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The Influence of Organizational Climate on the Relationship between Institutional Excellence and Student Multiple Intelligences: An Empirical Investigation across Imam Mohammed bin Saud Islamic University, Al-Ahliyya Amman University, and Al Neelain University

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Abstract

This empirical investigation explores the complex interplay between organizational climate, institutional excellence, and student multiple intelligence within three distinct Arab universities: Imam Mohammed bin Saud Islamic University, Al-Ahliyya Amman University, and Al Neelain University. The study addresses a significant gap in existing research by examining the specific mechanisms through which organizational climate influences the nurturing of diverse intelligence in an educational setting, particularly within the Arab academic context.

Utilizing a sample of 525 students across the mentioned universities, this research employs structural equation modeling to analyze the data gathered through surveys. The findings suggest a varied influence of organizational climate on the relationship between institutional excellence and the development of multiple intelligence among students. While some universities showed a significant moderating effect of organizational climate, others did not, highlighting the role of local contextual factors in shaping these dynamics.

The study concludes with recommendations for Arab universities to enhance their organizational climates and strategies, aiming to foster an educational environment that supports the development of diverse student intelligence. This research not only contributes to academic theory but also provides actionable insights for educational leaders aiming to integrate these findings into policy and practice.

Keywords: Institutional excellence, Organizational Climate, Multiple Intelligence.

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Introduction

Psychologists traditionally focused on intelligence in the context of linguistic communication and logical thinking. However, in 1983, Howard Gardner introduced a groundbreaking theory that identified eight distinct types of intelligence: linguistic, logical, visual, motor, social, environmental, personal, mathematical, existential, and musical intelligence. Gardner's theory revolutionized the way we perceive intelligence, emphasizing that it's not a monolithic entity but a multifaceted spectrum. He argued that these intelligences are independent of each other, and their interactions vary from person to person. No two individuals possess the same levels of these intelligence, and they can be developed through encouragement and motivation. Consequently, various organizations, including universities, have recognized the importance of acknowledging and nurturing this diversity of intelligence to unlock the full potential of their members, be it students or employees. They strive to foster the right environment and implement training programs to enhance the capabilities and talents of their constituents, promoting creativity, innovation, and overall well-being.

Despite the widespread recognition of Gardner's theory and its implications for educational practices, there remains a significant gap in understanding how the organizational climate within educational institutions influences the development and expression of multiple intelligence among students. While previous research has explored the impact of teaching methods and curriculum design on fostering diverse intelligence, the role of the broader institutional environment, particularly in Arab universities, remains under explored. The organizational climate encompasses the prevailing attitudes, values, and behaviors within an institution, including the degree of support for innovation, collaboration, and personal development. Understanding how the organizational climate in educational institutions interacts with institutional excellence a measure of the institution's effectiveness in achieving its goals and objectives is crucial for designing effective educational strategies that cater to the diverse needs and potentials of learners in the region.

This study aims to investigate the intricate relationship between Arab universities' organizational climate, their pursuit of institutional excellence, and the enhancement of student intelligence. By delving into the specific mechanisms through which organizational climate interacts with institutional excellence, this research seeks to provide valuable insights into how educational institutions can create environments that nurture the development of diverse intelligence among their student populations. Moreover, by focusing on Arab universities, this study contributes to filling a significant gap in the literature, offering culturally relevant perspectives on the relationship between organizational climate, institutional excellence, and student intelligence within the context of higher education in the Arab world. Through a comprehensive examination of these factors, this research endeavors to provide actionable recommendations for policymakers, administrators, and educators to enhance the educational experience and outcomes for students in Arab universities

Study Problem

The main issue addressed in this study is to expand the scope of research in Arab universities regarding the significance, objectives, and impact of multiple intelligence in students. Its impact of multiple intelligence, as addressed in the study, how universities can play a pivotal role in developing and enhancing this intelligence among students. By exploring the significance, objectives, and impact of multiple intelligence within the context of Arab universities, the study seeks to shed light on the potential benefits of recognizing and nurturing diverse forms of intelligence in educational settings. This includes

fostering an environment that supports the development of linguistic, logical, visual, motor, social, environmental, personal, mathematical, existential, and musical intelligence, among others. The ultimate goal is to empower students to leverage their unique strengths and talents, leading to improved academic performance, personal fulfillment, and success in various aspects of life.

In contrast Martin and Turner review the global impact of socioeconomic status on educational access and outcomes. Their findings underscore the significant role that socioeconomic factors play in shaping educational opportunities and highlight the need for policies that address these disparities to enhance educational equity and support the development of multiple intelligence. Wei and Zhou (2022)highlight significant differences in how educational excellence is achieved across cultures, suggesting that understanding these differences can inform more effective educational policies and practices that accommodate diverse student populations., This study searching for a relationship between university education and multiple intelligences by addressing the following primary question: "How does the organizational climate modify the relationship between institutional excellence in Arab universities and the multiple intelligences of their students?" This inquiry leads to the exploration of several related questions:

“What is the relationship between institutional excellence of universities and the organizational climate.

Is there a relationship between the organizational climate in universities and and the multiple intelligences of their students?

The study addresses a notable research gap, specifically the connection between students' multiple intelligences, the excellence of Arab universities, and the enhancement of their organizational climate. To the best of the researchers' knowledge, this gap has not been adequately explored in previous studies.

The research contributes to the scientific literature by serving as a valuable reference for university libraries and researchers interested in further developing literature related to the variables under investigation. It underscores the significance of university excellence and the improvement of its organizational climate through the diversity of students' intelligence.

The practical importance of the study lies in its role in providing data and information that can assist decision-makers in Arab universities to make more informed and rational decisions. Additionally, the study draws attention to the importance of multiple intelligences among students, emphasizing the value of improving the organizational climate and fostering excellence within universities. This awareness is beneficial for university leaders, staff, and students alike.

The study has the following objectives:

1-Investigate the correlation between the excellence of Arab universities and the variety of intelligence among their students.

2-Elaborate on the connection between the excellence of Arab universities and the enhancement of the organizational climate within these institutions.

3-Examine the link between the organizational climate and the multiple intelligences displayed by students.

4-Assess the influence of the adjusted organizational climate on the association between the excellence of Arab universities and the diversity of intelligence among their students.

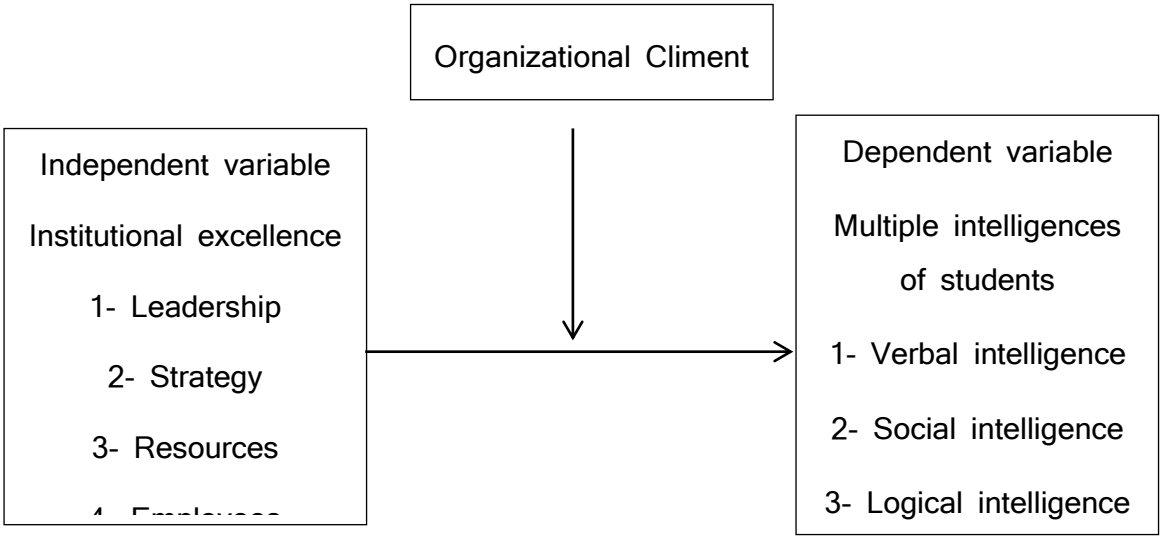

Fig. 1. Research model (Prepared bythe researchers.)

The study includes the following hypotheses:

Hypothesis 1 (H1): A statistically significant correlation exists between the institutional excellence of Arab universities, encompassing leadership, strategy, resources, staff, and students, and the various forms of intelligence found among students, including verbal, social, and logical intelligence.

Hypothesis 2 (H2): There is a statistically significant relationship between the dimensions of institutional excellence in universities and the dimensions of the organizational climate, which include climate leadership and organization.

Hypothesis 3 (H3): A statistically significant association can be observed between the organizational climate and its various dimensions, and the multiple intelligence exhibited by students.

Hypothesis 4 (H4): The organizational climate plays a modifying role in the relationship between the institutional excellence of universities and the diversity of intelligence present in students.

Theoretical framework of the study

Concept of Intelligence

Charles Spearman - General Intelligence: Spearman introduced the idea of a general intelligence factor, General Intelligence", suggesting that this single factor was responsible for overall cognitive ability. He believed that while individuals might excel in specific areas (specific abilities), a general factor underpinned performance across diverse cognitive tasks. His work laid the groundwork for many future theories of intelligence and standardized testing practices.

L.L. Thurstone - Primary Mental Abilities: Contrasting with Spearman, Thurstone proposed that intelligence is not a single, unified construct but is composed of several distinct abilities. His model identified seven primary mental abilities: verbal comprehension, word fluency, number facility, spatial visualization, associative memory, perceptual speed, and reasoning. Thurstone's approach influenced the development of new testing methods that could evaluate these specific abilities rather than a general intelligence quotient (IQ).

Howard Gardner - Theory of Multiple Intelligences: Gardner argued that the traditional concept of intelligence, measured by IQ and dominated by linguistic and logical-mathematical abilities, was too narrow. He proposed eight distinct types of intelligences, each a separate faculty with its own unique

workings. This included intelligences like musical, bodily-kinesthetic, and interpersonal, suggesting that each person has a unique mix of these intelligences. Gardner's theory pushed educational systems to adopt more holistic approaches to teaching, recognizing diverse cognitive strengths.

