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Role Of Learning Ambidexterity In Enhancing Strategic Flexibility An Analytical Study Of The Opinions Of A Sample Of Managers In Private Banks In The Middle Euphrates Governorates

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Abstract : The Current Research Seeks To Identify The Role Of Learning Prowess Across Its Dimensions (Investment Learning, Exploratory Learning) On Strategic Flexibility Through Its Dimensions (Responsive Flexibility, Proactive Flexibility) In Private Banks In (Najaf, Karbala, Babel, Diwaniyah, Muthanna). The Problem Of The Study Lies In A Main Question. What Is The Nature Of The Relationship Between Learning Ambidexterity And Strategic Flexibility? The Importance Of The Research Is In Its Attempt To Describe Reality And Address The Problems Facing The Development Of Private Banks In Iraq Because This Sector Is Of Great Importance To Society And The National Economy. The Study Used A Questionnaire To Collect Data. It Distributed (155) Questionnaires To A Random Sample Of Administrative Leaders In (Private banks in the Euphrates governorates), And Retrieved (150) Questionnaires Valid For Statistical Analysis. The Collected Data Was Analyzed Using A Set Of Statistical Tests Available In The Two Statistical Programs 25spss v. And 25 amos v. The Results Were Confirmed. The Study Reached A Number Of Conclusions, The Most Important Of Which Are: The Existence Of A Correlation Between Learning Prowess And Strategic Flexibility. The Most Important Recommendations Included The Need For The Banks Sampled In The Study To Adopt An Effective Method In Terms Of Investment Learning By Relying On Existing Knowledge, Whether Explicit Or Implicit.
Key words: Learning Ambidexterity, Strategic Flexibility

Introduction:

Strategic flexibility is one of the capabilities that organizations use to respond to the various requirements and opportunities that exist in today's dynamic and uncertain competitive environment. Strategic flexibility involves dealing with uncertainty and the risks associated with it. Therefore, private banks in the Middle Euphrates governorates should. To try to develop strategic flexibility in all areas of its operations. However, building strategic flexibility is no easy task, largely due to the inertia that can build up over time. The organization's focus and previous core capabilities may lead to resistance to change and strategic flexibility. In order for the organization to enjoy strategic flexibility on an ongoing basis and obtain the competitive advantages of this flexibility, it must develop learning ambidexterity in order to have the ability to respond quickly to these changes, as well as developing the ability to learn. Organizational learning provides the organization with a new and modern set of skills, allowing it to adapt to... Its environment when it experiences changes.

While much research on learning ambidexterity, organizations are presented with options to choose between two competing positions i.e., investment learning or exploratory learning to avoid the organization becoming obsolete in a competitive and dynamic environment. Organizations that can successfully balance exploration and investment activities are expected to demonstrate superior performance and a high ability to respond quickly to changing circumstances, enhancing their strategic flexibility. The research was divided into four sections, the first included the scientific methodology of the research, while the second focused on the theoretical framework of the research, the third included the applied framework of the research, and finally the fourth section summarized the most important conclusions and recommendations.

Methodology

First: Research Problem

The researcher noted that there is little interest on the part of administrative leaders in private banks in the Middle Euphrates governorates in scientific concepts related to strategic flexibility, which has had a negative impact on the performance of Iraqi banks due to their inability to respond quickly to environmental changes and adaptation and their lack of sufficient flexibility for those changes, which requires them to More efforts, practices and methods to develop their capabilities in the field of strategic flexibility through developing learning ambidexterity . From the problem, the main question emerges (Is there a relationship between learning ambidexterity and strategic flexibility? The problem of the study can be clarified with the following questions:-

1-What is the level of availability of learning ambidexterity in the banks in the study sample?

2-What is the level of availability of the dimensions of strategic flexibility in the banks in the study sample?

3- What is the nature of the impact of learning ambidexterity on strategic flexibility?

Second: Research objectives

In light of the problem of the study that was presented, the most important objectives that the research seeks to achieve can be summarized as follows:

1- What is the level of availability of the dimensions of learning prowess in the banks of the study sample?.

2- What is the level of availability of strategic flexibility in its dimensions in the banks sample of the study on creativity in business models?

3-Directing the attention of administrative leaders in private banks in the Middle Euphrates governorates towards the importance of learning ambidexterity as it represents an important and vital factor in achieving strategic flexibility and consolidating their belief that it contributes greatly to achieving the best fit between the changing environment and strategic flexibility.

Third: Importance Of Research

The importance of the study is summarized in its contribution to achieving the following:-

1-The importance of the study is embodied in the sector that was studied, which is the banking sector, which constitutes the basic pillar of economic development in the country in a way that enhances the growth and development of banking institutions that constitute a vital tributary to the national economy.

2- The importance of research is evident in enriching the Arab library in general and the Iraqi library in particular for the purpose of increasing intellectual enrichment and knowledge accumulation in the field of study variables, by employing the concept of organizational sensing in achieving strategic flexibility.

Fourth: Hypotheses

The first main hypothesis: There is a significant correlation between the dimensions of learning ambidexterity (investment learning, exploratory learning) and the dimensions of strategic flexibility (responsive flexibility, proactive flexibility).

The second main hypothesis: There is a direct, significant effect of the dimensions of learning ambidexterity (investment learning, exploratory learning) on the dimensions of strategic flexibility (responsive flexibility, proactive flexibility).

