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The Role of Entrepreneurial Capabilities in Enhancing Organizational Excellence

An exploratory study of the opinions of the heads of scientific departments in a number of private universities in the Kurdistan Region of Iraq

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ABSTRACT:

The global competition, dynamic environment, and limited resources nowadays put great pressure on modern institutions, including private universities (PU). Accordingly, entrepreneurial capabilities are needed for the entire organization, effective tools, and keys capable of not only ensuring efficient use of resources but also responding to the rapid dynamics of today's environment to achieve organizational excellence and improve the performance and suitability of top educational institutions. This study examined the role of entrepreneurial capabilities (EC) in enhancing organizational excellence (OE). The researchers used a descriptive-analytical approach and used the questionnaire as a tool for data gathering. 181 questionnaires out of 210 collected from respondents from heads of scientific departments in a number of private universities in the Kurdistan Region and have been analysed. Data were analysed using the PLS-SEM software version (4.0.7) and also by the SPSS software version (26). The results showed that entrepreneurial abilities (EC) were positively related to organizational excellence (OE), the results also indicated that entrepreneurial abilities (EC) had a positive effect on organizational excellence. Thus, the use of (EC) and (OE) of private universities that are primarily used in private environments will contribute significantly to the knowledge management of those universities. The study suggested that more samples should be included in future studies, and the institution should be used as the unit of analysis. Discussing the level of the hierarchy at which organizational excellence and entrepreneurship are most beneficial to managers is another tool for future research in this field.

KEYWORDS: Entrepreneurship, Entrepreneurial Capabilities, Organizational Excellence, Private Universities.

Introduction

Over the last three decades, the pursuit of excellence in business organizations have been a key way to ensure quality service and competitive advantage (Vora, 2013). Organizational excellence is contemplated by using a number models developed by many institutions around the world, and subsequently acclimated by organizations in order to enhance performance and achieve success in an organization (Enquist, Johnson, & Rönnbäck, 2015; Ringrose, 2013).

The term "excellence" appeared in the midst of the global transformation and challenges facing these organizations and institutions, which indicates the efforts of these organizations to seize key opportunities preceded by effective strategic planning and commitment to achieving a common vision dominated thorough strategic planning and dedication to realizing a shared vision characterized by clarity of desired goals, the sufficiency of resources, and acuity on performance. In the era of globalization and openness, organizational excellence in the modern world has become the object of intense interest and discussion by many researchers and writers, as the age of information and knowledge no longer recognizes the typical standard-setting work. Traditional work reigns and rotates in the old bureaucratic hierarchy, but is more based on the elements, capabilities, and skills characterized by discrimination, diversity, and intellectual diversity as superiors, and subordinates, and the achievement of functional excellence in the organization requires its members. Anything far from routine. most business organizations are typical and conventional (Shelton et al., 2010).

Entrepreneurial organizations play a prominent and significant role in the economic life of the world, which affects the operation of many business organizations and service institutions institutional excellence and entrepreneurial capabilities in both the public or private sectors and affected how to achieve the outputs of the administrative process. Therefore, organizations differ in the extent to which they respond to rapid changes and face challenges in the surroundings, either internally or externally work (Shilton et al., 2010).

To adapt to the future of the environment, entrepreneurs need to stay awake and up-to-date so that they can effectively use data and information from the external environment to make decisions (Cancelier, 2013). Entrepreneurs with different capabilities in business companies have characteristics that give them opportunities in difficult situations due to their high entrepreneurial skills (Feuerschütte, 2008).

Therefore, entrepreneurship is one of the most important tools in the organization, the ability to perceive, decide and see the right things that they can do and see in the environment in the right way and at the right time, and the power and influence of organizational excellence. enthusiasm. with strategic contribution.

II. Literature Review

2.1 Entrepreneurial Capabilities

In most of the entrepreneurship literature. Entrepreneurial capabilities are defined as "the ability to identify the resource base needed to discover and exploit opportunities and to identify

new opportunities", which has become an important concept to explain the tools and competencies needed for success (Arthur's & Busenitz, 2006). Entrepreneurial activity (for example, Alvarez and Busenitz, 2001; Chell and Allman, 2003). Although often used to refer to an individual entrepreneur, it is equally closely associated with entrepreneurial teams and companies acting as corporate entrepreneurs.

The existing literature illustrates several theoretical studies of entrepreneurial capabilities in which researchers examine roles according to their field. It is defined as the entrepreneurial ability to implement new project performance (Zahra et al. 2011; Zhang et al. 2009; Abdel-Gawad et al. 2013). However, there is no consensus on the concept of entrepreneurial competence (Afzal et al., 2018).

Furthermore, the concept of entrepreneurship in corporation has become - "the activities of actors who have an interest in certain institutional arrangements and who take advantage of the resources to create new enterprises or to transform existing ones" (Maguire et al., 2004), This is unexpected considering that entrepreneurship is now a recognized research discipline in its own right .Although the concept of capabilities has emerged in the entrepreneurship literature, not yet systematically used in organizational theory, which focuses more on impacts and results. Early research on entrepreneurship focused on these areas of interest, along with concepts such as entrepreneurial characteristics and "entrepreneurial personality." Six competency domains under the Entrepreneurial Capabilities Framework were identified by Man et al. (2002) in their practical/behavioural approach based on an examination of previous empirical studies. these competencies were opportunities, relationships, concepts, organization, strategy, and commitment.

Some existing literature suggests that entrepreneurial capabilities consist of four distinct and interrelated dimensions that focus on the perception, selection, creation, and synchronization of opportunities (Breznik et al., 2016; Bingham et al., 2007; Felin et al., 2009). Ani et al. (2019) argue that focusing on the business competencies it represents (capabilities, relationships, strategies, organization commitments, and concepts) will help improve business performance. Adopting skill and knowledge as entrepreneurial capabilities increase the degree of competition and thus enables companies to achieve effective communication with others (Talib and Sahyoud, 2015).

Thus, the concept of entrepreneurial capabilities provides a very helpful theoretical framework in which business theorists can express their observations about the resources and capabilities required for business entrepreneurship in different contexts. It also helps students of corporate entrepreneurship avoid the mistakes that entrepreneurial scholars make when they first try to imagine entrepreneurial activities.

The Xie and Huang, (2012) model was adopted as it took the five areas of entrepreneurial capabilities as dimensions in research that was adopted in its approach against the background of a study conducted in (2002) on which a series of research was built, which enhances its scientific sobriety.

Through the researcher's study of the general situation in educational organizations in the Kurdistan Region and through previous studies that were applied in the Kurdistan Region. Therefore, the researcher believes that the elements of the Xie and Huang (2012) model are the most appropriate for this study in order to obtain the best results, due to the lack of studies that dealt with these elements in educational organizations in the Kurdistan region, in addition to that this model covers more comprehensively the pioneering capabilities in this field.

