

Employ Successful Intelligence to Raise the Internal Auditor's Ability to Assess Risks: Evidence from Iraq

Abdulrasool Abdulabbas Sahib¹

College of Administration and Economics, University of Kerbala, Iraq.

E-mail: abid.alrasool@uokerbala.edu.iq

<https://orcid.org/0000-0002-7198-3337>

Prof. Dr Asaad Mohammed Ali Wahhab²

College of Administration and Economics, University of Kerbala, Iraq.

E-mail: asaad.m@uokerbala.edu.iq

<https://orcid.org/0000-0002-5796-047>

ABSTRACT

The primary objective of the study is to assess the use of analytical intelligence, creative intelligence, and practical intelligence by internal auditors to improve their ability to assess risks and allocate work based on their unique capabilities and skills in accordance with the dimensions of successful intelligence represented by analytical intelligence, creative intelligence, and practical intelligence, and to assess the impact of these dimensions. As a result of the research's conclusion that successful intelligence has an apparent effect in terms of a positive relationship between it and the ability of internal auditors to assess risks, the research variables include the correlation between practical intelligence and the quality of work performed by internal audit departments. For the auditor and professional competence, the rate was (0.513), indicating the possibility of using the dimensions of the implicit theory to enhance the internal auditor's competence.

Keywords: Implicit Theory, Successful Intelligence, Internal Auditor, Assess Risks

(JEL) Classification :M48,M53, D81, D91.

1. Introduction

The importance of the research is the need for internal auditors with high capabilities and distinguished performance, which led to the use of the elements and components of the implicit theory of intelligence, which are: analytical intelligence, creative intelligence and intelligence by employing these components to make them able to advance the reality of internal audit in identifying, evaluating, mitigating and predicting risks At the level of the establishment and at the level of the work of the internal audit department and in line with the international internal audit environment, due to the poor performance of these departments, whether in the public sector or private sector companies in Iraq over the past twenty years, as the internal audit activity is not immune from the risks that surround the establishment He needs to take the necessary steps to ensure that he manages his own risks as well as the risks related to the organization as a whole, including the assessment of serious risks, controls, and residual risks, which include the control self-assessment of the internal audit department as well as the risk assessment of the enterprise, there are risks related to individuals , such as lack of employment and lack of skills, all of these risks may affect the implementation of the audit plan in a timely manner, which is the first aspect of risks related to personnel. On the other side, it is the danger facing the internal audit staff or appearing during the performance of their jobs and the risks related to the facility. On the other hand, it deals with internal auditing and risks. Employing these components will contribute to raising the capacity of the internal auditor and the internal audit departments of the research sample to advance their work, especially in the risk assessment process.

2. BACKGROUND

Al-Masry and Al-Fayez (2016) conducted a study on the effect of a mathematics training program based on the theory of successful intelligence on the development of problem-solving skills in kindergarten students with superior intelligence. The Pride scale for gifted detection for this stage and the program designed to achieve the objective of the study were applied to a sample of (28) students randomly divided into two control and experimental groups, with each group containing (14) male and female students. The problem-solving skill scale was then applied to the two groups, and it reached statistical significance.

According to Md-All & Azid (2016), the study dealt with the development of successful intelligence skills through a program based on this theory for the study sample students, as the low level of thinking skills of linguistically gifted students, as well as the poor care of linguistically gifted students, which negatively impacts their excellence as linguists; Due to the loss of the appropriate environment for the superior, and the appropriate curriculum. The t-test

and eta-square are utilized to determine the efficacy of the proposed program. The findings of this study indicate that enrichment activities can improve the linguistic, logical-mathematical, visual, and motor intelligence of MRSM students, and problem-based enrichment activities can motivate students to apply their analytical, practical, and creative thinking skills. According to the evidence, the levels of critical thinking skills of the students in the treatment group increased in comparison to the control group. Creating problem-based enrichment activities is an effective means of fostering the application of critical thinking skills. Al-Afoun & Glow (2018) examined the development of a training program for biology teachers based on the theory of successful intelligence and its impact on their knowledge economy competencies.

The biology teachers in the experimental group who participated in the training program performed better in their knowledge economy competencies than the biology teachers in the control group who did not participate in the training program, according to a study by Md-Ali & Azid and (2020) that dealt with the development of successful intelligence skills through the program. The theory of the study sample students is that the linguistically gifted students' poor care and low level of cognitive ability have a negative effect on their linguistic superiority. Due to the loss of the appropriate environment for the superior and the appropriate curriculum and teacher, the research materials and tools included a list of successful thinking skills suitable for outstanding students, a teacher's guide formulated in light of the theory of successful intelligence, and student worksheets, as well as a statistical analysis of the results of the pre and post applications to test successful thinking. The findings of this study indicate that enrichment activities can improve the linguistic, logical-mathematical, visual, and motor intelligence of MRSM students, and problem-based enrichment activities can motivate students to apply their analytical, practical, and creative thinking skills. According to the evidence, the levels of critical thinking skills of the students in the treatment group increased in comparison to the control group. The development of problem-solving-based enrichment activities is a suitable method for fostering the application of cognitive abilities.

