



Investigating the Role of Digital Leadership and Technology Flexibility in Intelligent Decision-Making with the Mediation of Intellectual Ethics and Team Reception

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Abstract:

This research was conducted with the aim of investigating the role of digital leadership and technology flexibility in intelligent decision-making with the mediation of intellectual ethics and team reception. The research method is quantitative, descriptive and of the type of correlation studies based on the covariance-oriented structural equation modeling approach. The research population was all the elementary principals of Kermanshah province, of those 320 principals were selected through stratified random sampling based on Cochran's formula. To collect data, researcher-made questionnaires of digital leadership, technological flexibility, intelligent decision-making, intellectual ethics and team reception Soltani (2008) were used. The content validity of the questionnaires was confirmed by experts, supervisors and consultants. The reliability of the questionnaires according to Cronbach's Alpha was 0.94 for digital leadership, 0.91 for technology flexibility, 0.95 for intelligent decision making, 0.93 for intellectual ethics, and 0.89 for team reception. To analyze the data, the descriptive as well as inferential analysis techniques were used through SPSS and LISREL software. Structural equation modeling showed that digital leadership has a direct effect on team reception, intellectual ethics and intelligent decision making. Moreover, digital leadership has an indirect effect on intelligent decision-making through team reception and intellectual ethics. The flexibility of technology has a direct impact on intellectual ethics, team reception and intelligent decision making. Technology flexibility has an indirect effect on intelligent decision-making through intellectual ethics and team reception. Intellectual ethics has a direct impact on team reception and intelligent decision making. Intellectual ethics has an indirect effect on intelligent decision making through team reception. Team reception has a positive and direct effect on intelligent decision-making. Finally, the research model has a good model fit.

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Introduction:

Decision-making is the basic element of educational policy. Toprak (2019) emphasizes the importance of decision-making in effective and strategic school performance. Such a high-risk and complex process requires integration of thinking, calculating probabilities, considering who is likely to be affected by decisions, and involving individuals with different interests. In other words, there is a need for a decision-making process that can help schools to transform themselves in a timely and appropriate way (Toprak, 2019: 11). The task of decision-making is the responsibility of educational leaders, because decision-making is one of the most important functions of managers. This is so important that some experts have considered decision-making to be synonymous with management. In fact, knowing the best and most effective way of decision-making is one of the constant problems of educational leaders (Pourmohammad Shahini, 2016).

Up-to-date and entrepreneurial leaders have upgraded the direction of their efforts and decisions from the operational level to the intelligent level and try to ensure the long-term performance of their organization or company through effective intelligent decision-making while paying attention to the current changing conditions. (Marques, Moniz & de Sousa, 2018: 173). Intelligent decisions are those taken by managers and require anticipation as well as foresight and

affect the success of the organization in the long term. They have great agility and flexibility in identifying environmental needs and transformation (Lajordi et al., 2019: 17). Intellectual decision-making is a process that causes organizational agents to develop or adopt decision-making processes and make decisions based on their knowledge. Intellectual decision-making involves a thorough understanding of the situation. The goal of intelligent decision making is to make the best decision for the group. In intelligent decision-making, there are shared values, conflict resolution, commitment, responsibility towards the group by its members and enough time for everyone to participate in the decision-making process (Doghri, Saddoud & Fourati, 2021: 2; Kwon, 2019). Therefore, any organization that seeks progress and development needs an intelligent decision-making framework (Zhang et al., 2021). Du et al (2020: 58) in an article titled Intelligent Decision Making Based on Abnormal Operating Mode Prediction for the Organizational Process concluded that the constructed operating mode prediction model predicts well in abnormal operating mode. Piraish and Moghadam Zarandi (2015) in an article entitled " Intelligent Decision Making in the Developing World" reached the conclusions that intelligence must be managed to gain efficiency. It is obvious that in this way, there will be many flaws and inadequacies. If the society has maximum intelligence, intelligent

thinking will naturally provide stronger infrastructures for analyzing things. The first step in the path of intelligent organization is the principle of division of work, in such a way that intelligence functions in a controlled manner. In this regard Sander (2020) acknowledges that in the decision-making process, organizations are looking for leadership to find ways to deal with the new demands and challenges of the changing environment. Leadership has always been one of the most key factors in organizational decision-making and is considered the main factor determining the success or failure of an organization (Sander, 2020). The importance of leadership is more prominent in digital transformations. Digital transformations change the type of decisions, and in response to these changes, leaders must have digital skills and experiences in addition to having the critical skills and capabilities of current leaders (Davison & Ou, 2017: 131). Leaders must be aware of, shape, and guide their organization's digital efforts (Hensellek, 2020: 58). Therefore, in order to make decisions in the era of digital transformation, changing the role of leaders requires a new set of competencies to be defined and presented for them to respond to recent trends that have been formed following transformative technologies. Digital leadership is defined as the process of social influence through advanced information technology to bring about changes in the attitudes, feelings, thinking, behavior and performance of

individuals, groups and organizations and is responsible for new ethical concerns arising from the dark side of digital transformation (Kirkland, 2014). Digital leaders have up-to-date knowledge, skills and competencies. They are multi-taskers, have diverse special management skills and high and valuable experiences in fundamental and unexpected management (Zeike et al., 2019: 26). In other words, digital leadership is a combination between digital culture and digital competence, which has features such as; A thought leader, a leader with a global vision, a curious leader, creativity, has a deep understanding to interpret, assume and combine information in decision-making (Mihardjo et al., 2019: 1751). In this regard, Wade & Obwegeser (2019: 2) state that organizations are required to change their leadership paradigms in order to align with digital transformation, and by shaping the new role of leaders as digital leaders, turn digital opportunities into reality and coordinate this flow as best as possible. Therefore, equipping leaders with new competencies is a requirement of the digital era (Kane et al., 2019: 36) and leaders must have special competencies to move in sync with the ideas, beliefs and styles of the time (Guthrie & Meriwether, 2018: 104) and make an intelligent decision. Acharya et al (2022) in their study entitled "Evaluating the impact of a digital leadership program on national digital priorities: a mixed methods study" showed that the development of a

network of digital leaders facilitates communication between organizations. Slows down and improves the efficiency of the national digital infrastructure. Valizadeh & Zinali Aghdam (2021) in an article titled "Investigation of the effect of digital leadership on performance with the mediating role of dynamic capabilities and business model innovation in National Bank branches in Urmia" reached the conclusion that digital leadership on dynamic capabilities The innovation of the business model and the performance of banks has a positive and significant effect.

