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THE IMPACT OF KNOWLEDGE RESOURCE COMPETENCIES IN ACHIEVING ORGANIZATIONAL AGILITY: AN EXPLORATORY STUDY ON A SELECTED SAMPLE OF WORKERS IN THE DIRECTORATE OF EDUCATION OF NAJAF

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Abstract:

The study aimed to identify the capabilities of the knowledge resource in the General Directorate of Education in the province of Najaf, which qualifies them to manage knowledge processes to reach organizational agility. Najaf, the researcher used the exploratory analysis approach to reach the results, and the researcher used the program (SPSS.V.24).

The study concluded that there is an influence relationship between intellectual ability through creative thinking and the ability to realize the requirements of work and logical conclusion through the search for information on achieving organizational agility in solving problems and sensing environmental stimuli, and came out with the most important recommendations adequate attention to personal relationships between individuals by providing a psychological and organizational atmosphere It is based on love, affection, and mutual trust..

Keywords: knowledge resource Competencies, organizational agility

INTRODUCTION.

At present, the business environment is one of aggressive competition. Thus, managers have recognized the value of knowledge as an intangible property that represents a key strategic resource for determining corporate benefit (Kline, 2011:62).

However, the company can develop efficiently and use the knowledge that determines the advantages and disadvantages of knowledge management capabilities. Today, organizations are discussing the light of ability. And that future organizations will have to rely more on their qualified employees than any other resource. It is considered a key factor that determines the success of the organization that ability is the intrinsic feature of the individual associated with effective performance in the work situation. The resource-based approach has emerged as a significant competitive tool in many organizational activities comprising firm strategy, IT capability, and knowledge management. The resource base is defined as the resources and capabilities controlled by the various competing firms, and these factors may be distinct and long-term. Indicates that many resources related to knowledge management support a sustainable competitive advantage(Uddin, et al, 2012:91).

To ensure a sustainable competitive advantage, companies must leverage their unique intellectual assets in terms of customer response, business partnerships, and operations. Through the ability of companies to change their strategy quickly and easily in each of these three areas. For customer agility, in assessing response to changes in demand, innovation, and pricing, we assess from supplier networks to agile operations, we assess response times for the launch of new banking services by competitors, market expansion, changes in banking mix, and adoption of new information technology services(Johannesburg/South Africa, 1995).

The first axis: the methodological framework

First: the research problem

Business organizations in general and the General Directorate of Education in the province of Najaf, the research sample, are trying to benefit from the capabilities, experiences, and skills possessed by their managers and experts, which collectively constitute a broader concept (capabilities), which in turn work to achieve organizational agility from the application of knowledge management in their work, and thus the research problem is summarized in the following question : (What is the effect of knowledge resource Competencieson achieving organizational agility in the General Directorate of Education in the Najaf Governorate).

Second: the importance of research

The research seeks to show the value of knowledge management in the General Directorate of Education in Najaf Governorate by making use of the capabilities of its managers and experts as a knowledge resource. The importance of the research is as follows:

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1. The importance of the educational sector and the dynamic changes in modern technology necessitated the need for department managers to become more efficient in managing knowledge in their educational operations, and as is the case in knowledge organizations, organizational agility is now considered a resource in achieving efficiency and effectiveness.
2. The research is a guide to the Iraqi director of the General Directorate of Education in the Al-Najaf Governorate on how to create organizational agility in a way that provides the best opportunities to achieve high performance.
3. The importance of the research is highlighted in that it helps to provide valuable information for consideration of the research topic in the researched directorates of education, as well as provides the possibility of contributing to the review of the research literature published in the areas of the subject under investigation.

Third: Research objectives

The research revolves around a main goal that includes knowing the level of influence of knowledge resource Competenciesand its contribution to achieving organizational agility in the General Directorate of Education in the Al-Najaf Governorate as a result of the application of knowledge management in its operations. These research bases resulted in a set of objectives:

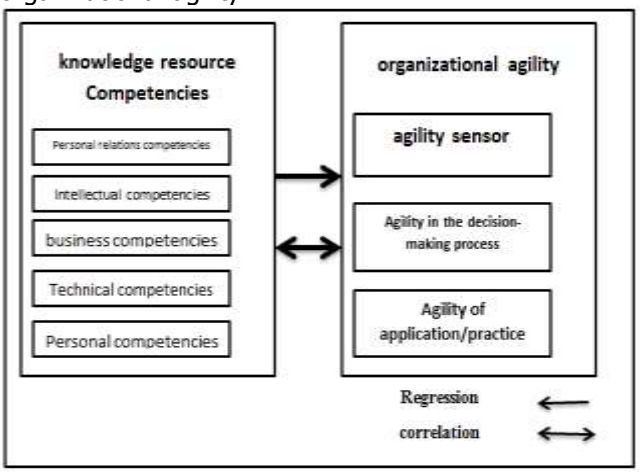
1. To identify knowledge resource competencies in the General Directorate of Education in the Najaf Governorate, which qualifies it to manage knowledge operations and lead to organizational agility.
2. Draw some conclusions about the extent to which the organizational agility of knowledge is applied in the surveyed directorates of education in the Iraqi environment.

Fourth: The research model and its hypotheses

The research model constitutes the mainstay of scientific research because it achieves a state of understanding and awareness of how the research works, and accordingly, the research will be based on a hypothetical model illustrated by Figure No (1):

And the above model indicates that the research was based on a main hypothesis that: "there is a significant effect of knowledge resource Competencies in achieving organizational agility", from which the following five hypotheses are branched:

1. There is a significant effect of Personal relations competencies of the knowledge resource in achieving organizational agility
2. There is a significant effect of the Intellectual competencies of the knowledge resource in achieving organizational agility
3. There is a significant effect of the business competencies of the knowledge resource in achieving organizational agility
4. There is a significant effect of the Technical competencies of the knowledge resource in achieving organizational agility
5. There is a significant effect of the Personal competencies of the knowledge resource in achieving organizational agility



Fifthly: The research community and sample

Integration with the vision of the research, his community included managers and experts working in the General Directorate of Education in the province of Najaf, and the sample was chosen according to the method of random sampling, specifically intentional sampling.

The second axis: the theoretical framework for research

First: knowledge resource Competencies

1. The concept of knowledge resource Competencies :

Knowledge resource Competencies-derive their roots from the capabilities of the human resource in general, which has many aspects that justify it. The concept brings a degree of difficulty in defining its nature and application.

They defined it (Uddin, et al, 2012:91) as a basic characteristic required to successfully perform a given task, activity, or role. It can be considered as an ability, and the ability can take the following forms: knowledge, behavior, and skill.