The majority of the reviewed studies, some of which are addressed in this study, have focused on the types or components of the implicit theory of successful intelligence for students and the educational application of these dimensions. Utilizing these components of the implicit theory of successful intelligence will assist internal auditors in enhancing their abilities and mitigating risks. Concerning studies on internal auditing and risks, Al-Badran and Taleb (2019) examined the role of internal auditing in identifying and evaluating the operational risks of information technology in a sample of Iraqi companies in the Basra governorate by means of internal auditing procedures plans and reports of the qualifications and skills possessed by the internal auditor. The researchers used a questionnaire to collect data from a sample of 130 internal auditors and members of senior management from six Iraqi companies in four industries. Internal audit has a role in identifying and assessing the operational risks of information technology in Iraqi businesses, according to the research, which utilized the data of companies listed on the Shanghai and Shenzhen A-share stock exchanges in China from

2010 to 2019 as a research sample, was positively correlated with the level of institutional risk, as the study demonstrated the factors influencing the level of institutional risk. Consequently, these studies are similar to the current one in terms of internal auditing and assessing risks associated with economic units, including audit risks.

In contrast, the current study is distinguished by its link between the implicit theory of successful intelligence and The internal auditors' skills. The researchers were unable to find any Arab or international study on this aspect of successful intelligence that could be used to enhance the capabilities of internal auditors, thereby improving the efficiency and effectiveness of internal auditing in economic units. It is hoped that this study will contribute to identifying solutions that will enhance the performance of internal auditors in assessing risks in various industries.

2. Literature Review

2.1 Genesis of the implicit theory of Successful Intelligence

The implicit theory of successful intelligence was developed in 1997 by American psychologist Robert Sternberg, a professor in the Department of Human Development at Cornell University, an American private university in Ithaca, New York. According to the study conducted by Elderdir et al. and based on previous work by Robert Sternberg, such as the implicit theory of human intelligence that he presented in 1985, the implicit theory of human intelligence was developed. Taking into account the surrounding cultural and social context, an intelligent person achieves goals with high efficiency and effectiveness by being aware of his strengths and weaknesses and then capitalizing on the strengths and correcting or compensating for the weaknesses; the strengths and weaknesses are categorized according to the implicit theory of intelligence. Innovative, practical, analytic, and wise are the most successful of four types of skills (Magdy, 2018). Robert Sternberg presented a new triple vision of human intelligence that provides a more comprehensive explanation of mental talent than traditional intelligence theories and goes beyond what intelligence or achievement tests measure for the individual. Ibrahim (2005), And successful intelligence refers to the application of analytical capabilities to enhance the ability to innovate, comprehend, correct judgment, and provide purposeful guidance of behaviour; therefore, it is the capacity to respond appropriately to novel situations, work to solve emerging problems and concentrate on achieving goals. Moller (2003) defines it as the total ability of the individual to work purposefully, with logical thought, and to successfully interact with the environment through the ability to learn or the ability to collect, and thus a set of unique or independent abilities through which the set goals can be efficiently attained. It is a mental activity in which the factors of difficulty, complexity, abstraction, speed, and adaptation are valid, according to Cookson (2004). To achieve the objective and social value, it is necessary to be innovative and efficient with time and effort, as well as to be able

to persevere under conditions that require mental energy, concentration and resistance to emotional factors. Strength and addressing weaknesses, which is also the individual's ability to self-reflect and understand his feelings, his strengths and weaknesses, and to set his goals and work to achieve them; therefore, successful intelligence generates the ability to achieve success in practical life. Al-Khatib (2018).

2.2 The relationship between successful intelligence theory and multiple intelligences

Gardner's theory of multiple intelligences is based on the notion that there are various types of intelligence, including linguistic, mathematical, logical, spatial, musical, physical, motor, natural, personal, social, and existential intelligence. The theory of successful intelligence differs from the theory of multiple intelligences in certain respects. In contrast, Sternberg's theory is compatible with the theory of multiple intelligences. Gardner's intelligence-operating domains are compatible with the competing theories, despite their differences. The theory of multiple intelligences, in contrast, defines additional domains. Sternberg believes that to survive in this world; one must possess analytical, creative, and practical thinking skills.

