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COMBINED IMPACT OF EMBEDDEDNESS KNOWLEDGE AND SPECIFIC KNOWLEDGE IN REDUCING STRATEGIC DRIFT

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ABSTRACT:

The present study aims to reveal the combined impact of embodied knowledge and the specific knowledge of (contextual and technological specific knowledge) in addressing strategic drift in its dimensions (poor communication, weak strategic flexibility, and deteriorating performance), as the study attempts to address a realistic problem reflected in the backfilling of strategic drift among management leaders in universities and colleges in central and southern middle Euphrates through embodied knowledge and specific knowledge, the researcher distributed (175) Questionnaire form randomly, the number of forms valid for analysis (153) or 87.4% response rate, analyzed using advanced statistical software (SPSS.V.27 & AMOS.V.26), the current study is a pioneer in its variables, as it addresses important variables that will highlight how strategic drift is addressed through embodied knowledge and specific knowledge, The study summarized a set of conclusions, most notably the existence of a moral common influence relationship of the knowledge embodied and knowledge defined in the strategic drift of its dimensions. This means that strategic drift can be addressed through the investment of embodied knowledge and knowledge specific to both types of contextual defined

knowledge. Specific technological knowledge to improve management leaders' skills and expertise in colleges studied in order to develop and formulate appropriate strategies to address poor communication, weak strategic flexibility, and deteriorating performance.

INTRODUCTION:

The modern administrative thought has been concerned with the subject of embodied and specific knowledge because it is linked to the efficiency and effectiveness of the organization in achieving its goals and reaching the essential visions, goals and values it aspires to achieve, which contributed to giving attention and intellectual leadership to the management of knowledge in order to reduce the strategic drift. Today, more organizations are increasingly aware of social and environmental pressures, as the technological revolution, characterized by intelligence and spread everywhere, thrives and profoundly affects the environment in which we operate and live. Knowledge is one of the key ways in which organizations can grow by addressing strategic drift .

Business organizations seek to survive and compete in light of the highly volatile environment by addressing strategic drift and reducing (weak communication, weak strategic flexibility and deteriorating performance), which requires developing strategies in innovative ways that anticipate changes in the environment. Therefore, what universities and studied colleges should do is to extrapolate events and behaviors and invest the capabilities of their leaders who have the ability to anticipate events in order to ensure an improvement in discovering weak deviations that can affect their performance and lead to their drifts. The early discovery of these strategic deviations enables the study community to respond and adapt to these changes, i.e. they have the expectation and the speed of reaction .

In addition, universities and colleges may experience stagnation and inability to keep pace with rapid changes in their environment, resulting in strategic drift, which means that universities and colleges in question fail in their environment, which eventually leads to their failure and deterioration, thus affecting their performance. This requires that universities and colleges promote both embodied and specific knowledge (contextual and technologically specific knowledge) and what happens in the environment .

In order to achieve this goal, the study relied on four research teams, the first of which is the study methodology, the second included the theoretical framework of the study, and the third research included the practical aspect of the study. Finally, the fourth paper produced the most important conclusions and recommendations.

PART ONE: METHODOLOGY OF STUDY

First: Study Problem

The subject of specific and embodied knowledge is one of the important topics in modern administrative thinking, given that most organizations have suffered from weak staff as a result of technological developments and increased competition, which has created the need to improve the performance of these staff and strengthen their organizational commitment. The nature and specificity of the sample requires its management to be ready for every crisis or threat, which makes it incumbent on the studied sample to provide the necessary requirements for developing these queens to reduce the strategic drift. Consequently, the study problem can be reflected in the fundamental question " can the studied sample provide the means to invest the combined effect of the embodied knowledge and the specific knowledge in reducing strategic drift", and this has therefore generated a number of sub-questions, which can be summarized in the following:

1. What is the level of knowledge of the sample examined of its embodied and specific dimensions (contextual defined knowledge and technological specific knowledge)?
2. To what extent does knowledge of its embodied and specific types of knowledge (contextual defined knowledge and technological specific knowledge) reduce strategic drift?
3. Does the studied sample have the necessary qualifications to develop their own epistemological and specific knowledge of their dimensions (contextual defined knowledge and technological specific knowledge)?
4. What is the nature and type of relationship between knowledge of its two epistemological and specific dimensions (contextual defined knowledge and technological specific knowledge) and the strategic drift in its dimensions (poor communication, poor strategic flexibility, poor performance)?

