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How Business Intelligence Enhance The Performance of Academic Staff?

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Abstract

The Execution of of Business Intelligence (BI) in Jordan has seen swift growth parallel to global tech progress and the government's effort to digitalize the nation's economy. As technology progresses, BI keeps evolving and is more frequently utilized, particularly within the education sector, to enhance the teaching and learning experience. The objective of this research is to investigate University college's Academic staff' comprehension and Execution of of Business Intelligence (BI) in classroom instruction and learning. Nonetheless, the extent of comprehension and Execution of of Business Intelligence (BI) by University college's educators remains inadequately understood. This research employed a quantitative method as its design. A total of 100 University college's educators in Jordan, were chosen randomly to be the sample for the study. A series of probing questions served as a tool to assess the degree of comprehension and Execution of of Business Intelligence (BI) in the teaching and learning practices of University college's educators in the Jordan. The gathered data were tested with the Statistical Package for Social Science (SPSS) software, utilizing both descriptive statistics and inferential analysis. The research results indicate that most University college's educators in the examined area possess a basic level of comprehension, even though they exhibit a strong interest in utilizing Business Intelligence (BI) in education. Although there is significant enthusiasm for AI integration, various obstacles persist such as inadequate training, scarce resources, and worries about BI's effect on Academic staff' roles. This research objectives to aid in enhancing the quality of University college's education in Jordan by utilizing modern technology.

Keywords: Business Intelligence (BI), Comprehension, Execution of Education, Students

Introduction

With the rapid advancement of technology in the 4.0 revolution, the topic of Business Intelligence (BI) in education, referred to as (Business Intelligence in Education), is becoming more widely debated. This remains a subject of research and dialogue among academics, as a nation's education system serves as the primary link in molding future generations who will emerge as successors or leaders. Essentially, AI capabilities have demonstrated their ability to assist humans in completing daily tasks more rapidly, effectively, and efficiently, significantly influencing various aspects of life, including the education sector. The progress of the industrial revolution 4.0 enables machines to react to and understand human behavior. Its extensive Execution of has resulted in the development of advanced products like smartphones, tablets, laptops, autonomous vehicles, drones, and robots. The utilization of (BI) technology keeps growing around 2020, exemplified by the Execution of of Google Translate in language education [1]. Additionally, in University college's education, (BI) technology is still utilized effectively for interactive teaching and learning, including platforms like Duolingo Kids, DreamBox, and

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Business Intelligence (BI) is progressively being implemented at an early stage in University college's education in Jordan as a component of strategic planning (Ministry of higher Education Jordan, 2024). A new curriculum is set to be implemented in 2027, focusing on the importance of students gaining proficiency in digital skills. The significance of Business Intelligence in Jordan's education system has inspired the Jordanian Ministry of higher Education (MOHE) to establish a new subject called Technology and Digital, objectived at introducing AI concepts to younger students.

This updated curriculum is one of the seven skills that students must acquire. The primary objective of the Jordann Ministry of higher Education (MOHE) in implementing Business Intelligence (BI) during the initial phases of lower school is to equip students with the ability to utilize knowledge and skills for addressing challenges and innovating through the principles of computational thinking [3]. The upcoming curriculum set for 2027 focuses on ensuring that students are proficient in digital skills. This is part of the initiative by the Chief Minister of Education Jordan (MOHE) to cultivate students as 'digitally proficient' individuals. These digital fluency abilities emerge as a key skill set, encompassing knowledge and skills associated with Business Intelligence (BI). The method seeks to ensure that students are introduced at a young age to the growing significance of technology in the modern world.