It is also described as a hidden trait within an individual and how this trait affects a person so that they can be motivated to increase their performance on a job with a higher rate of responsibility and to exceed established standards and goals or it is to achieve well-accepted standards through training and personal development which is a reason driven characteristic of individuals that Include knowledge, learning skills (know-how), attitude, personality, social

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motivation, style of thinking, way of thinking, feelings, and actions that allow them to confront and solve a situation or problem that is real.
know her (Al-Raqad, et al., 2017: p.3) The characteristics behind superior performance (McClelland, 1973:9). The conference held in (Johannesburg/South Africa, 1995) on capabilities defined them as the set of knowledge, skills, capabilities, and attitudes that affect a large part of the job (role and responsibility) and that are related to high performance in the job, and can be measured by well-accepted standards, and can be improved through Training and learning (Mani, 2013:4).
Another believes that the core capabilities of knowledge management are obtained from employees through many personal specifications that are available to the employees available in the organization and affect, in one way or another, the efficiency of knowledge management. These personal characteristics of the employees are:

- Individual self-development
- The individual's educational level
- individual self-efficacy
- personal experience
- The individual's plan to develop the work of the organization

2. Dimensions or types of knowledge resource Competencies

Business models are constantly evolving, and the possession of knowledge has become one of the main axioms of competition, which prompted organizations to respond to changing business conditions and work to develop a set of capabilities that fit with these variables. Previous success may not be written under future conditions, and many There is a good amount of studies and research on human resource capabilities models in general, and these main models are: the (America Society of Training & Development) (ASTD) model, the (Human Resource Competences) model (HRCs) and (Yeung et al, 1996) model with (31) ability or skill, and then developed into (35) abilities, under four basic classifications: (technical abilities, Intellectual competencies, business competencies, and personal relationships), but the best classification is what was done by (Gray, 1999:1051) by categorizing them into Five basic abilities (business, intellectual, interpersonal, personal, artistic) being the most appropriate to reality and avoiding repetition.

- **Intellectual competencies :**

This includes the ability to determine the causes of accidents or other things that emerge (the ability to put questions), in addition to the ability to think creatively, the ability to understand work requirements, and the ability to make logical conclusions by searching for information.

- **Personal competencies:**

It includes a range of abilities on the personal level of the individual, including flexibility, enthusiasm, a sense of humor, independence, credibility, and realism.

- **Business competencies:**

This category of cognitive abilities includes the ability to delegate tasks to other individuals, the ability to manage other individuals, and the skill to understand the future direction of the business.

- **Personal relationships competencies:**

The ability to work within the group or team, benefit from the knowledge spread by the team, exchange knowledge and information with the team, the ability to negotiate, the ability to build, and maintain personal relationships with members of the organization.

- **Technical competencies:**

The ability to deal with information technology, the efficiency of using computers and other digital devices within the field of work, the skill of setting goals, the skill of documenting business and important information so that it is easy to refer to them later.

3. Knowledge resource Competencies

Both (Nagarajan, & Jiji, 2012:15) and (Sanghi, 2007:10) indicated that there are five characteristics of ability, which are:

- **Motives** :

Leads direct and chooses behavior towards a particular action. For example, people's motivation to achieve and set difficult goals for themselves. And take responsibility to complete it and use the feedback to do the best.

- **adjectives :**

Physical characteristics and responses that are appropriate to situations, for example, good eyesight is a physical characteristic of a pilot, but self-control and initiative are more complex responses to certain situations.

- **The concept of self :**

The value of a person's attitude or self-image. A person's values are the motives to react or predict what a person will do in the short term and a person who is valued as a leader would be more likely to exhibit leadership behavior.

- **Knowledge :**

Information that a person possesses in a specific field.

- **skill:**

Ability to perform mental or physical tasks.
They also mentioned (Uddin, et al, 2012: 91) that the ability has the following characteristics:

- **motives**
- **Value**
- **adjectives**
- **self-concept**

Second: organizational agility

1 . The concept of organizational agility

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The concept of organizational agility or agility appeared at the end of the eighties and the beginning of the nineties of the last century, in the wake of social and economic developments in the world, especially in the areas of manufacturing in the United States of America. Agility refers to the agility and speed with which companies can detect and respond to environmental threats and opportunities. A true test of agility and its effects on performance lies in how companies can easily and quickly review their actions based on unfolding market events (Johnston, 2009: 139).

He mentioned (Pekka & Xie, 2010, P. 18) organizational agility is the ability to adapt and adapt towards a strategic direction in the work in the environment surrounding the organization, and is not limited only to providing new products or services to customers, but also put forward many innovative new ideas and models to increase and create The new value of the organization.

It was shown (Yaghoabi & Dahmardeh, 2010, P. 76) that organizational agility enables the organization to deal with environments with unexpected and constantly changing conditions, through a set of methods of different models, tools, and strategies for the organization's survival in the arena of competition. In this context, Van, et al, 2005, P53) indicated that organizational agility is the critical reaction by senior management to respond quickly to change and maintain competitive advantage through detection, inquiry, sensing, anticipation, and capacity response with these variables.

2 . Dimensions of organizational agility

did (Park, 2011, p.23) identified three types of organizational agility according to what was indicated by the studies reviewed by the researcher, which correspond to the importance and objectives of the current research, and these dimensions can be clarified through the following:

- **agility sensor**

It is the organizational ability to examine, monitor, and capture events from environmental change (changing customer preference, new competitor moves, new technologies) on time (Park: 2011, p.2).

Sensing refers to the process of strategically monitoring environmental events that can have a significant impact on organizational strategy, competitive action, and future performance. The task of sensing includes activities such as obtaining information related to events, in which environmental change is manifested and purifying unimportant information that depends based on predetermined rules. This task initiates decision-making tasks and practices that lead to organizational adaptation to environmental change or the occurrence of new environmental changes. (Smircich & Stubbart, 1985)

- **Agility in the decision-making process:**

The ability to collect, accumulate, structure, and evaluate relevant information from a variety of sources to interpret the business implications of special events without delay, identify opportunities and threats based on the interpretation of events, and develop action plans that direct how to reconfigure resources and create new competitive actions.

The decision-making task consists of a few interrelated activities that explain many specific events and identify opportunities and threats (Thomas et al., 1993: p.239). Organizations gather, accumulate, structure, and evaluate related information from a variety of sources to understand the effects of particular events on their business (Thomas et al., 1993: p.239). et al., 1993 It is through these activities that organizations identify opportunities and threats and then work out operational principles to maximize the impact of opportunities and minimize the impact of threats (Houghton et al., 2004: 20). To reconfigure resources, adjust business operations, and initiate new competitive measures in the market.

