International Journal of Accounting and Economics Studies, 12 (3) (2025) 213-222

International Journal of Accounting and Economics Studies

Website: www.sciencepubco.com/index.php/IJAES
https://doi.org/10.14419/65hv6377
Research paper

The Effect of Intellectual Capital on Job Performance of The Employees of King Khaled University

Rawabi Hassan Al-sheri [1*], Engy Ahmed Abdel Ghany Mostafa [1], Amal Abouzaid Mokhtar [1], Abeer Bakri Siralkhatim Alhaj [2], Zainab Mohamed Osman Kodai [3],

[1] Assistant professor in Applied College, King Khalid University, Saudi Arabia
[2] Applied College, King Khalid University, Saudi Arabia
[3] Assistant Professor, Imam Mohammad Ibn Saud Islamic University, college of business. Riyadh, Saudi Arabia
**Corresponding author E-mail: Ralshehry@kku.edu.sa*

Received: June 4, 2025, Accepted: June 30, 2025, Published: July 24, 2025

Abstract

The main purpose of this research is to examine the effect of intellectual capital on job performance of the employees of King Khaled University. The method of this study was descriptive survey. The statistical population of this study was faculty members of management and accounting of King Khalid University, which numbered 60 people. And due to the limited statistical comprehensiveness, the entire statistical population was selected as a sample. To measure the intellectual capital in this research, Bontis questionnaire (2004) which includes 32 questions to measure the three sub-variables of intellectual capital (human capital, structural capital and communication capital) which is designed based on Likert's five-point scale and to measure the performance of a task of The task performance questionnaire of Varsi Birneh et al. (2005) which includes 10 questions on a 5-point Likert scale, and the 17-question questionnaire of Conway (1999) on a 5-point Likert scale is used to measure the background performance. The validity of the questionnaire was confirmed by a supervisor and several accounting professors, and the reliability of the questionnaire was confirmed by Cronbach's Alpha. Data analysis was done using structural equation methods and path analysis by PLS software. The results showed that the effect of intellectual capital and components (human capital, structural capital, customer capital) on the job performance of the employees of King Khaled University.

Keywords: *Intellectual Capital, Job Performance, Human Capital.*

1. Introduction

In today's knowledge-based economy, where all its sectors are based on knowledge, universities have a continuous and active presence in all economic processes due to the key role they play in the research sector (Gibbens, 1998). For this reason, the European Commission has stated that investing in the quality of universities is a direct investment in the future of countries (European Union, 2000). As the research conducted by Etzkowitz states that universities can play a key role in innovation in knowledge-based societies (Etzkowitz and Leydesdorff, 2001). This study is grounded in the Resource-Based View (RBV), which posits that intangible resources like intellectual capital provide a competitive advantage when effectively managed (Barney, 1991), and the Knowledge-Based View (KBV), which emphasizes knowledge as a primary source of organizational value (Grant, 1996). In research centers and universities, the effective management of intangible assets and intellectual capital is an important issue because it constitutes the largest share of university assets (Secundo et al., 2015; Sanchez & Elena, 2006). The concept of intellectual capital, first formalized by Machlup (1962) and later expanded by seminal works such as Edvinsson & Malone (1997) and Stewart (1997), highlights its role as a driver of organizational success, encompassing human capital (employees' skills), structural capital (organizational processes), and customer capital (stakeholder relationships). In addition, the development of intellectual and knowledge capital is a strategy that has important effects on the behavior and performance of universities. The existing challenges in valuing and providing sufficient information resources and the growth of intellectual capital in universities, on the one hand, and allocating a huge part of higher education resources to this cause, universities to acquire new capacities and grow human capital according to the needs of information and has faced his knowledge (Liu and Ramsey, 2008). Analyses of knowledge management and the role of knowledge in sustainable development are relevant in government organizations, including universities and affiliated research centers. However, while intellectual capital management has been extensively studied in the private sector (Sullivan, 2000), its application in public universities remains underexplored, particularly in emerging economies. In Saudi Arabia, the Vision 2030 initiative underscores the need for a knowledge-based economy, yet there is a notable gap in research on how intellectual capital influences faculty job performance in local higher education institutions. This study addresses this gap by focusing on King Khalid University (KKU), contributing to both regional policy and global academic discourse. By focusing on government universities, the management of intellectual capital has gained double importance. So that university officials try to strengthen and emphasize the role of intellectual capital in national innovation, because the most important inputs and outputs of the university are invisible and only a small part of them are known (Liu and Ramsey, 2008).

Such capitals have many benefits for the university, including innovation, improving the strategic position of the university, increasing market share, advanced technology and technologies, increasing organizational reputation, reducing costs, increasing customer loyalty, and improving productivity (Sullivan, 2000). In fact, in the past decades, most analyses of knowledge and intellectual capital management have been carried out in the private sector; But now there is a lot of motivation and interest in research on government organizations, including universities and research centers. By focusing on government universities and research centers, intellectual capital management and knowledge management have become very important, and therefore, the authorities should strengthen their role in national innovation because the most important entrances and exits of universities are invisible and only a small part of them are known (Lo, 2000). The European Union, as well as European universities, have been leaders in paying attention to the category of intellectual capital as well as its reporting and have achieved significant results in this field. Spanish universities are among European universities that have realized the importance of this category and its key role in the efficient management of universities and have been able to achieve significant success by dedicating part of their scientific research to this category (Ozkan, 2017).