Nevertheless, what is the availability of University college's educators beyond the urban area, particularly regarding their comprehension and Execution of of BI technology in classroom teaching and learning, to guarantee that students achieve digital fluency skills as aspired by the Ministry of higher Education Jordan (MOHE) during the rollout of the new curriculum in 2027? Thus, the focus of this research is to enhance comprehension and awareness regarding the Execution of of AI in classroom teaching and learning, particularly for University college's educators in rural areas, as they prepare to adopt the new University college's curriculum set for 2027. The objective of this research is to assess University college's Academic staff' comprehension of Business Intelligence (BI) in classroom teaching and learning. Moreover, to determine the extent to which University college's Academic staff utilize Business Intelligence (BI) in classroom teaching and learning. Furthermore, this research objectived to determine whether a notable connection exists between the degree of comprehension and the range of utilization of Business Intelligence (BI) in classroom teaching and learning.

This research is significant as it explored the Execution of of Business Intelligence (BI) within University college's education, a field gaining more focus in the digital era. The Execution of of (BI) in education could transform the methods of teaching and learning, particularly in early Students education [4]. Regarding theoretical significance, this research adds significantly to the current literature, particularly concerning the incorporation of technology in education. This research can enhance University college's educators' understanding and methods of utilizing BI technology in teaching and learning.

In the meantime, from a practical standpoint, it can enhance training and assistance for University college's Academic staff in utilizing (BI). By thoroughly understanding the challenges and obstacles encountered by University college's Academic staff, education authorities can effectively create tailored training programs and supply necessary resources to incorporate (BI) in University college's s within the Jordan region [5]. Nonetheless, considering the angle of social interest, this research can enhance University college's education quality in the Jordan region, as employing (BI) in University college's teaching and learning may increase

engagement and interactivity.

Ultimately, it supports the growth and development of young Students . Additionally, it establishes a strong base for upcoming education [6]. Ultimately, the significance of the police component lies in this research offering insights to policy makers for developing a more inclusive and efficient education policy. Authorities advocating for technology's role in education, particularly at the University college's stage, can help guarantee that educators and learners reap the full advantages of technological progress [7]. In summary, this research holds significant value from theoretical, practical, social, and policing viewpoints. By enhancing the comprehension of Business Intelligence (BI) in University college's education, this study can aid in elevating the quality of teaching and learning, offering a more robust basis for the ongoing advancement of education.

Problem Statement

In today's digital age, Business Intelligence (BI) is a technology that could transform education by offering personalized, engaging, and unforgettable learning experiences [8]. Nonetheless, in Jordan, particularly in peripheral urban regions like Jordan, the implementation of (BI) in early Students education is still in its early stages. This has brought up several significant matters that require focus. Included in this group are:

1. Excution of Business Intelligence

The adoption of Business Intelligence (BI) remains in its initial phase. Many University college's s have yet to completely incorporate Business Intelligence (BI) technology into classroom teaching and learning because they lack a deep understanding of how to integrate AI when educating University college's aged Students . A foreign study conducted by [9] reveals that University college's educators' comprehension of AI remains inadequate. Educators lack adequate understanding of how Business Intelligence (BI) can be effectively utilized in the classroom. This absence of comprehension obstructs the complete potential of leveraging Business Intelligence (BI) technology to enhance the quality of education and learning in rural University college's .

2. Academic Staff Training

Training initiatives for educators regarding the utilization of Business Intelligence (BI) are being more frequently implemented, yet they remain incomplete. Some Academic staff still lack opportunities for training on the Excution of of (BI) in University college's education, particularly those stationed in remote regions like islands, which poses a challenge for them to implement AI in their classrooms [10]. A study conducted abroad by [11] found that numerous University college's Academic staff lack adequate training in technology (BI), hindering their ability to fully incorporate it into their teaching methods.

3. Infrastructure Challenges

As stated by [12], insufficient access to technology and poor infrastructure presents a challenge for University college's educators in utilizing Business Intelligence (BI) for teaching and learning. As per research conducted by [13], the absence of technological devices is a primary obstacle in implementing technology in education in the outer city region. The University college's s in the Jordan lack the necessary devices like

computers and tablets to facilitate the use of Business Intelligence (BI). University college's lack adequate resources to invest in modern technology. The expense of devices, software subscriptions (BI), and instructor training is substantial. Research by [14], indicates that insufficient funding is a significant obstacle to the adoption of educational technology in developing nations.

