

Original Paper

Intrinsic Competencies: A Leverage Tool for The Performance of Learning Organization (Case Study: Wasit University)

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Abstract

Learning organization performance is based on the sharing of experience and knowledge. The methods and adaptability of learners demonstrate its competitive advantage. However, in a fluctuating context marked by successive crises (economic, health), relying on intrinsic competencies is a crucial advantage for learning companies. This study investigated the influence of intrinsic competencies with three dimensions on the performance of the learning organization. This quantitative study used the questionnaire as a quantifiable tool to obtain data. A pre-test and face validation ensured the questionnaire's validity. The analytical method is used in this study. Path analysis and SEM were applied in this study to test hypotheses. The influence of intrinsic competencies dimensions (Organizational Resources, Human Resources Strategies, Employees Capabilities) on the performance of learning organizations is the most prominent conclusion. The learning organization should adopt a learning and teaching culture where people collaborate and think together to constantly improve to enhance their performance.

Keywords

intrinsic competencies, performance of learning organization, organizational resources, human resources strategies, employees' capabilities

1. Introduction

Organizations today are witnessing intense competition. The rivalry impels obligations to organizations to face competition (Kassam et al., 2020) by inquiring about and mastering untraditional skills, capabilities, resources, and experiences. Organizational accomplishment or failure is contingent on its ability to keep pace with the persistent environmental fluctuations internally and externally. Subsequently, organizations need to advance their available intrinsic capabilities and competencies (Chang et al., 2021). The human resources department constantly explores intrinsic capabilities to support its plans. The organization must invest in functional competencies, utilize and maximize capabilities to achieve the constancy and grant sustainable competitive advantage (Cyr et al., 2022).

Every organization can be considered a learning organization. The problem, however, is whether this organization is directing and managing its teaching and learning organization at a fast enough pace to face technological changes. If changes in the learning setting are shorter than the ability to learn, the knowledge base becomes obsolete. Organizational ability to gain competitive advantages is therefore seriously hampered. However, some learning barriers can be grouped into perspective and pattern barriers (Vithayaporn, Yong, & Chai, 2021).

The first so-called perspective barrier is the result of the organization's vision. Such a vision is characterized by the fact that various functional units operate alone (in silos). As a result, departments remain unaware of the other's needs and conduct of implementing responsibility. The isolation of departments in so-called silos prevents learning (Schutte et al., 2017).

Another critical problem is noticed on the level of selective perception. This obstacle prevents employees from recognizing subsequent jobs beyond the straightforward task. Selective perception is due to manager attitudes assuming a dominant control over problems solving authority, and expanding knowledge in the workplace. As a result, executives and managers avoid employees' collaboration in making decisions and neglect their points of view. Hence, the information eminence and standards deteriorate, negatively affecting the performance of learning organization as it moves up the organizational ladder (Misbah et al., 2022).

Competencies are critical employees behaviors necessary in a learning organization. Universal competition is gradually converging on service-based and human creativity. Those facets are imperative causes of competitive advantage. Therefore, this organizational model requires developing new skills, such as inspiring individual creativity. Developing competencies multiply unique chances of entrepreneurship and expertise by building an integrated learning process. It launches initiative in employees by making a fundamental belief in people and the ability to connect. Ultimately, it continually organizes the ability to innovate (Hennekam, 2016). In this context, learning organization becomes essential. The significance of the research emerges in the academic relevancy of the intrinsic competencies and the performance of learning organization. Those variables are currently the subject of theorization, interpretation, and philosophical construction. The literature reflection on the research gap and the scantiness of applied studies in learning organization indicates its educational. Intrinsic competencies institute requirements for learning organization success of the organizations. Distinct competencies promote excellence. Its innovative dimensions constitute practical pillars for achieving learning organization ambitions (Brubacher & Silinda, 2019; Hazan et al., 2018).

The study revolves around three interrogations reflecting the nature and dimensions of variables. The three questions are.

- 1) How is the performance of the academic workforce at Wasit University affected by the dimensions of intrinsic competencies?
- 2) How does Wasit university endorse the intrinsic competencies to enhance the workforce performance as a learning organization?
- 3) What is the influence of intrinsic competencies dimensions (Organizational Resources, Human Resources Strategies, Employees Capabilities) on the performance of a learning organization?

The research seeks to achieve three objectives determined as follows.

- 1) To examine the effect of intrinsic competencies on the workforce performance of Wasit University.

- 2) To scrutinize the endorsed technique of the intrinsic competencies to enhance the workforce performance of learning organization.
- 3) To inspect the influence of intrinsic competencies dimensions (Organizational Resources, Human Resources Strategies, Employees Capabilities) on the performance of a learning organization.

