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The role of core competencies in enhancing the characteristics of a learning organization: An analytical study of the opinions of a sample of faculty members at Tikrit University

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Abstract
This research aims to understand the role of core competencies in enhancing the characteristics of a learning organization. Tikrit University was studied as an application field for the study and data collection. The research adopted a descriptive analytical approach to describe and analyze the relationships between the main variables and their sub-dimensions. A questionnaire was used as the primary tool for data collection from the researched field. An electronically validated questionnaire targeted the teaching community of Tikrit University, which numbers (3100). A purposive sample of (100) observations from the faculty members at Tikrit University was selected.

The research reached several conclusions, including that attention to and development of core competencies positively reinforces the characteristics of a learning organization in the surveyed university. This was concluded through the results of the correlation and impact relationships between core competencies and the characteristics of a learning organization. The current research recommends the necessity of developing and enhancing core competencies through investment in human resource development and strengthening organizational learning processes.

Keywords: Core competencies, learning organization, human capital, strategic flexibility, empowerment

Introduction
Organizations in general, and those operating in the higher education sector in particular, face significant challenges due to the rapid and dynamic changes occurring in the business environment. These changes are accompanied by environmental uncertainties and difficulties in adapting, leading to increased environmental complexity and instability. Consequently, this has resulted in growing vulnerabilities and setbacks for organizations in the education sector. These organizations have come to realize that operating under traditional organizational concepts is no longer viable amidst rising environmental disruptions. To achieve a better level of adaptation to sudden environmental changes, it is crucial for these organizations to become learning organizations capable of correctly and successfully leveraging their core competencies and capabilities, benefiting from their own experiences and those of others.

Based on this premise, the current research aims to shed light on the role of core competencies in enhancing the characteristics of a learning organization, with Tikrit University serving as the application field. The current research is divided into four sections. The first section covers the research methodology, the second addresses the theoretical aspect of the core competencies variable, the third section includes the theoretical aspect of the learning organization variable, and the fourth section encompasses the field aspect of the research.

Chapter One: Research Methodology
First: Research Problem: Designing organizations that can thrive in changing and chaotic environments is an ongoing challenge for today's managers. To achieve success, today's organizations must be flexible and capable of adapting to highly dynamic environments.

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The system of a learning organization is one of the systems that can assist managers in today's environment by increasing the organization's ability to learn, adapt, change, and skillfully create, acquire, and transfer knowledge and insights. One of the most significant challenges hindering the creation of a learning organization is the weak management and development of learning processes and the availability of opportunities to utilize, activate, and develop the experiences and competencies of employees to face challenges. Adopting this approach as a means to improve performance, growth, survival, and development is essential. Building a learning organization is not merely a slogan but requires activating the characteristics and dimensions of learning processes and transferring experiences among employees. It is well-known and self-evident that educational organizations such as universities and colleges possess a wealth of experiences, skills, and core competencies. Therefore, building a learning organization is imminent and necessary given the changing environmental conditions. In light of this issue, the research problem can be formulated through the following main question: (What is the role of core competencies in enhancing the characteristics of a learning organization at Tikrit University?) This leads to a set of sub-questions as follows:

1. Is there a correlation between the dimensions of core competencies and the characteristics of the learning organization at the surveyed university?
2. Is there an impact relationship between the dimensions of core competencies and the characteristics of the learning organization at the surveyed university?

Second: Research Importance
1. **Scientific Importance:** The scientific importance of

the research lies in the significance of the main variables it addresses. Core competencies and the characteristics of a learning organization are modern administrative topics that need further exploration and discussion in scientific studies. This research is an attempt to bridge the knowledge gap present in previous academic studies, particularly in the area of learning organization characteristics. Additionally, it complements previous studies and seeks to open new avenues for researchers to conduct further studies on these variables in other fields and research areas.