- **The agility of application/practice:**

It is the ability to dynamically and radically reconfigure organizational resources, modify operations, restructure supply change relationships based on actual plans, and introduce new products, services, and price models to market on time. The practice task consists of a set of activities to regroup organizational resources and modify business processes based on business principles resulting from the decision-making task to address environmental change, and organizations can change business processes with various procedures and resources, or re-design the organizational structure, and the practice task also includes the procedures of competitive organizations New products and services, new pricing models, and policy changes with strategic partners and major customers. These events are new environmental changes that market players such as competitors, major customers, and suppliers must respond to. Sometimes, organized organizations also need to respond to these competitive actions to maintain business environment conditions. (Eisenhardt & Martin, 2000: 1106) .

Practical Side

The main tool that was used to collect data for the current study is the Questionnaire, which was based on a five-way Likert scale, which scales from strongly disagree - to strongly agree to determine the respondents' answers. Given the importance of the measurement tool in any study that takes the Empirical Approach as its way, this requires a quality test to match it by using a set of methods represented by (apparent validity, construction validity, and stability).

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- **response rate**

To ensure the credibility of the sample in its accurate and sufficient representation of the study population, the researcher directly distributed (38) a questionnaire to a random sample of employees of the Najaf Education Directorate / Department of Educational Illumination using the Stratified Sampling method, and for the period (from 6/3/ 2022 until 6/4/2022), and after (36) questionnaires were retrieved, it was found that the number of valid questionnaires for statistical analysis reached (36) with a response rate of (95%).

First: Coding the variables and items of the scale, testing the normal distribution of the data

This topic presents the test of the normal distribution of the approved data, to identify the type of test that fits that data, so to identify the normal distribution of the study data or not, will depend on the coefficients of Skewness and Kurtosis, and the researcher points out (Kline, 2011:62).) indicates that the skew coefficient shows "the extent of the symmetry of the data", as the symmetric data are normally distributed, while the obtuse coefficient is used to identify the measurement of the height of the top of the distribution, as positive or negative obtuse values indicate the oblateness of the distribution curve to the right or left, and if The values of the skewness coefficient were equal to (0), which indicates that the data are completely symmetrically distributed, and if the values of each of the skewness or obtuse coefficients are close to (0), this indicates that the data are distributed with a normal distribution. (Wegner, 2013:83) states that there is no fixed rule to indicate the values of the coefficients of flatness or skewness as a maximum or a minimum, but there is an approximate formula that can be adopted, which is that the values of both flatness and skewness between (1.96:-1.96) are the values that achieve the distribution The data is natural, and based on that, the ideas of the researcher (Wegner) were relied on to verify the distribution of the data as agencies.

1 . **Normal distribution test for the study variables:**

Tables (1) and (2) show that the approved sample size is (36) and all values are valid for analysis, as there is no missing value, and that all values of the torsion and flattening coefficients are close to zero, so all the paragraphs of the research variables (Knowledge resource Competencies - independent variable KWC), and organizational agility - dependent variable (OA) are normally distributed.

Table (1) results of the normal distribution of the variable knowledge resource Competencies

NO.	coding	Valid	Missing	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
IC) Paragraph dimension Intellectual competencies(							
1	ic1	36	0.00	-.287	393	-1.033	768
2	Ic2	36	0.00	-.207	393	-1.374	768
3	Ic3	36	0.00	-.269	393	-.819	768
4	ic4	36	0.00	-.200	393	-.808	768
Paragraph dimension Personal competencies)PC(							
1	PC1	36	0.00	-.290	393	-1.305	768
2	PC2	36	0.00	.087	393	-.621	768
3	PC3	36	0.00	.588	393	.957	768
4	PC4	36	0.00	.156	393	.949	768
Paragraph dimension Business competencies) BC(							
1	BC1	36	0.00	-.058	393	-.893	768
2	BC2	36	0.00	.175	393	1.230	768
3	BC3	36	0.00	-.539	393	-.585	768
4	BC4	36	0.00	.056	393	-.988	768
Paragraph dimension Personal relations competencies)rc(							
1	Rc1	36	0.00	-.200	393	-.808	768
2	Rc2	36	0.00	-.290	393	-1.305	768
3	Rc3	36	0.00	.087	393	-.621	768
)Paragraph dimension Technical competencies) (tc(							
1	Tc1	36	0.00	.588	393	-.957	768
2	Tc2	36	0.00	.156	393	-.949	768
3	Tc3	36	0.00	.058	393	-.893	768

Source: SPSS Program Outputs.V.24.

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Table (2) Results of the normal distribution organizational agility

NO.	coding	Valid	Missing	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
vertebrae after sensing agility) sa(							
1	Sa1	36	0.00	.175	393	-1.230	768
2	Sa2	36	0.00	-.539	393	-.585	768
3	Sa3	36	0.00	.056	393	-.968	768
4	Sa4	36	0.00	-.200	393	-.808	768
5	Sa5	36	0.00	-.290	393	-1.305	768
Paragraph dimension the agility of the decision-making process) da(							
1	Da1	36	0.00	.087	393	-.621	768
2	Da2	36	0.00	.588	393	-.957	768
3	Da3	36	0.00	.156	393	-.949	768
4	Da4	36	0.00	-.058	393	-.893	768
5	Da5	36	0.00	.175	393	-1.230	768
Paragraph dimension application agility) ag(							
1	Ag1	36	0.00	-.0539	393	-.585	768
2	Ag2	36	0.00	.056	393	-.968	768
3	Ag3	36	0.00	.087	393	-.621	768
4	Ag4	36	0.00	.588	393	-.957	768
5	Ag5	36	0.00	1.56	393	-.949	768

Table (3) results of the descriptive analysis of the variable knowledge resource Competencies

The dimension	pointer	degree of response					Arithmetic mean	standard deviation
		Strongly agree	I agree	neutral	I do not agree	Strongly disagree		
		%	%	%	%	%		
Intellectual competencies	Ic1	5.6	27.8	13.9	41.7	11.1	3.2500	1.15573
	Ic2	2.8	36.1	8.3	47.2	5.6	3.1667	1.08233
	Ic3	5.6	25.0	22.2	38.9	8.3	3.1944	1.09073
	Ic4	2.8	25.0	25.0	38.9	8.3	3.2500	1.02470
general index of(IC)							2.2153	1.06428
The dimension	pointer	Strongly agree	I agree	neutral	I do not agree	Strongly disagree	Arithmetic mean	standard deviation
		%	%	%	%	%		
Personal competencies	Pc1	0	27.8	22.2	47.2	2.8	3.2500	.90633
	Pc2	5.6	33.3	33.3	25.0	2.8	2.8611	.96074
	Pc3	0	47.2	25.0	25.0	2.8	2.8333	.91026
	Pc4	8.3	38.9	22.2	27.8	2.8	2.7778	1.04502
general indicator(pc)							2.9306	.91926
The dimensi	pointer	Strongly agree	I agree	neutral	I do not agree	Strongly disagree	Arithmetic mea	standard deviatio