The second section encompassed the theoretical framework after the first part, including the research's practical guidelines. The research methodology is stipulated in section 3. At the same time, the fourth section focused on practical aspects and findings. This part examined the research hypotheses. Finally, the research ended with a conclusion, limitations, recommendations, and directions for future studies.

2. Literature Review

Organizations are constantly striving to improve their workforce capabilities to leverage talents. These organizations rely more on distinctive stakeholders' strengths to deliver personalized customer values, strong differentiation, and growth capacity. In other words, by depending on intrinsic capabilities, the adopted strategic capabilities are underpinned (Grijalvo, Segura, & Núñez, 2022).

Intrinsic ability forms a fundamental pillar in organizations and is the essential criterion for future competition. Intrinsic capabilities and skills are based on knowledge gained over years of experience in the field. Knowledge gained through experience is complemented by continuous research effort and commitment (Harijanti, Melinda, & Krisprimandoyo, 2021). The strategic significance of knowledge constitutes a vital organizational resource for building basic intrinsic capabilities (Shivanjali, Singh, & Singh, 2019). Intrinsic competencies can be called skill sets. Significant managerial organization changes and increasing market competition have transformed intrinsic competencies into basic abilities and a source of competitive advantage and distinction from competitors (Verma & Singh, 2020).

2.1 Concept of Intrinsic Competencies

Intrinsic competencies are integrated into the knowledge list (Tarigan & Setiawan, 2020). Those competencies are a combination of skills. Those practicalities are embedded in teamwork characterized by performance abilities to execute operational tasks. Intrinsic competencies are referred to as the basic intrinsic capabilities. It ensures that the organizational strengths sustain the organization's products' uniqueness, scarcity, and distinction.

Intrinsic competencies are an organization's inherent capabilities in creating value. Therefore, competencies benefit the organization (Rochaeni et al., 2019).

Intrinsic competencies arise from the implemented strategies by the organization to use its capabilities and resources efficiently. Those employees' competencies are complex sets of resources and capabilities that connect different industries through technical knowledge and expertise. While Syafitri and Mahrani (2021); Liu (2021) emphasized that intrinsic abilities are a unique strength, as they form an integral part of the organization performance.

Sabuhari et al. (2020) have provided one of the most explicit definitions of intrinsic ability as a set of differentiated skills forming the basis of the organization's competitiveness and permanent advantage. Intrinsic capabilities are defined as central capabilities to value-creating activities. They are distinct, specific, and challenging to simulate assets and skills and can be trained using tangible and intangible assets and resources. Noor, Suherli, and Sutisna (2020); Salman, Ganie, and Saleem (2020); Potnuru, Sahoo, and Sharma (2019) indicated that intrinsic capabilities represent outstanding capabilities to create and enhance the characteristics of learning organizations. Basic intrinsic capabilities have shown

clear indications that organizations compete based on specific capabilities to create differentiated products that customers value. While Potnuru and Sahoo (2016); Nguyen et al. (2019) showed that intrinsic abilities could be deduced by examining repeated successes, especially those resulting from unexpected outcomes. Basic innate capabilities are grouped learning outcomes in organizations, particularly in coordinating different production skills. Consequently, basic intrinsic capabilities are an integrated set of knowledge and skills resulting from collective learning. Those competencies are rooted in individuals creating idyllic value for customers and stakeholders (Otoo, 2019; Kaur & Kaur, 2022).

2.2 Dimensions of Intrinsic Competencies

Organizations adopt flexibility by identifying and investing in their employees' strengths and addressing weaknesses. Inherent capabilities assume an open system to extract original ideas. Organizational leadership is a typical structure of intrinsic competencies that clearly shows employees' abilities (Hennekam, 2016; Brubacher & Silinda, 2019; Hazan et al., 2018). Intrinsic competencies and design-build learning organization. It is achieved through the interrelationship between intrinsic capabilities and the organization's definition. It facilitates strategy development and fosters innovation. Dimensions of intrinsic competencies are influential in achieving the ability to learn. A high potential to learn and transfer experiences is reflected in this collective ability. The dimensions of essential intrinsic competencies are related to cooperation, communication, solving complex problems, critical thinking, and creativity. Three dimensions were addressed by Shivanjali, Singh, and Singh (2019); Verma and Singh (2020); Tarigan and Setiawan (2020): Organizational Resources, Human Resources, and Employees Capabilities. The following figure is an illustration of the dimensions:

