



جامعة الموصل
كلية الإدارة والاقتصاد

قدرات القيادة الرقمية وتأثيرها في تعزيز النضج الرقمي: اختبار الدور الوسيط للوعي بالأمن السيبراني والدور المعدل للتمكين النفسي

أطروحة دكتوراه فلسفة
في نظم المعلومات الادارية

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المُستخلص

سعت الدراسة إلى بناء إطار فكري تطبيقي متكامل يوضح طبيعة العلاقات التفاعلية بين قدرات القيادة الرقمية والنضج الرقمي في البيئة الجامعية، من خلال تحليل تأثير القدرات القيادية الرقمية بأبعادها (العقلية، السلوكية، الثقافية، والتكنولوجية) في تعزيز أبعاد النضج الرقمي المتمثلة بـ(المستفيد، التكنولوجيا، الاستراتيجية، والثقافة). ويرتكز هذا الإطار على توظيف الوعي بالأمن السيبراني بوصفه متغيراً وسيطاً يسهم في تفسير آليات انتقال الأثر بين المتغيرات، عبر أبعاده (الاستراتيجية، الثقافة، السلوك، والإدراك)، بما يعزز من فاعلية التحول الرقمي واستدامته.

كما يدمج الإطار المقترح الدور المعدّل للتمكين النفسي، بأبعاده (المعنى، الكفاءة، الاستقلالية، والتأثير)، في إعادة تشكيل قوة واتجاه العلاقات بين القيادة الرقمية والنضج الرقمي. وبذلك، لا تقتصر الدراسة على اختبار علاقات سببية تقليدية، بل تتجاوز ذلك نحو تقديم نموذج تطبيقي شامل يربط بين الأبعاد القيادية والتقنية والسلوكية، ويوفر أساساً علمياً يمكن الاستناد إليه في تطوير الممارسات القيادية وتعزيز جاهزية الجامعات لتعزيز النضج الرقمي وانطلاقاً من ذلك، هدفت الدراسة إلى بلورة إطار مفاهيمي واضح لمتغيراتها الأربعة، وتحليل طبيعة العلاقات السببية فيما بينها، فضلاً عن بناء نموذج فرضي متكامل واختباره ميدانياً، بهدف تشخيص واقع الميدان المبحوث، والتوصّل إلى استنتاجات وتوصيات عملية قابلة للتطبيق.

وقد تم اختيار ستة جامعات (الموصل، التقنية الشمالية، نينوى، الحدياء، النور، القبس) ميداناً للدراسة؛ كونها تمثل بيئة تعليمية غنية يمكن من خلالها اختبار المتغيرات، إذ ضمت العينة (380) من القيادات الأكاديمية وبمستويات إدارية متعددة بدءاً من رئاسة الجامعة وانتهاءً برؤساء الأقسام العلمية والإدارية ومسؤولي الشعب اعتمد الباحث المنهج الوصفي التحليلي في هذه الدراسة لملاءمته طبيعة البحث، وقدرته على تحقيق أهدافه في اختبار العلاقات المفترضة بين المتغيرات، كما جرى اعتماد الاستبانة أداة رئيسة لجمع البيانات، وقياس متغيرات الدراسة.

وقد أظهرت نتائج التحليل الوصفي، والاختبارات الإحصائية وجود علاقات تأثير ذات دلالة معنوية بين المتغيرات، مع بروز تأثير مباشر لقدرات القيادة الرقمي في تعزيز النضج الرقمي، فضلاً عن إثبات التأثير الوسيط للوعي بالأمن السيبراني في العلاقة بين القدرات للقيادة الرقمية والنضج الرقمي في الجامعات المبحوثة. علاوة على الدور المعدّل للتمكين النفسي الذي يساهم في تعديل علاقة التأثير بين القدرات للقيادة الرقمية والنضج الرقمي لذا تقترح الدراسة حث القادة على إدارة فرق العمل ودمج القيم الثقافية مع الاستراتيجيات.

الكلمات المفتاحية: قدرات القيادة الرقمية، النضج الرقمي، الوعي بالأمن السيبراني، التمكين النفسي.

Abstract

The study sought to build an integrated theoretical and applied framework that clarifies the nature of the interactive relationships between digital leadership capabilities and digital maturity in the university environment, through analyzing the impact of digital leadership capabilities, with their dimensions—mental, behavioral, cultural, and technological—on enhancing the dimensions of digital maturity represented by the beneficiary, technology, strategy, and culture. This framework is based on employing cybersecurity awareness as a mediating variable that contributes to explaining the mechanisms through which the effect is transferred between the variables, through its dimensions—strategy, culture, behavior, and perception—in a way that enhances the effectiveness and sustainability of digital transformation.

Moreover, the proposed framework integrates the moderating role of psychological empowerment, with its dimensions—meaning, competence, autonomy, and impact—in reshaping the strength and direction of the relationships between digital leadership and digital maturity. Thus, the study is not limited to testing traditional causal relationships; rather, it goes beyond that toward presenting a comprehensive applied model that links leadership, technical, and behavioral dimensions, and provides a scientific basis that can be relied upon in developing leadership practices and enhancing universities' readiness to strengthen digital maturity.

Accordingly, the study aimed to formulate a clear conceptual framework for its four variables, analyze the nature of the causal relationships among them, as well as build and empirically test an integrated hypothetical model, with the aim of diagnosing the reality of the field under investigation and reaching practical conclusions and recommendations that are applicable.

Six universities—Mosul, Northern Technical, Nineveh, Al-Hadba, Alnoor, and Al-Qabas—were selected as the field of the study, as they represent a rich educational environment through which the variables can be tested. The sample consisted of 380 academic leaders at multiple administrative levels, starting from the university presidency and extending to heads of scientific and administrative departments and division officials. The researcher adopted the descriptive analytical method in this study due to its suitability to the nature of the research and its ability to achieve its objectives in testing the hypothesized relationships among the variables. The questionnaire was also adopted as the main tool for collecting data and measuring the study variables.

The results of the descriptive analysis and statistical tests showed the existence of statistically significant effect relationships among the variables, with a direct effect of digital leadership capabilities emerging in enhancing digital maturity. In addition, the mediating effect of cybersecurity awareness in the relationship between digital leadership capabilities and digital maturity in the universities under study was confirmed. Furthermore, the moderating role of psychological empowerment was demonstrated, as it contributes to modifying the effect relationship between digital leadership capabilities and digital maturity. Therefore, the study proposes urging leaders to manage work teams and integrate cultural values with strategies.

Keywords: Digital leadership capabilities; digital maturity; cybersecurity awareness; psychological empowerment.

Digital Leadership Capabilities And Their Impact On Promoting Digital Maturity: Testing The Mediating Role Of Cybersecurity Awareness And The Moderating Role Of Psychological Empowerment

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GRAPHICAL ABSTRACT

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