In contrast, only a few individuals require cognitive or musical intelligence to survive. Sternberg & Grigorenko (2003) and the theory of multiple intelligences are, from the perspective of a researcher, one of the closest theories to the theory of successful intelligence, as they represent the modern trend in intelligence and rely on multiple dimensions of the concept of intelligence, regardless of the number of these components. Early in the 1980s of the 20th century, Gardner initiated the development of his theory. George believes there are seven distinct forms of intelligence. The works of George (2003) and Gardner (Frames of Mind) refute the notion that intelligence is a single, selectable ability. Gardner and Robert Sternberg (1983) developed STAT, a measurement of a person's abilities that assigns a separate score to each ability. As he added the concept of wisdom to the theory, only a small number of people received high scores for the three abilities combined. Its purpose is to care for the well-being of others, to provide sound advice to others, and to honor the memory of Al-Daoudi (2018). Since all abilities and talents are essential for society, there is a need for individuals with analytical abilities, just as there is a need for individuals with practical or creative abilities. Except when selecting individuals to perform work and tasks, one ability cannot be privileged over another. In this case, we select the ability, talent, or skill that corresponds to the nature of the work or task assigned to Abadi (2021).

2.3 Components of Successful Intelligence

Successfully intelligent people can make the most of their strengths and work on their weaknesses by using their analytical, creative, and practical skills to do a wide range of tasks.

It also symbolizes the capacity to achieve success in life. The theories of Abadi (2021) and Robert Sternberg required the integration of intelligence and creativity. Which are considered determining factors in the achievement of an individual's life objectives? According to Yu and Chang (2016), successful intelligence requires three skills: Analytical talent refers to the ability to divide and disassemble a problem, comprehend its components, deduce relationships, recognize similarities and differences, and generate concepts and ideas. From the topic, and this ability can be measured using conventional intelligence tests Abbadi, (2021), whereas creative talent refers to the ability of individuals who have the skill of intuition or struggle successfully in unfamiliar situations, and they are not distinguished in intelligence tests other than the fact that they see things differently. And they exhibit remarkable accomplishments. According to Qais (2010), practical talent refers to the application of an individual's analytic and creative abilities, as the practically gifted is the one who determines what they must do to succeed in their work and then implements it. Bolander et al. (2017) It is possible to benefit from the elements of the implicit theory of successful intelligence in the accounting field by employing these elements and focusing on the practical and innovative aspects, especially in employing one of the products of intelligence, which is artificial intelligence, and increasing the efficiency of accounting operations in ways that aid in making the best decisions, as benefiting from the types of intelligence aids in enhancing the capacity to make the best decisions. To create an exhaustive financial plan -Soni et al. (2019)

From what we've talked about so far, it's clear that some personality traits make it easier for people to be creative than others. Intelligence, the way you think, and personality traits include being able to deal with uncertainty, being determined to get past problems, being self-motivated, and wanting to work hard. Creativity also manifests in diverse and multiple manifestations. The innovator does not necessarily possess the same amount of all three characteristics, as they interact with one another in various ways to demonstrate creative performance.

2.4 The Significance of effective intelligence theory for Auditors

The effects of intelligence began to manifest in auditing and accounting, and the four largest auditing firms simultaneously began investing in intelligence technology. The KPMG office collaborated with IBM to develop smart auditing tools, and the KPMG-Calare platform was created. The office seeks to develop a program for using intelligence to analyze non-traditional data, such as data published in the media and on the Internet. Pesapane et al (2018) The audit standards stipulated that risk-based auditing must be implemented. From this perspective, the auditor must determine the extent to which the audit plan must include specific intelligence testing tasks. To control intelligence projects and ensure their proper application, auditors must be informed of their inception, while maintaining their independence when submitting observations and recommendations. Eletter et al (2010) The implicit theory of successful intelligence mitigates the risks associated with the audit's reliance on data accuracy, reliability, and completeness. Cookson (2004). This theory facilitates obtaining fully accurate and

comprehensive responses. The greater the quantity of high-quality data processed, the more precise the decision-making process, allowing management to place greater reliance on intelligence outputs. Amer and Mahmoud (2017) contend that the implicit theory of successful intelligence is applicable to deep learning, machine learning, image recognition, natural language processing, and computing. Perceptual amplification, intelligence amplification, increased perception, and enhanced intelligence of the machine are required for effective communication and convincing the relevant parties of the report's validity and accuracy. Travesty (2012). The implicit theory also assists the auditor in acquiring the capacity to learn and achieve new outcomes, i.e., the capacity to shorten the data processing cycle and reduce errors. Eletter and colleagues (2010), Al-Masry, and Fayez (2016)

