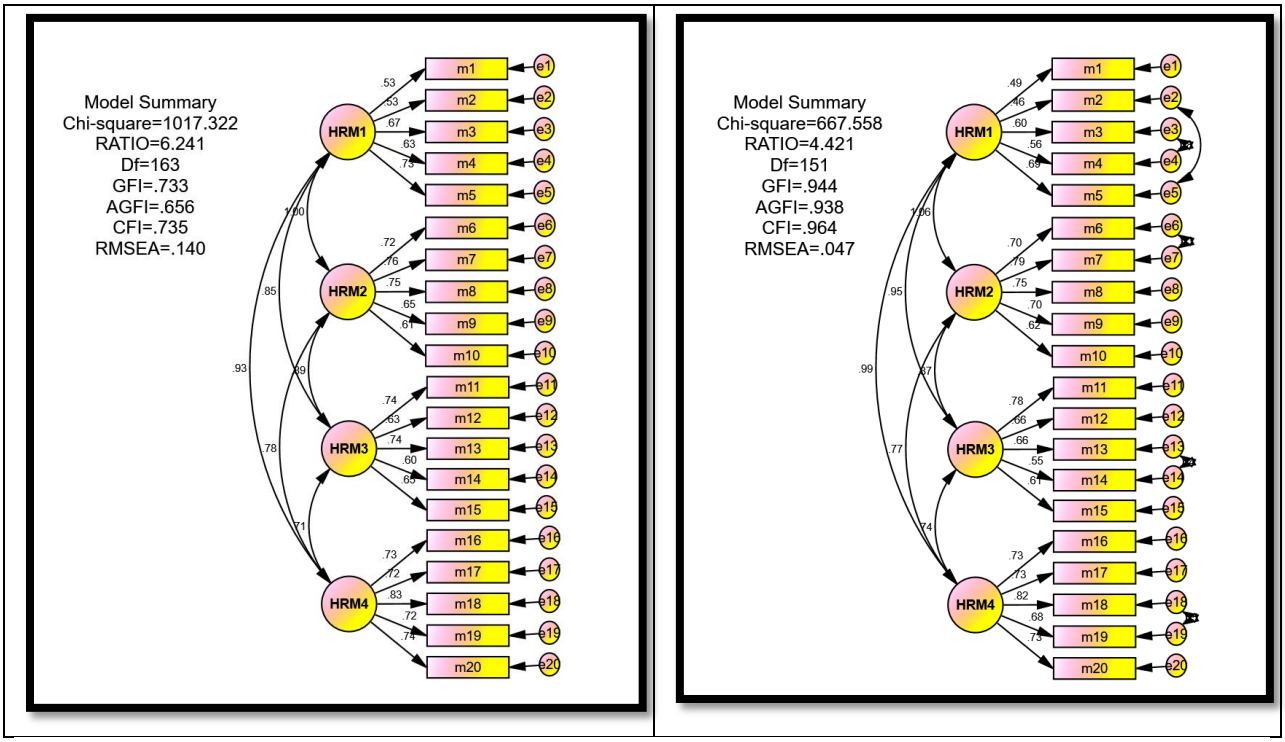

Figure 4: SL Model

According to SEM analysis of the EQ model in Figure 5 it is clear that the conditions are not met so that needs to go through the modification indices and the model as shown for the modified model

