Faculty Members' Perspectives on Organisational Identity: Digital Leadership of Universities of Nineveh Governorate

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Abstract

Study purpose. This study aimed to identify and determine the level of DL implementation by heads of physical education and sports science departments and the extent to which DL contributes to organisational identity in universities in Nineveh, Iraq. A descriptive survey method was used and the study involved faculty members in colleges and departments.

Materials and Methods. Data were obtained from 92 participating members. A structured questionnaire related to organisational identity was used, consisting of five dimensions (strength of identity, normative identity, utilitarian identity, mental image, and pride). Data were analysed for participants' responses in the form of percentages, arithmetic averages, and statistical data using SPSS version 21.

Results. The results showed that the high level of DL application was for innovation and knowledge, at 83% and 73.7%, respectively. There was a positive and statistically significant relationship between DL application and organisational identity, respectively, and 82.5% for pride and 77% for normative identity, the most important dimension of organisational identity. There was a positive and statistically significant relationship between DL and its dimensions (innovation, persuasion, knowledge) and organisational identity of higher education (p<0.05).

Conclusions. The study concludes the adoption of DL and organisational identity by department and college leaders as a result of high adoption of innovation and knowledge, in addition to normative identity, pride, and scientific method in dealing with lecturers. It was found that there is a significant relationship between DL and its organisational identity dimensions.

Keywords: Digital Leadership, Organizational Identity, Faculty Members, Physical Education, Sports Sciences.

Introduction

Digital transformation (DT), or what is called digitization, is one of the important aspirations of various organizations. In the era of work technology, the world today is going through a DT (Latifah et al., 2022; Khurniawan & Irmawaty, 2024). Digital leadership (DL) has become a common topic in member leadership and management, represented by the skills of using technology, innovation, and digital strategy to ensure success (Zhu et al., 2022). It is considered essential to develop and improve the various capabilities necessary to lead institutions such as educational institutions (Jameson et al., 2022). DL is defined as the style that is concerned with implementing DT, mobilizing resources, leadership processes, and structural leadership, and its role lies in building awareness and persuading community members to access new information and communications technology and resources that can help achieve their goals (Bounfour, 2016; Khurniawan & Irmawaty, 2024). There are dimensions on which DL depends: (1) Innovation, which is defined as the novelty, utility, and benefit that it brings to work within the organization (Perry-Smith, 2006); (2) Persuasion, which is the ability of leaders to motivate, guide, and inspire others (Panda, 2014); (3) Knowledge, which is a collection of data described in a way that allows meaning to be given to the message and the way the information is organized results from the user's intention (Ferrary & Pesqueux, 2011). Therefore, the success indicators of organizations depend on the degree to which they apply DL and how they adopt it to formulate future policies and strategies. When talking about digital leadership, it is necessary to refer to the digital leader, who is represented by the department heads in the college and departments of physical education and sports sciences in the universities of Nineveh Governorate, as they represent the scientific and applied interface for the physical education major. Therefore, the researchers were keen to know the degree of DL application by department heads, they must have a general understanding of information technology and knowledge of ways to apply it administratively in determining the tasks of teaching staff in their specializations, exchanging information, making decisions, and the basics of research and development so that the department and college have their own organizational identity and distinguish it from other departments and colleges.

Furthermore, the organizational identity of colleges and departments of physical education is represented by the scientific and applied interface of the department and college and the extent of its activities that are based on change for the better, development, and creativity. This may be achieved through department heads and their possession of sophisticated and advanced skills in management applications such as DL (Zhu et al., 2022; Jameson et al., 2022; Salaudin et al., 2023). Moreover, organizational identity is defined as everything central, permanent, and distinct in the nature of the organization, and is manifested in the shared beliefs of its members who possess the same behavioral characteristics and standards (Flierman, 2009; Dumay et al., 2017). Organizational identity includes five dimensions: (1) Strength of identity, which is defined as achieving the inclinations and desires of members, the speed of meeting the requirements and needs of management, and the extent of the spread of values and principles that help the development, continuity, and rapid response to change in the organization's external environment (Burke, 2022); (2) Normative identity is defined as what society generally sees as what an organization member is supposed to be or become (Yarrison, 2013); (3) Utilitarian identity, which is determining what is good and what is bad for a particular member and that the final criterion lies only in his desires and preferences based on determining preferences and motives according to their effects that dictate the actions he will choose (Brown, 2017); (4) Mental image of the department, which consists of evaluating and comparing what members believe is distinctive, central, and permanent about the institution

and what those around the institution believe (Dutton,1994); (5) Pride, where members feel proud within the organization when they are allowed to express their ideas in light of their participation in decision-making, are given credit when they achieve an accomplishment and are rewarded for their efforts (Cole, 2006). From here, the importance of the study emerged in an attempt to shed light on the degree to which department heads in the college and departments of physical education and sports sciences apply DL and what it can contribute to determining the organizational identity of the college and departments, as well as enriching the sports management library with new research variables and topics.