Robert Sternberg - Triarchic Theory of Intelligence: Sternberg's theory proposed that intelligence comprises three interrelated components: analytical (problem-solving abilities), creative (ability to deal with novel situations), and practical (ability to adapt to a changing environment). This model emphasizes the variability of intelligence in different contexts, suggesting that an individual's strengths in one area may not predict success in another. Sternberg's work has been particularly influential in educational psychology, emphasizing teaching methods that target diverse cognitive abilities.

Daniel Goleman - Emotional Intelligence: Goleman brought attention to the role of emotions in intelligent behavior, arguing that emotional intelligence (EQ) is as important as cognitive intelligence (IQ) for personal and professional success. He identified key skills within emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills. This concept has profoundly impacted how businesses and educational institutions address emotional and social competencies.

Each of these theories offers a unique lens through which to view intelligence, challenging the notion that it can be fully encapsulated by a single quantitative measure. Instead, they suggest that intelligence is a more dynamic and context-dependent quality, varying greatly among individuals. These insights continue to influence educational, psychological, and professional practices worldwide.

In 1983, Gardner offered a definition of intelligence as "the ability to solve problems or generate intellectual outcomes that are grounded in a specific cultural context"This definition comprises two fundamental aspects. The first aspect involves problem-solving skills, enabling individuals to navigate their way towards achieving their goals and finding the most suitable path to reach those objectives. The second aspect pertains to the creation of valuable products, which can result in acquiring or imparting knowledge, allowing individuals to express their thoughts and emotions. These problems that require resolution can range from concluding a story to improving a situation (Al-Khafaf, 2011, p. 34).

Concept of Institutional Excellence

Merriam-Webster website defines excellence as a state surpassing the level of quality. Some scholars argue that studies on excellence can be viewed as extensions of quality-related research (Al-Shorouki, 2018).

In essence, institutional excellence can be understood as the optimal and superior utilization of available resources, capitalizing on strengths and opportunities, mitigating weaknesses, and effectively addressing market threats. This approach enables an organization to establish itself as one of the foremost entities in the present and future, thereby benefiting stakeholders and beneficiaries. The significance of institutional excellence within organizations is highlighted as follows (Al-Nsour, 2010):

Organizations require mechanisms to swiftly identify and address emerging obstacles.

Organizations necessitate data collection methods to facilitate crucial decisions regarding human resources, such as promotions and the recognition of employees displaying attributes like altruism, initiative, and outstanding performance.

Continuous development of the organization's members, including both managers and employees, is essential to enhance the organization's performance, setting it apart from competitors.

Providing essential skills to decision-makers, whether they are individuals or groups, is imperative. This equips them to comprehend the critical role they play and underscores its significance in fostering creativity and excellence within organizations.

Organizational climate:

Organization climate refers to the overall quality of interactions within a workplace as it strives to achieve its defined objectives. Employees form their perceptions of the organizational climate, assessing

how well the company aligns its rules with its values. If employees believe that company regulations are not congruent with its core values, it can lead to job dissatisfaction. Conversely, when employees perceive that company rules align with its values, job satisfaction tends to increase (Nasib, 2023).

According to Nasib (2023), organization climate also refers to the collective atmosphere of various work environments within the workplace, significantly influencing employee behavior and the speed at which the organization achieves its goals. This climate represents the enduring quality of the internal environment, experienced consistently by organization members, which, in turn, influences their behavior (Paisal, 2020).

Furthermore, organization climate is a defining characteristic that sets one organization apart from another, greatly impacting employee willingness to work voluntarily without coercion (Adriana, 2023). Rožman (2021) identifies several indicators of organization climate, which include leadership, trust, collaborative decision-making or support, honesty, effective communication, flexibility or autonomy, and job security. Following Moran and Volkwein (1992), organizational climate represents the shared perceptions, feelings, and attitudes that members of an organization have about its fundamental elements: the established norms, values, and attitudes of the organization's culture. This climate has the potential to influence employees' individual behavior either in a positive or negative way Organizational climate is closely related to organizational culture, but they are not the same. Climate refers to the perceptions, attitudes, and feelings members have about the organization, which can influence both employee behavior and organizational outcomes. Organizational culture, on the other hand, includes the deeper values and norms that define the organization. Understanding both aspects is crucial for creating environments that foster institutional excellence and enhance educational outcomes. organizational climate is fundamentally viewed as the collective perception employees hold regarding their workplace's events, practices, and procedures, serving as a crucial element in both organizational behavior theory and practice. It acts as a mediator between the organizational context and its members' behaviors, offering insights into how employees perceive their work environments (Patterson et al., 2005; James et al., 2008; Schneider et al., 2013; Pomirleanu et al., 2022).

The distinction between psychological and organizational climate was initially explored by Lawrence R. James and his colleagues, with current studies tending to focus more on the latter. Individual perceptions are crucial as they form cognitive representations of work environments, which are assessed for their significance to employees (James and Jones, 1974; James and Sells, 1981).

In cognitive science and social psychology, research often highlights the descriptive aspects of work environments. However, situational antecedents in climate studies are perceived individually, emphasizing the subjective interpretation of these environments (James et al., 2008). Both descriptive and affective components are typically intertwined in responses concerning climate aspects (Patterson et al., 2004).

Research has consistently identified four key dimensions—roles, jobs, leaders, and work groups—as fundamental aspects of psychological climate. The methodology of studying organizational climate frequently includes multiple levels of analysis, emphasizing the need for a theoretical composition framework (James, 1982; Chan, 1998).

The influence of organizational climate on individual, organizational, has been well-documented, utilizing various statistical measures such as climate strength and climate quality (Gershon et al., 2007; Clarke et al., 2011; Schneider et al., 2002, 2013). The perception of workplace dimensions often determines individual outcomes, with climate frequently studied as a precursor to burnout and other work-related psychological issues. especially evident during crises such as the COVID-19 pandemic (Thompson and Rose, 2011; Penconek et al., 2021).

This finding highlights the importance of a positive organizational climate and culture in educational institutions, not only for fostering an environment conducive to staff satisfaction and efficacy but also for enhancing student outcomes across multiple dimensions of intelligence and well-being.

Previous studies

Recent studies, such as those by Nartgün and Kılınç (2020), have shown that a positive organizational climate enhances not only academic achievement but also interpersonal relationships among students and staff, which can foster a range of intelligence including interpersonal intelligence. Comparisons in educational practices across different regions have revealed significant insights into how multiple intelligence are nurtured. For example, studies by Chang et al. (2021) on East Asian educational institutions reveal a strong emphasis on collective learning practices, which could inform modifications in the organizational climates of Arab universities.

Recent analyses by O'Reilly and McNamara (2020) have explored how socioeconomic factors intertwined with institutional policies affect the development of multiple intelligences, suggesting that institutions that adapt their climates to these external factors often achieve greater excellence.

Mitchell et al. (2021) explored the significant role of school climate in influencing both academic outcomes and the social-emotional health of children and adolescents. They focused particularly on how an authoritative school environment, characterized by structured yet supportive interactions, correlates strongly with improved social-emotional health among adolescents. Their findings suggest that relationships with teachers and their disciplinary approaches could be key areas for interventions aimed at enhancing student

Hussein's (2021) study aimed to assess the effectiveness of an academic program based on multiple intelligences in improving the academic performance of Iraqi university students. Through the experimental method, a random sample of students from the Faculty of Islamic Sharia, Department of Jurisprudence, was selected, and the two groups were carefully balanced in terms of variables like age, intelligence, and pre-achievement test scores. The results of the study indicated that the educational program significantly enhanced the academic achievement of university students in the field of Islamic education. Moreover, students in the experimental group, who underwent the educational program, demonstrated superior academic performance compared to the control group, who followed the traditional learning approach for Islamic Education.

Sheikh's (2020) study aimed to assess the multiple intelligences of students at the College of Science and Arts in Rass, Saudi Arabia, and investigate their correlation with academic performance. Using the adapted NIAL DOUGLAS scale for multiple intelligences and a descriptive research approach, the study revealed that students exhibited an average level of multiple intelligences of 2.76, with social intelligence being the most prominent, followed by physical, logical-mathematical, linguistic, personal, spatial, existential, and natural intelligences. The research also found differences between genders in subjective personal and spatial intelligences, favoring females, while males excelled in logical-mathematical intelligence. Moreover, significant relationships were observed at a 0.05 level of significance between academic level, verbal-linguistic intelligence, personal subjective intelligence, and academic specialization, notably with verbal-linguistic intelligence, logical-mathematical intelligence, and natural intelligence.

Lozano, et al. (2022) conducted a meta-analysis of 27 studies to examine the connection between intelligence and academic achievement. Results demonstrate a strong positive link, emphasizing intelligence as a reliable indicator of educational success. The study also reveals that this relationship varies by the type of intelligence and cultural background, although age and gender seem to have minimal influence.

Maxwell, et al. (2017) research explores the influence of school climate on student achievement by analyzing perceptions from both staff and students across 17 secondary schools. Findings indicate that students' views on school climate significantly impact their literacy and numeracy scores, mediated by their identification with the school. Staff perceptions also correlate with student performance, although their identification with the school shows no significant effect. These insights highlight the critical role of school climate in educational outcomes.

Berberoglu (2018) study emphasizes that a positive organizational climate significantly enhances the quality of administrative organization within an entity. This positivity not only boosts employee commitment and loyalty but also elevates overall organizational performance, essentially serving as a reflection of the actual effectiveness of employee on workplace. Additionally, the research underscores that employees' attitudes and perceptions play a pivotal role in shaping the organizational climate, influencing it in either a positive or negative manner.

(Jamesetl 2008) study aimed to provide a concise historical perspective on the concept of "psychological climate" and its influence on the development of the work environment, commonly known as "organizational climate." The study emphasizes the significance of psychological climate and how it impacts the overall workplace atmosphere. It also underscores the role of group dynamics within work teams in shaping and enhancing the psychological climate. The research outlines specific criteria for work teams to effectively measure and implement organizational climate, emphasizing its profound effects. Furthermore, the study explores the relationship between climate and culture, highlighting differences between theoretical concepts and empirical research and their implications for the practical application of organizational climate.