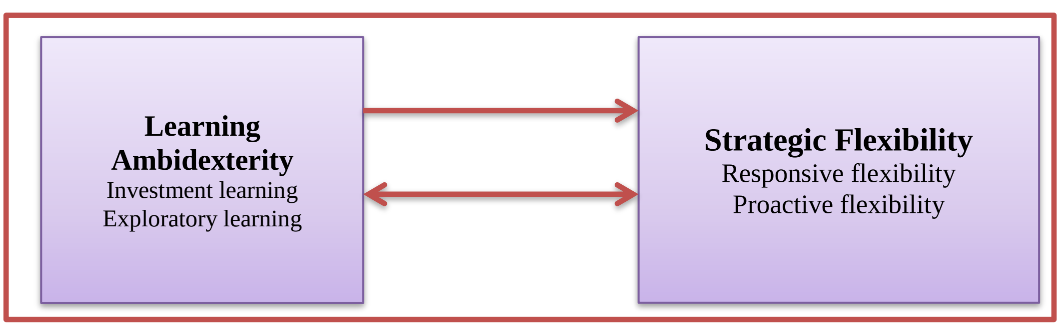
Fifth: Data collection method

We relied on the questionnaire to obtain data from the operational side. In its final form, the questionnaire included three parts, the first of which dealt with information about the individuals who were examined, while the second questionnaire included questions dealing with learning ambidexterity, and the third dealt with post-strategic flexibility measures and was prepared on the basis of a random sampling method.

Sixth: Study sample

The study population was represented by directors, their deputies, and department heads in private banks located in the governorates of the Middle Euphrates (Najaf, Babil, Qadisiyah, Karbala, and Muthanna), while the sample size was (150) individuals.

Seventh: The research scheme



Figure(1) The research scheme

Literature Review

First: Concept Learning Ambidexterity

Andriopoulos & Lewis (2009:696) believe that developing learning ambidexterity requires attention to expanding knowledge and developing basic skills such as reading, writing, critical thinking, and problem solving because of their ability to acquire and develop knowledge and skills through the learning process. Learning ambidexterity helps organizations manage tensions, capitalize on existing competencies, and explore new areas with equal agility.

So organizations must differentiate functionally but also integrate their design and operations. They must impose control, but individuals must be empowered and energized; They must leverage resources and explore and develop new resources for the future. Learning ambidexterity research has grown significantly over the past two and a half decades and includes prescriptions for complementing the ambidexterity of exploratory units from investing units, temporal separation in terms of a punctuated balance between longer investment periods and shorter exploration periods, and building a supportive but extended context that allows Employees can decide for themselves whether to focus on investment or exploration activities depending on the situation (O'reilly & Tushman, 2011:1-2). (Turner et al., 2013:319)believes that the desire to improve learning ambidexterity reflects positively on many strategies, such as setting realistic and tangible goals, managing time effectively, motivating working individuals, and making use of appropriate educational resources.

Good & Michel (2013:436) consider learning ambidexterity as continuous experience and practice to develop specific skills so that the individual has the ability to carry out tasks efficiently and effectively. Learning acuity may be related to vocational skills such as sports, arts, or crafts, and may also include mental and social acuity in areas such as creative thinking, problem solving, and effective communication. Learning acuity is associated with achieving significant performance and exceeding usual limits in a particular field.

(Wei et al., 2014:833) considers learning ambidexterity to be one of the important qualities and skills in modern society, where individuals constantly face new challenges and opportunities, and therefore the ability to learn and adapt to changes is essential for personal and professional success and development. Individuals who are proficient in learning have the ability to self-learn and adapt to changes and continuous growth in the knowledge era.

The need to deal with contradictory tensions is endemic to the fabric of organizations (Papachroni et al., 2015:3). (Sulphey 2019:1-2) confirms that learning ambidexterity is an essential factor for success in the modern era, where individuals face continuous challenges and rapid change in work and life environments. In order to develop learning ambidexterity , some procedures can be followed, such as setting clear goals, organizing time and resources effectively, and using strategies. Diverse learning such as reading, listening, active participation in discussions, and expanding the network of professional relationships that support continuous learning. Salas et al. (2022:2) confirms that learning ambidexterity includes a wide range of skills and abilities in various fields such as sports, arts, science, business, and others. A skilled individual is one who has a high level of experience, knowledge, and skill in a specific field, and can apply them successfully in various circumstances and situations.

(Chakma & Dhir, 2023:1) point out that the role of learning ambidexterity in companies is not only based on being effective in investing in current operations, but also to track and explore new business opportunities. Employing knowledge in various contexts, adapting to changes and challenges, and achieving success and excellence in a specific field. Enhancing learning ambidexterity is important in our current era, as the labor market requires continuous learning and development skills.

Improving and developing learning ambidexterity is considered an ongoing challenge for individuals and organizations with the aim of enhancing performance and achieving sustainable success. Learning ambidexterity includes skills such as analyzing tasks, allocating resources, organizing a schedule, organizing teams, and communicating effectively among members involved. Maintaining order and organization and managing time and resources effectively is essential to successfully achieving goals and managing projects efficiently.

