

# **Intellectual capital and its relationship to organizational creativity in the directorates of education in the southern West Bank**

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## **Abstract**

The study aimed to identify intellectual capital and its relationship to organizational creativity in education directorates in the southern West Bank. Examples include directorates (Bethlehem, North Hebron, South Hebron, Hebron, and Yatta District), and to answer the study's questions and validate its hypotheses, the researcher developed a questionnaire as a main tool for collecting information that measures the extent of the relationship between components of intellectual capital and elements of organizational creativity in education directorates in the south of the West Bank. The study community shall be among the workers in these directorates and those who are at a job level as a department head or administrative and field employee. The researcher selected a random sample from the study population of (556) employees, and after collecting the study data, it was analysed using SPSS.

The study reached a set of results, the most important of which were: a positive relationship between intellectual capital and the degree of organizational creativity in education directorates in the southern West Bank, where it can be said that intellectual capital affects (27.9%) in organizational creativity in these directorates.

The study also found that the level of dimensions of intellectual capital was medium to high in these districts, where the level of human capital averaged (66.0%) and structural capital averaged (66.2%) while the level of capital of relationships was the highest as it reached (75.6%).

The most important recommendations of the study, is to modify the internal systems in the districts so as to contribute in spreading the culture of innovation, and the need for attention to the intellectual capital in all its dimensions as expressing all the values of intangible and activating its role in the district to enhance organizational creativity in them.

The study also recommended the need to enhance the contribution of the organizational structure to the transfer and exchange of information and experiences among workers in education directorates and achieve a fair distribution of powers, powers and responsibilities.