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		%	%	%	%	%		
Business competencies	Bc1	5.6	30.6	25.0	33.3	5.6	3.0278	1.05522
	Bc2	2.8	41.7	19.4	33.3	2.8	2.9167	.99642
	Bc3	5.6	22.2	36.1	36.1	0	3.0278	90982
	Bc4	5.6	36.1	25.0	30.6	2.8	2.8889	1.00791
General Average (bc)							2.9653	.96391
The dimension	pointer	degree of response					Arithmetic mean	Standard Deviation
		Strongly agree	I agree	neutral	I do not agree	Strongly disagree		
		%	%	%	%	%		
personal relationships	Rc1	2.8	25.0	25.0	38.9	8.3	3.2500	1.02470
	Rc2	0	27.8	22.2	47.2	2.8	3.2500	.90633
	Rc3	5.6	33.3	33.3	25.0	2.8	2.8611	.96074
General Average(rc)							3.1204	.92976
%	pointer	Strongly agree	I agree	neutral	I do not agree	Strongly disagree		
		%	%	%	%	%		
Technical competencies	Tc1	0	47.2	25.0	25.0	2.8	2.8333	.91026
	Tc2	8.3	38.9	22.2	27.8	2.8	2.7778	1.04502
	Tc3	5.6	30.6	25.0	33.3	5.6	3.0278	1.05522
General Average(tc)							2.8796	.97314
The general indicator is knowledge resource Competencies- the independent variable (KWC)							3.0222	.95624

Table (4) results of the descriptive analysis of the organizational agility variable

Variables	pointer	degree of response					Arithmetic mean	standard deviation
		Strongly agree	I agree	neutral	I do not agree	Strongly disagree		

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		%	%	%	%	%		
agility sensor	Sa1	2.8	41.7	19.4	33.3	2.8	2.9167	.99642
	Sa2	5.6	22.2	36.1	36.1	0	3.0278	.90982
	Sa3	5.6	36.1	25.0	30.6	2.8	2.8889	1.00791
	Sa4	2.8	25.0	25.0	38.9	8.3	3.2500	1.02470
	Sa5	0	27.8	22.2	47.2	2.8	3.2500	.90633
General Average(sa)							3.0667	.93074
%	pointer	Strongly agree	I agree	neutral	I do not agree	Strongly disagree		
		%	%	%	%	%		
the decision-	Da1	5.6	33.3	33.3	25.0	2.8	2.8611	.96074
	Da2	0	47.2	25.0	25.0	2.8	2.8333	.91026
	Da3	8.3	38.9	22.2	27.8	2.8	2.7778	1.04502
	Da4	5.6	30.6	25.0	33.3	5.6	3.0278	1.05522
	Da5	2.8	41.7	19.4	33.3	2.8	2.9167	.99642
General Average(da)							2.8833	.96259
% %	pointer	Strongly agree	I agree	neutral	I do not agree	Strongly disagree		
		%	%	%	%	%		
agility app	Ag1	5.6	22.2	36.1	36.1	0	3.0278	.90982
	Ag2	5.6	36.1	25.0	30.6	2.8	2.8889	1.00791
	Ag3	5.6	33.3	33.3	25.0	2.8	2.8611	.96074
	Ag4	0	47.2	25.0	25.0	2.8	2.8333	.91026
	Ag5	8.3	38.9	22.2	27.8	2.8	2.7778	1.04502
General Average (ag)							2.8778	.93231
General Indicator Organizational Agility - Dependent Variable(OA)							2.9426	.93594

Source: SPSS Program Outputs.V.24.

Table (5) Statistical description of the dimensions of the knowledge resource Competencies

NO	Dimensions	Arithmetic mean	standard deviation	percentage	Dimensional order
1	Intellectual competencies	2.2153	1.06428	71.68%	4
2	Personal competencies	2.9306	.91926	71.38%	5
3	Business competencies	2.9653	.96391	84.12%	2
4	The ability of personal relationships	3.1204	.92976	81.78%	1
5	Technical competencies	2.8796	.92976	81.3%	3

Source: The researchers based on the results of the electronic calculator

- The Business competencies dimension (BC) of the researched sample was achieved with an arithmetic mean of (2.9653), with a standard deviation of (.96391), and a percentage weight of (84.12%), and the order of the dimension was (2).
- The Personal competencies dimension (Pc) of the investigated sample was achieved with an arithmetic mean of (3.1204), with a standard deviation of (.92976), and a percentage weight of (81.78%), and the order of the dimension was (1).
- The Technical competencies variable (tc) of the investigated sample achieved an arithmetic mean of (2.8796), with a standard deviation of (.92976), and a percentage weight of (81.78%), and the order of the dimension was (3).

Table (6) Statistical description of organizational agility dimensions

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NO	Dimensions	Arithmetic mean	standard deviation	percentage	Dimensional order
1	agility sensor	**3.0667**	**.93074**	**86.12%**	**1**
2	The agility of the decision-making process	**2.8833**	**.96259**	**80.78%**	**3**
3	agility app	**2.8778**	**.93231**	**81.88%**	**2**

Source: The researchers based on the results of the electronic calculator

- The sensing agility dimension of the investigated sample was achieved with an arithmetic mean of (3.0667), with a standard deviation of (.93074), and a percentage weight of (86.12%), and the order of the dimension was (1).
- The application agility dimension of the researched sample was achieved with an arithmetic mean of (2.8778), with a standard deviation of (.93231), and a percentage weight of (81.88%), and the order of the dimension was (2).
- The decision-making agility dimension of the research sample was achieved with an arithmetic mean of (2.8833), a standard deviation of (.96259), and a percentage weight of (80.78%), and the order of the dimension was (3).

Second: Testing the hypotheses of the correlation relations for the research variables:

This part of the research is specialized in a statistical presentation through which the correlation relationships between the two research variables (the knowledge resource Competencies - the independent variable KWC) and organizational agility - the dependent variable (OA) are tested and analyzed, which are as follows:

Table (7) Correlation Matrix for Research Variables

Correlations								
		IC	PC	BC	RC	TC	OA	KWC
IC	Pearson Correlation	1	.948**	.951**	.984**	.941**	.958**	.979**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	36	36	36	36	36	36	36
PC	Pearson Correlation	.948**	1	.967**	.974**	.991**	.991**	.989**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	36	36	36	36	36	36	36
BC	Pearson Correlation	.951**	.967**	1	.964**	.975**	.991**	.985**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	36	36	36	36	36	36	36
RC	Pearson Correlation	.984**	.974**	.964**	1	.957**	.977**	.990**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	36	36	36	36	36	36	36
TC	Pearson Correlation	.941**	.991**	.975**	.957**	1	.991**	.986**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	36	36	36	36	36	36	36
OA	Pearson Correlation	.958**	.991**	.991**	.977**	.991**	1	.995**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	36	36	36	36	36	36	36
KWC	Pearson Correlation	.979**	.989**	.985**	.990**	.986**	.995**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	36	36	36	36	36	36	36
**. Correlation is significant at the 0.01 level (2-tailed).								