1. Seize opportunities: The successful of any business rely on the ability of organizations to exploit opportunities through which it can determine the future, so it does not search for opportunities related to the current strategy, but rather evaluates its strategies based on the opportunities it obtained (Sadeq, 2010). So, opportunity may be associated with uncertainties so it is not necessarily profitable because this is related to a particular situation of exploitation which leads to this outcome (Davidsson et al, 2008).

2. Skills: Skills are defined by self-awareness, goal setting, and an emphasis on managing time and conflict as part of entrepreneurial capabilities, as well as creativity and innovation as one of the general characteristics of entrepreneurs (Nieuwenhuizen, 2008).

3. Knowledge: Here a distinction can be made between three lines of thought: The first trend viewed knowledge as something intangible, which is capabilities that the organization adopts to achieve its goals (Mahjub, 2004). The second trend looks at knowledge more broadly than capabilities and falls within this direction (Molin & Goitom, 2013).

4. Resource Efficiency: Resource dependency theory focuses on the resource needs of firms. Therefore, organizations want to develop relationships with other organizations to acquire desired assets. Thus, RDT focuses on the company's requirement to obtain resources from other actors in its environment and shows how the firm's lack of resources forces it to introduce new innovations using alternative resources (Sherer & Lee 2002).

5. Creativity: According to Lee et al. (2004), entrepreneurship requires a climate where creativity and innovation should flourish in addition to an appropriate business climate. Pretorius et al. (2005), pointed out that creativity considers one of the most significant entrepreneurial skills needed for a successful start-up of a business process. Its importance is essential not only to the process of decision-making associated with the launch of a new company but also for the process of decision-making related to the entire business creation process.

2.2 Organizational Excellence:

There are many concepts of organizational excellence based on many researches, and this diversity indicates the significance of the theory that led modern administrative techniques to concentrate their efforts on defining the theories of institutional excellence. Teamwork, quality of life, environment, organizational culture, and management effort continued. These aspirations include a modern management approach that defines the concept of efficiency, which focuses on achieving the entire organization's goals in the face of multiple environmental changes. (Zayed, 2003).

Smith and Fingar (2003), also suggested in his study that companies with excellence performance should work hard for continuous improvement, and that companies with excellence environmental performance have common links such as committed and transparent management as well as consistent internal and external goals and continuous improvement. In this context, the Institutional Excellence Framework (Ringrose 2013) was published. By incorporating the definitions of principles and best management practices offered by the leading original equipment manufacturers and filling in the knowledge gap in the literature by giving the user implementation instructions. While the recommendations for implementation included (the methodology used by seasoned consulting professionals to implement best management practices).

Through research that tracked award winners in mid-sized companies and a similar industry for 11 years, they found that recipients of awards had bigger gains in stock value, average sales growth, lower expenses, and improvements in operating income. (Ringrose, 2016).

Touma and Naru (2017), emphasized that one of the primary goals of organizations is to perform at the highest level possible,

and that this is one of the key pillars of success for organizations globally for the preservation of organizations by other competitors. Organizational excellence aims to create a strong workforce that has the ability to produce services and goods that exceed internal and external consumer expectations and recognition. The criteria used in the current study are those used in all sectors (commercial, industrial, and service), so organizations seeking to achieve organizational excellence must also consider the following main criteria: (Altaha, Alhilali, 2020).

1. **Excellence in Leadership:** Represents the degree of leader's ability to provide developmental opportunities, invest and exploit organizational opportunities, and accept actions that help the organization.
2. **Excellence in strategy:** The organization's strategy expresses its future directions and how to exploit its capabilities and material and human resources to reach its goals. By building a strategy that focuses on the needs and expectations of employees and work, measuring their performance and facilitating their tasks.
3. **Excellence in Human Resources:** Working on developing effective and correct planning for human resources by identifying and developing the skills of employees and empowering them.
4. **Excellence in Structure:** The organizational structure plays an important role in enhancing the organizational awareness to achieve its goals and objectives efficiently and effectively, and is considered the starting point in determining the path and form of the organization and helps in analysing its operations. Bases on the above discussion, the researcher came up with the following hypotheses:

H1: Entrepreneurial capabilities will significantly relate to organizational excellence.

and the following hypotheses arise from it:

H1a: Seize opportunities significantly relates to organizational excellence.

H1b: Skills significantly relates to organizational excellence.

H1c: knowledge significantly relates to organizational excellence.

H1d: Resource efficiency significantly relates to organizational excellence.

H1e: Creativity significantly relates to organizational excellence.

H2: Entrepreneurial capabilities has a positive impact on organizational excellence.

the following hypotheses stem from it:

H2a: Seize opportunities has a positive influence on Organizational Excellence.

H2b: Skills has a positive influence on Organizational Excellence.

H2c: knowledge has a significant influence on Organizational Excellence.

H2d: Resource efficiency has a significant influence on Organizational excellence.

H2e: Creativity capability has a positive influence on Organizational Excellence.

III. Research Methods

3.1 Proposed model Conceptual Framework

Through the above literature and mentioned arguments and consistent with the objectives and questions of the study and hypothesis of the study, a study model was formulated in which a set of variables that make up the current study were highlighted so that it gives the initial perception of a group of correlation and influence in the relationship between the variables of the study. The present study aims to fulfill its primary goal of verifying the role of entrepreneurship capabilities (EC) in enhancing organizational, excellence (OE) of the private universities in the Kurdistan Region. To examine the model empirically, the researcher adopted at least a partial structural equation square approach to (PLS-SEM) modeling by Smart PLS software (version 4.0.7) (Ringle et al, 2015). Figure 1 illustrates the proposed model of the study.

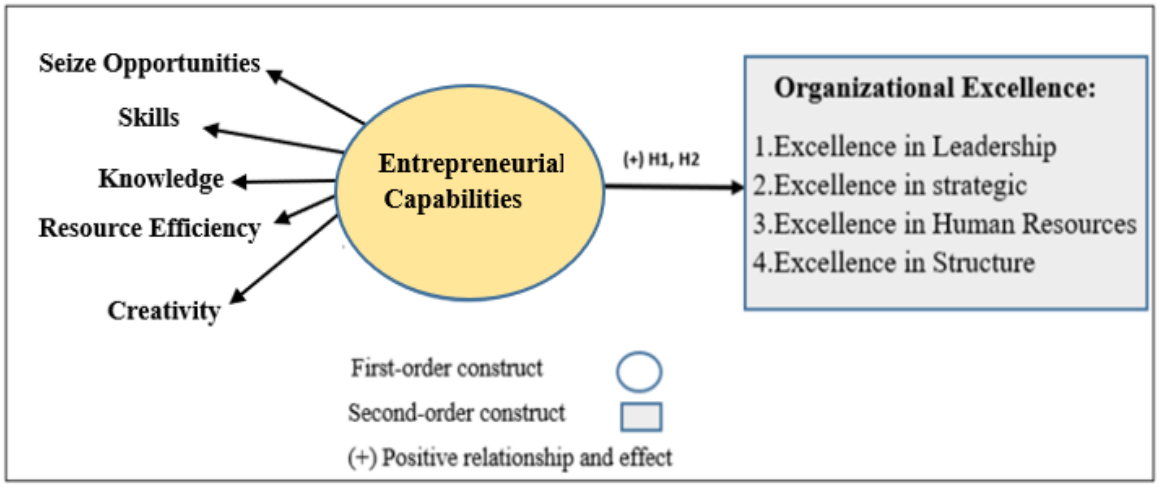


Figure 1: Research Proposed Model

3.2 Data collection and sample selection

data used to achieve the purposes of the study; Sample data was collected through questionnaires. In both languages (Arabic and English), which are two official languages used in higher education institutions, with the aim of making them clear to the participants. The participants are the heads of scientific departments in the private universities in the Kurdistan Region. This study included the majority of private universities. Respondents had more than two months to fill out the questionnaire. A total of 181 questionnaires were collected from a total of 210, and they are valid for analysis. After data was collected, it was coded. Therefore, the data were analysed using two programs SPSS (V.26) and SmartPLS (V 4.0.8), and some steps are described in the next section.