Another important factor influencing intellectual decision-making is the flexibility of technology. The ability to obtain information from the external environment and improve the organization's ability to adapt to changes in the environment are among the important things that have made organizations pay attention to the use of information technology to make important decisions. Therefore, many organizations have paid attention to the development of their IT strategies as a facilitating resource (Wang, Wang & McLeod, 2021: 5). Technological flexibility is a type of organizational capability that can support work processes by arranging other resources that are important and effective for identifying and deploying resources based on information technology or other resources and capabilities. These factors are facilitated by the existence of an effective and efficient information

technology system (Lee & Sasaki, 2018: 4). Klimek and Klimek (2020: 1992) believe that the use of new technologies in the intelligent decision-making process minimizes the risk of the detected problem. The capabilities of information technology include increasing the performance of the organization (Benitez, Llorens & Braojos, 2018: 513); providing information and facilitating communication processes, integrating information technology (Wang, Wang & McLeod, 2018: 6); the effectiveness of work processes, increasing innovation and facilitate effectiveness and efficiency (Chiu & Yang, 2019: 194). Flexibility in technology brings opportunities and provides the foundations for new activities. Innovative theories can include the use of technology to improve and gain competitive advantage (Chege, Wang & Suntu, 2020: 318). The importance of this relationship is that, on the one hand, success requires commitment to decisions and strategies, and on the other hand, due to the unpredictability of the future, it is not possible to identify correct commitments. This shows that the principle of flexibility should be considered. Therefore, the flexibility of technology makes all relevant criteria in the decision-making process to be identified, logically scored, targeted, practical plan formulated and implemented, and also decision makers often estimate the quality of their decisions (Chege, Wang & Suntu., 2020: 319). Piraish & Moghadam

Zarandi (2015) state that intelligent organizations have high experiences in relation to intellectual decision-making and the speed of information transmission. Therefore, to take intelligent decisions in the era of information and communication technology, Considered the flexibility of the technology. In the study of Olan et al (2016: 5223), it was found that the flexibility of technology has a positive and significant effect on organizational performance with the mediating role of knowledge sharing. Bazarafshan and Mahmoudi (2017) in an article entitled "The role of information technology flexibility in the strategic alignment of business and information technology" concluded that there is a positive and direct effect between the dimensions of technology flexibility and strategic alignment.

Another important factor influencing intellectual decision-making is intellectual ethics. Humans in the individual and personality dimension have special ethics characteristics that shape their intellectual, speech and behavior. It is possible that when the same people are appointed in an organizational position, some factors cause different intellectual, speech and behavior from the individual dimension that these human characteristics affect the level of efficiency and effectiveness of the organization. On the other hand, whether intellectual and actions are ethical or not can cause positive or negative consequences at all levels of the organization (Kargar, Niazazari &

Enayati, 2021: 115). Intellectual ethics is a process that is influenced by many factors such as individual values and external influences. Individual values play a central role in our intellectual ethics system (Webster & Whelen, 2019: 5). Intellectual ethics is committing the mental and psychological power of an individual or a group to collective thought in order to use the inner ability and talent of the individual and the group for development in any way and is considered one of the most important cultural factors (Young, 2019: 95). Intellectual ethics means having qualities such as truth, knowledge, understanding and wisdom that a person is motivated and strives to achieve these qualities. Intellectual ethics has motivational dimensions (motivation provides a way to distinguish between intellectual ethics and what we usually think of as ethics, which is directed toward issues such as justice, pleasure, and the reduction of suffering), affective dimensions (a wide range of intellectual interests which regularly follows these interests by studying and reflecting on different topics), competence dimensions (the normalization model of ethics formation) and judgment dimensions (to have intellectual courage or intellectual accuracy, one must be able to judge when, for how long , towards whom and in what way he participated in the characteristic activity of this ethics. This is exactly a kind of ability to recognize (Ciulla, 2020: 510). Fleischmann & Lammers (2020: 26)

also showed in their study that intellectual ethics has an important effect on decision-making. Soleimani et al (2017: 111) believes that behind every action and every decision or organizational activity, a multitude of ethics intellectual can be observed. Therefore, ethics in thought and action affects the amount of decisions and types of decisions. The process that administrators use to make decisions in their ethics, rightly or wrongly, is a four-step process. This process includes knowing the subject, ethics judgment, ethics intention and ethics behavior (Zarrabi, Memarzadeh Tehran & Hamidi, 2019: 76). In fact, intellectual ethics leads the leader to protect human rights and dignity. The leader should pay attention to the intellectual capital of the organization, estimate possible damages and how to deal with them in decisions, manage individual biases and conflict of interests. Therefore, it can be said that intellectual ethics is involved in the entire intelligent decision-making process. Kim and Thapa (2018: 447) in a research on the relationship between intellectual ethics and corporate social responsibility and organizational performance results, reached these results that intellectual ethics has a significant effect on social responsibility and operational performance, and social responsibility also has a positive effect on operational performance and business has and operational performance has had a positive effect on business performance and increased economic performance.

Ameri (2019: 56) in an article entitled the impact of organizational ethics among the organization's employees reached the conclusion that, in general, humans have specific ethics characteristics in the individual and personality dimension that shape their intellectual, speech and behavior. It is possible that when the same people are placed in an organizational position, factors cause different intellectual, speech and behavior from the individual dimension, and these human characteristics affect the level of efficiency and effectiveness of the organization.

Another factor influencing intellectual decision-making is team reception. Organizations around the world have been working on teams to provide faster, more flexible and adaptable responses and reactions in fast-paced and complex work environments. Many of the organizations' activities are at a level of complexity that people cannot rely on individual activities to successfully carry out these tasks in the organization (Seabra, & Almeida, 2015: 818). Challenges have determined conditions for the survival of organizations that have made it inevitable to rely on the skills of the organization's members, and the ability to work in a team is an integral part of those skills (Bjornali, Knockaert & Erikson, 2016: 449). Therefore, to advance organizational goals, managers need organizational members in the form of multi-person teams with complementary expertise

(Ghanbari & Beheshti Rad, 2015: 51). Team reception is a response to global economic competition and continuous technological innovations that have led to more complex environmental conditions and, as a result, a greater need for effective problem solving in organizations (Choi, Kim & Kim, 2018: 101). In order to achieve this, managers need flexibility in their roles and duties and the willingness to accept team responsibilities, which will ultimately result in the synergy of organizational activities (Han et al., 2017: 155). In their studies, Kane et al (2019: 36) found the most important competence digital leaders are considered to understand digital technology, cooperation and team reception. The existence and formation of work teams for efficient decisions is an unavoidable principle in the management and control of work processes and activities. Forming effective work teams is an undeniable necessity to deal with the challenges that organizations face. Team reception makes people make decisions to respond to challenges and problems and make efficient decisions in interaction with each other (Almasi, Fatemi Far & Nemati, 2018: 83). Team reception refers to the process by which managers mobilize organizational members for relatively stable team reception to achieve common goals. Also, team reception for organizations leads to loyalty, innovation, flexibility and efficiency (Niazazari, 2020). Team building and teamwork in the organization helps to clearly outline

common vision and goals and by creating a spirit of trust among human resources, it arouses their sense of commitment and responsibility. Also, it becomes more possible through team reception, workload distribution, increasing the flexibility of the workforce, facilitating and integrating the organization's human resource strategies, strengthening and empowering the workforce, and providing opportunities for participation and intellectual and mental support of the workforce. Finally, team performance is evaluated through various criteria such as reducing mistakes, continuously improving the quality of results, increasing efficiency and customer satisfaction (Petty & Lingham, 2019: 119). Studies have shown that the organization's response to issues such as quality, customer orientation, rapid changes and necessary speed, flexibility and competition should be achieved through team building and teamwork (Rostami & Hafezi, 2015: 85). Therefore, for efficient decisions, organizations need the process of forming a team in the organization to make efficient and rational decisions for the productivity of the organization. In the study of Howard and Holmes (2020) in line with the team reception of managers and organizational silence, it was found that when managers at organizational levels show support for team activities in their behaviors and have a desire for team reception, a basis is provided for employees to be silent. Break

themselves and be willing to discuss and exchange opinions. Niaazari (2020: 347) concluded that the relationship between knowledge leadership and team reception was positive and significant, and the mediating role of managers' team reception in the relationship between knowledge leadership and organizational silence was negative and significant.