4. Top Management Support

Foundation and SupportThe absence of specific guidelines and standards for implementing Business Intelligence (BI) in University college's education results in Academic staff feeling less assured and hesitant to incorporate it into their classrooms. A research conducted by [15], states that in the absence of defined standards, technology use in education may become variable and less efficient. University college's educators frequently lack adequate assistance from education authorities regarding training, resources, and guidance for implementing (BI) in their teaching practices. A study conducted by [16]. indicates that assistance from the Jordanian Ministry of higher Education (MOHE) is essential for the effective incorporation of technology in classroom instruction.

Research Objectives

The [objectives] in this study are:

Assess the comprehension of University college's educators concerning Business Intelligence (BI) in classroom instruction and learning.

Familiarize yourself with the University college's academic staff's current phase concerning the research questions about the Execution of of Business Intelligence (BI) in classroom teaching and learning.

Determine the connection between the level of comprehension and the level of utilizing Business Intelligence (BI) in educational settings in the classroom.

Research Method

This research employed a descriptive quantitative method to systematically and empirically investigate the comprehension and Execution of of Business Intelligence (BI) among University college's educators in the Jordan region. This research employed a survey method for data gathering, which was subsequently analyzed using Statistical Package for the Social Sciences (SPSS) software. The survey was conducted with participants to determine their comprehension and Execution of of Business Intelligence (BI) in education.

The independent variables examined in this research are the comprehension and Execution of of Business Intelligence (BI) in the education and learning processes of University college's Academic staff in the Jordan region. The independent variables will be examined to identify any significant correlation or connection to the dependent variables. This research was performed on University college's educators in the Jordan region who were chosen at random based on the established sample size. Before the actual probes were distributed to the study sample, the reviewer initially carried out a pilot study with non-University college's Academic staff who shared similar traits with the study sample in the Jordan region. This preliminary study was carried out to assess the validity and reliability of the tools that were intended to be utilized in the main study.

The chosen study area or site is in Jordan, Al-karak. The reviewer gathered the number of University college's Academic staff in the region from Jordan , specifically from puan Rokiah binti Ismail. According to the gathered information, the overall number of University college's Academic staff in the Jordan amounts to 70 individuals. A sample of 100 University college's educators from the Jordan region was selected from this population. These educators were chosen at random from various University college's s in the Jordan region to constitute the study sample. The sample size for this study was established using the formula proposed by Krejcie and Morgan (1970). If the population consists of 500 individuals, then 100 samples are required.

Thus, the study's sample size included 100 University college's Academic staff since the true population size ranged from 65 to 75. The determination of this sample size is illustrated in the table below:

Table 1. Determination of Sample Size Based on Population

Population	Sample
65	56
70	100
75	63
80	66
85	70
90	73
95	76
100	80
110	86
120	92

Source: Saiz Sample, Rober V. Krejcie and Daryle W. Morgan, (1970)

The set of probe questions utilized in this study serves as a highly practical and impactful measurement instrument.. The questionnaire in this research consists of three parts: Section A, Section B, and Section C. Part A addresses the demographics or background of the respondent.

Following the collection of data from the investigative queries, the reviewer employed the Statistical Package for the Social Sciences (SPSS) version 29 to analyze the gathered data using particular techniques. The researcher employed descriptive analysis to assess the frequency, percentages, minimum, and percentages of the variables in question. Table 1 below presents a summary of the analysis the researcher will utilize to address all the questions outlined in the study.

Table 1. Summary of Statistical Testing of Study Issues

Bil	Study Issues	Instrument	Type of Statistics
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1	What is the level of understanding of University college's Academic staff regarding Business Intelligence (BI) in teaching and learning in the classroom?	Probe Question	Min, frequency, percentage and standardized allowance
2	Is the stage of use of University college's Academic staff related to the apply of Business Intelligence (BI) in teaching and learning in the classroom?	Probe Question	Min, frequency, percentages and expert allowance
3	Is there a relationship between the stage of understanding and the stage of using Business Intelligence (BI) in teaching and learning in the class room?	Probe Question	Pearson Correlation

Analyze the level of understanding of University college's Academic staff regarding Business Intelligence (BI) in teaching and learning in the classroom?

