

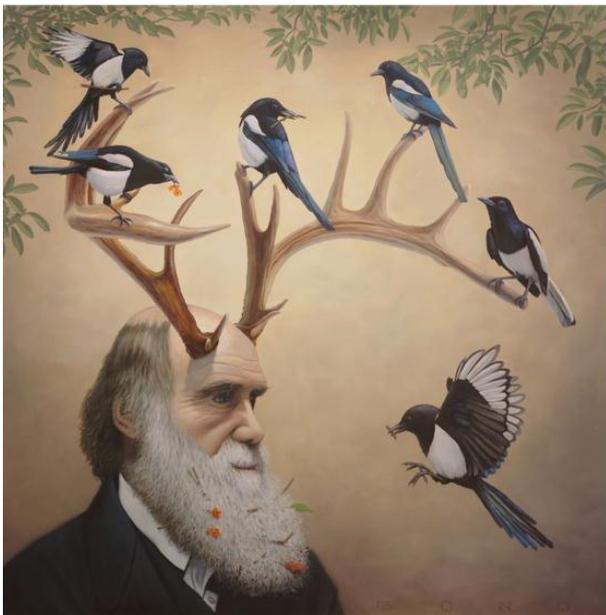
opción

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The importance of organizational Justice as an intermediate variable between the academic leadership and Quality of international Performance. An Exploratory Study of Academic Leader's opinion in a sample of tourism Education Institution in Iraq.

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Abstract

Organizational Justice is concerned with all matters of workplace behavior, from treatment by superiors to pay, access to training and gender equality. It is originally derived from equity theory, which suggests individuals make Judgements on fairness based on the amount they give (input) compared to the amount they get back (output). The researcher aims to develop a model that links the research variables and verifies its credibility through the basic hypotheses of research and diagnoses the level of academic leadership practices in the tourism education institutions. The sample of the research is through organizational justice and the extent to which this relationship affects the quality of the performance of these institutions by distributing 72 questionnaire forms on them. The study methodology can be summarized by diagnosing (relationship and impact) the academic leadership dimensions and organizational justice dimensions on the quality of the institutional performance of a sample of educational institutions in Iraq. A set of hypotheses, main and subsidiary, are established, and the researcher depends on the questionnaire in addition to other methods, such as personal interviews of deans, assistants, heads of departments, and employees of the surveyed institutions. A number of statistical methods were used: the weighted mathematical mean, the standard deviation, the determining factor, the exploratory analysis. The Scientific value of the research lies in that the presentation of the results of the study of the relationship between the main variables will explain the strengths and weaknesses of decision makers, which can be used and applied in the institutions investigated, and on the other hand, the institutions investigated may be in an urgent need of data in this stage, which can be provided by the research in the way that serves the future orientation to reach high efficiency on the level of all outputs of these institutions.

As for the results, the researcher reached a number of conclusions, the most important of which proved that academic leadership through its dimensions play an important role for the teachers in raising the level of performance and improvement and to ensure a high level of excellence for these institutions. The most important recommendations were to involve teachers and staff in decision-making, to take care of all their affairs and needs and to meet their requirements, in order to build their sense of belonging and to strengthen the spirit of loyalty to institutions and work in them.

Key words: Academic Leadership, Organizational Justice, Quality of Institutional Performance.

La importancia de la justicia organizacional como variable intermedia entre el liderazgo académico y la calidad del desempeño internacional.

Un estudio exploratorio de la opinión del líder académico en una muestra de la institución de educación turística en Iraq.

Resumen:

La justicia organizacional se ocupa de todos los asuntos de comportamiento en el lugar de trabajo, desde el tratamiento por parte de los superiores hasta el pago, el acceso a la capacitación y la igualdad de género. Originalmente se deriva de la teoría de la equidad, que sugiere que los individuos emiten juicios sobre la equidad en función de la cantidad que dan (entrada) en comparación con la cantidad que obtienen (salida). El investigador tiene como objetivo desarrollar un modelo que vincule las variables de investigación y verifique su credibilidad a través de las hipótesis básicas de investigación y diagnostique el nivel de prácticas de liderazgo académico en las instituciones de educación turística. La muestra de la investigación es a través de la justicia organizacional y la medida en que esta relación afecta la calidad del desempeño de estas instituciones al distribuir 72 formularios de cuestionarios sobre ellas. La metodología de estudio puede resumirse diagnosticando (relación e impacto) las dimensiones de liderazgo académico y las dimensiones de justicia organizacional sobre la calidad del desempeño institucional de una muestra de instituciones educativas en Iraq. Se establece un conjunto de hipótesis, principales y subsidiarias, y el investigador depende del cuestionario además de otros métodos, como entrevistas personales de decanos, asistentes, jefes de departamento y empleados de las instituciones encuestadas. Se utilizaron varios méto-

dos estadísticos: la media matemática ponderada, la desviación estándar, el factor determinante, el análisis exploratorio. El valor científico de la investigación radica en que la presentación de los resultados del estudio de la relación entre las principales variables explicará las fortalezas y debilidades de los tomadores de decisiones, que pueden utilizarse y aplicarse en las instituciones investigadas, y por otro lado, las instituciones investigadas pueden tener una necesidad urgente de datos en esta etapa, que pueden ser proporcionados por la investigación de manera que sirva a la orientación futura para alcanzar una alta eficiencia en el nivel de todos los resultados de estas instituciones. En cuanto a los resultados, el investigador llegó a una serie de conclusiones, la más importante de las cuales demostró que el liderazgo académico a través de sus dimensiones juega un papel importante para los maestros en el aumento del nivel de rendimiento y mejora y para garantizar un alto nivel de excelencia para estas instituciones. Las recomendaciones más importantes fueron involucrar a los docentes y al personal en la toma de decisiones, cuidar de todos sus asuntos y necesidades y cumplir con sus requisitos, para construir su sentido de pertenencia y fortalecer el espíritu de lealtad a las instituciones y trabajar en ellos.

Palabras clave: Liderazgo Académico, Justicia Organizacional, Calidad del Desempeño Institucional.

Introduction: Because university education is the cornerstone of building society as it influences and is influenced by the interactions between it and its academic and administrative components, the changing academic leadership is the basis that contributes effectively to the quality of education provided by these institutions, including tourism education institutions. The manners, values, trends, patterns of thinking and different skills of the academic leaderships are reflected on the management, investment and development of human resources in these institutions and on the results of organizational justice towards them, which in turn affect the success of these institutions and their development and ability to achieve its objectives efficiently and effectively, and its impact on the university message through the size and quality of university services and their compatibility with the requirements of the spirit of the age and future requirements of the university and this leads to implications for the excellence that these institutions can reach. Accordingly, the research is divided into three parts the first of which deals with the theoretical bases of the academic leader-

ship. The second topic deals with the theoretical framework of organizational justice. The third topic deals with the foundations and the conceptual bases for the quality of the institutional performance. The fourth topic includes the examination and testing of a measuring instrument search. The research ends with a set of conclusions and recommendations.

