



## **Organizational Competence as a Mediating Variable in the Relationship Between Organizational Agility and Achieving Institutional Excellence: A Case Study of Private Egyptian Universities**

*By*

**Dr. Ibrahim Reda Ibrahim Helal**

Lecturer of Business Administration  
Faculty of Economics and Management  
6<sup>th</sup> of October University  
ibrahimredao6u@gmail.com

**Dr. Lubna Abu El-Ela Salem**

Lecturer of Business Administration  
Faculty of Economics and Management  
6<sup>th</sup> of October University  
lubnasalem9@gmail.com

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Private Egyptian Universities**

*Dr. Ibrahim Reda Ibrahim Helal and Dr. Lubna Abu El-Ela Salem*

**Abstract**

**Purpose** – This research examined the role of Organizational Agility (OG) dimensions (Compatibility, Implementation, Leadership capabilities, and Roles and Responsibilities) to achieve the Institutional Excellence (IE) through the mediating effect of Organizational Competence (OC) in private Egyptian universities.

**Design/methodology/approach** – This research relies on the descriptive analytical approach, A total of (318) valid responses were collected for data analysis.

**Findings** – The findings revealed that there is a positive relationship between organizational agility and institutional excellence in Egyptian private universities, and there is a significant effect of the organizational agility variable on the institutional excellence variable. There is a direct relationship between organizational competence and institutional excellence in Egyptian private universities, and there is a significant effect of the organizational competence variable on the institutional excellence variable.

**Practical implications** – This research offered several managerial recommendations. By considering Organizational Competence (OC) as a tool, adopting more strategies and methods that support organizational excellence, which ensures providing a positive atmosphere and organizational culture that motivates outstanding performance.

**Keywords:** Organizational Competence, Organizational Agility, Institutional Excellence, Private Universities, Higher Education.

## **1. Introduction**

The progress and development of nations are often measured by the educational level of their citizens, particularly through higher education, which serves as a foundation for intellectual growth and a driver of scientific and cognitive advancement in contemporary societies. As a result, countries prioritize investment in higher education due to its pivotal role in fostering innovation and development (Ahmadzadeh et al., 2023). University institutions are responsible for generating, transferring, and applying scientific and technological knowledge, reflecting their fundamental functions and responsibilities. These institutions aim to serve as hubs of knowledge, contributing to society through research and studies across diverse fields and disciplines. By applying the findings of such research, universities play a critical role in advancing both individuals and societies, helping them adapt to the demands of progress and globalization (Bzadoj, 2017).

Egyptian private universities strive to achieve institutional excellence by positioning their services and outputs at a distinguished level and by attracting top talent from leadership, faculty, and student bodies worldwide. Indicators of their progress are also measured by their success in equipping graduates to compete effectively in both local and global labor markets, addressing the demands of an evolving employment landscape. As institutions responsible for preparing successive generations, universities play a critical role in ensuring students are well-equipped across diverse fields. These graduates, in turn, are positioned to meet both their own aspirations and the needs of their communities, adapting to contemporary societal changes (Abd-Elhady, 2015).

This brings us to the inevitability of change and development, highlighting the need for modern approaches in managing higher education institutions according to a well-defined vision and policies aligned with the specific environmental conditions of each society. Such strategies are essential to enhancing the efficiency and effectiveness of the sector, thereby improving its capacity to produce graduates equipped with the cognitive, technical, and behavioral competencies necessary to compete globally (Bzadoj, 2017; Rubene et al., 2024).

The concept of organizational competence has gained substantial attention from researchers, practitioners, and human resources professionals due to its essential role in improving performance and empowering individuals within organizations. Organizational competence encompasses a combination of knowledge, attributes, and skills that individuals must possess to execute their tasks efficiently and effectively (Eriani et al., 2023).

Institutional excellence is a key pillar that organizations strive for in the face of ongoing pressures. The performance of any institution depends largely on the quality and efficiency of its human resources, as well as its ability to identify and capitalize on available opportunities to ensure survival and continuity. Organizational competencies are central to this process, serving as a foundation for long-term success. By fostering continuous improvement across various areas, these competencies enhance the institution's chances of thriving and achieving its goals (Al-Taweel and Al-Hawary, 2021).

The importance of organizational agility is highlighted in obtaining market information about all changes and developments occurring in it, and trying to analyze it in a way that enables it to confront and monitor the changes occurring in its work environment. The subsequent goal is to make sound strategic decisions that push it forward and help it achieve its strategic tasks (Ravichandran, 2018). Therefore, predicting and estimating strategic changes and developments is one of the most prominent goals of organizational agility, by which universities can confront any change that may occur in their work environment (Menon, & Suresh, 2021). They also become able to work in the environment with other universities according to the rules and foundations that they set or determine for that themselves. They become the makers of their future and enhance their strategic position. This study comes from the great importance that the research topic falls under, by linking organizational competence and organizational agility and achieving institutional excellence for private universities (Walter, 2021).

### **1.1. Research problem and significance**

In the twenty-first century, our university faces numerous challenges due to advanced technology, the communications revolution, and the flow of information. The focus has shifted from attracting local students to engaging a global student body, who can, with a single click, explore university offerings, compare options, enroll, study remotely, and even graduate electronically. The standard of excellence has also evolved. It is no longer measured by the number of graduates, but by the quality of those graduates—specifically, their applied skills and how well these align with the needs of the labor market. Additionally, local quality standards have been elevated to meet global benchmarks, driven by increasing competition. This competition between universities has become unavoidable, particularly in light of global university rankings, each with its own set of criteria and indicators (Seada et al., 2014).

Some studies have highlighted the lack of quality in Egyptian university education, noting that an increasing number of students are graduating in fields that the labor market does not require. These graduates often demonstrate lower levels of performance and efficiency than expected, due to the absence of both regional and international standards that should guide graduate education. Additionally, there is an overemphasis on quantity rather than quality in university programs. As a result, graduates of Egyptian universities—especially private institutions—lack competitiveness in global markets. This has led to a decline in their standing across various fields, as well as a growing oversupply of graduates relative to demand. Consequently, the global rankings of Egyptian private universities have dropped significantly (Mandour, 2014).

Developments in the field of education, particularly private universities, reflect many challenges, as the educational environment has become more sophisticated, complex and diverse (Mukerjee, 2014). All of this has made these universities search for a competitive advantage that enables them to survive, continue and succeed. In light of these changing circumstances and organizations' attempts to adapt to them, Agility has emerged as a concept, which is the ability to detect and respond to opportunities and threats easily, quickly and effectively (Cebrián, Junyent, & Mulà, 2020).

Administrative style and modern approach Strategic agility is the restructuring of private universities in a manner that is consistent with the environment in which they operate, through initiative and leadership, meeting the needs of beneficiaries, adhering to strategic visions, and enabling universities to remain competitive by adapting flexibly to creative ideas (Rizki et al. 2023). Organizational excellence has become the focus of researchers in light of the globalization and openness witnessed by the twenty-first century, because the age of knowledge has imposed new human resources characterized by excellence and multiple knowledge (Qtairi and Alshoraty, 2022).

