

**Strategic agility from a competitive advantage
perspective Faculty of Physical Education, Helwan
University (Comparative study)**

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**Introduction and problem
research**

Universities are educational institutions that include continuous interactions between the components of the educational process and within the framework of multiple roles, tasks and responsibilities, and the concerted efforts of university employees with their academic and administrative staff, and the university has its leadership role in the development, change and development of its societies to reach the ranks of developed countries, and it is inevitable that it is distinguished Universities to develop, modernize and achieve a distinguished level of performance. (Hassan Mahmoud - 2000) (Mahjoub Soliman – 2003)

The concept of strategic agility is one of the modern concepts in the science of management, and it is one of the features that distinguish contemporary institutions because of their

great influence in the ownership of these institutions for speed and accuracy in overcoming their competitors.

In this context, strategic agility represents the ability to respond to sudden changes and meet the requirements of the beneficiaries in multiple ways and at a high level in terms of quality, timing and price for service, determining the appropriate response and exploiting available opportunities depending on the element of speed and accuracy to achieve success and competition (Doz, 2008)

(Al-Kubaisi and Nouri) 2013 indicated that strategic agility is the key to the success of organizations in a rapidly changing environment, as it enables the organization to achieve many goals accurately and quickly and contributes to improving the competitive position of the organization.

There is an effective relationship between strategic agility and competitive

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advantage, where competitive advantage means the ability of the organization to develop and implement strategies that make it in a better position in relation to other organizations operating in the same activity (Amir-2010)

Competitive advantage is an area in which the organization has a higher capacity than its competitors in exploiting external opportunities and facing potential threats, and it indicates its ability to exploit all material and human resources. (Nahiyat Abd al-Hadi-2012)

Each of the Colleges of Physical Education (boys - girls) of Helwan University has defined its strategic goals based on Environmental analysis, competitive situation, current and future challenges through continuous development and improvement For programs and academic courses to keep pace with scientific progress in different disciplines, to identify the requirements of the labor market, to provide its needs from a distinguished graduate, to develop self-resources, to maximize the use of them, to provide a distinct educational system, and to use advanced

technology in a cultural and scientific climate. (113), (114)

Physical education colleges must follow a new approach and make strategic, technological and organizational changes that enable them to face external conditions quickly and accurately and to accurately and accurately identify the needs of the beneficiaries of their current and future service, in addition to identifying the capabilities of the corresponding colleges, the quality of their current services and their future expectations, and given that strategic agility is an administrative method. It is newly characterized by the ability to develop competitive capabilities and improve their performance quickly in a timely manner, hence the problem of the study in an attempt to determine the degree of strategic agility enjoyed by both Faculties of Physical Education - Helwan University - as one of the effective factors in obtaining the competitive advantages that must be acquired and developed In a way that guarantees the Faculties of Physical Education, Helwan University, speed, accuracy and excellence in the service provided.

Research objective:

The research aims to study strategic agility from the perspective of the competitive advantage in the two Faculties of Physical Education - Helwan University by identifying- :

- 1- The reality of planning agility from the perspective of the competitive advantage of the two Faculties of Physical Education - Helwan University.
- 2- The reality of organizational agility from the perspective of competitive advantage in the two Faculties of Physical Education - Helwan University.
- 3- The reality of human resource agility from the perspective of competitive advantage in the two Faculties of Physical Education - Helwan University.
- 4- Impact of technological agility in terms of competitive advantage in the two Faculties of Physical Education - Helwan University.
- 5- The overall degree of strategic agility from the perspective of competitive advantage in the two Faculties of Physical Education - Helwan University.
- 6- Differences in the degree of strategic agility from the

perspective of the competitive advantage in the two Faculties of Physical Education (girls) faculty of Physical Education for Boys, Helwan University.

Search questions- :

- 1- What is the reality of planning agility from the perspective of the competitive advantage of the two Faculties of Physical Education - Helwan University?
- 2- What is the reality of organizational agility as an entry point to achieve competitive advantage in the two Faculties of Physical Education - Helwan University?
- 3- What is the reality of human resource agility as an entry point to achieve competitive advantage in the Faculties of Physical Education - Helwan University?
- 4- What is the reality of technological agility as an entry point to achieve competitive advantage in the two Faculties of Physical Education - Helwan University?
- 5- What is the total degree of strategic agility as an entry point to achieve the competitive advantage in the two Faculties of Physical Education - Helwan University?

6- What are the differences in the degree of strategic agility as an entry point to achieve the competitive advantage in the two Faculties of Physical Education (girls) faculty of Physical Education Boys, Helwan University?

Search terms

Strategic Agility

It expresses the ability to change administrative processes and organization plans efficiently and quickly in response to changing business environment and market conditions. (Narasimhan 2006)

The complete advantage

The organization's ability to provide an unprecedented service that is distinct in form and content from others to customers, which gives the organization a qualitative edge over competitors and thus has the opportunity to achieve high results (Sattam Al-Rashidy 2011)

The theoretical importance of the research

1- The current study sheds light on the strategic agility variable in the Colleges of Physical Education - Helwan University as a modern variable in the sports field.

2- The study draws the attention of researchers in the field of sports to the

importance of dealing with strategic agility and its relationship with other variables and targets various sports institutions.

3- The study provides information on the strengths and weaknesses of the planning, organizing and managing process of human resources and technological developments.

Search procedures

The curriculum used

The researcher used the descriptive method in its analytical style due to its relevance to the research topic

Research community:

The community included the (529) faculty members of the two Faculties of Physical Education - Helwan University.

The research sample:

It was chosen randomly as it included (135) faculty members at the College of Physical Education for Girls - Helwan University and (155) faculty members in the College of Physical Education Benin - Helwan University

Basic Research Sample:

It was chosen in a random way from the research community, as it included (120) faculty members from the College of Physical Education for Girls -

Helwan University and (130) faculty members at the College of Physical Education Benin - Helwan University.

Exploratory research sample:

It was chosen randomly from the research community and outside the basic sample, so that it included (40) faculty members.

Table (1)
Quantitative characterization of the research complex and samples.

Serial	The two Faculties of Physical Education - Helwan University	Study community		Study sample		Basic sample		Exploratory sample	
		N	%	N	%	N	%	N	%
١	The two Faculties of Physical Education - Helwan University	195	36,8%	135	44,8%	120	41,4%	15	5,2%
٢	Faculty members of the College of Physical Education for girls	334	63,2%	155	55,2	130	44,8	25	8,6%
	Total	529	100%	290	100%	250	86,2	40	13,8

Data collection tools

Documents and records - personal interview - questionnaire

The researcher used to collect data the strategic agility questionnaire, where the scientific reality indicates that there is a difference in the researchers' opinions about the

dimensions of strategic agility, while Eman Al-Sanea (2013), Sherhi (2008), Oyedijo (2012) and Dina Hefni (2016) divided it into four dimensions. Basic (planning - organization - individuals - technology). Therefore, the researcher relied on it in her current study and

adopted the four dimensions of strategic agility.

Questionnaire steps

The theoretical framework, research and previous studies in the field of strategic agility were reviewed, and the researcher chose the four dimensions (planning - organization - individuals - technology)

The dimensions that were reached were presented to the refereed experts and specialists

in the field of sports management to express an opinion on the extent of their adequacy and suitability for the purpose of the questionnaire, whether by deleting, modification or addition, the dimensions of the questionnaire obtained an approval rate of 100%, all dimensions were therefore approved and modified after individuals to human resources.