The synthesis of these previous studies suggests a comprehensive understanding that both educational and organizational climates play critical roles in shaping outcomes across different fields. Whether it's enhancing student achievement through improved school climates or boosting organizational effectiveness through positive work environments, the overarching theme is that the climate, whether educational or psychological, significantly impacts performance and development.

In educational settings, the integration of cultural learning practices and consideration of socioeconomic factors can significantly tailor and enhance educational delivery to better suit the needs of diverse student bodies. In professional settings, understanding and improving psychological climates can lead to more effective team dynamics and overall organizational health. These insights not only underscore the importance of climates in various settings but also highlight the interconnections of educational strategies, cultural influences, and organizational practices in achieving excellence and fostering development across different domains.

Our current study uniquely focuses on the internal dynamics within Arab universities, specifically investigating how the organizational climate influences the development of multiple intelligences, contrasting with previous research like Martin and Turner's and Wei and Zhou's studies which primarily examine broader socioeconomic and cross-cultural impacts on education. While these earlier studies provide insights into external factors affecting global educational practices, our current research delves into how specific elements of the organizational climate in Arab universities modify the relationship between institutional excellence and diverse intellectual capacities, aiming to offer actionable insights tailored to enhance educational strategies within this specific geographical and cultural context.

Study Methodology

The study adopts an analytical and descriptive methodology. It gathers primary data by surveying a specific group of students using a questionnaire. Additionally, it collects secondary data from various sources such as books, periodicals, websites, and previous research studies,

1. Study Population

The study focused on a population consisting of three universities located in different countries, namelyImam Muhammad ibn Saud Islamic University (KSA), Al-Ahliyya Amman University, (JOURDAN,). Alneelinuniversity (SUDAN).

These universities were chosen primarily due to their attributes of flexibility and accessibility. It is important to note that the ease of use and adaptable nature of these institutions made them the preferred choice for researchers. Furthermore, these flexible attributes are highly regarded by Arabic universities as they enhance their visibility within the physical work environment and contribute to their social

responsibility. Additionally, the complexity of obtaining necessary approvals and data from other universities in these three countries led to the decision to select these three universities as the target population for this research

2. Sampling Size:

The current study sought to investigate a population of 525 university students from three different countries. They were given one questionnaire each. This decision was made with the understanding that a larger sample size increases the ability to apply the study's findings to the broader target population. The chosen sampling method facilitated the collection of precise information from this population.

3.Sampling Technique:

For the present research, purposive sampling of the estimated population proved to be the most suitable approach. Specifically, university students who possess experience and familiarity with institutional excellence and multiple intelligences were targeted. It was anticipated that these students would possess and exhibit expert knowledge and would provide pertinent data for research inquiries. Consequently, the respondents for this study consisted of university students who were actively engaged in universities across the three countries Imam Muhammad ibn Saud Islamic University (KSA), Al-Ahliyya Amman University, JOURDAN,). Alneelinuniversity (SUDAN)

As a result, an individual-level analysis was employed in this study to assess the correlation between institutional excellence and multiple intelligences.

4. Data Collection Procedures:

The study questionnaire was meticulously designed in alignment with its primary objectives. Data collection commenced in 2023 and spanned approximately two months. Given that the universities were situated across three different countries, ample time was allocated for the data collection process. Prior to the research team's arrival for questionnaire distribution, universities were duly informed, and the data collection process was clearly outlined.

In cases where respondents encountered difficulties, they received assistance to ensure a precise understanding of the questionnaire's context. Respondents were required to complete the survey and submit their responses directly, which was done to enhance the response rate. The data collection phase concluded with the acquisition of 525 responses.

5.Response Rate:

In order to achieve the desired response rate, 525 questionnaires were distributed among university students in the selected universities across the three countries (KSA, SUADN, JOURDAN). Out of the 525 questionnaires distributed, 505 were returned to the researchers. This method is a widely adopted and reliable approach in statistical studies to mitigate potential biases stemming from incomplete questionnaires and missing data. Therefore, 505 responses were utilized for the subsequent analysis. The distribution of questionnaires and the response rate are presented in Table 1.

6.The data analysis

in this study encompassed two primary stages. The initial stage utilized SPSS.v26(SPSS stands for "Statistical Package for the Social Sciences." It's a software package used for statistical analysis.) to provide insights into data distribution, response rate, multicollinearity, and coding. Subsequently, the data underwent a screening process to ensure the absence of missing data and outliers.

The second stage of data analysis in the present study was carried out in two distinct phases using AMOS.v24AMOS stands for "Analysis of Moment Structures." It's a software program used for structural equation modeling (SEM) The first phase involved a confirmatory factor analysis (CFA) to evaluate the comprehensive measurement model, while the second phase encompassed structural equation modeling (SEM) and encompassed the testing of the study's hypotheses.

Normality

The assessment of data distribution normality showed that the individual skewness values for the observed variables ranged from -0.60 (minimum) to 0.02 (maximum), and the individual kurtosis values ranged from -1.01 (minimum) to -0.14 (maximum). It's important to note that when utilizing structural equation modeling (SEM) analyses, especially with software like AMOS.v24, a critical assumption is that the data follows a multivariate normal distribution. Specifically, in SEM analyses, the data should exhibit multivariate kurtosis, which is a requirement for the multivariate distribution of the observed variables.

However, it's essential to recognize that the absence of abnormal values in the assessment of individual skewness and kurtosis doesn't guarantee the absence of abnormal distribution in multivariate skewness and kurtosis, and vice versa. Consequently, in this study, a thorough evaluation of multivariate skewness and kurtosis was conducted for all variables, and the results indicated that none of the values were equal to or greater than 1. This suggests that the data in this study adhered to a normal distribution. For specific details of the multivariate skewness and kurtosis results, please refer to Table 2.

Table: (1) Demographic Profile of Respondents

Country	Saudi Arabia	Jordan	Sudan	Total
Frequency	250	175	100	525
Percent	47.6	33.3	19.1	100
University	**ImamMuhammad ibn Saud Islamic University(IMSIU)**	**Al-Ahliyya Amman University (AAU)**	**Alneelin (ALNU)**	Total
Frequency	240	170	95	505
Percent	47.5	33.7	18.8	100

table 1 gives us a snapshot of who answered our survey based on where they're from and what university they attend. We had 525 people in total who completed the survey. Looking at the countries, most of our respondents, about 48 percent came from Saudi Arabia. Around 33 percent were from Jordan, and the remaining 19 percent were from Sudan.

When we break it down by university, we see a similar pattern. Almost half of all the people who took part in the survey, 47.5%, were from Imam Muhammad ibn Saud Islamic University in Saudi Arabia. About 34% were from Al-Ahliyya Amman University in Jordan, and roughly 19% were from Alneelin University in Sudan

Assessment of Measurement Model

In this study, a measurement model was constructed to demonstrate how latent variables were assessed through their corresponding observed variables. This model's properties needed to be evaluated and satisfied before proceeding to structural equation modeling (SEM). The study involved twelve reflective variables, specifically working conditions, technology, structure, leadership, empowerment, teamwork, resources, ethics, social, environmental, charity, and economic, which were measured using a total of forty-five items. Confirmatory factor analysis (CFA) was conducted in AMOS.v24 to assess the reliability and validity of these scales. The results of the model fit indices indicated that the model adequately represented the data. The statistical values were as follows: CMIN statistic was 1443.746, degrees of freedom (DF) were 709, and the CMIN/DF ratio was 2.036. The p-value associated with this result was less than 0.000, while the Comparative Fit Index (CFI) was 0.958, the Tucker-Lewis Index (TLI) was 0.953, and the Root Mean Square Error of Approximation (RMSEA) was 0.085. According to established criteria [1–3], these indices indicated an acceptable fit. In Figure 2 and Table 4, the model illustrates the reflective variables with circles, and the rectangles represent the items used to measure these variables.

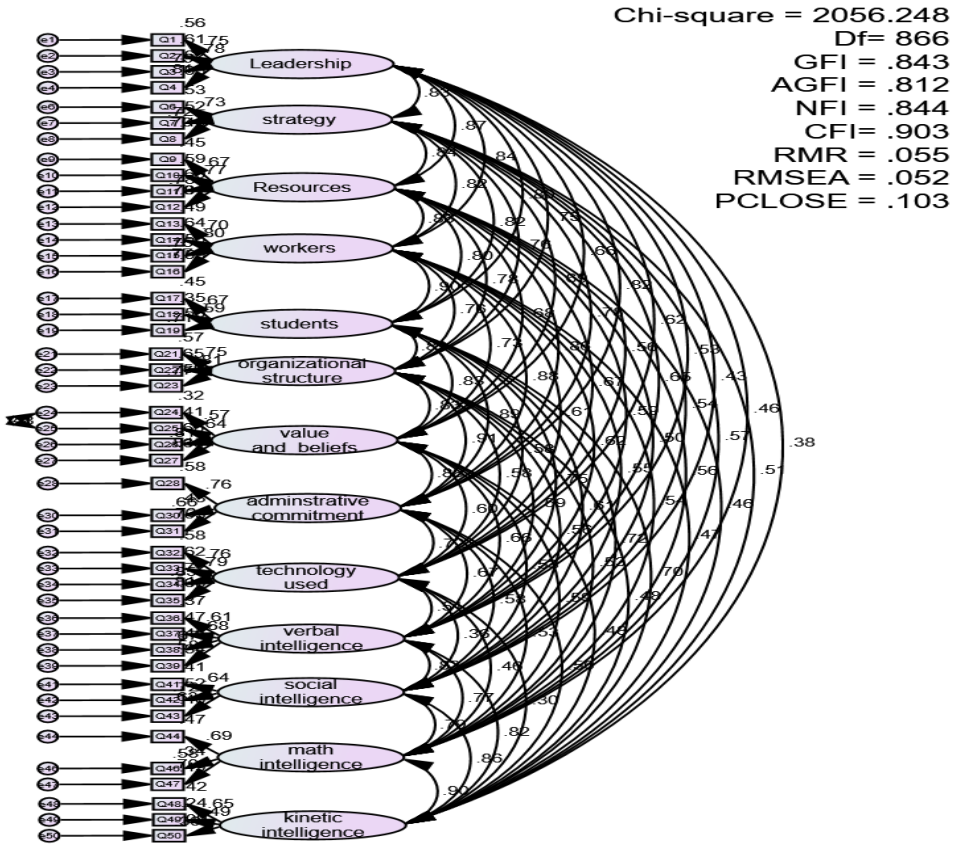

Fig 2: Confirmatory Factor Analysis (CFA) model

The CFA model provides statistical framework to examine the relationships between observed variables and underlying latent factors, as well as the correlations between these

latent factors:

Latent Factors and Observed Variables

Latent Factors: Represented as ellipses (e.g., Leadership, Resources, Organizational Structure), these are theoretical constructs derived from observed data. They are not directly measured but are inferred from the observed variables.