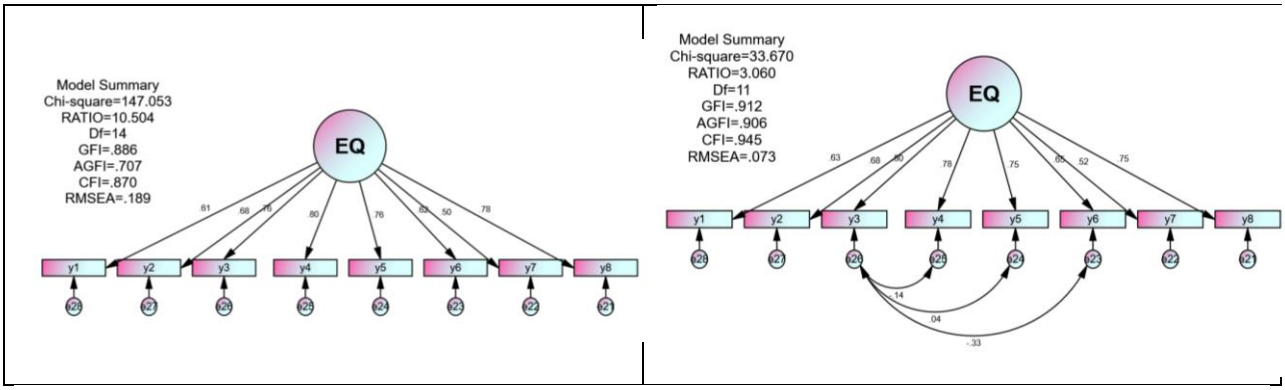

Figure 5: EQ Model

Results

Hypotheses 1 Testing

Table 3 indicates that there is a direct relationship between SL and EQ, and it was (r = 0.922 **) This correlation is significant at the significance level (0.05), and this supports the first hypothesis. also results indicates that there is a direct relationship between SL1 and EQ, and it was (r = 0.725 **) This correlation is significant at the significance level (0.05), and this supports the first sub-hypothesis. It also turns out that there is a direct relationship between SL2 and EQ, and it was (r = 0.831 **) This correlation is significant at the significance level (0.05), and this supports the second sub-hypothesis. In addition, there is a direct relationship between SL3 and EQ, and it was (r = 0.808 **) this correlation is significant at the significance level (0.05), and this supports the third sub-hypothesis.

Table 3 indicates that there is a direct relationship between HRM and EQ, and it was (r = 0.906 **) This correlation is significant at the significance level (0.05), and this supports the second hypothesis. Also result indicates that there is a direct relationship between HRM1 and EQ, and it was (r = 0.769 **) This correlation is significant at the significance level (0.05), and this supports the first sub-hypothesis. It also turns out that there is a direct relationship between HRM2 and EQ, and it was (r = 0.854 **) This correlation is significant at the significance level (0.05), and this supports the second sub-hypothesis. In addition, there is a direct relationship between HRM3 and EQ, and it was (r = 0.764 **) This correlation is significant at the significance level (0.05), and this supports the third sub-hypothesis. Finally, there is a direct relationship between HRM4 and EQ, and it was (r = 0.708 **) This correlation is significant at the significance level (0.05), and this supports the fourth sub-hypothesis.

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Table 3: Correlation Matrix

	SL1	SL2	SL3	HRM1	HRM2	HRM3	HRM4	SL	HRM	E.Q
SL1	1	.573**	.582**	.708**	.795**	.549**	.564**	.858**	.798**	.725**
Sig.		.000	.000	.000	.000	.000	.000	.000	.000	.000
SL2	.573**	1	.590**	.748**	.636**	.658**	.777**	.815**	.817**	.831**
Sig.	.000		.000	.000	.000	.000	.000	.000	.000	.000
SL3	.582**	.590**	1	.577**	.709**	.780**	.478**	.870**	.732**	.808**
Sig.	.000	.000		.000	.000	.000	.000	.000	.000	.000
HRM1	.708**	.748**	.577**	1	.688**	.505**	.924**	.787**	.908**	.769**
Sig.	.000	.000	.000		.000	.000	.000	.000	.000	.000
HRM2	.795**	.636**	.709**	.688**	1	.649**	.585**	.846**	.867**	.854**
Sig.	.000	.000	.000	.000		.000	.000	.000	.000	.000
HRM3	.549**	.658**	.780**	.505**	.649**	1	.360**	.781**	.743**	.764**
Sig.	.000	.000	.000	.000	.000		.000	.000	.000	.000
HRM4	.564**	.777**	.478**	.924**	.585**	.360**	1	.692**	.832**	.708**
Sig.	.000	.000	.000	.000	.000	.000		.000	.000	.000
SL	.858**	.815**	.870**	.787**	.846**	.781**	.692**	1	.915**	.922**
Sig.	.000	.000	.000	.000	.000	.000	.000		.000	.000
HRM	.798**	.817**	.732**	.908**	.867**	.743**	.832**	.915**	1	.906**
Sig.	.000	.000	.000	.000	.000	.000	.000	.000		.000
EQ	.725**	.831**	.808**	.769**	.854**	.764**	.708**	.922**	.906**	1
Sig.	.000	.000	.000	.000	.000	.000	.000	.000	.000	

Hypotheses 2 Testing

Table 4 shows that SL has a direct impact on EQ. , and it was (a = 0.249 , B= 0.930) ,according to the significance threshold (0.05), this result is significant., and this supports the third hypothesis.