According to the theoretical foundations and background of the research, The results of this research can cause in-depth, comprehensive and multi-faceted investigations of intelligent decision-making studies with emphasis on digital leadership and technological flexibility, intellectual ethics and team reception, which is based on the analysis of theoretical and experimental evidence and in the form of a new, comprehensive and coherent

model that the power of its logical explanation is high. Therefore, it can be recognized as a basic model in this regard and initiate the emergence of specialized models in various fields of intelligent decision-making in educational organizations. Therefore, the current research seeks to answer the question whether the role of digital leadership and technology flexibility in intelligent decision-making is meaningful through the mediation of intellectual ethics and team reception. or not? Considering the importance and application of intelligent decision-making in the field of industrial organizations and the concern of the mentioned studies in educational organizations, this research intends to test the mentioned model in the education system and especially the principals of elementary schools.

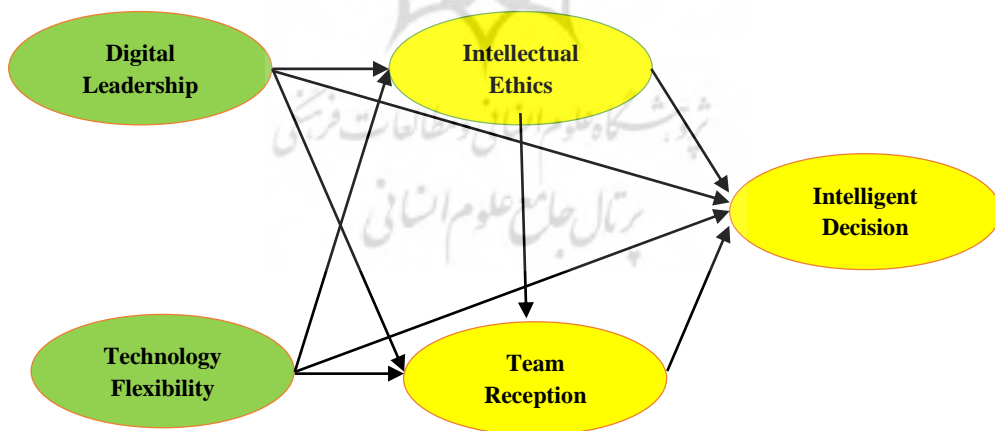


Figure 1: Conceptual model of research: Investigating the role of digital leadership and technology flexibility in intelligent decision-making with the mediation of intellectual ethics and team reception

Research hypotheses:**Direct Effects**

1. There is a statistically significant correlation between digital leadership and principals' intellectual decision-making.
2. There is a statistically significant correlation between digital leadership and principals' intellectual ethics.
3. There is a statistically significant correlation between digital leadership and principals' team reception.
4. There is a statistically significant correlation between technology flexibility and principals' intelligent decision making.
5. There is a statistically significant correlation between technology flexibility and principals' team reception.
6. There is a statistically significant correlation between technology flexibility and principals' intellectual ethics.
7. There is a statistically significant correlation between intellectual ethics and intelligent principals' decision-making.
8. There is a statistically significant correlation between intellectual ethics and principals' team reception.
9. There is a statistically significant correlation between team reception and principals' intellectual decision-making.

Indirect Effects through One Mediator

1. There is a statistically significant correlation between digital leadership and principals' intelligent decision-

making by mediating role of intellectual ethics.

2. There is a statistically significant correlation between digital leadership and principals' intelligent decision-making by mediating role of team reception.
3. There is a statistically significant correlation between digital leadership and principals' team reception by mediating role of intellectual ethics.
4. There is a statistically significant correlation between intellectual ethics and principals' decision-making of by mediating role of team reception.
5. There is a statistically significant correlation between technology flexibility and principals' intelligent decision-making by mediating role of intellectual ethics.
6. There is a statistically significant correlation between technology flexibility and principals' intelligent decision making by mediating role of team reception.
7. There is a statistically significant correlation between technology flexibility and principals' team reception by mediating role of intellectual ethics.

Indirect Effects through Two Mediators

1. There is a statistically significant correlation between digital leadership and principals' intelligent decision-making o by mediating role of intellectual ethics and team reception.
2. There is a statistically significant correlation between the flexibility of technology and principals' intelligent

decision-making by mediating role of intellectual ethics and team reception.

Research Methodology:

The research method is quantitative, descriptive and of the type of correlation studies based on the covariance-oriented structural equation modeling approach. The statistical population includes all the elementary principals of Kermanshah province in the academic year of 2021-2022 (N=1902). Based on proportional stratified random sampling and Cochran's formula 320 principals were selected as sample. Proportional stratified random sampling method is used if the research population is divided into different classes. By using this sampling method, the society is divided into homogeneous groups, so that the people in each class are similar and homogeneous, and then a sample is randomly selected from each class and proportional to the size of the society. Therefore, in order to achieve the classification of educational districts and regions of Kermanshah province, the General Directorate of Education and Research Institute of Education and Training of the province was referred and considering educational indicators such as manpower, student population composition, educational space, educational and internal efficiency, access to educational opportunities and financial and economic indicators, districts and educational districts to three regions; They were classified as developed, less developed and deprived. Then, a random sample was selected from each class according to the number

of people in the community. The face validity and content validity questionnaire were confirmed by experts, supervisors and consultants. The research gathering instrument includes a researcher made intellectual decision-making questionnaire. This instrument has 34 items and 6 dimensions including accuracy of diagnosis, skill of diagnosis, economic estimation of decision, understanding of decision, assurance of decision making and follow up of decision making. The content validity ratio was in the range of 0.70 to 0.90. The content validity ratio of the dimensions was reported as follow: accuracy of diagnosis (0.84), skill of diagnosis (0.82), economic estimation of the decision (85) 0.85), decision understanding (0.85), decision making assurance (0.86), decision follow-up (0.87) and the whole intelligent decision-making questionnaire (0.95). Considering the minimum acceptable CVR value for ten experts, which is equal to 0.62, it can be said that the intelligent decision-making questionnaire has content validity. Also, Cronbach's alpha values of the whole intelligent decision-making questionnaire were reported (0.95) and its dimensions in the range (0.76 to 0.93), which according to the minimum criterion (0.770) indicates the appropriate reliability of the intelligent decision-making questionnaire.

The fit indices (RMSEA = 0.058, GFI = 0.94, AGFI = 0.93, CFI = 0.98, and NFI = 0.96) indicate that this questionnaire has adequate validity. The

researcher made digital leadership questionnaire has 32 items and 7 dimensions (inspirational role, innovation, adaptability, adaptation, visioning, technological intelligence and digital literacy). Through a preliminary study, confirmatory factor analysis of the content validity obtained for the items in the range of 0.80 to 0.90. The content validity ratio of the dimensions was reported as follow: inspirational role (0.85), innovation (0.84), compatibility (0.84), adaptability (0.85), dreaming (0.87), technological intelligence (0.85) digital literacy (0.85) and the whole digital leadership questionnaire (0.85). Considering the minimum acceptable CVR value for ten experts, which is equal to 0.62, it can be said that the digital leadership questionnaire has content validity. Also, Cronbach's alpha values of the whole digital leadership questionnaire (0.94) and its dimensions were reported in the range (0.72 to 0.90), which according to the minimum criterion (0.70) indicates the appropriate reliability of the digital leadership questionnaire. The fit indices (RMSEA = 0.063), GFI = 0.93, AGFI = 0.91, CFI = 0.97, and NFI = 0.95 indicate that this questionnaire is valid and reliable. The researcher-made questionnaire of technology flexibility has 15 items and 2 dimensions (structural flexibility and process flexibility). The content validity ratio obtained for the items range of 0.80 to 0.90. The content validity ratio of the structural flexibility was 0.86, and 0.84 for the process flexibility. The content