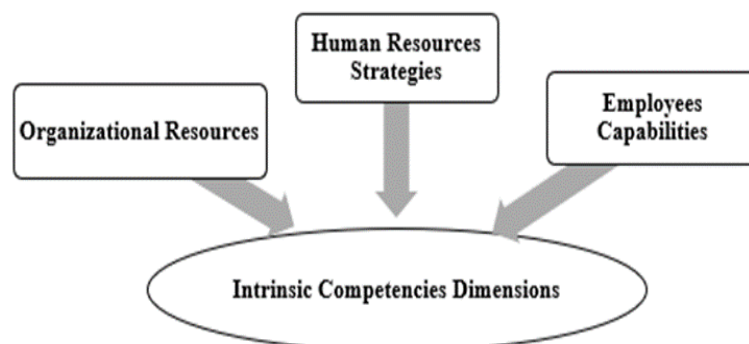


Figure 1. Dimensions of Competencies (Otoo, 2019; Kaur & Kaur, 2022)

2.2.1 Organizational Resources

The organizational resources represent all the means at the organization's disposal and are necessary for realizing their activities. Resources embracing technologies and tangible materials comprise advanced apparatus to manufacture and produce goods and services (Albrecht, Bredahl, & Marty, 2018). The most appropriate perspective to explain organizational resources is the resource-based theory. The resource-based view states that efficiently utilizing an organization's resources achieves superior performance. The strategic advantages of organization-based resources are categorized based on capabilities, skills, assets, and physical assets (Bamel & Bamel, 2018). The elementary proposition behind this theory is that organizations differ in fundamental strategies and operational missions.

Organizations are individual entities with conventional resources (Hong & Kim, 2020). Organizational resources affect the process of strategic direction in developing capabilities from its resources, and it is part of the organization's competitive advantage (Huang, Yao, & Chen, 2019).

2.2.2 Human Resources Strategies

Human resources (H.R.) are the beating heart of the organization. Human resources represent all people collaborating with the organization, and their qualifications and capacities constitute the main asset (Nafari & Rezaei, 2022). Human resources represent executive functions related to obtaining and retaining talented individuals. H.R. activities are viewed as critical resources to excel and achieve their goals. The H.R. strategy outlines an employee's life cycle from recruitment to departure. Human capital significantly impacts the company's general performance; thus, the H.R. strategy makes it possible to optimize this performance (Molina-Azorin et al., 2021; Ahammad, Glaister, & Gomes, 2020). Human Resources Strategies or strategic human resources management integrate the evolution of the administrative and operational management of personnel with the general policy and the objectives of the company with a long-term vision. Diligent and continuous work must be done for management and development to achieve organizational goals, improve performance and increase productivity (Pooya, Pakdaman, & Monazam Ebrahimpour, 2020). Managerial support and interaction with individuals should be sufficient to create a skilled and trained workforce to meet future needs (Azizi et al., 2021).

Establishing an H.R. strategy requires a systematic organization to follow the steps successfully. First, determine the strategic objectives and long-term H.R. orientations and evaluate the efforts to achieve its goals. Second, analyze the business situation (SWOT). Third, find strengths and weaknesses related to internal human resources. Fourth, define performance indicators to visualize better the improvements and progress of the H.R. action plan. Finally, the H.R. strategies allow employees to know daily their skills acquired and to be developed for a progression adapted to the company's strategic orientations (Ngaka & Mtshokotshe, 2020).

2.2.3 Employees Capabilities

Employees' capabilities are integrated into the organization's skills to coordinate and utilize the organization's resources (Zhang & Edgar, 2022). Employees' capabilities influence organizational strategies to make decisions and manage internal processes to achieve goals. Abilities are defined as the complex concepts that individuals possess to adapt to the environment, act wisely under challenging situations, and the ability to solve problems (Maley, 2019). Capabilities represent the organization's skills to coordinate its resources and improve its operation methods in the best possible way. Capabilities are used to accomplish the organizational tasks required to produce the goods and services that the organization provides customers to create value (Sopa et al., 2020).

Employees' capabilities are a valuable asset for any organization; upgrading skills presents an incredible opportunity to engage and retain employees while increasing the bottom line. Upskilling is a crucial tool that organizations must contemplate to close the gaps in employee commitment and retention (Subramanian & Zimmermann, 2020). Capabilities building is a tool that encourages employee engagement and retention. It, therefore, has clear advantages not only in terms of results but also in terms of well-being, especially in performance (Wohlgemuth et al., 2019).