Methodology of research:

1) the problem of research: Academic leadership is of great importance to institutions that wish to achieve excellence. Wise leadership is a great knowledge resource for these institutions, as well as the importance and role of the academic leader in human resources development and development through his ability to follow the justice approach in putting the plans to achieve his objectives. In light of the researcher's knowledge, it is noticed that there is no orientation or sufficient knowledge to define the importance and role of academic leadership and organizational justice in achieving excellence in the educational institutions of tourism in Iraq. The challenges facing the educational process as a result of the conditions experienced by our country in general and the challenges experienced by tourism education in particular have generated many of the risks and negative factors that have been reflected on the outputs of tourism education institutions in a variety of activities, Therefore, studies (within the limits of the researcher's knowledge) that test the relationship between academic leadership, organizational justice and the quality of institutional performance are limited..

From this point of view, the research problem can be shaped by the following question: How can we determine the nature of the relationship between academic leadership and the quality of institutional performance, on the one hand, and between organizational justice and the quality of institutional performance on the other hand, in the educational institutions of tourism in Iraq. In line with the vitality of the role played by these variables the problem of the research can be described by asking the following questions:

1. Is there a clear understanding of the academic leadership of human resources and the nature of their work in tourism education institutions?
2- What is the relation between academic leadership and organizational justice in ensuring the quality of the institutional performance of Iraqi tourism education institutions?

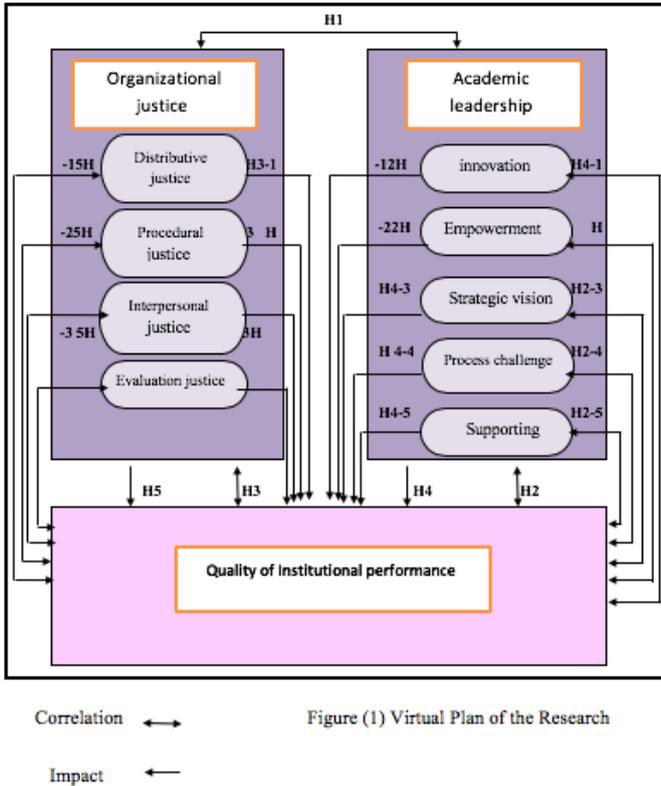
2) The importance of research: The importance of research is highlighted by the importance of the variables studied in the educational institutions

of tourism in Iraq. The focus is on the variables (academic leadership, organizational justice and the quality of institutional performance) in the educational institutions of tourism, and on the need to adopt plans and mechanisms to achieve the level required to keep up with the developments in the world in this area, as well as the presentation of the results of the study of the relationship between the main research variables will explain the strengths and weaknesses of decision-makers, which can be used and applied in the institutions investigated, and on the other hand, the importance of the research lies in that the research institutions may be in urgent need of the data at this stage, which will provide them with data and information that can be employed in the service of the future orientation to achieve high efficiency and level of all outputs for these institutions.

3) Research Objectives:

- 1.. Developing a model that links the research variables and verifies its credibility through the basic hypotheses of the research.
- 2 - Seeking to connect the theoretical and applied reality through the application of theoretical principles and the use of improved standards for researchers.
3. Defining the level of academic leadership practices in a sample of tourism education institutions.
- 4.. Testing the relationship between academic leadership practices, organizational justice and quality of institutional performance.
5. To formulate some recommendations and to make a number of proposals that could be used in reliance on the results achieved.

4) The Planned Outline of the Research: Through the proposed scheme, we present a picture showing the nature of the relationships between the three variables and their trends by relying on the specific relationships in hypotheses, which determined the independent variables (academic leadership and organizational justice) the dependent variable, the institutional Performance. Each variable of these main variables includes several sub-variables shown in Figure (1), which gives the image of the hypothesis scheme. The academic leadership variable includes five main elements, while the organizational justice variable includes four main dimensions. The quality of the institutional performance has six main factors and shows the direction of stocks that link between the nature of the relationship variables and influence among them.



Source: researcher's preparation

6) Research hypotheses:

1. The first main hypothesis: There is a significant correlation between the academic leadership and organizational justice.
2. The second main hypothesis: - There is a significant correlation relationship between the variable of the academic leadership, and the variable of the quality of institutional performance at the level of institutions investigated, and the following hypotheses are derived:
 - 1.1 There is a significant correlation between the dimension of innovation and the quality of institutional performance.
 - 1.2 There is a significant correlation between human resource and the quality of institutional performance.
 - 1.3 There is a significant correlation between the strategic vision and the quality of the institutional performance.

1.4 There is a significant correlation between the challenge and the quality of the institutional performance.

1.5 There is a significant correlation relationship between moral encouragement and the quality of institutional performance.

3.The third main hypothesis: - There is a significant correlation between the variable of organizational justice and the variable of the quality of the institutional performance at the level of the institutions investigated, and the following hypotheses are derived:

2.1 There is a significant correlation relationship between distributive justice and the quality of institutional performance

2.2 There is a significant correlation between procedural justice and the quality of institutional performance.

2.3 There is a significant correlation between the interactive justice and the quality of the institutional performance.

2.4 There is a significant correlation between evaluative justice and the quality of institutional performance.

4.The fourth main hypothesis: There is a significant impact of academic leadership on the quality of institutional performance. It has the following branches:

3.1 There is a significant effect of the dimension of creativity in the quality of institutional performance.

3.2 There is a significant impact on the extent to which human resources are enabled in the quality of institutional performance

3.3 There is a significant impact of the strategic vision dimension on the quality of institutional performance.

3.4 There is a significant effect of the dimension of the process challenge on the quality of the institutional performance

3,5 There is a significant effect of moral encouragement on the quality of institutional performance.

3.6 There is a significant effect of the performance evaluation dimension on the quality of the institutional performance.

5. The fifth main hypothesis: There is a significant effect of organizational justice on the quality of institutional performance,

4.1There is a significant effect of distributive justice on the quality of institutional performance.

4.2 There is a significant effect of procedural justice on the quality of institutional performance.

4.3 There is a significant effect of interactive justice on the quality of institutional performance

4.4 There is a significant effect of evaluative justice on the quality of institutional performance.

7) The research community: A sample of educational institutions in Iraq has been conducted to implement the practical aspect of the research. The whole society is composed of all the academic professors who hold administrative positions and represent the academic leadership in them.