Table (2)

Frequencies and percentages of expert opinion on the dimensions of the Strategic Agility Questionnaire Faculty of Physical Education - Helwan University

Serial	Dimensions	Percentage	Frequencies
١	Agility of planning	6	100%
٢	Agile organization	6	100%
٣	Human resource agility	6	100%
٤	Technological agility	6	100%

Phrases that define and describe each of the dimensions of the questionnaire were proposed, as the questionnaire included in its initial form a number (50) words upon presentation to experts (the scale in its initial form A is attached (2) distributed among the dimensions of the questionnaire as follows:

1- The first dimension: planning agility

2- The second dimension: the agility of the organization

3- The third dimension: human resource agility.

4- The fourth dimension: technological agility

-The expressions were presented to a group of (6) experts (arbitrators) experts in the field of sports administration to express an opinion on the adequacy and suitability of the proposed phrases for the purpose of the questionnaire, whether by deleting, modification or addition.

-The responses of the experts (arbitrators) to the

questionnaire statements were unpacked into a table analyzed by the number of occurrences and percentages, where (49) statements were reached. The approval rate ranged from (83.3%) to (100%) after deleting the phrase No. (50) from After technological agility, the researcher agreed with a rate of 75% or more with a percentage of approval. Attachment (3) clarifies the experts' responses to the questionnaire phrases.

-Thus, the questionnaire was reached in its initial form (b), attached (4), where it became ready to be applied to the

sample of the exploratory study in preparation for the calculation of scientific transactions.

-Then set instructions for the questionnaire upon application, as well as a triple scale (agree 3 - to some extent 2 - have 1)

-The questionnaire was applied to an exploratory sample of (40) faculty members, during the period from 6/2/2018 to 6/14/2018.

Calculate the scientific transactions of the questionnaire

First: Calculating the honesty factor

Table (3)

Correlation values, the degree of each statement and the dimension to which it counts (n = 40)

Serial	Agility of planning	Agile organization	Resource Agility	Technological agility
1.	*.٨٧٤	.٧١٥	.٧١٢	.٧٨٨
2.	*.٦١٨	.٥٩٩	.٩٤٤	.٨٠٦
3.	*.٧٠٨	.٩٣٥	.٥٦٦	.٨٥٠
4.	.٠٠٠	.٧٢٨	.٧٦٥	.٦٢٥
5.	*.٧٥٥	.٨٤٨	.٧٠٤	.٧٠٦
6.	*٦.٩	.٧٧٩	.٧٩٢	.٧٩٢
7.	*.٩٢٩	.٧٨٥	.٧٥١	.٦٤٢
8.	*.٨٩٩	.٨٠٨	.٨٥٦	.٦٥
9.	*.٨٠٩	.٩٢٥	.٧٦٨	.٧١٤
10.	*.٨٠٩	.٦٩٣	.٨٤٢	
11.	*.٨٦٦	.٨٣٣	.٧٤٩	
12.	*.٧٩٩	.٦٤٢	.٧٨١	
13.	*.٧٥٤	.٨٠٨	.٨٠١	
14.	*.٨٠١			

Tabular (t) value at (0.5) = (0.325)

It is clear from Table (3) that- :

There is a statistically significant correlation between the staircase of each statement and the degree of the dimension to which it belongs,

except for one statement with the first dimension. Planning agility is not statistically significant, so the questionnaire becomes composed of (48) phrases as a second image.

Table (4)

Correlation values between the score for each statement and the

Serial	(R)	Serial	(R)	Serial	(R)	Serial	(R)
1.	*.016	13	*.430	20	*.391	37	*.001
2.	*.372	14	*.400	26	*.601	38	*.382
3.	*.411	15	*.600	27	*.000	39	*.022
4.	*.614	16	*.300	28	*.378	40	*.603
5.	*.013	17	*.366	29	*.496	41	*.478
6.	*.387	18	*.042	30	*.413	42	*.392
7.	*.487	19	*.473	31	*.389	43	*.000
8.	*.428	20	*.400	32	*.629	44	*.072
9.	*.666	21	*.073	33	*.014	45	*.427
10.	*.30	22	*.610	34	*.306	46	*.623
11.	*.628	23	*.444	35	*.367	47	*.377
12.	*.027	24	*.008	36	*.622	48	*.472

overall score For the Strategic Agility Questionnaire (n = 40)

Tabular (t) value = (0.325.)

It is clear from Table (4) that- :

There is a statistically significant correlation between the grade of each statement and

the total score of the questionnaire.

Table (5)

Evaluate the correlation between the score for each dimension and the overall score for the Strategic Agility Questionnaire (N = 40)

Serial	Dimensions	No. of phrases	(r)
1.	Agility of planning	13	*.702
2.	Agile organization	13	*.671
3.	Human resource agility	13	*.090
4.	Technological agility	9	*.042

Tabular (t) value = (0.325)

It is evident from Table (5) that there is a statistically significant correlation between the degrees of each dimension of the overall score of the

Strategic Questionnaire.

Second: Calculate the stability factor.

Agility

Table (6)
kronbach values to calculate the stability of the form

Statement	Value
Correlation coefficient between the two parts	٠.٧٣٤٤
Tamman coefficient	٠.٦٢٨١
Alpha coefficient for the first part	٠.٦٥٥٥
Alpha coefficient for the second part	٠.٧٨٢٢

it's clear from the table (6)

The values of the correlation between the two parts (7344) are satisfactory values for accepting the stability of the questionnaire and that it is valid for application.

The questionnaire was applied to the main sample from 24/6/2018 to 19/7/2018.

Statistical areas

- 1- Descriptive statistics.
- 2- Pearson correlation values
- 3- kronbach laboratories.
- 4- Frequency and percentage.(%)
- 5- Significance of differences (T) T. TEST
- 6- Significance of differences Ka 2

Presentation and discussion of results:

In light of the research objective, the method used, the

sample, the proposed data collection tool, and the statistical method used, the results are presented and discussed as follows:

- 1- The reality of planning agility from the perspective of the competitive advantage of the two Faculties of Physical Education - Helwan University
- 2- Discussing the reality of planning agility from the perspective of the competitive advantage of the two Faculties of Physical Education - Helwan University
- 3- The reality of organizational agility from the perspective of competitive advantage in the two Faculties of Physical Education - Helwan University
- 4- Discussing the reality of organizational agility from the perspective of the competitive

advantage of the two Faculties of Physical Education - Helwan University

5- The reality of human resource agility as an entry point to achieve competitive advantage in the two Faculties of Physical Education - Helwan University

6- Discussing the reality of human resource agility as an entry point to achieve competitive advantage in the two Faculties of Physical Education - Helwan University

7- The reality of technological agility from the perspective of the competitive advantage in the two Faculties of Physical Education - Helwan University

8- Discussing the reality of technological agility from the perspective of the competitive advantage of the two Faculties of Physical Education - Helwan University

9- The overall degree of strategic agility from the perspective of competitive advantage in the two Faculties of Physical Education - Helwan University

10- Discussing the overall degree of strategic agility from the perspective of the competitive advantage in the two Faculties of Physical Education - Helwan University

11- Differences in the degree of strategic agility from the perspective of competitive advantage according to the employer variable (College of Physical Education for Girls faculty of Physical Education for Boys)

12- Discussing the differences in the degree of strategic agility from the perspective of the competitive advantage according to the variable of the employer (College of Physical Education for Girls faculty of Physical Education for Boys)

The researcher has divided the results of the research responses from the faculty members of the Faculties of Physical Education - Helwan University into three levels, where the researcher adopted the relative weight of 75% or more to indicate the existence of strategic agility and its dimensions to a large degree - and the relative weight from 50% to less than 75% As an indication of the existence of strategic agility and its dimensions in a medium degree - and the relative weight of less than 50% as an indication of the existence of strategic agility and its dimensions to a small degree.