2.3 Learning Organization

Continuous learning is critical in organizational culture, balancing stakeholders' benefits and welfare. Learning organization are human-oriented. Its emphasis is on spreading knowledge in society and educating individuals. The workforce can enhance their education by integrating time for learning (Alharbi, 2021). Continuous learning is a crucial facet of organizational culture where those learning organization adopt holistic tactics for problem-solving. Open communication and teamwork are encouraged, and ultimately leadership is motivational. Training is certainly included in the universal strategies of the learning organization. However, learning organizations are based on a larger vision. Lifelong learning is inspired by a unique idea contrasted with extraordinary clarity in abilities (Korn, Chandler, & Marzec, 2021). This association leads to a creative tension continually fueled by the evolution of personal vision and insight. It is the engine of the will to learn. Any training program must fit into this dynamic to be relevant. Employee learning opportunities inspire and nurture the lifelong learning procedure (Ostrovskaya et al., 2021).

Team learning is at the heart of this discipline. Organizations need to optimize the workforce's ability to learn. More than a training issue, it is an issue linked to a new managerial concept in question, an organization of the future. The need to learn is constantly increasing. Simply wanting to add to training budgets is unlikely to be enough. Organizations, therefore, need to rethink learning at its core and establish favorable conditions (Watkins & Kim, 2018; Hui & Singh, 2020). Learning organization epitomizes efforts in aligning organizational strategies. Learning organization, thus, represents an appropriate vehicle for operationalizing the original moral contract binding employees to their organizations. Hence, normative commitment endowed with power enhances competitiveness and learning and ensures outstanding performance (Ellinger & Ellinger, 2021).

2.4 Research Hypotheses

Participatory management grounded on employees' capabilities increase accountability and empowerment. The notion of skills development is broader than that of training. It is not only a question of acquiring new skills but of maintaining them and being part of a permanent development process. Organizational resources, human resources strategies, and employees' capabilities are intrinsic competencies of learning methods and enhance their performance (Ellinger & Ellinger, 2021; Reese, 2018). This concept, therefore, depends first on organizational realities and work performance conditions. Secondly, it is procedures for managing skills and career paths, training opportunities, formal and informal. Finally, intrinsic competencies approaches are discussed socially. Competencies development recommends cooperative and unstructured managerial styles. Intrinsic competencies and abilities aim to expand workforce skills to respond to enduring fluctuations in the workplace. Continuous learning guarantees recognition of capabilities. The latter is the foundation of intrinsic competencies. Those dimensions advance the performance of the learning organization (Gagnon et al., 2015).

These topics concern learning organizations to varying degrees. The level of development of "H.R. tools" depends on the skills available internally. Learning organizations should remain consistent with developing intrinsic competencies and skills to improve their performance. A human resources manager's presence allows the deployment of intrinsic competencies (Hong & Kim, 2020; Huang, Yao, & Chen, 2019). Innovations in HRM are associated with non-cost competitiveness strategies. Innovative competencies management presupposes organizational learning. To disseminate the

competency model, managers claim corporate resources, human resources strategies, and employees' capabilities to practice on a large scale.

The research model represents the relationship between the independent variable (Intrinsic Competencies) and the dependent variable (Performance of Learning Organization). The underlying assumption is, therefore, that organizations are not operating at maximum capacity. The learning organization's role is to eliminate dysfunctional aspects that limit performance. The literature review structured four hypotheses.

- ❖ H1: Intrinsic Competencies significantly influence the Performance of Learning Organization
- ❖ H2: Organizational Resources significantly influence the Performance of Learning Organization
- ❖ H3: Human Resources Strategies significantly influence the Performance of Learning Organization
- ❖ H4: Employees Capabilities significantly influence the Performance of Learning Organization