3.3 Data Measurement

In order to choose a suitable analysis procedure, the scale level of each type of measurement must be known, and there is a suitable method that can only be used in this paper the systematic scaling of numbers assigned to tasks Likert scale has been used. it indicates that the difference between the measurements is equal and does not highlight the quantities Absolute, they are just numerical designations based on the Likert scale, so Robson and Newman 2014 assure that for researchers to best results, a five-point Likert scale must be used, so a five-point Likert scale was used in this study, which is consistent with previous studies such as Al-Suwaidi and Mahmoud 2011: naipinit kojchavivong kowittayakorn & na sakolnakorn (2014)

IV. Data Analysis and Results

PLS (Partial Least Squares) SEM-VB (Structural Equation Modelling Variance) was used to evaluate search models using SmartPLS (4.0.7) version software (Ringle, Wende, & Becker, 2015). Two-step analysis methods (Hair, Holt, Ringel, & Sarsted, 2017) include (1) measurement model analysis (reliability and validity) and (2) structural model analysis (examination of understandable relationships) used after the descriptive evaluation is performed. This two-step analysis method, consisting of an assessment model and structural measures, outperforms a single-step assessment (Hair et al., 2010). While a scaled model shows the measurements of each parameter, a structural model explains the relationships between the parameters in the model (Hair et al., 2017).

4.1 Demographic of Respondent Profile

the demographic data of the sample includes: gender, age, education level, duration of job employment, years of employing in the current position, scientific title, as well as participation in leadership courses. All the demographic data of the respondent is shown in Table 2.

A detailed descriptive analyse of the respondents' demographic profiles is presented in Table 2. The profiling showed 117 of sample were male (64.6%) and (35.4% n= 64) female respondents who participated in the survey. The data show a higher recurrence rate for male participants than for female participants. In the age analysis of the respondents, it was found that (6.1%, n = 11) belong to the age group between 31-40 years, and (35.9% n = 65) of Age class between 41 to 50 years, the largest percentage. The age group (51-60) years had a (39.8 %, n=72), and the 15.3 percent had of 61 and over age group by (n= 33). The result also showed that (64.6%, n = 117) of the respondents had a doctorate and (35.4%, n = 64) had a master's degree. Regarding the scientific title, it was found that (20.4% n = 37) of the respondents were assistant teachers and (39.8% n = 72) lecturers. Among the respondents, (33.1%, n = 60) had the title of academic assistant professor. While only 5.6% had n= 12 holding the title of a university professor. In regard to experience in current job groups, most of the respondents have less than 4 years of experience in the current job with (45.3%, n = 82) followed by 5-8 years with (28.2%, n =50) while (26.5%, n = 48) Experience of 9 years or more.

Moreover, based on university services, the analysis showed that (19.9%, n = 36) have less than 5 years of university experience while those with 6-10 years at university are (37.6%, n= 68). Profiling showed that (22.7%, n= 41) of the respondents had 11-15 years of university service, (19.9%, n= 36) more than 16 years. Profiling analysis showed that respondents had diverse backgrounds and had a variety of university experiences that represented the target population.

With regard to participation in courses, the analysis showed that (29.3%, n= 53) of the respondents had participated in one-time driving courses or training, while (29.8%, n= 54) participated in 2-3 courses. In addition, (16.6%, n= 30) participated in more than 4 Leadership courses. In contrast, (24.3%, n= 44) of the respondents did not participate in any courses during their carrier.

Table 2 Respondent Profile

Respondent characteristics		**Frequency (n = 210)**	**Percentage (%)**
Gender			
	Male	117	64.6
	Female	64	35.4
Total		**181**	**%100**
Age			
	31-40	11	6.1
	41–50 years	65	35.9
	51–60 years	72	39.8
	61 and above	33	15.3

Total		**181**	**%100**
Years of employment			
	Less than 5 years	36	19.9
	6-10 years	68	37.6
	11-15 years	41	22.7
	16 and over	36	19.9
Total		**181**	**%100**
Qualification			
	Master	64	35.4
	Doctorate	117	64.6
Total		**181**	**%100**
Scientific Title			
	Assistant lecturer	37	20.4
	lecturer	72	39.8
	Assistant prof.	60	33.1
	Professor	12	5.6
Total		**181**	**%100**
Current position experience			
	Less than 4 years	82	45.3
	5-8	50	28.2
	9 and over	48	26.5
Total		**181**	**%100**
Courses participation			
	1 participation	53	29.3
	2-3 participations	54	29.1
	4 and above	30	16.6
	Not participated	44	24.3
Total		**181**	**%100**

4.2 The Descriptive Analysis

To clarify further analysis was conducted on the level of inclination toward strategic behavior (Skills capability, knowledge capability, seizing opportunities capability, Resource efficiency capability, and creativity capability), organizational excellence (excellence in leadership, excellence in Strategic, human excellence, excellence in structure) in private universities in Kurdistan region depends on the respondent's view. The mean, Standard deviations and mean differences in the test, values were shown in the Table 3. From this table, the creativity capability had a relatively high mean (Mean =3.968). This is results obtained from creativity have shown to be very important in reflecting the entrepreneurial capabilities concept. The mean scores for skills, knowledge, seizing opportunities, and resource efficiency capability are 3.7436, 3.7901, 3.7160, and 3.7856 respectively.

the mean of excellence in leadership impact was the maximum mean value of 4.04 with a standard deviation of 0.797. This result indicates that most universities have owned leadership with high qualifications and influences. In general, these results showed that the respondents have high inclination of all variables under study. The mean scores of Excellences in (Strategy, Human, and Structure) are 3.7602, 4.0099, and 3.7536 respectively.