Da'as (2023:2) confirms that ambidexterity is a key element in distinguishing between organizations that thrive as environments transform and change through innovation and adaptation to the complex environment, because learning ambidexterity focuses on setting goals, organizing tasks, distributing resources, setting timetables, and providing guidance and consultation. For participating members. In addition, it also includes the ability to work under pressure, implement critical decisions, and manage continuous changes. Learning ambidexterity plays a major role in achieving efficiency and productivity at work and works to direct efforts and raise the level of personal performance and cooperation

Second: Importance Learning Ambidexterity

Learning ambidexterity includes forward-thinking, choosing appropriate goals, analyzing the external and internal environment, identifying competitive advantages, making appropriate strategic decisions, implementing plans effectively, and monitoring and evaluating results. Ambidexterity is considered the essence of the success of organizations in a changing and volatile competitive market. It requires continuous development and a pioneering spirit to adapt strategies to external variables and new challenges facing organizations. Learning ambidexterity is extremely important in our modern world. Regarding some points of importance that learning ambidexterity holds (Kim et al., 2022:3-4).

1-Skills development: Learning versatility helps individuals develop their various skills. It enables individuals to acquire and improve academic, artistic, personal and social skills. This allows them to adapt to changing demands in areas of work and life (Wei et al., 2014:845).

2-Adapting to change: In the era of rapidly developing technology, conditions and needs change very quickly. Thanks to learning ambidexterity , individuals have the ability to adapt to constant changes and deal with them effectively. It makes it easier for them to learn new skills and absorb developments in various fields. Thus, the ambidexterity path is the balance between different instances of knowledge allocation within and through organizations. This balance can tilt to one side or the other in terms of time depending on which type of learning is most situationally salient (Guffarth et al., 2023:4)

3-Personal and professional growth: Hence, it is necessary to delve deeply into the personal characteristics of people that make them ready to take risks and deal with challenges and complexities. Basic self-evaluation determines the individual's assessment of his abilities, self-worth, and competence. Learning ambidexterity helps individuals grow and develop in personal and professional aspects. By acquiring new knowledge and broadening their horizons, they are able to realize their full potential and develop their abilities in new ways (Awan et al., 2022:26).

Third: Dimensions Learning Ambidexterity

In this study, the researchers adopted the scale (Atuahene_Gima & Murray, 2007) to measure the learning proficiency variable due to the importance of this scale as well as the integration of its items with "the organizational environment of Iraqi organizations." The dimensions can be "clarified" according to the following:

1-Exploratory learning

(Tian et al., 2021:417-418) believes that exploratory learning is an educational approach that encourages learners to actively and independently explore concepts and discover knowledge. Instead of providing information in advance, an educational environment is provided that encourages interaction, experimentation and practical learning. In exploratory learning, learners are given a degree of freedom to choose their learning path and discover ideas and concepts in different ways. General guides or directions may be provided to help with cognitive challenges, but learners are responsible for developing their own strategies, providing their answers and evaluating their results. Therefore, exploratory learning is an effective way to enhance critical thinking skills, stimulate curiosity, and develop learners' self-skills. This approach works on the assumption that learners gain deeper knowledge and more understanding when they actively participate and discover rather than directly receive knowledge.

2-Investment learning

(Al-atwi et al., 2021:17) believe that organizations simultaneously explore and invest, while punctuated equilibrium refers to the temporal rotation between long periods of investment and short bursts of exploration. Organizations must dynamically balance the relative level of exploration and investment in order to optimally distribute the organization's resources. From an absorptive capacity perspective, researchers argue that exploration and investment may complement each other by creating a dynamic learning cycle. Therefore, organizations must engage in high levels of both activities simultaneously to increase their complementarity. Although two viewpoints dominate ambidexterity research, Neither of them provides the complete picture of reality. From a paradoxical perspective, learning, exploration and investment are contradictory, but interconnected.

Fourth: Concept Strategic Flexibility

Although the term "strategic flexibility" has appeared in management literature dating back to the early 1950s, it has gained particular importance among researchers in the first decade of the twenty-first century. Interest in the issue of flexibility has increased due to the challenges organizations face when leading and responding to external change, such as Technological challenges, economic crises, increased competition, and unexpected changes in customer behavior also highlight the need for organizational flexibility (Ahmed & Mohamed, 2021: 11).

Strategic flexibility has received significant attention over the years and has emerged as an important area of research due to its multiple capabilities. Strategic flexibility is defined as the ability of an organization to take proactive action or respond quickly to changing competitive conditions and thus develop or maintain a competitive advantage. Flexibility is jointly based on the flexibility inherent in available resources. For organizations and the organization's flexibility in applying those resources to alternative courses of action (Bashir 4, 2023).

(Zhou&Wu, 2010:551) believe that to overcome organizational inertia, strategic flexibility is necessary for organizations to break institutional routines and maintain their exploratory innovations. Since flexibility emphasizes the flexible use of resources and the reconfiguration of operations, it reflects one type of dynamic ability that enables organizations to achieve a competitive advantage. In turbulent markets, developing flexibility in organizational forms, resource management, and manufacturing processes may create an organizational culture that supports exploratory innovation. However, because strategic flexibility serves as an organizing principle for structuring and coordinating resources and different functional units, it may not affect the innovation output of the organization per se. Alternatively it may enhance the value of existing technological capabilities in innovations. In this sense, strategic flexibility is one type of complementary organizational capability that can help an organization realize the full potential of its key resources when used together.

Strategic flexibility "depends jointly on the flexibility inherent in the resources available to organizations in applying those resources to alternative courses of action. Strategic flexibility has also been studied from the perspective of the organization's dynamic capability because it also relates to the organization's ability to organize resources efficiently. Strategic flexibility is a proactive or reactive perspective on modeling the environment." Or shape or transform them and the latter's ability to respond to environmental changes (Zahoor & Lew, 2023:16).