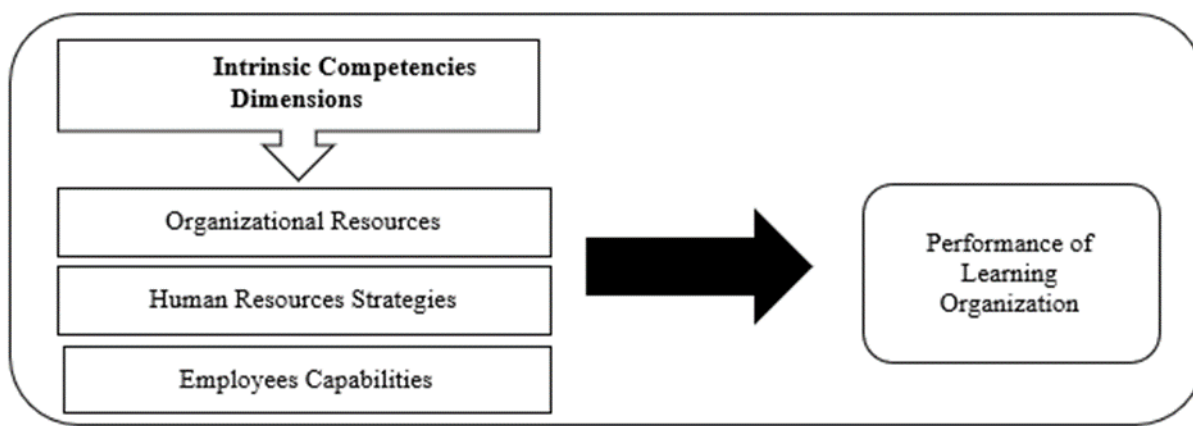


Figure 2. Conceptual Framework

3. Research Methodology

This third section outlines the research methodology, including the research designs and philosophy, to obtain valid and reliable results and achieve objectives. It identifies and analyzes data concerning intrinsic competencies' influence on learning organizations' performance. Positivism is the adopted philosophy theory because competencies and learning organizations are an objective reality claiming the knowledge of facts. The quantitative method is leveraged to validate hypotheses.

Quantitative research with hypothetico-deductive reasoning is preferred in this study because the research objectives are confirmatory. The quantitative analysis relies on measuring and testing numerical data with a structured questionnaire. The hypothetico-deductive reasoning consists of deducing hypotheses from the learning organization theory. This approach formalized statements for each variable measured on the five points of the Likert scale. Then, those statements are tested empirically. The confirmation or rejection of hypotheses is the final step in the analysis. This study is cross-sectional. Its analysis is a research method of observing a population through a representative sample of participants at a specific time. Therefore, this research aims to analyze the relationship between intrinsic competencies and Wasit University's performance as a learning organization at a precise time and location.

Data is collected through surveys, questionnaires, tests, databases, and registers. A pilot study was to be carried out as a preliminary study on a small number of participants to determine its validity, reliability, and the time needed to complete the questionnaire. A face validation initiated a similar investigation on the used scales of rationality. This quantitative study seeks quantifiable data to be analyzed through statistics using SPSS and AMOS. SPSS measures and explores the descriptive nature of the numerical data. At the same time, AMOS is mainly used to confirm and validate the model fitness using indices. The Coding of the study's main variables and the number of their sub-dimensions are incorporated in the Table 1.

Table 1. Classification of Variables Coding

Variables	Dimensions	Item Number	Coding	Sources
Intrinsic Competencies	Organizational Resources	6	RO	(Tseng et al., 2019; Bin
	Human Resources	7	RH	Atan & Mahmood, 2019;
	Strategies			(Lindawati & Wulani,
Performance of Learning Organization	Employees Capabilities	6	CO	2021)
		7	LO	(Alharbi, 2021; Korn, Chandler & Marzec, 2021; Ostrowska et al., 2021)

4. Results and Findings

4.1 Confirmative Structural Validity Test

Structural Equation Modeling (SEM) is a Confirmative Factor Analysis (CFA) technique verifying the validity of the scale constructs. The confirmatory factor analysis determines the measurement model for variables. The importance of using the confirmatory factor analysis emerges from confirming highly significant constructs of measured variables in a different context. Table 2 shows indicators of the CFA.

Table 2. Fitness Indicators (Chan et al., 2007; Singh, 2016, p. 388)

Indicators	Quality Ratio
X2 values and df degrees of freedom	less than 5
The goodness of Fit Index (GFI)	greater than 0.90
Tucker-Lewis Index (TLI)	greater than 0.90
Comparative Fit Index (CFI)	greater than 0.90
Approximate Root Mean Square Error	between 0.08-0.05

4.2 Validity & Reliability Test

Cronbach Alpha is a statistical tool verifying the scale reliability. Its value is considered reliable whenever it exceeds (0.60).

Table 3. KMO & Cronbach's Alpha

Variables & Dimensions	Cronbach's Alpha	KMO	Sig.
Intrinsic Competencies Dimensions	0.80	0.81	0.00
Organizational Resources	0.75	0.72	0.00
Human Resources Strategies	0.88	0.81	0.00
Employees Capabilities	0.86	0.82	0.00
Performance of Learning Organization	0.84	0.79	0.00

Cronbach alpha coefficient for the dimensions of intrinsic competencies and the performance of learning organizations have ranged between (0.88-0.75). These values are valid and reliable and have an excellent p-value of less than 0.01. The sample is adequate for measuring the scale. The questionnaire as a study tool and its measures are valid for application.

4.3 Description of Intrinsic Competencies and Their Dimensions (Independent Variable)

Table 4 shows the arithmetic averages for each measurement of the intrinsic competencies and their dimensions, forming the independent variables and the performance of learning organizations as the dependent variable.

