The role of intellectual capital in developing organizational ambidexterity in administrating sports activity in the public authority for applied education and training in the State of Kuwait

*Dr / Jamal Mustafa Ahmad ALzuhair

Abstract:

The research aims to recognize the role of intellectual capital in developing organizational ambidexterity in administering sports activity in the public authority for applied education and training in the State of Kuwait. The researcher has utilized the descriptive method using survey studies. The research was applied to a random sample of staff members and administrative cadres from the faculties of the Public Authority for Applied Education and Training in the State of Kuwait, numbering (120) individuals from the faculties of (Basic Education, Business Studies, Health Sciences, Technological Studies, and Nursing). The researcher designed a questionnaire to collect data, and the most important results resulted in identifying the requirements that must be met in intellectual capital (the human capital, the structural capital, the organizational capital " relational ") in administering sports activity in the public authority for applied education and training, and defining the indicators for developing organizational ambidexterity (exploring opportunities, exploiting opportunities, designing a flexible organizational structure) in administering sports activity in the public authority for applied education and training, and that there is a statistically significant positive direct correlation between the role of intellectual capital in developing organizational ambidexterity in the administering sports activity in the public authority for applied education and training in the State of Kuwait.

- Keywords:

Intellectual capital, Organizational ambidexterity.

Introduction and research problem:

The university phase represents one of the fundamental stages in preparing young people by providing them with knowledge and information, as well as equipping them with the necessary skills, abilities, and values to face life and societal issues. Youth are the creative and innovative energies that society relies on for building its economic, social, and political future. Therefore, societies place special attention on university students to prepare them for good citizenship, creating conducive educational environments, and providing activities and student services to develop their health, sports, cultural, social, and psychological aspects in accordance with their characteristics, interests, and orientations.

Abdel Wahab Gouda Abdel Wahab and Abdel Raouf Ahmed Al-Dabaa (2011) believe that conscious management comes within an enlightened vision of the importance of

* Associated professor at the Public Authority for applied education and training in the State of Kuwait.

university management and the significance of the various activities practiced within the university, which contribute to shaping and refining the personality of university students. This management views activities not merely as a means of entertainment or leisure, but as complementary to the research and scientific nature of the university. Hence, it has been observed that social institutions and organizations pay special attention to young people because they are the cornerstone of society, focusing on them from various aspects such as health, sports, culture, society, and psychology. (9:52)

Waleed Rizk Abdel Hafiz (2017) mentions that the progress of nations has become contingent on their ability to develop their intellectual capital and how effectively they utilize it. Many institutions have strived to develop their intellectual assets through their human resources with creative abilities, distinctive structural assets, and relationships with clients and beneficiaries of the provided services. Contemporary management trends are increasingly focusing on intellectual assets, known as intellectual capital, more than on physical assets (17:1211).

Khairy Sherif (2014) explains that intellectual capital is the true source of wealth and added value in organizations. There is a strong relationship between knowledge management and intellectual capital, as efficiency in knowledge management contributes to the development of intellectual capital, thereby achieving the organization's goals, such as delivering distinguished outputs and building structural relationships with service beneficiaries in the long term (6:27).

Nihal Ahmed El-Gendy (2005) states that intellectual capital is considered one of the fundamental requirements for determining the value of an enterprise. It extends beyond the organization to include the value of its relationships with every link in the extended value chain, in addition to the relationships the organization establishes with various external parties in society (16:32).

Hazem Mohamed Abdel Fattah (2010) points out that administrative processes help define and simplify excellence by giving employees (the holders of intellectual capital) more autonomy in performing their tasks instead of continuous supervision. They also attract employees who can establish rules and guidelines independently. Administrative organizations work on granting work teams significant authority, high flexibility, and substantial commitments in performing tasks because, according to the concept of excellence, responsibility, tasks, and their outcomes are based on teamwork, which positively reflects on performance (4:10).

Hossam Mohamed Galal (2009) believes that real competition between universities lies in their attempt to develop their intellectual capital and attract distinguished intellectual elements from other universities. Most universities have become aware that their true value does not lie in physical factors but in

human, organizational, and relational factors, which are expressed as intellectual capital. This capital is the foundation for innovating technologies and implementing plans aimed at building the competitive capabilities of universities (5:31).

Raquel Engelman, Edi Fracasso, Serje Schmidt, and Aurora Zen (2015) explain that contemporary organizations operate in a changing environment across all economic, social, and cultural fields. They seek modern mechanisms to compete to maintain their ability to adapt and thrive amidst local and global challenges. This justifies the need for organizations to effectively invest in human resources, enabling them to compete. This investment is best exemplified by organizations having leaders capable of influencing their subordinates' performance, making them engaged in their roles and recognizing their importance, thereby achieving organizational excellence (26:100).

Gibson, Cristina B., and Birkinshaw Julian (2004) indicate that the concept of organizational agility revolves around the idea that the demands imposed by the environment may be conflicting, necessitating trade-offs. Although it is not possible to completely resolve these trade-offs in the most successful organizations, it is possible to reconcile them to a large extent, thereby enhancing long-term competitiveness (19:209).

Popadicet A., (2015) asserts that organizations need to excel in balancing exploitation and exploration activities simultaneously. Organizations aim to leverage their available resources to ensure efficiency and create short-term value, while also exploring new possibilities and anticipating future events to adapt to environmental changes. This balance ensures long-term survival and continuity. However, achieving this balance is not easy because it requires fundamentally different processes and competencies. Organizations must enhance their ability to manage these contradictions to achieve outstanding performance (24:34).

Tran, H., (2015) suggests that the core idea of organizational agility revolves around an organization's ability to handle the contradictions between exploitation and exploration activities simultaneously and balance these approaches to achieve success. If an organization focuses solely on exploiting its current resources and seeks short-term profits without exploring new opportunities, it risks falling into the "success trap," where it becomes less adaptable to environmental changes and faces long-term risks. Conversely, if an organization focuses on exploration and innovation at the expense of current activities, it falls into the "failure trap," continuously pursuing innovation without benefiting from those changes to achieve profits. Therefore, from the perspective of organizational agility, organizations need to balance and integrate the exploitation of current resources with the exploration of new opportunities to ensure long-term success (28:78).

