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Exploiting Intellectual Capital to Increase its Contribution to Sustainable Development from the Point of View of Academics at the Iraqi University

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Abstract: The study aimed to identify the role of intellectual capital management and the requirements of sustainable development in universities, and to identify the determinants and difficulties faced by intellectual capital and their relationship to sustainable development. The researchers used descriptive analytical method for its relevance to this study. A set of questionnaire was developed to collect data from the study population. The most important results obtained were: The intellectual capital training contributes significantly and effectively to creating new teaching methods at the university, as it is an important factor for the transfer and exchange of experiences and knowledge. The diversity of educational programmers at the university contributed to the process of sustainable development. University intellectuals participated in seminars held by organizations that concern about sustainable development, and in specialized forums to acquire about almost everything that is new in the world of knowledge. The university's strategies in the field of sustainable development are not clear, and that it does not attract human elements who have experience in the field of strategic planning for sustainable development, and The university has little information that is characterized by accuracy on the subject of sustainable development and the lack of clear and specific standards and criteria to measure its intellectual capital. The study made several important recommendations, the most important of which were: The need for the university administration to pay attention to the method of teamwork and the participation of employees in it when making decisions that concern them. The university needs to set clear scientific standards to measure and evaluate its intellectual capital and to focus on training programmers aimed at sustainable development. In addition, it needs to add specialized scientific courses for sustainable development within its educational programmers, and that the university administration should develop clear strategic plans based on principles of sustainable development.

Key words: Intellectual Capital, Sustainable Development and Iraqi Universities.

1. Introduction

The importance of intellectual capital in universities lies in its ability to accumulate an accumulated balance of knowledge, information and experiences that it obtains as a result of interaction with others and by multiple means and directing them for the benefit of the university's work activities and innovations, which leads to achieving a competitive advantage for the university by improving its performance and productivity and making it leader in their field. Where universities are considered the pioneers in obtaining the findings of science in the field of knowledge and administrative and technological progress, and this depends largely on the innovations carried out by intellectual capital to support its fields of work and ensure continuous

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scientific progress in various fields of life. Although the contemporary global reality indicates that higher education institutions represent the basic incubators of thought and locomotives for development in all advanced human societies, the current Arab reality indicates that most of these institutions suffer from the modesty of their intellectual capital, and thus their low scientific productivity in a way that does not meet development requirements in an era characterized by globalization and the knowledge economy. In an effective way to reach the best desired results in the field of intellectual capital management, measurement and development. (Al-Hilali, 2011, 5) In order for universities to achieve the goals of intellectual capital management, they must attract and manage the core competencies, as they are capable of creating values for the customer, and achieving distinction by their uniqueness from those of competitors. The core competencies represent a group's tangible and intangible super skills, specific in nature, and able to provide real added value for work, and knowledge institutions - such as universities - are required to renew and develop their core competencies, manage and develop them through several processes represented in: development and learning based on their experiences and creativity that uses core competencies In order to create new competencies, discover the relationships that exist between competencies and how they have developed over time, maintain the pivotal competencies that must remain the property of the university, and prevent their deterioration, as the negligence of universities in investing in resources and competencies leads to their obsolescence and thus the decline of their competitive position (Al-Atiqi, 2013: 4).

1.2 Problem Statement

Higher education institutions differ from other institutions in that they possess sustainable and renewable intellectual and cognitive advantages, represented in intellectual capital. Education represented by educational institutions is one of the factors affecting the sustainable development process. Education makes a significant contribution to development of all kinds, and is considered one of the most important core issues. Intellectual capitals are treated by economists and humanities scientists, where researchers focus on the relationship between sustainable development and education and their return on the exploitation of intellectual capital. The outcomes are economic and social growth, given that sustainable development aims to achieve the well-being of human society over time. Hence, the study problem revolves around answering the following question:

What are the reality and determinants of the exploitation of intellectual capital management and the requirements of sustainable development in universities from the point of view of academics at Babylon University?

1.3 Objectives of Study

1. Recognize the role of intellectual capital management and the requirements of sustainable development in universities.
2. Identify the determinants and difficulties facing intellectual capital and its relationship to sustainable development.
3. Propose suggestions and recommendations on how to use intellectual capital in universities to increase the percentage of its contribution to the perceived sustainable development.

1.4 Questions of Study

1. What are the role of intellectual capital management and the requirements of sustainable development in universities?
2. What are the determinants and difficulties facing intellectual capital management in the process of sustainable development?
3. Are there relationships between intellectual capital and sustainable development?

1.5 Hypotheses of Study

1. There are no statistically significant differences between the management of intellectual capital and the requirements of sustainable development, due to the study variables (educational qualification, type of college, years of experience).
2. There are statistically significant differences in the response averages of the respondents about the determinants of intellectual capital management that lead to sustainable development, due to the study variables (educational qualification, type of college, years of experience).

ISSN NO: 2769-996X
Date of Publication: 17-11-2022

1.6 Importance of Study

The importance of the study stems from being the first study according to the researcher's knowledge that deals with the issue of the exploitation of intellectual capital to increase its contribution to sustainable development at the level of Palestinian universities. Intellectual and supporting cognitive capabilities in universities, thus achieving the goals of universities and the higher education sector in sustainable development, whether administrative, intellectual and cognitive.

2. Literature Review

2.1 Concept of Intellectual Capital

There are many opinions among writers who defined intellectual capital through the connotations of knowledge or intangible assets in institutions. By responding to customer requirements and the opportunities offered by technology, "… it can be said that intellectual capital represents a group of workers who have mental capabilities whose elements (knowledge, skill, experience and values) can be employed and invested in increasing intellectual contributions, to improve the performance of organization's operations, and to develop the space for its creativity. It achieves effective relations with all the parties dealing with it" (Sufyan & Bakhush, 2011: 5). The Organization for Economic Cooperation and Development added that intellectual capital is the economic value of two categories of intangible assets for a particular organization: organizational or structural capital and human capital (Makhlouf, Al-Ann, 2011: 06). It is also defined as "… the group of individuals who use their minds more than they use their hands, because they have experiences, values, culture, and the ability to innovate and create in order to find a specialized solution or create value" (Zee & Ali, 2009: 168). In addition, it is also defined as the set of skills, knowledge, experiences and education, accumulated by the employees in the organization, and their application of modern technology in their work, which includes focusing on mental and mental forces as intangible factors that positively affect the progress, development and profitability of the institution.