2.5 The risks surrounding the internal audit Profession.

According to GWILLIAM, internal auditing has not been well developed in the Saudi corporate sector, as internal auditing departments lack sufficient resources, qualified personnel, independence restrictions, and a focus on compliance auditing. Rather than a performance audit According to Al-Twaijry, et al., (2003), in order to comprehend the existence of the internal audit function and its scope, we must comprehend its origins, impact, and historical contexts. Executive Vice President and Chief Financial Officer, Pitney Bowes, Inc. The internal auditors were rock stars, according to CFO Magazine. He referred to the post-Enron reforms, in which an internal audit was granted more responsibilities and authority. At the same time, some voices suggested that the internal auditors of the 21st century should be prepared to audit nearly everything: operations (including control systems), performance, information and information systems, legal compliance, financial statements, fraud, environmental reporting and performance, and quality. The crucial question is: what assumptions and models would qualify internal audit to audit everything? What assumptions are made regarding the existence and scope of internal audit? Researchers and professionals were required to answer these questions and others. Swinkels (2012).

In addition, there must be greater agreement among researchers regarding the factors that influence internal auditing and how to measure it, as well as the optimal framework for determining the effectiveness of internal auditing. It can be used as a strategy for constructing a theoretical framework for the efficacy of internal auditing. In addition, the effectiveness of the internal audit is directly influenced by the characteristics of the internal auditors and the performance of the internal audit department, as well as the support of the company members for this activity and the enhancement of its efficiency to meet the professional requirements Endaya & Hanefeh, (2013).

Auditors who struggle with internal audits are more likely to discover convincing answers to a fundamental question: what is the added value of internal audit in a particular organizational context? This question excites internal auditors and the profession of internal auditing. This

question challenges the contributions of internal auditing on a micro level and the legitimacy and significance of internal auditing as a profession on a macro level.

Moreover, this question is highly pertinent to the primary stakeholders of internal audit, namely, the audit committee and senior management Eulerich & Lenz, (2020). At the same time, Gary discovers that some claim there is no theory to guide academic research and practice of internal audit. The economic theory of transaction costs is a variation on the agency theory. Transaction cost economics provides a conceptual framework for internal auditing that explains the theory transaction cost economics provides for internal auditing, tests the theory with an experiment that includes the value of internal audit results for senior executives in government institutions, and discusses this theory to arrive at the conceptual framework. Based on the findings of Spraakman (1997) and Al Shbail et al., education, experience, and training had a direct, positive, and significant impact on the effectiveness of internal auditing, while job satisfaction played only a partial role, as supported by the theory of social exchange. He believes that the implications on practice and academia should be studied, with study contributions serving as guidelines for bank managers and academic research. On this basis, he urged executive directors and managers of banks to increase the experience and satisfaction of internal audit staff in order to increase the effectiveness of internal audits. Al Shbail et al (2022).

2.6 Types of Internal Audit Risk.

There are numerous types of internal audit risks. Some researchers categorize these threats as inherent, control, and discovery threats. These audit risk types are explained as follows:

First: Inherent Risks It refers to the propensity for a particular balance, account, or group of transactions to be fundamentally incorrect when combined with incorrect transactions in other account balances or groups, assuming there are no relevant internal controls. To estimate the inherent risks, the auditor must use his professional skills to evaluate numerous factors, the most important of which are the integrity of management, its experience and knowledge, and the nature of its work, such as the possibility that products or services are of outdated technology, the complexity of the capital structure, and the likelihood that financial statements will be returnable Odeh (2011). Numerous other variables affect the inherent risks. According to the source, they are the seasonality of the activity, the size of the establishment and the size of its activity, the nature of the economic unit's operations, the nature of possible errors, the industry to which the customer belongs, the financial position of the unit, the operational pressures it is exposed to and the organizational pressures, and the turnover rate of management and the board of directors Al-Masdar (2013).

Second: Manage Risk These risks represent the occurrence of material errors in the accounts without the ability to prevent or detect them promptly through the accounting system and internal control systems, i.e., they indicate the inability of the internal control system to prevent,

detect, or correct errors, or to discover them after a period of their occurrence. Shortly after the automatic application of the system, the auditor should understand the internal control system in the organization and begin evaluating the control risks. The greater the internal control system's strength, effectiveness, and reliability, the lower the value the auditor assigns to the control risks. Conversely, if the auditor assigns a high value to control risks, he will rely on something other than internal system control to reduce audit risks. Al-Khatib (2012).

Third, the risk of detection These risks are viewed as the possibility that the auditor's essential audit procedures will fail to detect incorrect information in the balance of an account or a group of transactions, which could be material on its own or when combined with other incorrect information in the account balances. According to Christensen et al. (2019), it also refers to data errors that the auditor cannot detect or significant errors that were not corrected during regular internal audit operations or when performing detailed procedures. It is present in the account balance or a larger group of operations (2015).

