

# The Degree of Impact of Organizational Intelligence Obstacles in the Digital Age

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**Abstract:** This study explores the dynamics and obstacles to organizational intelligence among academic leaders in the context of higher education in the Middle East. It aims to promote a culture of organizational intelligence in the digital age among leaders and all university staff. The study confirms that academic leaders face obstacles to implementing organizational intelligence, which may affect their productivity. It encourages universities to take proactive steps to mitigate these pressures and foster a supportive and stress-free environment. Future research can expand upon this work using qualitative methodologies, including interviews and observations. The study employed a quantitative and qualitative approach. Descriptive quantitative data was collected through a questionnaire distributed to 505 faculty members, while qualitative data was collected through interviews with 25 of them. The descriptive analysis revealed that academic leaders face a moderate level of obstacles to organizational intelligence. The qualitative analysis of the interviews showed that faculty members offered solutions to the obstacles to organizational intelligence among academic and administrative leaders in Jordanian universities in the digital age.

**Keywords:** Organizational Intelligence, Academic and Administrative Leaders, Digitization Era.

## 1. Introduction

Universities are pivotal educational institutions that play a significant role in adapting to diverse and evolving environments and driving societal progress. They serve as the cornerstone for societal advancement, utilizing educational components to foster and develop leadership skills among individuals across various functional roles. The rapid developments within the academic sphere necessitate an optimal response, prompting the adoption of modern educational approaches for all stakeholders, both within and outside the work environment. This is crucial to overcoming obstacles and crises that hinder the educational process from achieving its goals and aspirations.

Universities represent a conduit reflecting the aspirations of esteemed communities, preserving past heritage, and transmitting it from generation to generation through their functions [1]. They focus on preparing human resources to contribute to and benefit the university, aiming to achieve distinguished, innovative, and pioneering productivity [2]. Therefore, the work of university leaders should be participatory, influential, transformative, innovative, adaptive, and improving, aiming to achieve sustainable development goals pursued and reinforced in universities [3].

The tasks directed to academic and administrative leaders in universities require high efficiency represented by experiences, skills and latent abilities in order to carry out the requirements of the work [4].

Intelligence is a method to embrace ongoing changes in modern educational environments [5] Universities aspire to achieve organizational intelligence within the framework of technological and digital advancements. It generates the necessary change across all tasks and activities that universities aim to achieve in their educational and organizational procedures [6]. Effective leadership significantly contributes to academic success [7]. Al-Qurni define organizational intelligence as "the collective ability of individuals and units within an institution to engage in organizational innovation, adapt to various surrounding conditions, and effectively utilize knowledge to achieve excellence and competitive advantage against other

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institutions [8]. Organizational intelligence plays an important role in improving performance and increasing productivity, and employees who act according to organizational intelligence play a major role in providing the organizational climate [9].

McShane and Von Glinow [10] define it as an integrated system of capabilities encompassing organizational learning, knowledge management, and innovation, enabling an organization to respond flexibly and enhance its competitive advantage. Hassan (2025, 225) [11] defines organizational intelligence as: "a form of human intelligence and a distinctive and advanced method that generates the ability of organizations to deal flexibly with surrounding environmental changes."

Organizational intelligence is a vital factor influencing an organization's ability to adapt to rapid changes and achieve sustainability in complex work environments, it enables organizations to optimize their strategies and make informed decisions based on accurate data and information, thus enhancing their performance in the face of increasing challenges, whether technological, cultural, or market-related, its importance is highlighted by the following:

**Improved Decision-Making:** Organizational intelligence enhances the ability of managers and leaders to make accurate strategic decisions based on a thorough analysis of available data and information. According to a study by Schneider et al. (2020) [12], organizations that invest in developing organizational intelligence can achieve significant improvements in the quality of their decision-making, leading to enhanced competitiveness.

**Supporting Adaptability and Resilience:** In a rapidly changing world, adapting to change becomes crucial. Organizational intelligence enables organizations to identify future trends and respond to them flexibly. Alavi & Leidner (2018) [13], indicated that organizations with high organizational intelligence are better able to adapt to digital challenges, helping them remain competitive.