2.2 Characteristics of Intellectual Capital

Individuals with cognitive and organizational capabilities are divided into features that distinguish them from other individuals, including organizational qualities and represent the distribution of intellectual capital at all strategic levels and in varying proportions. It moves away from the tendency towards administrative centralization significantly. As for the professional qualities, it is not necessary for the intellectual capital to have an academic certificate, but rather the necessity lies in continuing their effective education and training, with high and diverse skills and advanced features. As for behavioral and personal traits, they represent the tendency of intellectual capital to take risks in starting work to a large degree, and it is preferable to deal with issues that are characterized by uncertainty, and initiates the provision of constructive opinions and suggestions, in addition to that he is characterized by some personal characteristics such as: decisiveness - intelligence - intuition - openness to experience - perseverance - self-confidence - independence (Imad El-Din, 2007: 11).

2.3 Components of Intellectual Capital

Intellectual capital is seen as that knowledge available to human competencies, which can be converted into profits, and the elements of intellectual capital can be likened to an accumulated and aggregated set of knowledge, so that each party looks at the side of the knowledge that falls within the circle of its interests. Despite the different point of view among researchers about the concept of intellectual capital, there is almost unanimity that it is mainly composed of human, intellectual and structural assets. Some of the interpretations include:

1. Human assets: such as knowledge, skills, abilities, creativity, and experience gained from performing work.
2. Intellectual assets: they are the totality of information, written notes and instructions, as they are formed (i.e. intellectual assets as soon as information, knowledge and ideas are transferred as human assets to a situation in which they become written, specific and known, and thus the institution can exploit these assets instead of dealing with individuals, such as plans, engineering designs, and information programmes.
3. Intellectual property: which is represented in patents, copyrights, trademarks and everything that can be legally protected, as often leading institutions in the industrial or service field work to own more intellectual

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property rights, with the aim of achieving a competitive advantage, and also working on Developing and marketing its intellectual property portfolio.
4. Structural assets: these include the organization's culture, organizational structures, processes, procedures...etc.
5. Relationships capital: it reflects the nature of the strategic relations that link the institution to its customers, suppliers and competitors, or any party that can contribute to developing ideas and translating them into distinguished services and products.
6. It helps maintain and improve diversified intellectual capital.
7. It helps to ensure the attraction of talent and the provision of alternatives to fill vacant places.
8. The organization assists in preparing for the restructuring and expansion of its intellectual capital. (Al-Atiqi, 8, 2013).

2.4 The Importance of Intellectual Capital in Higher Education Institutions

Presentation of information about intellectual capital has now become of paramount importance in higher education institutions, mainly, because knowledge is the main output of universities, and the input in these institutions is the production of knowledge, whether through technical and scientific research, through (students, teachers, researchers, staff University administrators, and everyone who has an organizational relationship at the university. Intellectual capital in universities is a term used to cover all intangible or intangible assets, including processes, capabilities for innovation, inventions, tacit knowledge of its members, abilities, talents, skills and their recognition in society, collaborators, and contacts, then intellectual capital expresses the set of intangible assets that allow the university to transfer the set of material, financial and human resources into a system capable of creating added value for employers. The importance of intellectual capital also lies in the fact that there are constant demands for more information and transparency about the use of money.

Generally, since higher education institutions are the leaders in the field of knowledge, and are a key player in the current economy, and therefore their activities are subject to more scrutiny and control than other institutions of society, so it has become necessary for higher education institutions to provide special accounts in appreciation of the importance of intellectual capital in them. Intellectual capital is also important for the commitment of universities to encourage cooperation and competition between them, especially in the field of transferring knowledge among institutions related to their activities. Universities face increased competition as a result of low funding for intellectual capital, social and environmental responsibility, capabilities, competencies and skills that are the responsibility of management (28, 2013, Etc. Ramirez). Providing information on intellectual capital in universities comes in response to the needs of their users for this information. It involves the need to develop a complete model for managing intellectual capital in it, thus allowing universities to be in a better position (Ramilez, 2012: 3).

The following are reasons why intellectual capital management is needed:
1. Creating transparency when using public funds.
2. Explain the achievements of research, training and innovation and their benefits to stakeholders.
3. Development of intangible assets in universities.
4. Expose the effects of internal and external influence in the university.
5. Communicating with the new organizational values.
6. Demonstrate the university's competitive ability.

2.5 Measurement of Intellectual Capital

According to the management literature, it is unlikely that managing anything can be measured. There have been many actual attempts to measure intellectual capital and in many ways from management science writers, but these methods can be divided into four general categories (Ahmadi, 2012: 898):

1. Descriptive models: This method relies on forecasting and polling the value of the dollar against intellectual capital, by defining its components and providing that directly and continuously in order to determine the final values of intellectual capital regulation and their collection, and to explore opinions and trends that are important in their indirect impact on the operations of intellectual capital. Intellectual capital, which comes within this model (knowledge assessment tool, self-education for the productivity of those with knowledge professions).

ISSN NO: 2769-996X
Date of Publication: 17-11-2022

2. Market value of the investment: This method focuses on calculating the difference between the market value and the book value of the intellectual capital within the intangible assets of the institution.
3. Return on assets: In this method, the average income before tax in a specific period of time is divided by the average value of assets in the same period, then the output is compared with the average return on investment. If the resulting difference is zero or negative, the institution does not have Excess in intellectual capital, and if the outcome is positive, the institution has a surplus in intellectual capital.
4. Scorecard method: In this method, different components of intangible assets or intellectual capital are identified by setting performance indicators and displaying them in opposite graphs to identify the best performanc

2.6 Cultural Barriers to Measure Intellectual Capital

There are a number of cultural barriers to measuring intellectual capital in universities, including (Fazalagi, 2006: 6):
1. Unsuitable wages: Which creates incentives to search for other additional job opportunities such as consulting and training in activities outside the university, even if the salaries are appropriate, the intellectuals are looking for additional work outside the university.
2. Weak leadership: Usually the president of the university is elected or appointed for a period of four years, this period reduces the making of radical decisions when driving.
3. Higher societal position: The university professor can be thwarted by threatening to dismiss him to make him unemployed.
It is usually an important factor in motivating work, and this is often not found in universities.
4. Repetition of the self-regulatory culture: Older generations of researchers tend to hire people like themselves, and similarly, individuals who do not fit with their old culture are not hired, but they tend to hire people who fit their old cultures.
When designing a tool to measure intellectual capital, one should be aware of the following potential challenges that I mentioned (Publications of the Danish Ministry of Science, Technology and Innovation, 13, 2003).