Second: Objectives of Study

The objectives of the study can be reflected in a range of important points:

1. Identify the level of knowledge of its two epigital and specific dimensions (contextual defined knowledge and technological specific knowledge) of the sample studied.

2. To determine the degree to which knowledge of its two epistemological and specific dimensions (contextual defined knowledge and technological knowledge) reduces strategic drift.
3. Identify the necessary qualifications to develop their own epistemological and specific knowledge of their own dimensions (contextual defined knowledge and technological specific knowledge).
4. To present a set of conclusions and recommendations to improve the reality of knowledge of its two types, which are embodied and specific in reducing strategic drift.

Third: The Importance of Study

The growing interest in the subject of knowledge of its two types, which are embodied and defined in reducing strategic drift, enables organizations to infer the building of a theoretical model that contributes to the development of their potential, and therefore the importance of the study is reflected in the following:

1. The subject matter of knowledge, both embodied and defined in reducing strategic drift, is of great importance to researchers and academics as a result of the priority and importance that these subjects institutionalize the studied sample
2. To identify the extent to which knowledge of its two incarnated and specific types reduces strategic drift.
3. The possibility of developing knowledge of its concrete and specific types by subjecting managers to a range of training workshops.
4. Provide a set of findings and recommendations to address the weaknesses of the sample studied.

Fourth: Hypothesis of Study

After explaining the problem, importance and objectives of study, it is possible to create a hypotic chart that illustrates the relationship between the variables involved in the analysis of the nature and type of relationship, and therefore these variables were represented in the following:

1. **Independent variable: Embeddedness knowledge:** This variable was measured as a one-dimensional variable, as the Zhou et al.2018 standard was adopted; Lin et al.,2018) to measure this variable.
2. **Independent variable: Specific knowledge:** This variable can be measured by two dimensions (contextual specific knowledge, technology specific knowledge) and a standard (Sabherwal& Becerra-Fernandez,2005) is adopted to measure this variable.
3. **Dependent variable:** Represented in strategic drift, measured based on three dimensions (poor connectivity, poor strategic flexibility,

poor performance) by adopting the standard (FICHET&Giraud, 2007;Bonnici,2015;Alshebli,2016), as in Figure 1)

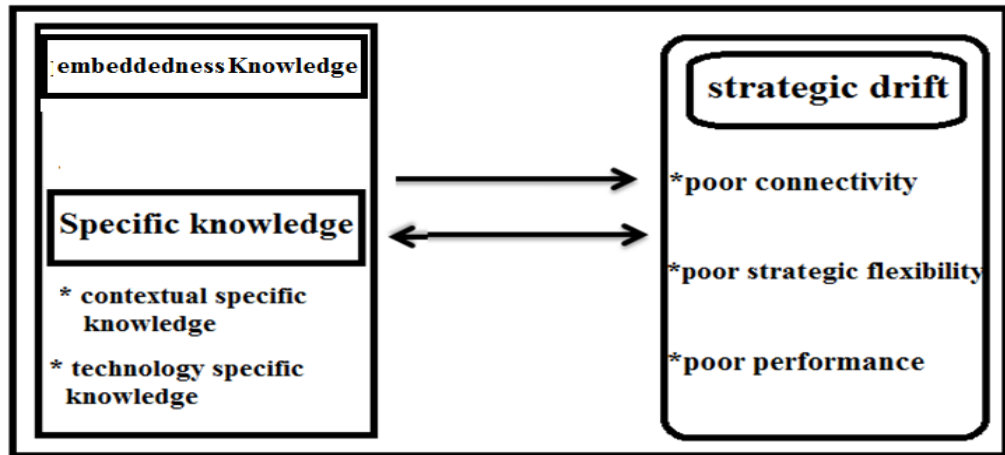


Figure 1 Study hypothesis Chart
Source: Researcher preparation

Fifth: Study Hypotheses

The correlation of the combined impact of embodied knowledge and specific knowledge leads to the growing methods of addressing strategic drift.

Sixth: The Measurement Tool

This section focuses on the tools that have been placed on the field side to collect the specific data in the sample studied. The current study used the resolution measurement tool to reveal the considered sample's views and collect the necessary data and information.