Mahmoud Abdel Aziz El-Mansy (2018) believes that intellectual

capital based on excellence and innovation is a prerequisite for achieving organizational agility. Intellectual capital contributes to building and developing highly distinguished human minds, maximizing the human value of employees in the organization, as well as developing and managing knowledge and increasing the capacity to generate high-value ideas. Consequently, researchers have begun to explore the dimensions of intellectual capital and organizational agility that enable organizations to improve organizational performance (13:5).

The researcher observed that the Sports Activity Management at the Public Authority for Applied Education and Training suffers from numerous administrative problems and obstacles, and there is a deficiency in the management of intellectual capital. This deficiency may be the reason for not directing student activities towards achieving the Authority's goals with the required efficiency and effectiveness, as well as the Authority's weakened ability to compete with other universities and meet the expectations of the administrative leadership. This highlights the urgent need to research how to manage intellectual capital (human, structural, organizational "relational") and maximize its role in developing organizational agility (exploring opportunities, exploiting opportunities, designing a flexible organizational structure) within the Sports Activity Management. Addressing these deficiencies and facing the rapid challenges and developments can improve the quality of activities and services provided.

Several studies have been conducted in the field of intellectual capital in educational and sports institutions, including the study by **Mohamed Ezzat El-Zeidy (2019) (12)** titled "A Proposed Vision for Investing in Intellectual Capital as an Approach to Achieve Competitive Advantage for Egyptian Sports Clubs," the study by **Ahmed Rashad Osman (2020) (1)** titled "Investing in Intellectual Capital to Achieve Competitive Advantage in Egyptian Sports Institutions," and the study by **Amin Mahmoud Jaafar (2020) (2)** titled "The Role of Intellectual Capital in Developing Services Provided at Special Needs Care Centers." Additionally, there is the study by **Pratama, B.C., et al (2020) (25)** titled "Intellectual Capital and Financial Performance of Football Sports Clubs," the study by **Perechuda, I. (2020) (23)** titled "Determinants of Intellectual Capital for Football Clubs in Europe," the study by **Derun,I&Mysaka,H** titled (2020) (18) "Managing the Effectiveness of Intellectual Capital in the Performance of Football Clubs: Evaluation Problems," and the study by **Vitolla, F., et al (2021) (29)** titled "Expanding the Horizons of Intellectual Capital Disclosure in the Sports Industry: Evidence from Top UEFA Football Clubs."

Several studies have been conducted in the field of organizational agility in educational and sports institutions, such as the study by **Soares,J.& et. al. (2018) (27)** titled "Organizational Agility: A Study in

Brazilian Higher Education Institutions," the study by **Leila Abdullah Mohamed Al-Sarhani (2019) (10)** titled "The Role of Organizational Agility in Developing the Organizational Climate in Public Schools in Al-Kharj Governorate from the Perspective of Their Leaders," the study by **Sardar Abdul Hamid Ahmed (2021) (7)** titled "The Role of Organizational Agility in Organizational Citizenship Behaviors: An Exploratory Study of the Opinions of a Sample of Teaching Staff at Knowledge University in Erbil City," the study by **Maen Wad Allah Al-Ma'aydi (2021) (14)** titled "The Impact of Organizational Agility on Building Core Competencies: An Exploratory Study of the Opinions of a Sample of Administrative Leaders at the University of Mosul," the study by **Basma Ahmed Abdul Hafiz Mohamed Yaqoub (2022) (3)** titled "The Role of Organizational Agility in Achieving Sustainable Innovation in Egyptian Universities," and the study by **Nasreen Ayash Al-Sobaieh (2022) (15)** titled "Organizational Agility Among Public School Principals in Mafraq Governorate and Its Relationship with Institutional Excellence."

However, none of the previous studies—according to the researcher's knowledge—have addressed the role of intellectual capital in developing organizational agility in the Sports Activity Department at the Public Authority for Applied Education and Training. This prompted the researcher to investigate the role of intellectual capital in developing organizational agility in the Sports Activity Department at the Public Authority for Applied Education and Training in Kuwait by identifying the requirements necessary for intellectual capital in the Sports Activity Department, understanding the indicators related to developing organizational agility in the Sports Activity Department, and examining the relationship between the role of intellectual capital and the development of organizational agility in the Sports Activity Department at the Public Authority for Applied Education and Training in Kuwait.

Importance of the Research:

The scientific significance of this research arises from the importance of the variables it addresses, namely intellectual capital, organizational agility, and the relationship between them. According to the researcher’s knowledge, no previous scientific study has examined the role of intellectual capital in developing organizational agility in the Sports Activity Department at the Public Authority for Applied Education and Training in Kuwait as a management approach in modern administrative thought. This includes exploring and optimizing opportunities in sports management, developing agility in designing a flexible organizational structure, overcoming issues and obstacles, and providing scientific solutions to precise administrative problems. Additionally, this research could open avenues for other researchers to conduct more studies and scientific research on intellectual capital and organizational agility in various sports organizations

and institutions. The practical significance of the current research lies in its application to the youth sector at the university stage, as state sectors call for its development and enhancement, aiming to improve the activities and services offered to them to invest their energies and skills for the benefit of both the individuals and society. The research serves as a practical entry point that can be used in reality by focusing on maximizing intellectual capital management to develop organizational agility and support the self-capabilities of leaders and administrative staff in the Sports Activity Department, which, in turn, reflects on improving the quality of activities and services provided to the Authority's students.

Research Objective:

The research aims to identify the role of intellectual capital in developing organizational agility in the Sports Activity Department at the Public Authority for Applied Education and Training in Kuwait.

Research Questions:

1. What are the requirements necessary for intellectual capital in the Sports Activity Department at the Public Authority for Applied Education and Training?
2. What are the indicators for developing organizational agility in the Sports Activity Department at the Public Authority for Applied Education and Training?
3. What is the relationship between the role of intellectual capital and the development of organizational agility in the Sports Activity Department at the Public Authority for Applied Education and Training?