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also results indicates that that SL1 has a direct impact on EQ SL1 (a = 1.563 , B= 0.576) According to the significance threshold (0.05), this result is significant., and this supports the first sub hypothesis.

And there is a direct effect between SL2 and EQ, and it was (a = 0.408 , B= 0.890) according to the significance threshold (0.05), this result is significant., and this supports the second sub hypothesis.

Also results show that SL3 has a direct impact on EQ, and it was (a = 1.606 , B= 0.620) , according to the significance threshold (0.05), this result is significant., and this supports the third sub hypothesis.

The findings show that HRM has a direct effect on EQ, as (a = 0.392 , B= 0.921) ,according to the significance threshold (0.05), this result is significant , and this supports the fourth hypothesis.

Also the findings show that HRM1 has a direct effect on EQ, and it was (a = 0.820, B= 0.774) ,according to the significance threshold (0.05), this result is significant, and this supports the first sub hypothesis. also The findings show that HRM2 has a direct effect on EQ, and it was (a = 1.077 , B= 0.712) according to the significance threshold (0.05), this result is significant., and this supports the second sub hypothesis. And there HRM3 has a direct effect on EQ, and it was (a = 1.873 , B= 0.554) according to the significance threshold (0.05), this result is significant., and this supports the third sub hypothesis. Also The findings show that HRM4 has a direct effect on EQ, and it was (a = 1.224 , B= 0.684) according to the significance threshold (0.05), this result is significant., and this supports the fourth sub hypothesis.

Table 4: Regression Analysis

IV	a	B	R2	F	Sig
SL1	1.563	0.576	0.525	127.35	0.000

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SL2	0.408	0.890	0.690	255.69	0.000
SL3	1.606	0.620	0.653	216.18	0.000
SL	0.249	0.930	0.849	648.12	0.000
HTM1	0.820	0.774	0.592	166.36	0.000
HTM2	1.077	0.712	0.728	308.05	0.000
HTM3	1.873	0.554	0.584	161.16	0.000
HTM4	1.224	0.684	0.501	115.60	0.000
HTM	0.392	0.921	0.820	524.68	0.000

Hypotheses 3 Testing

Table 5 , Figure 6 indicate that there is a direct effect for SL on EQ with (0.870), according to the significance threshold (0.05), this result is significant. Also results show that HRM has a direct effect on EQ with (0.690) According to the significance threshold (0.05), this result is significant., And there is a direct effect between HRM and SL with (0.161) According to the significance threshold (0.05), this result is significant.,Also results indicates that there is indirect mediation effect between SL and EQ through HRM (0.601) According to the significance threshold (0.05), this result is significant., accordingly the mediation hypothesis five has supported .