Table 3 Descriptive Statistics for Latent Variables

Constructs	N	Mean	Std. Deviation

Entrepreneurial capabilities			
Skills Capability	181	3.7436	.73856
Knowledge capability	181	3.7901	.64542
Seizing opportunities Capability	181	3.7160	.70492
Resource efficiency Capability	181	3.7856	.72358
Creativity capability	181	3.9680	.69926
Organizational Excellence			
Excellence in leadership	181	4.0497	.79719
Excellence in Strategic	181	3.7602	.78186
Human Excellence	181	4.0099	1.71299
Excellence in structure	181	3.7536	.75517
Total	**181**	**3.8934**	**.80905**

4.3. Assessment of Measurement Model

According to Hair et al. (2014); Hair, et al (2011); and Henseler et al. (2009) evaluate the scaling model; Researchers must (1) evaluate the reliability of individual entries and (2) evaluate internal consistency, content validity, convergent validity, and discriminant validity. The results are then presented as follows:

4.3.1 Internal Consistency Reliability

Indicator reliability analysis was performed using loading factors. In this study, the composite reliability coefficient was used to examine the internal consistency reliability of the revised scale. Composite reliability was chosen over Cronbach's alpha because the estimates provided by the composite reliability coefficient are much less biased than Cronbach's alpha; this is because Cronbach's alpha assumes that all items contribute is equal toward that specific variable; It takes into account the contribution of individual suppositories (Gotz, Liehr-Gobbers, & Krafft, 2010; Hair et al. 2019).

The quantities of all alpha coefficients unique to alpha Cronbach in this study ranged from 0.721 to 0.882, exceeds the recommended value of 0.7. Furthermore, the reliability of the scale may be more or less underestimated than Cronbach's alpha. According to the composite reliability procedure, which considers different factor loadings for all indicators, the same internal consistency reliability coefficient is explained, where a Cronbach's alpha value greater than 0.70 indicates a favorable level of reliability and less than 0.60 indicates insufficient internal consistency and reliability. Bagozzi and Yi (1988) and Hair et al. (2011) rule of thumb that a composite reliability coefficient value should be 0.7 or greater for a given construct to interpret the composite reliability coefficient. All AVE values ranged from 0.525 to 0.866, which exceeded the recommended value of 0.50 (Hair et al., 2010). Table 4 shows the composite reliability coefficients for each characteristic variable of this study. The composite reliability coefficients for each latent variable shown in Table 3 ranged from 0.798 to 0.914; this indicates scale reliability for adequate internal consistency (Bagozzi & Yi, 1988; & Hair et al., 2011).

Table 4 Loadings, Composite Reliability and Average Variance Extracted (AVE)

Construct (Item)	Code	Factor Loading	Alpha.C	rho_A	Composite reliability	(AVE)
Skill_Capability	SC1	0.776	**0.829**	**0.837**	**0.880**	**0.594**
	SC2	0.831				
	SC3	0.795				
	SC4	0.731				
	SC5	0.716				
Knowlege_Capability	KC1	0.893	**0.785**	**0.797**	**0.853**	**0.540**
	KC2	0.814				
	KC3	0.795				
	KC4	0.846				
	KC5	0.711				
Seize. _O. Capability	SOC1	0.811	**0.829**	**0.849**	**0.879**	**0.594**

	SOC 2	0.845				
	SOC 3	0.778				
	SOC 4	0.724				
	SOC 5	0.885				
Resource_E._Capability	REC1	0.745	**0.790**	**0.800**	**0.857**	**0.547**
	REC 2	0.728				
	REC 3	0.747				
	REC 4	0.844				
	REC 5	0.818				
Creativ_Capability	CC1	0.877	**0.701**	**0.724**	**0.812**	**0.520**
	CC2	0.727				
	CC3	0.714				
	CC4	0.767				
Excellence in Leadership	EL1	0.743	**0.882**	**0.886**	**0.914**	**0.681**
	EL2	0.706				
	EL3	0.797				
	EL4	0.746				
	EL5	0.750				
Excellence in Strategic	ES1	0.743	**0.826**	**0.830**	**0.885**	**0.658**
	ES2	0.749				
	ES3	0.743				
	ES4	0.754				
	ES5	0.724				
Excellence in Human Resources	EHR1	0.735	**0.850**	**0.862**	**0.898**	**0.688**
	EHR2	0.781				
	EHR3	0.754				
	EHR4	0.770				
	EHR5	0.760				
Excellence in Structure	EST1	0.740	**0.731**	**0.700**	**0.712**	**0.569**
	EST2	0.720				
	EST3	0.729				
	EST4	0.759				

4.3.2 Discriminant Validity

Firstly, as suggested by Chen (1998), discriminant validity was also determined by comparing index loadings and cross-loadings. According to Chin (1998), all indicator loadings should be greater than cross-loadings to achieve sufficient discriminant validity. The degree to which a document distinguishes between concepts or measures different constructs is determined by the degree of discriminant validity. The cross-loading method and the Fornell-Larker method were used to analyze the discriminant validity of the measurement model. Cross-loading is often used as a first step to test the discriminant validity of labels (Hair et al., 2017). In this paper, the external label loading on one parameter exceeds all cross-loadings with other parameters, so the cross-loading coefficients meet the requirements (see Table 5) and all items are above 0.4. Specifically, all construct indices loaded highly on the baseline or original construct, providing discriminant validity. However, Hair, Ringle, and Sarstedt (2011) criticized the cross-loading method for being loose while

attesting to its validity. Table 5 shows the discriminant validity through cross-loading.