Fifthly : Importance Strategic Flexibility

In the recent period, the state of turmoil and uncertainty in the environments surrounding the work of organizations has increased, which in turn leads to an increase in challenges and pressures of various dimensions, which has led to an increase in competitiveness, and has demonstrated the extent to which organizations need flexibility to deal efficiently with successive environmental changes at all levels. Hence, strategic flexibility has become a necessary matter that all organizations seek to possess due to their high dynamic capabilities and capabilities (Iacobucci, 2023:47). One of the most important reasons why strategic flexibility is important for organizations is the competition taking place in organizations and achieving a prominent position in the market. It also increases the organization's awareness and knowledge of the market in which it operates, and how to market its products in a way that increases its sales, and it also works to further define the organization's goals accurately (Abu-Nahe et al.,2020:153).

Sixth: Dimensions Strategic Flexibility

The researcher relied on the researcher's scale (Abu-Nahel et al., 2020: 150) to measure the dependent variable, strategic flexibility, due to the importance of this scale, as well as the integration of its paragraphs with the "regulatory environment of Iraqi organizations.

1- Proactive strategic flexibility

Proactive flexibility is defined as the ability, efficiency, and speed of organizations that can exploit available resources, capabilities, and competencies to achieve rapid response, or provide innovations at all levels to deal with uncertainty in the external environment, which is linked to the availability of conditions. An appropriate organizational structure of culture, organizational structure, and technology that determines The ability of organizations to adapt by influencing the state of resources and competencies within them by creating and seizing opportunities and preparing for unexpected environmental conditions. It also includes resources and capabilities designed to shape the environment and bring about the required change and the ability of organizations to develop new strategies that develop products, to be able to respond to future changes in the competitive environment in the market as well. Accept risks through experimentation, taking the initiative in searching for environmental opportunities and predicting future changes in the external environment (Abu-Nahel et al., 2020:150).

2- Responsive strategic flexibility

The ability of organizations to recognize and respond to changes that occur in the external environment after these changes occur. In organizations that rely on response flexibility, they usually focus on defensive movements, after conducting careful tests on how quickly the organization is able to sense change, determine the response that suits the change, and its ability to Reshaping the organization's capabilities and resources to deal with the response The organization's ability to distribute available resources and change its activities to achieve alignment with unexpected conditions in the environment Creating a state of adaptation to environmental changes The ability to respond quickly and effectively to changes in the organization's current environment (Abu-Nahel et al., 2020) :150). Response flexibility is a tool to enhance performance. As a result of the above, strategic management has developed as a separate system for business management through three main forces, which are "intense competition, information technology, and the reason that prompted organizations to reorganize their operations methods in order to exploit opportunities in business environments and deal with... Threats (Alaydi et al., 2021:21). The response has a direct impact on organizational practices and in order to become more powerful, it is possible for organizations to "collect important behavioral assumptions" so that their "response" is as realistic as possible (Chen et al.,2017:5).

Seventh: Relationship Between Learning Ambidexterity And Strategic Flexibility

The relationship between learning ambidexterity and strategic flexibility is a close relationship, as strategic flexibility is the organization's ability to adapt to changes in the environment, while learning ambidexterity is the organization's ability to learn and innovate quickly to improve the ability to adapt to changes. When the organization is able to learn quickly, it can adapt to changes in the environment more effectively. Strategic flexibility is the organization's ability to be proactive and have the ability to deal with challenges in a dynamic and uncertain environment. Strategic flexibility is also a prominent feature of organizations, as this allows limited resources to quickly change and reshape their strategic direction, especially in turbulent environments, as strategic flexibility allows organizations By sensing its business plans and proactively adapting them to changing market conditions in order to achieve a competitive advantage (Bashir, 2023:4). Strategic flexibility is the organization's ability to change internal organizational structures and processes by responding to environmental changes as well as the ability to respond to a changing environment or limited needs and information asymmetry between organizations (Crick & Crick, 2023:4). Strategic flexibility represents an organization's ability to respond to changes in the environment in a timely and appropriate manner (Zhou & Wu, 2010:551).

Applied Aspect Of Research

first : Description And Coding Of The Measuring Instrument

The description of the measurement tool, including the main variables and sub-dimensions, and their coding, is one of the most important aspects on which statistical analysis is based, and it is an important step that facilitates the definition of the variables and enhances the process of understanding the procedures for analyzing and testing them, and it is as shown in Table (1).

Table (1): Description and coding of the measurement tool

variable	Sub-dimensions	Statistical symbol	N.
Learning Ambidexterity	Investment learning	EIL	5
	Exploratory learning	ERL	5
Strategic Flexibility	Proactive strategic flexibility	PSF	4
	Responsive strategic flexibility	RSF	4

Second : Testing face validity and content validity

In order to achieve these tests at the level of the measurement tool for the current study and to ensure the representation and belonging of each paragraph and its level of clarity based on the field formulations it contains, and to implement the necessary amendments, the researcher turned to specialists from the arbitrators in the field of business administration. In this regard, the arbitrators presented a group From the observations about the measurement tool (its apparent structure and content), the researcher implemented most of the agreed-upon observations and changed what needed to be changed, which was indicated by the arbitrators, so that the measurement tool became more understandable and compatible with the place of application at the level of the opinions of managers in the private banks sample of the study. The table shows (13) The percentage of agreement of the experts on the content of the scale, noting that some of the paragraphs that did not reach agreement were modified and their wording was processed according to the observations recorded by the arbitrators.