**Fostering Innovation:** Organizationally intelligent organizations possess the capacity for continuous innovation, leveraging available information and knowledge to create new solutions. According to Wang & Ahmed (2021) [14], organizational intelligence directly contributes to increasing an organization's capacity for innovation, thereby enhancing its ability to expand and grow in the market.

**Achieving Higher Organizational Intelligence Performance:** It enhances the efficiency of processes and resources within the organization, leading to better results and higher performance. A study by Marr & Krentler (2022) [15] confirms that organizations that rely on organizational intelligence can improve their internal processes and reduce operating costs, contributing to improved long-term profitability.

**Effective Change Management:** In light of the digital transformations occurring in most industries, organizational intelligence is becoming an effective tool for change management. Organizations that possess the ability to manage change intelligently are better positioned to achieve successful digital transformation. According to Gartner (2023) [16], modern technologies such as artificial intelligence and big data analytics play a significant role in enhancing organizational intelligence, helping organizations manage change efficiently. Mohammed [17] pointed to the importance of organizational intelligence in university institutions, emphasizing its role in strengthening and utilizing it to raise the level of organizational creativity by leveraging university resources to increase the university budget and use it to address the shortage of technological skills.

Organizational intelligence is defined as the fundamental ability of an organization to make intelligent choices and decisions based on available knowledge and analytical power. It represents the organization's ability to innovate, create, maintain productivity, and compete effectively [18]. Muhammad (p501) defined it as: "The ability of the organization's employees to maintain available knowledge and their willingness to learn new knowledge and apply it in all situations in which the organization faces competition."The researchers concluded that organizational intelligence serves as a tool for positive change utilized by leaders to meet the requirements of the educational and organizational environment, adapting to emergent developments and sudden changes within academic settings. Its activation in practices, activities, and procedures is aimed at achieving desired goals [17].

Organizational intelligence works to enhance the positives of daily practices for university leaders and staff. This includes significantly increasing motivation, fostering alignment, and achieving psychological and professional balance at work [19]. Organizational intelligence yields benefits for academic and administrative leaders, students, all personnel, and the university as a whole, these benefits includes enhancing universities and improving their efficiency [20].

The objectives of organizational intelligence for academic and administrative leaders lie in enhancing their performance and effectiveness, deepening their connection with universities, establishing appropriate incentive systems to increase their job satisfaction, and defining their roles confidently, accurately, clearly, and comprehensibly [21]. Additionally, it involves catering to their needs and desires in line with the current university environment, current circumstances, and technological societal requirements. It aims to increase the university's competitive advantage, elevate its educational and organizational

standards, enhance educational outcomes, and improve work quality and productivity technically and innovatively [22].

The dimensions of organizational intelligence encompass various aspects. First is the structural dimension, involving organizational structure and the prevalent system within the university. Next is the cultural dimension, which includes the prevailing culture and human and social relations. This is followed by the behavioral dimension, encompassing human behavior and adaptability to changes in the university environment [23]. Additionally, there's the functional dimension, covering tasks, duties, requirements, policies, and decision-making within the university, and finally, the environmental dimension, involving the internal and external environment, knowledge and industrial revolutions, technological aspects, and problem-solving using appropriate methods [24].

Organizations develop their intelligence by conducting their business, handling customers, solving problems, and overcoming obstacles that add knowledge, information, and wisdom to their existing repositories—what we may call organizational minds. OI is the result of the collective wisdom of action and the outcome of business decisions [25].

Throughout their educational journey, many universities face various obstacles and challenges that hinder their goal achievements. These obstacles encompass cultural barriers related to core values, employee attitudes, and their development, alignment, and direction toward the intended path [26]. They also include personal hindrances concerning preparedness, capability for high-level performance, and untapped potentials exceeding institution-defined levels, which leaders expect from employees [27].

Researchers conclude, through their examination of organizational intelligence in Jordanian universities, that it significantly impacts administrative, educational, and organizational processes. It fosters a balance between the educational process and the commitment and loyalty of academic and administrative leaders. It assists all elements of the educational process in fulfilling their assigned tasks and adapting to modern digital changes, making use of modern patterns and methodologies to facilitate educational and organizational procedures, thus contributing to a distinguished, innovative, and growing environment that constantly embraces new knowledge in successful universities.