Observed Variables: Shown as rectangles, these variables are the measurable

manifestations of the latent factors. They are responses from a survey.

Factor Loading

The arrows from latent factors to observed variables have numerical labels indicating the strength of the relationship, known as factor loading. These loading help quantify how much a latent factor is represented in each observed variable.

Error Terms

Small circles adjacent to each observed variable represent error terms, indicating the portion of variance in the observed measurements that is not explained by the latent factors.

Correlations Between Latent Factors

Correlation Arrows: In addition to factor loading, the model includes double-headed curved arrows between pairs of latent factors. These arrows represent correlations, indicating the degree to which pairs of latent factors are statistically related. For example:

A correlation between 'Leadership' and 'Resources' might suggest that stronger leadership is associated with better resource management.

A correlation between 'Organizational Structure' and 'Technology Used' might reflect how structural decisions influence technological adoption.

Table 2: Model Fit Measures

Measure	Estimate	Threshold	Interpretation
CMIN	2056.248	--	--
DF	866	--	--
CMIN/DF	2.374	Between 1 and 3	Excellent
CFI	0.903	>0.95	Acceptable
SRMR	0.046	<0.08	Excellent
RMSEA	0.052	<0.06	Excellent
PClose	0.103	>0.05	Excellent

Table 2 shows the estimates for the measures below:

- **CMIN:** 2056.248 - Indicates the chi-square statistic for the model, which assesses the discrepancy between the expected and observed covariance matrices.
- **DF:** 866 - The degrees of freedom for the model, which is the difference between the number of observed variances and covariance and the number of parameters estimated.
- **CMIN/DF:** 2.374 - This value falls within the acceptable range, suggesting a reasonably good fit of the model.
- **CFI (Comparative Fit Index):** 0.903 - Slightly below the typical cutoff for a good fit but still within an acceptable range, indicating the model reasonably fits the data.
- **SRMR (Standardized Root Mean Square Residual):** 0.046 - An excellent score, indicating very small residuals between the observed and model-predicted data.
- **RMSEA (Root Mean Square Error of Approximation):** 0.052 - Also an excellent score, suggesting the model approximates the data well on average.

Table 3: Convergent validity for the overall measurement model.

	CR	AVE	MSV	MaxR(H)
Workers	0.842	0.571	0.815	0.845
Leadership	0.862	0.609	0.750	0.863
kinetic intelligence	0.481	0.251	0.812	0.535
math intelligence	0.695	0.433	0.812	0.703

verbal intelligence	0.731	0.405	0.676	0.735
technology used	0.879	0.646	0.523	0.883
Administrative commitment	0.761	0.515	0.834	0.766
Value and beliefs	0.821	0.537	0.728	0.834
organizational structure	0.820	0.604	0.834	0.822
Students	0.695	0.433	0.815	0.702
Resources	0.837	0.563	0.750	0.842
Strategy	0.760	0.514	0.711	0.761
social intelligence	0.705	0.444	0.740	0.710

Table 3 shows Key Metrics for the Analysis:

1. **Composite Reliability (CR)** measures the internal consistency of the items that form a construct. A CR above 0.7 is generally viewed as satisfactory, indicating that the items consistently represent the construct.
2. **Average Variance Extracted (AVE)** assesses how much variance in the indicators is accounted for by the construct. An AVE value above 0.5 is preferable, as it suggests that the construct captures more variance in its indicators than is due to measurement error.
3. **Maximum Shared Variance (MSV)** compares the construct's variance with the variance shared with other constructs. For good discriminant validity, the MSV should be less than the AVE.
4. **Maximal Reliability (MaxR(H))** is a more stringent reliability measure that considers both the variance extracted and shared. A higher value indicates better reliability.

Workers:

This construct shows good internal consistency and a decent amount of variance explained. However, the MSV is higher than the AVE, which might suggest issues with discriminant validity, indicating that the construct might not be distinctly different from others.

Leadership:

Strong internal consistency and good variance explained. The MSV is below the AVE, supporting good discriminant validity.

Kinetic Intelligence:

This construct's metrics indicate significant issues. The low CR and AVE suggest that the indicators do not reliably measure the construct, and the high MSV compared to AVE strongly indicates poor discriminant validity.

Math Intelligence:

Marginal internal consistency and variance explanation. Like Kinetic Intelligence, the high MSV indicates potential issues with discriminant validity.

Verbal Intelligence:

Reasonable internal consistency but the AVE is below the ideal threshold, suggesting insufficient explanation of variance by the construct.

Technology Used:

Excellent across all metrics, showing strong internal consistency, good variance explanation, and satisfactory discriminant validity.

Convergent validity, a form of construct validity, assesses how well a set of scale items accurately represents a particular variable based on various pieces of evidence related to that variable. In our study, the Cronbach's alpha (α) values for all variables ranged from 0.95 to 0.96, surpassing the threshold of 0.70. Similarly, the composite reliability (CR) scores for all variables fell between 0.81 and 0.94, also exceeding the 0.70 benchmark.

It's worth noting that the variable related to kinetic intelligence had an exception with a value just under 0.5 (0.481), leading to its exclusion from all subsequent analyses.

Furthermore, the average variance extracted (AVE) results for all variables ranged from 0.61 to 0.82, all surpassing the 0.50 threshold. The maximum shared variance (MSV) values for these variables fell between 0.60 and 0.93, and they were lower than the AVE, indicating that the shared variance was appropriately accounted for by the variables in the model Table 2.

In addition, the maximal reliability (MaxR-H) values for all variables were in the range of 0.82 to 0.95, exceeding the 0.80 threshold. Based on these findings, our research achieved the recommended levels of convergent validity. Furthermore, our results demonstrated strong indicators of reliability and convergent validity.

Table 4: Correlation Matrix of Study Constructs

workers	0.756												
Leadership	0.842	0.781											
Kinetic intelligence	0.474	0.379	0.501										
Math intelligence	0.545	0.459	0.901	0.658									
Verbal intelligence	0.621	0.529	0.821	0.765	0.636								
Technology used	0.606	0.619	0.303	0.457	0.513	0.804							
Administrative commitment	0.876	0.817	0.497	0.533	0.666	0.723	0.718						
Value and beliefs	0.702	0.64	0.482	0.599	0.676	0.593	0.853	0.733					
Organizational structure	0.762	0.746	0.474	0.534	0.589	0.584	0.913	0.82	0.777				
students	0.903	0.802	0.701	0.725	0.752	0.578	0.889	0.82	0.821	0.658			
Resources	0.865	0.866	0.461	0.561	0.591	0.669	0.856	0.665	0.777	0.798	0.75		
strategy	0.825	0.832	0.507	0.567	0.647	0.564	0.782	0.68	0.762	0.818	0.843	0.717	
Social	0.5	0.4	0.8	0.7	0.8	0.3	0.5	0.5	0.5	0.6	0.5	0.5	0.6

intelligence	47	3	6	89	22	57	78	3	62	1	04	37	66

In examining the interrelationships between various organizational factors and multiple intelligences, our analysis deployed a correlation matrix to discern the strengths and directions of these associations (Table 4). The data set revealed several substantial correlations that provide insights into the dynamics within the organizational context.

For instance, the strong positive correlation between 'workers' and 'leadership' (r = 0.756) suggests that organizations with a greater workforce size are perceived to have more effective leadership. This could imply that larger teams might be associated with more hierarchical structures, which in turn might provide clearer leadership.

The high correlation coefficient between 'kinetic intelligence' and 'math intelligence' (r = 0.901) was among the most notable findings, suggesting that those with a propensity for physical learning and application (kinetic intelligence) may also excel in logical and mathematical reasoning. This result may illuminate potential avenues for cognitive development strategies that leverage physical activities to enhance mathematical learning and problem-solving skills.

The matrix also exposed a significant association between 'students' and 'workers' (r = 0.903), which may indicate a relationship between student enrollment or engagement and the workforce within educational contexts. It raises questions about whether the number of students can directly influence the demand for workers or vice versa.

In contrast, some correlations were less pronounced, such as that between 'technology used' and 'kinetic intelligence' (r = 0.303), indicating a weaker link. This could suggest that technological utilization within the organization does not necessarily correlate strongly with the physical application skills of individuals.

Table 5 Correlations: (Group number 1 - Default model)

			Estimate
Leadership	<-->	kinetic_intelligence	.379
Leadership	<-->	math_intelligence	.459
Leadership	<-->	verbal_intelligence	.529
Leadership	<-->	technology_used	.619
Leadership	<-->	adminstrative_commitment	.817
Leadership	<-->	value_and_beliefs	.640
Leadership	<-->	organizational_structure	.746
Leadership	<-->	students	.802
Leadership	<-->	workers	.842
Leadership	<-->	Resources	.866
Leadership	<-->	strategy	.832
strategy	<-->	kinetic_intelligence	.507
strategy	<-->	math_intelligence	.567

			Estimate
strategy	<-->	social_intelligence	.537
strategy	<-->	verbal_intelligence	.647
strategy	<-->	technology_used	.564
strategy	<-->	adminstrative_commitment	.782
strategy	<-->	value_and_beliefs	.680
strategy	<-->	organizational_structure	.762
strategy	<-->	students	.818
strategy	<-->	workers	.825
strategy	<-->	Resources	.843
Resources	<-->	kinetic_intelligence	.461
Resources	<-->	math_intelligence	.561
Resources	<-->	social_intelligence	.504
Resources	<-->	verbal_intelligence	.591
Resources	<-->	technology_used	.669
Resources	<-->	adminstrative_commitment	.856
Resources	<-->	value_and_beliefs	.665
Resources	<-->	organizational_structure	.777
Resources	<-->	students	.798
Resources	<-->	workers	.865
workers	<-->	kinetic_intelligence	.474
workers	<-->	math_intelligence	.545
workers	<-->	social_intelligence	.547
workers	<-->	verbal_intelligence	.621
workers	<-->	technology_used	.606
workers	<-->	adminstrative_commitment	.876
workers	<-->	value_and_beliefs	.702
workers	<-->	organizational_structure	.762
students	<-->	organizational_structure	.821
organizational_structure	<-->	kinetic_intelligence	.474
organizational_structure	<-->	math_intelligence	.534
organizational_structure	<-->	social_intelligence	.562