This is particularly evident in the international university rankings, such as the Shanghai Jiao Tong University ranking (THES QS) and the Times Higher Education World University Rankings, where Egyptian public and private universities are notably absent from top positions. Egyptian universities also rank lower on the Webometrics Ranking of World Universities, which evaluates institutions based on various local and global indicators. These rankings reveal insights into the current status and performance of Egyptian universities, as detailed in the following table (UniversitiesEgypt, 2024; Webometrics, 2024):

**Table (1).** Ranking of Egyptian private universities according to Webometrics indicators, 2024

No	Private Universities	Ranking		Excellence Rank
		Local	Global	
1	American University in Cairo	5	1010	1581
2	AASTMT	16	1768	1599
3	British University in Egypt	21	2271	1782
4	German University in Cairo	23	2717	2809
5	MSA	26	3145	2922
6	Delta University for Sci & Tech	29	3327	1972
7	Nile University	31	3455	2753
8	MISR University for Sci & Tech	32	3491	3183
9	October 6 University	34	3812	3424
10	Badr University in Cairo	35	3885	2497
11	Pharos University in Alexandria	36	3920	3593
12	Ahram Canadian University	46	4838	3872
13	New Giza University	51	5712	4643
14	Future University	54	7315	1073
15	Senghor University	63	11965	7505
16	Egyptian Chinese University	67	17300	7505

Source: Prepared by the researchers according to Webometrics indicators, 2024

Table (1) highlights the delay in the global ranking of websites of Egyptian private universities compared to international institutions. Egyptian private universities are notably absent from the top 1,138 international positions, with the exception of Cairo University—a public University—which ranks first locally and (529) globally. Following Cairo University, 16 Egyptian private universities are positioned between (5 - 67) locally, but between 1,010th and 17,300th globally. Misr University for Science and Technology ranks (32) locally and (3,491) globally, followed by October 6 University, which ranks (34) locally and (3,812) globally. Pharos University in Alexandria is positioned (36) locally and also (3,812) globally, while Senghor University ranks (63) locally and (11,965) globally.

Private universities in Egypt are relatively new compared to other public universities. According to the latest Webometrics classification, these universities occupy the positions outlined above. To advance and improve the administrative and educational processes in private universities, it is essential to adopt modern approaches to change. One such approach that has gained significant acceptance and interest is organizational agility. This method enables universities to anticipate and respond effectively to both expected and unexpected changes in their environment, turning these changes into opportunities for growth. Organizational agility enhances a university's ability to adapt and thrive in an ever-evolving and competitive landscape. Numerous studies have highlighted the importance of adopting organizational agility in universities, as it facilitates adaptation to modern administrative methods and helps institutions address challenges, remain competitive, and ensure long-term survival. (Mansour, 2020) demonstrated that organizational agility improves administrative performance in universities, equipping them with the capability to face future challenges and resolve emerging problems. Similarly, (Al-Ansari, 2021) emphasized that organizational agility is no longer optional but a critical requirement for universities to respond swiftly to environmental demands and changes.

From the above, it can be said that the principles and rules of organizational and functional competencies place private universities, and all the cadres of public employees in them, in search of a deeper philosophy and a more comprehensive vision, based on choosing the merit and efficiency of employees, which guarantees their excellence and obtaining the desired growth, and reaching the strategic success that enables the university to reach its goals by facing challenges and responsibilities of a nature that derives its features from its environment with all that it means in terms of challenges, in addition to possessing the skills of being able to find standards of efficiency and merit to practice jobs at various administrative levels in private universities.

**Based on the above, the following questions can be formulated to achieve the research objectives:**

- Q1.** What is the extent of organizational agility (OA) effect on organizational competence (OC) in Egyptian private universities?
- Q2.** What is the extent of organizational competence (OC) effect on institutional excellence (IE) in Egyptian private universities?
- Q3.** To what level does organizational competence (OC) mediate between Organizational Agility (OA) and Institutional Excellence (IE) in Egyptian private universities?

## 1.2. **Research objectives**

In line with the research questions, the current research seeks to achieve a set of objectives represented in the following:

- O1.** Discovering the impact of organizational agility (OA) on organizational competence (OC) in Egyptian private universities.
- O2.** Discovering the impact of organizational competence (OC) on institutional excellence (IE) in Egyptian private universities.
- O3.** Identifying the mediate level of organizational competence between Organizational Agility (OA) and Institutional Excellence (IE) in Egyptian private universities.

## **2. Theoretical background and hypothesis development**

The study of Nafei, (2016), investigated the types of organizational agility (sensing agility, decision-making agility and acting agility) and its role in promoting institutional excellence. The study found that organizational agility factors have an impact on institutional excellence, which support the view that organizational agility and institutional excellence are related constructs.

The study of Al-Azzam et al. (2017), examined the effect of strategic agility as a moderator of this relationship between intellectual capital and organizational excellence. study found indicate that intellectual capital and its dimensions, human capital, structural capital, and relational capital have a significant impact on strategic agility as well as organizational excellence, which consistent with the study of Khaled et al. (2024).

The study of Ravichandran, (2018), and Alkim, (2020), ElFeky et al. (2023), explored the relationship between organizational excellence and managerial competencies. They found a highly statistically significant positive correlation between cumulative organizational excellence and cumulative managerial competencies.

The study of Menon and Suresh (2020) found that the most important factors affecting organizational agility are the ability to sense the environment, organizational structure, adoption of information and communication technology, organizational learning, human resource strategies, leadership, empowerment, and readiness for change.



The study of Kandeel, (2020), identified the relationship between competency and organization excellence. Design of survey was conducted by using quantitative method based on stratified and random sampling. they found that competence has significant positive relationship with the organization excellence which means that lower leader should have high level of competency and skill in management to give the best services for community.

The study Al-Ansari (2021) aimed to identify the degree to which academic leaders in Saudi universities practice the dimensions of organizational agility, represented by the agility of using technology, the agility of making effective decisions, and the agility of empowerment. The study concluded that the degree to which academic leaders in Saudi universities practice the agility of using technology is high, while the degree to which academic leaders in Saudi universities practice the agility of making effective decisions and the agility of empowerment was high. There are no statistically significant differences between the average responses of the study sample members regarding the practice of the dimensions of organizational agility attributed to the university variable.

The study of Nethavhani, (2022), uses correlational study to determine, explore and explain the relationship between organizational agility and organizational performance. The study findings agreed with the study of Abdul Rahman (2022), that there is a strong relationship (effect) between organizational agility and organizational performance in terms of customer satisfaction, agile organizations tend to have high level of customer satisfaction. On the other hand, the research also finds that there is no relationship (effect) between organizational agility and organizational performance in terms of employee satisfaction.

The study of Shaheen (2023) also aimed to identify the reality of organizational agility in its dimensions of agility sensing, adaptation to the environment, strategic sensitivity, flexibility and speed, and exploitation of opportunities and their impact on the excellence of Palestinian universities in the Hebron Governorate. Its results showed that the reality of applying agility in universities in the Hebron Governorate came to a large degree, and the most influential dimensions of organizational agility on institutional excellence in Palestinian universities are flexibility, speed, and exploitation of opportunities, while the dimensions of agility sensing, adaptation to the environment, and strategic sensitivity have no impact on institutional excellence. The level of institutional excellence of Palestinian universities in the Hebron Governorate also reached an average degree.

The study of Mohamed and Marzouk (2024), investigated the impact of organizational agility in its three dimensions (sensing agility, decision-making agility, and practice agility) on organizational effectiveness. results of the study are consistent with the study of Kharabe et al. (2013) that showed a positive moral effect of organizational agility in all its dimensions on organizational effectiveness.

The study of Khaled et al. (2024), identified the impact of organizational agility in its dimensions on institutional excellence. he concluded that the senior management's endeavor to involve employees in making decisions to create a spirit of creativity and innovation among them helps to achieve institutional excellence.

The study of Al Darwish, (2024), tested the impact of several strategic agility determinants on achieving organizational excellence. He concluded that there is a significant impact of strategic agility determinants on organizational excellence. consistent with Radwan, (2014), the most influential strategic agility determinants on organizational excellence are clarity of vision; then implementation of work and activities.