Previous studies reported that DL has a positive impact on communication between leaders in educational institutions and all members of this institution, in addition to leaders who apply DL can adapt to the speed of technology development and the changes that occur in organizational behavior (Zhong, 2016; Khurniawan & Irmawaty, 2024). Furthermore, the results of the study conducted by (Walumbwa et al., 2011). showed that there is a relationship between the ethical leadership style and employee performance, also concluded that this relationship is entirely mediated by the relationship between the leader and identification with the organizational identity (Walumbwa et al., 2011).

What is observed today is that colleges and departments of physical education and sports sciences have many diverse sporting events and activities, but they may lack an explanation of their nature and organizational identity to distinguish their activities from others. This may be evident through the department heads, who are considered the real face of the departments and college, and the nature of their leadership, and their reliance on advanced fundamentals of leadership, such as DL. It is noted that many of them are reluctant to adopt this type of leadership, which has today become the true face of the leadership level of department heads, which may determine the organizational identity of the department and college. Hence, researchers sought to determine the degrees of DL application by heads of physical education departments, the level of organizational identity for departments and colleges, and the extent to which DL contributes to organizational identity. Therefore, the study aimed to identify the degree to which heads of college departments and departments of physical education and sports sciences in the universities of Nineveh Governorate applied DL and the level of organizational identity and its dimensions from the viewpoint of faculty members, in addition to determining the relationship between the application of DL and its dimensions in organizational identity.

Materials and methods
Study Participants

The population and sample for this research were selected using a purposeful census survey method. The research included (221) faculty members in the college and departments of physical education and sports sciences, including (143) from the college and (78) from the department. The researchers obtained (92) questionnaires capable of statistical analysis, including (43) from faculty members in the college and (49) in the departments, and the response rate constituted (41.6%) of the research community.

Study Organization
Research Design

In the current research, a descriptive survey method was used to verify and address its objectives, where information and data were collected from faculty members in the college and departments of Physical Education and Sports Sciences. Data were obtained from 92 participating members from universities in Nineveh Governorate in Iraq, and who were randomly selected. The tool used was the questionnaire from January 15 to February 10, 2024.

Study variables

Propositional variable

The propositional variable, which reflects the degree of DL application and its dimensions (innovation, persuasion, knowledge), and organization can be recognized as independent and dependent variables respectively.

Research tool

The objectives of the current work are achieved using the DL questionnaire prepared by (Al-Taie & Al-Hardawi, 2019) and the organizational identity questionnaire prepared where the DL questionnaire consisted of (15) items distributed equally along three dimensions (innovation, persuasion, knowledge), with (5) paragraphs for each dimension. The reality challenges questionnaire consisted of (33) items distributed on five dimensions (strength of identity, normative identity, utilitarian identity, mental image of the department, and pride), with (6, 6, 6, 8, 7) respectively. The questionnaire items were answered according to five alternatives (very strongly agree, strongly agree, moderately agree, strongly disagree, very strongly disagree). Minor modifications were made to tailor it for faculty members in the college and departments of physical education and sports sciences at Nineveh Governorate universities, followed by verification of its validity and stability, as the following:

Apparent validity

This procedure is an appropriate way to ensure the validity of the questionnaire, as the questionnaire is presented to several experts to ensure its apparent validity, therefore, the researchers presented two questionnaires to sports management experts for evaluation. Each expert was asked to provide his observations on the validity of the items in the questionnaires within the designated field. They were also asked to express their views about the clarity of the items and their suitability to the sample, as well as the validity of the alternatives. None of the paragraphs in the questionnaires were removed and others were modified according to the agreement of the expert's opinions.