Table (2): Percentages of expert agreement on the measurement tool items

N	Variables	Subdimensions	Total number of paragraphs	Number of paragraphs agreed upon	Agreement rate	Modification type
1	**Learning Ambidexterity**	Exploitative Learning	**5**	**4**	**80**	Reformulating and modifying the content of some measurement items
		Exploratory Learning	**5**	**3**	**60**	
2	**Strategic Flexibility**	Proactive strategic flexibility	**4**	**4**	**100**	
		Reactive strategic flexibility	**4**	**4**	**100**	
total			**14**	**15**	**81**	

Test for normal distribution of data:

This distribution assumes the use of parametric analysis methods if the data is normally distributed and non-parametric methods if it is not subject to a normal distribution, as the normal distribution is one of the most important statistical tests that are adopted in various scientific fields of science because it provides results about the effectiveness of using a set of tests such as the Z test. Or the t-test, the F-test, and the Chi-square test, which cannot be adopted if the data is not normally distributed. One of the most important tests in this regard is the test (Kolmokorov-Smirnov, Shapiro-Wilk, Anderson-Darlink, and flattening and skewness). Therefore, it is necessary for researchers to ensure the evenness of the distribution. Data at the level of all deductive and inductive studies in all sciences (Khatun, 2021: 114) Thus, the researcher's choice focused on the Kolmogorov-Smirnov test, as it is compatible with the large sample size of the current study, as follows:

It is clear from Table (3) that the value of the test statistic reached (0.0630.066, 0.069) respectively for the three current variables (learning ambidexterity, and strategic flexibility), while the probability significance level of the test statistic reached (0.200 0.200, 0.078).) respectively, and these levels are more than (0.05), and therefore the distribution of the data is not significant from a moral standpoint, and this confirms that all data of the study variables fall within the moderation of the normal distribution, and this allows the adoption of parametric analysis methods in all analysis procedures.

Table (3): Kolmogorov-Smirnov test for study variables

Variables		learning ambidexterity	strategic flexibility
N		150	150
Normal Parameters[a,b]	Mean	3.014	3.201
	Std. Deviation	.7418	.9833
Most Extreme Differences	Absolute	.066	.069
	Positive	.066	.069
	Negative	-.055	-.066
Test Statistic		.066	.069
Asymp. Sig. (2-tailed)		.200[c,d]	.078[c]

Third: Description and diagnosis of the study variables

1-Describing and diagnosing learning ambidexterity

This paragraph includes an analysis and description of the dimensions of learning proficiency, along with its dimensions and field paragraphs, in detail, as follows

A- Describe and diagnose the investment learning dimension involved

Where the investment learning dimension was measured with (5) measurement phrases ranging from (EIL1-EIL5), the dimension obtained an overall weighted mean of (3.50) and was of a high level with a deviation of (1.04) and this requires that the coefficient of variation reach (29.71). %) and achieves relative interest (70%). Naturally, this confirms the sample’s agreement on what the dimension includes at a high level, which indicates that members of the study sample emphasize that departments rely on existing knowledge, whether explicit or implicit, in order to benefit from it and invest in banking technology and Internet networks. In achieving the set goals and investing the efforts of human resources and their field experience in managing and implementing banking systems and how to simulate the needs and desires of customers for banking services.

At the level of the measurement items, the fourth paragraph (The bank management uses methods of obtaining information (surveying current customers and competitors) that help it understand and improve the current service and current market experiences.) came in first place, obtaining the highest weighted mean (3.61), and it was of a high level. While the deviation of this paragraph reached (1.26), this requires that its relative coefficient of variation be (34.90%) and a relative interest of (72.20%) was achieved, which explains that the answers are appropriate for the high level category in the field.

When we examine the measurement items for the same dimension, we notice that the fifth item (The bank management emphasizes the use of knowledge related to the current banking services experience.) came in last place by obtaining the lowest weighted mean (3.41) and was of a high level, while the deviation of this item was (1.25) This requires that its relative coefficient of variation be (36.66%) and that a relative interest of (68.2%) be achieved, which explains why the answers are appropriate for the high level category in the field.

Table (4) Descriptive measures for the investment learning dimension

Paragraph symbol	Paragraphs	Men	S.D	Coefficient %of variation	Relative importance %	Ranking priority
EIL1	Bank management searches for information to improve common methods and ideas in solving problems.	3.58	1.11	31.01	71.6	2
EIL2	The bank's management searches for ideas and information that can be implemented well to ensure efficiency rather than those ideas that may lead to errors in implementation in the market.	3.48	1.23	35.34	69.6	3
EIL3	The bank's management searches for the usual and generally proven methods and solutions to the problems of developing the banking service.	3.42	1.20	35.09	68.4	4
EIL4	The bank's management uses methods of obtaining information (surveying current customers and competitors) that help it understand and improve current service and current market experiences.	3.61	1.26	34.90	72.2	1
EIL5	The bank's management emphasizes the use of knowledge related to current banking experience.	3.41	1.25	36.66	68.2	5
	The overall weighted mean for the investment learning dimension	3.50	1.04	29.71	70	

B-Describe and diagnose exploratory learning

"Where the exploratory learning dimension was measured with (5) measurement statements ranging from (ERL1-ERL5), the dimension obtained an overall weighted mean of (2.50) and was of a low level with a deviation of (0.67) and this requires that the coefficient of variation reach (26.80). %) and achieves relative interest (50%). Naturally, this confirms the sample's agreement on what the dimension includes at a low level, which indicates that the members of the study sample confirm that banks are interested in exploring learning opportunities and the needs of the communications market at a very limited level, and this may indicate weakness in presenting ideas. "News related to developing mechanisms for providing banking services, adopting new technology, or searching for new uses for available banking information".