The previous studies clearly demonstrate that organizational agility encompasses various dimensions. Shaheen (2023) identified several key dimensions of organizational agility, including sensing agility, environmental adaptation, strategic sensitivity, flexibility and speed, and opportunity exploitation. In contrast, Al-Ansari (2021) focused on other dimensions, such as technology use agility, effective decision-making agility, and empowerment agility. This research, however, addresses three specific dimensions of organizational agility (compatibility, implementation, and leadership capabilities, including roles and responsibilities). By applying these dimensions in private universities, institutions can align their strategies with their vision, prioritize objectives, and determine effective responses to the challenges and changes they encounter. This enables universities to adapt, capitalize on opportunities, and invest in them, ultimately advancing their operations and striving to achieve higher levels of effectiveness and efficiency. Such efforts contribute to increased competitiveness and ensure that the university attains its goal of institutional excellence.

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Based on the previous studies, the researchers developed the following hypotheses:

- H1.** There is a significant positive effect of organizational agility (OA) on organizational competence (OC) in Egyptian private universities.
- H2.** There is a significant positive effect of Organizational Agility (OA) on institutional excellence (IE) in Egyptian private universities.
- H3.** There is a significant positive effect of organizational agility (OA) on institutional excellence (IE) in the presence of organizational competence (OC) as a mediating variable in Egyptian private universities.

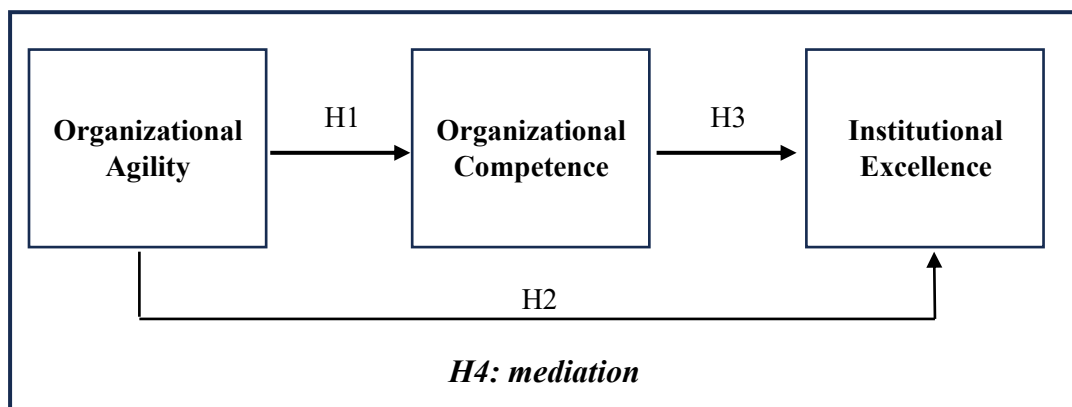


Figure (1). Proposed Research Model  
Prepared by researchers

## 2.1. Organizational Competence

### 2.1.1. Organizational Competence Concept

The concept of competence is a complex concept, as the meaning of the concept can be used in different ways by many people. Competencies are “a set of skills that academics and administrators in educational institutions must have, which requires them to have this distinguished competence, which is an essential and important concept as a basic pillar in improving the overall performance of the educational institutions concerned (private universities) (Varona et al., 2020).

The concept of organizational competence in educational institutions refers to the complete characteristic of the individuals working in it, including teachers, administrators and users, which leads to effective or distinguished educational performance. It is a number of elements related to administrative and technical efficiency and discipline in performing work (Cebrián, Junyent, & Mulà, 2020). This concept has behavioral dimensions that lie behind distinguished educational performance. It expresses the sum of characteristics, traits, qualities, personal, scientific and practical qualifications represented by skills, knowledge, mental patterns, latent motives and behavior that lead to effective performance in the educational function, and enable the individual to achieve extraordinary and standard performance rates that exceed normal rates. The individual can use them to achieve successful performance in educational institutions (Arnéguy, Ohana, & Stinglhamber, 2020).

The researchers believe that organizational competence can define as the ability of an organization to use its resources effectively to achieve its goals. This involves optimizing processes, systems, and people to achieve maximum output with minimum input. Organizational efficiency is critical to the success of any organization because it directly impacts productivity, effectiveness, and profitability.

### **2.1.2.Types of Organizational Competencies**

With regard to the types of competencies, there are many classifications for them, and we are interested in classification through individual competencies and collective competencies that contribute to developing efficiency within the organization and as they vary with the needs of society, and as we mentioned previously, they are not static or absolute, but rather derive their dynamism from the level of development and growth of the society in which they are formed. However, several types of competencies have been distinguished, which are:

- 2.1.2.1. **Individual and collective competencies:** Individual competence indicates acceptable practical skills, and acceptance is given in the professional environment through several technical and technological methods. While collective competence is what determines the strength or weakness of the institution in the field of institutional competitiveness and the source of its evaluation of society through their selection of the most efficient resource.

- 2.1.2.2. **Special or qualitative competence:** It is related to a specific cognitive, skill or emotional field, and it is special because it is related to a specific type of tasks that fall within the framework of departments within the institution, as the specialization of each department in a specific field requires employees to have special competencies related to the type of work assigned to them (Fedulova et al., 2017).
- 2.1.2.3. **Extended or transversal competence:** Extended or transversal competences represents common mental and procedural methodological steps between the various information resources, which are targeted for acquisition and employment during the process of creating the desired knowledge and skills (Rubene et al., 2024).
- 2.1.2.4. **Strategic competencies:** The strategic competencies of the organization are not only related to human resources, because the individual's competence is formed through the sum of individual qualities, while competencies as the ability to work effectively are not related to one individual, but rather are based on mechanisms of cooperation within the establishment of mutual influence relationships (Torres, & Augusto, 2017).

### 2.1.3. **Dimensions of Organizational Competencies**

Many researchers have pointed to a set of dimensions of implicit competencies adopted by technical efficiency, human and technical relations, and the justifications for the current research relied on the competencies mentioned in the study as follows (Zolfaghari et al., 2024):

- 2.1.3.1. **Performance Efficiency:** Performance is of importance in empowering employees because achieving balance in rewarding performance is the primary goal, as it is achieved based on a set of positive factors that subordinates sense in their dealings with management when evaluating performance (Hamann et al., 2013). It can lead to positive results in which leaders take important and rapid steps towards achieved feel reassured and that the final evaluation will not be at the expense of the rights and entitlements of others (Hamann, & Schiemann, 2021).
- 2.1.3.2. **Communication Efficiency:** (Martinez, & Hurtado, 2018) mentioned that the importance of communication lies in its relationship with the axis of efficiency, which is closely related to communication and contact between members of the organization, and to building effective communication efficiency. it also includes the fluidity of information

movement from top to bottom, clarity of communication methods within the organization, the existence of an encouraging climate for participation and open communication, and support and support of the organization's leadership for communication systems (Martinez, & Hurtado, 2018). The ability to achieve communication and pass on ideas, experiences and feelings all lead to the development of the human element.

- 2.1.3.3. **Efficient use of available resources:** Efficiency here refers in the explicit sense to determining the goals of the ratio of outputs to inputs, as the organization must achieve the specified goals with the available resources, which requires managing them effectively and the ability to succeed in achieving the goals, so that the cost is low compared to the returns of the outputs. This dimension represents the point of view of the enablers in the organization, as it is concerned with the input aspect in evaluating the efficiency of organizations (Papetti et al., 2019).