3. Methodology

3.1 Applied study methodology and Tools.

This study addresses the problem and its solutions in the following manner: objective testing of hypotheses, achievement of goals, presentation and identification of goals, significance, the alleged solution to the problem, and its application method.

3.1.1 The Importance of Studying

Due to the poor performance and lack of practical experience of the internal audit in Iraqi economic units, which had a negative impact on the performance of those departments entrusted with the task of internal audit in particular and on the performance of those units in general, they were unable to complete the tasks assigned to them in all production and service activities. Therefore, the importance of research is highlighted by the need for cadres with high capabilities and distinct types of auditors, which led to the use of the elements and components of the tacit theory of successful intelligence in detecting and selecting auditors in a manner that suits their mental and practical capabilities by employing those components to make them capable of advancing the reality of internal audit in determining its effectiveness. Evaluating, mitigating, and anticipating risks at the level of the economic unit and at the level of the internal audit department's work in accordance with the international internal audit environment by utilizing and referencing international internal auditing standards.

3.1.2 The Study's Objective.

The study aims to advance the reality of internal auditing by employing the components of the implicit theory of successful intelligence, allocating work and assignments to auditors based on their abilities compatible with one of the dimensions or components of this theory, as well as enhancing the work of the internal auditor, enhancing his abilities, and incorporating his reports on risk assessment, which overcomes the challenges. It assists the internal audit department and senior management in confronting, mitigating, and overcoming these risks, monitoring and predicting future risks, and reducing the incidence of fraud and embezzlement in Iraqi economic and public sector units.

3. 1. 3. The Study Problem.

The weak capabilities of internal auditors in Iraqi economic units and public sector units are the source of the study's issue, and based on this issue, the study poses the following questions:

Adopting and employing the implicit theory of successful intelligence, does it make it easier for field auditors to evaluate risks?

Are the components of the tacit theory of successful intelligence relevant to the auditor's capacity to assess risks?

3.1.4. Study Hypotheses

To achieve the study's objectives and find answers to the study's questions, this investigation was predicated on the following hypotheses:

First, there is a strong connection between the three components of the implicit theory of successful intelligence and the internal auditor's capacity to assess global internal risks.

The second hypothesis states, "The implicit theory of successful intelligence influences the internal auditor's ability to assess risks"

4. Results

The Pearson correlation coefficient was used to determine internal consistency by ensuring that each section of the study and its questions were consistent with one another.

The variable's internal consistency in the implicit theory of intelligence, the values of the correlations between the questions that comprise the variable of the implicit theory of successful intelligence are presented in Table 1.

Table 1: The values of the correlations between the questions that make up the variable of the implicit theory of successful intelligence.

dimensions	Correlation value	Q
Analytical intelligence	**0.395	1
	**0.579	2
	**0.712	3
	**0.654	4
	**0.533	5
	**0.459	6
	**0.612	7
	**0.614	8
	**0.610	9
	**0.567	10
	**0.609	11
	**0.700	12
Creative intelligence	**0.585	13
	**0.605	14
	0.090	15
	**0.570	16
Practical intelligence	**0.450	17
	**0.530	18
	**0.327	19
	**0.345	20

	**0.412	21
	**0.416	22

Table demonstrates the internal consistency of the variable in the implicit theory of intelligence (2). The correlation coefficients between the questions comprising the variable represent the auditor's ability to assess risk.

Table 2: The values of the correlations between the questions that make up the variable of the auditor's ability to assess risks

dimensions	Correlation value	Q
Professionalism	**0.608	1
	**0.584	2
	**0.715	3
	**0.656	4
	**0.690	5
	**0.750	6
	**0.456	7
	**0.403	8
continuous education	**0.420	9
	**0.690	10
	**0.616	11
	**0.670	12
Applying international internal auditing standards	**0.647	13
	**0.524	14
	**0.465	15
	**0.642	16

	**0.591	17
	**0.777	18
	**0.549	19
	0.099	20
	*0.242	21
	**0.688	22
	**0.454	23
	**0.442	24
	**0.327	25
	**0.692	26

Due to the application of international auditing standards, all questions achieved positive and statistically significant correlation coefficients between 1 and 5 percent, with the exception of question 20. It will be excluded from future analyses because its relationship to the dimension was insignificant.

Table 3: Alpha Cronbach's Values

No.	Variable	Alpha Cronbach's Values
1	Analytical intelligence	0.70
2	Creative intelligence	0.72
3	Practical intelligence	0.60
The implicit theory of successful intelligence		0.76
1	Professionalism	0.75
2	continuous education	0.60

3	Applying international internal auditing standards	0.80
The auditor's ability to assess risks		0.81

It is evident from the table above that all of Cronbach's alpha values fall within the statistically acceptable range, providing assurance regarding the stability of the scale.

4.1 . Test the normal distribution of the data.