validity ratio for the whole questionnaire was (0.85). Considering the minimum acceptable CVR value for ten experts, which is equal to 0.62, it can be said that the technology flexibility questionnaire has content validity. Cronbach's alpha values of the whole technology flexibility questionnaire (0.93) and its dimensions were reported in the range (0.91 to 0.92), which according to the minimum criterion (0.70) indicates the appropriate reliability of the technology flexibility questionnaire. The fit indices (RMSEA = 0.043), GFI = 0.97, AGFI = 0.95, CFI = 0.99, and NFI = 0.98 indicate that this questionnaire has adequate validity and It is acceptable. The researcher-made questionnaire of intellectual ethics has 25 items and 7 dimensions (respect, justice, intellectual origin, confidentiality, ethics honesty, intellectual damage and ethics consideration). The content validity ratio obtained for the items in the domain of 0.70 to 0.90. The content validity ratio of the dimensions was reported as follow: respect (0.82), justice (0.83), intellectual origin (0.816), Secrecy (0.85), ethics honesty (0.82), mental injury (0.83), ethics consideration (0.84) and the whole intellectual ethics questionnaire (0.85). Considering the minimum acceptable CVR value for ten experts, which is equal to 0.62, it can be said that the intellectual ethics questionnaire has content validity. Cronbach's alpha values of the whole intellectual ethics questionnaire were reported (0.93) and

its dimensions in the range (0.76 to 0.91), which according to the minimum criterion (0.70) indicates the appropriate reliability of the intellectual ethics questionnaire. The fit indices (RMSEA = 0.061), GFI = 0.92, AGFI = 0.91, CFI = 0.97, and NFI = 0.95 indicate that this questionnaire is valid and reliable. Principals' team reception questionnaire was designed and validated by Soltani (2008). This questionnaire includes 10 closed answer components based on the five-point Likert scale. This questionnaire measures two dimensions of team responsibility and team flexibility. The questionnaire was validated by Soltani (2008) during the research process and the reliability of the questionnaire was calculated as 0.88. The content validity ratio of team responsibility dimension was 0.83 and 0.82 for team flexibility dimension. The content validity ratio of the whole questionnaire of team responsibility was 0.825. Considering the minimum acceptable value of CVR for ten experts, which is 0.62, it can be said that the team acceptance questionnaire has content validity. The values of Cronbach's alpha of the whole team reception questionnaire (0.89) and its dimensions were reported in the range (0.79 to 0.89), which according to the minimum criterion (0.70) indicates the appropriate reliability of the team reception questionnaire. The fit indices (RMSEA = 0.054), GFI = 0.96, AGFI = 0.95, CFI = 0.99, and NFI = 0.97 indicate that this questionnaire has adequate validity. The Questionnaires are scored based on a 5-

point Likert scale in the range of very low (1), low (2), medium (3), high (4) and very high (5). To analyze data and test research hypotheses, descriptive analysis techniques (frequency distribution tables, graphs, mean, standard deviation, and skewness) and inferential analysis (Pearson correlation matrix and structural equation modeling) were utilized through SPSS 25 and LISREL 10.30 software.

Research Findings

Sample Description

The results of the descriptive analysis of the sample show that 187 principals (44.58) are working in the developed region. 84 principals (25.26) are working in the less developed region; And 49 principals (15.31) are working in deprived areas. 22 principals (6.87) are working in West Islamabad, 48 principals (15) in District 1 of Kermanshah, 44 principals (13.75) in District 2 of Kermanshah, 73 principals (22.81) in District 3 of Kermanshah, 2 principals (0.625) in Bayangan, 19 principals (5.94) in Javanrud, 13 principals (4.06) in Sarpolzhab, 11 principals (3.44) in Sangar, 9 principals (2.81) in Sangh, 11 principals (3.44) in Kangavar, 7 principals (2.19) in Gilangreb, 12 principals (3.75) in Hersin, 3 principals (0.937) in Biston, 10 principals (3.125) in Paveh, 7 principals (2.19) in Salas Babajani, 1 principal (0.312) in Hamil, 1 principal (0.312) in Dinur, 9 principals (2.81) in Ravansar, 5 principals (1.56) in Qasrshirin, 4 principals (1.25) in Karand Gharb, 3 principals (0.937) in Govar, 2

principals (0.625) in Gahwarah, 2 principals (0.625) in Mahidasht and 2 principals (0.625) in Nosud. 33 principals, which is equal to 10.31 percent of the sample, have less than 8 years of work experience; 65 principals, equal to 20.31 percent of the sample, have 9 to 16 years of work experience; 120 principals, which is equal to 37.5% of the sample, have 17 to 24 years of work experience, and 102 principals, which is equal to 31.88% of the sample, have more than 25 years of work experience, 167 principals who 52.19 percent of the sample has a bachelor's degree and 153 principals, which is

equal to 47.81 percent of the sample, have graduate education and above. 190 principals, which is equal to 59.37 percent of the sample, are male and 130 principals, which is equal to 40.63% of the sample, are women. 32 principals, which is equal to 10% of the sample, are less than 25 years old; 69 principals, which is equal to 21.56 percent of the sample, are 26 to 35 years old; 118 principals, which is equal to 36.88% of the sample, are 36 to 45 years old, and 101 principals, which is equal to 31.56% of the sample, are older than 46 years old.

Table 1: Descriptive status of research variables

<i>Variable</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Skewness</i>	<i>Kurtosis</i>	<i>T</i>
<i>digital leadership,</i>	3.95	0.60	-0.673	0.207	28.34
<i>technology flexibility</i>	3.03	0.65	0.294	-0.382	7.96
<i>intellectual ethics</i>	3.24	0.52	0.807	0.695	8.25
<i>team reception</i>	3.46	0.74	0.745	1.103	10.98
<i>intelligent decision making</i>	3.69	0.66	0.657	-0.079	18.89

From the point of view of Kline (2015), the single vertical bar of skewness and Kurtis of the variables should not be more than 3 and 10, respectively. Therefore, based on the findings of Table 1, the single vertical bar of the skewness and Kurtis of the variables is less than the mentioned values, which shows that the normality

of the data. Also, the t-values of variables of digital leadership (28.34), technology flexibility (7.96), intellectual ethics (8.25), team reception (10.98) and intelligent decision making (18.89) are significant at the 0.01 level and indicate the difference from the average situation (3).

Table 2: Correlation matrix of research variables

Variable	1	2	3	4	5
Digital leadership	1				
Technology flexibility	0.49	1			
Intellectual ethics	0.56	0.55	1		
Team reception	0.46	0.31	0.47	1	
Intelligent decision making	0.51	0.38	0.43	0.40	1

The correlation coefficient of digital leadership with the variables of technological flexibility (0.49), intellectual ethics (0.56), team reception (0.46) and intelligent decision-making (0.51) is positive and significant at the 0.01 level. The correlation coefficient of technological flexibility with the variables of intellectual ethics (0.55), team reception (0.31) and intelligent

decision-making (0.38) is positive and significant at the level of 0.01. The correlation coefficient of intellectual ethics with the variables of team reception (0.47) and intelligent decision-making (0.43) is positive and significant at the level of 0.01. The correlation coefficient of team reception with intelligent decision-making (0.40) is positive and significant at the level of 0.01.