Source: SPSS Program Outputs.V.24.

The correlation matrix shows that there is a positive relationship between the independent dimension (and its dimensions) with the dependent variable and a strong morale.

Third: the results of the influence relationships between the research variables

In this topic, the results of testing and analyzing the influence relationships between research variables (knowledge resource Competencies- the independent variable KWC) and its five dimensions will be discussed, and organizational agility - the dependent variable (OA) will be tested successively:

1 The results of the impact relationship test between Intellectual competencies (IC) and organizational agility (OA).

Table (8) shows the results of the impact relationship

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test for Intellectual competencies ((IC) in organizational agility (OA) according to the results of determining the simple regression assuming that there is a functional relationship between the real value of Intellectual competencies ((IC (X)) organizational agility (OA) ((Y). Express it by the following equation:

$Y = a + \beta X$

where y = Organizational Agility (OA).

X = Intellectual competencies (IC).

B = slope of the equation (the amount of change in y that occurs as a result of a change of x units).

a = a statistical constant.

This equation shows that organizational agility (OA) is a function of the real estimated intellectual value (IC), that the estimates of this equation and its statistical indicators have been calculated at the level of the research sample of (36) individuals, and the simple regression equation for the relationship was as follows:

Organizational Agility (OA) = (0.23) + (O.84) Intellectual competencies ((IC .)

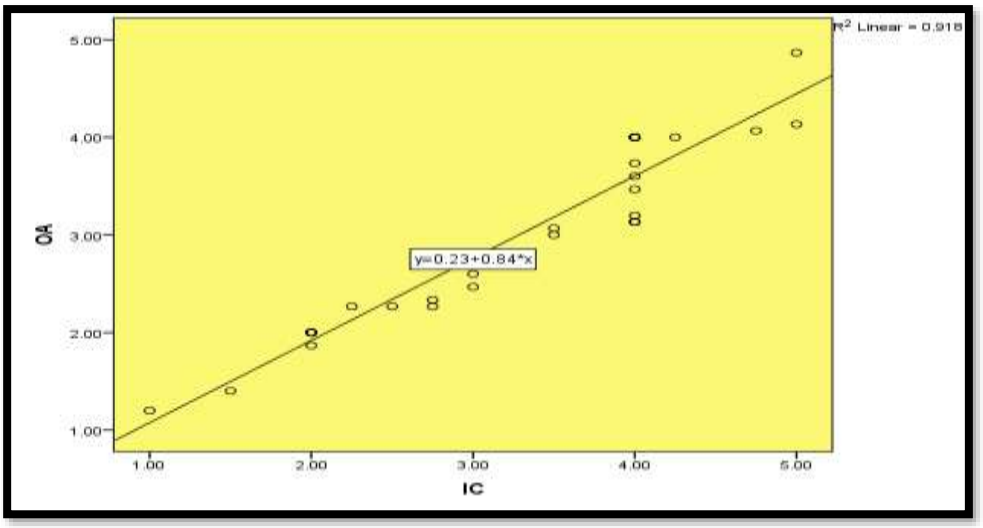

Figure (1) The results of the impact relationship test for Intellectual competencies (IC) in organizational agility (OA)

In the framework of this analysis of variance, (ANOVH) for the two variables was analyzed and the results were as in table (1).

Table (9) Analysis of Variance (ANOVA) for Intellectual competencies ((IC) in Organizational Agility (OA)

Contrast source	degree of freedom	sum of squares	mean squares	R^2	The calculated F value	significance level
regression	**1**	**28.131**	**28.131**	**.918**	**378.290**	**.000**
The error	**34**	**2.528**	**.074**			
the total	**35**	**30.659**				

Source: SPSS Program Outputs.V.24.

As for the transactions table, it indicated the values shown as follows:

Table (10) Results of the Impact Relationship Test for Intellectual competencies ((IC) in Organizational Agility (OA)

Sample	Non-standard transactions		Standard coefficients	T	significance level
	beta coefficient	standard error	Beta		
Constant	**.234**	**.146**	**.958**	**1.598**	**.0119**
Intellectual competencies	**.842**	**.043**		**19.450**	**.000**

Source: SPSS Program Outputs.V.24.

It is clear from the analysis of the variance table and the coefficients table of the relationship between Intellectual competencies (IC) (X) and organizational agility (OA) and at the level of the research sample of (36) people, the value of (t) is significant when compared with its tabular value and at a level of significance (0.05), and this indicates However, the regression curve is sufficient to describe the

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relationship between (X, Y) with a confidence level of ((0.95), and this is confirmed by a statistical value (X) and according to the (t) test, it reached (t = 19.450).
In light of the regression equation, the constant indicates (a = .234), which means that there is a presence of joint planning (PS) of .842) when the new product development (PD) is zero.
As for the value of the marginal slope, it reached (β = .842) and the accompanying (X) indicates that a change of (1) in Intellectual competencies (IC) will lead to a change of (.842) in organizational agility (OA).
The value of the coefficient of determination (R2) also indicated a coefficient of (.918), which means that the Intellectual competencies (IC (X) explains its value (.918) from the variance in organizational agility (OA), and that 0.082)) from the inconsistent variance The explanation refers to variables that were not included in the regression model, and it is an indicator within confidence (0.05). So, you reject the null hypothesis and accept the alternative hypothesis

2 .The results of the impact relationship test between Personal competencies (PC) and Organizational Agility (OA)

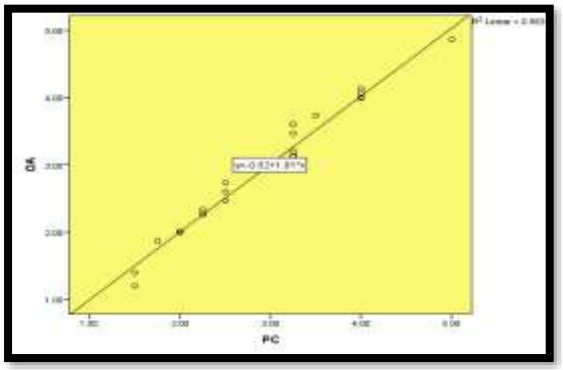

Figure (2) Results of the Impact Relationship Test for Personal competencies (PC) in Organizational Agility (OA)

In the framework of this analysis of variance, (ANOVH) for the two variables was analyzed and the results were as in the table ().