Table (1) Study axes and scales

variable	Sub-dimensions	NO.	Source
Embeddedness knowledge	One dimensional	5	Zhou et al.,2018 ; Lin et al.,2018
Specific knowledge	Contextual specific knowledge	5	Sabherwal& Becerra- Fernandez,2005
	Technology specific knowledge	5	
Strategic drift	Poor connection	6	Fichet&Giraud,2007
	Weak strategic flexibility	6	Alshebli,2016
	Performance	6	Sammut-

	degradation		Bonnici,2014
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Study Sample Description

Study community represents the faculties and universities of the central Euphrates governorates (Al-Qadisiya governorate including the Islamic University), Al-Muthanna governorate with two universities (Imam Al-Sadiq University and Sawa Al-Ahlia University), Babil governorate represented by the Islamic University, Al-Mustaqbal College, and Al-Sheikh Al-Tusi College. Imam Al-Sadiq University; Faculty of Fiqh University; Finally, Karbala governorate was represented in (Ahl Al-Bayt University, Al-Hussein University, Al-Safwa University, Al-Zahrawi College, University, and Watha Al-prophets University; Study included the administrative leaderships in these faculties, as 175 resolution was distributed covering 85% of the studied society, and 161 resolution were recovered after data tabulation showed that the number of damaged forms (8) resolutions and 153 (153) resolutions are valid for analysis. This means that the response rate was 87.4%.

PART TWO: CONCEPTUAL FRAMEWORK

First: The Concept of Specific Knowledge

Knowledge is often described as an excuse for personal beliefs, and this can fall within two types (tacit knowledge, explicit knowledge). Implicit knowledge lies in the minds of individuals, as much of this kind of knowledge is initially developed through trial and error. Explicit knowledge is in the form of words, sentences, documents, data, and computer programs. Other forms (King, 2009:3). (Quintas et al., 1997:386) found that knowledge plays an important role as a major source of the potential competitive advantage of organizations, since knowledge is a meaningful economic resource. For his part (möller&svahn, 2006:985) knowledge plays an important role in creating the added value of business networks to provide collective benefits to the whole society. (LAU, 2007:29) knowledge management was seen as a set of processes that contribute to the creation, dissemination and use of various sciences to improve and achieve the goals of organizations. (LerTPuttarak, 2012:88) believes that business knowledge is (profitability, organizational structure, industry, short- and long-term strategies of the organization, functional roles, responsibilities of other departments within the organization, knowledge of the external environment of the organizations and the operation of the organization's public business.

The knowledge resource works to improve trust among organizations to acquire knowledge focusing on using shared knowledge to create new knowledge, as well as on acquiring knowledge from customers and

acquiring knowledge through unions (Herdy,2011:141), as specific knowledge is an important advantage in the organization as it serves its specific products and services. Including the specific location, the identified assets (Lin et al., 2018:3).

In this sense, agreement on a comprehensive concept that reflects specific knowledge is extremely difficult due to the different views of researchers, academics and writers on this subject, and thus Table 2 illustrates the accessible views of researchers on the concept of specific knowledge.

Table (2) concept of knowledge defined by the opinions of researchers

NO.	Researcher	Concept
1	Cummings, 2004:352	A social, interactive and complex process aimed at developing the knowledge-sharing capabilities, knowledge and skills of workers in order to obtain as much information as possible to meet the aspirations of the Organization.
2	Sun,2006:77	A mechanism for investing intellectual and human capital assets in order to address the pressures and problems facing the Organization.
3	Mueller,2014:190	The organization's basic requirements for sharing knowledge among task forces, and providing as much ideas as possible for the development of the organization.
4	Åkerman,2015:5	A set of practices that the organization is going to pursue in order to recognize market opportunities and adapt to the behavior of competitors, customers and suppliers.
5	Yusrianti,2015:56	A set of mechanisms and methods capable of improving the Organization's capacity to use modern communications and technology to support and improve its performance.
6	Moehring et al.,2016:2	One of the key aspects of improving the cognitive performance of employees and developing their cognitive abilities.
7	Suh,2017:52	An important mechanism to demonstrate the trust of the staff in the Organization and to guide their

		capabilities to serve its objectives.
8	Jara-Figueroa et al.,2018:12646	A synthesis of practices and processes that will lead the Organization to how human capital can be invested and directed to serve the Organization as best as possible.
9	Noy et al.,2019:36	The organization's awareness of business insights by investing specific knowledge mechanisms to promote customer engagement, detect fraud, and manage customer relationships.
10	Lee et al.,2020:1105	A result of improved organization self-management to identify the causes and consequences of the organization's declining performance in order to address problems and adapt to external environmental conditions.