Intellectual capital attracted the attention of private organizations from the 1994s, and with time, government and public organizations paid attention to it. This is when a theorist named Machlap used the term intellectual capital for the first time in 1962. Experts believe that the paradigm of intellectual capital is born from the philosophy of science, and knowledge management forms its foundation. This intangible capital is the driver of organizational success and capabilities (Muntazari et al., 1401). In summarizing the many definitions of intellectual capital and its components, it stated that intellectual capital could be divided into three categories: human capital, structural capital, and customer capital. Human capital is described as the heart of intellectual capital and includes a set of knowledge, skills, initiatives, and abilities of employees (Youndt et al., 2020). Structural capital refers to the processes used in an organization that are built and stored in a regular framework and speed up the flow of things throughout the organization (Sanchez et al., 2020). Relational capital includes creating added value for all sectors, including suppliers, clients, investors, and the government, as well as covering relationships (Rakzapi et al., 2016). The results of various research have shown the effects of intellectual capital on individual and organizational variables. Hong (2014) showed in research that among the three components of capital, intellectual, organizational capital has a greater effect on the size of components and organizational performance. Intellectual capital can increase and improve the organizational performance of managers. Also, Chen and colleagues (2014), in research in Malaysia, concluded that intellectual capital has positive and significant effects on productivity changes. Sayed and Nefzi (2024) showed that intellectual capital significantly enhances bank performance in Saudi Arabia, with human capital efficiency showing the most decisive influence on ROE and NPM. Structural capital and capital-employed efficiency also contribute positively but vary in their impact on different performance measures. Luminita et al. (2016) showed that there is a significant relationship between intellectual capital and organizational performance. Aman-Ullah et al. (2022) found that there is a considerable and positive correlation between human capital capacity, human capital skills, and human capital knowledge and the overall success of a company. Creative leadership has a moderating influence on the relationship between human capital knowledge and organizational performance. Zerr & Ashraf (2021) showed that there was a highly positive impact of intellectual capital on job performance. This study discovers the impact of intellectual capital on the job performance of faculty members at universities. Uriguen Aguirre & Avolio Alecchi (2023) showed that a significant relationship between intellectual capital and organizational performance, with a partial mediation of intrinsic motivation. Yousef et al. (2017) showed that knowledge sharing had a positive effect on organizational performance. Finally, it was found that knowledge sharing had a positive mediating effect on the relationship between intellectual capital and organizational performance. Afaf and Ashraf (2021) showed that the intellectual capital at universities was high, and the job performance of these universities was high. In addition, the study found a highly positive impact of intellectual capital on job performance. Esmaeilzadeh and Aghajani (2020) showed that the relationship between intellectual capital and job performance is positive and significant (correlation coefficient is 0/24 and significant level is $p < 0/001$) and coefficient of correction is 0/056. Ghanbari and Mohammadi (2022) showed that he variables of organizational learning capacity and organizational learning directly and the variables of intellectual capital and organizational learning indirectly through the variable of organizational learning capacity have a significant effect on the job performance of employees ($p<0.05$).

The academic community is one of the most important and reliable human resources of any country in the production of science. Academic faculty members of universities and research institutes have tacit and objective knowledge (Vainauskienė and Vaitkiene, 2020). Therefore, one of the challenges of the university officials is to prepare a suitable environment for the growth and cultivation of the minds of the members of a knowledge-oriented university (Kong, 2007). Faculty members are specialists who are responsible for teaching and spreading science and knowledge in the university, and the quality and development of knowledge depend largely on how these members work. Examining the activities of faculty members and their interaction type has provided appropriate feedback for the analysis of educational issues and basic decisions, and strategic planning to the officials of the higher education system. On the other hand, faculty members can learn about their performance and take action to increase the quality of their activities. These activities include three categories: education, research, and service provision (executive) (Rostgar, 2017; Enayati & Yousefi). The performance of the employees of higher education centers and universities, due to the competition between universities, has been the focus of many researchers in the field of human resources. Every year, significant investments are made for universities; Therefore, there is a lot of sensitivity about the performance, status, and quality of this organization. Like any other organization, universities and higher education institutions also evaluate the performance of their staff and professors for effective human resource management (Bilal et al., 2014). The success and progress of any organization depends on the high job performance of the employees. If the organization does not pay attention to the factors affecting job performance, the productivity of the organization will decrease, and it will not be able to achieve its goals. In other words, job performance is defined as the expected value of organizations from individual behavioral events that people perform during a certain period (Motowidlo, 2003). Good performance increases the productivity of the organization, and this directly promotes the national economy as well as the organization's services (Dvir et al., 2002) and is reflected in the achievement of job tasks and fulfillment of organizational expectations (Byars and Rue, 2000; Campbell, 1990). Borman and Motovidelo have divided job performance into task performance and contextual performance. Task performance includes technical information and problem-solving ability. In this case, assigned tasks are performed according to instructions and expectations (Borman and Motowidlo, 1993; Borman and Motowidlo, 1990). The concept of contextual performance is that employees perform their duties with their desire and desire for the organization and without paying attention to the regulations and control system. This type of performance can increase the efficiency of organizations and individuals and improve work performance (Yeh and Hong, 2012).

