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The role of organizational dexterity in reducing job burnout according to the perspective of knowledge sharing an analytical study of a sample of academic leaders at Tikrit University Iraq

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Abstract
The aim of this research is to study the role of organizational dexterity in reducing job burnout according to the perspective of knowledge sharing among a sample of academic leaders at Tikrit University. The research dealt with studying Organizational variables and the relationship between them dexterity and each of its dimensions, exploration and exploitation, as independent variables, knowledge sharing as a moderating variable, and job burnout as a dependent variable. Data on the study variables were obtained based on a questionnaire that was specially prepared to measure them and distributed to the entire research community, which consists of working academic leaders and those assigned to administrative work at Tikrit University. In order to test the research hypotheses, the researcher relied on the use of simple and multiple regression methods in addition to the hierarchical regression with modified variables. The results showed a statistically significant role for organizational dexterity in its two dimensions in job burnout, as well as a role for knowledge sharing in job burnout. The researcher concluded that organizational dexterity in its two dimensions contributes to reducing the phenomenon of job burnout according to the perspective of knowledge sharing in the research sample. Based on the results, the most important recommendations were the need to work on enhancing administrative practices based on organizational dexterity by encouraging innovation and exploration in administrative and educational services and work, as well as supporting knowledge sharing processes by transferring and transferring skills, experiences and concepts between academic leaders within the university, and finally conducting periodic assessments to discover levels of job burnout among academic leaders and administrative workers at various levels in the university.

Keywords: Organizational dexterity, job burnout

Introduction
Workers in organizations are exposed to severe pressures that make them feel tense and distressed, which negatively affects them, and this phenomenon is known as job burnout. indicates that burnout is a psychological state in which the worker loses interest in himself and feels stressed, anxious, pressured, exhausted and depressed as a reaction to the pressures he is exposed to and the burden of overload. Because organizations seek to achieve a set of goals represented by achieving profit and continuity, and confronting all competitors, they need continuous change to adapt to the environment and ensure survival and sustainability. In order to face challenges, reliance on organizational ingenuity has emerged to reduce these challenges and achieve the best rates of work performance. As working with ingenuity contributes to reducing burnout, and also working with ingenuity contributes to raising the efficiency of performance and effectiveness and confronting crises, and organizational ingenuity is the ability of organizations to allocate the necessary materials in order to achieve success and profit. (Ali, 2017: 15) [14]. This study highlights the impact of employing organizational ingenuity in reducing job burnout according to the perspective of knowledge sharing, which aims, as explained by Al-Hamdani, 2018: 107, To transform and transfer knowledge between individuals in the organization to achieve added value to knowledge and overcome various problems in the organization, including job burnout. 2. Study problem: Many university employees, at different administrative levels, suffer from some problems in their jobs due to the pressures on them from the work environment or the external

environment, especially such as the surrounding health conditions, which, if they continue, lead to a group of physical and psychological symptoms called job burnout, which may cause resignation and disability in job performance, in addition to other negative effects that require rapid treatment to avoid serious complications that may extend beyond the individual himself to his colleagues as well. Accordingly, it was necessary to identify the factors that contribute to reducing this phenomenon and its manifestations. The problem of the study could be the following questions:

1. What role can organizational dexterity play in reducing burnout?
2. Does knowledge sharing contribute to reducing burnout?
3. To what extent does organizational dexterity contribute with knowledge sharing in reducing burnout?

Study objectives

The objectives that the researcher sought to achieve can be identified in the following points:

1. Identify the concept of burnout and the importance of reducing it as a negative phenomenon, in addition to its actual reality among academic leaders working at Tikrit University.
2. Study the impact of organizational dexterity in reducing burnout among academic leaders working at Tikrit University.
3. Provide a cognitive framework on the concept of burnout, organizational dexterity and knowledge sharing.
4. Identify the extent to which organizational dexterity can help reduce burnout.
5. Analyze organizational dexterity from the perspective of knowledge sharing to reduce burnout.
6. Reach solutions and proposals that help those in charge of managing Tikrit University in reducing the phenomenon of burnout.

Importance of the study

The importance of the study stems from two aspects:

Scientific importance

It stems from the importance of organizational excellence and knowledge sharing as well as the importance of the phenomenon of job burnout as a negative phenomenon whose effects must be mitigated, in addition to contributing to enriching the library with research that helps reduce job burnout and provides a theoretical framework for the effectiveness of organizational excellence and knowledge sharing.

Practical importance

It comes through addressing the topic of organizational excellence and job burnout as well as knowledge sharing among academic leaders at Tikrit University, and studying it, which may help those in charge of university administration in developing methods to reduce job burnout among those in charge of administrative work in it, which may contribute to reaching the best methods and ways of work and thus raising the level of general performance of the university's administrative work, which is positively reflected in the academic work in it.