Many previous studies have reached an average level of organizational intelligence, such as the study of Al-Qarni and Muhammad [28] at Imam Muhammad bin Saud Islamic University in light of the "Karl Albrecht" model from the point of view of faculty members at an average level.

The study of Talab [29] also found that the degree of obstacles to the application of organizational intelligence to develop the administrative performance of employees in the administration of some colleges at Fayoum University was average. Also, the study of Lotfi [30] indicated that the level of organizational intelligence in the Department of Graduate Studies at Menoufia University was average.

The results of the study of Abdel Rahim and Muhammad [31] showed that the level of practice of academic leaders in the colleges of Al-Azhar University for the dimensions of organizational intelligence was average. Al-Warfali's study [32] reached an average level of organizational intelligence among academic leaders at the University of Benghazi from the point of view of faculty members. While Al-Abbas's study [33] concluded that the reality of practicing the dimensions of organizational intelligence came at a weak degree. Abdul Sattar's study [34] also concluded that the practice of heads of scientific departments in Egyptian public universities of the organizational intelligence approach came at a low degree.

The Vázquez-Cano study [35] decision autonomy shows the strongest positive association with digital leadership after controlling for country fixed effects, alongside positive relationships with digital competence and negative relationships with technological barriers Digital leadership. The Zhang & Noman [36] study concluded that there is a need for leadership development programs that support ethical thinking, emotional resilience, and localized interpretations of values in complex school environments.

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scientific departments in Egyptian public universities of the organizational intelligence approach came at a low degree.

The present study aims to stand out from prior research by identifying obstacles to organizational intelligence among academic and administrative leaders in Jordanian universities in the digital era. It proposes solutions for the academic year (2024/2025). The significance of this study lies in elucidating proposed solutions to the obstacles of organizational intelligence and illustrating the positive impact of these solutions on the development of educational institutions and society. Additionally, it aims to enhance and improve the educational process, steering it towards betterment.

It's of utmost importance to maximize the role of academic leaders in universities in enhancing organizational intelligence in the digital era. Their profound impact and exceptional intelligence serve as the real essence and potent driving force for others to excel and evolve. Leaders possess intelligence that can be employed to serve the educational and organizational environment, adapting to changes in the digital, technological landscape prevalent in universities. They exhibit distinct characteristics that enable them to cope with the intellectual, technological, and organizational revolution in all educational and organizational domains within university environments. Hence, the researchers conceived the idea of investigating the obstacles to organizational intelligence among academic and administrative leaders in Jordanian universities in the digital era while proposing potential solutions.

### **1.1 Problem Statement**

The problem statement of the study revolves around the observed variability in the practice of organizational intelligence among academic and administrative leaders in some universities, this variability might lead to adopting managerial and leadership patterns that do not align with these universities' vision, mission, and strategies, consequently, it exacerbates problems within educational and organizational environments, making them difficult to resolve swiftly and adequately. This creates an unsuitable work environment that fails to meet the fundamental needs and desires of all university staff.

Being actively engaged in the educational field, the researchers noticed obstacles in the organizational intelligence of leaders, resulting in differences in the acceptance and implementation of change within universities. Hence, the problem statement focuses on identifying these obstacles to organizational intelligence among academic leaders in Jordanian universities in the digital age. This study aims to propose potential solutions by answering the main question: To what extent do the obstacles to Organizational intelligence affect the digital age? The following questions arise from this question:

- What are the obstacles that impede the practice of organizational intelligence by academic leaders in Jordanian universities in the digital age from the perspective of faculty members?
- What proposed solutions can mitigate the obstacles to organizational intelligence among academic leaders in Jordanian universities in the digital age?

### **1.2 Objectives of the Study**

The study's objectives include assessing the extent of obstacles to organizational intelligence among academic leaders in Jordanian universities in the digital age. This assessment aims to identify weaknesses for evaluation and strengths for reinforcement within universities. Furthermore, the study seeks to recognize proposed solutions for the obstacles to organizational intelligence among academic leaders, intending to aid universities in achieving their objectives.

### **1.3 Significance of the Study**

The significance of the study lies in two main aspects:

#### **1.3.1 Theoretical Significance:**

This study aims to provide researchers, academic leaders, administrators, and students in higher education with a critical theoretical background regarding the obstacles to organizational intelligence among educational leaders and administrators in Jordanian universities in the digital age; it also aims to outline proposed solutions for their improvement.