A great challenge was created by changing the evaluation process of organizations, and more value was considered for intangible assets such as skills and knowledge of employees, brand name, systems, etc. Considering the importance of intellectual capital and employees' job performance for organizations, and considering that little research has been done on the impact of intellectual capital on job performance. The necessity of the present research was formed; therefore, in this research, the impact of intellectual capital in increasing the job performance of employees is investigated. According to the stated content, the main purpose of this research is the effect of intellectual capital on the job performance of the employees of King Khaled University.

2. Methodology

This study employed a descriptive-survey method. The statistical population comprised 60 faculty members from the management and accounting departments of King Khalid University. Due to the limited size of the population and full accessibility, the entire population was selected as the sample. This decision was made to ensure comprehensive data collection within the available constraints. However, the sample's restriction to a single university and two specific disciplines (management and accounting) may limit the generalizability of the findings to other academic fields or institutions. The study's focus on King Khalid University also reflects a regional context, which should be considered when interpreting the results. Intellectual capital was measured using the Bontis questionnaire (2004), which includes 32 questions assessing three sub-dimensions (human capital, structural capital, and customer capital) on a five-point Likert scale. Job performance was evaluated using the task performance questionnaire by Varsi Birneh et al. (2005) with 10 questions and the contextual performance questionnaire by Conway (1999) with 17 questions, both on a five-point Likert scale. The validity of the questionnaires was confirmed by the supervisor and a panel of accounting professors, while reliability was established with Cronbach's Alpha values exceeding 0.7 (Table 2). Data analysis was conducted using structural equation modeling (SEM) and path analysis via Smart PLS software, chosen for its suitability with non-normal data distributions and small sample sizes (Hair et al., 2019). The skewness and kurtosis indices (Table 1) indicated a non-normal distribution (outside the [-2, 2] range), which is common in behavioral studies with Likert-scale data. Smart PLS does not assume normality, making it an appropriate choice for this study. To ensure robustness, a sensitivity analysis was performed by excluding potential outliers (defined as values exceeding 3 standard deviations), resulting in no significant changes to the path coefficients or model fit indices (R^2, Q^2, GOF), thus confirming the stability of the results.

3. Findings

3.1 Descriptive Findings

The results of data analysis showed that (24) individuals, representing (40%) of the respondents (from 30 to 40 years old), (21) individuals, representing (35%) of the respondents (from 41 to 50 years old), and (15) individuals, representing (25%) of the respondents (51 years and older), with (25) individuals, representing (41.7%) of the respondents, specializing in accounting, and (35) individuals, representing (58.3%) of the respondents, specializing in management.

3.2 Descriptive statistics indices of research variables

Descriptive statistics indicators of average, standard deviation, Skewness, and kurtosis to describe each of the variables present in the structural model of the research are given in Table 1. The skewness and kurtosis indices presented in Table 1 indicate that the research variables do not follow a normal statistical distribution, with values exceeding the [-2, 2] range. Given the small sample size (n=60), parametric methods were deemed inappropriate. Therefore, Smart PLS software was utilized to fit the structural model, as it is robust to non-normal data and does not require a large sample (Hair et al., 2019). The non-normality did not significantly affect the model fit, as evidenced by the high R^2 (0.876), Q^2 (0.347), and GOF (0.68) values, suggesting that the results are reliable despite the data distribution.

Table 1: Descriptive statistics indicators of research variables

Variable	M	SD	Max	MIN	Skewness	Kurtosis
Structural capital	4.31	0.557	4.50	3.09	5.74	3.53
Customer capital	3.11	0.265	3.99	2.75	3.89	-2.47
Human capital	3.58	0.287	4.01	2.98	3.75	2.54
Intellectual capital	3.66	0.346	4.16	2.94	4.54	2.89
Task performance	3.24	0.201	3.87	3.11	4.98	-5.56
Contextual performance	4.31	0.184	3.56	3.07	-3.05	4.81
job performance	3.11	0.192	3.71	3.09	2.90	-3.65

3.3 Inferential Findings

3.3.1 Fitting the Structural Model of The Research

It is revealed in Table 1 that the skewness and kurtosis indices of the research variables do not follow the normal statistical distribution. The sample size is not large enough to test the structural model of the research with a parametric method. Thus, the Smart Pls statistical software is used to fit the structural model of the research, which does not rely on the normal distribution of observations and many samples. To check the fit of the structural model of the research and the suitability of the structural model in the Smart Pls statistical software, criteria such as standard z coefficients or t-values, R-square, (Q2) criterion, and GOF goodness of fit index are used.

3.3.2 Cronbach's Alpha, Composite Reliability, Convergent Validity and Divergent Validity, Extracted Variance

The results of Cronbach's alpha, composite reliability, extracted variance, and convergent validity for each of the constructs present in the structural model of the research are shown in Table 2. It is also shown in Figures (1), (2), (3), and (4) respectively. The minimum appropriate value for Cronbach's alpha is 0.7, for composite reliability 0.7, for extracted variance 0.5, and for convergent validity 0.4. As can be seen, for the constructions of visionary leadership, social capital and organizational agility, Cronbach's alpha criteria, composite reliability, and convergent validity, and the extracted variance are higher than the minimum appropriate value. It can be concluded that the constructs of the research structural model are in a good condition in terms of reliability and convergent validity, and extracted variance.