Research Terms:

Intellectual Capital:

According to **Saadoun Hamoud Jtheer Al-Rubaie and Hussein Waleed Hussein Abbas (2015),** intellectual capital is defined as "the total cognitive competencies possessed by individuals, which include knowledge in various fields and mental skills in various forms, foremost among them the skills of information deduction, logical thinking, independent self-learning, analysis, planning, organization, foresight, and evaluation. It also includes human and social competencies based on knowledge, primarily skills related to communication, establishing positive relationships with others, cooperating with them, working in a team, participating effectively in public affairs, entrepreneurship, management, and leadership" (8:11).

Organizational Agility:

According to **Martin, A., Arne, k., & Johann, F. (2019),** organizational agility is defined as "the ability of an institution to reconcile and integrate activities that exploit the competitive position and activities that explore new opportunities. This requires flexible management capable of optimal resource utilization, seeking surrounding opportunities to seize them, and shifting from maintaining the status quo to moving beyond it" (21:42).

Research Procedures:

Research Methodology:

The researcher used the descriptive method with survey studies

as one of its patterns, due to its suitability to the nature and objectives of the research.

Research Population:

The research population consists of faculty members and administrative staff at the colleges of the Public Authority for Applied Education and Training in Kuwait. The Public Authority for Applied Education and Training includes the following colleges: Basic Education, Commercial Studies, Health Sciences, Technological Studies, and Nursing (30).

Research Sample:

The research sample was randomly selected from faculty members and administrative staff at the colleges of the Public Authority for Applied Education and Training in Kuwait, which include the colleges of Basic Education, Commercial Studies, Health Sciences, Technological Studies, and Nursing. The total number of participants was 150 individuals. They were divided into 20 individuals to establish the scientific validity of the questionnaire form, 10 individuals for conducting the exploratory study, and 120 individuals for the final application of the questionnaire form. Table (1) provides a description and distribution of the research sample:

Table (1)
Description and Distribution of the Research Sample:

Description of the Research Sample / Distribution of the Research Sample	Basic education	Business Studies	Health Sciences	Technological studies	Nursing	Total
Sample for Establishing Scientific Validity of the Questionnaire Form	4	4	4	3	5	20
Exploratory Study Sample	2	3	2	2	1	10
Sample for the Final Application of the Questionnaire Form	25	24	24	25	22	120
Total Number of the Sample	**31**	**31**	**30**	**30**	**28**	**150**

Data Collection Tools:

The researcher used personal interviews and a questionnaire form designed by the researcher to collect the research data. The following steps were followed in its preparation:

1. Theoretical readings of scientific references and studies related to the research topic.
2. Proposing the hypothetical axes for the questionnaire form.
3. Presenting the hypothetical axes to the experts.
4. Proposing a number of statements for each axis of the questionnaire.
5. Presenting the set of statements for each axis to the experts.
6. Formulating the final version of the questionnaire form.

- Scientific Validity of the Questionnaire Form:

First: Validity of the Questionnaire Form:

The researcher calculated the validity coefficient of the questionnaire form through content validity and internal consistency validity:

A. Content Validity:

The researcher used content validity by presenting the questionnaire form to 10 experts (see Appendix 1) to ensure that the form indeed measures the intended objectives. This review took place from October 2, 2023, to October 31, 2023. The researcher followed these steps: proposing the hypothetical axes and dimensions for the questionnaire form (see Appendix 2), and presenting them to the experts using a binary scale (Suitable – Not Suitable). The criteria for selecting an expert included being a faculty member in one of the sports management departments at physical education colleges with at least 10 years of experience, preferably with experience in the relevant sector. The experts agreed that 100% of the axes and dimensions of the questionnaire form were appropriate. The researcher then formulated a set of statements for each axis and presented them to the experts for feedback. The initial number of statements was 68 (see Appendix 3). Most experts agreed on the irrelevance of 2 statements (numbers 19 and 51) and recommended modifying the wording of 3 statements (numbers 32, 38, and 50). As a result, the final number of statements in the questionnaire form was 66 (see Appendix 4).

B. Internal Consistency Validity:

The researcher calculated the internal consistency validity coefficient of the questionnaire form by applying the questionnaire to 20 faculty members and administrative staff at the colleges of the Public Authority for Applied Education and Training in Kuwait, representing the research population. This was done to estimate the validity of the questionnaire statements by calculating the correlation coefficients between each statement and the total of the axis, between each statement and the total of the axes, between the total of the axis and the total of the axes, between the total of the dimension and the total of the axis, and between the total of the dimension and the total of the axes. This was conducted from November 5, 2023, to November 21, 2023. Note that this sample was used only for calculating the scientific validity of the questionnaire form. Tables (2) and (3) show the internal consistency validity coefficient of the questionnaire form.

Table (2)
Internal Consistency Validity Between Each Statement and the Total of the Axis, and Between Each Statement and the Total of the Questionnaire Form Axes N = 20

No.	Statement with the Total of the Axis	Statement with the Total of the Axes	No.	Statement with the Total of the Axis	Statement with the Total of the Axes	No.	Statement with the Total of the Axis	Statement with the Total of the Axes	No.	Statement with the Total of the Axis	Statement with the Total of the Axes
First Axis			17	0.87	0.91	Second Axis			50	0.92	0.87
First dimension			18	0.91	0.93	First dimension			51	0.80	0.89
1	0.90	0.93	19	0.86	0.92	34	0.90	0.88	52	0.86	0.92
2	0.88	0.92	20	0.88	0.91	35	0.88	0.92	53	0.90	0.86
3	0.86	0.93	21	0.86	0.90	36	0.93	0.91	54	0.92	0.95
4	0.88	0.91	22	0.93	0.91	37	0.90	0.93	55	0.88	0.92
5	0.89	0.94	Third dimension			38	0.92	0.95	Third dimension		
6	0.92	0.87	23	0.88	0.89	39	0.89	0.94	56	0.90	0.88
7	0.86	0.92	24	0.80	0.89	40	0.86	0.90	57	0.95	0.91
8	0.93	0.91	25	0.86	0.90	41	0.88	0.91	58	0.86	0.92
9	0.93	0.91	26	0.90	0.88	42	0.84	0.89	59	0.89	0.94
10	0.86	0.90	27	0.90	0.93	43	0.88	0.89	60	0.93	0.85
11	0.94	0.91	28	0.92	0.89	44	0.85	0.80	61	0.93	0.91
Second dimension			29	0.93	0.91	Second dimension			62	0.88	0.92
12	0.91	0.86	30	0.92	0.95	45	0.90	0.88	63	0.90	0.93
13	0.91	0.83	31	0.93	0.85	46	0.88	0.91	64	0.78	0.84
14	0.91	0.93	32	0.86	0.90	47	0.93	0.90	65	0.92	0.86
15	0.83	0.91	33	0.92	0.87	48	0.86	0.92	66	0.93	0.91
16	0.88	0.94				49	0.93	0.91			

The tabulated value of (r) at a significance level of 0.05 is 0.37.