Table (1) Academic leaders in a sample of tourism education institutions in Iraq

Academic leaders	Tourism Education Institutions	No
16	College of Tourism Sciences / Mustansiriyah University	.1
9	College of Tourism Sciences / Karbala University	.2
20	Tourism Institute (Baghdad / Rusafa) / morning studies	.4
7	Tourism Institute (Karkh)	.3
10	Technical Institute (Karbala) Tourism Technology Department	.4
10	Technical Institute (Najaf) Tourism Technology Department	.5

Source: prepared by the researcher based on the results of field visits

From the concepts mentioned in Table 2, we can point out that the majority of the writers agreed that the academic leadership has a set of responsibilities, tasks and duties which are available to someone who has the ability to convince and motivate others to achieve the desired goals. As a result, a unified definition of academic leadership can be presented as referring to the administrative personnel of the university, such as the college dean, the head of the department, the directors of the sections and the units (professors only). The academic leadership is called so in order to avoid confusion between those who do administrative work only and those who are administrative and originally academic.

Second: Dimensions of academic leadership: Table 3 shows the dimensions of academic leadership according to the views of a number of researchers from 2003 to 2014. Access to the basic dimensions of the academic leadership (creativity, human resources empowerment, strategic vision, challenge of the process, moral encouragement), which received a percentage ranging from (83-58%). These dimensions will be adopted as basic dimensions of academic leadership. Ability dimension is replaced by the ability of human resources to be clearer, more comprehensive. The table shows a significant agreement of (83%) on the dimension of the creativity and strategic vision and (75%) on qualifying of human resources, (67%) on the process challenge, and (58%) on moral encouragement.

Table (3) The dimensions of academic leadership according to the opinions of some writers and researchers

planning	solving problems	Decision Making	establishing Relationships	Empowering Human Resources	Delegation	Moral Encouragement	Intensify	Performance Assessment	Investment of opportunities	process challenge	Creativity	Individual Considerations	Counselings	strategic Vision	Year	Name of researcher	No
*	*	*	*	*	*	*	*			*	*	*	*	*	2003	Bass,et al	1
								*			*				2004	Omari	2
						*	*	*		*	*			*	2005	Sims	3
		*	*				*				*	*		*	2006	Hautala	4
		*	*	*	*				*	*			*	*	2007	Graham	5
	*			*	*	*	*				*			*	2008	Plessis	6
				*	*										2009	Posner	7
	*	*	*	*	*	*	*		*	*	*			*	2010	Storr&Trenchard	8
	*			*		*	*	*		*	*			*	2011	Goodwin,et al	
*	*	*		*		*	*			*	*		*	*	2012	Al-Ghazali	10
*	*	*	*	*	*	*	*		*	*	*			*	2013	Al-sharafi&Rajjani	11
*	*	*	*	*	*	*	*	*		*	*			*	2014	Kouzes&pounser	12
4	6	6	3	9	4	7	6	4	3	8	10	2	3	10	Total		
33	50	50	25	75	33	58	50	33	25	67	83	16	25	83	Percentage%		

Source: prepared by the researcher depending on the sources in the table

Second: Theoretical Framework of Organizational Justice

2-1: The concept of organizational justice: is a personal evaluation about the ethical and moral standing of managerial conduct .(www.igi.com,p:1) Organizational justice perceptions have been linked with numerous outcomes : sich as *Job satisfaction , *commitment , *turnover and employee health.

To enhance justice in organizations interventions applying various methods have been implemented . (Mattila & Joensuu , 2018 , p:1)

Table (4) The concept of organizational justice according to some of the writers and researchers

Definition	year	Name of the writer	No
An Important value and human sense and realization felt by the members of the organization in the framework of psychologically and administratively generated assessments through comparisons between the mutual values obtained by the members and management of the organization.	2011	Nourzy & et al	1
The recognition of justice in the workplace or is the fair way in which the organization treats its workers in the workplace.	2012	Joda	2
A recognized justice in the social and economic exchanges within the organization by workers with each other and with their heads.	2012	Marjani & Ardahaey	3

Source: prepared by the researcher based on the sources mentioned in the table

As a result of the above it can be pointed out that writers and researchers have pointed out in one way or another that organizational justice is only the degree of equality and integrity in the rights and duties that reflect the relationship of the individual to the organization by dealing fairly with each of the relevant stakeholders, commitments from individuals to the organization in which they work, as stakeholders contribute to a common strategy and expect the same treatment and when they get (similar treatment) there will be justice.

2-2: The three Dimensions of Organizational Justice: Table (5) shows the dimensions of organizational justice according to the views of a number of researchers from 1980 to 2014, which reflect the studies and trends of writers and researchers in recent years. In addition, it was agreed that the dimensions of organizational justice adopted in the highest percentages (distributive justice, procedural justice, interactive justice, evaluative justice), received a percentage ranging between (50 - 83%). These are the dimensions that we will adopt in measuring the variable of justice, (58%) of them to the extent of procedural justice, and (50%) of them to the interactive justice . Researcher agrees with the concepts of those dimensions and varying proportions, and that by reviewing the implications of his

proposal on the concept of organizational justice and construction, it is possible to clarify the dimensions that have been adopted in the following:

A) **Distributive justice:** It expresses the degree of feeling generated by individuals working on the fairness of the material and non-material values they obtain from the organization as being accomplished. “(Ishak & Alam, 2009: 326) Feeling of distributive justice is reached through the comparison between gains that come with inputs and outputs of another factor. (Hooshmand & Moghimi, 2011: 555(

B) **Procedural Justice:** Rego & Cunha notices that interactive justice is the manner in which senior management behaves towards staff members and is fundamentally related to the way the manager treats them according to “credibility and respect” (Rego & Cunha 2006: 8). The fairness of the communication between the personnel involved in the regulatory procedures, and their attention to how information is communicated, and whether the personnel affected by the decision were treated in a polite manner (whether they were treated with respect and dignity. (Fernandes&Awamleh,2008:2)

C) **Interactional justice :** means the fairness of interpersonal transaction (Mattila & Jeansuu , 2018 , p:2)

Figure (2) Explain these dimension .

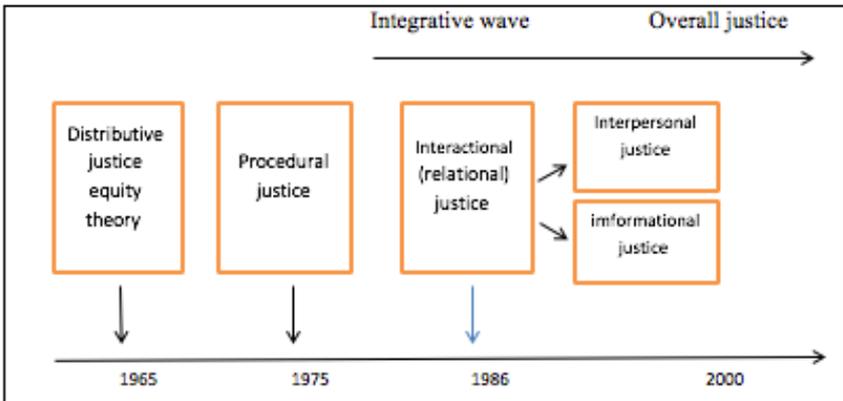


Figure (2)
The dimensions of organizational justice
Source: Mattle , Pauliina & Joensuu, Matti, "organizational justice . 2018, p:3)