"As for the level of measurement items, the fifth item (The bank management is interested in collecting new information that forces it to learn new things in the banking services development project.") came in first place, obtaining the highest weighted mean (2.77) and was at a moderate level, while the deviation of this item reached (1.06) This requires that its relative coefficient of variation be (38.27%) and a relative interest of (55.4%) be achieved, which explains why the answers are appropriate for the intermediate level category in the field".

When we examine the measurement items for the same dimension, we notice that the second item (The bank management prefers to collect information without the need to identify strategic market needs to ensure conducting experiments in the banking service.) came in last place by obtaining the lowest weighted mean (2.34) and was of a low level. While the deviation of this paragraph reached (0.91), this requires that its relative coefficient of variation be (38.89%) and a relative interest of (46.8%) was achieved, which explains that the answers are appropriate for the low level category in the field.

Table (5): Descriptive measures for the exploratory learning dimension

Paragraph symbol	Paragraphs	Men	S.D	Coefficient of %variation	Relative importance %	Ranking priority
ERL 1	The bank's management focuses on gaining knowledge of the bank's strategies that involve experimentation and high market risks.	2.46	0.77	31.30	49.2	3
ERL 2	Bank management prefers to collect information without having to identify strategic market needs to ensure experimentation in the banking service.	2.34	0.91	38.89	46.8	5
ERL 3	The bank's management is keen to acquire knowledge to develop banking services, which leads it to new areas of learning such as new markets and new technological fields.	2.41	1.18	48.96	48.2	4
ERL 4	The bank's management was keen to collect new information and ideas that went beyond market experiences and current technology.	2.54	0.75	29.53	50.8	2
ERL 5	The bank's management is interested in collecting new information that forces it to learn new things in the banking services development project.	2.77	1.06	38.27	55.4	1
	The overall weighted mean for the exploratory learning dimension	2.50	0.67	8026.	50	

2-Describe and diagnose strategic flexibility

This paragraph includes a detailed analysis and description of the dimensions of strategic flexibility, along with its field dimensions and paragraphs, as follows:

A-Describe and diagnose the dimension of proactive strategic flexibility resources

Where the proactive strategic flexibility dimension was measured with (4) measurement phrases ranging from (PSF1-PSF4), the dimension obtained an overall weighted mean of (3.17) and was of a moderate level with a deviation of (0.92) and this requires that the coefficient of variation reach (29.02%) and achieves relative interest (63.40%). Naturally, this confirms the sample's agreement on what the dimension includes at a moderate level, which indicates the study sample members' emphasis on adopting new technology and modernizing current ones at a limited level that does not meet the required level, and this reduces the opportunity of banks to lead the industry. banking, exploring new investment opportunities, or entering new markets".

As for the measurement items, the third item (Our bank is constantly working to create options for growth in multiple technological fields) came in first place, having the highest weighted mean (3.30) and was at a moderate level, while the deviation of this item reached (1.02), and this calls for Its relative coefficient of variation should be (30.91%) and a

relative interest of (66%) was achieved, which explains why the answers are suitable for the moderate level category in the field.
When examining the measurement items for the same dimension, we notice that the fourth item (Our bank is trying to use new technology to set new standards for the banking industry.) came in last place by obtaining the lowest weighted mean (2.94) and was of a moderate level, while the deviation of this item reached (1.26) This requires that their relative coefficient of variation be (42.86%) and that a relative interest of (58.8%) be achieved, which explains why the answers are suitable for the moderate level category in the field.

Table (6): Descriptive measures for the proactive strategic flexibility dimension

Paragraph symbol	Paragraphs	Men	S. D	Coefficient of %variation	Relative %importance	Ranking priority
PSF1	At times our bank acts as a major agent of change in the banking industry.	3.26	1.17	35.89	65.2	2
PSF2	Our bank often develops unpredictable strategies based on past experiences and actions.	3.21	1.13	35.20	64.2	3
PSF3	Our bank is constantly creating options for growth in multiple technology areas.	3.30	1.02	30.91	66	1
PSF4	Our bank is trying to use new technology to set new standards for the banking industry.	2.94	1.26	42.86	58.8	4
The overall weighted mean for the proactive strategic flexibility dimension		3.17	0.92	29.02	63.40	

B-Describe and diagnose strategic responsive flexibility

Where the dimension of responsive strategic flexibility was measured with (5) measurement phrases ranging from (RSF1-RSF4), the dimension obtained an overall weighted mean of
coefficient of variation reach (31.89%) and achieves relative interest (64.6%). Naturally, this confirms the sample's agreement on what the dimension includes at a moderate level, which indicates that members of the study sample believe that banks' interest in responsive flexibility is higher than their interest in proactive flexibility. Despite this, their interest is not It meets the ambition because the strategies adopted respond to changes in the environment and developments taking place in the banking sector to a limited extent
"At the level of measurement items, the first item (Our strategic plans emphasize dealing with recessions to adapt to unexpected circumstances) came in first place, having the highest weighted mean (3.59) and was of a high level, while the deviation of this item reached (1.13) and this It requires that its relative coefficient of variation be (31.48%) and that a relative interest of (71.8%) was achieved, which explains why the answers are appropriate for the high level category in the field.
"When we examine the measurement items for the same dimension, we notice that the third item (the bank management has the ability to invest in opportunities that arise from environmental change) came in last place by obtaining the lowest weighted mean (3.03) and was at a moderate level, while the deviation of this item reached (1.29) This requires that its relative coefficient of variation be (42.57%) and that a relative interest of (60.6%) be achieved, which explains why the answers are suitable for the intermediate level category in the field.