## 2.2. **Organizational Agility**

### 2.2.1. **Organizational Agility Concept**

While organizational Agility has been studied for the last few decades and many attempts have been made to define agility in the business organizations. However, most definitions focused on separate functional areas of the businesses.

As literature review reveals, organizational agility has its roots in manufacturing context. It was defined as a manufacturing system which is able to meet the needs of a changing marketplace, shifts quickly between products, in real time in order to adapt to changing customer needs (Attafar et al., 2012). agility characterized as an ability to reconfigure manufacturing system in order to respond to unpredictable changes in the market (Žitkienė, & Deksnys, 2018).

Agility is an effective means aimed at assisting management in verifying the implementation of administrative policies that ensure the protection of assets and ensuring the accuracy of the data contained in accounting books and records, aiming to obtain the greatest production efficiency (Höge, 2011).

Organizational Agility is the organization's ability to anticipate, prepare and respond to gradual change and sudden disturbances in order to survive and thrive, and it goes beyond risk management towards a more comprehensive vision of business health and success. A resilient organization is an organization that not only continues in the long term, but also thrives and demonstrates its readiness for the future (Harraf, 2015).

In light of what has been presented, the researchers believe that organizational Agility can be defined as the organization's ability to deal with situations of uncertainty, and direct the organization's operations in a way that enables it to mobilize and adapt its resources towards rapid adaptation and response to emergency changes, in order to confront the fluctuations and sudden and unexpected events that the organization faces, and to return to the balance and correct path of the organization when exposed to those fluctuations and crises.

### **2.2.2. Organizational Agility Importance**

In order to achieve organizational Agility, it is necessary to understand the nature of the organization so that its resources can be mobilized in new directions capable of responding quickly, as the organization's ability to successfully adapt to internal and external environmental changes is one of the most important pillars of organizational Agility, as the importance of organizational Agility, according to (Dibrell, 2007), lies in the following points:

- Organizational Agility is a condition for increasing the organization's ability to confront important and rapid environmental changes efficiently and effectively and enables it to manage its activities under these circumstances.
- Organizational Agility works to maintain the effectiveness of the organization by developing strategies that adapt to changes in the work environment to confront expected difficulties.
- Organizational Agility enhances the organization's ability and capacity to respond to urgent changes.
- The rigidity of the planning process can cause disruptions to the organization on the medium or long term, and therefore organizational Agility works to give organizations the characteristic of compliance to overcome rigidity, which helps them compete.
- Agile conscious Leadership with ideas is characterized by renewal and always tends towards innovation and creativity, as it adopts change as an approach, which is reflected in the efficiency of its productivity and its quality.
- Organizational Agility contributes to developing the skills necessary to diversify the work culture in the organization, as it works to modify the procedures and regulations in the organization according to the variables of the internal and external environment.
- Organizational Agility in the planning process is an important source for keeping pace with the strategic plans of the environment within the context of contemporary dynamic changes (social, economic, technological and technical), which requires that the plans be compatible with that development so that the organization can obtain some competitive advantages.

### 2.2.3. Organizational Agility Dimensions

After reviewing many previous studies and literature, the researchers found that most studies that addressed the topic of organizational Agility focused on certain dimensions in their study, but the researchers will adopt in this study some other dimensions that he believes have a vital impact and an effective role in achieving the institutional excellence. These dimensions are as follows (Nafei, 2016):

- 2.2.3.1. **Compatibility:** Most studies of organizational behavior have confirmed that one of the most important causes of job satisfaction is the compatibility of individuals' values with the values of organizations, as the individual works in a stimulating environment that raises his morale and its effects are reflected in his performance and work in general. Hence the importance of organizations seeking to achieve value compatibility between the values of the individual and the values of the organization, because achieving this compatibility within an integrated framework reduces the chances of value conflict and contributes to a high degree to achieving the desired goals (Presbitero, Roxas, & Chadee, 2016).
- 2.2.3.2. **Implementation:** It is the practical achievement or procedure of an idea, plan, model or policy, and its fields are multiple. When the worker is aware of his goals in organizational life and how the future vision gives his life purpose and meaning, his implementation becomes his mark in life, and he can balance the roles he plays in life (Gajda, 2019).
- 2.2.3.3. **Roles and Responsibilities:** Roles and their alignment are among the most important activities that a person can perform to achieve his organizational goals, as they are a means to achieve those goals. Each role that is defined is a unique value that the individual is expected to provide in pursuit of those goals, which in turn reduces organizational friction (Gil-Garcia et al., 2019; McBreen, Silson, & Bedford, 2022).
- 2.2.3.4. **Leadership capabilities:** are a set of correct actions, decisions and behaviors taken by the leader that led to positive results. These matters stem from a personal talent refined by the experience gained by the leader through practical practice. Building leadership capabilities opens the door to effective leadership and helps managers improve their capabilities to enhance trust among all stakeholders "employees in the organization and society.



In light of what was presented above, compatibility, implementation, prioritization, roles and responsibilities, interaction and synergy, and leadership capabilities are essential factors in the effectiveness of organizational agility, and adopting them will enhance the organization's capacity and Agility, and from another perspective, increase the ability of organizations to adapt to threats inside and outside the organization.

### **2.3. Institutional Excellence**

#### **2.3.1. Institutional Excellence Concept**

Institutional excellence is defined as the organization's continuous pursuit of competitive advantage through a strategic plan, provision of adequate resources, effective performance management, and adoption of creative ideas. It is also the extent of the institution's ability to meet the needs of the institution's beneficiaries and their complete satisfaction with the product (Alsuwaidi, 2023; bin Abdullah, 2022).

It also means challenging the situation and making change by taking advantage of learning in the processes of creativity and development, and institutional excellence is a process through which institutions seek to exploit the opportunities available to them, which are preceded by planning and keenness on performance, as institutional excellence leads to high quality in products and services, increased productivity rates, lower performance costs, and reduced costs of preventing errors and defects, waste, and re-working (Alshammari, & Almutairi, 2024).

The researchers believe that the concept of institutional excellence is linked to several aspects. The first is that excellence means achieving accuracy and mastery through continuous improvement with the aim of forming a philosophy about work, people and human relations. The second is that excellence is viewed as a type of individual performance that is only achieved under specific circumstances. The third is that quality means the ability to change and develop individuals continuously, and add new values to their knowledge and individual growth. The fourth is that excellence is the ability to determine the material aspect. The fifth is that excellence is something that suits a product or service, especially when this purpose or product is determined.

#### **2.3.2. Institutional Excellence Determinants**

Institutional excellence depends on several factors and determinants, Writers and researchers have agreed on a set of institutional excellence determinants, including (Feng, 2020):

- 2.3.2.1. **Leadership:** (Karam, & Kitana, 2020) showed that Leadership is the process of influence that the manager performs on his subordinates to convince them and urge them to contribute effectively with their efforts in performing the cooperative activity. This means that leadership focuses on the strength of the leader's influence on his subordinates.
- 2.3.2.2. **Administrative practices:** These refer to some behaviors, these practices are as follows (Mukhlif, 2023):
- Goals and vision: refers to the extent to which the institution works to determine its priorities and goals that must be achieved.
  - Culture: refers to the extent to which the institution's management encourages the prevalence of an atmosphere of love and familiarity, and encourages interaction based on respect and appreciation for others.
  - Intellectual/cognitive simulation: refers to the extent to which the institution's management encourages employees to realize what they are trying to achieve.
  - Personal support: They clarify the extent to which the institution provides moral support to employees.
  - Performance expectations: They refer to the extent to which the institution has high expectations towards employees.
- 2.3.2.3. **Corporate culture:** It is a system of values, standards, beliefs, traditions and cultural rituals that prevail in the organization, are protected by the working individuals, and influence their behavior. Achieving institutional excellence requires the culture to be compatible and harmonious with the strategy, environment and technology (Qawasmeh, Darqal, & Qawasmeh, 2013; Malagas et al., 2022).
- 2.3.2.4. **Human Resources:** The human element is the real resource of any organization in society, and other resources are only supporting factors. (Shehadeh, 2024). The human element is considered a source of excellence and a basis for creating value, especially in light of the rapid and influential changes that have become the basic advantage of the business environment, where human resources have become at the forefront in meeting these challenges (Alyami, & Alotaibi, 2022).
- 2.3.2.5. **Knowledge Management:** Knowledge management also helps in achieving excellence by transforming and transferring experiences and

good practices across functional units to avoid unhelpful practices, and helping them choose and perform operations that contribute to the quality of decision-making (Shehadeh, 2024).