Table (4) The dimensions of organizational justice according to the views of a number of writers and researchers

	moral justice	legal justice	Social Justice	Structural Justice	Evaluation Justice	Interactive Justice	Personal Relationships Justice	Information on justice	Procedural Justice	Distributive Justice	Year	Writer or Researcher	No
*			*	*		*			*	*	2002	Francis	1
	*	*			*				*	*	2003	Byrne	2
						*			*	*	2004	Jahangir ,et ,al	3
	*						*				2005	Fables	4
							*		*	*	2006	Rego & Cunha	5
					*	*			*		2007	Nasurdin & Khan	6
					*				*	*	2008	Fernandes & Awamleh	7
	*	*	*	*		*	*		*	*	2009	Ishak & Alan	8
					*				*	*	2010	Sulu ,et ,al	9
					*	*		*	*	*	2011	Tziner ,et ,al	10
*		*	*	*	*	*	*	*	*	*	2013	Usmani & Jamal	11
					*	*	*	*	*	*	2014	Barakat	12
2	3	3	2	6	7	8	5	2	8	10	Total		
%17	%25	%25	%17	%50	%58	%17	%42	%17	%67	%83	Percentage%		

Source: prepared by the researcher based on the sources in the table
 Treating employees unfairly can create negative attitude (e.g , refusal to follow instructions , sub – standard work performance , etc)
 (yeon,2016,p:5)

4. Evaluational Justice: Evaluational justice expresses the degree of the individual’s sense of integrity of the administrative evaluation issued for his performance, behavior and work, which helps to strengthen his satisfaction with the work systems, and just as there is a need for fair distribution of wages in organizations, there is great importance to the process of evaluating performance. It is the only way to help achieve satisfactory outcomes because they are related to the equivalent of results. (Mahapatro, 2010: 105), and it may happen that the working individuals are victims of the unfairness of the observer. This should be the evaluation of justice not only for the employees, but also for the managers “to be covered and this is because the conditions of proper evaluation should be characterized by generality and comprehensiveness and include all administrative levels so a sense of justice becomes common. (Abashi, 16: 2012)

3- The foundations and the intellectual bases for the quality of the institutional performance

3-1 The concept of quality of institutional performance: Table (6) shows the concept of quality of institutional performance concerning what the writers have reached about this subject.

Table (5) The concept of quality of the institutional performance of a number of writers and researchers

Definition	Year	Name of Researcher	No
A behavior in which the individual contributes to expressing his or her contribution to the achievement of the objectives of the organization. This behavior is supported by the management of the organization and ensures quality through training.	2009	Seden	3
Stimulate efforts, activities and behaviors towards achieving quality and then excellence, so that the meaning of institutional performance is directly linked to mastery, discipline and responsibility.	2011	Salim	4
It is directly related to the ability of the commodity to perform the function expected of it, or so-called reliability, as well as the degree of ease of maintenance of the product on satisfactory performance.	2013	Allseed	5

Source: prepared by the researcher depending on the sources in the table

As a result, the quality of institutional performance can be defined as a systematic process of performance development by improving the performance of individuals and groups in order to achieve better results in the organization, and taking into account the standards and requirements of efficiency and effectiveness required to achieve the goals well.

3-2 Factors Affecting the Quality of Institutional Performance: Table 7 shows the factors affecting the quality of institutional performance according to the views of a number of researchers from 2000 to 2013. It is clear to us from the above table whether each writer or researcher is in agreement with the factors listed in the table or not. As a result, the main factors that affect the quality of the institutional performance (supervision, decision making, training, continuous improvement, motivation) can be reached, they have reached the rate 60-80%. We will adopt them as key and influential factors in achieving the quality of institutional performance. 70% of them agreed with the control and training factor, 60% for the decision makers and the continuous improvement (80%) for the motivation factor. Accordingly, the researcher relied on these five factors because of their importance.

3-2-1 Supervision: - It is a continuous follow-up by the regulatory body to ensure that the work performed within the service or economic unit is in accordance with the plans and policies set up (Kafrawi, 2004: 17) , Comparison of actual performance with performance standards, evaluation and modification (Al-Sharif and Al-Kurdi, 2004: 437)

3-2-2- Making decisions: Although there are many definitions of decision making, the content is one. It is “an alternative selection process among many possible alternatives to reach a goal, solve a problem, take advantage of it.” Fernandez adds that the decision is a sign of clear intention for decision-making. Implementation of the resolution is only the final and visible stage of the decision (Fernandez, 2003: 91)

3-2-3 Training: Training is of great importance to organizations as the best way to prepare and develop human resources and work to improve their performance. It also contributes to creating positive attitudes towards the organization, rationalizing administrative decisions and developing the principles, methods and skills of managerial leadership. ,(Alkubaisi 2010: 15-19)

3-2-4- Continuous improvement: Continuous improvement is important for organizations. It can be achieved with the following points: - (Jubouri, 2008: 266)

- 1.. Continuous improvement is a race without an end line, because there are areas for improvement throughout the Organization.
- 2.. Continuous improvement requires management and staff to make learning an essential goal to be achieved as one way to support institutions in the field of competition.
- 3.Continuous improvement is not a technique, method or tool; it is a way

of life that focuses on the customer so it is one of the cornerstones of the organization's success.

3-2-5 Motivation: The motivation factor is one of the most important factors affecting the quality of the institutional performance. The aim is to motivate individuals to increase their efficiency and influence their behavior and to guide this behavior in order to achieve the desired objectives of the organization by increasing their loyalty to the organization. The importance is in the following points: (Spring, 2008, 201)

1. To contribute to improving the physical, psychological and social situation of individuals, in addition to linking the interests of the individual to the interests of the Organization.
2. To contribute to the explosion of the capabilities and energies of workers and the best use of them, which in turn leads to a reduction in the number of employees and the use of surplus to fill the shortage in other areas.
3. Incentive systems to achieve an increase in the profits of the organization by increasing the efficiency and productivity of the staff.

4) : Tests and Analysis of Results

4-1 Tests of honesty and consistency of the questionnaire:

1. honesty tests: - A) Honesty is apparent: The method of honesty is based on the virtual presentation of the questionnaire to a group of experts arbitrators to benefit from their scientific and practical experience to show the accuracy of variables and secondary variables to represent the phenomenon studied at best representation, if the proportion of agreement of arbitrators on the validity of the questionnaire in all its items (91,67%) which is a high rate that is in favor of the validity of the items of the questionnaire while (Table 8) shows the availability of the truth condition in the items of all variables, as shown in Table (6) as follows:

Table (6) Ratio of experts' agreement to the paragraphs of the research variables

Explanation	Valid Items	Invalid items	Ratio of Expert Agreement	Research Variables
Achieve the requirement of honesty successfully in the variable academic leadership	90%	2	18	Academic leadership
The requirement of honesty is successfully achieved in the organizational justice variable	90%	2	18	Regulatory justice
Achieving the honesty requirement in the quality variable of institutional performance	95%	1	19	Quality of institutional performance
Passing the questionnaire to test the virtual honesty successfully	91.67%	5	55	The total of the paragraphs of the questionnaire

Source: Prepared by the researcher

B) The method of verifying the content in the comparative comparison method: This method is characterized by sorting the data obtained from the sample answers on the items of the questionnaire either descending or ascending, then passing from the top section 27% and below the data rank 27%). The result of the test will lead to the availability of the truth condition if the value of the calculated T is greater than its tabular counterparts. The value of the calculated T between the two sections of the total question segments (28,111) is significant because it is greater than its (2.021) Including the probability of passing through the whole items of the questionnaire for the honesty test Ahh, so the resolution paragraphs of item 60 represents the phenomenon studied better representation of the number, while the marks table

Follower	Second independent	The first independent	Tests Search Variables
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(9) Check the condition of honesty in both items of academic leadership and organizational items of justice and all the items of the institutional quality of performance.