Table (7): Descriptive measures for the responsive strategic flexibility dimension

Paragraph symbol	Paragraphs	Men	S. D	Coefficient of %variation	Relative %importance	Ranking priority
RSF1	Our strategic plans emphasize dealing with recessions to adapt to unforeseen circumstances.	3.59	1.13	31.48	71.8	1
RSF2	Bank management takes into account a range of contingencies when developing strategies.	3.17	1.14	35.96	63.4	2
RSF3	The bank's management has the ability to invest in opportunities that arise from environmental change.	3.03	1.29	42.57	60.6	4
RSF4	The bank's management engages in tentative planning, which is usually of a "wait and see" nature.	3.13	1.16	37.06	62.6	3
The overall weighted mean for the responsive strategic flexibility dimension		3.23	1.03	31.89	64.6	

Fourthly: Testing and interpreting the study hypotheses

"It appears from Table (8) that there is a strong positive correlation with significant significance between learning ambidexterity and strategic flexibility, as the value of the correlation coefficient between them reached (0.699**), which is a morally significant value at the level (1%). Thus, this confirms a level of confidence in the results

achieved.” Its amount is (99%), which ensures that there is a level of suitability and correlation between the two variables in the field, according to the sample’s answers at the level of private banks, the study sample.
This result indicates that the more the bank managements in the study sample pay attention to the dimensions of learning ambidexterity , adopting investment ideas for all banks’ assets, benefiting from the available human resources with the skills, capabilities and capabilities they possess, enhancing the use of available technology and investing it in the best possible way, in addition to investing in financial assets and achieving the highest level of profits. This would support the bank's strategic flexibility.
Testing the first main hypothesis: (There is a significant correlation between learning ambidexterity and strategic flexibility)
“It appears from Table (8) that there is a strong positive correlation with significant significance between learning ambidexterity and strategic flexibility, as the value of the correlation coefficient between them reached (0.699**), which is a morally significant value at the level (1%). Thus, this confirms a level of confidence in the results achieved.” Its value is (99%), which ensures that there is a level of suitability and correlation between the two variables in the field, according to the sample’s responses at the level of the private banks of the study sample”.

This result indicates that the more the bank managements in the study sample pay attention to the dimensions of learning ambidexterity , adopting investment ideas for all banks’ assets, benefiting from the available human resources with the skills, capabilities and capabilities they possess, enhancing the use of available technology and investing it in the best possible way, in addition to investing in financial assets and achieving the highest level of profits. This would support the bank's strategic flexibility. “This establishes the possibility of accepting the first main hypothesis.

Table (8) Correlations between learning ambidexterity and its dimensions and strategic flexibility

Dependent variable	learning ambidexterity	Dimensions of learning ambidexterity	
		Investment learning	Exploratory learning
Strategic flexibility	.699**	.528**	.639**
Sig. (2-tailed)	.000	.000	.000
decision	There is a strong and significant positive correlation at the 0.01 level between learning ambidexterity in its dimensions and strategic flexibility. **Significance level		

Testing the second main hypothesis: (There is a direct, significant effect of learning ambidexterity on strategic flexibility).
It appears from Figure (8) that the explanatory value of the coefficient of determination (R2) has achieved a high level of (49%). This confirms the size and level of change that occurs in the dependent variable, strategic flexibility, of which (49%) is due to changing learning ambidexterity , in While the remainder of the explanation percentage (51%) is due to the influence of other factors not included in the study, it is also shown that the level of influence of the learning ambidexterity variable on strategic flexibility was a good level, and this is indicated by the standard parameter index, as its value was (0.70) Thus, the learning ambidexterity variable affects the strategic flexibility variable by (70%) at the level of the private banks in the study sample. The influence factor here is a significant value because the level of the (C.R.) indicator has achieved a very high level of moral significance through its value of (11.881).) at the level of significance (0.000), which is as shown in Table (9). Thus, a positive change of one unit of improving learning ambidexterity in the field at the level of the application environment will lead to an increase in the level of strategic flexibility by (70%). This result indicates the presence of an effect It has a significant significance for learning ambidexterity in strategic flexibility at the level of private banks, the study sample.

Table (9) Parameters for testing the effect of learning ambidexterity on strategic flexibility

Paths			Standard regression weights	Non-standard estimation	Standard error	Critical ratio	Moral percentage
strategic flexibility	<---	Learning ambidexterity	.699	.751	.063	11.881	***
EIL	<---	Learning ambidexterity	.843	.915	.048	19.054	***
ERL	<---	Learning ambidexterity	.856	.988	.049	20.124	***
PSF	<---	strategic flexibility	.832	.929	.051	18.231	***
RSF	<---	strategic flexibility	.865	1.071	.051	21.013	***

Conclusions and Recommendation

Conclusions

1- There is a statistically significant correlation between learning prowess and strategic flexibility.

2-The results of the study confirm that the sample agrees on what is included in the investment learning dimension at a high level. Which indicates that the banks in the study sample emphasize existing knowledge, whether explicit or implicit, in order to benefit from it, invest banking technology and Internet networks in achieving the set goals, and invest human resources efforts and field experience in managing and implementing banking systems and how to simulate the needs and desires of customers through banking services. the introduction.