Table (7)
Frequencies, estimated score, relative weight, and arrangement of
the research sample responses (Physical Education Girls)
On the expressions of the first dimension (planning agility) (n =
120)

Serial	Agree		To some extent		No		Estimated degree	Relative weight%	Order
	K	%	K	%	K	%			
1.	٢	١,٧	٣٥	٢٩,٢	٨٣	٦٩,٢	٣٢١	٨٩,١	٣
2.	٢	١,٧	٣٦	٣٠,٠	٢٨	٦٨,٣	٣٢٠	٨٨,٨	٤
3.	١	٠,٨	٣٢	٢٦,٧	٨٧	٧٢,٥	٣٢٦	٩٠,٥	١
4.	٤	٣,٣	٣٤	٢٨,٣	٨٢	٦٨,٣	٣١٨	٨٨,٣	٥
5.	—	—	٧٧	٦٤,٢	٤٣	٣٥,٨	٢٨٣	٧٨,٦	١٣
6.	٢	١,٧	٣٣	٢٧,٥	٨٥	٧٠,٨	٣٢٣	٨٩,٧	٢
7.	٢	١,٧	٤١	٣٤,٢	٧٧	٦٤,٢	٣١٥	٨٧,٥	٦
8.	—	—	٤٥	٣٧,٥	٧٥	٦٢,٥	٣١٥	٨٧,٥	٦
9.	٦	٥,٠	٥٣	٤٤,٢	٦١	٥٠,٨	٢٩٥	٨١,٩	١٠
10.	٩	٧,٥	٢٩	٤٤,٢	٨٢	٦٨,٣	٣١٣	٨٦,٩	٨
11.	٧	٥,٠	٥٣	٤٤,٢	٦٠	٥٠,٠	٢٩٣	٨١,٣	١١
12.	٣	٢,٥	٦٩	٥٧,٥	٤٨	٤٠,٠	٢٨٥	٧٩,١	١٢
13.	٣	٢,٥	٥٠	٤١,٧	٦٧	٥٥,٨	٣٠٤	٨٤,٤	٩
Total dimensions							٤٠١١	85.7	

It is clear from Table No. (7) That he

The relative weight of the research sample responses from the faculty members of the College of Physical Education for Girls on the first dimension (planning agility) ranges between (90.5% - 78.6%) and the relative weight was 90.5% for statement No. (3) which states that there are criteria for evaluating academic programs Continuously during the educational process in the college and the relative weight

was 78.6% of phrase No. (5), which states (The strategic plan aims to introduce new competitive methods at the present time and in the future.

The expressions could be arranged in descending order according to the relative weight of the responses of the research sample on the first dimension, where the statement No. (3) came in the first order, followed in the second order by the statement No. (6), followed

by the statement No. (1) in the third order, followed by the statement No. (2) in the order. The fourth is followed by the statement No. 4 in the fifth order, followed by the expressions 7 and 8 in the sixth order, followed by the statement No. 10 in the eighth order, followed by the statement No. 13 in the ninth order, followed by the statement No. 9 in the tenth order, followed by the statement No. 11 in the eleventh order, followed by the statement No. 12 in The twelfth rank came in the thirteenth position, phrase No. 5.

Discuss the results

The results indicated in Table 7 that the responses of the research sample from the faculty of the College of Physical Education for Girls differed on the phrases of the first dimension (planning agility), where the relative weight of the expressions of the first dimension ranged between 90.5% - 78.6% and the relative weight of the total of the first dimension came With a rate of 85.7%, which indicates a great degree of agility as seen by the faculty members of the College of Physical Education for Girls.

-This is consistent with what Ahmad Al-Saeedi (2012) indicated (1) that the more agile planning is, the greater the speed of the organization to perceive the future and anticipate events and the speed of change in the organization's plans in order to be able to overcome the challenges it faces.

-The results of the current study are consistent with the results of the OJHA study (OJHA 2008) (33), which indicated that organizations that are characterized by strategic agility have the ability to make changes to their activities more quickly than organizations that criticize strategic agility and thus can achieve competitive advantage. In providing its services

-It also agrees with the results of the Ofegbu & Aka (2012) study (32), which concluded that successful companies are working to explore reality and address the various changes that occur in the competitive work environment.

-This study differs with the results of Yahya Zakaria's study (2014) (18), which concluded that there is no crisis management plan for the Cairo Stadium Authority.

-The researcher attributes these results to the existence of clear and detailed objectives for the specializations of the scientific departments upon which the strategic plan is based, which is characterized by flexibility and speed in absorbing changes and emergent crises and its ability to foresee the future and the

introduction of new competitive methods through the development of programs and courses and the introduction of programs And taking into account that this is within the framework of technological and socio-economic changes in the sports field.

Table (8)

Frequencies, estimated score, and relative weight of research sample responses (College of Physical Education for Boys) on the expressions of the first dimension (agility of planning)(N=130)

Serial	Agree		To some extent		No		Estimated degree	Relative weight%	Order
	K	%	K	%	K	%			
1.	٧	٥.٤	٣٣	٢٥.٤	٩٠	٦٩.٢	٣٤٣	٨٧.٩	١٠
2.	٦	٤.٦	٢١	١٦.٢	١٠٣	٧٩.٢	٣٥٧	٩١.٥	٣
3.	٣	٢.٣	١٨	١٣.٨	١٠٩	٨٣.٨	٣٦٦	٩٣.٨	١
4.	—	—	٣١	٢٣.٨	٩٩	٧٦.٢	٣٥٩	٩٢.٠٠	٢
5.	—	—	٣٩	٣٠.٠٠	٩١	٧٠.٠٠	٣٥١	٩٠.٠٠	٥
6.	٦	٤.٦	٢٧	٢٠.٨	٩٧	٧٤.٦	٣٥١	٩٠.٠٠	٥
7.	—	—	٣٧	٢٨.٥	٩٣	٧١.٥	٣٥٣	٩٠.٥	٤
8.	—	—	٤٧	٣٦.٢	٨٣	٦٣.٨	٣٤٣	٨٧.٩	١٠
9.	٧	٥.٤	٤٢	٣٢.٣	٨١	٦٢.٣	٣٣٤	٨٥.٦	١٢
10.	٦	٤.٦	٣٣	٢٥.٤	٩١	٧٠.٠٠	٣٤٥	٨٨.٤	٩
11.	٤	٣.١	٤٨	٣٦.٩	٧٨	٦٠.٠٠	٣٣٤	٨٥.٦	١٢
12.	٣	٢.٣	٣٣	٢٥.٤	٩٤	٧٢.٣	٣٥١	٩٠.٠٠	٥
13.	٣	٢.٣	٣٣	٢٧.٧	٩١	٧٠.٠٠	٣٤٨	٨٩.٢	٨
Total dimensions								89.4	

It is clear from Table (8) that:it

-The relative weight of the research sample elections from the faculty members of the College of Physical Education for Boys on the expressions of the first dimension (planning agility) ranges between (93.8%

- 85.6%) and the relative weight was 93.8% for statement No. 3 which states: There are criteria for continuously evaluating study programs during the process. For educational purposes, the

relative weight of the two expressions was 85.6%, which states:

Phrase No. 11 which states: The college administration is aware of actual resources and ways to effectively utilize them.