Table 2: Cronbach's alpha, composite reliability, and convergent validity for the structures present in the research structural model

Structures	Cronbach's alpha	CR	CV	AVE
Intellectual capital	0.931	0.851	0.673	0.686
job performance	0.844	0.745	0.598	0.531

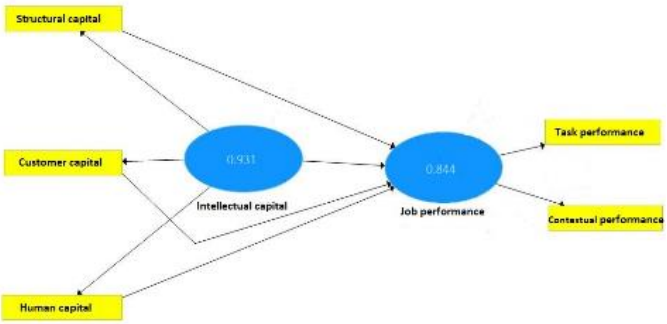

Fig. 1: Cronbach's alpha of the structures in the research structural model

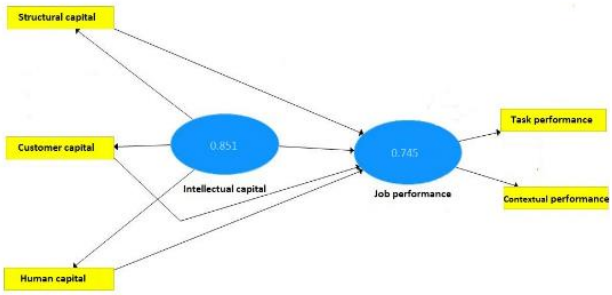

Fig. 2: Combined reliability values (CR) of structures in the research structural model

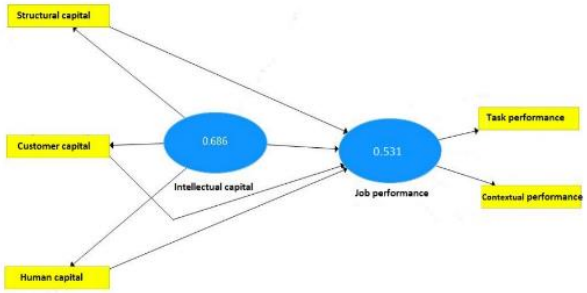

Fig. 3: AVE values of structures in the research structural model

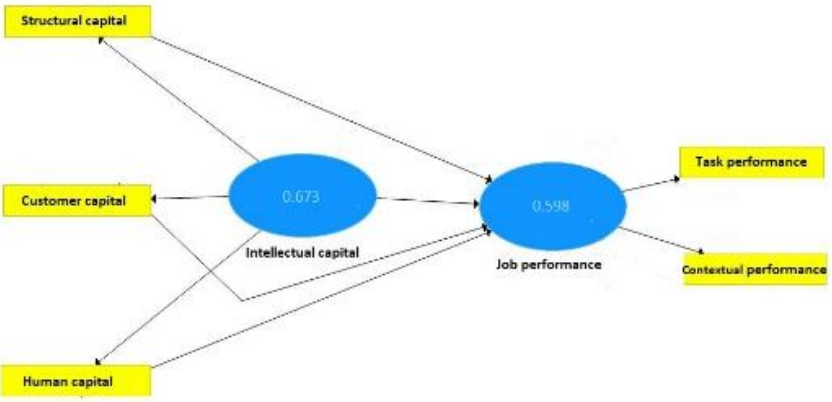

Fig. 4: CV values of structures in the research structural model

In table (3), the components related to the structure of intellectual capital are more correlated with the structure of intellectual capital than with the structure of job performance, and the components related to job performance are more correlated with the structure of job performance than with intellectual capital structure. Therefore, the structures present in the structural model of the research are in good condition in terms of divergent validity.

Table (3): Correlation of components with structures to check the validity of the divergence of the structures present in the structural model

Structure Component	Intellectual capital	Job Performance
Structural capital	0.666	0.154
Human capital	0.809	0.121
Customer capital	0.771	0.111
Task performance	0.173	0.508
Contextual performance	0.112	0.513

3.3.3 The Amount of Factor Loads and Standard Coefficients of Routes

The standardized factor loading for each component in the structural model is usually considered to be 0.4. If the factor loading is less than this value, the desired component should be removed from the structural model. The results of the factor load of each component and the standard coefficient of the paths in the structural model of the research are shown in Figures 5 and 6, respectively. As can be seen, factor loadings for all components in the structural model are greater than 0.4.