3-The study found that the banks in the study sample had agreement on what is included in the exploratory learning dimension at a low level. Which indicates that the banks in the study sample emphasize exploring learning opportunities and the needs of the communications market at a very limited level, and this may indicate a weakness in presenting new ideas for developing mechanisms for providing banking services, adopting new technology, or searching for new uses for available banking information.

4-The results of the study revealed a moderate level of interest among the banks in the study sample in the dimension of proactive strategic flexibility, and what this dimension includes at a moderate level. Which indicates the emphasis of the banks in the study sample on adopting new technology and updating current technology at a limited level that does not meet the required level, and this reduces the opportunity of banks to lead the banking industry, explore new investment opportunities, or enter new markets.

5-The results of the study showed a moderate level in the responsive strategic flexibility dimension, and this confirms that the sample banks agreed on what this dimension includes at a good level. Which indicates that the banks in the study sample have a higher interest in responsive flexibility than in proactive flexibility. Despite this, their interest does not meet the ambition because the strategies adopted meet environmental changes and developments taking place in the banking sector to a limited level.

Recommendations

1- It is necessary for the management of the banks, the sample of the study, to pay attention to applying strategic flexibility because its use ensures compatibility with environmental turmoil and instability, anticipating change, interpreting the potential impact of environmental turbulence, creating a culture of trust and participation, and starting work by making things happen proactively and interactively by adopting a culture of change and encouraging innovation and creativity.

2- It is necessary for the banks sampled in the study to pay attention to developing their capabilities with regard to strategic flexibility and response. Despite this, its interest does not meet the ambition because the strategies adopted are not at the level of changes in the environment and developments taking place in the banking sector, which requires bank managers to focus on flexibility rather than defensive and cautious moves that are taken after careful testing, and to be up to the challenges. occurring in the external environment.

3- The results of the study revealed a moderate level of interest among the banks in the study sample in the dimension of proactive strategic flexibility, and what this dimension includes at a moderate level. Which indicates the emphasis of the banks in the study sample on adopting new technology and updating current technology at a limited level that does not meet the required level, and this reduces the opportunity of banks to lead the banking industry, explore new investment opportunities, or enter new markets.

4-The results of the study showed a moderate level in the responsive strategic flexibility dimension, and this confirms that the sample banks agreed on what this dimension includes at a good level. Which indicates that the banks in the study sample have a higher interest in responsive flexibility than in proactive flexibility. Despite this, their interest does not meet the ambition because the strategies adopted meet environmental changes and developments taking place in the banking sector to a limited level.

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Appendix No. (1)

Questionnaire

Learning Ambidexterity

The ability of the organization to engage in sufficient investment to ensure the continuity of the current organization and to engage in sufficient exploration to ensure its ability to continue in the future. It indicates the organization's ability to pursue exploratory and investment learning activities at the same time.

Exploratory Learning

Exploratory learning refers to reorganizing the organization's information and adapting it to the organizational environment. In addition, the organization must practice new and different skills, and be prepared to engage in tasks and challenges that require it to think creatively, meaning it reaches new information using induction or deduction processes or any other method.

N:	Paragraphs	Totally agree	I agree	not sure	I do not agree	I completely disagree
1	Our bank focuses on gaining knowledge of strategies that involve experimentation and taking high market risks.					
2	Our bank prefers to collect information without having to identify strategic market needs to ensure experimentation in the banking service.					
3	Our bank is keen to acquire knowledge to develop banking services that lead it to new areas of learning such as new markets and new technological fields.					
4	Our bank is keen to collect new information and ideas that go beyond current markets and technology.					
5	Our bank is interested in collecting new information that forces it to learn new things to develop banking services.					

Exploitative Learning

Investing learning refers to learning activities close to an organization's existing service market knowledge base in order to improve and expand existing capabilities, technology and models.

N:	Paragraphs	Totally agree	I agree	not sure	I do not agree	I completely disagree
1	Our bank seeks information to improve current methods and ideas used to solve problems.					
2	Our bank searches for ideas and information that can be implemented well to ensure efficiency when implemented.					
3	Our bank looks for the usual and generally documented methods and solutions to banking service development problems.					
4	Our bank uses methods to obtain information (surveying current customers and competitors) that help it understand and improve current service in current markets.					
5	Our bank emphasizes on using knowledge related to existing banking experience.					

Strategic flexibility

It is an organization's ability to anticipate or respond to change quickly under strong competitive conditions, leading the organization to develop or maintain a competitive advantage

Proactive strategic flexibility

The ability of an organization to build a variety of mechanisms in advance to stay ahead of its competitors based on surprising its rivals, seizing the initiative, remaining flexible, and being versatile.

N:	Paragraphs	Totally agree	I agree	not sure	I do not agree	I completely disagree
1	At times our bank acts as a major agent of change in the banking industry.					
2	Our bank often develops unpredictable strategies based on past experiences and actions.					
3	Our bank is constantly working to create growth options in multiple banking areas.					
4	Our bank is trying to use new technology to set new standards for the banking industry.					

Reactive strategic flexibility

N:	Paragraphs	Totally agree	I agree	not sure	I do not agree	I completely disagree
1	Our strategic plans emphasize dealing with recessions to adapt to unforeseen circumstances.					
2	Our bank takes into account a range of contingencies when developing strategies.					
3	The bank has the ability to invest in opportunities arising from environmental change.					
4	Our bank relies on planning, which usually has a “wait and see” nature.					