From the above, it can be said that specific knowledge represents a set of practices, mechanisms and techniques aimed at encouraging the people of the Organization to share knowledge and to develop further innovative ideas aimed at enhancing the performance and growth of the Organization and achieving acceptable results through better investment of available knowledge resources.

Second: The Importance of Specific Knowledge

The importance of specific knowledge can be highlighted by its role in improving the efficiency and effectiveness of the Organization through enhancing knowledge assets over time, developing the economic value of the Organization, encouraging the Organization to grow and expand, helping the Organization gain a competitive advantage and investing better resources to carry out innovative activities related to the Organization's major operations (Lin et al., 2018:4-5). (Font et al.,2014:2) sees that specific knowledge helps the organization build positive relationships with workers by comparing current and future visions of the organization's work and by coming up with the best solutions (Lei et al., 2018:1; Bollacker et al.,2008:1248). Andriessen, 2006:445; Noroozi et al., 2012:100) the importance of specific knowledge by focusing on strengthening the organization's capacity to address the problems it faces.

Third: The Specific Dimensions of Knowledge

The specific knowledge can be measured by three important dimensions (Sabherwal& Becerra-Fernandez,2005):

Context-Specific Knowledge

Contextual specific knowledge refers to knowledge of specific conditions of time and place where work is performed, which requires identifying a set of mechanisms involved in improving the organization's ability to rely primarily on knowledge systems contexts to ensure that modern contextual technologies are better invested (Saberwal & Becerra-Fernandez, 2005:303). Look (Sun,2006:77-78); Relationships&MCMACKIN, 1996:74) to contextual knowledge as an important basis for understanding the context of the relationship between the workers and the organization and identifying valuable economic aspects that the organization can invest the capacity of the staff to ensure a better understanding of information, thereby improving coordination and joint efforts to reduce the shortcomings of the organization. Understanding the relational context thus acts as a moral watchdog to reduce opportunism and work on low effort, as well as encouraging workers to predict better by granting them the authority, independence, and freedom to make decisions to address external pressures.

Technology-Specific Knowledge

Technology-specific knowledge is scientific knowledge aimed at developing an organization's ability to recognize cause-and-effect rules for the circumstances it faces through the tools used to address problems in this regard (Sabherwal & Becerra-Fernandez, 2005:303). Åkerman, 2015:5) believes that specific knowledge can improve the organization's ability to adapt to technology in order to ensure growth in the size of the organization and better focus on investing the opportunities available to it.

Fourth: The Concept of Embeddedness Knowledge

Today, more and more business organizations are fully aware of the social and environmental pressures brought about by the technological revolution, smart, highly expanded and focused attention on the environment, creating the need to encourage workers to innovate more with the knowledge they embody. Innovation is one of the key ways in which organizations can achieve sustainable growth, and in particular knowledge and technological success (Lin et al., 2018:1), embodying Polanyi first addressed in sociology (Polanyi, 1994:145), and indicating an understanding of social structural literature, building relationships, building the requirements of the organization and analyzing them to achieve the goals of the organization (Santos et al., 2021:1).

Embeddedness knowledge is a characteristic of knowledge through which an organization can invest knowledge, assets and tools and apply actions inherent in the minds of individuals to achieve best practices that serve the objectives of the organization and achieve efficiency in selecting the

citizens that achieve the greatest value and place among the competing organizations (Argote & Ingram, 2000:151; Leszczyńska,2013:290 ; Safadi et al.,2018:2 ; Leszczyńska& Pruchnicki,2015:111).

The input of the embeddedness knowledge explains how informal mechanisms of trust and expectations of cooperative behavior emerge in the relationship, and how these mechanisms can be invested in a way that facilitates the transfer of knowledge resources between members of the organization and actors. This gives the organization the ability to build unique mechanisms that motivate and protect the transfer of its knowledge and enhance its capabilities to create and exchange knowledge among its staff (Uzzi & Gillespie, 2002:597); The initial entry into embeddedness knowledge allows the organization to share and reallocate its own knowledge in a way that paves the way for the development of this knowledge through the requirements of cognitive thinking and innovative exploration (Berglund & Leifer, 2013:6).