-The phrases could be arranged in descending order according to the relative weight of the research sample responses on the phrases of the first dimension (planning agility), where statement No. 3 came in the first order, followed by statement No. 4 in the second order, followed by statement No. 2 in the third order, followed by statement No. 7 in the order in the fourth, followed by the phrases No. (5, 6, 12) in the fifth order, followed by the statement No. 13 in the eighth order, followed by the statement No. 10 in the ninth order, followed by the two expressions No. (1, 8) in the tenth order, followed by the two expressions No. (9, 11) in the twelfth order.

Discuss the results

-And it is clear from Table No. (8) for the results of the research sample of the faculty members of the College of Physical Education for Boys on the expressions of the first dimension (planning agility),

where the relative weight of the axis phrases ranged from (93.8% - 85.6%) and the weight came The percentage of the total of the first axis (planning agility) is 89.4%, which indicates the existence of a large degree of planning agility as seen by the faculty members of the College of Physical Education for Boys.

-The results of this study are consistent with the results of the study of Lewis, M.at.al.- (2014), which concluded that strategic agility depends on the speed of leaders' response to various challenges.

-The results of this study are consistent with the results of Dina Hefny's study (2016), whose results concluded that there is a monitoring and evaluation of competitors' movements and their orientations in the stadium authority and the dependence of planning on the speed of obtaining confirmed data and information and its flexibility and speed in absorbing emergency crises.

-The results of this study differ with the results of Iman Al-Sanea (2013) (3), which concluded that the level and dimensions of strategic agility were moderate.

-The results of this study differ with the results of Dina Hefny's study (2016) (5), which concluded that the level of strategic agility and its dimensions were moderate in the Cairo International Stadium Authority.

-The researcher attributes these results to the existence of criteria for continuously evaluating academic programs and making use of the evaluation results in

developing the plan and distinguishing the strategic plan of the College of Physical Education for Boys with speed and flexibility in adapting and accommodating changes.

This answers the first question, which states:

What is the reality of planning agility from the perspective of the competitive advantage in the two Faculties of Physical Education - Helwan University?

Table (9)

Frequencies, estimated score, relative weight, and arrangement of the research sample responses (Physical Education Girls) On the phrases of the second dimension (agility of organization) (N = 120)

Serial	Agree		To some extent		No		Estimated degree	Relative weight%	Order
	K	%	K	%	K	%			
1.	٤	٣,٣	٢٦	٢١,٧	٩٠	٧٥,٠٠	٣٢٦	٩٠,٥	١
2.	٦	٥,٠٠	٣٠	٢٥,٠٠	٨٤	٧٠,٠٠	٣١٨	٨٨,٣	٣
3.	٢	١,٧	٦٥	٥٤,٢	٥٣	٤٤,٢	٢٩١	٨٠,٨	١٠
4.	٦	٥,٠٠	٤٩	٤٠,٨	٦٥	٥٤,٢	٢٩٩	٨٣,٠٠	٧
5.	٥	٤,٢	٦٧	٥٥,٨	٤٨	٤٠,٠٠	٢٨٣	٧٨,٦	١١
6.	٦	٥,٠٠	٧٦	٦٣,٣	٣٨	٣١,٧	٢٧٢	٧٥,٥	١٣
7.	٢	١,٧	٤٥	٣٧,٥	٧٣	٦٠,٨	٣١١	٨٦,٣	٥
8.	١٠	٨,٣	٦٥	٥٤,٢	٤٥	٣٧,٥	٢٧٥	٧٦,٣	١٢
9.	٢	١,٧	٥٣	٤٤,٢	٦٥	٥٤,٢	٣٠٣	٨٤,١	٦
10.	٨	٦,٧	٥٠	٤١,٧	٦٢	٥١,٧	٢٩٤	٨١,٦	٩
11.	١	٠,٨	٣٤	٢٨,٣	٨٥	٧٠,٨	٣٢٤	٩٠,٠٠	٢
12.	٧	٥,٨	٣٢	٢٦,٧	٨١	٦٧,٥	٣١٤	٨٧,٢	٤
13.	٦	٥,٠٠	٤٩	٤٠,٨	٦٥	٥٤,٢	٢٩٩	٨٣,٠٠٠	٧
Total dimensions								83.5	

It is clear from Table No. (9) that he.it

-The relative weight of the research sample responses from the faculty members of the College of Physical

Education for Girls on the second dimension (organization agility) ranges between (90.5% - 78.6%) and the relative

weight was 90.5 for statement No. (1) which states that there is an organizational structure in the college commensurate with The vision, mission and strategic goals of the college and the relative weight was 75.5% for statement No. (6), which is characterized by the laws, laws and regulations set for the workflow as being clear and announced to all.

The phrases could be arranged in descending order according to the relative weight of the responses of the research sample on the second dimension, where statement No. 1 came in the first order, followed by statement No. 11 in the second order, followed by statement No. 2 in the third order, followed by statement No. 12 in the fourth order, followed by statement No. 7 in the fifth order. Statement No. 9 in the sixth order, followed by statement No. 13 in the seventh order, followed by statement No. 10 in the ninth order, followed by statement No. 3 in the tenth order, followed by statement No. 6 in the eleventh order, followed by statement No. 6 in the thirteenth order.

Discuss the results

It is clear from Table (9) that the results indicated that the responses of the research

sample from the faculty members of the College of Physical Education for Girls varied on the expressions of the second dimension (agility of organization), where the relative weight ranged

For the statements of the second dimension between 90.5% -75.5% and the relative weight of the total of the second dimension was 83.5%, indicating the existence of a large degree of organization agility as seen by the faculty members of the College of Physical Education for Girls.

-This is consistent with what Abdul Maqsoud Moawad (2013) indicated (9) that the agility of the organization results in the availability of information, the speed and accuracy of the distribution of tasks and specializations according to changing circumstances, and it also works on the existence of a climate of stability for workers.

-The results of this study are consistent with the results of Dina Hefny's study (2016) (5), whose results reached the availability of clear and fast-to-use transaction models as one of the requirements for the competitive work of the Cairo International Stadium Authority because it provides

customers with speed and simplicity in dealing with them.

-The results of the current study differ with the results of Yahya Zakaria's study (2014) (18), which concluded that there are laws that impede the workflow of the Cairo International Stadium Authority and that work procedures cause pressure for workers in Cairo International Stadium.

-The results of this study differed with those of Iman Al-Sanea (2013) (3), where the

results concluded that the strategic agility dimensions were moderate.

-The researcher attributes the results to the existence of an organizational structure in the College of Physical Education for Girls commensurate with the vision, mission and strategic goals and its ability to make appropriate and necessary changes and adjustments on a regular basis in its organizational structure in order to adapt to the emergency changes.