It is evident from Table (2) that there is a statistically significant correlation between each statement and the total of the axis, and between each statement and the total of the questionnaire form axes. The correlation values between statements and axes range between (0.78 - 0.95), and the correlation values between statements and the total of the axes range between (0.80 - 0.95). This indicates the internal consistency validity of the questionnaire form.

Table (3)
Internal Consistency Validity Between the Total of the Axis and the Total of the Axes, Between the Total of the Dimension and the Total of the Axis, and Between the Total of the Dimension and the Total of the Axes N = 20

Axis Number	Dimension Number	Axis Name	Dimension with the Total of the Axis	Dimension with the Total of the Axes	Axis with the Total of the Axes
1	**Requirements for Intellectual Capital in Sports Activity Management:**				0.92
	1	Requirements for Human Capital	0.92	0.91	
	2	Requirements for Structural Capital	0.90	0.91	

Follow Table (3)
Internal Consistency Validity Between the Total of the Axis and the Total of the Axes, Between the Total of the Dimension and the Total of the Axis, and Between the Total of the Dimension and the Total of the Axes N = 20

Axis Number	Dimension Number	Axis Name	Dimension with the Total of the Axis	Dimension with the Total of the Axes	Axis with the Total of the Axes
	3	Requirements for Organizational (Relational) Capital	0.88	0.89	
2	**Indicators for Developing Organizational Agility in Sports Activity Management:**				0.91
	1	Indicators of Agility in Exploring Opportunities	0.87	0.89	
	2	Indicators of Agility in Exploiting Opportunities	0.90	0.89	
	3	Indicators of Agility in Designing a Flexible Organizational Structure	0.91	0.90	

The tabulated value of (r) at a significance level of 0.05 is 0.37.

It is evident from Table (3) that there is a statistically significant correlation between the total of the axis and the total of the axes, with the correlation values ranging between (0.91 and 0.92). There is also a statistically significant correlation between the total of the dimension and the total of the first axis, with the correlation values ranging between (0.88 and 0.92). Additionally, there is a statistically significant correlation between the total of the dimension and the total of the second axis, with the correlation values ranging between (0.87 and 0.91). Furthermore, there is a statistically significant correlation between the total of the dimension and the total of the axes, with the correlation values ranging between (0.89 and 0.91). This indicates the internal consistency validity of the questionnaire.

Second: Reliability of the Questionnaire Form:

The researcher calculated the reliability coefficient of the questionnaire form through both Test-Retest and Cronbach's Alpha:

A. Test-Retest:

The researcher calculated the reliability coefficient of the questionnaire form using the Test-Retest method. The questionnaire was administered to 20 faculty members and administrative staff at the colleges of the Public Authority for Applied Education and Training in Kuwait, representing the research population. The questionnaire was then

readministered to the same sample to ensure the reliability of the form, with a time interval of 15 days between the two administrations, from November 5, 2023, to November 21, 2023. Note that this sample was used solely for calculating the scientific validity of the questionnaire form. The calculation was done using Spearman's rank correlation formula, and Table (4) shows the reliability coefficient for each statement in the questionnaire form.

Table (4)
Correlation Coefficient Between the Test and Retest to Indicate the Reliability Coefficient of the Questionnaire Form N = 20

No.	Correlation Coefficient	No.	Correlation Coefficient	No.	Correlation Coefficient	No.	Correlation Coefficient
First Axis		17	0.96	Second Axis		50	0.88
First dimension		18	0.84	First dimension		51	0.89
1	0.92	19	0.89	34	0.89	52	0.89
2	0.92	20	0.76	35	0.92	53	0.93
3	0.89	21	0.88	36	0.86	54	0.86
4	0.76	22	0.86	37	0.92	55	0.92
5	0.90	Third dimension		38	0.86	Third dimension	
6	0.88	23	0.91	39	0.90	56	0.89
7	0.93	24	0.89	40	0.87	57	0.85
8	0.86	25	0.91	41	0.76	58	0.89
9	0.91	26	0.89	42	0.92	59	0.90
10	0.87	27	0.92	43	0.91	60	0.89
11	0.86	28	0.91	44	0.94	61	0.91
Second dimension		29	0.86	Second dimension		62	0.92
12	0.92	30	0.86	45	0.89	63	0.92
13	0.91	31	0.89	46	0.93	64	0.87
14	0.91	32	0.87	47	0.88	65	0.84
15	0.83	33	0.88	48	0.93	66	0.91
16	0.92			49	0.86		

The tabulated value of (r) at a significance level of 0.05 is 0.37.

It is evident from Table (4) that there is a statistically significant correlation between the test and retest of the questionnaire form, with correlation coefficients ranging between (0.76 and 0.96). These high correlation values indicate the reliability of the questionnaire form.