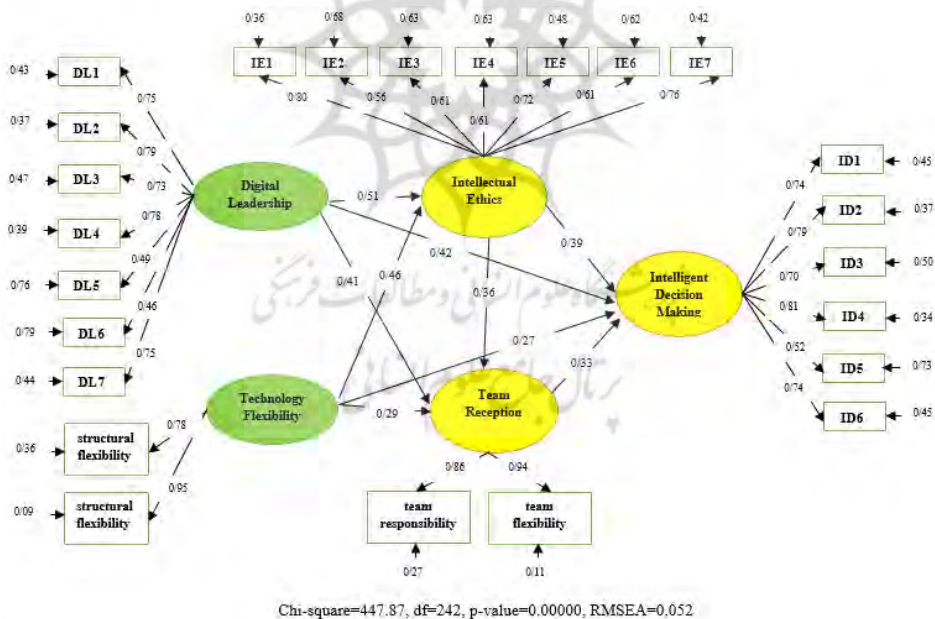


Figure 2: General empirical research model with standardized coefficients

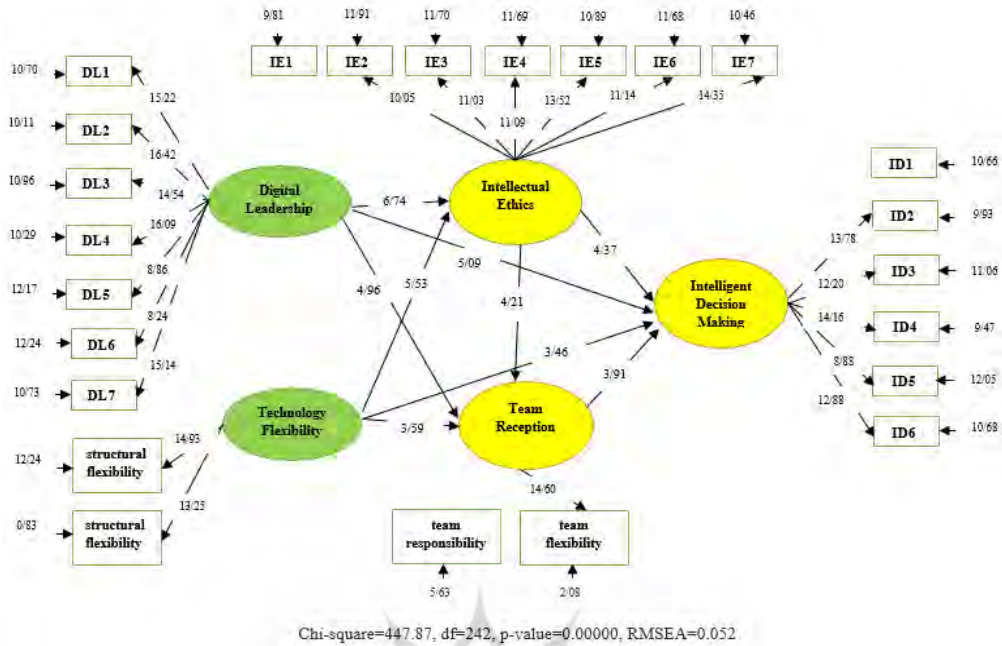


Figure 3: The general model of the T-index of the coefficients of the experimental model of the research

Table 3: Summary of the test of direct and indirect relationships

<i>N</i>	<i>Independent</i>	<i>Mediator</i>	<i>Dependent</i>	<i>Root</i>	<i>T</i>	<i>Result</i>
1	Digital leadership	-	Intelligent decision making	0.42	5.09	Improved
2	Digital leadership	-	Intellectual ethics	0.51	6.74	Improved
3	Digital leadership	-	Team reception	0.41	4.96	Improved
4	Technology flexibility	-	Intelligent decision making	0.27	3.41	Improved
5	Technology flexibility	-	Team reception	0.29	3.59	Improved
6	Technology flexibility	-	Intellectual ethics	0.46	5.53	Improved
7	Intellectual ethics	-	Intelligent decision making	0.39	4.37	Improved
8	Intellectual ethics	-	Team reception	0.36	4.21	Improved
9	Team reception	-	Intelligent decision making	0.33	3.91	Improved

10	Digital leadership	Intellectual ethics	Intelligent decision making	0.198	3.667	Improved
11	Digital leadership	Team reception	Intelligent decision making	0.135	3.071	Improved
12	Digital leadership	Intellectual ethics	Team reception	0.184	3.571	Improved
13	Intellectual ethics	Team reception	Intelligent decision making	0.119	2.865	Improved
14	Technology flexibility	Intellectual ethics	Intelligent decision making	0.179	3.429	Improved
15	Technology flexibility	Team reception	Intelligent decision making	0.0957	2.644	Improved
16	Technology flexibility	Intellectual ethics	Team reception	0.166	3.349	Improved
17	Digital leadership	Intellectual ethics- Team reception	Intelligent decision making	0.395	4.927	Improved
18	Technology flexibility	Intellectual ethics- Team reception	Intelligent decision making	0.329	4.106	Improved

Table 4: fit indices of the experimental research model

Indices	Estimation	Acceptable level
χ^2	447.87	
df	242	
χ^2/df	1.851	$3 > \chi^2/df$
RMSEA	0.052	$0.08 > RMSEA$
GFI	0.95	$0.9 < GFI$
AGFI	0.93	$0.9 < AGFI$
CFI	0.97	$0.9 < CFI$
NFI	0.94	$0.9 < NFI$

The fit indices of the model including chi-square value (447.87), degrees of freedom (242), ratio of chi-square to degrees of freedom (1.851), RMSEA (0.052), GFI (0.95), (93) (0.0) AGFI, (0.97) CFI and (0.94) NFI indicated that the good fit of the conceptual model with the experimental model. The value

of the RMSEA index is within the range of the acceptable level. The values of GFI, AGFI, CFI and NFI indices also indicate the appropriate fit of the structural model. Therefore, it has claimed that the research model was valid.