Table (11) shows the results of the impact relationship test for Personal competencies (PC) in organizational agility (OA) according to the results of determining the simple regression, assuming that there is a functional relationship between the real value of Personal competencies (PC) (X) and organizational agility (OA) ((Y). Express it in the following equation:
Y = a + βX
where y = Organizational Agility (OA).
X = Personal competencies (PC).
B = slope of the equation (the amount of change in y that occurs as a result of a change of x units).
a = a statistical constant.
This equation shows that organizational agility (OA) is a function of the true value of Personal competencies (PC), that the estimates of this equation and its statistical indicators have been calculated at the level of the research sample of (36) individuals, and the simple regression equation for the relationship is as follows:
Organizational Agility (OA) = (.02) + (1.01) Personal competencies (PC)

Table (11) Analysis of variance (ANOVA) for the relationship between Personal competencies (PC) in organizational agility (OA)

Contrast source	**degree of freedom**	**sum of squares**	**mean squares**	R^2	**The calculated F value**	**significance level**
regression	**1**	**30.139**	**30.139**	**.983**	**.983**	**.000b**
The error	**34**	**.520**	**.015**			
the total	**35**	**30.659**				

Source: SPSS.V.24 outputs.
As for the transactions table, it indicated the values shown as follows:

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Table (12) results of the impact relationship test between Personal competencies (PC) on Organizational Agility (OA)

Sample	Non-standard transactions		Standard coefficients	T	significance level
	beta coefficient	standard error	beta		
Constant	**.016**	**.070**		**-.225-**	**.OO82**
Personal competencies	**1.009**	**.023**	**.991**	**44.396**	**.000**

Source: SPSS.V.24 outputs.

It is clear from the analysis of the variance table and the coefficients table of the relationship between Personal competencies (PC) (X), organizational agility (OA), and at the level of the research sample of (36) people, that the value of (t) is significant when compared with its tabular value and at a level of significance (0.05), and this indicates However, the regression curve is sufficient to describe the relationship between (X, Y) with a confidence level of ((0.95), and this is confirmed by a statistical value (X) and according to the (t) test, it reached (t = 44.396).

In light of the regression equation, the constant indicates (a = .016), and this means that there is an organizational agility (OA) of 1.009) when the Personal competencies (PC) are zero. As for the value of the marginal slope, it reached (β = 1.009) and the accompanying (X) indicates that a change of (1) in Personal competencies (PC) (X) will lead to a change of (1.009) in organizational agility (OA). The value of the coefficient of determination (R2) indicated a coefficient of (.983), which means that personal estimators (PC) (X) explain its value (.983) from the variance in organizational agility (OA), and 0.017)) from the unexplained variance. It belongs to variables that were not included in the regression model, and it is an indicator with confidence within (0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

3 .The results of the impact relationship test between Business competencies (BC and OA)

Table (13) shows the results of the impact relationship test for business competencies (BC) in organizational agility (OA) according to the results of determining the simple regression, assuming that there is a functional relationship between the real value of business competencies (BC) (X) and organizational agility (OA) ((Y). Express it by the following equation:

Y = a + βX

where y = Organizational Agility (OA).

X = Business competencies (BC).

B = slope of the equation (the amount of change in y that occurs as a result of a change of x units).

a = a statistical constant.

This equation shows that organizational agility (OA) is a function of the true value of Business competencies (BC), that the estimates of this equation and its statistical indicators have been calculated at the level of the research sample of (36) individuals, and the simple regression equation of the relationship was as follows:

Organizational Agility (OA) = (.09) + (.96) Business competencies (BC)

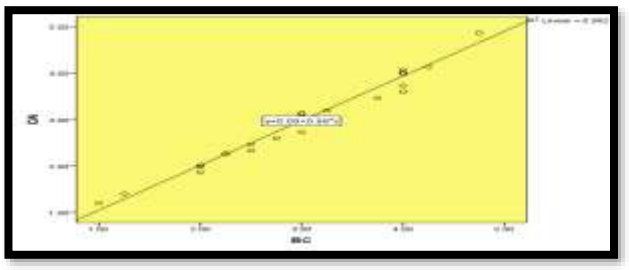

Figure (3) The results of the impact relationship test for business competencies (BC) in organizational agility (OA)

In the framework of this analysis of variance, (ANOVH) for the two variables was analyzed and the results were as in Table (2).

Table (13) Analysis of variance (ANOVA) for the relEationship between Business competencies (BC) and organizational agility (OA)

Contrast source	degree of freedom	sum of squares	mean squares	R^2	The calculated F value	significance level
regression	1	30.117	30.117	0.98	1888.085	.000b
The error	34	.542	.016			
the total	35	30.659				

Source: SPSS Program Outputs.V.24.

As for the transactions table, it indicated the values shown as follows:

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Table (14) Results of the Impact Relationship Test between Business competencies (BC) and Organizational Agility (OA))

Sample	**Non-standard transactions**		**Standard coefficients**	**T**	**significance level**
	beta coefficient	standard error	beta		
Constant	.089	.069		1.290	.002
Business competencies (BC)	.962	.022	.991	43.452	.000

Source: SPSS Program Outputs.V.24.

It is clear from the analysis of the variance table and the coefficients table of the relationship between Business competencies (BC) (X) and organizational agility (OA) and at the level of the research sample of (36) people, the value of (t) is large when compared with its tabular value and at a level of significance (0.05), and this indicates However, the regression curve is sufficient to describe the relationship between (X, Y) with a confidence level of ((0.95), and this is confirmed by a statistical value (X) and according to the (t) test, it reached (t = 43.452) and in light of the regression equation, the constant (a = .089) is confirmed.), This means that there is organizational agility (OA) of .962) when Business competencies (BC) are zero. The value of the marginal slope has reached (β = .962) and the accompanying (X) indicates that a change of (1) in Business competencies (BC) (X) will lead to a change of (.962) in organizational agility (OA). The value of the coefficient of determination (R2) also indicated a coefficient of (0.98), which means that the new product development (PD) (X) explains its value (.98) from the variance in organizational agility (OA), and 0.012) from the variance The unexplained is due to variables that were not included in the regression model, and it is an indicator within confidence (0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

The results of the impact relationship test between personal relationships competencies (RC and OA)

Table (14) shows the results of the impact relationship test for Personal relations competencies((RC) in organizational agility (OA) according to the results of determining the simple regression, assuming that there is a functional relationship between the real value of personal relationships competencies (RC) (X) and organizational agility (OA) ((Y can be expressed by the following equation:

$Y = a + \beta X$

where y = Organizational Agility (OA).