2.7 Objectives of Intellectual Capital in Universities

What drives contemporary universities to effective management is what they possess of intellectual capital to achieve material value, profit and support, where the objectives of intellectual capital management in universities are as follows:
1. Achieving a return from these investments, taking into account the social return of university education.
2. Achieving university cost-effectiveness, i.e. achieving the highest return on the money spent.
3. Linking cost to benefits for each university product or service, and expanding the stability of university revenues through university marketing.
4. Facing external and internal competition and improving the competitive position of the university.
5. Intellectual capital management allows for a more effective and efficient use of various resources in an increasing manner.
Sustainability is supported in universities by a set of tangible measures such as: preparing curricula, scientific research, more continuing education programmes and education itself, and tangible development projects (Filho, 2012: 429). He added (Filho, 2012: 430) that the misconceptions that prevent universities from taking full advantage of sustainable development offers, according to a study conducted on a sample of universities about some misconceptions that limit sustainable development, are summarized in the concepts the following:
1. Sustainability is just an end: due to a partial lack of information and the scope of the topic, some universities that participated in the survey find that the topic is just too much information, and far from reality, and the truth is that if we look carefully and correctly link sustainability with higher education activities such as: Training, motivation and guidance, sustainability will be as close to their lives as it should be.
2. The concept of sustainability is very broad: This concept is used as an argument against taking sustainable development measures, and this concept is considered a mistake when applying sustainable development in different areas of university life.

ISSN NO: 2769-996X
Date of Publication: 17-11-2022

3. We do not have personnel to take care of sustainable development: We find the basis for this misconception in the fact that it is traditional, where a job in a university (such as tutoring, giving advice) is performed by an officially qualified person, and this is the case in countries that are attached to formal education As great as Germany, where applied and practical skills, and in fact the principles and traditions of sustainable development are known to anyone, and to be sensitive to the impact of the university's activities on the environment, he must be in a position to carry out activities in this field, but rather he often takes the issue of having Someone who is motivated and willing to train them to do so, yet this response raises the issue of the lack of adequately trained personnel to address issues related to sustainable development.

4. Required resources do not justify this: This misconception does not focus on hard evidence, and although financial benefits are not the main motive for the institution's adoption of sustainability policies, they do play an important role, as shown by the pilot project (50-50). Which is now implemented on a large scale in Germany, and as part of this project schools are encouraged to implement initiatives towards energy savings, thus reducing their energy bill. These savings are then shared by the school and the education authority, which gives 50% of the money saved. Cash for school activities, and schools can then use the money to buy or reinvest goods or services.

5. The topic has no scientific basis: This was not mentioned by the surveyors, but unfortunately it is still referred to as a problem, but sustainability is now a commodity that has been found at the top of the scientific agenda in many European countries, the material resources for researching sustainability are available, For example: There is a framework program at the Seventh European Committee for Research, and sustainability is the topic of research for which significant funding is allocated to this Committee.

6. Great competition: There is an argument here that there is a lot of competition for funds and resources for sustainable development initiatives, and this is something that is rooted in sustainability, and other areas of knowledge are also under the same 2.8 competition, and research proposals are a normal part of academic work.

2.8 The Concept of Sustainable Development

Human being is considered a main axis in the process of sustainable development, which includes the development of human minds mentally in order to improve their standard of life and in all fields (economic, health, educational, environmental, and social welfare), which should be in partnership with others, in which people participate in a democratic way to make decisions that affect their political, economic, social and environmental fields of life.

Lansu et al. (2010: 250) sees that sustainable development is "that development that meets the needs of the present generation without sacrificing or harming the ability of future generations to meet their needs." While Hasna (2007: 42) defines it as "the process that speaks of the development of All aspects of life that affect human power, which means resolving the conflict between various competitive goals, and at the same time striving for economic and environmental prosperity and achieving social justice, by keeping pace with technology, and therefore it is a continuous process of development. The permanent development of the quality of human life, takes into account the capabilities and potentials of the ecosystem that embraces life." Hassan (2007: 19) pointed out that sustainable development means "providing balances of natural resources on a certain date that are sufficient for future generations after the amount consumed by generations has run out". Kamel and Mehyar (2008: 3) added that sustainable development "refers to improving the quality of life for humans without depleting natural resources and exploiting their absorptive capacity" and what is meant by absorptive capacity is the ability of nature's resources to renew itself. Al-Salem (2008: 28) sees it as "scientific, social and industrial progress and development and in all different aspects of life while maintaining continuity and without exposing the environment and its living aspects in this world to the dangers of pollution, destruction and destruction." Al-Daami (2009: 109) added that it "represents the weapon". It is a preventive measure for the most effective activities of society, as the interest in capital and its development and increasing its ability to adapt to the gigantic cultural developments taking place globally are among the most important factors for benefiting from globalization instead of succumbing to its negative aspects in a static manner.

Abdul Hai (2006: 80) defined sustainable development as "economic development and a standard of living that does not weaken the ability of the environment in the future to provide the necessary food and life

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support for the population and seeks to meet the needs of the current generation without depleting the needs of future generations", where the following elements of sustainable development can be identified. Preserving an appropriate number of the population, devising, transferring and adapting new forms of technology, developing educational and health institutions to spread awareness and change trends to stimulate social and cultural changes, take care and improve the environment and preserve the basic elements in it, and improve the economic elements to achieve the requirements of the market economy. Sustainable development in education can be defined as "the process of creativity, development, innovation, support for scientific research, increasing and maintaining public awareness of various humanitarian issues, and competition for obtaining information and educational methods and what is new through modern technology and improving educational curricula."

Higher Education for Sustainable Development: Higher education has an indispensable role in determining the ways in which future generations will learn how to address the complexity of sustainable development. Universities and higher education institutions prepare highly qualified graduates and responsible citizens who are able to satisfy the needs of all fields of human activity. They also provide opportunities for higher education and lifelong learning, contribute to the advancement, enrichment and dissemination of knowledge through research, and provide societies with the necessary expertise to help them in the field of cultural, social and economic development as part of the services it provides to their local communities. They help various stakeholders to understand, interpret, preserve, promote and disseminate national, regional, international and historical cultures in a context of cultural pluralism and diversity, and protect and advance societal values by training young people in the field of values that form the basis Democratic citizenship, and contribute to the development and improvement of education at all levels, including teacher training. With regard to the roles and functions that higher education institutions should play in promoting sustainable development, the following issues must be specifically addressed: deepening teaching and research in relation to societal processes that lead to the adoption of more sustainable models of life, moving away from unsustainable models, and improving the level of quality and efficiency in the field of teaching and research, bridging the gap between science and education and between traditional knowledge and education, strengthening forms of interaction with non-university parties, especially with local communities and their working circles, introducing concepts of decentralized and flexible management, providing access to good scientific knowledge, and enabling students to acquire the necessary skills to work jointly in the framework of multidisciplinary and multicultural teams, and to introduce the global dimension in the learning community. (UNESCO, 2013: 21).