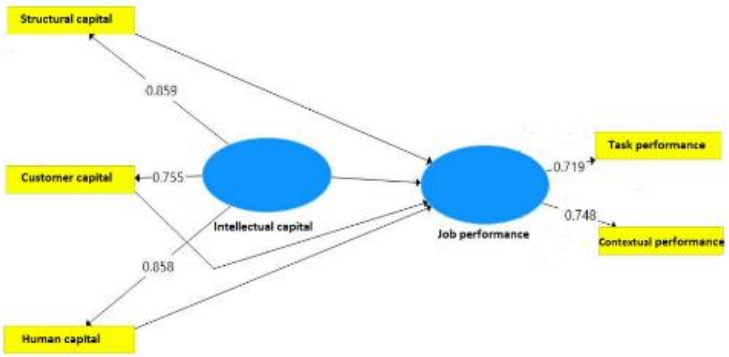

Fig. 5: The structural model of the research in the case of the factor loads of each of the components

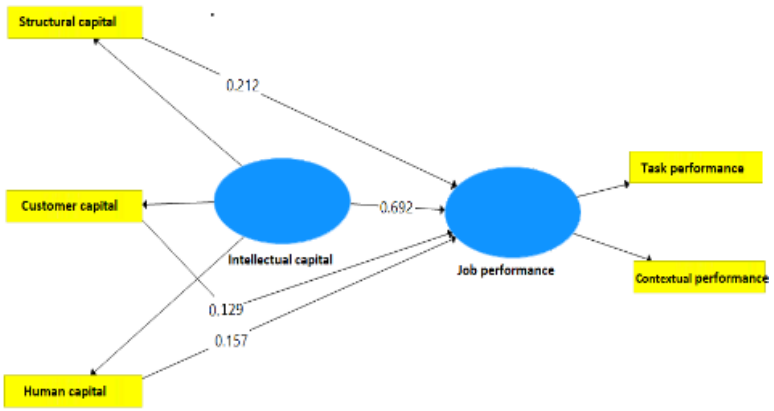

Fig. 6: The structural model of the research in the mode of standard estimation of path coefficients

3.3.4 Significance Coefficients Z (T-Values)

The structural model of the research has been drawn in the Smart Pls statistical software environment, with significant Z coefficients (t-values) presented in Figure 7. As can be seen, for all factors in intellectual capital structures and job performance, the value of t statistic is greater than the critical value of 1.96 (t-value > 1.96). It means that all factor loadings in the structures of intellectual capital and job performance are significant at the 5% error level. The t-statistic values related to the accepted effects of the job performance structure of the intellectual capital structure are 3.497, which are higher than the critical value of 1.96. Also, the value of the t statistic is related to the accepted effects of the structure from the dimensions of intellectual capital, i.e., structural capital, customer capital, and human capital, respectively, which are 2.349, 1.985, and 2.042, which is greater than the critical value of 1.96 (96.96). 1t-value>). Therefore, it is concluded that all paths in the structural model of the research are significant at the 5% error level, which indicates the appropriateness of the structural model of the research.

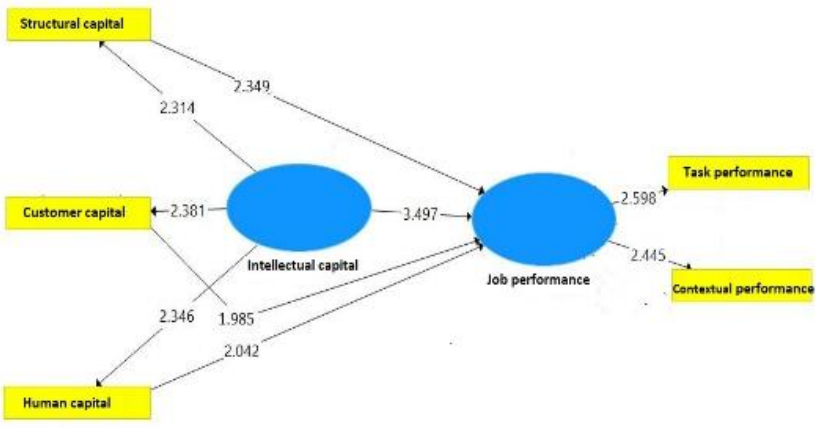

Fig. 7: The structural model of the research in the significance state of the path coefficients and factor loadings

3.3.5 R-Square Measure or R2

In the structural model, the criterion R2 or coefficient of determination states how much of the changes of the dependent variables are explained by the independent variables in the structural model, and the values of 0.19, 0.33, and 0.69 are weak values. Medium and strong R2 are considered. According to figure (8), it can be seen that the value of R2 to explain the changes in job performance variable is 0.876,

which is higher than the strong criterion (0.69). Therefore, according to the value of R2, it is concluded that the structural model of the research has a good fitness.

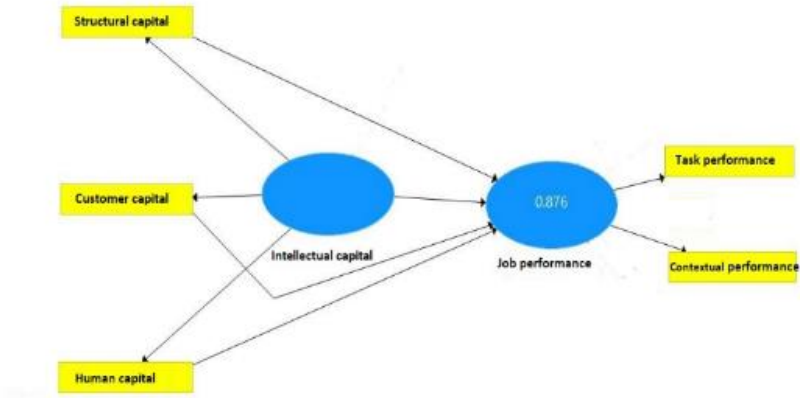

Fig. 8: The structural model of the research with R^2 values

3.3.6 Criterion Q^2

The Q2 criterion or the Stone-Geisser test is also used to check the appropriateness of the fit of the structural model of the research, where a value of 0.02 indicates the weak strength of the structural model, 0.15 indicates the average strength of the structural model, and a value of 0.35 and above. It shows that it is strong in predicting endogenous structures (dependent hidden variables). It should be noted that this criterion is not calculated for variables that play a mediating role in the model, but only for endogenous (dependent) latent variables. As can be seen in Figure 9, the value of Q2 for the structural model to predict job performance is 0.347. Which is almost equal to the strong value of the Q2 criterion (0.35), so the Q2 criterion also confirms the appropriateness of the structural model of the research.