Keep the paragraphs with a significance level (χ^2) less than (0.05) in favor of accepting the repeating (valid), and delete the paragraphs with a significance level (χ^2) less than (0.05) in favor of repeating the response (not valid) and with a significance level greater than (0.05). It was found that the values of the ($\chi2$) for the questionnaire paragraphs ranged between (5.44 - 9), with significance level values ranging from (0.02 - 0.000), all of which are less than the accepted significance level (0.05). This means that all questionnaire paragraphs should be kept. This resulted in the final formulation of the questionnaires, which will be adopted by the researchers to complete their research procedures.

Stability of the two questionnaires

The alpha coefficient method was used to obtain the stability of the two questionnaires, as the value of the alpha stability coefficient for DL was (0.929), while it was for organizational identity (0.953). Thus, the stability coefficients are good.

Description of the two questionnaires in their final form

The DL questionnaire consists of (15) items distributed over three dimensions (innovation, persuasion, knowledge) with (5) items for each dimension, and the organizational identity questionnaire consists of (33) items distributed over five dimensions (strength of identity, normative identity, utilitarian identity, the mental image of the department, pride), with (6,6,6,8,7) respectively. Five alternatives were also placed in front of each item of the two questionnaires (very strongly agree, strongly agree, moderately agree, strongly disagree, and

very strongly disagree). The researchers conducted a systematic random mixing of these items, as shown in Table 1;

Table 1. Sequence of items on the dimensions of the DL and organizational identity questionnaires.

Questionnaire	Dimensions	Items No.	Sequence of items in the questionnaire
Digital leaders-hip	Innovation	5	5 4 3 2 1
	Persuasion	5	10 9 8 7 6
	Knowledge	5	15 14 13 12 11
Organizational identity	Strength of identity	6	6 5 4 3 2 1
	Normative identity	6	12 11 10 9 8 7
	Utilitarian identity	6	18 17 16 15 14 13
	Mental image of the department	8	25 24 23 22 21 20 19 26
	Pride	7	33 32 31 30 29 28 27

Source: authors' calculation.

Thus, the two questionnaires in their final form are ready to be applied to the samples of the current study. The response levels for the dimension were divided based on similar studies in this field, as shown in Table 2:

Table 2. Division of the answer scores/levels for the dimension

No.	Category	Scores/levels
1	80% and more	Very high
2	70% to less than 80%	high
3	60% to less than 70%	medium
4	50% to less than 60%	low
5	less than 50%	very low

Source: authors' calculation.

Statistical Analysis

Data were analyzed for participants' responses including percentage (%), arithmetic averages (AMA), alpha coefficient, standard deviation (SD), chi-squared (χ2), and simple regression coefficient using SPSS program version 21.

Results

Demographic variables

The demographic variables of the sample are academic achievement, academic title, and length of service, as shown in Table 3. Table 3 shows the demographic variables of the research sample. The results showed that more than half of the participants (59.8%) had a master's degree. Regarding the academic titles of the participants, the majority of participants were teacher and assistant teacher, at 31.5% and 38% respectively, and 46.7% of the participants had a length of service between 5-10 years, followed by 39% of them had a length of service less than 5 years.

Table 3. Distribution of the sample study according to demographic variables.

Variables	Categorization	Frequency (n)	Percentage (%)
Academic achievement	Ph. D.	37	40%
	Master	55	.598%
Academic Title	Professor	13	14%
	Assistant Professor	15	16%
	Teacher	29	31.5%
	Assistant teacher	35	38%
Length of service	Less than (5) years	36	39%
	From (5) – (10) years	43	46.7%
	10 years and more	13	14%

The degree of application of DL and its dimensions by heads of colleges and departments from the viewpoint of faculty members

It is clear from Table 4 that the AMA of the dimensions of DL (innovation, persuasion, knowledge) for department heads of the colleges and departments of physical education and sports sciences in the universities of Nineveh Governorate reached (20.771, 17.967, 18.434), with an SD (2.859, 4.157, 4.109) and (83%, 71.9%, 73.7%) percentages, with very high degrees for innovation and high for persuasion and knowledge. the overall AMA was (57.173) and SD (9.872), with a (76%) percentage, and the score in general was high.

Table 4. AMA, SD, and degree of digital leadership dimensions

Digital leadership	AMA	SD	Percentage (%)	level
Innovation	20.771	2.859	83%	very high
Persuasion	17.967	4.157	.719%	high
Knowledge	18.434	4.109	73.7%	high
Overall	57.173	9.872	76%	high

Table 1 displayed that the AMA for the items of the DL dimensions ranged between (4.271 - 3.5), with a standard deviation ranging from (1.171 - 0.735), with percentages ranging from (85 - 70%), and the level of the items ranged between very high and high.