Study Hypotheses

To achieve the study objectives, three main hypotheses were formulated, from which sub-hypotheses branch out as follows:

The first main hypothesis

H_1: There is a statistically significant effect of organizational dexterity on job burnout at a significance level of ($\alpha \leq 0.05$).

It branches out:

H_{1-1}: There is a statistically significant effect of exploration on job burnout at a significance level of ($\alpha \leq 0.05$).

H_{1-2}: There is a statistically significant effect of exploitation on job burnout at a significance level of ($\alpha \leq 0.05$).

The second main hypothesis

H_2: There is a statistically significant effect of organizational dexterity and cognitive sharing on job burnout at a significance level of ($\alpha \leq 0.05$).

It branches out:

H_{2-1}: There is a statistically significant effect of exploration and cognitive sharing on job burnout at a significance level of ($\alpha \leq 0.05$).

H_{2-2}: There is a statistically significant effect of exploitation and knowledge sharing on job burnout at a significance level ($\alpha \leq 0.05$).

The third main hypothesis

H_3: There is a statistically significant role for knowledge sharing as a moderating variable in the relationship between organizational dexterity and job burnout at a significance level ($\alpha \leq 0.05$). It branches out from:

H_{3-1}: There is a statistically significant role for knowledge sharing as a moderating variable in the relationship between exploration and job burnout at a significance level ($\alpha \leq 0.05$).

H_{3-2}: There is a statistically significant role for knowledge sharing as a moderating variable in the relationship between exploitation and job burnout at a significance level ($\alpha \leq 0.05$).

Study Methodology

The statistical analysis method was relied upon in the practical aspect of this research in testing the hypotheses, extracting the relationship between the variables and reaching the results that enable the researcher to provide appropriate recommendations, after obtaining the necessary data and statistics from the study sample, then conducting the statistical analysis based on the SPSS statistical analysis program.

Study Limits

Human and spatial limits: The study was limited to the first functional level in the organizational pyramid represented by academic leadership at Tikrit University in the Republic of Iraq.

Time limits: The field study was conducted during the period from 6/15/2023 to 3/15/2024.

Objective limits: Organizational dexterity was studied only as an independent variable, and the study was limited to its

two main dimensions, which are exploration and exploitation. The researcher relied primarily on data derived from the questionnaire prepared specifically for this study to analyze the data and interpret the results.

Methods used in statistical analysis

The researcher relied on many statistical methods to test the study hypotheses using the SPSS program, which are:

- Frequencies and percentages: to know the distribution of sample items according to demographic and individual variables (age, gender, years of experience, job level)
- Descriptive statistics "arithmetic mean and standard deviation" for all study variables except demographic variables.
- Cronbach's alpha test: for all research variables except demographic variables to identify the internal consistency and stability rate of the scales used in the research.
- Simple Regression Analysis.
- Multiple Regression Analysis using the Enter method.
- Hierarchical Moderated Regression Analysis.

Research community and study sample

The research community consists of management academics assigned to administrative work (at Tikrit University in Iraq, numbering (144) people, and the workers in the departments and colleges affiliated with the university were targeted, and the researcher relied on the comprehensive inventory method of the research community.

Variables and study model

They are as follows:

Independent variable: organizational ingenuity and its dimensions (exploration and exploitation).

Dependent Variable: Burnout

Moderating Variable: Knowledge Sharing

Theoretical Study

Organizational ambidexterity

Organizational ambidexterity refers to the ability of organizations to adapt and innovate to meet environmental changes and maintain effective performance. This ability is considered a vital asset that enables organizations to respond to challenges and opportunities in a balanced manner. Organizational ambidexterity has been divided into two main dimensions: exploration and exploitation. Exploration refers to the search for new opportunities and innovation, and includes activities aimed at discovering new products, services, markets, and processes. Exploration is central to creating new knowledge and innovation, which can lead to new competitive advantages in the long term.

In contrast, exploitation focuses on improving efficiency and utilizing existing resources, focusing on improving current processes, enhancing productivity, and reducing costs. Exploitation enhances operational efficiency and enables organizations to achieve immediate and short-term performance. Organizational ambidexterity requires a balance between these two dimensions to ensure adaptation and flexibility without neglecting operational efficiency.

Burnout

Burnout is a state of physical, mental, and emotional stress resulting from chronic work pressures. It was defined by Maslach and Jackson (1981) as a concept that contains three main dimensions: emotional exhaustion, cynicism (or disinterest), and decreased personal accomplishment. Emotional exhaustion refers to the feeling of emotional exhaustion and continuous fatigue as a result of continuous work pressures. Cynicism, or disinterest, refers to the development of negative and cynical attitudes towards work and colleagues, leading to the deterioration of professional relationships. Decreased personal accomplishment reflects feelings of inadequacy and dissatisfaction with personal performance, leading to a loss of motivation and productivity.