2. **Field Importance:** The field importance of the research is reflected in its application in a vital field that is no less important than other fields. Universities are the nucleus of culture due to their role in the advancement and refinement of societies. Through this research, the researcher aims to identify the best necessary improvements that can lead to the application of best practices in managing core competencies to build a learning organization. The research results also contribute to supporting the core competencies at the university to enhance the dimensions and characteristics of a learning organization, thereby elevating the university's status both locally and globally.

Third: Research Objectives
1. To determine the nature of the correlation between core competencies and the characteristics of the learning organization at the surveyed university.
2. To test the impact of core competencies in enhancing the characteristics of the learning organization at the surveyed university.

Fourth: Hypothetical Research Framework
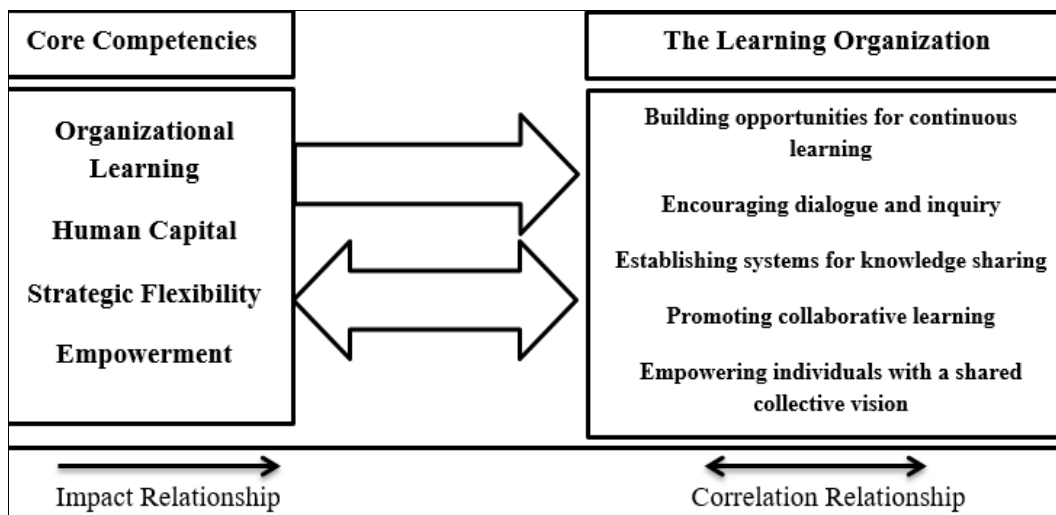
Source: Prepared by the researcher

Fig 1: Hypothetical Research Framework

1. **Independent Variable:** Core Competencies and their dimensions (Organizational Learning, Human Capital, Strategic Flexibility, Empowerment) based on the dimensions of the study (Mukheif et al., 2015: 298) [6], (Kawan, 2017: 541) [21], (Al-Najjar & Shabeeb, 2021: 393) [7], (Al-Jubouri, 2022: 166) [8].

2. **Dependent Variable:** Characteristics of the Learning Organization and their dimensions (Building opportunities

for continuous learning, Encouraging dialogue and inquiry, Establishing systems for knowledge sharing, Promoting collaborative learning, Empowering individuals with a shared collective vision) based on the dimensions of the study (Nthurubele Abraham, 2011: 13) [32], (Al-Majmali & Abdul Sattar, 2018: 371) [5], (Al-Husainawi, 2019: 40) [3].

Fifth: Research Hypotheses
First: The first hypothesis: (H0) There is no statistically

significant correlation between core competencies and their sub-dimensions and the characteristics of the learning organization at the surveyed university.

Second: The second hypothesis: (H0) There is no statistically significant impact relationship of core competencies on the characteristics of the learning organization at the surveyed university.

Sixth: Research Population and Sample
The research population includes the faculty members at Tikrit University, totaling (3100), while the research sample consists of (100) participants, which represents the research population.

Seventh: Research Limitations
1. **Spatial Limitations:** The spatial limitations of the research are represented by Tikrit University.
2. **Temporal Limitations:** The temporal limitations of the research encompass the period during which the research was conducted, starting from January 15,

2024, to May 25, 2024.