Table 5. AMA, SD, and level of the items on the digital leadership dimensions

Dimensions	Items	AMA	SD	Percentage (%)	Level
Innovation	1	4.271	0.878	85	very high
	2	4.097	0.799	81.9	very high
	3	4.141	0.735	82.8	very high
	4	4.13	0.814	82.6	very high
	5	4.13	0.744	82.6	very high
Persuasion	1	3.739	0.981	.748	high
	2	3.521	1.01	70	high
	3	3.597	1.006	71.9	high
	4	3.521	1.133	70	high
	5	3.586	0.962	71.7	high

	1	3.684	0.74	.737	high
	2	3.652	1.171	73	high
knowledge	3	3.5	1.032	70	high
	4	3.956	0.81	79	high
	5	3.641	0.978	72.8	high

Regarding the results of organizational identity, the dimensions of organizational identity which are pride, normative identity, and strength of identity obtained percentages of 82.5%, 77%, and 76%, respectively, which are high percentages, followed by the mental image of the department and utilitarian identity, which obtained percentages of 72.7% and 72%, respectively, as shown in Table 6. In general, the level of organizational identity of colleges and departments of physical education and sports sciences was high.

Table 6. AMA, SD, and level of organizational identity dimensions

Organizational identity	AMA	SD	Percentage (%)	Level
Strength of identity	22.85	4.218	76	high
Normative identity	23.108	3.835	77	high
Utilitarian identity	21.804	4.35	.727	high
Mental image of the department	28.891	6.839	72	high
Pride	28.858	4.075	.825	very high
Overall	125.521	20.091	76	high

Table 7 clear that the AMA for the items of the organizational identity dimensions ranged between (4.521 - 3.358), with an SD ranging from (1.199 - 0.637), and with percentages that ranged between (90% - 67%), and the level of the items ranged from very high to medium.

Table 7. AMA, SD, and levels of the items of the organizational identity dimensions

Dimensions	Items	AMA	SD	Percentage (%)	Level
	1	3.913	0.99	78	high
	2	3.826	0.884	76.5	high
Strength of identity	3	3.978	0.798	.796	high
	4	4.141	0.896	82.8	very high
	5	3.51	1.104	70	high
	6	3.489	0.977	.698	medium
	1	4.315	0.863	86	very high
	2	4.108	0.733	82	very high
Normative identity	3	3.597	0.914	71.9	high
	4	3.76	0.843	75	high
	5	3.402	1.079	68	medium
	6	3.923	0.879	.785	high
	1	3.815	1.026	76	high
	2	3.413	1.178	68	medium
	3	3.358	1.227	67	medium
Utilitarian identity	4	3.804	0.928	76	high
	5	3.554	1.072	71	high
	6	3.858	0.806	77	high

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Mental image of the department	1	3.684	1.088	.737	high
	2	3.913	0.86	78	high
	3	3.489	1.1432	.698	medium
	4	3.467	1.093	69	medium
	5	3.51	1.199	70	high
	6	3.586	0.915	71.7	high
	7	3.576	1.018	71.5	high
	8	3.663	1.008	73	high
Pride	1	4	0.838	80	very high
	2	3.967	0.965	79	high
	3	3.804	0.952	76	high
	4	4.119	0.875	82	very high
	5	4.141	0.884	82.8	very high
	6	4.521	0.637	90	very high
	7	4.304	0.752	86	very high

It is clear from Table 8 that there is a positive, significant relationship between DL and its dimensions (innovation, persuasion, knowledge) and the organizational identity of the colleges and departments of physical education and sports sciences in the universities of Nineveh Governorate, and that organizational identity is affected by DL and its dimensions for the college and departments of physical education and sports sciences. The correlation coefficient R for the College and Departments of Physical Education and Sports Sciences reached (0.551) at the significance level (0.05). As for the coefficient of determination R, it was (0.304) meaning that the value of (0.304) of the change in the organizational identity of the college and departments of physical education and sports sciences resulted from the change in DL and its dimensions. The value of B was (0.586) for innovation (1.862) for persuasion and (1.179) for knowledge; which means that an increase of one degree in DL leads to an increase in organizational identity with a value of (0.586) for innovation (1.862) for persuasion and (1.179) for knowledge. The significance of this effect is confirmed by the calculated F value, which reached (12.797), which is significant at the level of (0.05).