There are difficulties that hinder the integration of sustainable development concepts into university educational curricula. Several difficulties impede the integration of sustainable development concepts into university educational curricula, including the lack of full awareness of the exact definition of this concept and its implications. Some use the term "sustainable development" to refer to the development process without realizing the exact concept of this term. The difficulty also lies in the diversity and diversity of topics related to sustainable development, including scientific, cultural, social and other topics. The difficulty also lies in the need for new teaching methods centered around the students, such as debates and dialogue sessions, not around the teacher as in traditional education, which is difficult to achieve when the number of students is large.

There are a number of steps for universities to apply the principles of sustainable development in their programmes and activities. The most important of which are: raising the awareness of faculty members about the role that universities can play in implementing sustainable development, providing them with high internal training on issues related to sustainability, and establishing research centers or working groups to discuss the most effective ways to pursue issues related to sustainable development, and to develop partnerships and networks between educational institutions and research centers to exchange ideas, experiences and good practices on various topics related to sustainable development. This is what our universities must strive to achieve in the next stage (Mualla, 2013: 3).

2.9 The Importance of Sustainable Development

The UNESCO conference held in the German city of Bonn, in its results, showed that education has a very important role in achieving sustainable development through a set of axes that can be summarized as follows (UNESCO, 2009: 2-3):

ISSN NO: 2769-996X
Date of Publication: 17-11-2022

1. Education for sustainable development gives a new direction to teaching and learning for all, as it promotes better quality education that accommodates all without exception, and is based on values, principles and practices necessary to effectively face current and future challenges.
2. Education for sustainable development helps societies address many priorities and problems: such as the effects and dangers of disasters, biodiversity loss, food crises, health risks, social fragility and insecurity, and is essential to the development of new economic thought. It also contributes, through a methodological and structural approach, to creating healthy societies that are capable of adaptation and sustainability, and renews the feasibility, quality, meaning and purpose of educational and training systems, and it makes formal, non-formal and informal education circles and all sectors of society participate in the lifelong learning process.
3. Education for sustainable development is based on the values of justice, equity, tolerance, sufficiency and responsibility and promotes gender equality, social cohesion and poverty alleviation, and emphasizes the importance of the principles of care, safety and integrity established in the Earth Charter. Education for sustainable development is based on principles that support the sustainability of life, democracy and human well-being. Environmental protection and restoration, conservation and sustainable use of natural resources, addressing unsustainable patterns of production and consumption, and the establishment of just and peaceful societies are other important principles on which education for sustainable development is based. sustainable development.
4. Education for Sustainable Development focuses on creative and critical approaches, long-term thinking, and the importance of innovation and empowerment in order to confront culture and solve complex problems, and stresses the interdependence between the environment, economy, society and cultural diversity, from the local level to the global level, and takes into account the past The present and the future.
5. Education for sustainable development is closely related to the needs and realities of the population. It provides the necessary skills to find solutions to their problems and benefits from practices and knowledge established in local cultures as well as new ideas and cultures.

2.10 The Basic Principles of Sustainable Development

The basic principles of sustainable development, which in turn constitute the political, social and ethical components for its establishment and ensuring its effectiveness, can be summarized as follows (Al-Salam, 2008: 32-33):

1. Equity: that is, every person gets a fair and balanced share of the wealth of society.
2. Empowerment: in the sense of giving community members the possibility of full and effective participation in decision-making and mechanisms or influencing them, in order to increase the sense of belonging among these individuals in a way that enables them to actively participate in the development process.
3. Good administration and accountability: that is, the people of governance and administration are subject to the principles of transparency, accountability, dialogue, oversight and responsibility, in order to avoid corruption, nepotism and all other factors that would constitute an obstacle to sustainable development.
4. Solidarity: between generations and between social groups within society and between other societies for development sustainable development, by preserving the environment and natural resources for future generations, and not accumulating indebtedness on the shoulders of subsequent generations, as well as securing fair shares of growth for all social groups. Schmidt (2010: 25) added that education contributes to achieving sustainable development through the ability to achieve synergy between a set of factors represented in the ability to improve the quality of the basics of the educational process, diversify the methods of educational programmes and compare them on the basis of the volume of development achieved, and increase the level of awareness and understanding of the philosophy of sustainable development in its general form, and increasing the level of training on the mechanisms for achieving sustainable development.

Sustainable development goals: Kamel and Mahyar (2008: 6-7) described sustainable development goals as follows:

1. Finding a balance between economic, social and environmental needs: which allows a decent life for the current generation and for future generations, as it depends on the comprehensive and long-term approach

ISSN NO: 2769-996X
Date of Publication: 17-11-2022

to developing and achieving sound societies that deal with economic, social and environmental aspects without depleting natural and basic resources.

2. To protect and enhance what we possess of resources through the systematic change of our development mechanisms and use of culture. Countries need to meet their basic needs of job opportunities, food, energy and water, and if we think about this in a sustainable way, we must determine levels of population growth. This approach ensures the preservation Economic growth that achieves growth and development for developing countries on an equal footing with developed countries.

2.11Sustainable Development in Universities

Whenever the university sector felt developmental concern, there were different milestones for achieving university policies from processes and mechanisms to curricula design and procedures to achieve sustainable development. Despite the fact that more than 600 universities around the world committed themselves to achieving sustainable development through the documentation of international agreements on sustainable development, and although several thousand of them pursue issues related to sustainable development on a specialized basis, many of them have not succeeded in fully adhering to the principles of sustainable development in practice, due to many reasons, including: lack of institutional interest in sustainable development, limited managers, and lack of citizen involvement in its implementation, sustainable development policies in universities, and the lack of practical benefit from the university's strategies and announcements of its plans. However, it can be said that the development process of sustainability is supported in universities by a set of tangible measures such as preparing curricula, scientific research, more continuing education programmes and education itself, and tangible development projects (Filho, 2012: 429).

2.12 Higher Education for Sustainable Development

Higher education has an indispensable role in determining the ways in which future generations will learn how to address the complexity of sustainable development. Universities and higher education institutions prepare highly qualified graduates and responsible citizens who are able to satisfy the needs of all fields of human activity. They also provide opportunities for higher education and lifelong learning, contribute to the advancement, enrichment and dissemination of knowledge through research, and provide societies with the necessary expertise to help them in the field of cultural, social and economic development as part of the services it provides to their local communities, and also helps to understand, interpret, preserve, promote and disseminate national, regional, international and historical cultures in a context of cultural pluralism and diversity, and helps protect and advance societal values by training young people in the field of values that form the basis of Democratic citizenship, and contribute to the development and improvement of education at all levels, including teacher training. With regard to the roles and functions that higher education institutions should play in promoting sustainable development, the following issues must be specifically addressed: deepening teaching and research in relation to societal processes that lead to the adoption of more sustainable models of life, moving away from unsustainable models, and improving the level of quality and efficiency The field of teaching and research, bridging the gap between science and education and between traditional knowledge and education, strengthening forms of interaction with non-university parties, especially with local communities and their working circles, introducing concepts of decentralized and flexible management, providing access to good scientific knowledge, and enabling students to acquire the necessary skills for joint work in the framework of multidisciplinary and multicultural teams, and the introduction of the global dimension in the learning community (UNESCO, 2013: 21).