Table (10)

**Frequencies, estimated score, and relative weight
For the responses of the research sample (Boys College of Physical Education) to the phrases of the second dimension (agility of organization)(N = 130)**

Serial	Agree		To some extent		No		Estimated degree	Relative weight%	Order
	K	%	K	%	K	%			
1.	14	10.8	73	55.0	03	2.3	299	77.7	2
2.	20	15.4	71	54.6	39	30.0	279	71.0	6
3.	6	4.6	97	74.6	27	20.8	281	72.0	0
4.	9	6.9	76	58.0	40	30.7	296	75.8	3
5.	16	12.3	72	55.4	42	32.3	286	73.3	4
6.	16	12.3	92	70.8	22	16.9	266	68.2	10
7.	14	10.8	84	64.6	32	24.6	278	71.2	7
8.	9	6.9	112	86.2	9	6.9	260	66.6	13
9.	13	10.0	102	78.0	10	7.7	262	67.1	11
10.	13	10.0	97	74.6	20	15.4	267	68.4	9
11.	7	5.4	98	75.4	20	15.4	278	71.2	7
12.	26	20.0	28	21.5	76	58.0	310	79.4	1
13.	17	13.1	94	72.3	19	14.6	262	67.1	11
Total dimensions								71.4	

It is clear from Table (10) that it is

-The relative weight of the responses of the research sample of the faculty members of the College of Physical Education for Boys on the expressions of the second dimension (agility organization) ranges between (79.4% - 66.6%) and the relative weight was 79.4% for statement No. 12 which states: There is a rapid, effective and accurate communication between (Faculty members - the administrative apparatus) at the various administrative levels in the college and the relative weight was 66.6% of phrase No. 8, which states that rules and laws are applied to each of (faculty members - the administrative apparatus) in the college without discrimination between them.

The phrases could be arranged in descending order according to the relative weight of the responses of the research sample on the phrases of the second dimension (agility of organization), where the statement No. 12 came in the first order, followed by the statement No. 1 in the second order, followed by the statement No. 4 in the third order, followed by the statement No. 3 in the fifth order, followed by the phrase No. 2 in the sixth order, followed by the two expressions number (7 and 11) in the seventh order, followed by the statement No. (10) in the

seventh order, followed by the statement No. 6 in the tenth order, followed by the two phrases (9, 13) in the eleventh order and the statement No. 8 came in Thirteenth order.

Discussing the results:

-And it is clear from Table (10) that the results indicated that the responses of the research sample of the faculty members of the College of Physical Education for Boys differed on the expressions of the second dimension (the agility of organization), where the relative weight of the expressions of the second dimension ranged between 79.4% - 66.6% and The relative weight of the total of the second dimension (organization agility) was 71.4%, which indicates a moderate degree of agility in the Physical Education College for Boys.

-And the results of this study are consistent with the results of Iman Al-Sanea (2013) (3), where the results concluded that the strategic agility dimensions were moderate.

-The results of this study are consistent with the results of Dina Hefny's study (2016) (5), which concluded that the level of strategic agility and its dimensions were moderate in the Cairo International Stadium Authority.

-The results of this study differ with the results of the study of Silwan Abu Zeid (2015) (6),

which concluded that there is a complexity in the administrative procedures followed in the dealings of the Ministry of Youth and Sports with different bodies and civil society institutions.

-The researcher believes the existence of the second dimension (agility of organization) with a medium degree in the Faculty of Physical Education for Boys, which may be due to the lack of clarity of laws and regulations governing the work adequately and the shortcomings in their declaration of all

administrative levels and the college's need to make appropriate changes and adjustments periodically in order to adapt With the urgent changes and the need to feel fair to apply the rules and regulations to everyone without discrimination.

This answers the second question, which states:

What is the reality of organizational agility as an entry point to achieve the competitive advantage in the two Faculties of Physical Education - Helwan University?

Table (11)

Frequencies, estimated score, relative weight, and arrangement of research sample responses (Sports Education Girls(On the phrases of the third dimension (human resource agility) (N = 120)

Serial	Agree		To some extent		No		Estimated degree	Relative weight%	Order
	K	%	K	%	K	%			
1.	0	0.0	04	3.3	71	56.7	296	82.2	7
2.	7	5.8	70	54.2	03	2.5	287	79.4	9
3.	13	10.0	74	57.3	43	33.7	270	75.0	12
4.	3	2.3	00	0.0	77	60.0	304	84.4	4
5.	8	6.3	42	32.7	70	54.0	302	83.8	5
6.	7	5.4	79	61.5	30	23.1	279	77.5	13
7.	9	7.0	34	26.5	77	60.5	308	85.6	3
8.	12	9.1	03	2.3	00	0.0	283	78.6	11
9.	0	0.0	70	54.2	00	0.0	280	77.8	10
10.	7	5.4	38	29.2	70	54.4	308	85.6	2
11.	0	0.0	02	1.5	73	56.5	298	82.8	6
12.	3	2.3	41	31.5	76	59.2	313	86.9	1
13.	10	7.7	40	30.8	70	54.5	290	80.6	8
Total dimensions								81.5	

It is clear from Table (11) that:it

The relative weight of the research sample responses from the faculty members of the College of Physical Education for Girls on the phrases of the third dimension (human resource agility) ranges between (86.9% - 74.7%) and the relative weight was 86.9% for statement No. 12, which states: The college administration is keen on developing self-control For each of (faculty members - the assisting body - the administrative body) on their performance and it was 74.7% for statement No. 6 which states: The college administration maintains academic resources in it to increase its ability to compete in providing its services.

-The phrases could be arranged in descending order according to the relative weight of the research sample responses on the phrases of the third dimension (human resources agility), where statement No. 12 came in the first order, followed by statement No. 7, 10 in the third order, followed by statement No. 4 in the fourth order, followed by statement No. 5 in the order The fifth is followed by the statement No. 1 in the sixth order, followed by the

statement No. 1 in the seventh order, followed by the statement No. 13 in the order of the price, followed by the statement No. 2 in the ninth order, followed by the statement No. 9 in the tenth order followed by the statement No. 8 in the eleventh order followed in the thirteenth order the statement No. 6.

Discuss the results

-It is clear from Table (11) that the results indicated that the responses of the research sample of the faculty members of the College of Physical Education for Girls varied on the phrases of the third dimension (human resources agility), where the relative weight of the statements of the third dimension ranged between (86.9% - 74.7%). The relative weight of the total of the third dimension was 81,5%, which indicates the existence of a large degree of agility of human resources as seen by the faculty members of the College of Physical Education for Girls This is consistent with what Ahmed Hamza Mustafa (2020) (2) indicated that the personnel planning process should be continuous, as it is one of the means that helps to provide human resources that accomplish the required

activities. Therefore, successful organizations are concerned with increasing the ability of their members to work and provide training. Necessary within the framework of the appropriate climate to work.

-The results of the study are consistent with the results of Onyema (2012) (34) where it found a significant effect of the determinants of strategic agility on the performance of employees in companies.

-The researcher attributes these results to the college

administration's ability to develop self-monitoring of faculty members and their assistants on their performance and its interest in investigating their opinions about their satisfaction with the college's work procedures periodically and the college's management's keenness to attract distinguished cadres to work in the various units of the college to ensure excellence in performance.