Table 4. Descriptive Statistics

	Std. Dev.	Mean	Skewness	Kurtosis
Organizational Resources	0.772	4.08	.958	0.012
Human Resources Strategies	1.003	3.84	1.824	0.592
Employees Capabilities	0.934	3.90	1.979	0.756
Intrinsic Competencies (Independent Variable)	0.903	3.94	2.054	0.650
Performance of Learning Organization	0.826	4.17	1.739	0.472

Constructive validity of the independent variables is examined to complete the test. The factor analysis confirmed that intrinsic competencies are a multidimensional variable established through three fundamental dimensions: Organizational Resources (6 items), Human Resources Strategies (7 items), and Employees' capabilities (6 items). Figure (3) shows that standard estimates are more significant than the stated standard (0.40). The quality indicators of model fitness are within acceptable limits. Opportunities to improve the model fitness statistically can be achieved through the covariances and modification indicators. Adding covariances linking constructs variables enhances the fitness indices. The (19) items measure the structure of intrinsic competencies estimations (a multidimensional variable). Results indicate that the tested data are identical to the measurement model.

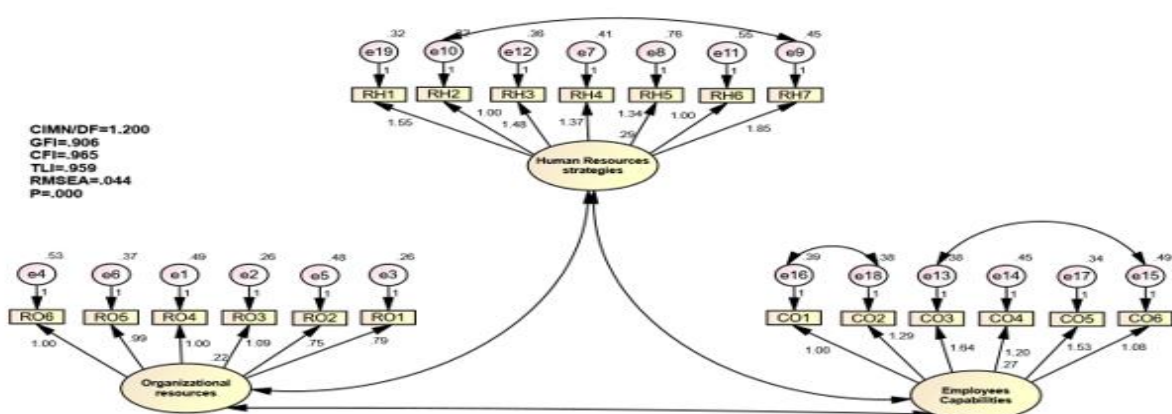


Figure 3. Intrinsic Competencies (Path Analysis)

Table 5. Assessment of Normality

	Constructs	Skew	C.R.	kurtosis	C.R.
Employees Capabilities	CO2	-1.131	-4.687	1.348	2.793
	CO5	-.891	-3.691	.325	.672
	CO1	-.873	-3.616	1.181	2.446
	CO6	-.533	-2.208	-.074	-.152
	CO4	-.264	-1.094	-.086	-.178
	CO3	-.665	-2.756	-.177	-.366
Human Resources Strategies	RH1	-.662	-2.741	-.406	-.841
	RH3	-.581	-2.407	-.195	-.404
	RH6	-1.260	-5.221	1.940	4.019
	RH2	-1.108	-4.591	2.012	4.168
	RH7	-.391	-1.622	-1.057	-2.190
	RH5	-.180	-.746	-.881	-1.825
	RH4	-.510	-2.114	-.429	-.889
Organizational Resources	RO5	-.800	-3.317	.725	1.502
	RO2	-1.063	-4.406	2.080	4.309
	RO6	-.546	-2.261	.052	.108
	RO1	-1.052	-4.360	3.165	6.557
	RO3	-.977	-4.049	2.448	5.072
	RO4	-1.267	-5.248	2.371	4.913
	Multivariate			64.568	11.599

Table 6 shows a summary of the model estimates, which are significant at (P<.001), and the critical ratio is more effective than (1.96), and it fulfills the necessary condition.

Table 6. Estimates of the Intrinsic Competencies

Item		Dimension	Estimate	S.E.	C.R.	P
RO1	<---	Organizational Resources	.795	.193	4.108	***
RO2	<---	Organizational Resources	.748	.216	3.458	***
RO3	<---	organizational Resources	1.087	.242	4.492	***
RO4	<---	Organizational Resources	1.001	.252	3.971	***
RO5	<---	Organizational Resources	.992	.237	4.194	***
RO6	<---	Organizational Resources	1.000			
RH1	<---	Human Resources Strategies	1.552	.207	7.499	***
RH2	<---	Human Resources Strategies	1.000			
RH3	<---	Human Resources Strategies	1.475	.203	7.275	***
RH4	<---	Human Resources Strategies	1.373	.198	6.946	***
RH5	<---	Human Resources Strategies	1.338	.225	5.937	***
RH6	<---	Human Resources Strategies	1.005	.183	5.505	***
RH7	<---	Human Resources Strategies	1.853	.277	6.690	***
CO1	<---	Employees Capabilities	1.000			
CO2	<---	Employees Capabilities	1.289	.164	7.874	***
CO3	<---	Employees Capabilities	1.644	.245	6.724	***
CO4	<---	Employees Capabilities	1.202	.203	5.933	***
CO5	<---	Employees Capabilities	1.535	.226	6.776	***
CO6	<---	Employees Capabilities	1.083	.199	5.440	***