Eighth: Research Tools
1. **Secondary Sources:** The researcher relied on contributions from researchers and specialists, including books, research papers, literature reviews, and previous studies, as well as library sources that were collected and reviewed to enrich the theoretical framework of the research.

2. Primary Sources: The researcher primarily relied on the questionnaire to collect primary data related to the research variables, in preparation for statistical analysis to test the hypotheses. Ready-made and validated scales and questionnaires were utilized, endorsed by experts and specialists. These consisted of two parts: the first part included a set of questions related to the independent variable (core competencies) and its sub-dimensions, while the second part comprised a set of questions related to the dependent variable (the learning organization) and its sub-dimensions.

Table 1: Questionnaire Axes and Adopted Scale

S	Variable	Dimensions	Number of Items	Adopted Scale
1	Core Competencies	Organizational Learning	5	- (Abdullah, 2019) [4] - (Al-Jubouri, 2022) [8]
		Human Capital	5	
		Strategic Flexibility	5	
		Empowerment	5	
2	Learning Organization	Building opportunities for continuous learning	5	- (Al-Husainawi, 2019) [3] - (Nthurubele Abraham, 2011) [32]
		Encouraging dialogue and inquiry	5	
		Establishing systems for knowledge sharing	5	
		Encouraging collaborative learning and teaching	5	
		Empowering individuals with a shared collective vision	5	
	Total number of questionnaire items		45	Item

3. Methodology and Statistical Tools: The descriptive analytical approach was used due to its suitability for the nature of the research. Several appropriate statistical methods were employed, such as Cronbach's alpha, Pearson's correlation coefficient, and regression analysis, to determine the nature of the correlation and impact relationships between the variables.

Chapter Two: Core Competencies
First: The Concept of Core Competencies
The concept of core competencies has gained significant attention in the field of management, as organizations continuously strive to unlock the hidden talents and capabilities of their workforce. Core competencies refer to the abilities, skills, and inherent qualities that individuals possess, which may not be fully apparent or utilized in their current roles. Understanding and harnessing these competencies can enhance employee engagement, improve performance, and ultimately achieve organizational goals (Agha & Jamhour, 2012: 193) [9].
The key ideas of core competencies were developed by Prahalad and Hamel in 1990. The fundamental notion presented by Prahalad and Hamel is that organizations can develop clear and significant areas of expertise critical for long-term growth, thereby playing an important role in achieving synergy among strategic business units (Jabbouri & Zahari, 2014: 132) [20].
A key aspect of core competencies is the recognition that individuals possess a variety of talents and strengths that

may not be fully utilized within their current job descriptions or responsibilities. By identifying and nurturing these competencies, organizations can enable their employees to contribute in ways that align with their natural inclinations and passions, leading to increased job satisfaction, productivity, and overall organizational success (Didem & Cenk, 2016: 121) [16].
Understanding core competencies relies on a deep understanding of certain phenomena, such as daily procedures and mutual understandings among employees, which represent a significant amount of "knowledge" within the organization. These understandings lead to supportive actions in the form of a wide range of interpersonal and coordination skills that embody the work in which employees apply their skills and concepts, thus achieving a supportive and positive synergy among work teams (Edgar & Lockwood, 2021: 5) [18].
Core competencies are thus a diverse set of skills, resources, and procedures essential for organizational adaptability and success. They are difficult to replicate, often knowledge-based, and subject to continuous evolution. Core competencies are seen as a 'dynamic acquired resource' undergoing constant transformation in response to varying external and internal environments (Nisha *et al*., 2022: 5) [22].

Second: The Importance of Core Competencies
The importance of core competencies for organizations lies in their ability to integrate, reconfigure, acquire, and

effectively deploy internal resources to match or even create market changes, leading to a competitive organizational advantage. Developing core competencies is essential for organizational learning and culture, rather than relying on a fixed stock of knowledge. The correct use and optimal exploitation of core competencies can help organizations generate a range of insights, solve problems, achieve a competitive edge, and act as a means for business units to find common interests, capabilities, or opportunities (Chen and Chang, 2011: 66) [14].