Conclusion:

The results showed that there is a significant relationship between digital leadership and principals' intellectual decision-making. This result is consistent with the findings of Brett (2019), Zhang et al (2021) and Bharadwaj et al (2013: 478). In explaining this finding, it can be said that the characteristics of digital leadership among the principals of primary schools in Kermanshah province are as follows: based on their thinking power, they get correct information, make decisions. Digital leaders do not limit themselves to redundant procedures in their decisions. They prefer results over processes and tools, development of prototypes over an excessive focus on documentation, rapid response to changes over blind adherence to a plan, and rapid collaboration over rigid contracts. Therefore, the digital leader acts intelligently in decisions. Brett (2019) also points out that digital leaders are familiar with the value of data. For decisions, they utilize the insights obtained from data analysis to replace relying solely on subjective, intuitive and emotion-based analyses. Also, they need knowledge and literacy appropriate to this era in order to identify the issues and challenges of the digital era, as well as analyze and make appropriate decisions. In addition to having general knowledge about digital technologies and their transformational features, they must be equipped with skills such as critical thinking, design

thinking, and media literacy to make intelligent decisions.

The results showed that digital leadership has a positive and significant relationship with intellectual ethics. This finding is consistent with Guthrie & Meriwether (2018: 106). Up-to-date and entrepreneurial leaders upgrade the direction of their efforts and decisions from operational to intelligent to ensure the survival and progress of the organization. They try to ensure the long-term performance of their organization or company through effective intelligent decision-making while paying attention to the current changing conditions. In explaining this finding that digital leadership is correlated with intellectual ethics among principals of primary schools in Kermanshah province, it can be said: through an inspirational role, digital leaders are able to respectfully convince their followers about their vision, convey their strong feelings about their work to the employees, and commit to their promises based on ethical standards and create mutual trust. Therefore, based on the relationship between digital leadership and intellectual ethics, we can reflect on the word inspiring and the hints hidden in it. The role of inspiration leads to motivation in the followers and increases their inner motivations and feelings and leads to some kind of hope in the followers and they understand that the principals treat them based on intellectual ethics standards. In this

regard, Webster & Whelen (2019: 7) state that digital leadership has paid attention to intellectual ethics through increasing the amount of respect and trust and influence in its followers. Digital leadership has paid attention to respect, justice, intellectual capital, confidentiality, ethics integrity, estimating intellectual damage and ethics consideration, which are aspects of intellectual ethics, in his/her behavior and vision of his/her organization.

The results of structural equations have shown that digital leadership has a direct effect on the variable of team reception. This result is in line with the findings of Ghanbari & Beheshti Rad (2015: 61), Kane et al (2019: 37), Howard & Holmes (2020) and Niazazari (2020). These researchers believe that one of the competencies of leaders is team reception. Howard & Holmes (2020) state that when leaders at organizational levels show support for team activities in their behaviors and are willing to work as a team, a context is provided for employees to break their silence and be willing to discuss and exchange ideas. In explaining this finding, it can be said that one of the competencies of digital leaders, as mentioned in the researches, is to pay attention to team reception and provide the necessary platforms for it in the organization. In this regard, Hensellek (2020: 61) believe that digital leadership is a communication role that frequently communicates with others, works jointly with other managers and other followers, and performs activities

through cooperation and in a team form. As a result, it can be said that digital leadership has an effect on team reception and pays attention to it. Digital leadership, through its collaborative role and cooperation dimension, has the ability to network to negotiate resources and support stakeholders, and strives to carry out the organization's activities through participation and cooperation in a team form. Siadat and Mokhtaripour (2009: 195) also state in relation to these two variables that the leader forms a chain of command with self-managing teams and the leader himself manages as the first and direct link in the chains of work teams. Among the principals of primary schools in Kermanshah province as a team coordinator who solves problems and makes decisions as a team, the manager has the most responsibility in work teams. By showing interest and attention to followers, recognizing their talent and creating opportunities for them to feel empowered, the leader helps to repair weaknesses through their strengths. Leaders foster team reception in the organization through self-control, conflict resolution, and strengthening communication.

The results showed that the flexibility of technology has a direct effect on the intellectual decision-making of principals. This finding is consistent with the studies of Chege, Wang & Suntu (2020), Piraish and Moghadam Zarandi (2015), Ahlquist (2014). This means that the flexibility of technology among the principals of primary schools

in Kermanshah province as the key to empower the organization to quickly respond to the needs and environmental conditions can help the organization to make appropriate and quick decisions. This category acts as a tool for supporting multiple, new or changing decision-making environments and creating opportunities for creativity and learning. In confirmation of this research finding, Chege, Wang & Suntu (2020) state that flexibility in technology brings opportunities and provides the foundations for new activities. Innovative theories can include the use of technology to advance and gain a competitive advantage. All these innovations are formed in information technology. Therefore, the flexibility of technology leads to identifying all the relevant criteria in the decision-making process, to be logically scored, to be targeted, to formulate and implement a practical plan, and for decision-makers to estimate the quality of their decisions. Piraish and Moghadam Zarandi (2015) also believe that smart organizations experience high speed of information transfer by making intelligent decisions. Therefore, in order to make intelligent decisions in the era of information and communication technology, the flexibility of technology should be considered.

The results showed that the flexibility of technology has a direct effect on the team reception of principals. This finding is consistent with the studies of Pourmohammad Shahini (2016) and Zoghlami (2020). The concept of coordination of action links

technological flexibility with team reception. In other words, the technological tools used in the school support innovative relationships between colleagues and encourage them to work as a team. In this regard, the study of Pourmohammad Shahini (2016) states that flexibility is effective in improving team participation. Because with the change in technologies and working methods in the era of rapid digital transformations, the power of adaptability of team partnerships has increased. Fortunately, the flexibility of technology has enabled organizations to quickly adapt their operations without the need to invest in new infrastructure. With the growth of e-commerce and social media, businesses can now collaborate and achieve broader results faster than ever before. In this regard, Zoghlami (2020) also states that flexibility leads the organization to team reception to avoid IT problems. IT teams work together as a team in the workplace and consult. The flexibility of the technology that leads the organization towards team reception to carry out activities hopes that this will increase autonomy and the sense of trust between the managers and the individuals of the organization.

The results showed that there is a relationship between technology flexibility and intellectual ethics of principals. This finding is consistent with Roossien et al (2021), Saraf, Langdon & Gosain (2007). It can be said that standards, behavior and moral values should be considered in order to comply with the flexibility of technology in the principals of primary schools in Kermanshah province. In order to apply technology flexibility

policies, it is necessary to comply with ethical issues. The ethical issues lead to an increase in the sense of responsibility in managers and organizations. Roossien et al (2021) state that ethical issues should be considered in the flexibility of technology and policies related to the design and implementation of digital technologies. The behavior and any organizational activity should be based on ethics values and ethics intellectual. Neglecting it leads to the reduction of responsibilities in the organization. Therefore, flexible policies and standards should be taken (Roossien et al., 2021). Saraf, Langdon & Gosain (2007) also believe that in organizations with technological flexibility, supporting integrated innovative activities for rapid change is considered as an information technology management method.