- 2.3.2.6. Organizational Demography:** (Darmanto et al., 2017) have shown that the Organizational Demography is the whole that includes some demographic variables such as: age, ethnic origins, gender, number of years of experience, and level of education that affects the level of performance of both the individual and the institution in which he works.
- 2.3.2.7. The nature of the organizational structure in the institution:** (Elsakaan et al., 2021) show that the organizational structure refers to the framework through which the formal relationships between individuals and the powers and responsibilities of each individual in the institution are determined.
- 2.3.2.8. Information Technology:** The use of information technology in work has become one of the basic components for the success of administrative organizations. Global changes and transformations in business performance push organizations to search for work methods that keep pace with these challenges and maintain their survival and continuity (Wei, Xu, & Liu, 2022).

### **3. Research methodological framework**

#### **3.1. Research methodology**

This study relies on the descriptive analytical approach, through conducting a desk survey and reviewing theoretical and field studies and research with the aim of crystallizing the foundations and starting points on which the theoretical framework is based, and identifying the most important previous studies related to the current study. As for the analytical approach, a field survey was conducted and data was collected using a survey, and all data collected were analyzed using appropriate statistical methods. The online questionnaire was designed using Google Forms and distributed to staff, faculty and support staff in the private universities sampled for the study. All participants were recruited through an online questionnaire posted in online groups on social media platforms such as Facebook and WhatsApp of the faculties within these universities.

#### **3.2. Research population and sample**

##### **3.2.1. Research population:**

The research population includes all employees in all departments, faculty members and their assistants in Egyptian private universities,

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which number (27) private universities, as the number of employees, faculty members and their assistants in Egyptian private universities reached (17107) according to the statistical report of the Ministry of Higher Education and Scientific Research, and statistics obtained from the Supreme Council of Private Universities, and data obtained from the National Social Insurance Authority for insured individuals, the annual bulletin of members of higher education 2022/2023, data stated by some private universities.

**3.2.2. Research sample:**

Due to the large size of the community and the time and cost factor, the researchers will limit to some Egyptian private universities from which primary data will be collected to include private universities in Greater Cairo and the regions, for Greater Cairo (October 6 University, Misr University for Science and Technology), and for the regions (Senghor University, Pharos University).

**3.2.3. Data Collection:**

A total of (318) valid responses were collected for data analysis. The sample size was acceptable given, and the number of responses should not be less than 120 (20 samples for each variable) for structure and factor analysis (Stevens, 2009). (8) questionnaires were excluded due to incomplete data for some and lack of confidence in the answers of others. Therefore, the valid and valid questionnaires for statistical analysis amounted to 310 questionnaires from the sample of faculty members, their assistants, and employees at administrative levels in the private universities under study.

**Table (2).** List of the names of the universities, the number of employees, the number of teaching staff and the auxiliary staff in the private universities

<b>N</b>	<b>University name</b>	<b>Teaching and auxiliary staff number</b>	<b>Employees and administrator's number</b>
<b>1</b>	October 6 University	788	1311
<b>2</b>	Misr University for Science and Technology	1045	1754
<b>3</b>	Senghor University	427	595
<b>4</b>	Pharos University	514	671

<b>Total</b>	<b>2774</b>	<b>4331</b>
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Source: Prepared by the researchers

**3.2.4. Sample size:**

The following equation can be relied upon to determine the sample size, as due to the large size of the community and the difficulty of a comprehensive survey to study all the components of the study community, and due to time and cost constraints, the researcher decided to rely on the sampling method according to the following equation in the case of the knowledge of the research community and the knowledge of the percentage of availability of the characteristic under study as follows:

$$n = \frac{N * (Z)^2 (\sigma)^2}{N * (e)^2 + (\sigma * Z)^2}$$

Sample size of employees, faculty and support staff

$$n = \frac{7105 \times 1.96^2 \times 0.5^2}{7150 \times 0.05^2 + (1.96 \times 0.5)^2} = 364 \text{ individuals}$$

Sample size according to the number of employees, faculty members and auxiliary staff at the universities studied, as follows:

**Table (3).** Sample size distribution of employees, faculty members and their assistants in the private universities under study

<b>University name</b>	<b>Teaching and auxiliary staff number</b>	<b>Percentage</b>	<b>Employees and administrator's number</b>	<b>Percentage</b>
October 6 University	788	28.4%	1311	30.3%
Misr University for Science and Technology	1045	37.7%	1754	40.5%
Senghor University	427	15.4%	595	13.7%
Pharos University	514	18.5%	671	15.5%
<b>Total</b>	<b>2774</b>	<b>100%</b>	<b>4331</b>	<b>100%</b>

Source: Prepared by the researchers

To draw the study sample, the total number of faculty members and employees at all administrative levels in the private universities surveyed was distributed according to the proportional allocation rule for the size of the class and using stratified random sampling procedures to represent each of the private universities surveyed, as shown in the following table:

**Table (4).** Number of sample items of workers, faculty members and their assistants in the private universities under study

University name	Teaching and auxiliary staff number	Employees and administrator's number	Total	Percentage
October 6 University	788	1311	<b>2099</b>	30%
Misr University for Science and Technology	1045	1754	<b>2799</b>	39%
Senghor University	427	595	<b>1022</b>	14%
Pharos University	514	671	<b>1185</b>	17%
<b>Total</b>	<b>2774</b>	<b>4331</b>	<b>7105</b>	<b>100%</b>
<b>% of total</b>	39%	61%	100%	
<b>Number of sample individuals</b>	142	222	364	

Source: Prepared by the researchers

**Table (5).** Sample size distribution of employees, faculty members and their assistants in the private universities under study

University name	Teaching, auxiliary staff number	%	N. sample	Employees, administrator's number	%	N. sample
October 6 University	788	28.4%	40	1311	30.3%	67
Misr University for Science and Technology	1045	37.7%	54	1754	40.5%	90
Senghor University	427	15.4%	22	595	13.7%	30
Pharos University	514	18.5%	26	671	15.5%	35
<b>Total</b>	<b>2774</b>	<b>100%</b>	142	<b>4331</b>	<b>100%</b>	222

Source: Prepared by the researchers

### 3.3. Measurement scales

The questionnaire was developed after reviewing the literature and previous references, with the aim of identifying relevant measures in the context of organizational agility dimensions. The questionnaire was divided into four sections: the first section refers to the dimensions of organizational agility, the second section is about “organizational competence”, the third section refers to institutional excellence and finally in the last section, we collect demographic data. Validated scales from the literature were used to measure the constructs of organizational agility, which cover six dimensions: alignment, execution, prioritization, roles and responsibilities, interaction and synergy, and leadership capabilities (Presbitero, Roxas, & Chadee, 2016; Naghavi, Azar, & Asadi, 2023; Boak, & Crabbe, 2019). Organizational competence and organizational excellence were measured (Zolfaghari et al., 2024; Martinez, & Hurtado, 2018; Feng, 2020), using well-known and validated scales. A detailed list of items is provided in the following table. Furthermore, the researcher used a five-point Likert-type response format, with 1.5 “strongly disagree” and 5.5 “strongly agree” for all items to measure the three variables.