Core competencies are the distinctive characteristics that make an organization or individual stand out from competitors. They are seen as an important resource for organizations, enabling them to leave their mark in their field of operation. The importance of core competencies in business organizations is primarily highlighted through their role in enhancing organizational performance, improving processes, and the ability to identify and optimally exploit opportunities (Al-Jubouri, 2022: 34) [8].

Core competencies represent the cornerstone of organizational and productive operations performed by the organization more effectively than competitors. They help the organization produce superior products efficiently to increase its market share. Moreover, they improve the quality of internal processes through the rational distribution of resources, and the use of distinctive knowledge, experience, and skills, addressing internal weaknesses. Core competencies achieve excellence and innovation in work (Al-Maadhidi and Al-Jubouri, 2022: 1016) [8].

Third: Dimensions of Core Competencies
The dimensions of core competencies include four main dimensions, as adopted by Abdullah (2019: 829) [4], Al-Jubouri (2022: 36) [8], and Al-Najjar and Shuaib (2021: 339) [7]. These are as follows:
1. Empowerment: Empowerment is a psychological perception where an individual feels more autonomy, competence, and influence concerning their role in the organization. Evans and Dean (2003) [41] defined empowerment as a means to equip employees with the ability to take any vital actions to satisfy stakeholders and to have confidence in making the right choices. In some companies, empowerment is used as an inclusive term for increasing employee participation in decision-making (Biore, 2015: 89) [12]. Empowerment involves delegating the necessary authority and ability to impact others by granting those broader powers and greater decision-making capabilities (Al-Jubouri, 2022: 38) [8]. The success of empowerment depends on many factors, including the willingness of superiors to transfer power to subordinates, the effectiveness of the communication and feedback system in the organization, mutual trust between managers and employees, and the presence of a fair evaluation system. Empowerment relies on employing skilled labor; training employees to take on responsibilities and burdens assigned to them; linking material and moral incentives to performance (Al-Najjar and Shuaib, 2021: 340) [7].

2. Organizational Learning: Organizational learning can be defined as the process of learning through social interactions at the group and individual levels within the organization. Through organizational learning, organizations become capable of adapting to changing environments by generating and selectively adopting organizational routines. This means that organizational learning leads to an increased level of organizational knowledge, which can result in new changes within the organization (Bratianu, 2015: 3) [13]. Organizational learning is a collective process dependent on relationships and interactions among individuals, occurring primarily through participant interaction. It requires the sharing of language, meaning, goals, and standards, which differ significantly from individual learning. When an organization learns, it generates social synergy that creates knowledge adding value to employees at the overall performance level. As these capabilities are developed and nurtured, they become unique core competencies of each organization, rarely replicable by others (Anand and Brix, 2022: 58) [10].

3. Human Capital: The concept of human capital refers to the skills possessed by the workforce, considered a resource or asset within organizations. This concept highlights the potential for investing in people through education, training, and health. Consequently, increased investments in human capital can enhance the efficiency and effectiveness of the human element over the long term (Golden, 2014: 3) [19]. Human capital represents individuals who have the competencies and abilities to introduce change, bring new and innovative ideas, and master advanced methods within the organization. Thanks to continuous improvement and minds with extensive knowledge, the organization is able to achieve excellence by responding quickly to customer needs and seizing opportunities (Abdullah, 2019: 829) [4].