Table 5: Results of Discriminant Validity by the Cross Loading

CONSTRUCTS	SC	KC	SOC	REC	CRC	EL	ESR	EH	ES
SC1	0.776	0.535	0.130	0.044	0.431	0.139	0.077	0.075	0.348
SC2	0.831	0.476	0.184	0.042	0.426	0.054	0.186	0.155	0.351
SC3	0.795	0.560	0.268	0.006	0.398	0.275	0.001	0.015	0.740
SC4	0.731	0.241	0.084	0.041	0.384	0.328	0.005	0.023	0.650
SC5	0.716	0.313	0.079	0.005	0.329	0.139	0.077	0.075	0.348
KC1	0.340	0.893	0.191	0.095	0.349	0.381	0.051	0.076	0.333
KC2	0.561	0.814	0.073	0.041	0.312	0.206	0.015	0.041	0.362
KC3	0.345	0.795	0.076	0.063	0.258	0.034	0.167	0.175	0.419
KC4	0.190	0.846	0.171	0.179	0.201	0.105	0.097	0.088	0.405
KC5	0.247	0.711	0.115	0.160	0.239	0.381	0.051	0.076	0.333
SOC1	0.379	0.167	0.756	0.154	0.306	0.007	0.123	0.086	0.650
SOC2	0.208	0.088	0.739	0.161	0.167	0.102	0.066	0.077	0.337
SOC3	0.220	0.125	0.703	0.175	0.184	0.057	0.072	0.085	0.464
SOC4	0.335	0.045	0.822	0.138	0.267	0.169	0.050	0.035	0.568
SOC5	0.292	0.079	0.752	0.183	0.276	0.075	0.076	0.073	0.574
REC1	0.224	0.153	0.050	0.745	0.248	0.106	0.050	0.073	0.597
REC2	0.364	0.145	0.076	0.728	0.327	0.020	0.168	0.168	0.458
REC3	0.247	0.160	0.197	0.747	0.249	0.077	0.064	0.054	0.457
REC4	0.298	0.150	0.083	0.844	0.274	0.018	0.119	0.098	0.645
REC5	0.365	0.152	0.146	0.818	0.300	0.106	0.050	0.073	0.597
CRC1	0.225	0.091	0.177	0.171	0.877	0.096	0.068	0.072	0.337
CRC2	0.141	0.109	0.129	0.247	0.727	0.020	0.623	0.565	0.195
CRC3	0.042	0.068	0.067	0.244	0.714	0.069	0.687	0.572	0.090
CRC4	0.110	0.088	0.076	0.279	0.767	0.051	0.707	0.691	0.107
EL1	0.309	0.487	0.174	0.240	0.350	0.743	0.181	0.143	0.541
EL2	0.383	0.660	0.170	0.085	0.349	0.706	0.179	0.124	0.683
EL3	0.358	0.579	0.251	0.042	0.352	0.797	0.219	0.202	0.772
EL4	0.277	0.479	0.233	0.045	0.276	0.746	0.236	0.254	0.528
EL5	0.147	0.425	0.030	0.058	0.235	0.750	0.084	0.052	0.438
EST1	0.309	0.487	0.174	0.051	0.350	0.082	0.743	0.143	0.541
EST2	0.383	0.660	0.170	0.085	0.349	0.000	0.749	0.124	0.683
EST3	0.290	0.018	0.013	0.012	0.332	0.774	0.743	0.062	0.099
EST4	0.340	0.045	0.098	0.030	0.356	0.892	0.754	0.003	0.094
EST5	0.296	0.092	0.100	0.038	0.340	0.869	0.724	0.084	0.212
EH1	0.052	0.114	0.713	0.202	0.068	0.053	0.875	0.735	0.125
EH2	0.022	0.081	0.647	0.244	0.045	0.000	0.844	0.781	0.116
EH3	0.003	0.096	0.572	0.299	0.039	0.179	0.611	0.754	0.151
EH4	0.242	0.772	0.358	0.579	0.251	0.022	0.766	0.770	0.218
EH5	0.029	0.116	0.589	0.292	0.054	0.159	0.698	0.760	0.157
ES1	0.035	0.047	0.465	-0.33	-0.02	0.094	0.574	0.100	0.740
ES2	0.046	0.057	0.597	0.239	0.051	0.047	0.842	0.050	0.720
ES3	0.073	0.112	0.691	0.233	0.069	0.024	0.687	0.105	0.729
ES4	0.051	0.092	0.656	0.251	0.047	0.017	0.833	0.103	0.759

The second method is the Fornell and Larker Criterion. Table 6 shows the second method to obtain the discriminant validity of this test by activating the function (PLS algorithm), that is, the Fornell-Larker Criterion. In this way, the measurement can compare the implicit correlations of the variables with the square root of the 0.50 AVE value. The square root of each AVE structure should be higher than its highest correlation with any other structure. In other words, the external loads on the indicator must be higher than all other horizontal loads. (Hair et al., 2017).

All formulas met discriminant validity criteria (i.e., Fornell and Larcker > AVE criteria).

Table 6 shows that the square root of the extracted mean variance is higher than the correlation between the latent. Therefore, it can be concluded that all measures used in this study have sufficient discriminatory validity, consistent with the recommendations of Fornell and Larcker (1981).

Table 6 Discriminant validity (Fornell and Larcker Criterion).

Constant	SC	KC	SOC	ROC	CC	EL	EST	EH	ES
Skills .C	**0.771**								
Knowledge C.	0.320	**0.735**							

Seize. O. C	0.391	0.712	**0.740**						
Resource E.C.	0.379	0.547	0.186	**0.771**					
Creativity C.	0.610	0.386	0.714	0.616	**0.722**				
Excellence L.	0.543	0.657	0.276	0.456	0543	**0.825**			
Excellence Stra.	0.475	0.550	0.159	0.447	0.678	0.665	**0.811**		
Excellence Hu.	0.635	0.679	0.268	0.574	0.665	0.671	0.574	**0.830**	
Excellence S.	0.386	0.591	0.180	0.504	0.550	0.532	0.483	0.560	**0.830**

4.4 tructural Model Assessment of Variance Explained (R^2)

The structural model can be tested by calculating beta(β), R^2, and corresponding t values using the bootstrap 5000 resampling procedure (Hair, Hult, Ringle, and Sarstedt, 2017). Figure 5.4 shows that the research model explains about 61.8% of the overall variation in organizational excellence. This shows that the five exogenous latent variables (Skills capabilities, Knowledge capability, seize opportunity capability Resource efficiency capability, and Creativity capability) collectively explained 61.8% of the variance in organizational excellence.

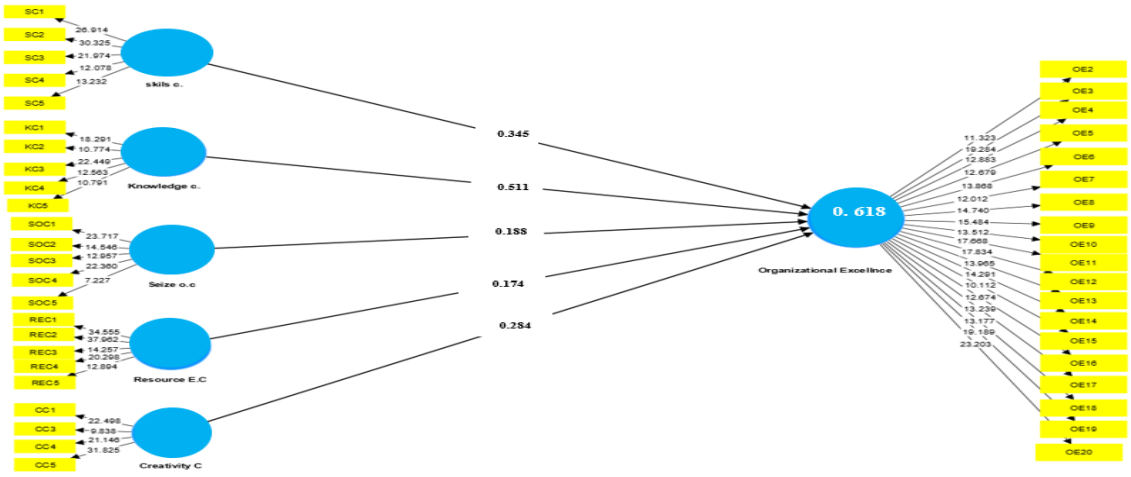


figure 2
Variance Explained through direct relationship (R^2)

4.4.1 Hypothesis tests

Hypotheses testing of the structural model of this study was performed by bootstrapping using one-tailed instead of two-tailed tests to reduce Type II error (Latan et al., 2018), 5,000 samples, bias correction, and acceleration (Latan et al. Humans, 2018). . BCa) SmartPLS V 4. which shown in Table (7). Bootstrapping is a resampling method that takes random samples of data (with Replacement) and uses these samples to predict the path pattern multiple times in slightly varying data towers (Hair et al., 2017). Chen (1998) suggested that PLS-SEM is a non-parametric method, so scholars need to evaluate the bootstrapping process to achieve statistical significance. In short, running the Bootstrapping function in SmartPLS can produce very important results, such as P-value and t-value, to assess whether the path parameters are significant, this value is equal to the probability of obtaining a t-value. If the hypothesis is supported, it is at least as extreme as the observed value. In other words, the p-value is the probability of falsely rejecting the true null hypothesis (ie, assuming a significant path factor even if it is not actually significant) (Hair et al., 2017, p. 206).) is the p-value (***P < 0.001, **P < 0.01, *P < 0.05) and the rule of thumb for experimental t values greater than 1.96. From the bootstrapping findings of the structural model, the following hypotheses can be obtained from:

H1 Entrepreneurial capabilities will significantly relate to Organizational Excellence.