The study aimed at knowing the role that knowledge capital leaves in achieving innovation among the deans of faculties in Syrian universities. To achieve the objectives of the study and to test its hypotheses, a special questionnaire was developed to collect data from the study sample consisting of 95 individuals, from the deans of faculties in Syrian universities. The results of the study showed that the level of innovation among deans of faculties in Syrian universities is high, and the results also confirmed the importance of knowledge capital for the success of administrative work. In colleges and his contribution to spreading awareness and facilitating work procedures, and the study showed that interest in revitalizing knowledge capital in Syrian universities contributes to and enhances innovation. A study by Ramilez (2013) entitled "The Importance of Disclosure of Intellectual Capital in Spanish Universities", aimed to know the increase in social interest in developing accountability procedures and ensuring information transparency in public universities, and the

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disclosure of intellectual capital information. The researcher used the analytical descriptive approach and develop a questionnaire that was distributed to members of the social councils in Spanish universities to know their views on the subject of the study, and the results of the study proved the importance of providing information on intellectual capital in universities in order to meet the needs of stakeholders of this information. A study by Sharafim et al. (2013) entitled "The Relationship between Intellectual Capital and Employment in Universities and Institutions of Higher Education" aimed to identify the study of the relationship between intellectual capital and the performance of the university system. The researchers designed a questionnaire to explore the state of intellectual capital in Iranian universities. The results of the study showed that the average performance of the university system amounted to 87.52 percent, according to the opinion of faculty members, and that there is a positive relationship between intellectual capital and university management, and a significant difference between human capital and relational capital between universities.

A study by Drayson et al. (2013) entitled "Students' Attitudes and Skills for Sustainable Development" aimed to identify the progress made in the field of environment and sustainable development in universities, students' attitudes towards it and their impact on it, and their understanding of the needs and requirements of sustainable development, and to introduce curriculum improvements. The study was conducted in two phases for first and second-year university students to identify attitudes and skills that lead to sustainable and sustainable development. A special project was created for curricula and research. The results of the study showed that more than two-thirds of first and second-year respondents believe that sustainable development should be included in their university's curricula, and that there is a preference among students to reformulate curricula rather than additional content or training courses and to incorporate sustainable development into them, and students view skills as outdated and must be re-trained. Formulated and included in curricula in educational curricula, and that more work is needed with business institutions in order to improve the benefits of sustainable development on a large scale and to identify the most valuable to ensure skills for sustainable development.

A study by Tillbury (2012) entitled "Higher Education for Sustainability: An Overview of Commitment and Progress" aimed to identify the contribution of universities to sustainable development and the prevailing practices in the field of higher education and the effective contribution to achieving them. The study concluded that the basic ideas must be exceeded in the current curricula of the concept of sustainable development, and support for the construction of new sustainable work projects for these curricula in which universities and colleges participate, and the pursuit of multidisciplinary in them, so that the concept of sustainable development is expanded. Experiments must be adopted to lead change for sustainability through mapping advertisements and international frameworks for higher education. The higher education sector needs strong transformational leadership to adopt a sustainable development policy, and that sustainability must be integrated into the core business of higher education, and that higher education must play an important role in transforming social practices and contributing to more sustainable futures contracts.

Ramilez et al. (2012) in their study entitled "Estimating The Importance of Intellectual Capital in The University Sector" aimed to know the opinion of stakeholders in the university of the importance they gave to intellectual capital reports at the university. The researchers designed a questionnaire that was distributed to all members of the social councils in universities. In order to identify the importance of intellectual capital reports in universities, the results of the study showed that the annual accounts published by universities hardly cover the knowledge needs of all stakeholders. A study by Al-Tawil and Agha (2010) entitled "The Requirements of Total Quality Management in Higher Education and Its Impact on Achieving Sustainable Development" aimed to determine the impact of TQM requirements on sustainable development in higher education from the point of view of the administrative leaders at the University of Mosul, as well as presenting milestones. A theory on research variables and the research hypotheses were tested using the SPSS statistical analysis program, and the questionnaire was used as a main tool for collecting the necessary data and information of the research. Total sample of 131 respondents was obtained. The descriptive and analytical approaches were used to describe the research community and sample, and the research reached a set of conclusions, most notably: The existence of a correlation and a positive moral effect between the research variables in the researched university.

ISSN NO: 2769-996X
Date of Publication: 17-11-2022

Constantin (2010), in a study entitled “Intellectual Capital in Universities”, aimed to present some of the research results related to the intellectual capital of universities. This topic is important for the field of intellectual research, and the results of the study showed that universities are knowledge-intensive organizations, which contain the processes od the basic principles of generating, exchanging and transferring knowledge, and their intellectual financial potential is really great, but only some of them are able to transform this potential in intellectual capital to be ready for operation, and although universities teach operations as basic production processes, it is not necessarily educating organizations since they have high operating intensity for their integration. A study Sanchez et al. (2009) entitled "Effective Intellectual Capital in Universities" aimed to analyze the increasing interest in universities and research institutions at the political level and to increase employment in these institutions in relation to the management of intellectual capital, and to provide a model and indicators specifically designed for the intellectual capital of universities. The researchers reviewed the recent literature in this study regarding intellectual capital, its concepts and experiences, where the Austrian intellectual capital and the European University Training Observatory were analyzed including some recent experiences of the Madrid government region related to universities at both practical and theoretical levels in order to contribute to the development of a model for measuring intellectual capital in universities. The study suggested a model for preparing reports and managing intellectual capital resources in universities and research institutions, discussing effective intellectual capital and presenting the current defects of intellectual capital analysis.