4. Strategic Flexibility: Strategic flexibility is the organization's ability to respond to environmental changes timely and appropriately, considering the competitive forces in the external environment. The term strategic flexibility also indicates the capacity of organizations to respond and adapt consecutively to environmental change. Additionally, it refers to the flexibility of decision-makers within the organization, determining the extent to which new and alternative options are generated and considered in strategic decision-making. These two applications are not mutually exclusive, as creating different options by decision-makers is a prerequisite for organizations to adapt to environmental changes (Combe & Greenley, 2004: 3) [13]. Strategic flexibility, as a dynamic organizational capability, can enable organizations to fully utilize their key resources collectively and provide a competitive advantage under uncertain conditions. Strategic flexibility helps organizations adapt to environmental disruptions through positive changes and is generally treated as an independent variable influencing innovation and organizational effectiveness. Organizations must possess these capabilities to quickly disseminate knowledge and reallocate resources according to changing conditions to meet market demands (Awais, *et al.*, 2023: 3) [11].

Chapter Three: The Learning Organization
First: The Concept of the Learning Organization
A learning organization is a group of individuals who have a sustained and enhanced ability to learn within the organization. It is an organization where learning processes are analyzed, examined, built, and aligned with defined objectives. The learning organization moves beyond simple employee training to address organizational problem-solving, innovation, and learning (Dawoood, *et al.*, 2015:

93) [28]. According to Andre (2016: 3) [25], a learning organization acquires understanding, knowledge, and skills to amplify its information base. Additional definitions suggest that a learning organization provides all its members with continuous learning opportunities. It is a place where "people continually expand their capacities to achieve their true goals, where new ways of thinking are supported, and new shared hopes are delivered." Therefore, learning organizations provide an environment and a place where people can learn.

Al-Hussainawi (2019:100) [3] defined a learning organization as a social organization aiming to have flexible structures. This is achieved by adopting practical programs that include learning from past experiences, advocating for them, learning from others, acquiring new knowledge, skills, and experience, staying updated, sharing, and quickly transferring them in a manner that equips them with the skills to handle mistakes and manage risks. This ensures the participation of everyone at all levels, facilitating the enhancement of a culture intertwined with learning and reflected in the organization's practices and performance success.

Odor (2018:4) [33] stated that a learning organization is one that encourages and facilitates learning to continuously change itself to survive and excel in a rapidly changing business environment. Learning organizations are places where learning and work are continuously and systematically integrated to support ongoing individual, collective, and organizational improvements.

Surijah (2019: 104) [37] noted that a learning organization refers to an organization's ability to create, acquire, interpret, transfer, and retain knowledge and to deliberately modify its behavior to reflect new knowledge and insights. The learning organization is a crucial concept because it encourages organizational members to manage knowledge organizationally to create something with added value for stakeholders, meeting stakeholders' needs and desires in a highly competitive environment.

Second: The Importance of the Learning Organization
A learning organization is one that continually learns and evolves from within. The result of this learning is an increased chance of the organization's survival in a changing and competitive market. There is a strong argument for the learning organization as a key to innovation and maintaining sustainable competitive advantage: "The speed at which individuals and organizations learn may become the only sustainable competitive advantage, especially in knowledge-intensive industries" (Schwartz and Rist, 2017:68) [35]. This argument is based on the assumption that learning in such organizations is an ongoing and valuable process.

Learning organizations also help create opportunities for users, encourage questions and dialogue, promote participation and interaction through work teams, align general responses with a collective vision, establish systems for exchanging and sharing information, organize interactions with the environment, and provide strategic leadership systems in terms of the quality of responses to the public (Al-Hussainawi, 2019:101) [3].

Odor (2018:3) [33] indicated that one reason why organizational learning is important is that organizations with a low level of organizational learning will not be able to adapt to environmental changes resulting from technological innovation. This will always limit the

organization's ability to remain competitive and will lead to the organization's failure and early demise. In light of this, the importance of the learning organization can be summarized through the following points (Bajajah, 2016:34) [1]:

1. Making the organization more productive and innovative by developing ideas in delivering products and services.
2. Enhancing the organization's ability to anticipate and adapt to environmental changes due to its flexible organizational structure.
3. Reducing the negative impacts of rigid bureaucracy through the flexibility of learning processes and transitioning from procedural activities to integrated processes.
4. Developing individuals within the organization and increasing their knowledge accumulation to achieve a sense of pride and distinction in their accomplishments, which enhances their ability to compete and innovate to achieve quality and reduce costs, making the organization an attractive environment for the best human talents.
5. Opening up learning opportunities within the organization and embedding knowledge in both the individuals' and the organization's memory.
6. Increasing organizational effectiveness by creating an environment that encourages learning, experience sharing, and information exchange.