The normality test was used based on the idea that the subject data were spread out in a normal way. If normal methods are used on data that doesn't follow a normal distribution, then the test results can't be trusted Field (2009).

Even though statisticians said that researchers don't need to worry about the normal distribution of data if they use a large sample relative to the study population Field (2009), we were worried about the accuracy of the research results, so we ran the Kolmogorov-Smirnov test, which is one of the most rigorous tests for the normal distribution of data, on the data from the questionnaire. The results of the normal distribution test for the study variables are shown in Table 4.

Table 4: Examine the normality of the research variables' data distribution.

No.	Dimensions	Kolmogorov-Smirnov	Significance level
1	The implicit theory of intelligence	0.074	0.173
2	The auditor's ability to assess risks	0.081	0.061

The significance level of the Kolmogorov-Smirnov values is displayed in Table 4 above. As the value of the test's significance level was greater than 5%, which is the acceptable level, it can be concluded that the data have a normal distribution, which makes them eligible for the parametric test.

4.2 Test the Study Hypotheses.

The correlation between the dimensions of the theory of successful intelligence and the dependent sub-variable (professional competence) was found to be 0.596, which is a positive and statistically significant value at the 1% level. This indicates that the more dimensions of the implicit theory of successful intelligence an auditor possesses, the more it contributes to

the enhancement of his professional abilities. The value of the correlation relationship between the implicit theory of intelligence and the dependent sub-variable (continuing education) was 0.308, which is a positive value with a significance level of 1%, indicating that the elements of the implicit theory of intelligence can contribute to the enhancement of the internal auditor's capabilities through continuing education, thereby enhancing his skills. The correlation value between the implicit theory of intelligence and the dependent sub-variable (application of international auditing standards) was 0.200, which is a positive and statistically significant value at the 5% level. The researcher concludes that the adoption of the dimensions of the implicit theory of successful intelligence by the internal auditor can improve the auditor's application of internal auditing standards.

In general, the value of the correlation between the implicit theory of intelligence and the internal auditor's ability to assess risks was 0.521, which is a positive value with significance at the 1% level, indicating that the internal auditor's possession of the elements of the implicit theory of intelligence can significantly contribute to his ability to assess risks. And as shown in the table 5.

The researcher can conclude from the first four points that the first hypothesis must be accepted.

Table 5: First hypothesis test

variants	Profession- alism	continuous education	Applying international auditing standards	The ability of the internal auditor to assess risks
Dimensions of successful intelligence	0.596	0.308	0.200	0.521
N	220	220	220	220
Sig.	0.000	0.001	0.036	0.000

4.3 Test the Effect Hypothesis.

Table 14: The results of the regression equation coefficients for the model

variable	The ability of the internal auditor to assess risks		T-value	F value	R2 value.
	B	α			
Successful intelligence theory	0.48	2.02	**6.34	**40.23	0.27

If internal auditors are more interested in improving their intelligence levels by one unit, the theory of successful intelligence has a 0.48-point positive effect on their ability to assess risks. This effect is significant at the 1% level because the calculated value of (t) is 6.34, which is a significant effect at 1% level. In addition, the value of F, which measures the significance level of the estimated regression model, was 40.23, which is significant at the 1% level. The value of the determination coefficient R2, which measures the explanatory ability of the regression model, was 0.27, which indicates that the theory of successful intelligence explains 27% of the changes in the internal auditor's ability to assess risks. Additionally, the remaining percentage is attributable to factors not included in the model. From the preceding, it can be deduced that the second hypothesis is accepted, i.e., that the implicit theory of intelligence influences the internal auditor's ability to estimate risks and that the estimated regression equation will take the following form: The internal auditor's capacity to estimate risks equals (2.02 plus 0.48) the implicit theory of intelligence.

5. Conclusion.

The theory of successful intelligence focuses on capabilities, attributes, and skills that can be utilized to capitalize on strengths and correct weaknesses, as well as adapt to different environments, in order to achieve goals efficiently and effectively through its components (analytical intelligence, creative intelligence, and practical intelligence) and to develop the advantages of the theory of successful intelligence represented by skills. Internal auditors have access to the necessary skills, training, and qualifications, including the ability to work and creativity in the field of artificial intelligence, which qualifies them to become change agents in the modern accounting business environment in a manner that is suitable for that environment. In addition, strategies that foster types of intelligence (analytical, creative, and practical) can contribute to a rise in academic achievement. The ability of internal auditors to analyze, evaluate, and interpret the events, problems, and risks encountered by the economic unit as a result of taking courses focusing on these strategies leads to a higher level of