Fifth: The Concept of Strategic Drift

The concept of strategic drift was first introduced by Johnson in 1988, which first addressed the concept of logical growth, which suggests that managers build their concerns about a range of external incentives and their understanding of the environment based on a homogeneous, fairly stable, point of view. Consequently, they tend to adjust the organization's strategy gradually and based on their prior view without prior awareness, and thus lead the organization to place strategic drift as the gradual failure of the current strategies to address the competitive position of the organization (Alabadi & Joudeh, 2020:1546 ; Al Bayati, 2020:42 by Joseph & Cox, 2015), defining an accurate concept of strategic drift is more complicated because of its novelty and the complexity of its areas, as many organizations are trying to study it and find appropriate mechanisms to deal with it. Consequently, most organizations have sought to accommodate sufficient flexibility to develop modern organizational methods and create efficient communications to encourage cooperation between their human resources in order to alleviate the drifting situations they face at work (Hussein and Abdulhasan, 2020:205). In this regard, agreement on a comprehensive concept that reflects strategic drift is extremely difficult due to the different views of researchers, academics and writers on this subject, and thus table 3 illustrates the accessible opinions of researchers on the concept of strategic drift.

Table (3) the concept of strategic drift according to the opinions of some researchers, writers and academics

NO.	Researcher	Concept
1	Johnson et al., 2005: 28	The gradual failure of the Organization's current strategies to address its competitive position through the inability of organizations to recognize changes in the environment
2	Zafirova,2014:490	The tendency to develop strategies of progressive development based on the historical and cultural influences of organizations, which do not succeed in being in step with the changing environment, leading to a regulatory crisis, often followed by the erosion or bankruptcy of those organizations.
3	Dwyer et al.,2016:367	The gap between FAO's strategy and ambiguity in addressing the forces in the external environment.
4	Gajere,2018:75	The narrow point they will reach if they adhere to their current strategies and tactics without any reassessment to keep pace with current trends in a highly complex competitive environment.
5	Al-Jabouri, 2019:102	A phenomenon that involves the rate of change in the organization's strategy lagging behind the rate of change in the surrounding environment, as a result of the failure of strategic decision makers to interpret environmental indicators that warn of the unviability of the strategy adopted
6	Hussein and Abd Al-Hassan, 2020: 205	The situation in the organization where the implementation of its competitive strategies has been weakened by a lack of organizational culture, strategic planning and strategic leadership, resulting in its failure and inability to adapt to the developments in the external environment.

7	Mahmoud and Najm, 2020: 290	A decisive process in the areas of work of organizations, which occurs when the organization is unable to keep pace with changes in the external environment, leading to a deterioration in its performance and its inability to keep pace with competing organizations.
8	Gajere& Nimfa,2021:1	The way in which competitive work is gradually deteriorating, resulting in the Organization being unable to recognize and interact with changes in the internal and external organization.

From the above it can be said that strategic drift is a state of deterioration and rigidity that can lead to a weakening of the Organization's communication capacity, a deterioration in performance, weak strategic and organizational flexibility, weak competitive position and weak response and environmental adaptation, which in turn affect the growth and stability of the Organization.

Sixthly: Dimensions of Strategic Drift

Three dimensions can be identified to reveal strategic drift:

Poor Connection

Business organizations seek to survive and compete in a highly troubled environment, which requires developing their strategies in creative ways by improving their ability to communicate with the environment. This means that they need to extrapolate events and behaviors, and to engage and predict events in order to detect accurate response and adapt to these changes, However, stagnation and inability to keep pace with rapid changes due to the organization's lack of talented managers to develop new communication methods can affect its environment, ultimately leading to strategic drift, failure and deterioration (alsaqal et al.,2021:1).

Weak Strategic Flexibility

Organizational leaders must develop strategic flexibility in order to avoid strategic deviations, and in contrast to a crisis response (or recovery), strategic flexibility suggests preventive measures to redefine the organization's strategic path before it suffers negative consequences (MaOSA, 2015:15).