Table (12)

**Frequencies, graded score, relative weight, and ranking
For the responses of the research sample (Boys College of Physical
Education) to the phrases of the third dimension (human
resources agility) (N = 130)**

Serial	Agree		To some extent		No		Estimated degree	Relative weight%	Order
	K	%	K	%	K	%			
1.	3	2.3	70	53.8	57	43.8	314	80.0	2
2.	12	9.2	89	68.0	29	22.3	277	71.00	9
3.	10	11.0	48	36.9	77	51.0	312	80.00	3
4.	17	13.1	59	45.4	54	41.0	297	76.1	7
5.	13	10.00	72	55.4	50	38.3	302	77.4	5
6.	14	10.8	104	80.00	12	9.2	208	66.1	13
7.	19	14.6	79	60.8	32	24.6	273	70.00	10
8.	21	16.2	74	56.9	35	26.9	284	72.8	8
9.	16	12.3	94	72.3	20	15.4	264	67.6	12
10.	9	6.9	57	43.8	74	56.2	310	80.7	1
11.	6	4.6	76	58.0	48	36.9	302	77.4	5
12.	17	12.00	51	39.2	72	55.7	300	76.2	4
13.	13	10.00	94	72.3	23	17.7	270	69.2	11
Total dimensions								74.4	

It is clear from Table (12) that it :

-The relative weight of the responses of the research sample of the faculty of the College of Physical Education for Boys on the phrases of the third dimension (human resource agility) ranges between (80.7% -66.1%) and the relative weight was 80.7% for statement No. 10 which states: The college administration is interested in conducting a survey to measure Employees' satisfaction with their work procedures.

The relative weight was 66.1% for statement No. 6, which states: The college administration maintains its academic staff to increase Its ability to compete in providing its services.

-The phrases could be arranged in descending order according to the relative weight of the responses of the research sample on the phrases of the third axis (human resource agility), where the statement No. 10 came in the first order, followed by the statement No. 1 in the second order, followed by the statement No. 3 in the third order, followed by the statement No. 12 in the fourth order. The two phrases (5 and 11) are in the fifth order, followed by the statement No. 4 in the seventh order,

followed by the statement No. (8) in the eighth order, followed by the statement No. 2 in the ninth order, followed by the statement No. 7 in the tenth order, followed by the estate No. 13 in the eleventh order, followed by the statement No. 9 in the twelfth order and the phrase No. (6) came in the thirteenth order.

Discuss the results

-It is clear from Table (12) that: The results indicated that the responses of the research sample from the faculty members of the College of Physical Education for Boys to the phrases of the third dimension (human resources agility) varied, where the relative weight of the statements of the third dimension ranged between (80.7% - 66.1) The relative weight of the total of the third dimension was the agility of human resources at 74.4%, which indicates the existence of an agility of human resources with a moderate degree as seen by the faculty members of the College of Physical Education for Boys.

-The results of this study are consistent with the results of Ali Jawadi (2012) (11) study, which concluded that the lack

of moral incentives provided to the players.

-The results of this study are in agreement with the results of a study of chicken, Aref Dajaja & Arief (2015) (23), whose results found the direct effect of strategic agility on the performance of workers in telecommunications companies.

-The results of this study are consistent with the results of the study (Onyema) (2012) (34). The results concluded that the strategic agility determinants have a significant effect on the performance of workers in these companies.

-The researcher returns that it may be due to the lack of

benefit from the results of the periodic evaluation in determining the needs of faculty members, their assistants and the administrative apparatus to obtain the required performance and raise the level of competition, sufficient support for them in completing their scientific career and maintaining the academic cadres in it to increase their competitiveness.

This answers the third question, which states:

What is the reality of human resource agility as an entry point to achieve the competitive advantage in the Faculties of Physical Education - Helwan University?

Table (13)

Frequencies, estimated score, relative weight, and arrangement of responses for the research sample Research sample (Sports Education for Girls) On the phrases of the fourth dimension (agility and technology) (N = 120)

Serial	Agree		To some extent		No		Estimated degree	Relative weight%	Order
	K	%	K	%	K	%			
1.	0	0.0	78	65.0	47	39.0	282	78.3	1
2.	11	9.2	81	67.5	28	23.3	207	71.3	9
3.	7	5.8	81	67.5	32	26.7	260	73.7	6
4.	2	1.7	40	33.3	78	64.8	311	86.3	3
5.	0	0.0	00	0.0	70	58.3	290	81.9	2
6.	0	0.0	87	72.5	28	23.3	263	73.0	8
7.	4	3.3	08	6.7	08	6.7	294	81.7	4
8.	12	10.0	71	59.2	37	30.8	260	73.7	7
9.	9	7.5	73	60.8	38	31.7	269	74.8	5

Total dimension 77

It is clear from Table No. (13) that he

-The relative weight of the responses of the research sample from the faculty members of the College of Physical Education for Girls on the phrases of the fourth dimension (technological agility) ranges between (86.3% - 71.3%) and the relative weight was 86.3% for phrase No. 4, which states: The college has a website and the relative weight was 73.3% for statement No. 2 which states: The college has electronic systems that contribute to the speed of completion of various electronic work (distance teaching - exam work - electronic research follow-up - academic advising.)

-The properties could be arranged in descending order according to the relative weight, where the statement No. 4 came in the third order, followed by the estate No. 1 in the fourth order, followed by the statement No. 9 in the fifth order, followed by the phrases No. 3 and 8 in the sixth order, followed by the statement No. 6 in the eighth and in the seventh order Statement # 2.

Discuss the results

It is clear from Table No. (13) that the results of the study indicated as shown in Table No. (13), where the responses

of the research sample of the faculty members of the College of Physical Education for Girls varied on the phrases of the fourth dimension (technological agility), where the relative weight of the phrases of the fourth dimension ranged between (86, 3% - 71.3%) and the relative weight of the total of the fourth axis was 77.1%, which indicates the presence of technological agility with a high degree as seen by the faculty members of the College of Physical Education for Girls.

-The results of this study are in agreement with the results of the study of Chicken and Arif Djaja & Arief (23), whose results concluded that information technology has a positive impact on strategic agility.

-The results of this study are consistent with the results of the study of Jehan Mustafa (2015) (4), which concluded its results for the use of the Public Relations Department of various media to communicate with the external community.

-The results of the current study are consistent with the results of Ghada Fikry's study (2015) (12), which concluded that youth centers use electronic means in their

advertisements about the centers' activities such as social media.

-The researcher attributes the existence of technological agility with a high degree to the keenness of the College of Physical Education for Girls to update its website periodically

to announce its various programs and activities and to use technological means to communicate with the beneficiaries of the college's services to use those means in the completion of work and the speed of decision-making.

Table (14)

**Frequencies, graded score, relative weight, and ranking
For responses of the research sample (Boys College of Physical
Education) to the phrases of the fourth dimension (Technological
Agility)(N = 130)**

Serial	Agree		To some extent		No		Estimated degree	Relative weight%	Order
	K	%	K	%	K	%			
1.	21	16.2	86	66.0	23	17.7	262	67.1	8
2.	28	21.0	48	37.9	04	41.0	286	73.3	4
3.	21	16.2	70	53.8	39	30.0	278	71.2	7
4.	-	-	107	81.3	23	17.7	283	72.0	0
5.	21	16.2	34	26.2	70	53.7	314	80.0	1
6.	14	10.9	82	63.1	34	26.2	280	71.7	6
7.	14	10.8	06	40.4	07	43.8	303	77.6	2
8.	28	21.0	40	34.6	07	43.8	299	76.6	3
9.	30	26.6	60	50.0	30	23.1	200	60.3	9
Total dimensions								72.9	

It is clear from Table (14) that :

-The relative weight of the responses of the research sample of the faculty members of the College of Physical Education for Boys on the phrases of the fourth dimension (technological agility) ranges between (80.5% - 65.3%) and the relative weight was 80.5% for statement No. (5) Which

states: Meetings and sessions are announced Training and conferences and their implementation using electronic means and the relative weight was 65.3% of phrase No. 9, which states that the college works on modernizing computer laboratories and providing

them with all electronic services.