intelligence, which is the knowledge that qualifies them to carry out the tasks assigned to them thoroughly, efficiently, and effectively. The discovery of the skills of the internal auditor in accordance with the components of the theory of successful intelligence enables the internal auditor to conduct the audit process to the greatest extent possible in order to achieve the audit's objectives and to produce a report of the required quality and in a manner that enables users to make decisions quickly. In accordance with international internal audit standards, the tasks of internal audit include evaluating controls, evaluating advice, evaluating risks, analyzing operations, confirming information, and auditing compliance, which improves the quality of auditing and increases confidence in the financial statements, which significantly contributes to the value addition of the economic unit. Regarding the assessment of audit risks, the various components of this theory assist the internal auditor in attaining the required level of expertise by reducing risks to levels that do not compromise the credibility of the financial statements. The enjoyment of internal auditors with analytical intelligence skills, which enables them to conduct analysis and evaluation of the performance of the economic unit in which they work as well as the risks facing that unit, as well as their lack of awareness of the importance of academic achievement to improve their performance, must be taken into account. The results indicated a high rate of creative intelligence among the research sample's auditors, as evidenced by their ability to develop novel and in-depth lines of thought. It has been observed that auditors rely on their past experiences when making future decisions. The study demonstrated that auditors have a high level of professional competence, as this is reflected in their commitment to the ethics and behavior of the profession and their adherence to the instructions and regulations. However, the study revealed a deficiency in the academic credentials of auditors, which must be addressed by departments, economic and government units, and various sectors. The results also demonstrated the internal auditors', the study sample's, awareness of the significance of continuous education to enhance their skills, as evidenced by their eagerness to participate in training and development courses. The study also found a positive and significant correlation between creative intelligence and all theoretical dimensions of successful intelligence, which can be used to improve the internal auditor's ability to assess risks.

References

- [1] Al-Masry, E., Al-Fayez, M. Q. (2016), the research entitled The Impact of a Training Program in Mathematics Based on the Theory of Successful Intelligence in Developing the Problem-solving Skill of Gifted Kindergarten Students, research published in Al-Manara Magazine, Vol. 22, No. 2. <https://search.emarefa.net/detail/BIM-794634>
- [2] Al-Affoun, N. Hen Yoni, Gallo, Jaafar Khammat, (2018). "Building a training program according to the theory of successful intelligence for biology teachers and its impact on

their knowledge economy competencies and high-ranking thinking for their students.”
Intelligence Research Journal, Vol. 65, No.25. <https://doi.org/10.36302/jir.v0i25.62>

- [3] Al-Daoudi, Farah Mazen Saleh (2018). “Attentive control and its relationship to the three-dimensional intelligence of university students,” a master’s thesis in educational psychology, College of Education - Ibn Al-Haytham, University of Baghdad.

<https://iqdr.iq/search?view=b7297cb394a102>

- [4] Al-Khatib, Bilal Emad (2018). “The level of self-regulated education and its relationship to successful intelligence among gifted students in Jordan,” Journal of the Faculty of Education, Al-Azhar University, Volume 1, Issue 79. Pp. 427-453
DOI: [10.21608/jsrep.2018.23902](https://doi.org/10.21608/jsrep.2018.23902)

- [5] Al-Masdar, Murshid Eid (2013). “The Impact of the Risks of the Auditing Profession on the Quality of Auditing (A Field Study on Auditing Firms in the Gaza Strip),” Master’s Thesis, Faculty of Commerce, Islamic University).<https://search.emarefa.net/detail/BIM-835337>

- [6] Al-Twajjry, Abdulrahman A.M, Brierley, John A and Gwilliam, David R (2003), “THE DEVELOPMENT OF INTERNAL AUDIT IN SAUDI ARABIA: AN INSTITUTIONAL THEORY PERSPECTIVE”, Critical Perspectives on Accounting, Vol. 14, No.5, pp. 507–531.
[https://doi.org/10.1016/S1045-2354\(02\)00158-2](https://doi.org/10.1016/S1045-2354(02)00158-2)

- [7] Amer, Ibtisam Mahmoud, Mahmoud, and Hanan Hussein, (2017). “Successful intelligence and its relationship to academic self-efficacy and academic motivation among a sample of university students,” Educational and psychological studies: Journal of the College of Education in Zagazig vol. 32, no. 94, pg. 199, -<https://search.emarefa.net/detail/BIM-848148>

- [8] Azid, Nurulwahida and Ruzlan Md-Ali,(2020), “The effect of the successful intelligence interactive module on University Utara Malaysia students” analytical, creative and practical thinking skills. South African Journal of Education, Vol.(40), No.(3), pp.(1-11) .