#### **1.3.2 Practical Significance:**

The study aims to offer recommendations related to the obstacles facing organizational intelligence among academic leaders and administrators in Jordanian universities in the digital age, these recommendations are intended to assist policymakers and educational decision-makers in implementing evaluative or enhancement measures. Moreover, the study seeks to encourage further research on similar topics in different communities and to link them with various variables, leveraging the outcomes.

**1.4 Terminological and Procedural Definitions:**

The following definitions are provided to clarify the terms used in this study:

**1. Organizational Intelligence:** Arabo and Al-Jalili (2025) define organizational intelligence as : practical behavior that translates into the ability to make decisions under ambiguity, and it links intelligent leadership with the ability to act effectively in unstable environments[37].

**2. Obstacles to Organizational Intelligence:**

Obstacles to organizational intelligence are the various challenges and barriers that impede the effective application of organizational intelligence by leaders. These can include cultural resistance, lack of technological adoption, inadequate training, and other factors hindering the optimization of organizational practices [8].

**3. Academic Leaders:**

Academic leaders refer to individuals in positions of authority within universities who are responsible for academic and administrative decision-making, such as deans, department heads, and university presidents[1].

**Scope and Delimitations of the Study**

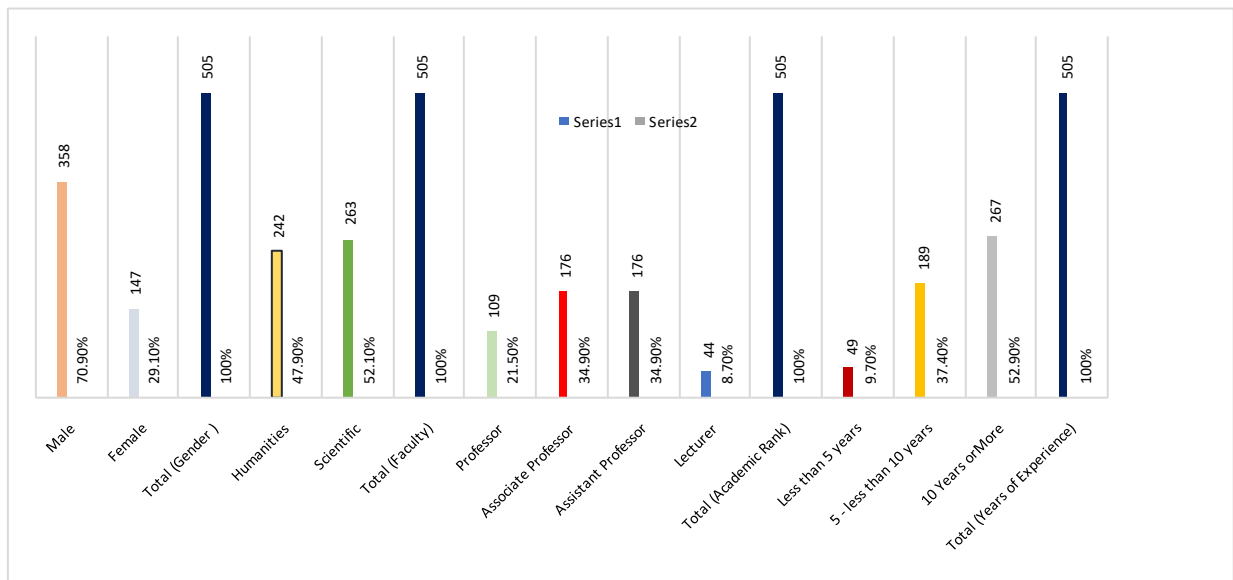
This research focuses on faculty members in government and private universities within the Irbid Governorate during the academic year 2024/2025. It is confined to their responses to a questionnaire, which explores obstacles to organizational intelligence through 20 items, and interviews conducted with a sample of faculty members. The study ensures the psychometric properties of the assessments, including validity and reliability.

**2. Methodology and Procedures**

**Study Design:** This study employs both descriptive and qualitative methodologies, chosen to align with the research objectives.