C) The exploratory constructional validity: The researcher in this section addresses the method of exploratory constructional truthfulness by means of the exploratory factor analysis, in order to prove the extent to which the elements within the first independent variable represent academic leadership so that they constitute important statistical components. The second represents the organizational justice variable and constitutes important statistical components of the second independent variable. At the same time, it is emphasized that the third variable represents the variable of the quality of the institutional performance and constitutes important components in the statistical aspect of the dependent variable. The size of the sample subject to analysis shall be sufficient for the application of the global analysis if the value of the Kaiser-Meyer-Olkin Measure (KMO) is greater than 0.500 and there should be significant correlations among the secondary variables, when the (Bartlett) test is moral.

To verify the existence of a condition and the existence of significant correlations the secondary variables of each of the three research variables, the researcher will apply the Bartlett test. The condition will be available if the probability value corresponding to Chi-square equal to (0,05) or less, as shown in table 10.

Quality Organizational Performance	Organizational Justice	Academic Leadership		
0.742	0.708	0.711	Value of the KMO	
820.81	750.94	765.78	Bartlett Test The value of the Chi-Square	Bartlett Test
0.00	0.00	0.00	Sig.	

Table (7) shows the results of the Bartlett and KMO test for variables Source as prepared by the researcher based on the results obtained from statistical analysis.

In table 10, the value of Chi-Square calculated for the academic leadership variable was 765.78 and the organizational justice variable was (750.94) and the change in the quality of the institutional performance was (820.81). All these values were significant because the corresponding probability value of each records (0.00) which is less than (0.05). This result confirms the achievement of the first condition of the application of exploratory analysis, which states that (the size of the sample must be sufficient to apply the empirical analysis with the need for significant correlation between the secondary variables within each variable of the research) , and to determine the availability of conditions for exploratory analysis only It is required that the cumulative percentage of the explanatory variance of the total secondary variables within the single variable be more than (60%) to give greater significance, and the value of the underlying root (Eigenvalues) for each secondary variable should be more than one, so that the secondary variable has a significant effect within the independent variable, and requires that the values of the precursors of the items within each secondary variable equal (0.50) or more to be statistically significant, so the researcher will apply the method of the main components (Principal components) most common among the methods of factor analysis. The result of the second condition of the analysis obtained from Table (11) shows that the cumulative percentage of significant variation for all the variables of the first independent records (70.289%) which is more than(60%), thus confirming the second condition of analysis. Table (11) shows that the values of the underlying root (Eigenvalues) for all dimensions within the first independent variable (academic leadership forms values more than

one, thus confirming the third condition of the exploratory factor analysis in the data of the academic leadership, and the results show that the values of the sub-variables within each secondary variable were more than (0.50), thus confirming the strength of the correlation of the item with the variable, thus we record that the items within the first independent measure the variable of the academic leadership. (Table 11) also shows that the secondary variables within the first secondary variable are more important than the other secondary variables included in the first independent variable, especially since the explanatory variance of this secondary variable is higher than that of the first variable. The value of the underlying root (Eigenvalues) of the first secondary variable is also the largest. The percentage of explanatory variance of the secondary variable, moral encouragement, is (33.572%), followed by the significance of the secondary variable, the creativity of the second independent variable, where the percentage of the explained difference is 14.274%, followed by the secondary variable, human resource empowerment, with a percentage of explanatory variance of 9.902%, followed by the pivotal strategic vision and challenge of the process, (5.780% and 5.737% respectively). Thus, exploratory analysis has arranged the dimensions within the academic leadership variable from the most important to the least, as follows: moral encouragement, creativity, strategic vision, human resource empowerment, challenge of operation according to the explained variance ratio for each dimension as shown in Table 11. Thus, the results of the previous analysis confirm that the items included in the first independent variable represent the academic leadership as the most representative and constitute statistically significant components of the first independent variable. At the same time, the five secondary variables (Moral encouragement, creativity, strategic vision, challenge of process, human resource empowerment) represent academic leadership and constitute statistically important components of the first independent variable.

Table (8) The results of exploratory analysis of the variable of academic leadership

Challenge Process		Strategic Vision		Enabled human resources		Creativity		Encouragement moral		Arranging axes of the variable horizontally from the most applied to the research community, at least to the application according to the views of the research sample At the same time the order of the paragraphs of the most powerful by its subordinate secondary variable even the least moral
Factor 5		Factor 4		Factor 3		Factor 2		Factor 1		
Saturation	Paragraphs	Saturation	Paragraphs	Saturation	Paragraphs	Saturation	Paragraphs	Saturation	Paragraphs	
0.796	Q16	0.741	Q12	0.821	Q5	0.678	Q3	0.741	Q17	
0.711	Q14	0.709	Q9	0.743	Q8	0.621	Q4	0.707	Q20	
0.557	Q15	0.678	Q10	0.667	Q6	0.587	Q1	0.624	Q18	
0.532	Q13	0.520	Q11	0.579	Q7	0.521	Q2	0.547	Q19	
1.447		1.932		3.013		2.227		3.219		Underlying Root
5.737%		6.803%		9.902%		14.274%		33.572%		Cumulative percentage of variance
70.289 %										Cumulative percentage of % variance
Saturation The strength of Correlation is represented by the secondary variable or the dimension it contains										

Source: Prepared by the researcher based on the results of the statistical analysis

Table (9) shows that the cumulative percentage of the explained variance of the total dimensions of the second independent variable is 74.767%, which is more than 60%. Thus, the second condition of the factor analysis is achieved. Table (9) shows that the values of the underlying root (Eigenvalues) for all dimensions of the second independent variable form more than one which confirm the third condition of the exploratory factor analysis in the data of the organizational justice , at the same time, the power of correlation of the items with the dimension they belong to is (50%) thus the sixteen items included in the second independent variable measure the variable of the organizational justice.