B- Cronbach's alpha coefficient:

The researcher also calculated the reliability coefficient for the questionnaire form using the Cronbach's alpha coefficient, as it was applied to (20) individuals from the teaching staff and administrative staff at the colleges of the Public Authority for Applied Education and Training in

the State of Kuwait, representing the research community, noting that this sample was used to calculate the scientific coefficients for the questionnaire form only. Table (5) shows the reliability coefficient of the questionnaire

Table (5)

Cronbach's alpha coefficient to show the reliability coefficient of the axes and dimensions of the questionnaire form and the overall reliability coefficient of the questionnaire form N = 20

Cronbach's alpha coefficient			
0.937			
Axis Number	**Dimension Number**	**Axis Name**	**Cronbach's Alpha if Item Deleted**
1	**Requirements for Intellectual Capital in Sports Activity Management:**		0.917
	1	Requirements for Human Capital	0.913
	2	Requirements for Structural Capital	0.921
	3	Requirements for Organizational (Relational) Capital	0.915
2	**Indicators for Developing Organizational Agility in Sports Activity Management:**		0.912
	1	Indicators of Agility in Exploring Opportunities	0.908
	2	Indicators of Agility in Exploiting Opportunities	0.911
	3	Indicators of Agility in Designing a Flexible Organizational Structure	0.909
		Overall Reliability Coefficient of the Questionnaire Form	0.914

It is evident from Table (5) that the Cronbach's Alpha coefficients for the axes and dimensions of the questionnaire form range between (0.912 and 0.917) for the axes, and between (0. 908 and 0. 921) for the dimensions. These closely related and highly significant correlation values indicate the reliability of the questionnaire form. Removing any axis or dimension would negatively impact the reliability of the questionnaire. The overall reliability coefficient of the questionnaire form is (0.914), which is a high reliability coefficient, indicating the stability of the questionnaire form.

- Exploratory Study:

The researcher conducted an exploratory study with 10 faculty members and administrative staff at the colleges of the Public Authority for Applied Education and Training in

Kuwait, representing the research population, from November 26, 2023, to December 4, 2023. This sample was used solely for the exploratory study. The goal of the exploratory study was to assess how well the sample understood the statements included in the questionnaire, identify potential difficulties that might arise during the application to address them, and determine the time required to complete the questionnaire. The results showed that the sample understood the statements in the questionnaire, as no queries were raised about any statement. The time taken to complete the questionnaire ranged between 16 and 18 minutes.

- Application of the Questionnaire Form:

After ensuring all scientific and administrative conditions for the questionnaire were met, the researcher administered the final version of the questionnaire (Appendix 4) to 120 faculty members and administrative staff at the colleges of the Public Authority for Applied Education and Training in Kuwait, representing the research population, from December 11, 2023, to January 23, 2024. Participants were reminded of the importance of their responses and that the data was collected solely for research purposes to alleviate any concerns that might affect their participation. The researcher then collected the completed questionnaires, entered the data into the prepared data sheets, corrected the questionnaires according to the correction key, recorded and tabulated the raw scores, and prepared the data for statistical analysis. The researcher used a three-point scale (Yes - To Some Extent - No). Experts agreed on the scoring method as follows: "Yes" was assigned three points, "To Some Extent" was assigned two points, and "No" was assigned one point. The total score for the questionnaire was 198 points, with the minimum score being 66 points.

- Statistical Methods Used:

The researcher used appropriate statistical methods for the nature of the data through the SPSS statistical software, including:

Arithmetic mean, standard deviation, correlation coefficient, honesty of arbitrators, validity coefficient (internal consistency validity), reliability coefficient (Application and Test Retest), Cronbach's Alpha coefficient, percentage, estimated score, relative importance, Ka^2 test.

Presentation and Discussion of Results:

The researcher will now present and discuss the results obtained in light of the research questions:

- Presentation and Discussion of Results for the First Axis:

Table (6)
Opinions of the Research Sample on the First Axis Concerning the Requirements for Intellectual Capital in the Management of Sports Activities at the Public Authority for Applied Education and Training N = 120

statement number	Yes		To some extent		No		Estimated grade	Relative importance	K^2
	K	%	K	%	K	%			
	First dimension: The requirements that must be met in human capital:								
1	111	92.50	6	5.00	3	2.50	348	96.67	189.15*
2	107	89.17	8	6.67	5	4.17	342	95.00	168.45*
3	96	80.00	23	19.17	1	0.83	335	93.06	123.65*
4	102	85.00	17	14.17	1	0.83	341	94.72	147.35*
5	101	84.17	16	13.33	3	2.50	338	93.89	141.65*
6	104	86.67	14	11.67	2	1.67	342	95.00	155.40*
7	93	77.50	15	12.50	12	10.00	321	89.17	105.45*
8	103	85.83	12	10.00	5	4.17	338	93.89	149.45*
9	106	88.33	12	10.00	2	1.67	344	95.56	164.60*
10	97	80.83	21	17.50	2	1.67	335	93.06	126.35*
11	115	95.83	4	3.33	1	0.83	354	98.33	211.05*
	Second dimension: The requirements that must be met in structural capital:								
12	91	75.83	27	22.50	2	1.67	329	91.39	105.35*
13	89	74.17	28	23.33	3	2.50	326	90.56	97.85*
14	88	73.33	24	20.00	8	6.67	320	88.89	89.60*
15	91	75.83	25	20.83	4	3.33	327	90.83	103.05*
16	93	77.50	22	18.33	5	4.17	328	91.11	108.95*
17	97	80.83	14	11.67	9	7.50	328	91.11	122.15*
18	86	71.67	26	21.67	8	6.67	318	88.33	83.40*
19	92	76.67	25	20.83	3	2.50	329	91.39	107.45*
20	102	85.00	17	14.17	1	0.83	341	94.72	147.35*
21	99	82.50	20	16.67	1	0.83	338	93.89	135.05*
22	103	85.83	12	10.00	5	4.17	338	93.89	149.45*
	Third dimension: The requirements that must be met in organizational "relational" capital								
23	94	78.33	24	20.00	2	1.67	332	92.22	115.40*
24	97	80.83	20	16.67	3	2.50	334	92.78	125.45*
25	87	72.50	20	16.67	13	10.83	314	87.22	83.45*
26	90	75.00	21	17.50	9	7.50	321	89.17	95.55*
27	83	69.17	29	24.17	8	6.67	315	87.50	74.85*
28	91	75.83	22	18.33	7	5.83	324	90.00	100.35*

Follow Table (6)
Opinions of the Research Sample on the First Axis Concerning the Requirements for Intellectual Capital in the Management of Sports Activities at the Public Authority for Applied Education and Training N = 120

statement number	Yes		To some extent		No		Estimated grade	Relative importance	K^2
29	103	85.83	12	10.00	5	4.17	338	93.89	149.45*
30	95	79.17	21	17.50	4	3.33	331	91.94	117.05*
31	101	84.17	17	14.17	2	1.67	339	94.17	142.35*
32	97	80.83	21	17.50	2	1.67	335	93.06	126.35*
33	104	86.67	8	6.67	8	6.67	336	93.33	153.60*