X = Personal relationships competencies (RC).

B = slope of the equation (the amount of change in y that occurs as a result of a change of x units).

a = a statistical constant.

This equation shows that organizational agility (OA) is a function of the true value of the ability of personal relationships (RC), that the estimates of this equation and its statistical indicators have been calculated at the level of the research sample of (36) individuals, and the simple regression equation for the relationship was as follows:

Organizational Agility (OA) = (.13) + (.98) Personal relationships Abilities (RC)

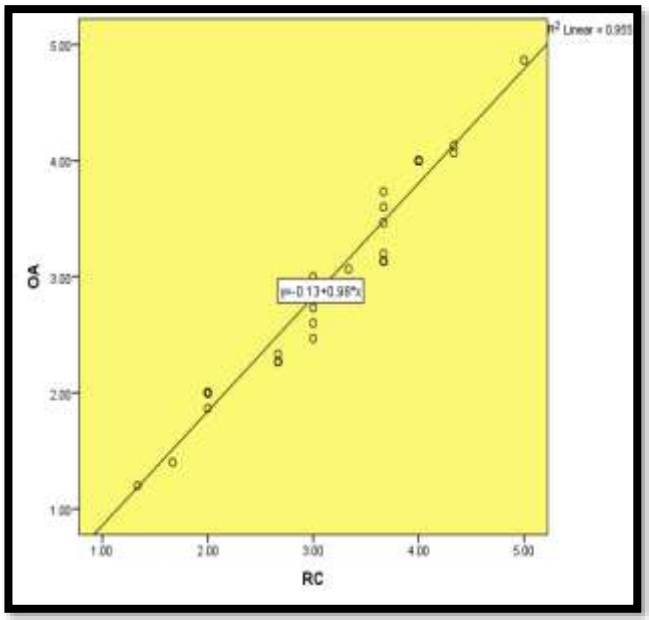

Figure (4) The results of the impact relationship test for personal relationships competencies

4. (RC) in organizational agility (OA)

In the framework of this analysis of variance, (ANOVH) for the two variables was analyzed and the results were as in Table (2).

Table (14) analysis of variance (ANOVA) for the relationship between personal relationships competencies (RC) and

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organizational agility (OA)

Contrast source	degree of freedom	sum of squares	mean squares	R^2	calculated F value	significance level
regression	1	29.272	29.272	0.955	717.333	.000b
The error	34	1.387	.041			
the total	35	30.659				

Source: SPSS Program Outputs.V.24.

As for the transactions table, it indicated the values shown as follows:

Table (15) results of the impact relationship test between personal relationships competencies (RC) and organizational agility (OA)

Sample	Non-standard transactions		Standard coefficients	T	significance level
	beta coefficient	standard error	Beta		
Constant	.127	.119	.977	1.060	.029
Personal relationships competencies (RC)	.984	.037		26.783	.000

Source: SPSS Program Outputs.V.24.

It is clear from the analysis of the variance table and the coefficients table of the relationship between Personal relations competencies(RC) (X) and organizational agility (OA) and at the level of the research sample of (36) people, the value of (t) is significant when compared with its tabular value and at a level of significance (0.05) and this It indicates that the regression curve is sufficient to describe the relationship between (X, Y) with a confidence level of ((0.95). 127), and this means that there is organizational agility (OA) of .984) when the personal relationships competencies (RC) is zero. As for the value of the marginal slope, it reached (β = .984) and the accompanying (X) indicates that a change of (1) in Personal relations competencies(RC) (X) will lead to a change of (.984) in organizational agility (OA). The value of the coefficient of determination (R2) also indicated a coefficient of (0.955), which means that Personal relations competencies((RC (PD) (X) explains its value (.955) from the variance in organizational agility (OA), and that 0.045)) of the unexplained variance due to variables that were not included in the regression model, which is an indicator within confidence limits (0.05), so the null hypothesis is rejected and the alternative hypothesis is accepted.

5. The results of the impact relationship test between technical abilities ((TC and Organizational Agility OA))

Table (16) shows the results of the impact relationship test for technical abilities (TC) in organizational agility (OA) according to the results of determining the simple regression, assuming that there is a functional relationship between the real value of technical abilities (TC (X) and organizational agility (OA) ((Y). Express it by the following equation:

Y = a + βX

where y = Organizational Agility (OA).

X = Technical Capacity (TC).

B = slope of the equation (the amount of change in y that occurs as a result of a change of x units).

a = a statistical constant.

This equation shows that organizational agility (OA) is a function of the true value of Technical competencies (TC), that the estimates of this equation and its statistical indicators were calculated at the level of the research sample of (36) individuals, and the simple regression equation for the relationship was as follows:

Organizational Agility (OA) = (.2) + (.95) Technical Abilities (TC)

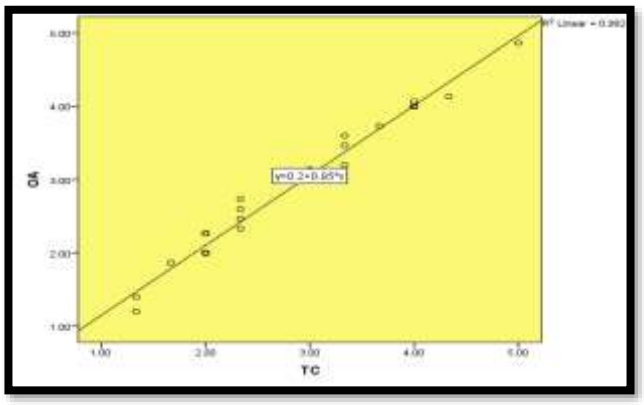

Figure (5) The results of the impact relationship test for technical abilities (TC) in organizational agility (OA), in the framework of which the ANOVH was

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analyzed for the two variables, and the results were as in Table (2).

Table (15) analysis of variance (ANOVA) for the relationship between Technical competencies ((TC) and organizational agility (OA))

Contrast source	degree of freedom	sum of squares	mean squares	R^2	The calculated F value	significance level
regression	1	30.119	30.119	0.98	1894.915	.000b
The error	34	.540	.016			
the total	35	30.659				

Source: SPSS Program Outputs.V.24.

As for the transactions table, it indicated the values shown as follows:

Table (16) Results of the Impact Relationship Test between Technical Abilities (TC) and Organizational Agility (OA)

Sample	Non-standard transactions		Standard coefficients	T	significance level
	beta coefficient	standard error	Beta		
Constant	.198	.066	.991	2.972	.005
Technical competencies (TC)	.953	.022		43.531	.000

Source: SPSS Program Outputs.V.24.