			Estimate
organizational_structure	<-->	verbal_intelligence	.589
organizational_structure	<-->	technology_used	.584
organizational_structure	<-->	adminstrative_commitment	.913
organizational_structure	<-->	value_and_beliefs	.820
value_and_beliefs	<-->	kinetic_intelligence	.482
value_and_beliefs	<-->	math_intelligence	.599
value_and_beliefs	<-->	social_intelligence	.530
value_and_beliefs	<-->	verbal_intelligence	.676
value_and_beliefs	<-->	technology_used	.593
value_and_beliefs	<-->	adminstrative_commitment	.853
adminstrative_commitment	<-->	kinetic_intelligence	.497
adminstrative_commitment	<-->	math_intelligence	.533
adminstrative_commitment	<-->	social_intelligence	.578
adminstrative_commitment	<-->	verbal_intelligence	.666
adminstrative_commitment	<-->	technology_used	.723
technology_used	<-->	kinetic_intelligence	.303
technology_used	<-->	math_intelligence	.457
technology_used	<-->	social_intelligence	.357
technology_used	<-->	verbal_intelligence	.513
verbal_intelligence	<-->	kinetic_intelligence	.821
verbal_intelligence	<-->	math_intelligence	.765
verbal_intelligence	<-->	social_intelligence	.822
social_intelligence	<-->	kinetic_intelligence	.860
social_intelligence	<-->	math_intelligence	.789
math_intelligence	<-->	kinetic_intelligence	.901
students	<-->	value_and_beliefs	.820
students	<-->	adminstrative_commitment	.889
students	<-->	technology_used	.578
students	<-->	verbal_intelligence	.752
students	<-->	social_intelligence	.610
students	<-->	math_intelligence	.725

			Estimate
students	<-->	kinetic_intelligence	.701
Leadership	<-->	social_intelligence	.430
workers	<-->	students	.903

In examining the interconnectedness of organizational dynamics and individual cognitive abilities in table 5, the study presents a correlation matrix that elucidates the web of associations between various organizational constructs and multiple intelligences. The data reveals that leadership quality is not only central to the structural integrity of an organization but also seems to have a network of positive correlations with diverse forms of intelligence, including kinetic (r = 0.379), math (r = 0.459), and verbal (r = 0.529). Such findings suggest that leadership may play a vital role in the cognitive development of individuals within an organization.

Particularly striking is the high correlation between leadership and resources (r = 0.866), indicating that effective leadership is potentially instrumental in the optimal utilization of organizational resources. Similarly, a strong bond between leadership and organizational strategy (r = 0.832) might imply that strategic initiatives are most successful under competent leadership.

The study also notes meaningful associations within the realm of cognitive abilities. For instance, a notable correlation between social intelligence and kinetic intelligence (r = 0.860) raises the possibility that the physical and social realms of intelligence could complement each other, thereby fostering environments where collaborative and physically engaging activities are beneficial.

Table 6: Inter-Construct Correlation Coefficients Matrix

	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
students	.89	4.47	3.4040	.59200	-.721	.109	1.610	.217
workers	.92	4.58	3.4368	.70375	-.649	.109	.564	.217
Resources	.84	4.22	3.1351	.66192	-.612	.109	.325	.217
strategy	1.02	5.12	3.7201	.75228	-.498	.109	.652	.217
Leadership	1.00	5.01	3.5449	.85408	-.542	.109	.127	.217
Math intelligence	.88	4.43	3.5136	.54545	-1.094	.109	3.626	.217
Social intelligence	.95	4.86	3.7240	.64946	-.661	.109	1.707	.217
Verbal intelligence	.98	4.91	3.7726	.60546	-.740	.109	2.612	.217

Technology used	.99	4.95	3.7302	.89802	-.862	.109	.309	.217
Administrative commitment	1.03	5.16	3.8506	.77490	-.713	.109	.787	.217
Value and beliefs	.71	3.65	2.7950	.54599	-.846	.109	1.352	.217
Organizational structure	.95	4.76	3.5542	.74125	-.636	.109	.622	.217

The mean correlation coefficient for each construct offers insights into the average strength of its relationship with others illustrated in table 6, with 'students' showing a mean of 3.4040 and 'administrative commitment' reaching the highest average correlation of 3.8506, suggesting a generally strong interdependence within the organizational context.

Standard deviation values represent the variability of the correlation coefficients for each construct. For example, 'leadership' shows the highest standard deviation (0.85408), indicating a wide variation in its correlation with other constructs. This variability could point to the multifaceted nature of leadership and its differential impact across various organizational aspects.

Skewness and kurtosis values provide additional details on the distribution of the correlation coefficients. Negative skewness values across all constructs indicate that the distribution of correlations is skewed to the left, with most values clustering at the higher end of the range. This leftward skew could imply that most constructs tend to have strong positive correlations with one another rather than weak or negative ones.

Particularly, 'math intelligence' shows a markedly high kurtosis value (3.626), suggesting that its correlation coefficients with other constructs have a peaked distribution with heavy tails. This peakedness might signify that 'math intelligence' is more strongly related to certain organizational constructs than to others, and these relationships are consistently strong or weak, leading to more extreme values.

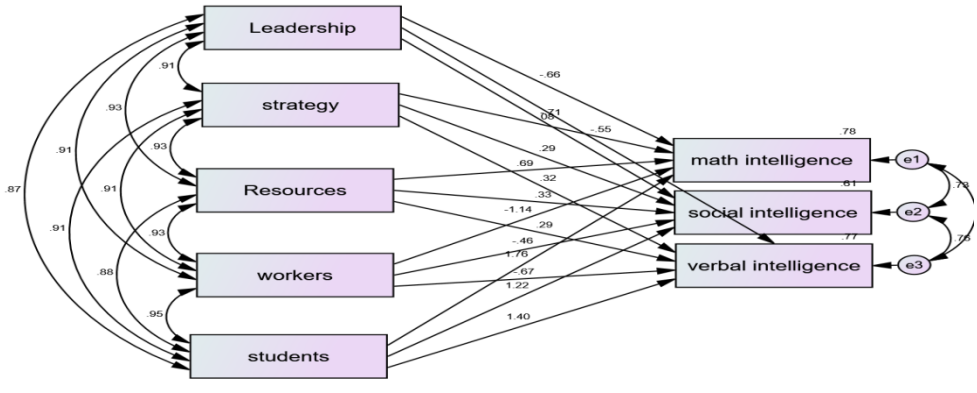

Figure 3. **structural equation model (SEM) that visualizes the direct relationships between components of institutional excellence—such as leadership, strategy, resources, workers, and students—and multiple forms of intelligence**

Figure 3 demonstrates that institutional excellence—defined by leadership, strategy, resource availability, worker engagement, and student involvement—has a positive influence on the development of multiple intelligences in students at Arab universities. This aligns with the findings of our study,

confirming the hypothesis that enhancing the quality of institutional factors can positively impact the intellectual development of students.

Table 7: Regression Weights (ALL)

			Estimate	S.E.	C.R.	P	Result
math_intelligence	<---	Leadership	-.422	.041	-10.408	***	**Supported**
social_intelligence	<---	Leadership	-.538	.064	-8.369	***	**Supported**
verbal_intelligence	<---	Leadership	-.388	.047	-8.325	***	**Supported**
math_intelligence	<---	Strategy	.056	.048	1.160	.246	Not **Supported**
social_intelligence	<---	Strategy	.249	.077	3.241	.001	**Supported**
verbal_intelligence	<---	Strategy	.256	.056	4.600	***	**Supported**
math_intelligence	<---	Resources	.569	.061	9.399	***	**Supported**
social_intelligence	<---	Resources	.328	.096	3.421	***	**Supported**
verbal_intelligence	<---	Resources	.261	.069	3.759	***	**Supported**
math_intelligence	<---	Workers	-.883	.067	-13.141	***	**Supported**
social_intelligence	<---	Workers	-.423	.107	-3.974	***	**Supported**
verbal_intelligence	<---	Workers	-.579	.077	-7.507	***	**Supported**
math_intelligence	<---	Students	1.623	.066	24.495	***	**Supported**
social_intelligence	<---	Students	1.334	.105	12.702	***	**Supported**
verbal_intelligence	<---	Students	1.430	.076	18.800	***	**Supported**

The regression weights presented in Table 7 provide insights into the relationships between various forms of intelligence and multiple factors like Leadership, Strategy, Resources, Workers, and Students, encompassing data from all three countries combined.

Leadership: Math Intelligence: Shows a strong negative relationship (-0.422, $p < 0.001$), suggesting higher math intelligence correlates with lower likelihood of taking on leadership roles. Social Intelligence: Also negatively related (-0.538, $p < 0.001$), indicating individuals with better social skills may avoid leadership roles. Verbal Intelligence: Negative association as well (-0.388, $p < 0.001$), implying those with higher verbal skills might not prefer leadership positions.

Strategy: Math Intelligence: No significant association (0.056, $p = 0.246$), indicating math skills do not strongly influence strategic capabilities. Social Intelligence: A positive correlation (0.249, $p = 0.001$) shows that those with higher social intelligence are likely to engage in strategic roles. Verbal Intelligence: Also, positive (0.256, $p < 0.001$), suggesting strong verbal skills contribute to strategic planning.

Resources: Math Intelligence: Strong positive relationship (0.569, $p < 0.001$) implies higher math skills lead to better resource access. Social Intelligence: Positive as well (0.328, $p < 0.001$), indicating effective networking and resource gathering are linked to social intelligence. Verbal Intelligence: Similarly positive (0.261, $p < 0.001$), suggesting verbal adeptness aids in resource acquisition.

Workers: Math Intelligence: Strongly negative (-0.883, $p < 0.001$) suggesting that higher math intelligence correlates with a reduced workforce, likely due to technological adoption or efficiency improvements. Social Intelligence: Also, negative (-0.423, $p < 0.001$), indicating a leaner workforce in environments

where higher social intelligence is prevalent. Verbal Intelligence: Negative association (-0.579, $p < 0.001$) reflects a trend towards fewer workers where verbal skills are higher.