H2 Entrepreneurial capabilities has a positive impact on Organizational excellence.

Both Figures 3 and Table 7 shows the structural model evaluation, and show the results of testing the hypotheses that support the first main hypothesis that states there is a positive relationship between strategic behavior and organizational excellence.

Originally, H_1 proposed that Entrepreneurial capabilities significantly related to organizational excellence. Results showed that path coefficient, T value and P value (β=0.506, t=6.704, P=0.000) Hence H_1 is supported.

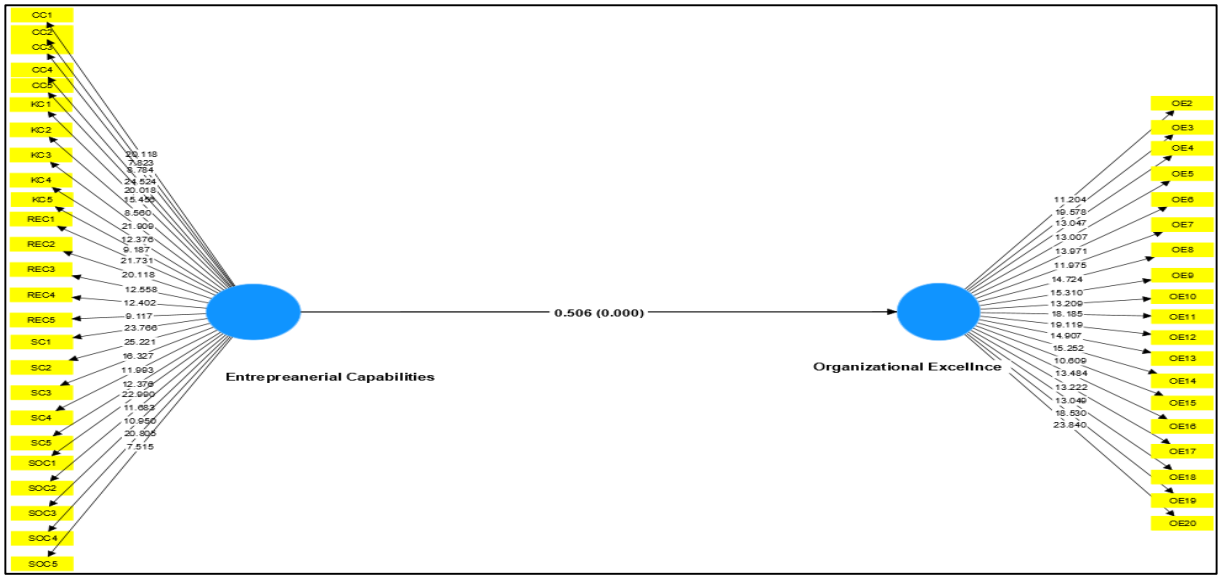


figure 3 Hypotheses testing (bootstrapping)

At the partial level (see Table 7), the results report positive relationship between skills capabilities and Organizational excellence. (β=0.506, t=6.706 p=0.000). Thus, H_{1a} is supported. In addition, this study assumed that Knowledge capability relates positively to organizational excellence, the results showed significant relationship (β=0.345, t=7.974 P=0.004). therefore, $H1_b$ is supported. The present study hypothesized that seize opportunity capability is significantly related to organizational excellence (β=0.188, t=7.620 p=0.000). Hence, H_{1C} is supported , moreover the results found that there is also positive relationship of Resource efficiency capability to organizational excellence (β=0.174, t=3.354 P=0.000). Thus, H_{1d} is supported. Finally, the result of analysis illustrated positive relationship between creativity capabilities and (OE) (β=0.284, t=4.807 P=0.002) with these results the $H1_e$ supported

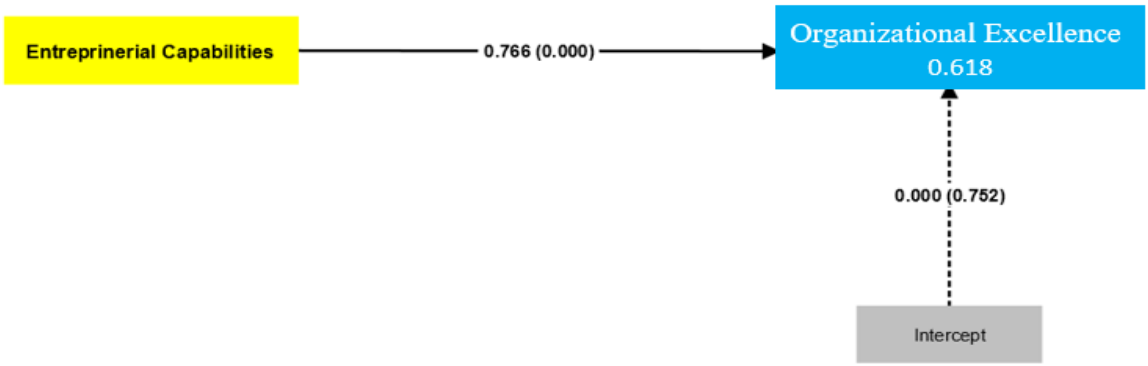
.

Table 7 Hypotheses testing (bootstrapping)H1

Latin variables	Original sample	sample Mean	standard D.	T-Statistics	P-Values	Decision	R^2
Entrepreneurial capabilities -> OE	0.506	0.526	0.076	6.704	**0.000**	**Supported**	**0.61**
a. Skills capabilities -> OE	0.345	0.452	0.048	7.974	**0.000**	**Supported**	
b. Knowledge capability -> OE	0.511	0.370	0.071	5.125	0.004	**Supported**	
c. seize opportunity c. -> OE	0.188	0.267	0.045	7.620	0.000	**Supported**	
d. Resource efficiency c.-> OE	0.174	0.338	0.041	3.354	**0.000**	**Supported**	
d. Creativity capabilities -> OE	0.284	0.438	0.055	4.807	**0.002**	**Supported**	

Regarding to the second main hypothesis H2, see figure (4) the results indicated that entrepreneurial capabilities significantly impact on organizational excellence (PC =0.766 T.value =15.922; P.value=0.000), thus H_2 is supported.