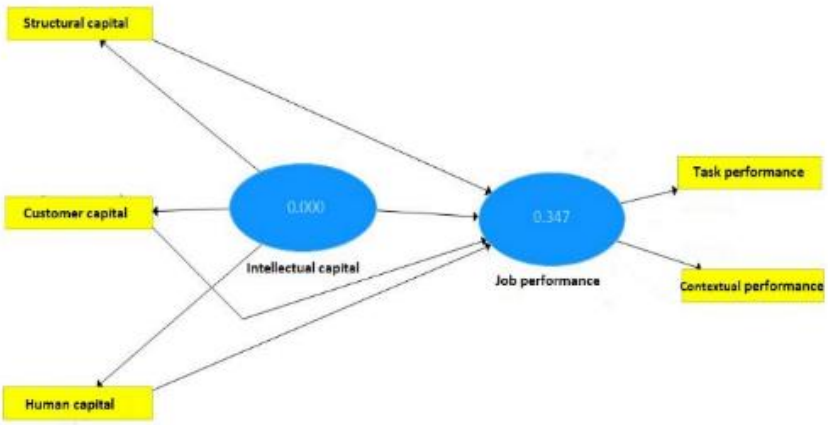

Fig. 9: The structural model of the research with the value of Q^2

3.3.7 GOF Goodness of Fit Index

To measure the overall fit of the model, the GOF index is used, which gives a number between zero and one. Three values have been considered to evaluate the GOF index: between 0.10 and 0.25 (weak), between 0.25 and 0.36 (moderate), and above 0.36 (strong). The closer the GOF index is to one, the more suitable the model is. As can be seen in Table 4, the value of GOF for the structural model to

predict job performance is 0.68, which is higher than 0.36. Therefore, the GOF criterion also confirms the appropriateness of the structural model of the research.

Table 4: Checking the fit of the overall research model

Structure	Contextual performance	Task performance
Communality	0.560	0.517
$GOF = \sqrt{\overline{R^2} \cdot \overline{Communality}}$	0.68	

3.3.8 Test of Research Hypotheses

In this part of the analysis, research hypotheses are tested. In this regard, the structural and conceptual model of the research was drawn in the Smart Pls statistical software environment to test the research hypotheses using the structural equation model. Then, by executing the Bootstrapping command in Smart Pls statistical software, research hypotheses are tested using the structural equation model based on figures (6) and (7), which show the path coefficients and t-values, respectively.

The results of the structural equation method for testing research hypotheses based on Figures (6) and (7) are shown in Table (5). As can be seen, the standard coefficient of the path of the effect of intellectual capital on job performance is 0.692, and the effect of the dimensions of intellectual capital, i.e., structural capital, customer capital, and human capital, on job performance is 0.212, 0.129, and 0.157, respectively. The values of the t statistic obtained are greater than the critical value of 1.96 (t-value>1.96), which means that the effect of intellectual capital and its dimensions on job performance has a positive and significant effect at the error level of 5%. Therefore, the hypotheses of the research are confirmed with 95% certainty.

Table 5: The results of parameter estimation in structural equation modeling to test research hypotheses

Path	Standard path coefficient	t
The effect of intellectual capital on job performance	0.692	3.497
The effect of structural capital on job performance	0.212	2.349
The effect of customer capital on job performance	0.129	1.985
The effect of human capital on job performance	0.157	2.042

4. Discussion

Academic faculty members form the main body of every university, and they are certainly more important in the system than programs, activities, equipment, and materials. It can be said that the progress of any society depends on the proper support and productivity of human resources and academic elites. Faculty members are one of the main components in the structure of the higher education system. The efficiency of the structure of the higher education system is realized considering its ability and effectiveness, as the main human resources in a field. The efforts to improve and develop the status of faculty members will promote higher education as one of the effective structures in the social, economic, and cultural advancement of the country (Asghari, 2015). In today's higher education system, the share of knowledge compared to other sources is increasing day by day, so that the continuation of successful activities in achieving the goals related to knowledge is increasing day by day. Therefore, the higher education institutions are rich in terms of intangible capital, including intellectual capital, the better and faster they can achieve the high goals of education. Today, experience has proven that the injection of physical and financial capital by itself does not accelerate the development process of higher education systems. Only those systems that have a strong administrative structure and efficient and expert human resources can use financial and physical capital in the process of their growth and development correctly (Ramana, 2016). According to the stated content, the main purpose of this research is the effect of intellectual capital on the job performance of the employees of King Khaled University. The results of data analysis showed that the effect of intellectual capital and components (human capital, structural capital, customer capital) on the job performance of the employees of King Khaled University. And this is consistent with the findings of other researchers such as Hong (2014), Chen et al., (2014), Sayed and Nefzi (2024), Luminita et al., (2016), Aman-Ullah et al. (2022), Zerr & Ashraf (2021), Uriguen Aguirre & Avolio Alecchi (2023), Yousef et al., (2017), Afaf and Ashraf (2021), Esmaeilzadeh and Aghajani (2020), Ghanbari and Mohammadi (2022). However, a key limitation is the study's focus on a small sample (60 faculty members) from a single university and two disciplines (management and accounting), which restricts the generalizability of the findings to other universities, disciplines, or countries. This regional and disciplinary constraint suggests that the results may not fully reflect the diverse contexts of higher education globally.