A study by Abu Zant and Ghoneim (2005) entitled “Sustainable Development, a Theoretical Study in the Concept and Level” aimed to review the concept of sustainable development and its content, analyze it, and show the development philosophy that forms the basis of this concept. To apply this, the study adopted the descriptive approach, Through the method of deduction, which is based on deducing specific ideas from a general idea with a realistic analysis that links diagnosis and treatments on the one hand and reality on the other, the study concluded that sustainable development is a way of life, and a lifestyle, governed by human ethical frameworks, in addition to being a pattern. A development characterized by rationality and rationality, and seeks to create a society less inclined to materialism than changing many. The prevailing cultural concepts that are based on the principle of more is better in different aspects of life. A study by Dawe et al. (2005) entitled "Sustainable Development in Higher Education, Practice and Future Developments", aimed to identify the curricula taught in universities about sustainable development and the environment, and to identify the obstacles that impede the development process in teaching and learning, and to develop appropriate solutions, as well as knowing how to influence students' choice of profession based on sustainable development. The researchers used the comprehensive survey method through a questionnaire prepared to achieve these goals, in addition to six focused meetings with educational centers. The results of the study showed that the teaching of the environment and sustainable development in the curricula were reviewed by the disciplines of engineering and teacher training, while the sciences and human studies dealt with it minimally based on a number of study sources, and that the teaching approach was classified into three categories: the personal approach, the approach to reconnecting reality and the holistic thinking.

Previous studies dealt with the two topics of intellectual capital and sustainable development separately without directly linking the two concepts in university education institutions and the impact of each on the other. What distinguishes this study is that it is the first study according to the researcher’s knowledge that applies the subject to Iraqi universities, which combine two inseparable and interrelated concepts: intellectual capital and sustainable development and the extent of their impact on the other, as well as the distinction of being applied to a university that combines two methods of education: academic and military style.

3. Methodology

For the purpose of completing this study, the descriptive approach was used, due to its relevance to the nature of the study, and due to the ability of this scale to distinguish between different degrees of the strength of trends, and its ease of understanding by the respondents who wanted to measure their attitudes. The phenomenon under study and the differences in the trend towards phenomenon are described. The study population consisted of all 46 academics at Babylon University in Iraq. The researcher designed a

ISSN NO: 2769-996X
Date of Publication: 17-11-2022

questionnaire on the topic of "Exploiting Intellectual Capital to Increase its Contribution to Sustainable Development from The Point of View of Academics at Babylon University." A total of 46 questionnaires were distributed to all study population as a comprehensive sample, of which 38 questionnaires were returned, i.e. 83%, which is suitable for generalizing the results. The questionnaire consisted of two parts as follows:

Section one: Personal data, which consists of (3 paragraphs).

Section two: Questionnaire axes, which are made up of two interlocutors, explained as follows:

The first axis: "The reality of the exploitation of intellectual capital and the requirements of sustainable development at Al-Istiqlal University", which consists of (24) paragraphs. The second axis: "Determinants facing the management of intellectual capital in the sustainable development process", and it consists of (21) paragraphs.

View Study Results

In order to identify the nature of the data collected, it must be presented in a way that allows the student to identify its variables. This is to help them to have a greater and deeper understanding of the study community. The results will be presented through tables prepared for this purpose. The weighted average of the answers of the sample members on the first axis of the study was calculated using the five-point Likert scale, in order to know the direction of the respondents' opinions (the study sample members) and to make different comparisons, where the following scale is considered a scale based on the best of the two measures:

Measuring the Validity and Reliability of The Questionnaire (Cronbach Alpha)

To measure the validity of the questionnaire, it was presented to a number of arbitrators and academics with expertise and experience who have knowledge of the subject of the study. They studied, corrected, audited and reviewed, where the researcher took the opinions of the arbitrators until the questionnaire was designed and finalized. Then, Reliability analysis was conducted, and the stability of the test was measured through Cronbach's alpha equation, which refers to the structural validity or the so-called internal homogeneity.

The higher the alpha value, the more stable the resolution was in giving good results for the analysis of the subject of the study. It was agreed that a value of 6.0 and above is an acceptable value for the stability of the resolution (Malhotra, 2007: 62). From the result obtained, the value of alpha is very good, which indicates the stability of the resolution and that it indicates the structural validity of the resolution or the so-called internal homogeneity of the resolution paragraphs.

Statistical Analyses

After collecting the study data, the researcher reviewed it in preparation for entering it into the computer, and this was done by giving it certain numbers, that is, by converting the verbal answers to numerical ones for all the questions of the study. The study questions and hypotheses were selected and analyzed using the following statistical methods:

1. Descriptive statistics methods: arithmetic means and standard deviations.
2. Internal homogeneity measurement: Cronbach's alpha.
3. The statistical program (SPSS) was adopted in order to make the various comparisons that clearly show the differences and discrepancies between the studied events using One Way ANOVA.

First: Answering and Discussing The Study Questions

To answer the study questions, in this section, the results of the respondents' answers about the questionnaire paragraphs will be presented, analyzed and discussed through the following tables.

Table (1) Intellectual Capital and The Requirements of Sustainable Development at Al-Istiqlal University

Nu	Information	Middle Arithmetic	Skew Normative	Level
1	The university encourages creativity in its employees.	3.68	.81	Big
2	The university considers ideas proposed by the staff.	3.32	.99	Medium
3	The university encourages holding seminars among the employees to invest their intellectual	3.11	.92	Medium

ISSN NO: 2769-996X
Date of Publication: 17-11-2022

	energies.			
4	The university considers the employee's ability to perform when distributing tasks.	3.21	.84	Medium
5	The university maintains the social standing of employees with distinguished intellectual abilities.	3.42	.89	Big
6	University employees seek innovative ways to work.	3.58	.83	Big
7	The university has competitive capabilities in intellectual capital.	3.53	.69	Big
8	The university has a large number of experienced academics.	3.58	1.00	Big
9	The university helps analyze information to avoid risks.	3.05	.96	Medium
10	Intellectual capital contributes to achieving integration between the University's activities.	3.16	1.00	Medium
11	Attracting intellectual capital achieves the university's goals.	4.16	.68	Big
12	Intellectual capital training has a role in creating new pedagogical methods	4.26	.55	Big
13	Intellectual capital is an important factor for transferring expertise.	4.21	.62	Big
14	Intellectual capital is characterized by a shorter time to complete tasks.	4.11	.45	Medium
15	Intellectual capital works to spread knowledge.	4.16	.68	Medium
16	The tasks assigned by the university to the employees are commensurate with their experience.	3.37	.24	Medium
17	The management is concerned with the teamwork approach.	2.74	.92	Medium
18	The salary granted by the university reduces turnover.	3.58	.83	Big
19	Management tries to hire employees who fit with their culture.	3.58	.68	Big
20	The university's intellectual capital metrics are complex.	3.32	81	Medium
21	The university evaluates the employee's performance in the long term.	3.26	1.03	Medium
22	Employees are afraid of the new standards of intellectual capital.	3.21	.83	Medium
23	Management shares its intellectual capital in decision making.	2.58	.89	Medium
24	University systems have specific standards for intellectual capital	3.00	.99	Medium
		3.47	0.96	Big