The structural equation modeling techniques reach a series of interrelated correlations. (SEM) is a comprehensive statistical technique for studying hypotheses. SEM technique is much more valuable than multiple regression analyses. Thus, SEM is a very effective method of representing latent variables' direct and indirect effects on the factors measured in the hypothetical model. Therefore, the level of direct influence between the variables can be determined as follows.

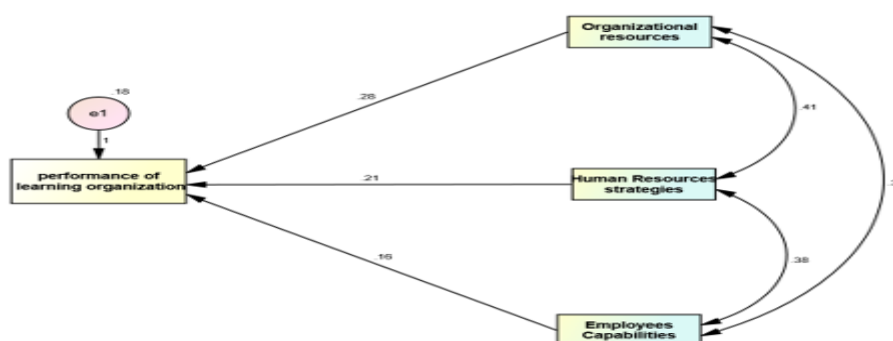


Figure 4. Structural Equation Modelling Method

Table 7. Intrinsic Competencies and Performance of Learning Organization

			Estimate	S.E.	C.R.	P
Performance of Learning Organization	<--	Intrinsic Competencies	.724	.167	10.762	***

Intrinsic competencies are a multidimensional variable influencing the performance of the learning organization significantly. The common estimate effect has reached (0.73). Therefore, intrinsic competencies positively affect the performance of learning organization variable by (73%) at Wasit University. In other words, an alteration by one unit variation in total dimensions of intrinsic competencies at the University of Wasit immediately increases this learning organization's performance by (73%).

A significant positive effect between intrinsic competencies and the performance of learning organizations is accepted. This value is significant because the critical ratio (C.R.) amounted to (10.762), which is a considerable value at a substantial level (P-Value=0.01). Consequently, the first hypothesis is verified.

❖ **H1:** Intrinsic Competencies significantly influence the Performance of Learning Organization

Table 8. Dimensions of The Intrinsic Competencies and The Performance of Learning Organization

			Estimate	S.E.	C.R.	P
Performance of Learning Organization	<---	Organizational Resources	.554	.086	4.119	***
Performance of Learning Organization	<---	Human Resources Strategies	.152	.075	2.027	***
Performance of Learning Organization	<---	Employees Capabilities	.220	.079	2.772	***

Each dimension of intrinsic competencies has a significant favorable influence on the learning organization exists. For Organizational Resources, values of the standard impact coefficient estimate and S.E. are higher than (0.40). The value of the critical ratio (C.R.) is significant because it amounts to (4.119) with a (P-Value of 0.00, lower than 0.05). The value of the interpretation coefficient (R^2) for the tested model was (0.554). Organizational Resources explain (55,4%) of the changes occurring in the performance of learning organizations. Consequently, the second hypothesis is verified.

❖ **H2:** Organizational Resources significantly influence the Performance of Learning Organization

Human resources dimension has a significant positive influence on the performance of learning organization. The value of the critical ratio (C.R.) is crucial because it amounts to (2.027) with a (P-Value of 0.00 lower than 0.05). Consequently, the hypothesis is verified.

❖ **H3:** Human Resources Strategies significantly influence the Performance of Learning Organization

Employees' capabilities influence the performance of learning organization positively and significantly. The value of the critical ratio (C.R.) is crucial because it amounts to (2.772) with a (P-Value of 0.00 lower than 0.05). Consequently, the fourth hypothesis is verified.