During the evaluation of academic staff comprehension, the reviewer concentrated on 8 facets of University college's Academic staff' understanding in the Jordan. The research results revealed that the construct of understanding demonstrated a significant level, with 100 Academic staff achieving a value of 100 percent. In general, University college's Academic staff in the Jordan region demonstrate a high level of comprehension of Business Intelligence (BI) in classroom teaching and learning (Min=3.94, SP=0.33).

Table 2. Analysis of University college's Academic staff understanding of Business Intelligence (BI) in classroom teaching and learning

Statement	Overall	SP
	Min	Overall
I have knowledge about <i>(BI)</i>	4.32	0.47
I understand the importance of Business Intelligence (<i>BI</i>) to teaching and University college's Academic staff in the darjah room.	4.32	0.47
I understand the types of Business Intelligence (BI) that can be used in teaching and learning within a University college's classroom (<i>gradescope, mindstorms, botley, kahoot, quillionz quizzz, class dojo, duolingo, reading eggs</i>)	4.30	0.100
I understand that Business Intelligence (<i>BI</i>) can make it easier for Academic staff to find teaching aids quickly and easily. saving time.	4.44	0.53
I understand that the existence of Business Intelligence (<i>BI</i>) makes it easier for Academic staff design teaching and learning on a daily basis.	4.45	0.53

I understand that Business Intelligence (BI) is one of the most vital innovation conveniences that should not be used in teaching and learning in the classroom room.	2.89	1.14
I understand that Business Intelligence (BI) can improve academic staff creativity in University college's teaching and learning.	4.40	0.49
I don't understand the importance of Business Intelligence (BI) in teaching and learning in the classroom room.	2.38	0.96
Overall Min	3.94	0.33

According to table 2 above, it indicates that nearly all samples align with the elements present in this research question. The comprehension level of University college's educators is "I recognize that the presence of Business Intelligence (BI) simplifies the daily planning of teaching and learning for Academic staff," with a minimum score of 4.45. In general, this suggests that University college's educators possess a strong grasp of Business Intelligence (BI) in classroom instruction and learning. Moreover, these University college's educators recognize the necessity of enhancing their understanding of Business Intelligence (BI) to assist them in integrating technology into everyday learning, particularly to provide students with insights into educational concepts and topics.

Analysis of University college's educators' implementation of Business Intelligence (BI) in classroom teaching and learning.

During the analysis of academic staff practice levels, the reviewer concentrated on 14 elements within the Amman academic staff practice area. The study's findings indicated that University college's Academic staff utilization of Business Intelligence (BI) in classroom teaching and learning was at a high level, with 100 Academic staff achieving a perfect score of 100 percent. Sementara itu, untuk tahap sederhana dan rendah adalah 0. In general, University college's Academic staff in the Jordan region utilize Business Intelligence (BI) for teaching and learning in the classroom at a high level (Min = 4.06, SP = 0.16).

Table 3. Analysis of University college's Academic staff use of Business Intelligence (BI) in teaching and learning in the classroom?

Statement	Overall Min	Overall SP
I use the tool (BI) regularly in teaching and learning in University college's .	3.69	0.46
The tools (BI) I use are easy to access and used in University college's classes.	3.94	0.47
The use of (BI) in my teaching helps facilitate the delivery of a learning theme in University college's	4.05	0.22