Students: Math Intelligence: Extremely positive correlation (1.623, $p < 0.001$) indicating a strong inclination towards further education among those with higher math intelligence. Social Intelligence: Also, highly positive (1.334, $p < 0.001$), suggesting those with greater social intelligence are more likely to be students. Verbal Intelligence: Strongly positive as well (1.430, $p < 0.001$), reflecting a higher propensity for academic pursuits among those proficient in verbal skills.

Table 8: Regression Weights(KSA - Default model)

			Estimate	S.E.	C.R.	P	Results
math_intelligence	<---	Leadership	-.447	.055	-8.104	***	**Supported**
social_intelligence	<---	Leadership	-.589	.095	-6.174	***	**Supported**
verbal_intelligence	<---	Leadership	-.439	.065	-6.755	***	**Supported**
math_intelligence	<---	strategy	.085	.065	1.324	.185	Not **Supported**
social_intelligence	<---	strategy	.327	.112	2.933	.003	**Supported**
verbal_intelligence	<---	strategy	.357	.076	4.699	***	**Supported**
math_intelligence	<---	Resources	.555	.081	6.896	***	**Supported**
social_intelligence	<---	Resources	.188	.139	1.350	.177	Not **Supported**
verbal_intelligence	<---	Resources	.094	.095	.991	.322	Not **Supported**
math_intelligence	<---	workers	-.892	.091	-9.786	***	**Supported**
social_intelligence	<---	workers	-.202	.158	-1.280	.201	Not **Supported**
verbal_intelligence	<---	workers	-.442	.107	-4.114	***	**Supported**
math_intelligence	<---	students	1.674	.090	18.597	***	**Supported**
social_intelligence	<---	students	1.289	.156	8.288	***	**Supported**
verbal_intelligence	<---	students	1.449	.106	13.667	***	**Supported**

The regression weights presented in Table 8 provide insights into the relationships between various forms of intelligence and multiple factors like Leadership, Strategy, Resources, Workers, and Students, encompassing data from KSA.

Leadership: Math Intelligence: Strong negative correlation with leadership (-0.447, $p < 0.001$), indicating higher math intelligence is associated with a lower propensity for leadership roles. Social Intelligence: Significantly negative (-0.589, $p < 0.001$), suggesting those with higher social intelligence may also avoid leadership positions. Verbal Intelligence: Also shows a negative relationship (-0.439, $p < 0.001$), reinforcing the trend that higher verbal skills may not correspond with a desire for leadership roles.

Strategy: Math Intelligence: Shows no significant impact on strategic capabilities (0.085, p = 0.185), suggesting math skills do not necessarily enhance strategic decision-making. Social Intelligence: Positive correlation (0.327, p = 0.003) indicating that higher social intelligence positively influences engagement in strategic roles. Verbal Intelligence: Strong positive relationship (0.357, p < 0.001), suggesting that verbal skills significantly contribute to strategic planning abilities.

Resources: Math Intelligence: Positive association (0.555, p < 0.001), indicating that higher math skills correlate with better resource access. Social Intelligence: No significant relationship (0.188, p = 0.177), suggesting that social intelligence might not play a major role in accessing resources in this model. Verbal Intelligence: Also shows no significant impact (0.094, p = 0.322), indicating that verbal skills alone may not be sufficient for resource acquisition.

Workers: Math Intelligence: Strong negative correlation (-0.892, p < 0.001), suggesting that higher math intelligence is associated with smaller workforce sizes, possibly due to efficiency improvements. Social Intelligence: No significant correlation (-0.202, p = 0.201), indicating no clear link between social intelligence and workforce size. Verbal Intelligence: Negative relationship (-0.442, p < 0.001), suggesting that higher verbal intelligence may lead to a leaner workforce, possibly through more efficient communication or automated processes.

Students: Math Intelligence: Very strong positive correlation (1.674, p < 0.001), suggesting a significant propensity for those with higher math intelligence to pursue further education. Social Intelligence: Also, highly positive (1.289, p < 0.001), indicating that individuals with greater social intelligence are more likely to be students. Verbal Intelligence: Strong positive link (1.449, p < 0.001), showing that high verbal skills correlate with a higher likelihood of educational pursuits

Table 9: Regression Weights (JORDAN - Default model)

			Estimate	S.E.	C.R.	P	Result
math_intelligence	<---	Leadership	-.237	.057	-4.131	***	**Supported**
social_intelligence	<---	Leadership	-.106	.090	-1.176	.240	Not **Supported**
verbal_intelligence	<---	Leadership	-.135	.065	-2.069	.039	**Supported**
math_intelligence	<---	strategy	-.052	.077	-.684	.494	Not **Supported**
social_intelligence	<---	strategy	-.071	.121	-.590	.555	Not **Supported**
verbal_intelligence	<---	strategy	.065	.087	.747	.455	Not **Supported**
math_intelligence	<---	Resources	.333	.109	3.059	.002	**Supported**
social_intelligence	<---	Resources	.092	.172	.537	.591	Not **Supported**
verbal_intelligence	<---	Resources	.116	.124	.933	.351	Not **Supported**
math_intelligence	<---	workers	-.641	.105	-6.128	***	**Supported**
social_intelligence	<---	workers	-.461	.165	-2.794	.005	**Supported**
verbal_intelligence	<---	workers	-.516	.119	-4.319	***	**Supported**

			Estimate	S.E.	C.R.	P	Result
math_intelligence	<---	students	1.558	.120	13.003	***	**Supported**
social_intelligence	<---	students	1.569	.189	8.297	***	**Supported**
verbal_intelligence	<---	students	1.513	.137	11.059	***	**Supported**

The regression weights presented in Table 9 provide insights into the relationships between various forms of intelligence and multiple factors like Leadership, Strategy, Resources, Workers, and Students, encompassing data from Jordan.

Leadership: Math Intelligence: Displays a negative correlation with leadership roles (-0.237, $p < 0.001$), indicating that higher math intelligence is associated with a lower likelihood of taking on leadership positions. Social Intelligence: Shows no significant association with leadership (-0.106, $p = 0.240$), suggesting that social intelligence does not strongly influence leadership propensity in this context. Verbal Intelligence: Slightly negative relationship (-0.135, $p = 0.039$), indicating a modest trend where higher verbal intelligence might deter from leadership roles.

Strategy: Math Intelligence: No significant relationship is observed (-0.052, $p = 0.494$), indicating that math intelligence does not contribute significantly to strategic capabilities. Social Intelligence: Also shows no significant correlation (-0.071, $p = 0.555$), suggesting social intelligence does not play a major role in strategic decision-making. Verbal Intelligence: Similarly, there is no significant impact on strategy (0.065, $p = 0.455$), indicating a neutral influence of verbal intelligence on strategic involvement.

Resources: Math Intelligence: Positive association with resource access (0.333, $p = 0.002$), indicating that higher math skills correlate with better resource management and acquisition. Social Intelligence: No significant relationship (0.092, $p = 0.591$), showing that social intelligence does not have a marked impact on accessing resources. Verbal Intelligence: Also shows no significant effect (0.116, $p = 0.351$), suggesting that verbal skills alone may not be sufficient for resource acquisition.

Workers: Math Intelligence: Strong negative correlation (-0.641, $p < 0.001$), suggesting that higher math intelligence is linked with smaller workforce sizes, possibly due to more efficient or technologically driven processes. Social Intelligence: Negative association as well (-0.461, $p = 0.005$), indicating that higher social intelligence may lead to a leaner workforce. Verbal Intelligence: Negative relationship (-0.516, $p <0.001$), reinforcing the trend that higher verbal skills might correlate with fewer workers, possibly due to improved communication or automation.

Students: Math Intelligence: Shows a very strong positive correlation (1.558, $p < 0.001$), indicating a significant inclination for those with higher math intelligence to engage in educational pursuits. Social Intelligence: Also, highly positive (1.569, $p < 0.001$), suggesting that those with greater social intelligence are more likely to be students. Verbal Intelligence: Strongly positive as well (1.513, $p < 0.001$), showing that high verbal intelligence correlates with a higher likelihood of academic involvement.

Table 10: Regression Weights(SUDAN - Default model)

			Estimate	S.E.	C.R.	P	Results
math_intelligence	<---	Leadership	-.514	.121	-4.228	***	**Supported**
social_intelligence	<---	Leadership	-.814	.146	-5.586	***	**Supported**
verbal_intelligence	<---	Leadership	-.541	.126	-4.295	***	**Supported**
math_intelligence	<---	strategy	.112	.129	.869	.385	Not **Supported**

			Estimate	S.E.	C.R.	P	Results
social_intelligence	<---	strategy	.435	.154	2.815	.005	**Supported**
verbal_intelligence	<---	strategy	.285	.133	2.138	.033	**Supported**
math_intelligence	<---	Resources	.752	.156	4.821	***	**Supported**
social_intelligence	<---	Resources	.750	.187	4.005	***	**Supported**
verbal_intelligence	<---	Resources	.606	.162	3.746	***	**Supported**
math_intelligence	<---	workers	-1.025	.178	-5.764	***	**Supported**
social_intelligence	<---	workers	-.825	.213	-3.866	***	**Supported**
verbal_intelligence	<---	workers	-.816	.184	-4.428	***	**Supported**
math_intelligence	<---	students	1.579	.161	9.788	***	**Supported**
social_intelligence	<---	students	1.348	.194	6.962	***	**Supported**
verbal_intelligence	<---	students	1.391	.167	8.319	***	**Supported**

The regression weights presented in Table 10 provide insights into the relationships between various forms of intelligence and multiple factors like Leadership, Strategy, Resources, Workers, and Students, encompassing data from Sudan.

Leadership: Math Intelligence: Strong negative correlation with leadership (-0.514, $p < 0.001$), indicating that higher math intelligence corresponds with a lower likelihood of assuming leadership roles. Social Intelligence: Significantly negative relationship (-0.814, $p < 0.001$), suggesting that individuals with higher social intelligence are less likely to seek out leadership positions. Verbal Intelligence: Also exhibits a strong negative correlation (-0.541, $p < 0.001$), reinforcing the idea that higher verbal skills may deter individuals from leadership roles.