Third: Characteristics of Learning Organizations: A learning organization comprises a set of characteristics that distinguish it from other organizations. These characteristics have been identified by a group of academic researchers, including Nthurubele Abraham (2011:13) [32], Al-Majma'i and Abdul Sattar (2018:371) [5], and Al-Husaynawi (2019:40) [3]. These characteristics can be explained as follows:

1. **Building Opportunities for Continuous Learning:** Continuous learning is an ongoing process of formal or informal learning and development that has no defined beginning or end. This process can be conducted in groups or individually. Continuous learning is a fundamental aspect of the organizational culture in a learning organization, offering various benefits such as job satisfaction and helping employees adapt easily to new economic changes. It encourages continuous improvement and supports achieving business goals, innovation, and the ability to overcome changes. In other words, a learning culture also encourages individuals or the organization to engage in continuous or lifelong learning (BĂNESCU, 2023:238). Al-Husaynawi (2022:107) noted that continuous learning leads to organized behavioral changes in individuals and employees based on the expansion of personal skills. Continuous learning also provides opportunities for systematic discussion of shortcomings and failures, learning lessons, and improving future performance.
2. **Encouraging Dialogue and Inquiry:** Dialogue is a collective and collaborative communication process where people explore their assumptions and individual and collective inclinations together. Thus, dialogue is about seeing the whole rather than individual perspectives. It ensures that assumptions are inquired

about rather than justified or defended, and learning happens through inquiry and disclosure rather than persuasion or telling. Creating shared meanings rather than agreeing on a single meaning is essential. All the definitions above indicate that dialogue can help a group of people exchange information, establish shared understanding, and learn together. Information exchange plays a crucial role in transforming a traditional organization into a learning organization. Leaders are required to play a critical role in providing the foundation and environment for information transfer. The process of information exchange is pivotal for organizational success (Nthurubele, 2011:13) [32]. Dialogue is a means to build mutual understanding, encourage personal meaning creation, ensure participation, and exchange opinions and ideas. It is a fundamental element in developing new concepts, building knowledge, and assimilating learning in organizations (Song *et al*., 2009:48) [36].

3. **Encouraging Group Learning:** Group learning is one of the disciplines of the learning organization that has attracted significant attention in both academic research and practice. Given the rapid changes in the internal and external organizational environment, teams have become the most important organizational building block. Teamwork is studied both as a process and a result to identify the conditions that contribute to and lead to team effectiveness. Group learning is a process that contributes to and leads to effective teamwork (Marsick, 2013:130) [24]. Group learning is particularly important for organizational learning and effectiveness because anything a team learns or achieves can be transferred to other units and eventually to the entire organization. Group learning can also contribute to developing a learning organization, as it is the process by which team members, through their interactions and sense-making, explore and exploit new knowledge in a "process of aligning and developing the team's capacity to create the results its members desire" (Rupcic, 2020:192) [34]. Group learning ensures that organizations access diverse thinking patterns and provide innovative solutions. These groups are expected to learn and work together regularly. As Watkins and Marsick (1993) [39] noted, teamwork represents a core where challenge and competition exist to offer the best, making group learning a decisive factor in building learning organizations (Mbassana, 2014:19) [31].

4. **Establishing Knowledge Sharing Systems:** Creating systems that allow employees to access and share knowledge, providing opportunities for mutual learning among individuals in the workplace, encourages information-sharing networks, social interaction, and coordination among employees. It also helps employees develop knowledge and build trust among themselves. When employees are provided with structures that enable them to easily access the required information, this assistance helps reduce uncertainties and misconceptions related to change, thus enhancing employees' positive perceptions of change processes (Malik and Garg, 2017:614) [30].