Table 8. Correlation analysis of digital leadership dimensions to organizational identity

Sample	Dependent variable	Correlation coefficient R	Coefficient of determination R^2	calculated F	DF	Simple linear regression B		Sig
Faculty members	Organizational identity	0.551	0.304	12.797	3	Innovation	0.586	0.000
					88	Persuasion	1.862	
					91	Knowledge	1.179	

Discussion

According to the results related to demographic variables Table (3) displays the variation in the percentages for the sample study variables. Hence, the master's degree according to the academic achievement variable got the highest percentage, for the assistant teacher according to the academic title variable, all years from (5-10) years according to the length of service variable got the highest value. This result is consistent with the results of a study conducted in Turkey, where the majority of participants were assistant teachers and their

length of service was between 4–6 years (Khurniawan & Irmawaty, 2024). As for the academic achievement variable, the researchers attribute that the master's degree is a first step to academic achievement and can determine DL and organizational identity, as for the assistant teacher, since it is the minimum academic title for teaching, he can observe the behavior of the department head. As for the variable length of service to work in the college or department, the period ranges from 5-10 years, which enables the teacher to obtain appropriate experience to enable him to determine the department head's performance methods. From here, the normal distribution of the study sample and its representation of the community becomes clear.

In addition, a discussion of the results is presented here according to the research objectives, as follows:

The first objective: To identify the degree to which the department heads of the colleges and departments of physical education and sports sciences in the universities of Nineveh Governorate applied DL and its dimensions from the viewpoint of faculty members. The results showed that the participating faculty leaders had a high level of knowledge and persuasion related to DL (Table 4). This result is consistent with the results of a study conducted in Tikrit, Iraq, where they demonstrated that knowledge and persuasion are among the factors that make DL a significant impact on achieving institutional excellence, especially in universities (Khalil et al., 2022). The researchers believe that the high degree of DL is due to the adoption of high knowledge by department heads, change for the better in administrative work, and the scientific method in dealing with teaching staff. The very high degree of innovation is due to the department's endeavor to contribute to achieving quality in the department's work and to create new job opportunities to work in the department. As for the high degree of persuasion, the department targets modern ideas as a basis for constructive dialogue and its conviction of these ideas to achieve the principles and goals. The high degree of knowledge is due to the department's pursuit of self-development of the approved technologies and linking them to its acquisition of knowledge and acquisition of new skills. In addition, the results in Table 5 showed that the items related to innovation, persuasion, and knowledge were generally high. The researchers attribute the high scores in the application of innovation to department heads, according to its items, to the necessity of maintaining competition, staying within this framework, creating programs and work mechanisms in the department, contributing to development, and achieving quality. Studies have reported that digital leaders responsible for managing educational institutions can maintain organizational goals by practicing DL that focuses on knowledge-based leadership styles that implement a set of innovations, in addition to digital leadership can enable leaders to make several changes in innovations Which depends on technology (Khurniawan & Irmawaty,2024; Khalil et al., 2022; ALfares & Banikhaled, 2022). The high scores of applications of persuasion items by the department heads are far from exerting pressure in dialogues, solving problems, accepting the ideas of others from the teachers, and showing the results of the dialogue understandably and clearly to the teachers with the conviction of the idea to be published and applied. As for the high score in the knowledge items, department heads rely on experiments and scientific research as a basis for acquiring more knowledge, as well as the experiences and expertise of others to absorb information and facts about the nature of work and new skills for advancement and progress.

The second objective: To identify the level of organizational identity of the colleges and departments of physical education and sports sciences in the universities of Nineveh Governorate, with its dimensions, from the viewpoint of faculty members. researchers believe that the high level of organizational identity reflects what the College and Departments of Physical Education and Sports Sciences seek to demonstrate their uniqueness and distinction from other sports institutions and to unify the goals of their teachers, regardless of their specializations. The high level of identity strength reflects the philosophy, vision, mission, and

history of the college and departments, and the extent of its strength in directing teachers toward the better and their interaction. The high level of normative identity expresses the values that the college and departments follow and make decisions that are consistent with their values and principles. The high level of utilitarian identity is evident through the efforts of the college and departments to do everything possible to achieve their benefit, whether for themselves or their teachers. The high level of the mental image of the college and the department is crystallized through the real image that the college and department reflect, putting it on the line in front of society, to show the relationship between the reality of the college and the department and what others think in the surrounding environment. The level of pride is very high, and it reflects the college and department's keenness to retain distinguished teaching staff so that they feel proud of their affiliation with the college and department. On the other hand, there is a study conducted in Iraq, the results of which were not consistent with the results of our study, as they found through the participants' responses that pride, which is one of the dimensions of organizational identity, but does not affect DL because its level was low. This indicates that the participating leaders do not have a clear perception of the major role that DL plays in making employees feel proud (Awad & Saeed, 2023).