***figure 4**. Testing Hypothesis 2 (Regression)*



In analysis, the proposed impact Skills capabilities on organizational excellence is positive (β=0.697; T.value=12.993 and P.value=0.000). Thus, $H2_a$ is supported. In addition, Knowledge capability has also significant impacts on organizational excellence (β=0.581; t.value=9.542 and p.value=0.000). Thus, based on results $H2_b$ is supported. The results of the analysis also indicated that seize opportunity capability positively impacted on organizational excellence (β=0.652; t.value=11.492 and p.value=0.000), hence H_{2c} is supported as well. Moreover, the proposed significant impact of resource efficiency capability on organizational excellence (β=0.729; T.value=14.262 and P.value=0.000), thus $H2_d$ is also supported. Further analysis results showed significant impact to creativity capabilities on organizational excellence (β=0.560; t.value=9.047 and p.value=0.000), hence $H2_e$ is supported as well. See the table 8 and figure 5.

Table8: H2 Hypothesis Structural Model Assessment

Hypothesis	Path coefficient	T value	P value	Result
H2	0.766	15.922	0.000	Supported
H2a	0.697	12.993	0.000	Supported
H2b	0.581	9.542	0.000	Supported
H2c	0.652	11.492	0.000	Supported
H2d	0.729	14.262	0.000	Supported
H2e	0.560	9.047	0.000	Supported

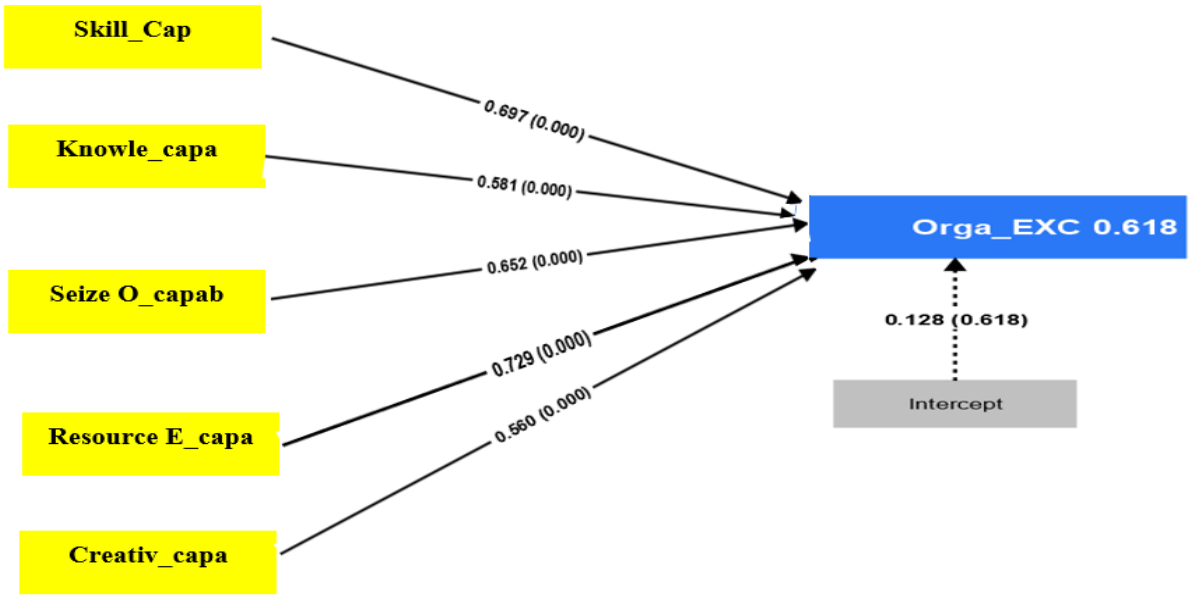


***figure 5**: Sub-hypothesis H2 (Regression)*

4.5 Assessment of Effect Size (f2)

According to Chin (1998), the relative influence of a particular latent variable on the endogenous latent variable varies with the value of R-squared, which is called the effect size. The effect size is calculated as the increase in the R-squared value of the latent variable on which the path depends; it is based on the relationship between the latent variable and the unexplained variance (Chen, 1998). The effect is calculated based on the following formula (Cohen, 1988; Callaghan, Wilson, Ringle, & Henseler, 2007; Selya, Rose, Dierker, Hedeker, & Mermelstein, 2012).

According to Cohen (1988), f-square values of 0.02, 0.15, and 0.35 can be defined as weak, moderate, and strong effects, respectively. The effect size of the current study was calculated using the above formula and is shown in Table 9.

Table 9: Effect Sizes of the Latent Variables on Cohen's (1988) Recommendation

Construct	R-square	f-square	Effect size
Organizational Excellence (IV's)	0.61.8		
Skills Capability		0.155	Medium
Knowledge capability		0.001	Small
Seizing opportunities Capability		0.056	Small
Resource efficiency Capability		0.071	Small
Creativity Capability		0.270	Medium

Through the above result see table 9 it can be note that the R square of the dependent variable almost (61.8%) which it considered the strong value and respectively R square.

From the results presented in Table 8 above, it can be concluded that some of the variables have some exploratory strength with regard to the endogenous constructs. Specifically, Knowledge capability (IV) have small exploratory power (*f*2) on organizational excellence, seizing opportunities capability and resource efficiency capability had no effect on organizational excellence. On the other hand, the effect size of skills capability (SC), and creativity capability (CC) consistency have a medium effect on organizational excellence. Which it was the highest effective on organizational excellence.

V. Discussion

Two hypotheses examined in the present study. H1: Entrepreneurial Capabilities has significant relationship with organizational excellence and H2: Entrepreneurial Capabilities have a significant impact on organizational excellence. Entrepreneurial capabilities focus on how companies can improve and adapt to changing circumstances while gaining a competitive advantage. It shows the organization's ability to assess changes in market trends and allocate resources accordingly (Öktemgil and Gordon, 1997). Entrepreneurial capabilities were found to be positively and significantly related to organizational excellence ($\beta = 0.506$, $t = 6.704$, $P = 0.000$), indicating their importance in overall excellence and organizational performance. According to findings (Ahmed, 2007), entrepreneurial capabilities appear to be the most important driver of SME excellence and success, and should therefore be the main focus of future research in this field.

Moving on to the impact of entrepreneurial capabilities on Organizational excellence , the obtained results were positive at the level of significance of 0.001 ($\beta = 0.766$, $t= 15.922$, $p<0.000$). This is consistent with link to the study of (Hijjawi, 2021), who proposed that entrepreneurial Competencies and its dimensions significantly relate to Business excellence and success. At the sub-hypothesis each of the entrepreneurial capability's dimensions had a positive impact on organizational excellence, The highest effect on organizational excellence among the variables was resource efficiency capability ($\beta = 0.729$; T-value = 14.262). This is consistent with previously reported findings (Mohammed et al., 2018), which mention the fact that more creative employees are always proposing and accepting new ideas and using their resources efficiently and satisfy all conditions of employment, and thus employees are more productive and resourceful. Organizations are more likely to satisfy their needs and achieve optimal quality. Complete standard tasks on time. This result shows that resource efficiency is a necessary condition for achieving organizational excellence.