The use of (BI) increases students' interest in learning in University college's .	4.18	0.39
I believe that (BI) can help improve the academic achievement of University college's students.	4.18	0.39
The use of (BI) promotes higher interaction between Academic staff and University college's students.	4.06	0.31
I face technical challenges when using the tool (BI) in teaching and learning at University college's .	3.67	0.79
I do not have sufficient access to technology (BI) to use in my teaching. University college's .	3.11	0.93
I need more practice to understand how to use (BI) in University college's teaching.	3.98	0.57

continued

Statement	Overall Min	Overall SP
I believe that the use of (BI) in the room University college's age will continue to increase in the .	4.11	0.32
Usage (BI) has the potential to change the ways, techniques and approaches Academic staff use to teach in University college's .	4.42	0.49
I am willing to share my experience about use (BI) in teaching to fellow Academic staff.	4.28	0.45
I believe that the use of (BI) has an important role to play in the development of University college's education.	4.40	0.49
I hope to receive more resources and support for using (BI) in teaching. in University college's .	4.71	0.45
Overall Min	4.06	0.16

According to table 3 above, the entire sample concurred with the implementation of Business Intelligence (BI) by University college's Academic staff in the teaching and learning environment within the classrooms in the Jordan region.. The item with the highest usage level is "I wish to obtain additional resources and support for utilizing (BI) in University college's education," which has a minimum score of 4.71. To put it differently, the research participants concurred that implementing Business Intelligence (BI) is essential for the education and learning of University college's ers in the classroom. In general, the sample anticipates that the Jordan Ministry of higher Education will offer additional resources and assistance to University college's educators in the research area to effectively utilize Business Intelligence (BI) technology in University college's instruction.

examination of the connection between the level of comprehension and the level of Execution of of Business Intelligence (BI) in teaching and learning in the classroom.

Table 4. Correlation between understanding and level of use of Business Intelligence (BI) in teaching and learning in the classroom

Understanding	Understanding	Usage
	<i>r</i>	<i>p</i>
	1.000	0.011

** *Significant at the level of significance= < 0.05 (2-tailed)*

Table 3 presents the outcomes of the correlation study regarding the comprehension and Execution of of Amman collage educators. The Pearson Correlation coefficient, *r* is 1.000, indicating a strong or high relationship between understanding and usage. As the comprehension of Business Intelligence (BI) grows, the Execution of of (BI) in education and learning will similarly rise.

Sementara itu, *p* value = 0.011 < 0.05 . The null hypothesis is dismissed because the study results indicated a significant correlation between kefahaman and the utilization of Business Intelligence (BI) in teaching and learning in the classroom in the Jordan region. From this study, it can be concluded that Academic staff' understanding is connected to the use of Business Intelligence (BI) in the classroom for teaching and learning. The degree of academic staff comprehension is quite elevated. Similarly, the standard of academic staff practice is also elevated. The two variables exhibit a strong and significant positive correlation. This indicates that as a academic staff's comprehension of Business Intelligence (BI) increases, they utilize it more frequently in classroom teaching and learning.

Consedrations

The findings in this study show that the stage of understanding and utilize of Business Intelligence (BI) in educationand learning of University college's Academic staff in Jordan area is at a high level. This shows that University college's Academic staff in the area not only understand Business Intelligence (BI) well but also utilize the technology actively. This finding is in line with the study conducted by [18], a deep understanding among Academic staff about Business Intelligence (BI) makes the use of artificial technology (BI) used effectively and effectively. Academic staff who have sufficient knowledge about (BI) are more likely to integrate the technology in teaching [19]. According to the learning theory [20], states that individuals learn through observing and imitating the behavior of others as well as direct experience. Through this context, the high understanding of Business Intelligence (BI) among University college's Academic staff in Jordan area is influenced by experiences and role models provided through professional training and courses provided by the Ministry of higher Education Jordan (MOHE).

Based on the analysis of the level of understanding and its relationship with the apply of Business Intelligence (BI) in teaching and learning in the room darjah shows a positive value relationship that is strong or high. Academic staff who have a good and deep level of understanding of Business Intelligence (BI) technology, directly also have an effective use in integrating it in the classroom. The level of understanding of Academic staff with regard to Business Intelligence (BI) plays an important role in attracting students to study at Green University college's . In addition, Academic staff need to change pedagogy by incorporating

elements of technology in order to help increase student understanding in learning. This study is also in line with the study conducted by [21], who argues that the use of Business Intelligence (BI) can help Academic staff improve learning experience and knowledge if applied in the right way. A good understanding of the use of Business Intelligence (BI), enables Academic staff to provide quick feedback on topics studied in University college's . This is in line with the theory introduced in constructivism theory by [20], stating learning occurs when individuals build knowledge through experience and interaction with the environment. Training programs and the growing use of artificial technology (BI) have enabled University college's Academic staff in the Jordan area to actively build knowledge.