-The phrases could be arranged in descending order according to the relative weight of the research sample responses on the phrases of the fourth dimension (technological agility), where the statement No. 5 came in the first order, followed by the statement No. 7 in the second order, followed by the statement No. 8 in the third order, followed by the statement No. 2 in the fourth order, followed by the phrase Statement No. 4 in the fifth order, followed by statement No. 6 in the sixth order, followed by statement No. 3 in the seventh order, followed by statement No. 1 in the eighth order and statement No. 9 came in the ninth order.

Discuss the results

-The results of the study indicated as shown in Table (14), where the responses of the research sample varied from faculty members at the College of Physical Education for Boys, where the relative weight of the terms of the fourth dimension ranged from technological agility between (80.5% - 65.3%), the relative weight of the total of the fourth dimension came With a rate of

72.9%, which indicates the presence of technological agility in the College of Physical Education for Boys, with a medium degree, as seen by the faculty members.

-The results of this study are in agreement with the results of the study of Maan Al-Maadidi (2011) (16), which concluded that information technology is significantly related to companies' ownership of the elements of strategic agility and affect them.

The results of this study are consistent with the results of the study (oyedijo) (2012) (35), and the results reached a statistically significant relationship between the degree of availability of the determinants of strategic agility (strategic planning - organizational structure - human resource practice - technology) and the competitive performance of telecommunications companies.

This answers the fourth question, which states:

What is the reality of technological agility as an entry point to achieve competitive advantage in the Faculties of Physical Education - Helwan University?

-It is clear from tables (7, 8, 9, 10) of the results of the research sample responses from the faculty members of the College of Physical Education for Girls on the dimensions of strategic agility, where the dimensions could be arranged in descending order as follows: Planning agility, which came in first place, followed by agility of organization in second place, followed by agility Human resources ranked third, followed by Technological Agility, which came in fourth place.

-The relative weight of the strategic agility dimensions of the responses of the faculty members at the College of Physical Education for Girls ranged from (85.7% - 77.1%) and the relative weight of the total strategic agility was 81.9%, indicating the practice of strategic agility at the College of Physical Education for Girls with a high degree.

-It is evident from the tables (11, 12, 13, 14) related to the results of the research sample responses from the faculty members of the College of Physical Education for Boys on the dimensions of strategic agility, where the dimensions could be arranged in

descending order as follows: Planning agility is in the first place, followed by the agility of human resources in second place, followed by agility Technological, which came in the third place, followed by the agility of the organization, which came fourth.

The relative weight of the strategic agility axes ranged according to the responses of the research sample from the faculty members of the College of Physical Education for Boys (89.4% - 71.4%), and the relative weight of the presence of strategic agility was 77%, which indicates its presence in a high degree.

-The results of this study differ with the results of Iman Salem's study (2013) (3), whose results concluded that the level of strategic agility was moderate.

-The results of the current study are in agreement with the results of the study of Hojung and others (Hojung S. 2015) (26), which concluded that the level of strategic agility in companies was high.

-The results of this study are consistent with the results of Tariq Radwan (2014) (8) study, which concluded that the degree of strategic agility was higher than the average in

telecommunications companies.

-And the results of this current study are in agreement with the study of Diminin and others (Diminin, 2014) (24), which concluded that there is a high degree of strategic agility in the Italian Udinese club. This

answers the fifth question, which states:

What is the overall degree of strategic agility as an entry point to achieve the competitive advantage in the Faculties of Physical Education - Helwan University?

Table (15)

The significance of the differences between Ca2 and the consent responses of the two groups (Physical Education for Girls, Physical Education for Boys)

Serial	Agility of planning		Agile organization		Human resource agility		Technological agility	
	Ca 2	Indicator	Ca 2	Indicator	Ca 2	Indicator	Ca 2	Indicator
1.	٠.٢٨٣	٠.٥٩٥	*٩.٥٧	٠.٠٠٢	٠.٣٤٠	٠.٦٩٢	*٢.٦٢	٠.٠٠٠
2.	١.٩٥	٠.١٦٢	*١١.٨٥	٠.٠٠٠	*٩.٧٢	٠.٠٠٨	*٨.٢٤	٠.٠٠٤
3.	٠.٩.٤	٠.٣٤٢	*١٠.٤٠	٠.٠٠٠	*٥.٢٣	٠.٠٢٢	٠.٦١١	٠.٩٠٥
4.	١.٥٩	٠.٢٠٦	٣.٦٣	٠.٠٥٧	١.٣٩	٠.٠٢٣٧	*٢٦.٠٤	٠.٠٠٠
5.	*١٧.١٩	٠.٠٠٠	٣.٨١	٠.٢٢٩	٢.٤٤	٠.٠٨٠	٠.٤٧٥	٠.٨٩٣
6.	٠.٩٧١	٠.٣٧٤	٠.٨٧٠	٠.٣٥٤	*٨.٠٩	٠.٠٠٠	٠.٣٤١	٠.٦٠٧
7.	١.٥٠	٠.٢٢٠	*٩.١٨	٠.٠٠١	*٧.٥٥	٠.٠٠٠	٠.٠٠٩	٠.٩٢٦
8.	٠.٤٠٥	٠.٥٢٤	*١٨.٠٠	٠.٠٠٠	٠.٨١١	٠.٩٠٠	*٤.٢٥	٠.٠٣٩
9.	٢.٨١	٠.٠٩٣	*١٤.٢٢	٠.٠٠٠	*٩.٧٢	٠.٠١٨	٠.٩٤١	٠.٣٢٢
10.	٠.٤٦٨	٠.٤٩٤	*١٧.٩٥	٠.٠٠٠	١.٨٢	٠.٦٤٨		
11.	٢.٣٤	٠.١٢٥	*١٣.٤٧	٠.٠٠٠	٢.٧٤	٠.٨٠١		
12.	*١٤.٩٠	٠.٠٠٠	١.٥٢	٠.٦٤٧	٢.٩٥	٠.٧٨٣		
13.	*٤.٩٤	٠.٠٤٨	*١٠.٧٩	٠.٠٢١	*١٢.٨٢	٠.٠٤٤		

Significance <0.05

It is clear from Table (15) that :

- There are statistically significant differences between the two groups (Colleges of Physical Education - Helwan University) in some statements according to the opinion of (I agree) on the axes of the Strategic Agility Questionnaire.

It is clear from Table No. (15) That

-There are statistically significant differences between the responses of the research sample from the College of Physical Education for Girls and the College of Physical Education for Boys - Helwan University and in the direction of the answer in agreement

with the phrases No. (5, 12, 13) for the first dimension (planning agility) and in favor of the responses of the research sample at the College of Physical Education For boys, which states that:

The strategic plan aims to introduce new competitive methods, now and in the future.

-The strategic plan includes the development of the quality of services provided in the college in a manner that is characterized by competition with the corresponding colleges.

-Experts and specialists from outside and within the faculty are sought to contribute to developing its strategic plan (Quality Advisors - Quality Assurance Unit at the University) and in favor of the responses of the research sample from the faculty members of the College of Physical Education in Benin.