<http://dx.doi.org/10.15700/saje.v40n3a1743>

- [9] Bolander, Pernilla , Werr, Andreas , Asplund, Kajsa, (2017), "The practice of talent management: a framework and typology", Quantification in HRM and the example of Talent Management, vol. 46, No.8, pp.1523-1551. <https://doi.org/10.1108/PR-02-2016-0037>

- [10] Christensen, B.E.; Thomas, C.; Omer, M.K.; Shelley, P.; Wong, A. (2019), Affiliated former partners on the audit committee: Influence on the auditor-client relationship and audit quality. Audit. A J. Pract. Theory, Vol.38, No.3, pp. 95–119
<https://doi.org/10.2308/ajpt-52288>

- [11] Cookson, W., (2004), Thinking about Thinking, Teaching” vol. 29 No. 2.
- Ebadi, A. (2021). “The concept of successful intelligence and its applications in educational institutions.” <https://jawak.com>.
- [12] Eletter, S. F., Yaseen, S. G., & Elrefae, G. A. (2010). “Neuro-based artificial intelligence model for loan decisions”, American Journal of Economics and Business Administration, Vol.2, 1, Pp.27-34. <http://dx.doi.org/10.1108/096852293/0026502>
- [13] Endaya, Khaled Ali, Hanefah, Mustafa Mohd, (2013), “ Internal Audit Effectiveness: An Approach Proposition to Develop the Theoretical Framework” Research Journal of Finance and Accounting, Vol.4, No.10, pp. 92-102. <http://www.iiste.org/>
- Eulerich, M., & Lenz, R. (2020), “Defining, Measuring, and Communicating- the Value of Internal Audit”. Internal Audit Foundation, pp. 1-53. <http://dx.doi.org/10.15700/saje.v40n3a1743>
- [14] Ibrahim, O. (2005). “A Triple View of Mental Giftedness: Theory and Practice,” Journal of Contemporary Arab Psychology, Vol. 1, No.4.
- [15] Magdy, A. (2018). "Scientific Theories - Sternberg's Successful Intelligence Theory", your library website: <https://www.maktabtk.com/blog/post/155>.
- [16] Odeh, Aladdin Salih Mahmoud (2011). “The Impact of the Audit Approach Based on Business Risks on the Quality of External Audit,” Master Thesis, College of Business, Middle East University. https://acjalexu.journals.ekb.eg/article_35661.html#:~:text=10.21608/ACJ.2018.35661
- [17] Pesapane, F., Codari, M., & Sardanelli, F. (2018), “Artificial intelligence in medical imaging: Threat or opportunity?” Radiologists again at the forefront of innovation in medicine. European Radiology Experimental, vol, 2, No. 1. <https://doi.org/10.1186/s41747-018-0061-6>
- [18] Qais, F. (2010). “The ability to think innovatively and its relationship to skillful performance in team games - a field study in the state of Ouargla”, Master’s thesis in physical education and sports sciences, University of Algiers, Institute of Physical Education and Sports Sciences, Sidi Abdallah. <http://hdl.handle.net/1635/11112>
- [19] Soni, N., Sharma, E. K., Singh, N., & Kapoor, A. (2019). Impact of Artificial Intelligence on Businesses: From Research, Innovation, Market Deployment to Future Shifts in Business Models. *ArXiv*. /abs/1905.02092
- [20] Spraakman, G. (1997). Transaction cost economics: a theory for internal audit? *Managerial Auditing Journal*, Vol. 12, No. 7, pp. 323-330.:<https://doi.org/10.1108/02686909710180670>.

- Sternberg, R., & Grigorenko, E., (2003). "Teaching for successful intelligence: Principles, [21] procedures, and practices", *Journal for the Education of the Gifted*, Vol.27, No.2, pp. 207–228. <https://doi.org/10.1108/02686909710180670>.
- [22] Swinkels, W.H.A., (2012), "Exploration of a theory of internal audit: a study on the theoretical foundations of internal audit in relation to the nature and the control systems of Dutch public listed firms". Thesis, externally prepared, Universiteit van Amsterdam]. Eburon <http://hdl.handle.net/11245/2.112500>.
- [23] Talib, H. A. Hashem & Badran, M. I. (2019). "The role of internal auditing in identifying and evaluating operational risks of information technology in a sample of Iraqi companies in Basra Governorate," *Journal of the College of Administration and Economics, University of Basra*, Volume 14, Issue 55, p. s. 76–97, <https://search.emarefa.net/detail/BIM-940080>
- [24] Travesty , A. (2012), "Internal Control and Risk management – structures and processes corporate Governance final report , Aalto University school of Economics, vol. 4, No. 5.
- [25] Yu JH, Chae SJ, Chang KH.(2016) The relationship among self-efficacy, perfectionism and academic burnout in medical school students. *Korean J Med Educ*. 2016 Mar;28(1):49-55. Epub 2016 Jan 27. PMID: 26838568; PMCID: PMC4926940. <http://dx.doi.org/10.3946/kjme.2016.9>