Implications

There are several implications of this study that need to be given important attention by all parties. First of all is to provide improvements in the quality of academic staff teaching. This is because, it can improve the learning experience especially University college's Academic staff who are assigned outside the city such as in Jordan. High utilization of (BI) can enhance the learning experience of University college's students by providing interactive and adaptive tools. This can directly assist in providing learning that is more suited to the needs of students at an early stage according to their development. The reviewer's suggestion to the Jordann Ministry of higher Education (MOHE) is that it needs to provide continuous training to University college's Academic staff especially those who are assigned in out-of-town areas. The workshops given to Academic staff also need to focus on how to effectively utilize Business Intelligence (BI) tools in teaching. In addition, the impact of this study is also to provide a deeper understanding of Business Intelligence (BI) technology. Academic staff who understand BI well are likely to apply this technology more innovatively in teaching and learning, this will improve the quality and effectiveness of education. Ministry of higher Education in Jordan.(MOHE) needs to continuously conduct professional development programs to update Academic staff knowledge on the latest developments in Business Intelligence (BI) and education technology. In addition, a professional community also needs to be created as a platform for Academic staff to share experiences and best practices on the apply of Business Intelligence (BI).

In addition, the impact of the study is also that Academic staff need to use Business Intelligence (BI) technology in a limited way. While the use of Business Intelligence (BI) is high, it is important to ensure that University college's Academic staff who use this technology use it judiciously and do not replace the human interaction that is important in early Students education. The administrators and University college's Academic staff can create conversations and agreements by developing strategies to integrate (BI) in a balanced way in the classroom, ensuring the technology supports and does not replace the academic staff-student relationship. The impact of this can be to balance the social and emotional development of students.

The excellence usage of Business Intelligence (BI) in education requires the support of school administrators and educational foundations that support technology integration The Jordan Ministry of higher Education (MOHE) also needs to provide financial and infrastructural support especially to University college's Academic staff who teach in remote areas by implementing and organizing (BI) tools in government University college's s.

Conclusions

The high level of understanding and applying of Business Intelligence (BI) in education and learning by University college's Academic staff in the Jordan area reflects progress in the

Excution of of modern technology in the early education of Students living in the Jordan weekend area. Although there are challenges in achieving internet speed especially in the island area but it does not prevent University college's Academic staff from applying and integrating Business Intelligence (BI) in teaching and learning at school.

In , the most obvious challenge of University college's s in the Jordan area, that they do not have the availability of good resources and infrastructure as in the airports. This is a major factor in University college's Academic staff not fully applying Business Intelligence (BI) in the classroom. Unstable electrical supplies prevent University college's Academic staff from integrating (BI) during teaching. In addition, University college's Academic staff, the government and the Ministry of higher Education Jordan (MOHE) need to tighten the privacy policy so that there is no leakage of student personal data. The use of (BI) in education involves collecting and analyzing student data. Of course, the issue of parents' concerns about how data is used and stored and the risk of privacy violations will arise [22].

Therefore, there needs to be a strict privacy basis realized by all parties using (BI) in schools to protect student data with clear guidelines on data usage and storage. University college's Academic staff also need to remember to use (BI) as a support tool and not as a substitute to human interaction to ensure students still receive sufficient social interaction in the learning process. Technological developments have helped explain how the understanding and use of (BI) can improve teaching practices. Therefore, continuous support and training is important along with continuous monitoring and assessment of the impact of Business Intelligence (BI) in the classroom to ensure its continued effectiveness in University college's.

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