The main resource in the occurrence of strategic drift is the limited capacity of organizations to recognize changes in the external environment, or when the strategy adopted by organizations is not capable of confronting external forces, which will lead to the organization's exit from the market (Mahmoud and Najm, 2020:292); The strategic drift leads to a set of results that rely on the organization with negative results (Sammut-Bonnici, 2014:1), and consequently this can lead to the strategic occurrence as a result of the gradual failure of the current strategies to address the competitive position of the organization. In other words, the tendency of strategies to develop gradually on the basis of historical and cultural influences, but they fail to keep pace with the changing environment, not to mention that strategic drift weakens the organization's response when passing through a changing environment. Consequently, it affects different attitudes and unexpected challenges are very common aspects that may arise at any time when leading and developing strategic change within the organization (MaOSA, 2015: 2-3).

Performance Degradation

Performance is a means of achieving the Organization's future goals (Dobrin et al., 2012:311). Al-Zebeidi, 2011: 79) the strategic performance is that the organization is able to achieve its long-term goals by using its available resources and by relying on financial and other indicators, and that strategic performance is based on the practices of those working at all levels within the organization as a unified team. Consequently, the deterioration of performance represents the weakness of the organization in funding its divisions, leading to a reduction in its capacity to invest opportunities in the environment (Mahmoud and Najm, 2020: 293), neglecting performance monitoring in terms of market and financial indicators leads to a decline in market share as it achieves a strategy that is unbalanced with the organization's external environmental factors (SamMut-Bonnici, 2014:3).

PART THREE: PRACTICAL FRAMEWORK

First: Read Study Variables

Reading study variables and finding the results necessary to explain the phenomenon in question toward the sample in question requires the development of a set of symbols to establish a clear understanding before the reader in order to read and understand the results and variables and their dimensions, so table 4 shows the most important symbols that can read, describe and encode study variables.

Table (4) Description and Read Study variables

variable	Sub-dimensions	NO.	Cod	
Embeddedness knowledge	One dimensional	5	KE	
Specific knowledge	Contextual specific knowledge	5	KSC	KS
	Technology specific knowledge	5	KST	
Strategic drift	Poor connection	6	SDPC	SD
	Weak strategic flexibility	6	SDWSF	
	Performance degradation	6	SDPD	

Second: Testing the Reasonableness of The Data

The results of Table 5 show that the test of the reasonableness of the specific knowledge data and the strategic drift follows the normal distribution, with the test statistic reaching 0.280, 0.129, which means that the level of morale of the Kolmogorov-smirnov test is higher than the estimated value (0.05) at the intangible level (0.132, 0.200). This indicates that all paragraphs of the specific knowledge variable and strategic drift follow normal distribution, which means that the findings of study can be generalized to the research community, and that this result allows the use of teacher tests in the analysis and interpretation of drawn data.

Table (5) the results of the moderation of study data

Statistic	Kol-Smi	Df	Sig.
Embeddedness knowledge	0.221	153	0.156
Contextual specific knowledge	0.271	153	0.096
Technology specific knowledge	0.311	153	0.12
Specific knowledge	0.280	153	0.132
Poor connection	0.144	153	0.184
Weak strategic flexibility	0.165	153	0.191
Performance degradation	0.149	153	0.194
Strategic drift	0.129	153	0.200

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Third: The Stability of Measuring Tool

From the results of Table 6, the measurement tool in its final form is highly stable and reliable, as proven by the independent variable (specific knowledge) with a constant factor of 0.799, respectively, and the dependent variable (strategic drift) with a stability factor equal to 0.859. It can therefore be said that the measurement tool can be highly stable, in the interest of the sample being investigated and in the interest of its intended objectives.

Table (6) Study variables constant coefficients

variable	Sub-dimensions	NO.	Cod	
Embeddedness knowledge	One dimensional	5	0.882	
Specific knowledge	Contextual specific knowledge	5	0.784	0.799
	Technology specific knowledge	5	0.762	
Strategic drift	Poor connection	6	0.803	0.859
	Weak strategic flexibility	6	0.761	
	Performance degradation	6	0.787	

Fourth: Description of Variables in Study

Describe And Diagnose the Variable of Embeddedness Knowledge

Table 7 refers to the results of the descriptive statistics of the variable of embeddedness knowledge by 8 paragraphs, as the general arithmetic average reached 3.39 with a standard deviation of 0.836 and its relative importance (68%), which means that the leaders of the sample surveyed agreed on the items of this dimension. This confirms the faculty's management awareness of the importance of the embeddedness knowledge and the identification of new knowledge in order to develop the abilities of its leaders to use the necessary techniques to develop research colleges.