The results showed that intellectual ethics has a direct, positive and meaningful relationship with intelligent decision making. This finding is consistent with Soleimani et al (2017) who believe that ethics in thought and action affects the amount of decisions and the type of decisions and that decision-making has always been the main part of management. Bharadwaj et al (2013) also state that a digital leader requires a combination of hard and soft skills. Hard skills include the ability to fluently and coherently express a strategic point of view, utilize tools to solve problems by identifying root causes across functions and making intellectual decisions. Skills such as the ability to communicate and cooperate with a wide group of individuals, having the patience to guide complex structures

- especially in large businesses - the ability to challenge the status quo, having a charisma that inspires individuals and the organization to motivate to advance the changes are among the soft skills. These ethics characteristics affect the intelligent decisions. As Siahkal Rudi et al (2014) also considers the factors influencing decision-making as intellectual ethics, ethical environment, and ethical system in their studies; therefore, it can be said that intellectual ethics affects all aspects of educational leaders' decision-making. As a result, it is expected that the results of the research indicate a meaningful relationship between intellectual ethics and intelligent decision-making. In explaining this finding according to the principals of primary schools in Kermanshah province, we can refer to the concept of "the principle of respect", which leads principals to recognize the capacity and rights of individuals to make decisions in school. Also, for the relationship between intellectual ethics and intelligent decision-making, we can reflect on the word "justice", which indicates that the fairness of participating in the decisions and activities of the school, which is ethical thinking, is an intelligent decision. In their intelligent decisions, principals consider the concept of intellectual damage caused by the consequences and possible damage of the decision and also consider the category of ethics honesty which is related to honesty in sharing information. Therefore, we can see that the intellectual ethics of principals has an effect on the level of their intelligent decision-making. These statements show that the ethics honesty, respect and justice of educational leaders in their intelligent decisions reflect their intellectual ethics.

The results showed that there is a relationship between intellectual ethics and team reception of principals. This finding is consistent with Young (2019) and Almasi, Fatemi Far & Nemati (2018). The concept of justice in intellectual ethics leads to managers participation in decisions and activities of the organization in a fair way. This provides team reception interest. Principals of primary schools in Kermanshah province know that they should never harm their colleagues and should work together. They are honest with their ethics integrity in sharing information with other colleagues. Therefore, the existence of the concepts of justice and ethics honesty in intellectual ethics will be an effective factor in increasing team reception among the organization's staff. Young (2019) states that the existence of ethics in thought and action makes them observe the principle of respect and respect the human rights, protection and dignity of individuals. Therefore, the balance in individual and organizational needs, equal well-being of individuals, attention to intellectual capital, ethics security and individual prejudices and the conflict of interests are managed. Intellectual ethics with these characteristics plays a central role for individual values. Therefore, it can lead to committing the mental and psychological power of individuals in the form of a team, which leads to collective thought. Therefore, intellectual ethics can affect the level of team reception in the organization.

Almasi, Fatemi Far & Nemati (2018) also argued that thinking and acting ethically affects the performance of the organization. Most organizational decisions are influenced by ethics values. Since human resources, whether individually or as a team and group, are considered as a competitive advantage, their judgment about the correctness and incorrectness of the work affects the quantity and quality of their performance and consequently the performance of the organization and strongly affects the success of team reception on the organization. Ethical thinking and ethical decisions of principals increase team reception.

The results showed that there is a significant relationship between team reception and intelligent decision making. This finding is consistent with Howard & Holmes (2020) that team reception among principals and followers can break and promote employees' silence for discussion and decision-making. The more the team exchange ideas in organizational discussions, the intelligenter the decisions will be. Almasi, Fatemi Far & Nemati (2018) acknowledge that the existence and formation of work teams for effective decisions is inevitable in the management and control of work processes and activities. Team reception causes individuals make efficient decisionsn through interaction with each other to respond to challenges and problems. Rostami and Hafizi (2015) showed that team reception and teamwork make the organization's accountability and the necessary speed, flexibility and competition of decision-making more rational. Therefore, for

efficient decisions, organizations need to form a team in the organization to make efficient and rational decisions for the productivity of the organization. In general, this result is consistent with Howard and Holmes (2020), Almasi, Fatemi Far & Nemati (2018) and Rostami & Hafizi (2015).

The results showed that there is a relationship between digital leadership with principals' intellectual decision-making by the mediation role of intellectual ethics. This result is consistent with Brett (2019), Zhang et al (2021), Bharadwaj et al (2013) and Soleimani et al (2017) and Siahkal Rudi et al (2014). In explaining this finding, according to the statistical population of the research, the role of leadership adaptability can be mentioned. With the knowledge and awareness of the information from the work environment, the leader prioritizes the activities and makes decisive decisions. Therefore, it affects intelligent decision making. In his/her adaptive role, the leader recognizes the capacity and rights of all individuals to make decisions in the school through inspiring emotions, beliefs and values and upholding the principle of respect. For this reason, through intellectual ethics, the digital leader can influence intelligent decision-making. Digital leaders set aside their personal biases when making decisions through ethical considerations. They use their authority properly, and make intelligent decisions based on ethical standards.

Digital leadership has an indirect effect on intelligent decision-making

with the mediating role of team reception. This means that digital leadership through team reception can influence and intensify intelligent decision making. This finding is consistent with Brett (2019), Zhang et al (2021), Bharadwaj et al (2013), Ghanbari & Beheshti Rad (2015), Kane et al (2019), Howard & Holmes (2020), Niazazari (2020), Siadat & Mokhtaripour (2009), Almasi, Fatemi Far & Nemati (2018) and Rostami & Hafizi (2015). But unfortunately, no study was found that directly and simultaneously deals with the relationship between these three variables. In explaining this finding among the principals of primary schools in Kermanshah province, it can be said that digital leaders influence intelligent decision-making by convincing their followers through common views, welcoming individuals' ideas and opinions, predicting events and in other words, through inspiring and innovative roles. They work collaboratively with others by paying attention to the role of compatibility—whereby the digital leader frequently communicates with his/her followers and encourages them to be part of a team. They have the ability to network resources and influence the category of team reception. Also, leaders through decisive and quick decision-making, prioritizing activities that are in the scope of his adaptive role and paying attention to his/her role of dreaming (indicates that the leader has a vision and imagination of the future to make

intelligent decisions) to make intelligent decisions. they deal with team reception through the involvement of followers in these issues.

The results indicate that there is a relationship between digital leadership and principals' team reception through the mediating role of intellectual ethics. This finding is consistent with Guthrie & Meriwether (2018), Webster & Whelen (2019), Ghanbari & Beheshti Rad (2015), Kane et al (2019), Howard & Holmes (2020) and Niazazari (2020). It means that digital leaders treat teachers fairly by respecting the teacher participation in organizational decisions and seek to balance organizational and personal needs. They share information honestly through ethical integrity for smart school decisions.

The results showed that there is a relationship between intellectual ethics and principals' intellectual decision-making through the mediating role of team reception. This finding is consistent with Young (2019), Almasi, Fatemi Far & Nemati (2018), Howard and Holmes (2020) and Rostami & Hafzi (2015). This means that among the principals of elementary schools in Kermanshah province, honesty in sharing information, having ethical behaviors, thinking ethically, creating a balance between organizational and personal needs, and involving teachers in organizational decisions have an effect on the amount of intelligent decision making. This effect is intensified through the ability to communicate with individuals, feeling responsible for subordinates, creating a balance between one's own goals and

others, strengthening individual identity toward a work group, which is a characteristic of team reception.

The results showed that there is a relationship between technology acceptability and intelligent decision making through the mediating role of intellectual ethics. This finding is consistent with Roossien et al (2021), Soleimani et al (2017), Saraf, Langdon & Gosain (2007), Bharadwaj et al (2013). Therefore, principals of primary schools in Kermanshah province through creating systems used in school for open and flexible activities, the necessary ability to transfer technological changes in the education process, having up-to-date knowledge about the use and maintenance of a technology, technical ability and management processes of a technology with Considering the principle of respect in decision-making, observing justice in decision-making, teachers' participation in decision-making and supporting teachers' participation in organizational activities can increase the amount of intelligent decision-making. Compliance with these characteristics in schools, which originates from intellectual ethics and ethics flexibility, has an effect on the extent of intelligent decision-making.