**Study Population:** The study population includes all faculty members from both government and private universities in the Irbid – Jordan Governorate for the academic year 2023/2024, totaling 2,647 faculty members according to higher education statistics.

**Study Sample:** A random sample of (505) faculty members were selected from government and private universities in Irbid, including Yarmouk University, Jordan University of Science and Technology, Jadara University, and Al-Ahliyya Amman University. Additionally, interviews were conducted with (25) faculty members from government universities in Irbid to address the study's research questions.



**Fig.1:** Distribution of the Study sample According to its Variables.

### Study Tools

A questionnaire was developed based on a review of theoretical literature and previous studies related to the topic of organizational intelligence, such as: [29] , [25]; [32], it consists of 21 items, the validity of the study instrument was confirmed by presenting it to 10 experienced and specialized experts from Jordanian universities. Their comments and modifications were taken into account, including the suitability of the language, the relevance of each item to its designated domain, and the overall appropriateness and alignment of the items with the study's scope. Any necessary adjustments were also made, after the audited versions were recovered, the study instrument was adopted in its final form, with some items being modified and replaced to bring the final number to (20) items. Research questions were also formulated to conduct interviews to identify proposed solutions that could alleviate the obstacles to organizational intelligence in the digital age, by utilizing the opinions of academic.

### Tool Validity

To assess the content validity of the research tool, it was reviewed by a panel of 10 experts in the fields of management and educational foundations. The experts provided feedback on various aspects of the tool, including its linguistic formulation, clarity, relevance of each item, and suggested modifications. Items that received consensus agreement from 8 or more experts (80% of the panel) were included in the final version of the tool, resulting in a total of 20 items.

### Reliability of the Study Tool

Two methods were employed to ensure the reliability of the study tool. Firstly, the Test-Retest method was used, involving the administration of the tool twice to the same sample at a two-week interval. The Pearson correlation coefficient was calculated to measure consistency between the two administrations. Secondly, Cronbach's Alpha coefficient, which measures internal consistency, was computed. The results are detailed in Table 2.

**Table 1:** Cronbach's Alpha Internal Consistency Coefficient and Total Test Reliability

The Domain	Test-Retest Reliability	Internal Consistency
The Degree of Organizational Intelligence Impediments	0.82	0.84

### Tool Correction Criterion

The Relative Grading Likert's Pentad statistical model was used to infer judgments based on the arithmetic means of the study tool and its items. The statistical criterion was applied using the following equation:

<b>Very Low</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>	<b>Very High</b>
From 1.00 to Less Than 1.80	1.81- 2.6	2.61- 3.40	3.41- 4.20	4.20- 5.00

The scale was calculated using the following equation:

The upper limit of the scale (5) - The lower limit of the scale (1) divided by the required categories (5)  $5 - 1 = 5 / 5 = 0.80$

Then, the answer (0.80) was added to the end of each category.:

The scale was calculated using the following equation:

### Study Variables:

**Main Variable:** Organizational Intelligence among Academic Leaders in Jordanian Universities.

### Results and Discussion

The results and discussion regarding the first question, which addressed the obstacles impeding academic leaders in Jordanian universities in the era of digitization concerning organizational intelligence, involved calculating the mean scores and standard deviations for these obstacles as perceived by faculty members. Table 3 illustrates these findings.

**Table 2:** Mean scores and standard deviations of barriers to organizational intelligence among academic and administrative leaders in Jordanian universities in the digital age, as perceived by faculty members, ranked in descending order.

Rank	Figure	Paragraphs	Arithmetic mean	Standard deviation	Grade
1	6	The leader seeks to achieve complete alignment between personal capabilities and job tasks	4.02	.89	High
2	9	The leader consistently strives to achieve strategic objectives	3.79	.88	High
3	13	The leader provides a suitable educational and organizational environment for students and staff	3.73	1.03	High
4	2	The leader seeks to measure the required performance through the	3.67	.92	High