Ka^2 Value at 0.05 Significance Level: 5.99

Table (6) shows that there are statistically significant differences in the opinions of the research sample regarding all statements in the first axis concerning the requirements for intellectual capital in the management of sports activities at the Public Authority for Applied Education and Training. The highest percentage of "Yes" responses was for statement number (11) at 95.83%, while the lowest percentage was for statement number (27) at 69.17%. The highest percentage of "To Some Extent" responses was for statement number (27) at 24.17%, and the lowest was for statement number (11) at 3.33%. The highest percentage of "No" responses was for statement number (25) at 10.83%, and the lowest was for statements numbered (3, 4, 11, 20, 21) at 0.83%. Statement number (11) had the highest estimated score of 354 and the greatest relative importance of 98.33 among the statements in this axis, while statement number (25) had the lowest estimated score of 314 and the least relative importance of 87.22.

Discussion of Results in Light of the First Question:

What Are the Requirements for Intellectual Capital in Sports Activity Management at the Public Authority for Applied Education and Training?

The results presented in Table (6) indicate statistically significant differences in the research sample's opinions regarding all the requirements for intellectual capital in sports activity management. The findings are as follows:

Most opinions agree on the requirements for human capital in sports activity management, which include ensuring that the number of human resources matches the number of sports activities. Human resources should be selected based on academic qualifications and relevant training courses. Qualified administrative personnel should be chosen according to job requirements without exceeding the necessary limit. It is essential to adhere to specialization principles for supervisory and executive roles within each administrative unit. Promotions should be based on competence and

experience, avoiding personal relationships. Ineffective administrative staff should be excluded from the organization. Mechanisms must be in place to develop career paths for human resources in line with modern administrative advancements. Training courses and workshops should be provided to enhance their skills. Academic expertise should be utilized to improve both administrative and technical performance. Additionally, health and social care for human resources in sports activity management should be provided.

These findings are consistent with the study by Pratama, B. C., Innayah, M. N., Esita, P., Winarni, D., & Setyawan, A. (2020) (25), which found that components of intellectual capital (human, structural, and relational) affect the financial performance of sports clubs. The study highlighted a positive impact of human capital on return on assets. Similarly, Ahmed Rashad Osman (2020) (1) emphasized that attracting intellectual capital in sports institutions requires a clear understanding of the concept and that the institution should possess precise, up-to-date, and swift resources to differentiate itself from competitors. Moreover, maintaining intellectual capital involves recognizing the fast pace of innovations and ensuring that the institution's leaders are capable and efficient in their roles.

Most opinions also agree on the requirements for structural capital, which include providing an organizational structure capable of adapting to internal and external developments while achieving the objectives of sports activity management. It is essential to provide organizational charts that illustrate the structure of sports activity management, including work processes, lines of authority, responsibility, and various relationships. Clear descriptions of the duties and responsibilities for all positions within the organizational structure should be provided. Administrative rules and policies should be documented in regulations and manuals specific to the organizational structure. The structure should be developed to ensure competitiveness with other universities and updated annually based on goal achievement. Technological devices and information systems should be provided to enhance research capabilities and development potential. Modern communication tools must be available to facilitate data and information flow between administrative levels. A database should be established to collect and store schedules and dates for organizing university tournaments and competitions. Information systems should be used to provide necessary information to support administrative decision-making in sports activity management.

These results are consistent with the findings of **Walid Rizk Abdel Hafiz (2017) (17),** which highlight the importance of having human capital, structural capital, and relational capital requirements to achieve outstanding performance in physical education colleges. The study observed improvements in the quality of

educational services provided to students and a significant correlation between intellectual capital and achieving outstanding performance in physical education colleges. Similarly, **Amin Mahmoud Jaafar's (2020) (20)** study demonstrated a significant role of structural capital in enhancing services provided in centers for people with special needs, noting the ongoing updates to information systems and databases, as well as the establishment of joint committees to coordinate efforts between these centers. A strong positive correlation was found between structural capital and the services provided to people with special needs.

Most opinions also agree on the requirements for relational capital, which include improving interactive relationships between different committees within the organizational structure, creating a supportive organizational climate and environment to complete tasks efficiently, coordinating administrative processes between committees to achieve overall performance integration, and grouping similar activities into one administrative unit within the structure. Effective participation at all administrative levels in developing policies and procedures, adhering to training plans and schedules for competitions, and aligning training times with sports events and academic schedules are crucial. Additionally, performance-based incentives for outstanding administrative staff should be linked to achievement records, and a variety of motivational methods should be applied to achieve high performance. Financial regulations regarding rewards and penalties should be enforced, and a system of rewards and punishments should be applied based on the severity of errors.

The results of the study by **Lardo, A., Dumay, J., Trequattrini, R., & Russo, G. (2017) (20)** indicate that social media popularity metrics are key determinants of the value of human and relational capital in professional football clubs. The study highlights that economic opportunities can be gained by effectively managing social media platforms and that knowledge derived from social media should be utilized efficiently by club managers. The paper provides an analysis of emerging changes in technology and communication platforms and various forms of disclosure, aiming to demonstrate that metrics from social media can be reliably and effectively used. In addition, the study by **Vitolla, F., Raimo, N., Rubino, M., & Garzoni, A. (2021) (29)** shows that football clubs disclose only a limited amount of intangible information on their websites. It also reveals that athletic performance, market value, and the rise of social media positively impact the level of disclosure. The study notes that the disclosure of intellectual capital in the football sector is currently underexplored, and sports clubs are working to expand the scope of their intellectual capital disclosure practices.

The researcher emphasizes the need for administrative leaders at the Public Authority for Applied Education and Training to focus on fulfilling the requirements for intellectual capital in the management of sports activities. These requirements include those for human capital,

structural capital, and relational capital within the sports management division. The value of intellectual capital elements increases over time due to the accumulation of experiences and information possessed by local and international universities, in contrast to most tangible and financial assets, which are subject to depreciation within universities.