The results showed that there is a relationship between flexibility of technology and principals' intelligent decision making through the mediating role of team reception. This finding is consistent with Chege, Wang & Suntu (2020), Piraish & Moghadam Zarandi (2015), Ahlquist (2014),

Pourmohammad Shahini (2016) and Zoghلامي (2020). Therefore, by observing categories among the principals of primary schools in Kermanshah province such as the ability to design technology to adapt to changes, supporting flexible technology in school, increasing the internal capacity to change technology, acquiring individual identity in group work, making decisions based on consultation with teachers, participation and cooperation in work in terms of Social and psychological issues, forming joint work groups to solve problems, feeling responsible for work groups, the ability to communicate and motivate to use a technology, the necessary ability to transfer technology changes in the education process can increase the extent of intelligent decision making.

The results showed that there is a relationship between the flexibility of technology and principals' team reception through the mediating role of intellectual ethics. This finding is consistent with the studies of Roossien et al (2021), Saraf, Langdon & Gosain (2007), Young (2019) and Almasi, Fatemi Far & Nemati (2018). Therefore, that school principals the level of accuracy of diagnosis, skill of diagnosis, understanding of decision, guarantee of decision making, follow-up of decision-making can be achieved through paying attention to recognizing the rights and capacity of individuals to make decisions, special support for teachers in making decisions, observing justice in the participation of all teachers in school decisions, compliance with intellectual ethics, confidentiality in the

confidentiality of teachers' concerns, and honest sharing of information with teachers. In other words, educational leaders can increase intellectual decision-making and its criteria by paying attention to intellectual ethics and team reception.

The results showed that there is a relationship between digital leadership and principals' intellectual decision-making through the mediating roles of intellectual ethics and team reception. This result is consistent with Brett (2019), Zhang et al (2021), Bharadwaj et al (2013), Guthrie & Meriwether (2018), Webster & Whelen (2019), Ghanbari & Beheshti Rad (2015), Kane et al (2019), Howard & Holmes (2020) and Niazazari (2020). In explaining this finding according to the statistical population of the research, it can be said that the digital leader affects the degree of team reception of the organization through his/her social influence. The leader influences the attitudes, feelings, thinking and behavior of groups and organizations through the mediation of information technology to create change. Digital leadership has ethical thinking for ethical concerns and is responsive to these concerns. Mihardjo et al (2019) state that the digital leader has reflective leadership, deep understanding to interpret and synthesize information to make decisions. Kirkland (2014) also believes that a leader with up-to-date and multiple skills and competencies has the ability to respond to ethical concerns arising from digital transformation.

Based on these studies, it can be said that the digital leader has an influence on intelligent decision-making, and this influence is also possible through intellectual ethics and team reception.

The results showed that there is a relationship between the flexibility of technology with principals' intelligent decision making through the mediating roles of intellectual ethics and team reception. This finding is consistent with Brett (2019), Zhang et al (2021), Kane et al (2019), Howard & Holmes (2020) and Niazazari (2020), Chege, Wang & Suntu (2020), Piraish & Moghadam Zarandi (2015), Ahlquist (2014), Pourmohammad Shahini (2016), Zoghiami (2020), Roossien et al (2021), Saraf, Langdon & Gosain (2007), Young (2019) and Almasi, Fatemi Far & Nemati (2018). The results showed that the flexibility of technology leads to transformation through changes in the work process of the organization. The flexibility of technology provides accuracy and responsiveness in decision-making through the structural and process dimension and improves decision-making based on knowledge. Therefore, flexibility in technology among the principals of primary schools in Kermanshah province leads to making the best decision for the team. In intellectual decision-making, team members understand common values and participate in decision-making through responsibility and ethical commitment. In their study, Doghri, Saddoud & Fourati (2021), as well as,

Kwon (2019) stated that in order to make intelligent decisions, having skills in group process, conflict resolution, commitment, responsibility towards the group, and team participation in the group process are necessary. The study of these researchers refers to the indirect relationship between decision-making, intellectual ethics and team reception. Niazazari (2020) also showed that leaders' attention to team reception in the organization leads to loyalty, innovation and flexibility. Sommerville (2021) states that technology flexibility is one of the duties of organizational leaders who must support these changes, so that organizational members accept this change collaboratively.

The results showed that the model of digital leadership and flexibility of technology with intelligent decision-making through the mediation roles of intellectual ethics and team reception of managers has valid. This means that the empirical findings obtained from the theoretical model - indicating the direct effect of digital leadership on intelligent decision-making, team reception and intellectual ethics, as well as, the direct role of technology flexibility on intelligent decision-making, team reception and intellectual ethics, and the role of intellectual ethics and team reception on ethical decision-making can be confirmed. Therefore, educational leaders among the principals of primary schools in Kermanshah province must be at the forefront of technological flexibility. They must design the IT management

practices used to support integrated innovative activities for rapid change. They should provide information technology systems for schools that are compatible with open and flexible innovative activities. They should support innovative collaborative relationships with other schools and support flexible and innovative activities to change and create new programs. In terms of intellectual and behavioral ethics, educational leaders should provide a suitable climate for employees and the organization, and through this intellectual ethics, promote respect for human rights, support and dignity. Educational leaders should respect the organization's intellectual capital through intellectual ethics and increase the level of secrecy in the organization to create a trust climate and ethics security prevails. The ability to make intelligent decisions in leaders leads to the economic estimation of the decision in a way that increases time management and accurate valuation. Also, in the shadow of such a skill, leaders find a high understanding of decision through which they can convince their colleagues, think positively and use each other's creativity in educational environments. Decision assurance helps leaders consider possibilities, list the pros and cons of decisions, and make rational decisions. They can review the results and feedback of the decision through decision follow-up and understand the level of responsibility and continuity in decision making.

According to the findings of the research, the following suggestions are presented:

-Establishing conditions for empowering teachers in order to design a technology to adapt to the changes in the education process that can increase team reception in them.

-Managers support the flexible technology structure and consider the necessary capabilities for the technical and managerial processes of a technology to adapt to changes.

-Increasing the internal capacity building for technology change in the school will improve the amount of intelligent decision making. Therefore, it is suggested to act with the integration of technology through the classification or coordination of data.

-Educational leaders are suggested to use technologies and their changes to strengthen administration processes and do their management work based on maintaining and expanding technology.

-Scientific meetings, knowledge based courses, critical forums, collaborative efforts for school decisions should be held to make intelligent decisions ,as well as, to institutionalize the spirit of team reception.

-It is suggested to the educational leaders to set goals with their followers before making decisions and specify the goals precisely in order to spread team reception in addition to reaching intelligent decisions.

-principals are suggested to consider judgment and practical ideas for school decisions.

-All decision-making criteria should be identified based on the relevant logical shares in the decision-making process considering the viewpoints of teachers as a team, and their ideas and opinions should be welcomed.

-It is recommended that leaders keep their promises by avoiding hiding and respecting secrecy and ethics integrity in order to increase the trust level of followers. Also, they should be careful about intellectual ethics standards in their behavior and actions.

-In school decisions, all aspects and resources should be defined by the principal and teachers as a team to define the problems and issues.

-Educational leaders should always consider the changing and uncertain environment in making decisions so that they can adapt to these changes.

-Administrators should recognize the capacity and rights of all people to make decisions in school affairs through respecting the principle of respect.

-In their decisions, educational administrators should pay attention to their effects on the followers and the social system of the school, which have the possibility of ethics damage.

-Consider the participation of teachers and school staff in decisions in a fair manner.

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