The first paragraph, which says **that the college management can easily determine who can help us when we need new knowledge**, obtained the highest mean of 3.8 with a standard deviation of 1.028 with a relative significance of 76%, which means that the level of answers of Study

sample is heading toward agreement and at a fairly high level of response. As well as the level of availability of well-embeddedness knowledge.

The fifth paragraph (**difficulty for the corresponding colleges to obtain technical knowledge through field observation**) obtained the lowest computational mean of (3.02) with a standard deviation equal to (1.2) and a relative interest of (60%), which means that Study sample response level is neutral and moderate.

Table (7) descriptive statistics of the embeddedness knowledge variable

NO.		mean	S.D	Answer direction	Answer level	%	Order of importance
KE1	College management can easily determine who can help us when we need new knowledge	3.8	1.028	I agree	high	76%	1
KE2	College management can determine who can help us learn tools and techniques when we need new tools	3.71	1.049	I agree	high	74%	3
KE3	The college management can identify the necessary equipment and technology when needed at our college	3.75	1.096	I agree	high	75%	2
KE4	College management can easily identify the required information and provide it as needed	3.51	1.077	I agree	high	70%	4
KE5	The difficulty of access of the corresponding colleges to technical knowledge through	3.02	1.2	Neutral	Moderate	60%	8

	field observation						
KE6	The difficulty for the corresponding colleges to obtain technical knowledge through technical equipment	3.04	1.117	Neutral	Moderate	61%	7
KE7	Difficulty for counterpart colleges to obtain technical knowledge through testing and using services	3.1	1.018	Neutral	Moderate	62%	6
KE8	The difficulty for the corresponding colleges to have knowledge about how we do our work, activities, functions and procedures	3.16	1.225	Neutral	Moderate	63%	5
Rate of variable of embeddedness knowledge							
mean		3.39	S.D		0.836	%	68%

Describe And Diagnose the Selected Knowledge Variable

Table 8 reviews the results of the descriptive statistics of the variable of knowledge defined by an arithmetic mean of 3.73 and a standard deviation of 0.969 with a relative interest of 75%, which indicates a high level of specific knowledge available in the faculties studied. The results of study sample responses indicated that the sample answers level is oriented toward the dimension of contextual specific knowledge as it came first with a mean of 3.73 and a standard deviation of 1.008 and with a relative significance equal to 75%. Technological knowledge was followed by a somewhat close computational medium of value (3.68) with a standard deviation equal to 0.974 and a relative interest of 74%, which confirms the importance of the specific knowledge in improving the effectiveness of the knowledge performance and ensuring the development of the capabilities of their personnel and adapting to contextual and technological developments. Figure 14 illustrates the importance of descriptive statistics for the specific knowledge variable.

Table (8) Summary of descriptive statistics for the specific knowledge variable

NO.		mean	S.D	Answer direction	Answer level	%	Order of importance
1	Contextual specific knowledge	3.73	1.008	I agree	high	75%	First
2	Technology specific knowledge	3.68	0.974	I agree	high	74%	Second
Rate of the selected knowledge variable							
mean		3.73	S.D		0.969	%	75%

Describe And Diagnose the Strategic Drift Variable

Table 9 reviews the summary description and diagnosis of the strategic drift variable, as the results show that the total arithmetic mean reached 3.05 with a standard deviation of 0.899 and with a relative interest of 61%, which means that the studied colleges realize the level of strategic drift they suffer from, which requires them to develop their capabilities in order to address the deterioration of performance they suffer. This has shown the weakness of communication with a mean of 3.1, a standard deviation of 0.919, and a relative importance of its value of 625, in addition to the weakness of strategic flexibility with a mean equal to 3.03, a standard deviation of 0.987, and a relative importance equal to 61%. This confirms that the studied colleges realize the reasons that affect the performance of their internal operations and hinder their development.