### 3.4. Reliability Test Results

Cronbach's alpha coefficient was used to verify the internal consistency of the questionnaire and the consistency between the questionnaire items. Obtaining an alpha > 0.70 is considered appropriate in administrative sciences. Table (6) below shows the results of the reliability tool for this study:

**Table (6).** Cronbach's alpha coefficient of research variables

	Variables	Number /phrases	Cronbach Alpha	Reliability Coefficient
<b>Organizational Agility</b>	Compatibility	7	.809	0.899
	Implementation	5	.895	0.946
	Leadership capabilities	5	.807	0.898
	Roles and Responsibilities	6	.883	0.940
	<b>Total</b>	23	.857	0.926
<b>Organizational Competence</b>	Performance Efficiency	6	.738	0.859
	Communication Efficiency	7	.814	0.902
	Efficient use of available resources	6	.691	0.831
	<b>Total</b>	19	.795	0.892
<b>Institutional Excellence</b>	Operations Management	7	.901	0.949
	Human Resources	5	.711	0.843
	Policies and Strategies	6	.622	0.789
	<b>Total</b>	18	.891	0.944

<b>Overall</b>	60	.941	0.970
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Source: Prepared by researchers using SPSS

The reliability of the study questionnaire was verified through the Cronbach Alpha coefficient. It was found that the value of the Cronbach Alpha coefficient was high for the variable of "organizational agility", reaching (0.857), while it reached (0.795) for the variable of "organizational competence", and it was also high for the variable of "institutional excellence", reaching (0.891). The value of the Cronbach's Alpha coefficient for the total score of the questionnaire was (0.941), which is also a high value, indicating that the study tool has a high degree of stability. And it was reflected in the level of reliability Coefficient, which ranged between (0.940-0789), which means that the value of alpha exceeded 70%, meaning that it has high reliability.

### 3.5. Data analysis findings

The following table shows the values of the arithmetic mean, standard deviation, and coefficient of variation for the study variables. And the table also shows Cronbach's alpha for all research constructs and a reliability measure for item identification, which, when removed, would enhance the overall reliability of the measurement instrument. It is essential to know whether all the data effectively measure a factor.

#### 3.5.1. Analysis of organizational agility

**Table (7).** Analysis of the dimensions of the organizational agility variable

Dimensions	Mean	St. deviation	Significance	T-test	value
Compatibility	3.93	0.98	High	78.6	4
Implementation	4.25	0.76	High	85.0	1
Leadership capabilities	4.09	0.93	High	81.8	3
Roles and Responsibilities	4.16	0.77	High	83.2	2
Overall	4.10	0.84	High	82.15	

Source: Prepared by researchers using SPSS

It is clear from the above table No. (7), the mean of the dimensions of the organizational agility. The results showed that the mean of these variables ranged between (3.93-4.25) with a total of (4.10) on the five-point Likert scale, which indicates a high level of organizational agility. Results showed that the implementation dimension had the highest mean ranked first with a mean of



(4.25), while the compatibility dimension had the lowest mean and ranked third with (3.93), It is also evident that the level of organizational agility in general was high.

The low dispersion in the responses of the sample members regarding that field in its various dimensions is also evident, and the value of the standard deviations ranged between (0.76-0.98), where the standard deviation of the variable was (0.84), which reflects the convergence in the views of the respondents regarding that variable.

**Table (8).** Analysis of the dimensions of the organizational competence variable

Dimensions	Mean	St. deviation	Significance	T-test	value
Performance Efficiency	4.01	0.87	High	80.2	2
Communication Efficiency	3.68	0.80	High	77.2	3
Efficient use of available resources	4.10	0.77	High	82.0	1
Overall	3.93	0.81	High	79.2	

Source: Prepared by researchers using SPSS

Table (8) represents the values of the mean of the dimensions of the organizational competence variable, where the results showed that the mean of these variables ranged between (3.68-4.10) with an overall average of (3.93) on the five-point Likert scale, which indicates a high level of organizational efficiency.

The low dispersion in the responses of the sample members on this field in its various dimensions is also evident, and the standard deviations ranged between (0.77-0.87), which reflects the convergence of the respondents' views on this variable. It is also evident that the reality of organizational competence in general came at a high degree.

**Table (9).** Analysis of the dimensions of the Institutional Excellence variable

Dimensions	Mean	St. deviation	Significance	T-test	value
Operations Management	3.88	0.88	High	78.0	2
Human Resources	4.05	0.87	High	81.0	1
Policies and Strategies	3.82	0.95	High	76.4	3
Overall	3.91	0.90	High	75.6	

Source: Prepared by researchers using SPSS

By reviewing the responses in the previous table No. (9), which is specific to the institutional excellence variable, it is clear that the mean for all dimensions of the variable ranged between (3.82-4.05), according to the five-point (Likert)

scale, and the low dispersion is also evident, and the standard deviations ranged between (0.87-0.95), which reflects the convergence of the respondents' views on that field. It is also clear that the level of institutional excellence in general came at a high degree, as the mean for the field reached (3.91).

Researchers attribute this to the keenness of private university administrations to establish a foundation of high-quality education by adopting distinguished administrative and educational methods and keeping pace with surrounding changes and developments. This is also reinforced by the efforts of many university administrations to achieve the standards of the quality and accreditation system by achieving excellence, in addition to the enrollment of employees and faculty members in many courses that aim to develop their technical and administrative competencies; which is positively reflected in the level of institutional excellence in all areas of university work.

**3.5.2. Hypothesis testing**

In order to test the three hypotheses of the study, a simple linear regression analysis was conducted. The ( $R^2$ ) coefficient of determination was used to determine the significance of the model as a whole. The correlation coefficient (R) was also relied upon to determine the ability of the model as a whole to explain the relationship between the independent variables and the dependent variables. As for the regression coefficient (Beta), it was used to determine the expected change in the dependent variable due to the change in one unit of the independent variable.

**3.5.2.1. Testing the first hypothesis:** "There is a significant positive effect of organizational agility (OA) on organizational competence (OC) in Egyptian private universities"

**Table (10).** Results of the first hypotheses

Variables	Regression Coefficient (Beta)	Correlation Coefficient (R)	Determination Coefficient ( $R^2$ )
Compatibility	0.419*	0.689	0.475
Implementation	0.421*	0.791	0.626
Leadership capabilities	0.451*	0.657	0.432
Roles and Responsibilities	0.391*	0.775	0.601
(R)	0.728		
( $R^2$ )	0.534		
F- Value	391.05		

(Sig.)	0.000
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Source: Prepared by researchers using SPSS

The multiple regression analysis was applied in order to verify the impact of the dimensions of organizational agility on the overall predictive competence, and the results shown in Table (10) revealed that the value of (F) for the full model reached (391.05), and the value of the probability significance reached (0.000), indicating the significance of the model as a whole. The value of the coefficient of determination ( $R^2$ ) reached (0.534), indicating that (53.4%) of the organizational competence is due to the availability of organizational agility in universities, and the rest is due to other variables. The value of the correlation coefficient for the model reached (0.728), indicating the existence of a direct relationship, and the value of the coefficient of dimensions reached (0.419-0.421-0.451-0.391). From the above, the first hypothesis can be accepted.