Presentation and Discussion of the Results for the Second Axis:

Table (7)

Opinions of the Research Sample on the Second Axis Regarding Indicators of Organizational Excellence Development in the Management of Sports Activities at the Public Authority for Applied Education and Training N = 120

No.	Yes		To some extent		No		Estimated grade	Relative importance	K^2
	K	%	K	%	K	%			
	First dimension: Indicators of Excellence in Exploring Opportunities:								
34	108	90.00	10	8.33	2	1.67	346	96.11	174.20*
35	107	89.17	8	6.67	5	4.17	342	95.00	168.45*
36	103	85.83	12	10.00	5	4.17	338	93.89	149.45*
37	120	100.00	--	0.00	--	0.00	360	100.00	240.00*
38	95	79.17	21	17.50	4	3.33	331	91.94	117.05*
39	101	84.17	16	13.33	3	2.50	338	93.89	141.65*
40	97	80.83	21	17.50	2	1.67	335	93.06	126.35*
41	102	85.00	17	14.17	1	0.83	341	94.72	147.35*
42	93	77.50	19	15.83	8	6.67	325	90.28	106.85*
43	94	78.33	24	20.00	2	1.67	332	92.22	115.40*
44	88	73.33	27	22.50	5	4.17	323	89.72	92.45*
	Second dimension: Indicators of Excellence in Seizing Opportunities:								
45	96	80.00	16	13.33	8	6.67	328	91.11	118.40*
46	107	89.17	10	8.33	3	2.50	344	95.56	168.95*
47	101	84.17	15	12.50	4	3.33	337	93.61	141.05*
48	93	77.50	15	12.50	12	10.00	321	89.17	105.45*
49	103	85.83	12	10.00	5	4.17	338	93.89	149.45*
50	104	86.67	8	6.67	8	6.67	336	93.33	153.60*
51	97	80.83	20	16.67	3	2.50	334	92.78	125.45*
52	92	76.67	25	20.83	3	2.50	329	91.39	107.45*
53	92	76.67	24	20.00	4	3.33	328	91.11	106.40*
54	95	79.17	21	17.50	4	3.33	331	91.94	117.05*
55	107	89.17	8	6.67	5	4.17	342	95.00	168.45*
	Third dimension: Indicators of Excellence in Designing a Flexible Organizational Structure:								
56	90	75.00	21	17.50	9	7.50	321	89.17	95.55*

Follow Table (7)
Opinions of the Research Sample on the Second Axis Regarding Indicators of Organizational Excellence Development in the Management of Sports Activities at the Public Authority for Applied Education and Training N = 120

No.	Yes		To some extent		No		Estimated grade	Relative importance	K^2
	K	%	K	%	K	%			
57	92	76.67	15	12.50	13	10.83	319	88.61	101.45*
58	92	76.67	25	20.83	3	2.50	329	91.39	107.45*
59	93	77.50	23	19.17	4	3.33	329	91.39	109.85*
60	101	84.17	17	14.17	2	1.67	339	94.17	142.35*
61	106	88.33	12	10.00	2	1.67	344	95.56	164.60*
62	107	89.17	8	6.67	5	4.17	342	95.00	168.45*
63	111	92.50	6	5.00	3	2.50	348	96.67	189.15*
64	87	72.50	22	18.33	11	9.17	316	87.78	84.35*
65	85	70.83	28	23.33	7	5.83	318	88.33	81.45*
66	106	88.33	12	10.00	2	1.67	344	95.56	164.60*

Ka^2 Value at 0.05 Significance Level: 5.99

Table (7) **s**hows that there are statistically significant differences in the opinions of the research sample across all statements of the second axis concerning indicators of organizational excellence development in the management of sports activities at the Public Authority for Applied Education and Training. The highest percentage of responses where the sample chose "Yes" was in statement number (37), with a rate of 100.00%, while the lowest percentage was in statement number (65), with a rate of 70.83%. The highest percentage of responses where the sample chose "To some extent" was in statement number (65), with a rate of 23.33%, and the lowest was in statement number (37), with a rate of 0.00%. The highest percentage of responses where the sample chose "No" was in statement number (57), with a rate of 10.83%, and the lowest was in statement number (37), with a rate of 0.00%. Statement number (37) represented the highest estimated degree of 360 and the greatest relative importance of 100.00% among the statements of the axis, while statement number (64) represented the lowest estimated degree of 316 and the lowest relative importance of 87.78% among the statements of the axis.

The researcher will now discuss the results in light of the second question: "What are the indicators of organizational excellence development in the management of sports activities at the Public Authority for Applied Education and Training?": The results of all statements in **Table (7)** indicate that there are statistically significant differences in the opinions of the research sample who chose

"Yes" for all indicators of organizational excellence development in the management of sports activities. The results are as follows:

Most opinions agreed that the indicators of excellence in exploring opportunities involve identifying strengths and weaknesses in the internal environment, exploring opportunities and threats in the external environment of sports activity management, utilizing the Authority's sports facilities for implementing the management's plans and activities, selecting outstanding sports talents from colleges to participate in teams and national teams representing the Authority, exploring the latest databases and information systems for managing sports activities in light of digital transformation, identifying administrative staff capable of effective planning and achieving management goals, proposing innovative ideas and suggestions for implementing management plans, handling problems and addressing them promptly, gathering data and information from reliable sources, developing material and financial resources for the administration, and establishing early warning systems to detect potential problems and crises in sports activity management and how to address them.

These results are consistent with the findings of **Nicholson, R. (2016) (22),** which indicated a correlation between leadership style and organizational excellence in educational institutions and academies in **Bristol**, England, with organizational excellence being at a moderate level. Similarly, the study by **Soares, J. & et. al (2018) (27)** found a high degree of exploration and exploitation excellence in higher education institutions in Brazil. The study by **Mohamed Ahmed Mohamed Amin Al-Gharbawi (2018) (11)** indicated a correlation between leadership practices and organizational excellence among private school teachers, with shared vision practice being the most influential leadership practice on organizational excellence, followed by support and implementation, effective communication, desire for change, and finally, promoting a culture of creativity.