-There are statistically significant differences between the responses of the research sample from the College of Physical Education for Girls and the College of Physical Education for Boys - Helwan University and in the direction of the answer in agreement with the statements No. (1, 2,3,7, 8, 9, 10, 11, 13) for the

dimension The second (organization agility) for the benefit of the research sample at the College of Physical Education for Girls which states:

The college has an organizational structure commensurate with the vision, mission and strategic goals of the college.

The college is committed to making the appropriate and necessary changes and adjustments on a regular basis in its organizational structure in order to adapt to the urgent changes.

There is a job description for all positions within the college. There is a system for internal and external review in the scientific departments on a regular basis to follow up on achievement

-The application of rules and laws to each of (faculty members - the administrative apparatus) in the college without discrimination between them.

Faculty members are required to submit proposals for areas of development in their decisions.

-There are activated mechanisms (for accountability - to receive complaints - to supervise research - to deal with defaulters and superior

students that guarantee speed and accuracy of decision-making.

-The Quality Assurance Unit provides various forms (for course reports - assessing the quality of the examination paper - internal and external review of decisions)

There is careful coordination between the work of the scientific departments and the Quality Assurance Unit to achieve the vision, mission and goals of the college.

-There are statistically significant differences between the responses of the research sample from faculty members at the College of Physical Education for Girls and the College of Physical Education for Boys - Helwan University and in the direction of writing in accordance with the phrases (2, 3, 6, 8, 9, 12) for the third dimension (human resource agility ()) For the benefit of the research sample at the College of Physical Education for Girls, which states:

The college has different motivation methods for academics in all scientific departments of the college (honor - certificates of appreciation

Encouraging faculty management and their

assistants to complete their academic career

The college administration maintains its academic staff to increase its competitiveness in providing its services

Leaders in managerial positions are chosen on the basis of experience and merit in accordance with the rules announced

-The college benefits from the results of the periodic evaluation in determining the needs of (faculty members - the assisting body - the administrative apparatus) to obtain the required performance to raise the level of competition with other colleges - The college administration is keen on developing self-monitoring (members / body / organ)

-There are statistically significant differences between the responses of the research sample from the College of Physical Education for Girls and the College of Physical Education for Boys - Helwan University and in the direction of writing in accordance with the phrases (1, 2, 4, 8) in the fourth dimension (technological agility)) in favor of the research sample in the College of Education Sports for Girls, which states:

-The college has electronic archiving of the word programs, reviews and reports
The college has electronic systems that contribute to the speed of completion of various work electronically (distance teaching - exam work - electronic research follow-up - academic advising)
The college has a website that explains all its services and its

material and human capabilities

An internal communication network exists between the college administration, the scientific departments, the Quality Assurance Unit and the administrators to ensure the speedy exchange of information and decisions

Table (16)

The significance of the differences between the two groups (sports education for girls, sports education for boys) And their responses

Serial	Dimensions	Girls (n = 120)		Boys (N = 130)		T	Indicator
		M	E	M	E		
1.	Agility of planning	٣٣.٤٢	٤.٦٣	٣٤.٨٨	٥.٢٧	*٢.٣١	٠.٠٢١
2.	Agile organization	٣٢.٥٧	٤.٨٠	٢٧.٨٧	٤.٦٢	*٧.٨٨	٠.٠٠٠
3.	Resource Agility	٣١.٨٠	٤.٠٢	٢٩.٠٢	٤.٧٨	*٤.٩٥	٠.٠٠٠
4.	Technological agility	٢٠.٨٤	٢.٩٤	١٩.٦١	٣.٧٤	*٢.٨٦	٠.٠٠٠
Total degree		١١٨.٦٥	١٤.٢٦	١١١.٤٠	١٣.١٨	*٤.١٧	٠.٠٠٠

to the dimensions of the Strategic Agility Questionnaire
Significance <0.05

It is clear from Table (16) that- :

There are statistically significant differences between the two groups towards their responses to the questionnaire dimensions in favor of the research sample in the College of Physical Education for Girls as well as the total score of the

questionnaire, except for the first dimension that came in favor of the research sample at the College of Physical Education for Boys.

Discuss the results

-Table (16) shows that there are statistically significant

differences between the results of the research sample responses from the College of Physical Education for Girls and the research sample from the teaching staff of the College of Physical Education for Boys.

The arithmetic mean of the planning agility dimension ranged between (33.42 - 34.88) for the benefit of the College of Physical Education for Boys.

-The arithmetic mean of the organizational agility dimension ranged between (32.57 - 27.87) for the benefit of the College of Physical Education for Girls.

The arithmetic mean of the human resource agility dimension ranged between (31.8-29.02) for the College of Physical Education for Girls.

The arithmetic mean of the research sample responses on the fourth dimension (technological agility) ranged between (20.8-19.6) for the benefit of the College of Physical Education for Girls.

The arithmetic mean of the overall score for strategic agility came between (118.6 - 111.4) for the College of Physical Education for Girls.

-And the researcher attributes the existence of statistically significant differences in favor

of the responses of the research sample from the faculty members of the College of Physical Education for Boys on the first dimension (agility of planning), which may be due to the majority of the faculty members assuming the management of many sports institutions such as sports clubs and the presidency of sports federations and their acquisition of many experiences. In strategic planning up to those institutions to achieve excellent results in sports competitions, which in turn is reflected in the agility of planning within the College of Physical Education for Boys.

-And the researcher attributes the existence of statistically significant differences in favor of the responses of faculty members at the College of Physical Education for Girls on the dimensions of (organization agility) (agility of human resources) (technological agility). This may be due to the college administration making periodic adjustments to its organizational structure to match the emergency changes and the distribution of tasks. Equally and providing the necessary support to faculty members and making use of

the available resources financially and humanly to achieve competitive performance and communicate with the beneficiaries inside and outside the college through modern technological means and to consolidate the value of development by taking advantage of technological developments among the faculty members, their assistants and the administrative apparatus.

-The results of the current study are consistent with the results of Tariq Radwan's study (2014) (8). The results concluded that there is a statistically significant effect of the determinants of strategic agility in organizational excellence.

-And the results of the current study are consistent with the results of Iman (Al-Sanea 2013) study (3). The results indicated the presence and influence of significant determinants of strategic agility on organizational effectiveness in its dimensions.

This answers the sixth question, which states:

-What are the differences in the degree of strategic agility as an entry point to achieve the competitive advantage in the two Faculties of Physical

Education (girls - boys)
Helwan University?

Conclusions:

1- The study sample responses varied from faculty members at the Faculties of Physical Education - Helwan University on the dimensions of strategic agility.

2- The relative weight of strategic agility in the Colleges of Physical Education - Helwan University was high.

3- The dimensions of strategic agility in the College of Physical Education for Girls could be arranged in descending order as follows: Agility of planning, which came in first place, followed by agility of organization in second place, followed by agility of human resources in third place, then technological agility, which came in fourth place.

4- The dimensions of strategic agility in the College of Physical Education for Boys could be arranged in descending order as follows: Agility of planning in the first place, followed by the agility of human resources in second place, followed by technological agility, where it came in third place, followed

by agility of organization, which came in fourth place.

Recommendations:

- 1- Study the level of strategic agility in various sports institutions.
- 2- Study the impact of digital transformation and information technology in achieving competitive advantage.

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