Knowledge sharing

Knowledge means the process of exchanging information and knowledge among individuals within an organization. which enhances the efficiency of organizational processes and contributes to the development of creative solutions to problems. Knowledge sharing can contribute to improving innovation and adaptability by enhancing organizational learning and enabling individuals to share ideas and experiences. Knowledge sharing is also an important factor in building a supportive and collaborative organizational culture, which contributes to improving group performance and reducing stress and tension.

Previous Studies

1. Todorova *et al*. (2016) This study investigated the impact of exploration and exploitation on burnout levels in organizations. The results showed that exploration can increase burnout levels due to stress associated with change and innovation, while exploitation can reduce burnout levels by improving efficiency and leveraging existing resources.
2. Johnson (2018) Focused on the relationship between organizational ambidexterity and burnout in the technology sector. The study found that exploitation helps reduce burnout by enhancing operational efficiency, while exploration increases stress levels due to the constant pressure to innovate.
3. Peng *et al*. (2017) Examined the role of knowledge sharing in alleviating burnout among corporate employees. The results showed that knowledge sharing enhances social support and a sense of belonging, which reduces burnout levels.
4. Zhang (2020) This study investigated the impact of knowledge sharing on burnout in higher education institutions. The results showed that knowledge sharing improves academics' ability to cope with stress and pressure, which leads to reduced burnout.
5. Kim *et al*.'s study (2019) Focused on the impact of knowledge sharing on organizational performance and burnout in the healthcare sector. The study found that knowledge sharing reduces burnout and enhances organizational performance by improving communication and collaboration among employees.
6. Lee *et al*.'s study (2015) Examined the relationship between exploration, exploitation, and burnout in industrial companies. The results showed that the balance between exploration and exploitation can reduce burnout levels, while the balance between innovation and utilization of existing resources enhances job satisfaction.
7. Smith *et al*. (2021) Focused on the impact of organizational ambidexterity and knowledge sharing on

burnout in startups. The results indicated that knowledge sharing plays an important role in reducing burnout by enhancing team spirit and innovation.

8. Hernandez *et al*. (2014) This study examined the role of knowledge sharing in improving organizational performance and reducing burnout in non-profit organizations. The study found that knowledge sharing enhances organizational effectiveness and reduces burnout levels.
9. Martinez *et al*. (2013) Examined the impact of organizational ambidexterity on performance and burnout in government institutions. The results showed that exploitation helps improve performance and reduce burnout, while exploration can lead to increased stress and fatigue.
10. Parker *et al*. (2022) This study examined the impact of knowledge sharing on burnout in the education sector. The results showed that knowledge sharing plays a major role in reducing burnout by improving communication and knowledge exchange among teachers, which contributes to reducing stress and improving job satisfaction.

First: Research Tools the questionnaire was designed to achieve the objectives of the study and test its hypotheses. that included many questions related to the research questions and hypotheses, in addition to a number of questions that address the characteristics of the research sample. Appendix No. (1) explains the questionnaire model. The questionnaire was presented to specialized professors in the College of Administration and Economics and the necessary modifications were made in light of their comments. The researcher used the five-point Likert scale to determine the sample members' response to the questionnaire paragraphs, as the Likert scale is considered one of the most widely used scales to measure individuals' attitudes and opinions. The alternatives for answers were as follows:

Category	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Second: Validity and reliability of research tools (questionnaire)

A. Validity of the questionnaire

The validity of the questionnaire means that the questionnaire questions measure what they were specifically designed to measure, and the researcher verified the validity of the questionnaire in two ways:

A-1) Validity of the arbitrators

The researcher submitted the questionnaire to a panel of (4) (administrative and statistical) experts. The researcher responded to the comments of the arbitrators and made necessary deletions and modifications based on the suggestions submitted to form the final questionnaire

A-2) Validity of the scale

The researcher calculated internal validity, or H. The consistency of each paragraph of the questionnaire with the axis to which the paragraph belongs. The internal consistency of the questionnaire was calculated by calculating the correlation coefficient between each paragraph of the questionnaire axis and the total score of the axis itself. The study found that the criterion for the strength of the correlation is its closeness to the correct correlation.

Third: Testing the reliability of the scales used in the research (Reliability):

There are two aspects to the reliability of the scale, which are:

- **Stability:** This means obtaining the same results if the variable is measured consecutive times.
- **Objectivity:** This means obtaining the same degree regardless of the person designing or testing.