		quality of work.			
5	18	The leader participates in internal and external voluntary activities	3.57	1.04	High
6	17	The leader encourages employees to utilize their free time and take advantage of available opportunities	3.39	.78	Moderate
7	20	The leader maintains performing tasks with honesty and integrity	3.39	.79	Moderate
8	16	The leader involves the employees in the process of making administrative decisions	3.36	.73	Moderate
9	11	The leader encourages collaborative work among the employees	3.34	.87	Moderate
10	8	The leader uses modern technological teaching methods	3.25	1.01	Moderate
11	10	The leader actively participates in personal events with great enjoyment	3.15	.84	Moderate
12	19	The leader delegates some administrative and functional tasks	3.14	.85	Moderate
13	12	The leader strives to achieve the institution's vision and mission	3.11	.84	Moderate
14	3	The leader utilizes flexibility in their managerial performance	3.09	.99	Moderate
15	7	The leader is characterized by positivity, generosity, and growth	3.07	1.02	Moderate
16	4	The leader organizes time and invests it wisely	3.02	.99	Moderate
17	14	The leader seeks to solve problems using scientific methods	2.58	.89	Low
18	5	The leader adheres to ethical values in dealing with the employees	2.49	.94	Low
19	15	The leader consistently promotes creative initiatives	2.39	.86	Low
20	1	The leader coordinates between core and additional tasks	2.29	.89	Low
		<b>The overall scale as a whole</b>	<b>3.19</b>	<b>.61</b>	<b>medium</b>

Table 3 indicates that the mean score for obstacles to organizational intelligence was moderate. The results indicate that the leadership's close involvement with administrative and organizational tasks, combined with their skills and experience, enhances job satisfaction, excellence, and creativity. Some institutions excel in applying organizational intelligence, while others face significant challenges.

These challenges can impede an organization's progress substantially. The primary issue for these institutions may not solely be their choice of organizational intelligence strategies but rather how these strategies are implemented and integrated with the institution's culture, personnel at all levels, experiences, and capacities. Furthermore, it requires leaders' active involvement and commitment to achieving objectives based on contemporary educational strategies.

However, several obstacles hinder the effective application of organizational intelligence. These barriers include rigid adherence to laws and systems, increased work pressure, inadequate financial and moral incentives, a lack of team spirit, insufficient leadership qualities for decision-making and problem-solving, misalignment between objectives and managerial satisfaction, deficiencies in planning, control, and organization within the institution, and a lack of awareness among leaders about the importance of organizational intelligence for the success of educational institutions.

The average result, according to the estimates of the study sample, agreed with the study of [8], [29], [30] model from the point of view of faculty members at an average level.

The average result also agreed with the result [31] and Al-Warfali's study [32] reached an average level of organizational intelligence among academic leaders. This average result differed with the result of a study Al-Abbas's study [33] concluded that the reality of practicing the dimensions of organizational intelligence came at a weak degree. Abdul Sattar's study [34] as of the organizational intelligence approach came at a low degree, and The Vázquez-Cano study [35] autonomous decision shows the strongest positive association with digital leadership after controlling for country fixed effects, alongside positive relationships with digital competence and negative relationships with technological barriers digital leadership. The Zhang & Noman [36] study concluded that there is a need for leadership development programs that support ethical thinking, emotional resilience, and localized interpretations of values in complex school environments.

**Regarding the second question,** "What proposed solutions can mitigate the obstacles to organizational intelligence among academic leaders in Jordanian universities in the era of digitization?" the results were obtained through an analysis of interviews with (25) faculty members from both government and private Jordanian universities in the Irbid province. These participants were purposively selected to ensure representation from various universities. The content analysis aimed to identify proposed solutions to the obstacles faced by academic and administrative leaders concerning organizational intelligence in the digital age.

The results, according to the assessments of the study sample from Jordanian university faculty members, indicate that the level of organizational intelligence among academic leaders was moderate. This suggests that these leaders still need to better utilize their organizational intelligence in the digital age. They need to leverage their organizational intelligence both

within and outside the institution to ensure its continuity and quality. Therefore, the researchers interviewed 25 university leaders to gather proposals, based on their leadership positions that would highlight their academic vision and the type of organizational intelligence that fosters the growth of the university and enhances the standing of its members. These participants were carefully selected to ensure representation from various universities. The content analysis aimed to identify proposed solutions to the obstacles faced by academic and administrative leaders regarding organizational intelligence in the digital age. This result, which showed obstacles, is consistent with Al-Warfali's study [32] that there are obstacles preventing the application of the organizational intelligence approach by academic leaders at the University of Benghazi, the most important of which are stereotyping; and weak utilization of modern means of communication and information technology. These proposals were developed to address the researchers' findings based on the faculty members' perspectives and are outlined below:

**First Proposal:** Universities should focus on training academic and administrative leaders in modern technological methods suitable for university environments. This suggestion was voiced by (22) interviewees (88% of the sample). This proposal might be attributed to leaders lacking the technical skills essential for activating organizational intelligence within technological advancements. They might resist recent technological changes, and the applied technological methods for university activities and procedures may no longer keep pace with continuous learning and teaching advancements. Moreover, there could be a shortage of modern technological resources in university environments.