Regarding the results of Table 7, the researchers believe that the very high and high level in the items of the strength of identity is represented in the areas in which further progress can be achieved and the preservation of the rights of teachers and generate a sense of pride and distinguish the department from others. At the intermediate level (the department takes my concerns and problems seriously), there is a need for more attention to the problems that obstruct teachers' tasks. The high level in the items of the normative identity shows the extent to which the values and principles of the organization are adopted in dealing with teachers internally and with the surrounding environment and adopting decisions that support the quality of work and the experience and culture of teachers supporting those values. The intermediate level in (the department supports new identity ideas for teachers) shows that the new ideas in the college and departments do not live up to the attention and appreciation they aspire to. The high level in the utilitarian identity items is crystallized in dealing seriously with the problems of teachers in the department, for the teacher to be conviction about the utilitarian scientific, professional, and cultural returns from the college and the department, and transcends considering financial returns as a criterion for success. The intermediate level (The department often rewards me for the efforts I make) and (The department always involves me in making important decisions) is an indicator of reconsidering the incentives, thanks, and important decisions for teachers. The high level in the mental image items of the department, the college, and the department undertake programs and activities that increase the skills of teachers and that serve the department and the local community to achieve quality and excellence with activities and work requirements. As for the intermediate level (the department provides ways to practice types of creative thinking) and (the department has the skill in setting development plans and the ability to achievability), the college and the department do not meet what is required in terms of the reasons for creative thinking, as well as in terms of development plans and the ability to implement tasks. The very high level of pride items is a positive indicator that the college and the department provide achievements that are beneficial to society, which makes the teachers feel proud of the department's achievements and makes the department the ideal place for them to perform their tasks and their future aspirations.

The third objective: To identify the relationship and percentage of contribution of DL application and its dimensions to the organizational identity of the colleges and departments of physical education and sports sciences in the universities of Nineveh Governorate from the viewpoint of faculty members.

Regarding the results of Table 8, the researchers attribute the impact and moral relationship to the fact that department heads realize the scientific and applied importance of

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digital leadership, through which the department's activities highlight what can distinguish it from other departments and demonstrate its organizational identity by its interest in teaching staff and consolidating their specializations and the characteristics they possess in serving the department. The head of the department, with his ability to innovate and present everything that is modern to the department and to sports activities, contributes to achieving the department's organizational identity, and his adoption of methods characterized by flexibility, interaction with teachers and events, and acceptance of others in order to convince them of his ideas and the ideas he possesses shows the appropriate organizational identity for the department, in addition, the head of the Department's knowledge and specialized and administrative capabilities make things right and adopt the policies of the department to be distinguished in its activities.

Conclusions

This research concluded that the scores related to the application of DL by the heads of departments of colleges and departments of physical education and sports sciences in the universities of Nineveh Governorate in its dimensions (innovation, persuasion, and knowledge) were very high. The results also showed that the levels of organizational identity in these colleges and departments in its dimensions (strength of identity, normative identity, utilitarian identity, mental image of the department, pride) were very high. Finally, the results obtained indicated that there is a relationship and percentage of contribution significant between DL and its dimensions in the organizational identity of colleges and departments of physical education and sports sciences in the universities of Nineveh Governorate; 1) Enhancing the application of DL in all administrative practices for heads of physical education departments. 2) Paying attention to the electronic and digital knowledge of department heads, paying attention to continuous modernization and innovation, and working to explain its importance to teachers. 3) Enhancing attention to the organizational identity of the College and Departments of Physical Education and Sports Sciences through the DL practices of the presidents.

Acknowledgment

Conflict of interest
The authors have no conflicts of interest.

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Faculty Members' Perspectives on Organisational Identity: Digital Leadership of Universities of Nineveh Governorate