The researchers attribute the reason for this to the actual practices of organizational agility by the management of private universities, which contributed to raising the level of organizational competence; which is consistent with the hypothesis that acknowledges the existence of a positive effect of organizational agility on organizational competence.

3.5.2.2. **Testing the second hypothesis:** "There is a significant positive effect of Organizational Agility (OA) on institutional excellence (IE) in Egyptian private universities"

**Table (11).** Results of the second hypotheses

Variables	Regression Coefficient (Beta)	Correlation Coefficient (R)	Determination Coefficient ( $R^2$ )
Compatibility	0.604*	0.563	0.317
Implementation	0.721*	0.632	0.399
Leadership capabilities	0.630*	0.784	0.615
Roles and Responsibilities	0.553*	0.637	0.406
(R)	0.654		
( $R^2$ )	0.434		
F- Value	392.11		
(Sig.)	0.000		

Source: Prepared by researchers using SPSS

The results shown in Table No. (11) revealed that the value of (F) for the full model reached (392.11), and the value of the probability significance reached (0.000), indicating the significance of the model as a whole. The value of the coefficient of determination ( $R^2$ ) reached (0.434), which indicating that (43.1%) of achieving institutional excellence is due to the availability of organizational agility in private universities, and the rest is due to other variables. The value of the correlation coefficient for the model reached (0.654), indicating the existence of a direct relationship, and the value of the regression coefficient (Beta) reached (0.604-0.721-0.630-0.553), and from the above, the second hypothesis "There is a significant positive effect of Organizational Agility (OA) on institutional excellence (IE) in Egyptian private universities" can be accepted.

3.5.2.3. **Testing the third hypothesis:** "There is a significant positive effect of organizational agility (OA) on institutional excellence (IE) in the presence of organizational competence (OC) as a mediating variable in Egyptian private universities". To reveal the mediating role of organizational competence between organizational agility and institutional excellence, path analysis was used. In order to verify the fact that organizational competence mediates the relationship between organizational agility and institutional excellence, the Sobel test must be conducted.

**Table (12).** Sobel test results for the mediation of the organizational competence

<b>Model Quality Test Index</b>	<b>Value</b>
Effect Degree	0.0935
Standard Error	0.0179
The Value of Calculated Z	4.461
The Value of Indexed Z	1.96
P Value	0.000

The result of the Sobel test can be obtained from the following equation:

$$z\text{-value} = \frac{a*b}{\sqrt{b^2*s_a^2 + a^2*s_b^2}}$$

a= unstandardized regression coefficient for the association between IV and mediator

b= unstandardized regression coefficient for the association between the mediator and DV

sa= standard error of a

sb= standard error of b

Through this test, we will extract the value (Value), and if the value (Value) is greater than (1.96), this indicates that the organizational competence variable is an intermediary variable, meaning that the presence of the indirect effect is real and vice versa if the value is less. Where the process of verifying some preconditions for testing the intermediary role of the variable was initially carried out, and then the result was as represented in the following table:

**Table (13).** Results of the third hypothesis test

Variable	Institutional Excellence (IE)			
	Regression Coefficient (Beta)	T-Test	(Sig.)	
Organizational Agility (OA)	0.489	8.322	0.000	
Organizational Competence (OC)	0.541	9.206	0.000	
Correlation Coefficient (R)	Determination Coefficient (R <sup>2</sup> )	F- Value	(Sig.)	
0.691	0.477	271.42		
Effect Size Calculator				
	Effect size	Test type	Test value	(Sig.)
Total effect	0.712	T	18.427	0.000
Direct effect (c)	0.489	T	8.322	0.000
Indirect effect (ab)	0.223	Sobel (z)	3.795	0.000
Direct effect %	68.6%			
Indirect effect %	31.4%			

Source: Prepared by researchers using SPSS and Amos

The results indicated that the value of (F) for the model reached (271.42), and the value of the probability significance reached (0.000), which indicates the significance of the model as a whole. The results revealed the existence of a total effect of (71.2%), and the value of the direct effect of the availability of organizational agility on achieving institutional excellence reached (48.9%), which represents (68.6%) of the total effect, while the value of the indirect effect reached (22.3%), which represents (31.2%) of the total effect. From the results shown in the previous table, the following can be concluded:

- 
- 
- 1) There is a significant influence relationship between the independent variable, organizational agility, and the mediating variable, organizational competence.
  - 2) There is a significant influence relationship between the independent variable, organizational agility, and the dependent variable, institutional excellence.
  - 3) There is a significant influence relationship between the variable, organizational competence, and the dependent variable, institutional excellence, within the third regression analysis equation and with the independent variable, organizational agility, as a control variable. This means that there is a complete mediating role between the independent variable and the dependent variable. The first step reflects the relationship between organizational agility and organizational competence, while the second step reflects the relationship between organizational agility and institutional excellence on the other hand.
  - 4) The third step includes two aspects:
    - If the value of the influence coefficient in the third equation decreased from its value in the second equation, this means that there is a partial mediating role between the independent variable and the dependent variable.
    - If the value of the influence coefficient was zero (Zero-effect) in the third equation compared to its value in the second equation.

Through the above-mentioned results, the regression path achieved the first, second and third conditions, which is the path from the organizational agility variable to the organizational competence variable to the institutional excellence variable. Accordingly, the organizational competence variable partially mediates the relationship between organizational agility and institutional excellence, because the value of the beta coefficient in the first step of the organizational competence variable decreased from 0.712 to 0.489 in the third step.

From the above and in view of the significance of the direct and indirect effect, it becomes clear to researchers that organizational competence partially mediates the relationship between organizational agility and achieving institutional excellence in Egyptian private universities, in addition to the fact that several factors play a role in shaping organizational competence, and thus this formation, as it is subject to the influence of the availability of organizational agility, the relationship between organizational agility and institutional excellence is affected, according to the previous result, by the practice of organizational competence by employees and faculty members. Accordingly, this relationship can be summarized through the following figure:

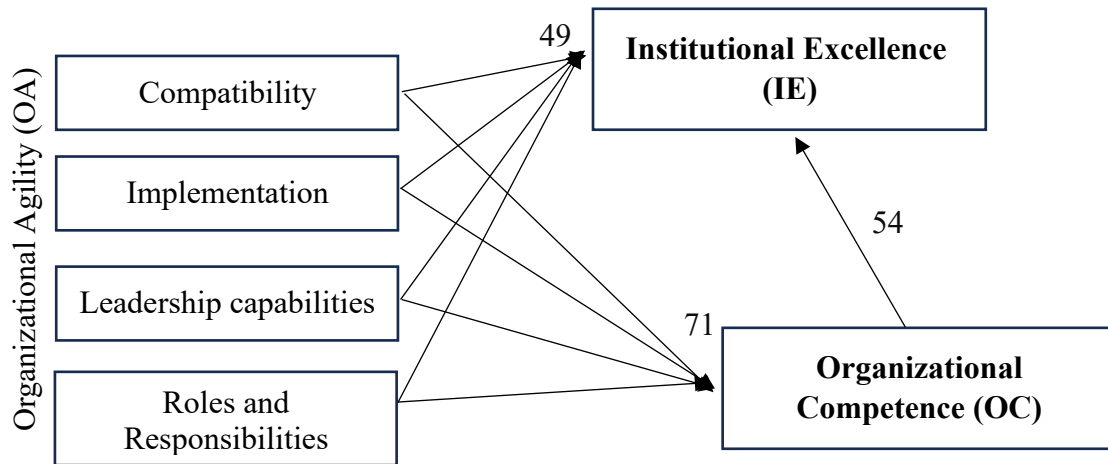


Figure (2)

Prepared by researchers

#### 4. Conclusions and Recommendations

The research aimed to identifying the mediate level of organizational competence between Organizational Agility (OA) and Institutional Excellence (IE) in Egyptian private universities. The research established existence of strong organization agility within the Egyptian private universities, based on hypothesis test result as described, it can be concluded that there is a positive relationship between organizational agility and institutional excellence in Egyptian private universities, and there is a significant effect of the organizational agility variable on the institutional excellence variable, consistent with the study (Nafei, 2016; Abdelaziz, 2023; Shaban, 2024). And there is a direct relationship between organizational competence and institutional excellence in Egyptian private universities, and there is a significant effect of the organizational competence variable on the institutional excellence variable, which is consistent with the results of studies (Stevenson, 2000; Messaoudi and Belhamidi, 2023).