Table (9) Results of exploratory analysis of the variable of organizational justice

Interactive justice		Evaluation justice		Distributive justice		procedural justice		Arranging axes of the variable horizontally from the most applied to the research community, at least to the application according to the views of the research sample. At the same time the order of the items of the most powerful axis belongs to it until the least correlation
Factor 4		Factor 3		Factor 2		Factor 1		
Saturation	Paragraphs	Saturation	Paragraphs	Saturation	Paragraphs	Saturation	Paragraphs	
0.689	30Q	0.701	Q36	0.738	23Q	0.795	28Q	
0.641	32Q	0.694	Q35	0.577	21Q	0.707	26Q	
0.573	29Q	0.607	33Q	0.555	24Q	0.651	25Q	
0.549	31Q	0.543	34Q	0.514	22Q	0.554	27Q	
1.011		1.135		1.654		7.321		Underlying Root
9.576%		14.563%		18.464%		32.164%		Cumulative percentage of variance
74.767 %								Cumulative percentage of variance %
Saturation The strength of Correlation is represented by the secondary variable or the dimension it contains								

Source: Prepared by the researcher based on the results of the statistical analysis

Table (10) shows that the cumulative percentage of the explained variance of the total secondary variables in the dependent variable represented by the quality of the institutional performance is 79.614%, which is more than (60%). Table (10) also shows that the values of the underlying root (Eigenvalues) for all the secondary variables within the dependent variable of the quality of the institutional performance are more than the values of the correct one, proving the fulfillment of the third condition of the application of exploratory analysis in the data of the variable quality of the institutional performance. The table itself shows that the power of relation of the item with the sub-variable in it was more than 0.50, so make sure that the items contained in the dependent variable measure the variable of the quality of

the institutional performance.

2. Stability test: Stability means the possibility of obtaining the same results if the questionnaires are distributed to the same individuals at two different times by using the Cronbach’s Alpha stability test. The stability requirement will be achieved in the determination data if the stability factor value is more than (0.500). After the application of the test, the value of alpha-cronbach stability factor for the total resolution elements (0.950), which is high value stabilizes the existence of high stability in the items of the questionnaire, confirming the availability of stability condition in all items of the questionnaire, while table14 confirms the stability in all variables.

Table (10) Results of Exploratory Analysis of the Quality Variable of Institutional Performance

Decision-making		Control		Training		Continuous Improvement		Motivation		Arranging axes of the variable horizontally from the most applied to the research community, at least to the application according to the views of the research sample. At the same time the order of the items of the most powerful axis belongs to it until the least correlation	
Factor 5		Factor 4		Factor 3		Factor 2		Factor 1			
Saturation	Paragraphs	Saturation	Paragraphs	Saturation	Paragraphs	Saturation	Paragraphs	Saturation	Paragraphs		
0.669	Q48	0.663	Q42	0.863	Q50	0.704	Q54	0.844	Q57		
0.623	Q47	0.607	Q44	0.751	Q49	0.641	Q53	0.762	Q60		
0.609	Q46	0.559	Q41	0.700	Q52	0.571	Q56	0.661	Q59		
0.547	Q45	0.514	Q43	0.534	Q51	0.508	Q55	0.655	Q58		
1.438		1.664		1.897		3.314		6.102			Underlying Root
6.569%		8.384%		14.370%		20.541%		29.750%			Cumulative percentage of variance
79.614 %											Cumulative percentage of variance%

Source: Prepared by the researcher based on the results of the

Table (11) Stability test results by Cronbach's Alpha method statistical analysis

Explanation	Interpretation Cronbach's Alpha	Number of Items	Search Variables	
The items of this variable are provided with a stability requirement	0.870	20	Academic Leadership	Independent First
The items of this variable have a stability condition	0.882	20	Organizational Justice	The second Independent
Items of this variable have a stability requirement	0.927	20	The quality of Institutional performance	Dependent
Passing all the items of the questionnaire for the stability test successfully	0.950	60	The total number of questionnaires	

Source: Prepared by the researcher based on the results of the statistical analysis

4-2: statistical tests of hypotheses

4-2-1 the test of the relationships between the three variables: The researcher in this section highlights the hypothesis of the correlation between the search variables using the Z (Z TEST) test because the sample size is more than thirty. The result of the test will accept the hypothesis of the correlation when the probability value Sig The probability of Z is calculated to be less than or equal to (0.05) because it represents the level of significance used in the analysis. The hypothesis also confirms that the calculated Z value is greater than the corresponding Z value of the Z and the (**) or (*) of the results of the analysis Statistically means acceptance of the hypothesis, otherwise the hypothesis will be rejected, and to show the relationship between the strength of the correlation research variables, the researcher uses the simple correlation coefficient Spearman (Spearman's correlation coefficient), and the results were as follows:

1.The relationship between academic leadership and organizational justice: Table (15) confirms the acceptance of the first main hypothesis, which states that there is a significant correlation of statistical significance between academic leadership and organizational justice with 95% confidence the value of Z is (4.6512), which is significant, and the correlation coefficient between them was recorded (0.553) confirming the strength of the relationship between academic leadership and organizational justice.

2. The correlations between the academic leadership and the quality of institutional performance: Table(12) confirms acceptance of the second main hypothesis, which states that there is a significant correlation between the academic leadership and the quality of the institutional performance (95% confidence interval) The value of z calculated (6.6061) is significant and the correlation coefficient between them is (0.784). The correlation between academic leadership and the quality of institutional performance is confirmed. Table 15 shows the acceptance of secondary hypotheses within the second main hypothesis. The results were as follows:

a. Table (12) confirms the acceptance of the first secondary hypothesis, which states that there is a significant correlation between the creativity and the quality of the institutional performance with a 95% confidence rate. The calculated z is 6.0584 which is significant. **) confirming the strength of the relationship between creativity and the quality of institutional performance.

B. Table (12) shows acceptance of the second secondary hypothesis, which states that there is a statistically significant correlation between human resource empowerment and the quality of institutional performance with 95% confidence rate. The calculated z value (5.2242) is significant, (0.620)

, thus confirming the strength of the interrelationship between human resource empowerment and quality of institutional performance.

C. Table (12) shows the acceptance of the third secondary hypothesis, which states that there is a significant correlation between the strategic vision and the quality of the institutional performance with 95% confidence. The calculated z value is 3.1514, (0.374 **) confirming the strength of the correlation between the strategic vision and the quality of institutional performance.

D. Table (12) indicates the acceptance of the fourth secondary hypothesis, which states that there is a significant correlation between the process challenge and the quality of the institutional performance with 95% confidence. The calculated z value is 2.9997. (0.356 **) confirming the strength of the correlation between the process challenge and the quality of institutional performance.

Expectation	sig.	The value of (Z) is calculated						
Accept the Hypothesis with 95% confidence	0.000	4.6512	0.553**	Organizational Justice	Second Independent	Academic Leadership	First Independent	First Main
Accept the Hypothesis with 95% confidence	0.000	6.0584	0.719**	Quality of Institutional performance	Follower Variable	Innovation	Secondary variables within the first independent variable	1-2
Accept the Hypothesis with 95% confidence	0.000	5.2242	0.620**	Quality of Institutional performance		Empowerment of human resources		2-2
Accept the Hypothesis with 95% confidence	0.000	3.1514	0.374**	Quality of Institutional performance		Strategic Vision		3-2
Accept the Hypothesis with 95% confidence	0.000	2.9997	0.356**	Quality of Institutional performance		Process Challenge		4-2
Accept the Hypothesis with 95% confidence	0.000	6.6061	0.784**	Quality of Institutional performance		Moral Encouragement		5-2
Accept the Hypothesis with 95% confidence	0.000	6.6061	0.784**	Quality of Institutional performance		Academic Leadership		Second Main
Accept the Hypothesis with 95% confidence	0.000	5.2832	0.627**	Quality of Institutional performance	variable Depend ent	variable Distributive	1 Secondary variables in the second independent	1-3
Accept the Hypothesis with 95% confidence	0.000	4.5754	0.543**	Quality of Institutional performance		Procedural justice		2-3
Accept the Hypothesis with 95% confidence	0.000	3.8592	0.458**	Quality of Institutional performance		Interactive Justice		3-3
Accept the Hypothesis with 95% confidence	0.000	4.4237	0.525**	Quality of Institutional performance		Evaluation Justice		4-3
Accept the Hypothesis with 95% confidence	0.000	4.8113	0.571**	Quality of Institutional performance		Organizational Justice		Third main

The z value of the table at a significant level of 0.05 is 1.96

Source: Prepared by the researcher based on the results of the statistical analysis.