Strategy: Math Intelligence: No significant impact on strategy involvement (0.112, $p = 0.385$), indicating that math skills do not necessarily enhance strategic decision-making. Social Intelligence: Positive correlation (0.435, $p = 0.005$), suggesting that higher social intelligence positively influences engagement in strategic roles. Verbal Intelligence: Positive relationship (0.285, $p = 0.033$), indicating that verbal skills contribute to strategic planning abilities.

Resources: Math Intelligence: Strong positive association (0.752, $p < 0.001$), showing that higher math skills correlate with better access to resources. Social Intelligence: Also strongly positive (0.750, $p < 0.001$), indicating that individuals with high social intelligence are effective at securing resources. Verbal Intelligence: Positive correlation (0.606, $p < 0.001$), suggesting that verbal skills aid in resource acquisition.

Workers: Math Intelligence: Indicates a strong negative correlation (-1.025, $p < 0.001$), suggesting that higher math intelligence is linked with smaller workforce sizes, potentially due to efficiencies or technological integration. Social Intelligence: Negative relationship (-0.825, $p < 0.001$), indicating a trend towards fewer workers where higher social intelligence is prevalent. Verbal Intelligence: Also negative (-0.816, $p < 0.001$), reinforcing the trend that higher verbal skills may correlate with a leaner workforce.

Students: Math Intelligence: Exhibits a very strong positive correlation (1.579, $p < 0.001$), suggesting a significant propensity for those with higher math intelligence to pursue education. Social Intelligence: Also, highly positive (1.348, $p < 0.001$), indicating that those with greater social intelligence are more likely to be students. Verbal Intelligence: Strongly positive as well (1.391, $p < 0.001$), showing that high verbal intelligence correlates with a higher likelihood of academic involvement.

Comparison between the three regions

Across the three models—KSA, Jordan, and Sudan—there are similarities and differences in how different types of intelligence relate to factors of institutional excellence:

Similarities:

Negative Leadership Correlation: In all three countries, there's a trend where higher intelligence is associated with a decreased tendency toward leadership roles.

Resource Access: Across all regions, there is a positive relationship between various intelligences and access to resources, with varying degrees of association.

Workforce Size: There's a consistent negative relationship across the board between intelligence levels and workforce size, suggesting that higher intelligence might be linked with more efficient, less labor-intensive work environments.

Student Status: A positive relationship is consistently observed between all forms of intelligence and student status, indicating that higher intelligence is associated with higher educational engagement in all three contexts.

Differences:

Strategy Association: In KSA, social and verbal intelligence positively correlates with strategic decision-making roles, while math intelligence does not. In Sudan, all intelligence forms are positively associated with strategy. Jordan stands out for having no significant correlation between any forms of intelligence and strategy.

Resource Distribution: While KSA and Sudan show positive correlations across all intelligence forms and resource access, in Jordan, only mathematical intelligence shows a significant positive relationship.

Leadership and Intelligence Types: Though the correlation is negative in all countries, the types of intelligence that contribute to this trend differ slightly. In Jordan, social intelligence does not significantly impact leadership propensity, unlike in KSA and Sudan.

Overall Summary:

While there are consistent patterns across regions, there are also notable variations in the significance levels and specific intelligence factors implicated in the relationships.

These differences may be influenced by contextual factors such as cultural norms, educational systems, and socio-economic conditions prevalent in each region.

Understanding these variations is crucial for tailoring interventions and policies that address the specific needs and challenges within each context, ultimately contributing to more effective outcomes in leadership, decision-making, resource allocation, workforce management, and educational attainment.

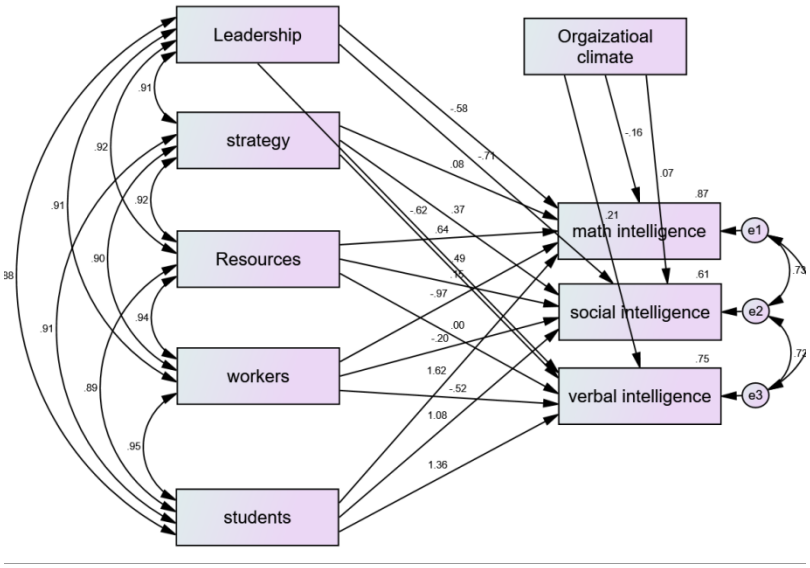

Figure 4 Structural Equation Model of the Moderating Effect of Organizational Climate on the Relationship Between Institutional Excellence and Multiple Intelligences.

SEM was applied to detect and estimate the strength of the moderating effect of the organizational climate on the Relationship between the institutional excellence and multiple intelligence.

It shows the hypothesized relationships between different constructs, including "Leadership," "Strategy," "Resources," "Workers," "Students," and "Organizational Climate," as well as their effects on "Math Intelligence," "Social Intelligence," and "Verbal Intelligence.

Leadership, Strategy, Resources, Workers, and Students are shown as influencing factors on Math, Social, and Verbal Intelligence. For instance, Resources have a path coefficient of -0.97 to Social Intelligence, indicating a strong negative relationship as per the hypothesized model. Organizational Climate is depicted as an overarching factor that potentially moderates or mediates the effects of the other constructs on the intelligence outcomes. High factor loadings (e.g., 0.91) on some paths indicate strong relationships between the specific constructs and their associated latent variables.

Table 11: Regression Weights (KSA - Default model)

			Estimate	S.E.	C.R.	P	
math_intelligence	<---	ORGANIZATION CLIMATE_ZLeadership	.069	.054	1.279	.201	**Not moderated**
social_intelligence	<---	ORGANIZATION CLIMATE_ZLeadership	.121	.094	1.285	.199	**Not moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_ZLeadership	.023	.063	.361	.718	**Not moderated**
math_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstrategy	-.015	.050	-.300	.764	**Not moderated**
social_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstrategy	.132	.087	1.514	.130	**Not moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstrategy	.153	.059	2.614	.009	**Moderated**

			Estimate	S.E.	C.R.	P	
math_intelligence	<---	ORGANIZATIONAL CLIMATE_ZResources	-.082	.065	-1.248	.212	**Not moderated**
social_intelligence	<---	ORGANIZATIONAL CLIMATE_ZResources	-.262	.114	-2.296	.022	**Moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_ZResources	-.187	.076	-2.444	.015	**Moderated**
math_intelligence	<---	ORGANIZATIONAL CLIMATE_Zworkers	.097	.078	1.250	.211	**Not moderated**
social_intelligence	<---	ORGANIZATIONAL CLIMATE_Zworkers	-.007	.135	-.053	.958	**Not moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_Zworkers	.027	.091	.302	.763	**Not moderated**
math_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstudents	-.042	.054	-.777	.437	**Not moderated**
social_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstudents	.059	.094	.624	.532	**Not moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstudents	.002	.063	.027	.978	**Not moderated**
math_intelligence	<---	ORGANIZATIONAL CLIMATE	-.133	.061	-2.164	.030	**Moderated**
social_intelligence	<---	ORGANIZATION AL CLIMATE	.090	.107	.846	.397	**Not moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE	.188	.072	2.626	.009	**Moderated**

Table 11 shows the regression weight for the effect of the moderation variable in KSA: The association between strategy and verbal intelligence exhibits moderation effects. Thus, the organizational climate moderates the relationship between strategy and verbal intelligence within KSA organizations (Supported). and the relationships involving resources, particularly those concerning social and verbal intelligence, show moderation effects. This suggests that the organizational climate moderates how resources interact with social and verbal intelligence within KSA organizations (Supported).

Table 12: Regression Weights (JORDAN - Default model)

			Estimate	S.E.	C.R.	P	Result
math_intelligence	<---	ORGANIZATIONAL CLIMATE_ZLeadership	.305	.081	3.751	***	**Moderated**
social_intelligence	<---	ORGANIZATIONAL CLIMATE_ZLeadership	.360	.142	2.539	.011	**Moderated**

			Estimate	S.E.	C.R.	P	Result
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_ZLeadership	.200	.102	1.964	.050	**Moderated**
math_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstrategy	-.194	.071	-2.722	.006	**Moderated**
social_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstrategy	-.217	.124	-1.751	.080	**Not moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstrategy	-.177	.089	-1.993	.046	**Moderated**
math_intelligence	<---	ORGANIZATIONAL CLIMATE_ZResources	.156	.093	1.674	.094	
social_intelligence	<---	ORGANIZATIONAL CLIMATE_ZResources	.147	.162	.903	.366	**Not moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_ZResources	.149	.117	1.275	.202	
math_intelligence	<---	ORGANIZATIONAL CLIMATE_Zworkers	-.327	.098	-3.346	***	**Moderated**
social_intelligence	<---	ORGANIZATIONAL CLIMATE_Zworkers	-.362	.171	-2.123	.034	**Moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_Zworkers	-.345	.123	-2.817	.005	**Moderated**
math_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstudents	.085	.084	1.013	.311	**Not moderated**
social_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstudents	.107	.146	.733	.464	**Not moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstudents	.179	.105	1.700	.089	**Not moderated**
math_intelligence	<---	ORGANIZATIONAL CLIMATE	-.372	.086	-4.322	***	**Moderated**
social_intelligence	<---	ORGANIZATIONAL CLIMATE	-.134	.150	-.892	.372	**Not moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE	-.110	.108	-1.024	.306	**Not moderated**

Table 12 shows the effect of the moderation variable in Jordan. The relationship between leadership and verbal as well as social intelligence demonstrates moderation effects. Therefore, it indicates that the organizational climate influences the correlation between strategy and both verbal and social intelligence within organizations in Jordan (Supported).