VI. Implications, limitations and Future Directions

Several ideas emerged during this study regarding issues of organizational excellence in the context of private institutions. To date, it is one of the initial studies of its kind in the organization environment. in the region that examined the impact of entrepreneurial capabilities on organizational excellence.

Future studies should study the links between factors by looking at dynamic capability, innovation capability, entrepreneurial capability, and performance. as suggested in earlier studies (Vo, 2020). The findings of this study would be helpful to determine if there are different types of entrepreneurial, innovative, and dynamic capabilities; this diversity may explain the various strategic actions that businesses take in their respective industries. It would be beneficial to examine how these additional capabilities affects organizational performance, survival, and adaptation.

The results enhance the awareness of private university leaders of the capabilities and competencies that can be used for development and improvement as well as to achieve business excellence.

In addition, apart from the advantage of the private sector, the results of the study can also be used by the public sector and improving performance and resettlement initiatives in the Kurdistan Region of Iraq and regional countries.

Ultimately, the findings can serve as a policy and rules platform for private universities to implement and apply models of excellence to enhance the development, growth, excellence, and performance of private universities. The study focused on private

institutions in the region, especially private universities. A future study in public sectors and engaging more organizations to disseminate the results in the future are needed.

The private universities (PU) structure involves not only heads of departments but also deans, council members, heads of the administrative units and departments, and also teaching staff; therefore, finding the results of department heads is one of the limitations of the research. However, future research should examine the personal impact of employees (who do not hold any management positions) on institutional excellence and entrepreneurship. At the same time, the study covers where managers and non-managers influence excellence and entrepreneurship will strengthen the findings of this study.

VII. Conclusion

The contribution of the current study to the literature and organizational performance excellence is significant, as evidenced by the empirical evidence it provided. Notably, entrepreneurial capabilities' effect on organizational excellence is a plus to the institution and regulatory bodies. The purpose of the present study is to investigate the entrepreneurial capabilities in organizational excellence within the private sector specifically private universities in the region.

Although private universities in the region are known to be underdeveloped compared to regional universities in terms of performance and ranking (Webometrics Rank 2022), they are striving to increase the productivity of their output, and the results of this study can be considered as follows. to be. About initiatives to work in this direction.

Despite the various limitations of the study, the results were encouraging and opened up new perspectives. In this study, a model was proposed to verify the effect of entrepreneurial competence on organizational excellence. The results showed that the model significantly explains 61.8% of organizational excellence.

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دور القدرات الريادية في تعزيز التميز التنظيمي

دراسة استطلاعية لآراء رؤساء الأقسام العلمية في عدد من الجامعات الخاصة في إقليم كوردستان العراق

المستخلص:

تفرض المنافسة العالمية، والبيئة الديناميكية، والموارد المحدودة في الوقت الحاضر ضغطًا كبيرًا على المؤسسات الحديثة، بما في ذلك الجامعات الخاصة (PU) .وفقًا لذلك، هناك حاجة إلى قدرات الريادية للمؤسسة بأكملها، وأدوات فعالة ومفاتيح قادرة ليس فقط على ضمان الاستخدام الفعال للموارد ولكن أيضًا الاستجابة للديناميات السريعة لبيئة اليوم لتحقيق التميز التنظيمي وتحسين أداء وملاءمة المؤسسات التعليم العليا. تناولت هذه الدراسة دور قدرات الريادية (EC) في تعزيز التميز التنظيمي (OE) .(181) استبانة تم جمعها من المبحوثين من رؤساء الاقسام العلمية في عدد من الجامعات الخاصة في اقليم كوردستان وتعتبر البيانات صالحة للتحليل. تم تحليل البيانات باستخدام PLS-SEM إصدار (4.0.7) وSpss إصدار (26) .أظهرت النتائج أن القدرات الريادية (EC) كانت مرتبطة بشكل إيجابي بالتميز التنظيمي(OE) ، كما أشارت النتائج إلى أن القدرات الريادية (EC) كان لها تأثير إيجابي على التميز التنظيمي. وبالتالي، فإن استخدام (EC) و (OE) من الجامعات الخاصة التي تستخدم بشكل أساسي في البيئات الخاصة سيساهم بشكل كبير في إدارة المعرفة في تلك الجامعات. يجب تضمين المزيد من العينات في الدراسات المستقبلية، ويجب استخدام المؤسسة كوحدة للتحليل. مناقشة مستوى التسلسل الهرمي الذي يكون فيه التميز التنظيمي وريادة الأعمال أكثر فائدة للمديرين والتي تعتبر أداة أخرى للبحث المستقبلي في هذا المجال.

الكلمات المفتاحية: ريادة الأعمال، القدرات الريادية، التميز التنظيمي، الجامعات الخاصة.

پوختە:

دوەختی نوکەد رکابەریا جیهانی، وژینگەها دینامیکی، وکیمبونا ژیدەرا گەلەك گفاشتن لسەر سازیا دورستکرد و ژوانا زانکویێن تایبەت ((PUلگور ڤێ چەندێ شیانێن پیشەنگ دهەمی رێکحراوێ دا پێتڤی نە، و ئالاڤ و کلیلێن کارا نە بتنێ دشیان دا بن و بگرنتی بکارئینانان زیرەك بو سەرچاوەیا بەلی دیسان بو بەرسڤدانا دینامیکی یا بلەز بو ژینگەها ئەڤرو ژبو بدەستڤەئینانا رێکخستنا ڤەدەر و بهێزکرنا پێرابونا سازیێن فیرکرنا بلند وگرنگیا وێ. ڤەکولینا نوکە کاریگەریا شیانێن پیشەنگ لسەر رێکخستنا ڤەدرە ئەنجامدایە. داتا ژ (181) سەروك بەشێن زانستی بێن زانکویێن تایبەت لهەرێما کوردستانێ هاتینە کومکرن و پاشی برێیا هەردوو بەرنامێن ((PLS-SE ڤێرژنێ (4.0.7) وِ((SPSS26هاتینە شلوڤەکرن، ئەنجام دەرکەفتن کو پەیوەندیەکا مەزن هەیە دناڤبەرا شیانێن پیشەنگ و رەهەندێن وێ لسەر رێکخستنا ڤەدرەدا. هەر دیسان ئەنجام دیاربون کارتکیرنەکا ئەرینی یا شیانێن پیشەنگ هەیە لسەر رێکخستنا ڤەدرەدا دا. ئەنجامێن ڤەکولینا نوکە دێ دیتنەکا زێدەتر لسەر جورێن رەفتارا ستراتیژی بێن گونجای بو گەهشتنا رێکخستنا ڤەدرە و بدەستڤەئینانا وی دەت ل زانکویێن تایبەت لهەرێما کوردستانێ.

پەیڤێن کلیلکدار: پیشەنگیا کاری، شیانێن پیشەنگی، رێکخستنا ڤەدرە ، زانکویێن تایبەت.