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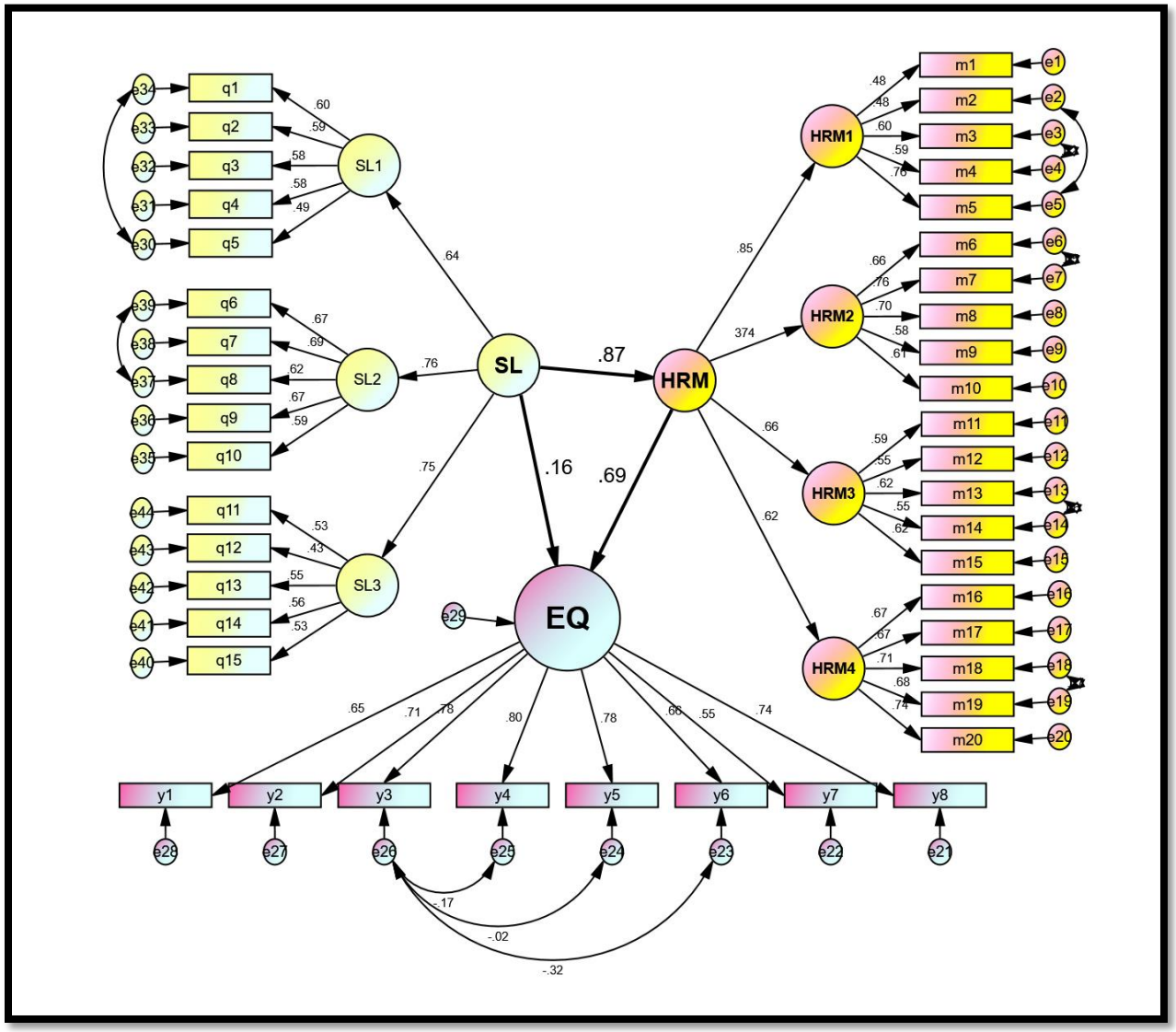

Figure 6: Structural Effect

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Table 5: Mediation Effect

Path	Effect	Sig.
SL ---> EQ	0.161	0.008
HRM ---> EQ	0.690	0.000
SL ---> HRM	0.870	0.000
SL ---> HRM ---> EQ	0.601	0.000

*p < 0.05 **p <0.01

Discussion And Conclusions

A quality university is one that promotes the progress of its students in a wide range of intellectual, social, moral, and emotional achievements, taking into account their socioeconomic level, their family environment, and their previous learning. An effective school system is one that maximizes the capacity of schools to achieve those results (García et al., 2018).

Therefore, it is inferred that for good management it is necessary to have a good administrative scheme, that is, good administration is a fundamental axis for smart leadership. The leadership becomes a constant support system that responds to the needs of educational management.

The quality of education is positively impacted by wisdom, which can also assist leaders and policymakers in the field of education in making strategic judgments. This is critical for creating and refining instructional strategies and efficiently allocating resources.

Since interpersonal intelligence entails recognizing and cultivating personal traits and abilities that support academic achievement and personal growth, it has an impact on the standard of education in some facets of human intellect that could have an impact on educational standards.

The development of several life skills, including leadership, problem-solving, and decision-making, is facilitated by an intellectual personality and is crucial for a student's success in all facets of life.

The quality of education is positively impacted by social intelligence. Positive interactions with teachers are frequently fostered by those with high social intelligence. This contributes to a supportive and upbeat learning environment in the classroom.

Smart leaders use human resource practices to Improve the quality of education as a result, instruction and performance are enhanced. Smart leaders contribute to the creation of successful recruitment tactics. By using these strategies, astute leadership can significantly contribute to raising educational standards by developing and managing human resources well.

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