**Second Proposal:** Encouraging leaders to accept and activate technological changes in their administrative and academic roles without resistance. This proposal was articulated by (21) interviewees (84% of the sample). It might stem from leaders perceiving the technological side of their teaching, administrative, organizational, and research methods as non-essential, with unsatisfactory outcomes. They may prefer maintaining the status quo without embracing technological innovations or recognizing the ongoing need for continuous technical professional growth.

**Third Proposal:** Reinforcing universities to enhance the role of distinguished leaders in achieving current and future university goals. This suggestion came from (18) interviewees (72% of the sample).

The proposal's origin might be rooted in leaders' lack of awareness regarding necessary educational activities and experiences to achieve specific and general university goals, they might not actively seek knowledge about the technology they encounter in their programmed courses or understand how to gather information from diverse sources, furthermore, there might be a lack of inclination toward using administrative, leadership, and organizational methods crucial for the educational system amid current digital changes.

**Fourth Proposal:** Implementing effective electronic platforms that are user-friendly for educational and organizational purposes by students, leaders, and all staff, this proposal was mentioned by (16) interviewees (64% of the sample). It might have emerged due to leaders' unclear responses regarding technical queries, inability to resolve many technical problems encountered during the educational process, inadequate resource allocation and utilization in universities, low-quality modern technological components needed continuously, and diminished human relationships affecting technological interactions in organizations.

**Fifth Proposal:** Disseminating the culture of organizational intelligence in the digitization era and its effective utilization through technical means while enhancing leaders' efficiency, this proposal was voiced by (14) interviewees (56%), it might relate to leaders' lack of available opportunities to capitalize on the unique benefits universities offer for educational and professional purposes.

They might not prioritize improving their use of organizational intelligence to make sound decisions, lack administrative experts versed in the regulations governing organizational intelligence in the digital era, and overlook the importance and role of organizational intelligence in achieving desired goals in today's digital transformations.

The conclusion suggests the necessity of adopting modern technological approaches in universities, providing continuous training for leaders and students, changing traditional educational policies and organizational structures, and providing high-quality technological resources and experts.

Moreover, conducting specialized courses for leaders to enhance their skills, enabling them to design interactive and collaborative learning environments fostering successful human relationships through innovative electronic technologies.

### Recommendations:

Based on the study findings, the researchers recommend the following:

- Promoting the culture of organizational intelligence among leaders and all staff in both government and private universities in the digitization era.

- Providing qualified trainers to educate staff on utilizing and enhancing organizational intelligence in theoretical and practical practices within Jordanian universities.

Conducting research and studies related to organizational intelligence in the digitization era and connecting it with other variables in the field of educational administration and leadership.

### Declarations

#### Author Contribution:

Darawsheh, Alrashdan, Khataybeh, Alkailanee: Literature review, conceptualization. Alrashdan; Darawsheh, Al-Khataybeh, Al Ajmiand almheiri: methodology, data analysis. Darawsheh, Alrashdan, Aldarmaki, Al-Khataybeh, almheiri, BaniYounes and Aidi: review-editing and writing, original manuscript preparation. All authors have read and approved the published on the final version of the article)

#### Conflicts of Interest:

The authors declare no conflict of interest

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**Open Access:** The researchers adhered to strict ethical principles, ensuring data confidentiality and protecting the rights and safety of participants throughout the study, so that this research can be a reference for all.

#### Data Availability Statement:

The data supporting the findings of this study are available from the corresponding author upon reasonable request; all datasets were collected and stored in compliance with institutional research ethics and privacy guidelines

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#### Conflicts of Interest Statement

The authors certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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