5. **Empowering Employees with a Common Vision:** Empowerment is an important characteristic of learning organizations, functioning as a key feature for organizations to increase their learning capacity. Empowerment and learning organizations are somewhat interconnected, as research has found a clear and significant relationship between empowerment and learning. It is also observed that learning organizations feature a flat organizational structure, enabling employees to make more decisions with minimal formal control imposed on them. Additionally, employees in learning organizations participate in shaping, owning, and implementing a common vision. Responsibility is distributed closer to the decision-making process to motivate employees to know what they are accountable for. This is what they refer to as "empowerment." Learning organizations rely on engaging many individuals in a collective vision and unlocking the potential within them (Mbassana, 2014:19) [31].

Chapter Four
Field Aspect of the Research
First: A Brief Overview of the Research Field
Tikrit University is one of the prestigious Iraqi government universities, founded in 1989 in Salahaddin Governorate, which is considered one of the most important centers of scientific development in Iraq. The inception of Tikrit University began with the College of Education for Girls, followed by the establishment of colleges of Medicine and Engineering. Subsequently, numerous scientific and humanities colleges were added, such as the College of Education, Agriculture, and in the third millennium, many more colleges were added, including the College of Islamic Sciences, College of Veterinary Medicine, College of Administration, Economics, and Political Science. This brings the total number of colleges at Tikrit University to twenty-two, making enrollment in one of its colleges a dream for all students seeking a bright future. (Source: https://www.tu.edu.iq)

Second: Testing the Reliability of the Research Tool
To verify the reliability and validity of the research tool, the Cronbach's alpha coefficient was used. The results are shown in the following table:

Table 2: Cronbach's Alpha Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.947	46

From Table (2), it is evident that the values of Cronbach's alpha coefficient for the variables are greater than 70%, with a value of 0.947, which is very high. This indicates a high level of reliability, justifying its use for the purposes of the current research.

Thirdly: Testing the Hypotheses
1. Testing the First Hypothesis: There is no statistically significant correlation between the core competencies and their sub-dimensions and the learning organization in the researched university. Pearson correlation coefficient was used to measure this hypothesis, and the results are as follows in Table (3).

Table 3: Results of Pearson Correlation Coefficient at the Overall Level

Correlations		Core Competencies	Learning Organization
Core Competencies	Pearson Correlation	1	.647**
	Sig. (2-tailed)		.000
	N	100	100
Learning Organization	Pearson Correlation	.647**	1
	Sig. (2-tailed)	.000	
	N	100	100

The results shown in Table (3) indicate that there is a significant and positive correlation between core competencies and the characteristics of the learning organization, at the level of the research sample. The correlation coefficient between the variables for the research sample was (0.647**), suggesting that the more the management of the researched organization focuses on the specified core competencies in the research, the higher the characteristics of the learning organization automatically rise, as the relationship between the variables is positively linear. This result is consistent with the theoretical logic of the research, thus confirming the first main hypothesis at the overall level. As for the sub-dimensions level, the results of the correlation relationships test are as follows:

Table 4: Results of correlation coefficients at the sub-dimensions level

The explanatory variable	Core capabilities				Overall index
	Organizational learning	Empowerment	Human capital	Strategic flexibility	
The independent variable	.634**	.674**	.653**	.652**	.647**
The learning organization					

Preparing the researcher according to the outputs of the SPSS program

Furthermore, the results in Table (4) also illustrate the correlations between each dimension of the core competencies and the learning organization collectively at the research sample level. All correlation results were positive. These results indicate that enhancing any dimension of the four core competencies studied leads to enhancing the characteristics of the learning organization as a whole. Conversely, weakening any of the mentioned core competency dimensions leads to a weakening of the learning organization's characteristics, whether at the sub-dimension level or at the overall level.

Testing the second hypothesis: There is no statistically significant relationship between the core competencies and their sub-dimensions in the learning organization at the researched university. For the purpose of verifying this test, a simple linear regression analysis was conducted to determine the size of the explanatory variable's effect and its significance on the dependent variable. The results of Table (4) clarify this.