5. Conclusion

To address this, future research could expand the sample size and include a broader range of disciplines or conduct cross-university comparisons, both within Saudi Arabia and internationally. Longitudinal studies could also assess the long-term impact of intellectual capital on job performance, while comparative analyses across emerging and developed economies could provide deeper insights. Such efforts would align with Saudi Vision 2030's goal of fostering a knowledge-based economy and enhance the global relevance of these findings.

In conclusion, improving the work environment and developing intellectual capital are essential elements for the success of any organization. By investing in human resources and promoting interaction and collaboration among teams, universities can enhance their effectiveness and success in today's competitive environment. Therefore, universities should prioritize these aspects in their strategies to ensure long-term growth and prosperity. So, the following suggestions are presented to the managers and officials of King Khalid University to improve their job performance and intellectual capital:

- Strategically recruit individuals with specialized skills, experience, or knowledge that complement or expand the existing workforce.
- Foster knowledge transfer and skills development through mentorship programs where experienced employees guide and train junior staff.
- Implement robust data management systems, including databases and analytics tools, to organize, store, and retrieve information effectively.
- Create internal platforms where employees can collaborate, share ideas, and access company knowledge. This could involve online forums, wikis, or shared document repositories.
- Ensure data security measures are in place to protect sensitive information and maintain data integrity.

- Allocate resources for research and development activities, encouraging experimentation, product improvement, and new technology development.
- Secure patents, copyrights, trademarks, and other forms of intellectual property protection to safeguard innovative ideas and proprietary processes.
- Encourage collaboration between departments and individuals to foster the exchange of knowledge and ideas, leading to innovative solutions.
- Actively engage with students to gather feedback, understand their needs, and leverage their insights for teaching development and improvement.
- Participate in university events, conferences, and workshops to stay abreast of university trends, connect with experts, and learn from the best practices.

Thanks, and appreciation

The author extends their appreciation to the Deanship of Research and Graduate Studies at King of Khalid University for funding this work through Small Groups Project under grant number RGP1/131/46