Most opinions also agreed that the indicators of excellence in exploiting opportunities involve attracting administrative staff capable of implementing the sports activity management plan and achieving its objectives. These staff should be capable of organizing various sports events at the Public Authority for Applied Education and Training, leveraging the available security and safety factors within the campus, and using the results of sports teams and outstanding athletes to motivate students to engage in sports. They should also exploit the activity plan to educate students on the importance of physical exercise in enhancing fitness and achieving good posture, as well as in preventing behavioral problems, addiction, and drug abuse. Additionally, they should promote the activities and services offered by the administration and how to benefit from them, utilize the academic expertise within the Authority to raise awareness

about the importance of sports for improving physical fitness and achieving good posture, and seek academic expertise in sports management to enhance administrative performance in sports activity management. Furthermore, they should make use of the Authority's website to announce the locations and timings of sports activities and tournaments, allowing for tracking of events and activities.

These results align with the findings of **Layla Abdullah Mohammed Al-Sarhani (2019) (10),** which indicate a statistically significant positive correlation between organizational excellence and the development of the organizational climate in public schools. The study also found differences in the reality of organizational excellence attributed to variables such as educational stage, academic qualifications, and years of experience, with no differences attributed to job titles or academic specialties. Furthermore, the study by **Nasreen Ayyash Ali Al-Subihat (2022) (15)** indicated that organizational excellence is present among public school principals in the Mafraq Governorate but at a moderate level.

Most opinions also agreed on the indicators of excellence in designing a flexible organizational structure. These include the precise job descriptions for each position in the organizational structure to prevent duplication, overlap, or conflict in responsibilities, a clear definition of the rules and foundations governing workflow through applicable laws and regulations, a clear delineation of authority and responsibility lines within the organizational structure, as well as the steps for workflow, and the supervisory and executive functions within each administrative unit. Additionally, the principle of specialization in filling supervisory and executive roles within each administrative unit should be observed, optimal utilization of human resources and administrative and technical expertise within the organizational structure should be ensured, and centralization should be avoided. The process should also minimize routine procedures to speed up the flow of instructions and orders across different administrative levels, form cohesive teams to handle urgent tasks and projects related to sports activity management, delegate outstanding administrative staff for higher-level tasks and responsibilities, and utilize the results of evaluation, monitoring, and control processes to make necessary adjustments to the organizational structure.

These results are consistent with the findings of **Ma'an Wadallah Al-Ma’adeedhi (2021) (14),** which indicate that organizational excellence plays a positive role in enhancing and building core competencies at the University of Mosul, including organizational learning, human resources, strategic flexibility, and technology management, whether these core competencies are considered collectively or individually. Additionally, the study **by Sardar Abdul Hamid Ahmed (2021) (7)** found that respondents perceived a high level of organizational excellence application at Knowledge University in Erbil, with existing correlations and effects between organizational

excellence and organizational citizenship behaviors. Furthermore, the study by **Basma Ahmed Abdel Hafiz Mohamed Yaqoub (2022) (3)** indicated a significant positive effect of organizational excellence on sustainable innovation at Cairo University and Alexandria University. Among the sub-dimensions, the collective dimension of organizational excellence had the greatest impact on social sustainable innovation, while the balance dimension had the least impact, specifically on environmentally sustainable innovation.

The researcher emphasizes the need for the administrative leadership at the Public Authority for Applied Education and Training to focus on developing the dimensions of organizational excellence, which include excellence in **exploring opportunities, exploiting opportunities, and designing a flexible organizational structure** in the management of sports activities at the Authority. Organizational excellence is considered one of the fundamental drivers for the success of universities, as it enables them to explore new opportunities, capitalize on existing ones, and keep pace with ongoing development and progress by leveraging existing knowledge, sciences, and strategies to design and continually refine an organizational structure in line with the latest management practices.

- Presentation of Results on the Relationship Between the Role of Intellectual Capital and the Development of Organizational Excellence in Sports Activity Management at the Public Authority for Applied Education and Training:

Table (8)

Correlation Coefficient Showing the Relationship Between the Role of Intellectual Capital and the Development of Organizational Excellence in Sports Activity Management at the Public Authority for Applied Education and Training N = 120

Axes		Dimensions of Intellectual Capital			Total
		Human Capital	Structural Capital	Relational Organizational Capital	
Dimensions of organizational ambidexterity	Exploring Opportunities	0.913*	0.908*	0.911*	
	Exploiting Opportunities	0.902*	0.912*	0.913*	
	Designing a Flexible Organizational Structure	0.917*	0.922*	0.914*	
Total					0.912*

Table (8) shows a statistically significant positive correlation between the role of intellectual capital and the development of organizational excellence in sports activity management at the Public Authority

for Applied Education and Training, with a total correlation value of (0.912).

- Research Findings:

1. Identifying the necessary requirements for intellectual capital through determining the requirements needed for (human capital, structural capital, and organizational "relational" capital) in the management of sports activities at the Public Authority for Applied Education and Training.
2. Identifying indicators for developing organizational agility by determining the indicators for enhancing agility in (exploring opportunities, exploiting opportunities, and designing a flexible organizational structure) in the management of sports activities at the Public Authority for Applied Education and Training.
3. There is a statistically significant positive correlation between the role of intellectual capital and the development of organizational agility in the management of sports activities at the Public Authority for Applied Education and Training.

- Research Recommendations:

In light of the research findings, the researcher recommends the following:

1. Emphasizing the provision of necessary requirements for intellectual capital, represented by the requirements needed for (human capital, structural capital, and organizational "relational" capital) in the management of sports activities at the Public Authority for Applied Education and Training.
2. Focusing on developing all dimensions of organizational agility, represented by agility in (exploring opportunities, exploiting opportunities, and designing a flexible organizational structure) in the management of sports activities at the Public Authority for Applied Education and Training.
3. Providing training courses and workshops to prepare and refine administrative leaders and staff on how to develop intellectual capital and enhance organizational agility in the management of sports activities at the Public Authority for Applied Education and Training.
4. Establishing mechanisms to develop the career paths of administrative staff in the management of sports activities at the Public Authority for Applied Education and Training.
5. Conducting further research and scientific studies on the role of intellectual capital and how to enhance organizational agility in higher education institutions and other public and private universities in the State of Kuwait.

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