Table 4: Effect of core competencies on the learning organization at the research sample level.

Dependent Variable	Modl Summary		ANOVA			Coefficients		
	Coefficient of Determination R^2	Adjusted R2 Adjusted Coefficient of Determination	F Calculated	Significance Level	Independent Variable	β	T Calculated	Sig*
Learning Organization	.418	.413	70.515	0.000	Core Capacities	.546	8.397	0.000

Source: Prepared by the researcher based on the outputs of the SPSS program

The results of Table (4) indicate a significant positive impact of core capacities in the learning organization at the research sample level. The computed value of F was (70.515) at a significance level of ($p<0.01$), which is lower than the assumed level of the study of (0.05). The coefficient of determination (R^2) of (0.418) suggests that the explanatory variable (core capacities) significantly influences the learning organization by (41%). Moreover, the value of β in the regression coefficients reached (0.546), indicating its significance. This is further supported by the computed t-value for the independent variable, which was (8.397) and was statistically significant. Thus, each one-unit increase in core capacities is associated with a 54% increase in the characteristics of the learning organization, as confirmed by the previously mentioned F-value. Based on these results, the second primary hypothesis is accepted.

Conclusion and Recommendation
Conclusion
1. In the case of the learning organization, one of the important activities that can help to improve the characteristics of an organization is the development of core capabilities. In other words, organizations should focus on investing in the continuous education of their employees and creating the necessary base of general skills that would allow them to better react to the changes in the environment and in the technologies used.
2. Culture that supports learning and development is one of the most significant components that help in constructing the learning organization. Promoting innovation and knowledge sharing among people strengthens organizational productivity and the organization's capacity for opportunity and success.
3. Among the key factors that can impact the characteristics of a learning organization, leadership stands as a critical element that can provide resources to support education. Managers who understand the significance of knowledge as a resource and promote learning are the primary drivers of knowledge that help the organization fulfill its strategic goals.
4. The application of information and communication

technologies and knowledge management is one of the crucial competencies that help in the process of organisational learning. These tools enable an organization to gain access to information and share it appropriately, enabling the organization to be innovative and improve on its performance continuously.

5. Emphasis on learning and improvement within the organization as a way of making the organization stronger and better placed to handle crises also leads to improving the organization's capacity. Those organizations that have put emphasis on training the employees and enhancing their learning capabilities can easily respond to changes whenever they occur in the operating environment.

6. In developing the learning organization, it is crucial to understand that collaboration and strategic partnerships with other organizations, especially educational ones, play an important role in forming the key competencies of the learning organization. Such relations may open more learning and knowledge sharing points, for the further and continuous growth and development of the organization in a sustainable manner.

Recommendation

1. Thus, it is recommended that the researched university should ensure that it cultivates its core capabilities through training and other professional development exercises. This can be done by creating training divisions within the company and offering renumeration to the employees to attend educational classes and seminars.

2. Thus, the researched university should implement and enforce policies that will help strengthen the culture of learning support within the organization. This can be done by offering incentives for new ideas and creating time for knowledge-sharing meetings among the employees.

3. To provide for the leadership role in supporting the learning organization, leaders should dedicate a portion of their time and resources toward learning and development. They can also personally engage in leadership development programs to show their seriousness in this matter.

4. To apply ICT in the improvement of learning, the researched university should establish knowledge management tools and digital platforms for sharing information. Today's Learning Management Systems (LMS) and cloud applications can be used for storage and knowledge sharing.

5. To strengthen the universities preparedness in the management of crises, emergency plan and organizational learning programs aimed at the improvement of the employees ability to adapt to change, should be established. also, several disciplines' cooperation can be created for the development of adaptation strategies.

6. To promote collaboration and strategic partnerships, the researched university should seek opportunities to establish partnerships with educational institutions, universities, and research centers. Leveraging joint training programs and research projects can also expand learning and development horizons.

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