References

[1] Afaf Abu Zerr & Ashraf Aaqoulah, 2021. "The Impact of Intellectual Capital on Job Performance based on Faculty Members' Perceptions at Universities," International Business Research, Canadian Center of Science and Education, vol. 14(7), pages 1-1.
[2] Aman-Ullah A, Mehmood W, Amin S, Abbas YA (2022) Human capital and organizational performance: A moderation study through innovative leadership. J Innovat Knowledge 7(4):100261.
[3] Asghari, Firozeh. (2015). Job Satisfaction of Faculty Members in Iran. Social Development & Welfare Planning, 6(24), 195-230.
[4] Barney, J. B. (1991). Firm resources and sustained competitive advantage. Journal of Management, 17(1), 99–120
[5] Bilal, H.; Shah, B.; Qureshi, Q. A., & Khan, I. (2014). Impact of Performance Appraisal on Job Performance of Employees in Private Sector Universities of Developing Countries. Public Policy and Administration Research, 4(7), 110-114.
[6] Bilal, H.; Shah, B.; Qureshi, Q. A., & Khan, I. (2014). Impact of Performance Appraisal on Job Performance of Employees in Private Sector Universities of Developing Countries. Public Policy and Administration Research, 4(7), 110-114.
[7] Borman W, Motowidlo S. (1990) TASK Performance and Contextual Performance: The Meaningm for Personnel Selection Research. Hum perform, 2 (1): 99-109.
[8] Borman W, Motowidlo S. (1993) Expanding the criterion domain to include elements of contextual performance. San Francisco: Jossey Bass.
[9] Byars L, Rue L., (2000) Human resource management, New York: Irwin McGraw- Hill.
[10] Campbell JP (1990) An Overview of the Army Selection and Classification Project (PROJECT a). Pers Psychol. 43 (2): 23109.
[11] Chen, Y.-S. (2008). The Positive Effect of Green Intellectual capital on Competitive Advantages of Firms. Journal of Business Ethics, 73, 271-286.
[12] dvinsson, L., & Malone, M. S. (1997). Intellectual capital: Realizing your company's true value by finding its hidden brainpower. HarperBusiness.
[13] Dvir T, Eden D, Avolio BJ, Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. Academy of Management Journal; 45(4): 735-744.
[14] Esmaeilzadeh Ghandehar, M. R., & Aghajani, A. (2020). Relationship between Intellectual Capital and Job Performance of the Employees of the General Directorate and the Departments of the Suburbs of Sports and Youth of Khorasan Razavi. Strategic Studies on Youth and Sports, 19(47), 323-335.
[15] Etzkowitz, H. and Leydesdorff, L. (2001). The dynamics of innovation: from national systems and 'Mode 2' to a triple helix of university-industry-government relations. Research Policy. Vol. 29. No. 2. pp. 109-23.
[16] European Commission (2000). Innovation policy in a knowledgebased economy. Merit Study commissioned by the European Commission Enterprise Directorate.
[17] Ghanbari, Siros, & Mohammadi, Parvaneh. (1401). Clarifying the mediating role of organizational learning capacity in the relationship between intellectual capital and organizational learning with job performance. Bimonthly scientific-research journal of a new approach in educational management , 13 (5), 1-16.
[18] Gibbons, M. (1998). Higher education relevance in the 21st century. Education affociation commonwealth universitys.
[19] Grant, R. M. (1996). Toward a knowledge-based theory of the firm. Strategic Management Journal, 17(S2), 109–122.
[20] Hung, Y. C. (2014). A conceptual model for evaluating intellectual capital systems: an empirical study of a high-tech company in Taiwan. Int J of Management and Enterprise Development, 1(3), 285-99.
[21] ir, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2019). A primer on partial least squares structural equation modeling (PLS-SEM) (2nd ed.). Sage Publications.
[22] Kong, E. (2007); "The Strategic Importance of Intellectual Capital in the Non-profit Sector"; Journal of Intellectual Capital, Vol. 8, No. 4, pp. 721-731.
[23] Lev, B. (2000). Intangibles: management, measurement and reporting. Available at www.baruch-lev.com
[24] Liu X, Ramsey J. (2008) Teachers Job satisfaction: Analyses of teacher fllow–up survey in the unitedstates for 2000-2001. Teaching and Teacher Education: An International Journal of Research and Studies. 24(5): 1173-1184.
[25] Luminita Maria Gogan, Alin Artene, Ioana Sarca, Anca Draghici, (2016) The Impact of Intellectual Capital on Organizational Performance, Procedia - Social and Behavioral Sciences, Volume 221, Pages 194-202.
[26] Machlup, F. (1962). The production and distribution of knowledge in the United States. Princeton University Press.
[27] Mazari, E., & Nasiri, N. (2019). The Effect of Self-Development on Employees' Job Performance of Universities and Higher Education Centers (Case study: University of Science and Culture). Research on Educational Leadership and Management, 5(20), 119-137.
[28] Motowidlo SJ. (2003). Job performance. Handbook of psychology. New Jersey: John Wiley.
[29] Ozkan, N., Cakan, S., & Kayacan, M. (2017). Intellectual capital and financial performance: A study of the Turkish Banking Sector. Borsa Istanbul Review, 17(3), 190-198.
[30] Papay JP, Taylor ES, Tyler JH, Laski M. (2016). Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance. UK: National Bureau of Economic Research .
[31] Rexhepi, G, Ibraimi, S, Veselic, N . (2016). Role of intellectual capital in creating enterprise strategy. Procedia – Social and Behavioral Sciences,Vol. 75, Pp. 44 – 5.
[32] Rostgar, Sahar, Enayati, Taneh, & Yousefi, Reza. (2017). Identifying and measuring the job performance components of faculty members in public universities in Tehran. Research in educational systems , 12 (special issue), 395-413.
[33] Sanchez MP & Elena S. (2006) Intellectual capital in university: Improving trancparency and internal management. Journal of Intellectual Capital, 7 (4): 529-48.
[34] Sayed OA, Nefzi A. The Impact of Intellectual Capital on Sustainable Performance: Banking Sector in Saudi Arabia. Sustainability. 2024; 16(11):4528.

[35] Secundo G, Elena Perez S, Martinaitis Z & Leitner KH. (2015) An intellectual capital maturity model (ICMM) to improve strategic management in European universities. Journal of Intellectual Capital 16 (2): 419-42.
[36] Stewart, T. A. (1997). Intellectual capital: The new wealth of organizations. Doubleday.
[37] Sullivan PH. Value-driven Intellectual Capital: How to convert intangible corporate assets into market value.1 st ed. Hoboken, New Jersey: Wiley.
[38] Sullivan, P. H. (2000). Value-driven intellectual capital: How to convert intangible corporate assets into market value. Wiley.
[39] Uriguen Aguirre, P. A., & Avolio Alecchi, B. E. (2023). Impact of intellectual capital on organizational performance through intrinsic motivation in higher education institutions. Cogent Business & Management, 10(1).
[40] Vainauskienė V, Vaitkienė R. Enablers of Patient Knowledge Empowerment for Self-Management of Chronic Disease: An Integrative Review. Int J Environ Res Public Health. 2021; 18(5): 2247.
[41] Yeh H, Hong D. (2012) The mediating effect of organizational commitment on leadership type and job performance. J Hum Resource Adult, 8 (2): 50.
[42] Youndt, M.A., Subramanian, M. and Snell, S.A. (2020), "Intellectual Capital Profiles: An Examination of Investments and Returns", Journal of Management Studies, Vol. 41, No. 2, pp. 335-361.
[43] Yousef Obeidat, B. , Bahjat Abdallah, A. , Osama Aqqad, N. , Akhoershiedah, A. and Maqableh, M. (2017) The Effect of Intellectual Capital on Organizational Performance: The Mediating Role of Knowledge Sharing. Communications and Network, 9, 1-27.