The research indicated that organizational competence partially mediates the relationship between organizational agility and achieving institutional excellence. Therefore, effective organizational agility in private universities will motivate employee behavior, by creating an appropriate environment, and helping in making decisions that enable the private university to succeed in knowledge and application, which contributes to building the necessary efficiency to perform tasks better, which helps in achieving institutional excellence within these universities.

#### **4.1. Theoretical implications**

Theoretically, this research makes several important contributions. First, it addresses a gap in the literature by investigating the mediating effect of organizational competence on the relationship between organizational agility and the achievement of organizational excellence. While prior studies have examined similar relationships—such as the mediating effect of organizational competence on the connection between organizational agility and dimensions of excellence like operations management, human resources policies, and strategies (Feng, 2020)—this research offers a distinct perspective. Second, unlike previous studies conducted in different contexts, such as hospital management (Nafei, 2016), the service sector (Al-Azzam et al., 2017), telecommunications companies (Khaled et al., 2024), and various organizational sizes (Nethavhani, 2022), the current study is applied within private universities. This context-specific focus enhances the existing research by exploring the mediating role of organizational competence in the relationship between organizational agility and institutional excellence within higher education. Third, the findings suggest that organizational competence has a significant, direct positive impact on both organizational agility and institutional excellence, indicating its pivotal role in enhancing agility among university employees and faculty members to support excellence. Fourth, the study reveals that organizational agility positively influences university staff by providing them with the flexibility and expertise needed to achieve institutional goals, thereby fostering institutional excellence. Finally, the results underscore that organizational competence is fundamental in mediating the relationship between organizational agility and the achievement of institutional excellence.

#### **4.2. Practical implications**

This research emphasizes for managers the crucial role of organizational competence in achieving institutional excellence. Managers should prioritize the effective implementation of excellence-focused strategies and initiatives across the university. For instance, establishing a research and development department could actively support faculty members, assistant staff, and senior management in research initiatives, with goals set at the start of the year and reviewed regularly. Encouraging team collaboration within the university can be enhanced by holding periodic meetings, updating management practices, and keeping pace with educational and administrative advancements through seminars, lectures, and workshops. Furthermore, the management should prioritize sound planning based on functional needs, including re-evaluating job roles through job analysis and job requirement assessments. This approach enables informed decisions regarding university staffing and supports a culture of continuous improvement.



Encouraging the active participation of staff and faculty members in defining and developing strategic directions, as well as in decision-making processes related to their roles, is essential. Fostering a strong team spirit within the university can be achieved through regular meetings with all staff, faculty members, teaching assistants, and public relations personnel during the study period. Promoting a culture of creativity and innovation across university departments is also vital, with an emphasis on testing creative ideas to offer new and distinctive services. This can be accomplished by establishing specific criteria to measure creativity and efficiency among faculty, teaching assistants, and administrative staff, alongside continuous evaluation. Additionally, further studies should investigate the impact of organizational agility on achieving institutional excellence across various Egyptian private and public universities, enabling a comparative analysis of how organizational agility is applied in these institutions. Establishing a dedicated research and development department to support faculty, assistant staff, senior management, and public relations throughout the year would be instrumental in fostering these initiatives.

Enhancing organizational competence requires the adoption of strategies and methods that support organizational excellence. This involves fostering a positive atmosphere and organizational culture that promotes high performance by leveraging advanced university structures, reducing dependency, and involving senior management and public relations in the process. A commitment to cognitive excellence is essential, including efforts to spread a culture of knowledge and modern scientific advancements. Increasing innovation and creativity among employees can be achieved by identifying team members' skills and knowledge, defining knowledge teams, and fostering a shared vision among team members. It is also crucial to raise awareness of institutional excellence within universities for all employees through seminars, workshops, conferences, and training programs. To further support excellence, roles and responsibilities should be clearly defined, and key performance indicators established. Additionally, a commitment to institutional excellence standards and the development of a collaboratively formulated institutional mission are necessary. Measuring key performance indicators, alongside organized adherence to excellence standards, will contribute to long-term success and continuous improvement.

## **5. Limitations and future studies**

Despite this study's contributions, there are several limitations that future research should address. First, the study was conducted within a specific context, among a particular group of employees and faculty members at select universities, which may limit the generalizability of the findings. Future research should employ longitudinal designs and test the proposed model across various contexts to enhance the applicability of the results. For example, future studies could apply this model across different sectors and fields.

The study's findings also highlight potential areas for future research. Further studies could examine the relationship between organizational competence and enhanced educational performance, creativity, and competitive advantage in the educational sector. Additionally, future research could explore the moderating effects of demographic variables, such as age, gender, and culture, on the relationship between organizational competence dimensions and organizational agility.

Moreover, many researchers have explored the connection between organizational agility and excellence across diverse settings. Therefore, incorporating digital management as a mediator in the relationship between organizational agility and excellence is recommended to provide further insights.

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## **الجدارة التنظيمية كمتغير وسيط في العلاقة بين الرشاقة التنظيمية وتحقيق التميز المؤسسي: دراسة حالة الجامعات الخاصة المصرية**

### **الملخص**

**الهدف** - تناول هذا البحث دور أبعاد الرشاقة التنظيمية (التوافق، التنفيذ، قدرات القيادة، الأدوار والمسؤوليات) في تحقيق التميز المؤسسي من خلال التأثير الوسيط للجدارة التنظيمية في الجامعات الخاصة المصرية.

**التصميم/المنهج** - يعتمد هذا البحث على المنهج الوصفي التحليلي، وقد تم جمع (٣١٨) استجابة صالحة لتحليل البيانات.

**النتائج** - كشفت النتائج عن وجود علاقة إيجابية بين الرشاقة التنظيمية والتميز المؤسسي في الجامعات الخاصة المصرية، كما يوجد تأثير معنوي لمتغير الرشاقة التنظيمية على متغير التميز المؤسسي. كما توجد علاقة طردية بين الجدارة التنظيمية والتميز المؤسسي في الجامعات الخاصة المصرية، كما يوجد تأثير معنوي لمتغير الجدارة التنظيمية على متغير التميز المؤسسي.

**التطبيقات العملية** - قدم هذا البحث عدة توصيات إدارية، من خلال اعتبار الجدارة التنظيمية أداة تبني المزيد من الاستراتيجيات والأساليب التي تدعم التميز المؤسسي، مما يضمن توفير أجواء إيجابية وثقافة تنظيمية تحفز الأداء المتميز.

**الكلمات المفتاحية:** الجدارة التنظيمية، الرشاقة التنظيمية، التميز المؤسسي، التعليم العالي، الجامعات الخاصة.