It is clear from Table (1) which expresses “The reality of the exploitation of intellectual capital and the requirements of sustainable development at Al-Istiqlal University”. The total score for all averages of the first axis reached 3.47 and this indicates a great agreement among the respondents on this axis. Item 12, which states that “Intellectual capital training has a role in creating new teaching methods” obtained the highest arithmetic mean 4.26, and a standard deviation of 0.55, which indicates a very high degree of

ISSN NO: 2769-996X
Date of Publication: 17-11-2022

approval for this Item by members of the study community. Item 13 came in second place, which states "Intellectual capital is an important factor for the transfer of experiences" with an arithmetic mean 4.21 and a standard deviation of 0.62, which is a very large degree of approval also. In third place came Item 11 which states that "Attracting intellectual capital to achieve the university's goals", with a mean of 4.16 and a standard deviation of 0.68 with a large degree of approval, while Item 15 which states that "Intellectual capital works to spread knowledge", has an arithmetic mean of 4.16 and a standard deviation of 0.68, which is a large degree of approval, and this indicates the importance of intellectual capital, its experiences, training and its role in the transfer of knowledge. In the last place came Item 23 The administration participates in its intellectual capital in making decisions", with a mean of 2.52and a standard deviation of 0.89. It is a weak degree of approval, and this indicates that the administration does not take into account the opinions of its intellectual capital when making decisions. Item 17 "The management is concerned with the teamwork method" came before it with a mean of 2.74 and a standard deviation of 0.92 which is also a medium degree of approval, and this indicates that there is a discrepancy between the answers of the study sample in the extent of the administration's interest in the style of teamwork, preceded by Item 24 "University systems have specific standards of intellectual capital", with an arithmetic mean 3.00 and a standard deviation 0.99, and this indicates the divergent opinions of the respondents about the existence of specific measurement systems for measuring intellectual capital at the university.

Table (2) The Determinants Facing The Management of Intellectual Capital on The Sustainable Development Process

Nu		Middle Arithmetic	Skew Normative	Level
1	Personnel with experience in the field of strategic planning for sustainable development are being recruited.	2.84	1.20	Medium
2	The university has accurate information on the subject of sustainable development	2.82	0.95	Medium
3	The university has an information technology network that enables it to efficiently implement its development plans.	3.11	.92	Medium
4	The university is keen to keep pace with everything new in the field of encouraging sustainable development.	3.00	1.09	Medium
5	The administration periodically renews work mechanisms in line with development programmes.	2.79	.96	Medium
6	The university focuses on training for sustainable development.	2.95	1.16	Medium
7	The university's strategies in the field of sustainable development are clear.	2.79	1.02	Medium
8	The university provides study opportunities for those interested in the field of sustainable development.	3.00	1.04	Medium
9	The university participates in forums to get all new knowledge.	3.32	.87	Medium
10	The university is distinguished by publishing refereed scientific research in scientific journals.	3.16	.82	Medium
11	The university participates in seminars held by development stakeholders.	3.53	.83	Big
12	The university participates in joint research projects with other universities.	2.95	.84	Medium

ISSN NO: 2769-996X
Date of Publication: 17-11-2022

13	The university encourages scientific research in the field of sustainable development.	3.00	.93	Medium
14	Education for Sustainable Development focuses on creative approaches.	3.26	1.08	Medium
15	The university pursues educational methods in order to increase its contribution to sustainable development.	3.16	1.00	Medium
16	The management in the university is in line with the principles of transparency in sustainable development.	3.16	.95	Medium
17	Diversity of educational programmes at the university contributes to sustainable development.	3.58	.89	Big
18	The university considers sustainability in development an end, not a means	3.05	.84	Medium
19	The university employs specialists in sustainable development.	2.74	.92	Medium
20	Resources for sustainable development are available at the university.	3.11	1.13	Medium
21	The Department of Scientific Research at the University assists in sustainable development.	3.32	1.04	Medium
	Total	3.08	0.98	Medium

It was found from Table No. (2) which expresses “The determinants facing the management of intellectual capital in the sustainable development process”, that the total degree of all the averages of the first axis was 3.08, with a standard deviation of 0.98, which indicates the degree of agreement among the respondents on this axis. Item 17, which states “The diversity of educational programmers at the university contributes to sustainable development” got the highest arithmetic average 3.58 and with a standard deviation of 0.89, which indicates that a great degree of approval. This indicates the importance of the diversity of educational programmers in the university. Item 11 came in second place, which states that “The university participates in seminars held by development stakeholders.”

Exploitation of Intellectual Capital

\The study evaluated the bodies concerned with development through Item 11 “The university participates in seminars held by development stakeholders” with a mean of 3.53and a standard deviation of 0.83, which is a high degree of approval, which indicates that the university is interested in participating in seminars and symposia held by other bodies related to the subject of sustainable development. Ranked third came Item 9 “The university participates in the forums to obtain all new knowledge” with an arithmetic average of 3.32 and a standard deviation of 0.87and with a medium degree of approval, while Item 21 “The Department of Scientific Research at the university helps sustainable development” on an arithmetic mean 3.32and with a standard deviation of 1,04, which is a medium degree of approval. In the last place came Item 19 which states “The university employs specialists in sustainable development” with an arithmetic mean of 2.74 and a standard deviation of 0.9, which is a medium degree of approval. Item 5 “The administration periodically renews work mechanisms in line with development programmes” showed an arithmetic mean of 2.79and a standard deviation of 96.0, which is a medium degree of approval. Item 7 “The university’s strategies in the field of sustainable development are clear” came with an arithmetic mean 2.79 and a standard deviation of 1.02 indicating its high presence of a discrepancy in the answers of the study sample (which is also a medium degree of approval).

ISSN NO: 2769-996X
Date of Publication: 17-11-2022

Second: Answering Hypotheses of The Study

Table (3) The results of one way analysis of variance to measure the significance of differences in Hypotheses due to the scientific rank variable:

Hypothesis	Variance Source	Total Squares	Degree of Freedom	Mean of Squares	F Value	Significance
First	Between Groups	151.579	1	151.579	2.701	0.109
	Inside Groups	2020.000	36	56.111		
	Total	2171.579	37			
Second	Between Groups	91.042	1	91.042	0.461	0.502
	Inside Groups	7113.800	36	197.606		
	Total	7204.842	37			

The first hypothesis: The first hypothesis states that "there is no statistically significant differences between the management of intellectual capital and the requirements of sustainable development, attributable to the study variables."

The results in the table showed that there were no statistically significant differences between the average responses of the sample members at the significance level ($\alpha = 0.05$) towards the absence of a relationship between intellectual capital and study requirements, due to the variable of scientific rank. , where the value of "P" reached (2.701) and with a statistical significance of (0.109), and this indicates the existence of a strong relationship between intellectual capital management and the requirements of sustainable development, and this is consistent with the first hypothesis, which calls us not to reject The first hypothesis.