E. Table (15) confirms the acceptance of the fifth secondary hypothesis, which states that there is a significant correlation between the moral encouragement and the quality of the institutional performance with 95% confidence. The calculated z value (6.6061) is significant, (0.784), confirming the strength of the correlation between moral encouragement and quality of institutional performance.

3.The relationship between the organizational justice and the quality of the institutional performance: - Table (15) shows acceptance of the third main hypothesis, which states that there is a significant correlation of statistical significance between the organizational justice and the quality of the institutional performance with confidence rate (95%). (15) Acceptance

of secondary hypotheses within the third main hypothesis and the results were as follows:

A. Table (15) shows acceptance of the first secondary hypothesis, which states that there is a significant correlation between statistical justice and the quality of institutional performance with a confidence rate of (95%). The calculated z is (5.2832) (0.627 **) confirming the strength of the correlation between distributive justice and the quality of institutional performance.

b. Table (15) shows acceptance of the second secondary hypothesis, which states that there is a significant correlation between the procedural justice and the quality of the institutional performance with 95% confidence interval. The calculated z value (4.5754) is significant, (0.543 **), thus confirming the strength of the correlation between procedural justice and the quality of institutional performance.

a. Table (15) shows the acceptance of the third secondary hypothesis, which states that there is a significant correlation relationship between the interactive justice and the quality of the institutional performance with 95% confidence rate. The calculated z value is 3.8592, (0.458 **), thus confirming the strength of the correlation between the interactive justice and the quality of institutional performance.

b - Table (15) shows the acceptance of the fourth secondary hypothesis, which states that there is a significant correlation between statistical fairness and the quality of institutional performance with confidence rate (95%). The calculated z value is (4.4237) (0.525 **), thus confirming the strength of the correlation between evaluative justice and the quality of institutional performance.

Second: Testing the impact of academic leadership and organizational justice on the quality of institutional performance:

1.Relations of academic leadership impact in the five dimensions in the quality of institutional performance: - Table (16) Acceptance of the fourth main hypothesis, which states that there is a significant statistical effect of the variable of academic leadership on the quality of institutional performance (95% confidence) The value of F calculated (63.921) is significant, especially since the probability value of Sig is the equivalent of the calculated F value (0.000), which is less than (0.05), while the coefficient of the selection factor is 47.7% . Table (16) also focused on the acceptance of secondary hypotheses within the fourth main hypothesis and the results are as the following:

A. Table (16) shows the acceptance of the first secondary hypothesis, which

states that there is a significant statistical significance of the dimension of innovation in achieving the quality of the institutional performance with confidence rate (95%). The calculated value of F is 32.168, The value of the coefficient of determination is (31.5%) to show the ratio of interpretation of creativity to the dependent variable.

B) Table (16) confirms the acceptance of the second secondary hypothesis, which states that there is a significant statistical effect on the extent to which human resources can be achieved in achieving the quality of institutional performance with confidence rate (95%). The calculated value of F is (28.330), the value of limitation is (28.8%) to show the percentage of interpretation of human resource empowerment of the dependent variable.

C. Table (16) shows the acceptance of the third secondary hypothesis, which states that there is a statistically significant effect of the strategic vision dimension in achieving the quality of the institutional performance with confidence rate (95%). The calculated F value is (10.523) The coefficient of determination (13.1%) is used to indicate the ratio of the interpretation of the strategic vision of the dependent variable.

Explanation	F – test	R ²	B	α	Variables	> p < 0.05
	sig.	The value of the calculated F				
Accept the Hypothesis with 95% confidence	0.000	32.168	31.5	0.295	Quality of Institutional performance	3.525
Accept the Hypothesis with 95% confidence	0.000	28.330	28.8	0.347	Quality of Institutional performance	3.265
Accept the Hypothesis with 95% confidence	0.000	10.523	13.1	0.242	Quality of Institutional performance	3.790
Accept the Hypothesis with 95% confidence	0.003	9.367	11.8	0.218	Quality of Institutional performance	3.910
Accept the Hypothesis with 95% confidence	0.000	44.309	38.8	0.364	Quality of Institutional performance	3.180
Accept the Hypothesis with 95% confidence	0.000	63.921	47.7	0.483	Quality of Institutional performance	2.585
Accept the Hypothesis with 95% confidence	0.000	31.482	31.0	0.308	Quality of Institutional performance	3.46
Accept the Hypothesis with 95% confidence	0.000	20.870	23.0	0.291	Quality of Institutional performance	3.545
Accept the Hypothesis with 95% confidence	0.000	17.895	20.4	0.212	Quality of Institutional performance	3.94
Accept the Hypothesis with 95% confidence	0.000	20.574	22.7	0.269	Quality of Institutional performance	3.655
Accept the Hypothesis with 95% confidence	0.000	33.592	32.5	0.467	Quality of Institutional performance	2.665
The value of the table F at a significant level of 0.05 is 1.9926						

Source: Prepared by the researcher based on the results of the statistical analysis

d. Table (16) shows the acceptance of the fourth secondary hypothesis, which states that there is a significant statistical significance of the dimension of the challenge of the process in achieving the quality of the institutional performance with 95% confidence. The calculated value of (9.367) The coefficient of determination (11.8%) was used to indicate the ratio of interpretation of the process challenge to the dependent variable.

e. Table (16) shows the acceptance of the fifth secondary hypothesis, which states that there is a significant statistical significance effect of moral encouragement in the achievement of the quality of institutional performance with a confidence rate of 95%, with a calculated value of (44.309) The val-

ue of the determining factor (38.8%) was used to indicate the percentage of interpretation of the moral encouragement of the dependent variable.

f. The table shows that moral encouragement achieved the highest impact on the quality of institutional performance with 38.8%, then creativity with an impact of 31.5%, then the empowerment of human resources and an impact on the quality of institutional performance 28.8% followed by strategic vision with an impact of 13.1%. After the challenge of the process, the lowest impact on the quality of institutional performance was recorded with 11.8%

2. The relationship of the effect of organizational justice on the quality of institutional performance: - table (16) shows acceptance of the fifth main hypothesis, which states that there is a significant statistical effect of organizational justice on the quality of institutional performance with 95% confidence. (33.592), which is significant, especially that the (probability value Sig.) corresponding to the calculated F value is 0.000 and is less than 0.05, while the value of the determination factor is 32.5%. Table (28) reflected the acceptance of secondary hypotheses within the fifth main hypothesis. The results were as follows:

a. Table (16) shows the acceptance of the first secondary hypothesis, which states that there is a statistically significant effect of the distributive justice component in the achievement of the quality of the institutional performance with confidence rate (95%). The calculated value of (31.482) The determinative value (31.0%) was used to show the distribution of distributive justice in the dependent variable.

b. Table (16) confirms the acceptance of the second secondary hypothesis, which states that there is a statistically significant effect of the procedural justice in achieving the quality of the institutional performance with a confidence rate of 95%. The calculated value of F is 20.870, The value of the coefficient of selection (23.0%) shows the ratio of the procedural justice interpretation of the dependent variable.