❖ **H4:** Employees' capabilities significantly influence the Performance of Learning Organization

The three dimensions of intrinsic competencies possess significant favorable impact on learning organizations performance. The development of intrinsic competencies is a considerable concern for learning organizations. Based on the preceding interpretations, the four hypotheses are validated and accepted. Enriching the workforce competencies base with its three dimensions refers to the organizational learning process. It includes the learning organization's ability to acquire, transfer, and exploit knowledge and skills. Consequently, resource theory can activate collective learning phenomena while aligning it with the basis of strategic performance. Hence, enhancing employees' intrinsic competencies can leverage the performance of learning organizations. The latter is conducive to lifelong learning, teaching, and training.

5. Conclusions and Recommendations

"Intrinsic Competencies" is a multidimensional variable formed from Organizational Resources, Human Resources Strategies, and Employees Capabilities abilities variable. These practices in those colleges fulfill educational needs and improve the performance of learning organizations.

Learning is a continuous search for better performance. Indeed, learning organizations are working to remove barriers to learning by incorporating intrinsic competencies and the ability to adapt. Academic staff is increasing learning capabilities. Learning organizations are receptive to using learning strategies enabling the application of acquired competencies. Learning organization endorses human resources practices.

In conclusion, the performance of learning organizations is enhanced by implementing intrinsic competencies. Applying those dimensions can create positive modifications. The implementation of intrinsic competencies such as knowledge strategy and process leverages employees' dedication to a lifelong and continuous learning.

Learning organizations should capitalize on internally possessed knowledge. These organizations should set up an objective knowledge transfer process on an operational level. Internal experts should share their knowledge with the rest of the organization. Experts who dream of having an impact on the organization but often do not have the means to implement it. The challenge is to offer them a stage, a role finally, and spaces where they can ultimately transform, on their scale, the company daily and, for some, find meaning at work. The key is to rely on experts to build a training strategy. The first step is identifying leaders internally and giving them the tools to document and share their knowledge. Then, focusing its training strategy on content directly related to the business enriches the internal knowledge management system fed by operational experts.

Knowledge retention is greatly improved due to intrinsic competencies and active learning situations offered to learners. In digital training, knowledge retention explodes, and a fundamental collaborative learning dynamic is set up. However, e-learning today places learners in a situation of passive learning, which generates poor learning results, and does not meet the expectations of learners nor those of learning organizations. Employees/learners should be placed in an active learning situation. Learning organizations should create convivial learning moments by getting feedback on the quality of learning and teaching skills, allowing them to optimize it.

Develop employees' competencies and skills through a continuously updated and enriched catalog. Guaranteeing the quality of available knowledge in terms of its pedagogical structure develops the performance of learning organizations. Therefore, learning organizations should disseminate those competencies and training. The new role of the Learning & Development teams (H.R./Training) is to build this long-term training strategy.

The learning procedures must be exciting and captivating. Learning can be extended from the relevance of learned courses to the possibility of gamification. The teaching should be practical and contemporary and adapted to the uses of the participants:

- 1) Learning must count: if it is neither evaluated nor rewarded, training will be perceived as futile. Therefore, value acquiring new skills and sharing good practices more than the results.
- 2) Adapt learning tools to the latest web or mobile standards. Do not give audiences any excuses to skip any training session by eliminating all technological friction. The key to attracting employees.
- 3) Learning must be available and inclusive: do not limit knowledge to integration (or onboarding) or job training programs. Allow employees to train on new methodologies, not only on hard skills but also on soft skills or personal development, for example.

Each study has its limitations. The access and authorization to learning organizations represented the first limitation. Therefore, this study is limited to Wasit University as the field of study and a case study. Future research should secure access to several universities (learning organizations) to ensure results generalizations. This study is limited by time and sample size. It is important to note that the sample is relatively small. Therefore, it affects the generalization of results to the sector of learning organizations. However, meaningful relationships and statistical tests ensured a fair representation of Wasit University as a learning organization. Besides, the time limitation resulting from the cross-sectional approach of the research restricted the sample size. This limitation is added to the probabilistic sampling technique used to select a sample; however, this sample represents a good point of view of the academic staff as a population or group of interest.

By combining continuous optimization of intrinsic competencies and active learning process, it is the overall performance that improves and their loyalty. Therefore, future studies should elaborate the influence of intrinsic and extrinsic competencies on employees' loyalty. Besides, organizational commitment can be introduced as a dependent variable resulting from employee engagement and empowerment. At the executive level, the impact of a culture of constant optimization is the direction for future studies. Professionals learn to interact, iterate, optimize, and boost operational efficiency. Finally, future studies can introduce data-driven planning, action, verification, and improvement action (PDCA) as a mediating variable between ongoing training and the performance of learning organizations.

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