The second hypothesis: The second hypothesis states that "there are no statistically significant differences in the average response rates of the researchers regarding the determinants of intellectual capital management that lead to the development of studies." The results included in the table showed that there are no statistically significant differences between the average responses of the sample members at the significance level ($\alpha = 0.05$) about the determinants of the categorical distribution of the capital management. 0.461) with a statistical significance of (0.502), which is the value of a statistical function at the level (α =0. 05) and this is consistent with what was stated in the second hypothesis that there are no significant statistically significant differences in the mean 0.05α (On the determinants of intellectual capital management that lead to sustainable development according to the variable of scientific rank, and this indicates that there is a strong relationship between the determinants of intellectual capital and sustainable development, which calls us not to reject the second hypothesis.

Table (4) correlation between

Hypothesis	Variance Source	Total Squares	Degree of freedom	Mean of squares	F Value	Significance
First	Between Groups	97.829	3	32.610	0.535	0.66
	Inside Groups	2073.750	34	60.993		
	Total	2171.579	37			
Second	Between Groups	250.842	3	83.614	0.309	0.748
	Inside Groups	6954.000	34	204.529		

ISSN NO: 2769-996X
Date of Publication: 17-11-2022

	Total	7204.842	37			

The first hypothesis: The first hypothesis states that "there are no statistically significant differences between the management of intellectual capital and the requirements of sustainable development, due to the variables of the study". The results contained in the table showed that there were no statistically significant differences between the average responses of the sample members at the significance level (α = 0.05) towards the absence of a relationship between intellectual capital and study requirements, due to the college variable, where the value of "P" reached (0.535) with a statistical significance of (0.662), and this indicates a strong relationship between intellectual capital management and the requirements of sustainable development, and this is consistent with what the first hypothesis came with, which calls us not to reject the first hypothesis.
The second hypothesis: The second hypothesis states that "there are no statistically significant differences in the average response rates of the researchers regarding the determinants of intellectual capital management that lead to the development of studies." The results contained in the table showed that there is no statistically significant differences between the average sample responses at the significance level (0.05= α (about the intellectual capital management that lead to sustainable development depending on the variable college, where the determinants of the value of "P" (0.409) and with a statistical significance of (0.748), which is the value of a statistical function at the level of (α = 0.05) and this is consistent with what was stated in the second hypothesis that the two ideas have no significant statistical differences.
The average responses of the sample members at the significance level (α = 0.05) about the determinants of intellectual capital management that lead to sustainable development according to the variable of the college, and this indicates that there is a strong relationship between the two variables, the rejection of the sustainable capital and the potential.

Table (5)

First	Between Groups	191.589	3	64.193	1.104	0.371
	Inside Groups	1989000	34	58.206		
	Total	2271.569	37			
Second	Between Groups	1767.074	3	522.355	3.160	0.063
	Inside Groups	5837.768	34	175.817		
	Total	7304.842	37			

The first hypothesis: The first hypothesis states that "there are no statistically significant differences between the management of intellectual capital and the requirements of sustainable development, due to the variables of the study". The results in the table showed that there were no statistically significant differences between the average responses of the sample members at the significance level (α = 0.05) towards the absence of a relationship between intellectual capital and study requirements, due to the variable years of experience, where the value of "P" reached (1.103). (With a statistical significance of 0.361), this indicates a strong relationship between intellectual capital management and development requirements.
This is consistent with the first hypothesis, which calls us not to reject the first hypothesis.
The second hypothesis: The second hypothesis states that "there are no statistically significant differences in the average response rates of the researchers regarding the determinants of intellectual capital management that lead to the development of studies." The results contained in the table showed that there are no statistically significant differences between the average responses of the sample members at the significance level (α = -0.05). (0.150) with a statistical significance of (0.053), which is the value of a statistical function at the level of (α = 0.05). This is consistent with what was stated in the second hypothesis

ISSN NO: 2769-996X
Date of Publication: 17-11-2022

that there are no significant differences with a mean of α = 0.05 statistically significant results. (On the determinants of intellectual capital management that
It leads to sustainable development according to the variable years of experience, and this indicates that there is a strong relationship between the determinants of intellectual capital and sustainable development, which calls us not to reject the second hypothesis.

4.Conclusion and Recommendation

4.1 Conclusion

The results of the study showed that intellectual capital training contributes significantly and effectively to creating new teaching methods at the university, as it is an important factor for the transfer and exchange of experiences and knowledge. From the results of the study, it was found that intellectual capital helps achieve the university's scientific goals and spread knowledge inside and outside the university. It is clear from the results of the study that the diversity of educational programmers at the university contributes to the process of sustainable development, and that the university participates in the seminars held by the bodies concerned with sustainable development, and that it participates in specialized forums to obtain everything that is new in the world of knowledge. The results of the study showed that the scientific research department at the university helps in the process of sustainable development, and that education for sustainable development focuses on innovative and new curricula.
It was found from the results of the study that the university administration does not care much about the style of teamwork and the participation of its intellectual capital in making decisions. The results of the study showed that the respondents' opinions varied about the existence of clear and specific standards and criteria for measuring its intellectual capital, and that the university administration did not greatly help in analyzing information to avoid risks that could occur to the university in the future. It is clear from the results of the study that the university administration does not employ specialists in sustainable development, and does not renew its work mechanisms periodically and in proportion to the sustainable development programmers.
The results of the study showed that the university's strategies in the field of sustainable development are not clear, and that they do not. It attracts human resources who have experience in the field of strategic planning for sustainable development, and that the university possesses few accurate information on the subject of sustainable development. From the results of the study, it was found that there are no statistically significant differences between the management of intellectual capital and the requirements of sustainable development due to the variables of the study. The results of the study showed that there were no statistically significant differences about the determinants of intellectual capital that lead to sustainable development due to the variables of the study.

4.2. Recommendations for Future Study

The need for the university administration to pay attention to the style of teamwork and the participation of employees in it when making decisions that concern them. The need for the university to set clear scientific standards for measuring and evaluating its intellectual capital. The necessity for the university administration to analyze its information in order to avoid any risks that may occur in the future. The university administration should hold seminars and seminars to discover and support its intellectual energies, especially in the field of scientific research. The need for the university administration to employ human energies specialized in sustainable development and to set the necessary plans for its implementation.
The need for the university administration to renew its work mechanisms periodically and in line with sustainable development programmers. The need for the university to focus on training programmers aimed at sustainable development, and to add scientific courses specialized in sustainable development within its educational programmers. The university administration must develop clear strategic plans based on the principles of sustainable development.

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