C. Table (16) shows the acceptance of the third secondary hypothesis, which states that there is a statistically significant effect of the interactive justice in achieving the quality of the institutional performance with confidence rate (95%). The calculated value of F (17,895) is significant, (20.4%) to show the ratio of the interpretation of the interactive justice of the dependent variable.

D, Table (16) shows the acceptance of the fourth secondary hypothesis, which states that there is a significant statistical significance effect of the evaluation judgment in achieving the quality of the institutional perfor-

mance with confidence rate (95%). The calculated F value is (20.574) (22.7%) to show the ratio of the interpretation of the evaluative justice to the dependent variable.

Conclusions and recommendations

A / Conclusions:

First: Conclusions on the tests of honesty and consistency of research:

1. The results of the test of the apparent honesty of the questionnaire show that the questionnaire obtained a large agreement by the arbitrators in all its items regarding the validity of the questionnaire. The criterion of honesty was successfully achieved in the academic leadership variable, the organizational justice variable and the variable quality of institutional performance (T-Test) between the top and bottom sections.

2. The results of the tests of honesty and consistency were found to indicate the existence of the stability condition in all the clauses of the questionnaire. The quality of the institutional performance has recorded a high value that confirms the existence of stability in the items of the dependent variable.

3. The results of exploratory analysis revealed that the items of the first independent variable represent the academic leadership as the most representative and constitute important statistical components of the first independent variable. At the same time, the five axes of moral encouragement, creativity, strategic vision, challenge process, enabling human resources, represents academic leadership and constitutes statistically significant components of the first independent variable.

4. The results of the exploratory analysis show that the items contained in the second independent variable measure the effect of the organizational justice variable. Thus, all the conditions of exploratory analysis in the data of the second independent variable are met by organizational justice. Thus, the four secondary variables of distributive justice, procedural justice, Interactive justice, evaluative justice) represent organizational justice and are statistically significant components of the second independent variable.

5. The variables included in the dependent variable represent the quality of the institutional performance and represent important statistical components of the variable. At the same time, the five secondary variables (motivation, continuous improvement, training, control, decision making) are statistically important components of the dependent variable of quality

of institutional performance.

II. Conclusions on correlation and impact:

1. The results of the correlation analysis showed a statistically significant correlation between the academic leadership and the organizational justice, which indicates the role of the academic leadership in the development of human resources through its ability to follow the approach of organizational justice in the development of the plans through which he wishes to achieve the goals and meet the level of ambitions.

2. The analysis of the research sample reveals the strength of the correlation between academic leadership and the quality of institutional performance. The results of the correlation analysis showed that there is a significant correlation between the academic leadership and the quality of the institutional performance. The Academic leadership and its dimensions play an important role in raising the level of performance and improving it through the realization of the sample studied. The activation of the dimensions of the academic leadership will lead to enhancing confidence in the results of its performance and contribute to its professional development and raising its readiness for greater administrative and educational activities. .

3. The results of the statistical analysis show that there is a statistically significant effect of the academic leadership variable on the quality of the institutional performance. This is due to the behaviors and practices of the academic leaders of different values, attitudes and patterns of thinking and skills that are reflected in the management, investment and development of human resources in these institutions and on the results of the quality of their educational outputs.

4. The results of the statistical analysis reveal that there is a significant statistical significance effect of the second independent variable, organizational justice, on the quality of the institutional performance. This will be an important factor in motivating the working people and increasing their motivation towards outstanding performance through their feeling of management evaluation of their performance and away from bias to enhance the quality of the outputs of tourism education institutions.

B / Recommendations:

First ... Recommendations for the academic leadership variable:

1. The need to strengthen the role of Iraqi tourism education institutions in the selection of university leaders with a clear vision capable of carrying out leadership practices that will achieve the quality of institutional performance in these institutions and their outputs.

2. The importance of focusing on the training and development of aca-

demic leaders in tourism education institutions towards the use of leadership dimensions that increase the chances of improving the quality of performance in them through holding workshops of specialists to raise the awareness of university leaders about the importance of these dimensions.

3. The need to benefit from the leadership programs held by specialized training centers and institutes, especially in universities in developed countries, to train them in leadership dimensions capable of doing the quality of institutional performance in Iraqi tourism education institutions.

4. The need for the Iraqi tourism education institutions to hold seminars and conferences that would show the university leaders the importance of dimensions in the activation of the quality of institutional performance and development, because of the importance in increasing their readiness for educational training.

5. Promote opportunities for the development of university professors by increasing their development rates (teaching, supervision, seminars, number of subjects studied, counseling, participation in continuing education, writing and translation of books, development courses, and seminars, (.

Second: Recommendations on the Organizational Justice Variable:

1. Considering that strategic planning is a new approach adopted by educational institutions to create excellence and success, it is therefore necessary to give it more attention in the faculties, departments and institutes of tourism education by involving more staff in the workshops of strategic planning.

2. Use of feedback in the implementation and review mechanism to achieve the objectives of the strategic plan between academic leaders and staff.

3. All academic staff in the tourism educational institution should be acknowledged of the strategic plan for their clear knowledge of their future objectives and participation in their implementation.

4. Prioritization of the strategic plan to overcome all obstacles, whether physical or human, that impede the implementation of the objectives of the Strategic Plan.

5. Emphasize the provision of an effective information system that contributes to the success of the strategic planning of educational institutions.

6. Academic leaders should employ strategic planning to contribute to achieving the quality of institutional performance in all tourism education institutions through the need for academic leaders to take advantage of the positive relationship between the dimensions of the academic leadership which is (creativity, human resource empowerment, strategic vision, challenge Process, moral encouragement) and the elements of success of

strategic planning (mission and objectives, environmental analysis, information technology, flexibility, strategic choice) in activating the quality of institutional performance and development.

1. Recommendations for the quality variable of institutional performance:

A - The need to pay attention to the training programs for the various educational staff, to develop their abilities in the field of dealing with the beneficiary, and training in the use of computer and modern office equipment to ensure aspects related to the quality of the final performance.

B - the need to care for the leaders of tourism educational institutions teaching staff and give them incentives and encouragement on the basis of scientific purpose to ensure the upgrading of the quality of their performance.

C. To establish solid scientific research relations with the Arab and foreign universities in the field of tourism education through coordination with the Ministry of Higher Education, in order to benefit from the expertise, knowledge and methods used, and to benefit from them in achieving the quality of the institutional performance.

D. The establishment of a specialized administrative unit under the auspices of the creative and distinguished teachers, to carry out a variety of activities that provide material and moral support to the distinguished teachers and provide scientific and administrative facilities for them

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