It is clear from the analysis of the variance table and the coefficients table of the relationship between Technical competencies (TC) (X) and organizational agility (OA) and at the level of the research sample of (36) people, the value of (t) is large when compared with its tabular value and at a level of significance (0.05), and this indicates However, the regression curve is sufficient to describe the relationship between (X, Y) with a confidence level of ((0.95), and this is confirmed by a statistical value (X) and according to the (t) test, it reached (t = 43.531) and in light of the regression equation, the constant (a = .198) is confirmed.), and this means that there is organizational agility (OA) of .953) when the Technical competencies (TC) are zero. The value of the marginal slope has reached (β = .953) and the accompanying (X) indicates that a change of (1) In Technical competencies (TC) (X) will lead to a change of (.953) in organizational agility (OA), and the value of the coefficient of determination (R2) indicated a coefficient of (0.98), which means that Technical competencies ((TC) (PD) (X) explains its value (.98) from the variance in organizational agility (OA) and that 0.02) from the unexplained variance is due to variables that were not included in the regression model, and it is an indicator within confidence limits (0.05). Nullity and acceptance of the alternative hypothesis.

6. The results of testing the influence relationship between knowledge resource Competencies(KWC) and organizational agility (OA)

Table () shows the results of the impact relationship test for knowledge resource Competencies(KWC) on organizational agility (OA) according to the results of determining the simple regression, assuming that there is a functional relationship between the real value of knowledge resource Competencies(KWC) (X) and organizational agility (OA) ((Y). It can be expressed by the following equation:

Y = a + βX

where y = Organizational Agility (OA).

X = Knowledge resource Competencies (KWC)).

B = slope of the equation (the amount of change in y that occurs as a result of a change of x units).

a = a statistical constant.

This equation shows that organizational agility (OA) is a function of the true value of the knowledge resource (KWC), that the estimates of this equation and its statistical indicators have been calculated at the level of the research sample of (36) individuals, and the simple regression equation for the relationship was as follows:

Organizational Agility (OA) = (.002) + (.974) KWC Abilities

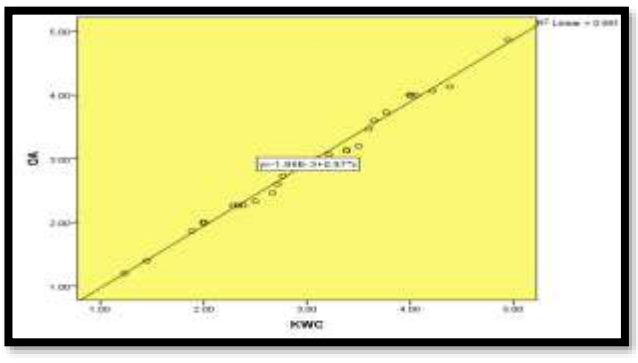

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Figure (6) The results of the impact relationship test KWC capabilities in organizational agility (OA)

In the framework of this analysis of variance, (ANOVH) for the two variables was analyzed and the results were as in Table (2).

Table (17) analysis of variance (ANOVA) for the relationship between knowledge resource Competencies (KWC) and organizational agility (OA)

Contrast source	**degree of freedom**	**sum of squares**	**mean squares**	R^2	**The calculated F value**	**significance level**
regression	1	30.378	30.378	0.99	3674.415	.000b
The error	34	.281	.008			
the total	35	30.659				

Source: SPSS Program Outputs.V.24.

As for the transactions table, it indicated the values shown as follows:

Table (18) results of the impact relationship test between cognitive resource capabilities (KWC) and organizational agility (OA)

Sample	**Non-standard transactions**		**Standard coefficients**	**T**	**significance level**
	beta coefficient	standard error	beta		
Constant	.002	.051	.995	-.037-	.023
knowledge resource Competencies KWC)(	.974	.016		60.617	.000

Source: SPSS Program Outputs.V.24.

It is clear from the analysis of the variance table and the coefficients table of the relationship between knowledge resource Competencies(KWC) (X) and organizational agility (OA) and at the level of the research sample of (36) people, the value of (t) is significant when compared with its tabular value and at a level of significance (0.05) and this It indicates that the regression curve is sufficient to describe the relationship between (X, Y) with a confidence level of ((0.95), and this is confirmed by a statistical value (X) and according to the (t) test, it reached (t = 60.617).

In light of the regression equation, the constant indicates (a = .002), which means that there is an organizational agility (OA) of .974) when the knowledge resource (KWC) is equal to zero. The value of the marginal slope has reached (β = .974) and the accompanying (X) indicates that a change of (1) in the knowledge resource KWC (X)) will lead to a change of (.974) in organizational agility (OA). . The value of the coefficient of determination (R2) also indicated a coefficient of (0.99), which means that knowledge resource Competencies(KWC)) (PD) (X) explains its value (.99) from the variance in organizational agility (OA), and that 0.01)). The unexplained variance is due to variables that were not included in the regression model, and it is an indicator within confidence limits (0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

The third topic: conclusions and recommendations

Conclusions

1. The existence of a relationship between the ability of the personal relationships of individuals within the organization through flexibility, enthusiasm, credibility, and realism in the behavior of interaction with others to achieve organizational agility and achieve maximum flexibility in making the right decisions.
2. There is an influence relationship between Intellectual competencies through creative thinking and the ability to understand work requirements and logical conclusions through searching for information on achieving organizational agility in solving problems and sensing environmental stimuli.
3. There is an influence relationship between the ability of business through delegating tasks to others and the ability to manage others and understand the future direction of organizational agility.
4. There is a relationship between the ability to work within the group within the team through the exchange of knowledge and information between team members, which provides additional information that helps in making the right decisions.
5. There is an impact relationship between the ability to deal with information technology and the use of computers and digital devices to sense environmental danger, anticipate events, and take

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proactive decisions that would avoid the occurrence of threats and early warning of problems.

RECOMMENDATIONS

1. Adequate attention to personal relationships between individuals by providing a psychological and organizational atmosphere based on love, affection, and mutual trust.
2. Developing the intellectual capabilities of individuals by directing, motivating, and motivating them, and providing training programs to develop and develop these skills within pre-prepared plans.
3. Sufficient attention to authorizing individuals to make decisions that would motivate them and make them feel that they are part of the organization (an integral part) that contributes to achieving the organization's goals.
4. Adequate interest in working within the group the team through the exchange of knowledge and information among team members.
5. The need to pay attention to dealing with information technology and the use of computers and digital devices to sense environmental danger, anticipate events, and take proactive decisions that would avoid the occurrence of threats.

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