Moderation effects are observed in the relationships between both math and verbal intelligence and strategy. This implies that the organizational climate plays a role in moderating how strategy interacts with math and verbal intelligence within Jordanian organizations (Supported).

Moderation effects are evident in the relationship between math, social, and verbal intelligence and workers. Consequently, the organizational climate moderates the association between workers and intelligence—math, verbal, and social—within organizations in Jordan (Supported).

Table 13: Regression Weights (SUDAN - Default model)

			Estimate	S.E.	C.R.	P	Result
math_intelligence	<---	ORGANIZATIONAL CLIMATE_ZLeadership	.252	.089	2.817	.005	
social_intelligence	<---	ORGANIZATIONAL CLIMATE_ZLeadership	.366	.111	3.291	***	
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_ZLeadership	.171	.098	1.746	.081	**Not moderated**
math_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstrategy	-.108	.092	-1.168	.243	**Not moderated**
social_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstrategy	-.146	.115	-1.272	.203	**Not moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstrategy	-.127	.101	-1.253	.210	**Not moderated**
math_intelligence	<---	ORGANIZATIONAL CLIMATE_ZResources	-.194	.104	-1.860	.063	**Not moderated**
social_intelligence	<---	ORGANIZATIONAL CLIMATE_ZResources	-.242	.130	-1.865	.062	**Not moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_ZResources	-.038	.115	-.334	.739	**Not moderated**
math_intelligence	<---	ORGANIZATIONAL CLIMATE_Zworkers	.064	.123	.524	.600	**Not moderated**
social_intelligence	<---	ORGANIZATIONAL CLIMATE_Zworkers	.062	.153	.405	.686	**Not moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_Zworkers	.182	.135	1.351	.177	**Not moderated**
math_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstudents	-.034	.087	-.387	.698	**Not moderated**
social_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstudents	-.041	.108	-.375	.708	**Not moderated**
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE_Zstudents	-.173	.096	-1.815	.070	**Not moderated**
math_intelligence	<---	ORGANIZATIONAL CLIMATE	-.244	.100	-2.443	.015	
social_intelligence	<---	ORGANIZATIONAL CLIMATE	.024	.125	.195	.845	**Not**

			Estimate	S.E.	C.R.	P	Result
							moderated
verbal_intelligence	<---	ORGANIZATIONAL CLIMATE	.217	.110	1.978	.048	

Table 13 shows the regression weight for the effect of the moderation variable in Sudan. Based on the results organizational climate does moderate the relationship between institutional excellence and multiple intelligence in certain respects, particularly in leadership roles and the overall perception of the organizational climate in relation to math and verbal intelligence. However, it does not have a significant moderating effect across all factors and types of intelligence examined within organization in Sudan.

Findings and Discussion

First The research findings confirmed a positive correlation between institutional excellence across various dimensions, including leadership, resources, employees, and students, and the diversity of students' intelligence, encompassing verbal intelligence, social intelligence, and logical intelligence. However, the study did not establish a similar positive relationship between the strategic dimension and the diversity of student intelligence in Arab universities as a whole.

The study revealed that the organizational climate did not significantly alter the association between institutional excellence and the variety of intelligences among students at Imam Muhammad bin Saud Islamic University in the Kingdom of Saudi Arabia and Al-Neelain University in the Republic of Sudan. However, it did find a partial modification of this relationship at Al-Ahliyya Amman University in the Hashemite Kingdom of Jordan.

In summary, the research results indicate a positive connection between various aspects of institutional excellence and the range of intelligences in students, with the exception of the strategic dimension. Furthermore, the role of the organizational climate in modifying this relationship varied across different universities, being significant in the case of Al-Ahliyya Amman University but not as influential in the other two universities. With regard to the universities individually the study proved the following

Imam Muhammad bin Saud University (Saudi Arabia):

Positive relationships were observed between leadership, strategy, resources, workers, and students' dimensions of intelligence. However, some specific connections were not found, such as between resource dimension and social and verbal intelligence, strategy and social intelligence, and workers' dimension and verbal intelligence.

Al-Ahliyya Amman University (Jordan):

Positive links were established between leadership and logical and verbal intelligence, the resource dimension and logical intelligence, workers' dimension and logical, social, and verbal intelligence, and students' dimension and all three types of intelligence. However, no relationship was found between leadership and social intelligence, strategy and all types of intelligence, and resource dimension and social and verbal intelligence.

Al-Neelain University (Sudan):

Positive relationships were identified between leadership, strategy, resources, workers, and students' dimensions of intelligence. All dimensions of intelligence were positively associated with these factors, except for the absence of a relationship between strategy and logical intelligence.

In summary, the study found that the relationships between institutional excellence dimensions and multiple intelligences among students varied across the three universities, highlighting the unique characteristics of each institution's context.

Organizational climate's role as a moderating factor varies, with significant influences observed in Jordan's Al-Ahliyya Amman University, but less so in other universities like Imam Muhammad bin Saud Islamic University and Al-Neelain University.

The previous studies offer a comprehensive exploration of various factors influencing academic achievement and institutional excellence, with a particular focus on the role of organizational climate and multiple intelligences. These studies collectively suggest that a positive organizational climate, characterized by factors such as leadership, resources, and employee perceptions, can significantly enhance academic outcomes and the development of various intelligences among students. For instance, studies by Nartgün and Kılınç (2020), Hussein (2021), and Sheikh (2020) highlight the positive effects of organizational climate and educational interventions on academic achievement and the development of multiple intelligences. They emphasize the importance of fostering supportive environments within educational institutions to enhance student performance and nurture diverse forms of intelligence. Furthermore, analyses by O'Reilly and McNamara (2020) and Berberoglu (2018) underscore the interplay between external socioeconomic factors, institutional policies, and organizational climate in shaping educational outcomes and organizational effectiveness. These studies suggest that institutions adapting to external factors and promoting positive climates tend to achieve greater excellence. On the other hand, the meta-analysis by Lozano et al. (2022) provides a broader perspective by examining the overall connection between intelligence and academic achievement across different cultural backgrounds. The findings reaffirm a strong positive link between intelligence and educational success, while also highlighting variations by the type of intelligence and cultural context. When we consider the recent study's findings alongside the previous research, we can discern several points of discussion. Firstly, the meta-analysis reinforces the notion that intelligence is indeed a reliable indicator of academic achievement, which aligns with the findings of studies such as Hussein (2021) and Sheikh (2020). However, it adds nuance by suggesting that this relationship may vary across different cultural backgrounds. Secondly, while previous studies emphasize the importance of organizational climate in fostering academic success and multiple intelligences, the meta-analysis does not directly address this aspect. This presents an opportunity for future research to delve deeper into the mechanisms through which organizational climate influences the relationship between intelligence and academic achievement, especially in diverse cultural contexts. Moreover, the recent study's focus on Arab universities underscores the need for region-specific research to understand how cultural and institutional factors shape the development of intelligence and academic outcomes. It also highlights the importance of tailoring educational interventions and strategies to the unique contexts of different institutions.

Previous studies by Nartgün and Kılınç (2020), Hussein (2021), and Sheikh (2020) have highlighted the positive effects of a supportive organizational climate on academic achievement and the development of multiple intelligences. These findings resonate with our observations at Al-Ahliyya Amman University, where the organizational climate significantly modified the relationship between institutional excellence and student intelligences.

Both our study and earlier researches emphasize the critical role of leadership and resource management in enhancing educational outcomes. This is aligned with our findings across all universities, where leadership and resources generally correlated positively with various types of intelligence.

While previous studies often highlight strategic planning as crucial for educational success, our finding did not find a positive relationship between the strategic dimension and the diversity of student intelligences. This suggests a potential divergence in how strategy impacts educational outcomes in different cultural or institutional contexts.

Unlike previous research that typically presents a universally positive view of the impact of organizational climate, our study reveals that this impact can vary greatly between institutions. This

underscores the need for a more nuanced understanding of how organizational climate influences educational outcomes in diverse settings.

The meta-analysis by Lozano et al. (2022) supports our findings by confirming the strong link between intelligence and academic success, although noting variations across cultural contexts. This complements our observations of how different types of intelligence are nurtured by various dimensions of institutional excellence.

In terms of Organizational Climate as a Moderator: our study introduces a nuanced perspective by demonstrating how the organizational climate can specifically moderate the effects of institutional excellence on intelligence diversity. This aspect is less explored in previous studies, offering a new avenue for future research to explore deeper mechanisms at play, especially in culturally diverse contexts.

The discussion synthesizes our study findings with previous studies, highlighting both concurrences and deviations. It emphasizes the complexity of educational environments where institutional characteristics and organizational climates interact in diverse ways to influence educational outcomes. This comparative analysis not only confirms several established theories but also introduces new insights into the role of strategic planning and organizational climate, advocating for tailored educational strategies that accommodate unique institutional and cultural realities. By integrating these findings, educational leaders and policymakers can better understand and leverage the factors that contribute to an enriched educational experience and improved academic performance.

Recommendations and Suggestion for Future Researches

To foster institutional excellence in Arab universities, it is recommended to focus on the following key areas. Firstly, it is essential to prioritize the development of both hard and soft capabilities within these institutions, including faculty expertise, research infrastructure, and administrative efficiency. This forms the bedrock for their pursuit of institutional excellence. Additionally, universities should adopt a quality-centric approach, emphasizing the importance of high-quality educational inputs, such as curriculum design, innovative teaching methods, and comprehensive student support services. Ambitious strategic planning is crucial, with well-defined objectives and the allocation of necessary resources for successful implementation. Developing students' intelligence should be a primary goal, involving innovative teaching methods, curricular enhancements, and holistic student support. Finally, active student involvement in program development and decision-making processes can create a more dynamic and student-centered learning environment.

For future research, several promising directions can be pursued. Investigating the impact of initiatives aimed at enhancing student intelligence and their connection with institutional excellence outcomes is essential. Comparative studies across different Arab universities can shed light on the effectiveness of strategies for institutional excellence and student intelligence development. Exploring how student engagement in program development influences academic performance and university experiences is an important area of study. The sustainability of ambitious strategies for institutional excellence and their long-term effects on student development warrants investigation. Lastly, cross-cultural perspectives, by comparing experiences with international institutions, can provide insights into global best practices for institutional excellence and student intelligence promotion.

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