Table 9 Summary of descriptive statistics for the strategic drift variable

NO.		mean	S.D	Answer direction	Answer level	%	Order of importance
1	Poor connection	3.1	0.919	Neutral	Moderate	62%	First
2	Weak strategic flexibility	3.03	0.987	Neutral	Moderate	61%	Second
3	Performance degradation	3	0.97	Neutral	Moderate	60%	Third
Rate of variable of Strategic drift							
mean		3.05	S.D		0.899	%	61%

Fifth: Test Study Hypotheses

The results of Table 8, show the presence of a moral common effect of the knowledge embodied and defined in strategic drift, as the combined effect contributed to the interpretation of 0.638 of the most important factors leading to the strategic drift of college management, and the residual value of 0.362 is outside the study limits.

The results also show that the calculated F value and the amount (101.502) indicate the significant nature of the intereffect relationship between the study variables.

The results show that increasing the embodied knowledge by one-unit results in a reduction of strategic drift by (-0.911), a standard error of (-0.096), and a critical value of (-9.49). Increasing the defined knowledge by one unit reduces the strategic drift by (-0.727), a standard error of (-0.083), and a critical value of (-8.759).

Table (8) Results of the analysis of the combined impact of the embodied and defined knowledge in strategic drift

path			a	β	error	C.V	F	R ²
Embodied knowledge	-	Strategic drift	1.218	0.911-	0.096	9.49	101.502	0.635
	>							
Specific knowledge	-	Strategic drift	1.218	0.727-	0.083	8.759	101.502	0.635
	>							

Based on the above by recognizing the nature and type of correlation between the variables of study (embodied knowledge and defined knowledge, and strategic drift) and their joint impact, the regression equation for the combined effect of the knowledge embodied and the knowledge defined in strategic drift can be shown in the following equation:

$$Y = a + \beta (KE) + \beta (KS)$$

$$Y = 0.430 - 0.911 (KE) - 0.727 (KS)$$

whereas:

KE = embodied knowledge

KS = Specific knowledge

Increasing the defined knowledge and the embodied knowledge by one unit leads to a significant containment of strategic drift and a reduction of it by 1.208, which is a high value, which confirms the faculty administration's awareness of the level of interest in developing its potential toward investing the specific and embodied knowledge in order to ensure continuous improvement in the treatment of weak communication. Weak strategic flexibility, poor performance)

$$Y = 0.430 - 0.911 (1) - 0.727 (1)$$

$$Y = 0.430 - 0.911 - 0.727$$

$$Y = -1.208$$

PART FOURTH: CONCLUSIONS AND RECOMMENDATIONS

First: Conclusions

1. The existence of a relationship between specific knowledge and strategic drift, which means that informed management leaders recognize the importance of improving the relationship between specific knowledge in order to develop the necessary frameworks and foundations to address the strategic drift suffered by colleges and study community.
2. The existence of a moral cross-influence relationship of the knowledge defined in the strategic drift and its dimensions, which means that strategic drift can be addressed through the use of knowledge of its two types, contextual knowledge, and specific technological knowledge to improve the skills and experience of the administrative leaders in the faculties community of study in order to develop and formulate appropriate strategies to address poor communication; Weak strategic flexibility and declining performance.
3. The results showed that the faculty department focuses on internal and external means of communication, which means that it focuses on addressing the lack of communication in its departments and internal and external departments.
4. The Department of Colleges is interested in developing their capacity to use modern technologies to transfer knowledge among leaders and encourage them to share it in order to ensure appropriate adaptation to and continuous knowledge of modern technological developments in the external environment.
5. The Department of Colleges focuses on encouraging leaders to create new ideas for developing colleges, opening new departments and attracting the best educational cadres in order to build and improve the performance of the college and achieve excellence in this.

Second: Recommendations

1. College management should take care to improve their access to technical knowledge by developing their field surveillance capabilities on their campus.
2. College management needs to better manage information and knowledge in order to address their poor performance, which requires them to test and use services, identify service deficiencies and develop best solutions to address and develop this service.
3. Colleges and study community should improve their contextual knowledge capabilities, which require them to improve knowledge management systems for their leadership by improving staff performance.
4. The need for the faculty to ensure that the development of the knowledge management systems expertise of leaders is taking place, which requires them to improve their technological specific knowledge capabilities in order to ensure that the strategic management of the colleges is addressed.
5. Study community should focus on addressing the complaints of students and their employees, which requires them to open a complaint fund and give employees and students the right freedom to identify the shortcomings in the colleges, since these complaints are one of the most important factors that lead to and directly affect the strategic drift in colleges.

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