In this research, Cronbach's alpha method was relied upon to measure the reliability of the scales using the program (SPSS v. 22).

The value of the alpha coefficient ranges between (0-1), as the reliability degree according to the Cronbach's alpha test is considered:

Weak if Its result is less than (0.60).

Acceptable if its result is between (0.60-0.70).

Good if its result is between (0.70-0.80).

Excellent if its result is greater than (0.80).

It is worth noting that the value of the Cronbach's alpha coefficient is affected by two main factors, as the value of the alpha coefficient increases relatively as the number of questions increases, and it also increases more as there is a greater statistical correlation between the answers to the various statements. The following table shows the values of the Cronbach's alpha coefficient for each of the dimensions of the independent variable (Information technology) separately, then the independent variable as a whole, then the dependent variable (Development of human resources performance) as a whole, and finally for all questionnaire statements as a whole:

Table 1: Cronbach's alpha coefficients for the research variable measures

Variable	Number of Statements	Cronbach's Alpha Coefficient	Statements to be Removed
Independent Variable: Organizational Ambidexterity	16	0.960	None
Moderator Variable: Knowledge Sharing	15	0.954	None
Dependent Variable: Job Burnout	15	0.775	None
Research Tool (all questionnaire statements)	46	0.918	None

Source: Prepared by the researcher based on the results of the statistical analysis

Table No. (1) shows that the total Cronbach's alpha coefficient value is high, reaching 80.91, which is within the acceptable range. Therefore, we find that the study tool in general is characterized by high degrees of stability and reliability, and that it can be relied upon in analyzing the results, answering the study questions, and testing its

hypotheses.

Fourth: Characteristics of the study sample
The researcher calculated the descriptive statistics, which include the following:
Descriptive statistics for the research sample according to the gender variable:
The researcher calculated the frequencies and percentages in the questionnaire for sample members according to the gender variable, as shown in the following table:

Table 2: Distribution of the research sample items according to the gender variable

Gender	Percentage (%)	Frequency
Male	94.3%	133
Female	5.7%	8
Total	100%	141

Source: Prepared by the researcher based on the results of the statistical analysis

It is noted from the previous table that the percentage of males in the research sample reached (94.3%) and they had the absolute majority compared to the percentage of females which reached (5.7%) only. The following figure shows the frequencies of the sample items and the percentage according to the gender variable.
Descriptive statistics for the research sample according to the age variable:
The following table shows the frequencies and percentages of the research sample according to the age of the sample members:

Table 3: Distribution of the research sample items according to the age variable

Age Group	Percentage (%)	Frequency
21-30 years	9%	6
31-40 years	48.2%	68
41-50 years	22%	31
Over 51	25.5%	36
Total	100%	141

Source: Prepared by the researcher based on the results of the statistical analysis.

From the previous table, we note that the most frequently repeated ages of the research sample members range between 31-40 years, followed by the older age group, which is over 51 years, then the group ranging between 41-50 years, and it is noted that the youth group is the least. The following illustrative figure shows the distribution of the research sample items according to the variable of the sample members' ages.
Descriptive statistics for the research sample according to the variable of years of experience:
The following table shows the frequencies and percentages of the research sample according to the years of experience of the sample members:

Table 4: Distribution of the research sample items according to the variable of years of experience

Years of Experience	Percentage (%)	Frequency
Less than 8 years	2.1%	3
8–14 years	81.6%	115
15 years and more	16.3%	23
Total	100%	141

Source: Prepared by the researcher based on the results of the statistical analysis.

It is clear from the previous table that the most frequently repeated years of experience of the research sample members range between 8-14 years, followed directly by the category with more than 15 years of experience, while the least frequently repeated years of experience were the category with less than 8 years of experience.
Descriptive statistics for the research sample according to job status:
The following table shows the frequencies and percentages of the research sample according to the job status variable:

Table 5: Distribution of the research sample items according to the job status variable

Job Title	Percentage (%)	Frequency
Scientific Assistant to the University President	0.7%	1
Administrative Assistant to the University President	0.7%	1
College Dean	15.6%	22
Administrative Assistant to the College Dean	15.6%	22
Scientific Assistant to the College Dean	16.3%	23
Department Head	47.5%	67
Center Director	3.5%	5
Total	100%	141

Source: Prepared by the researcher based on the results of the statistical analysis. It is noted from the previous table that the heads of departments at Tikrit University are the most frequently mentioned in the research sample at a rate of (47.4%), followed directly by the vice deans, while the rest of the sample members from the deans constitute (15.6%) for each of them, in addition to the assistants to the university president. This can be explained in the following figure:
Fifth: Descriptive statistics for research variables
The researcher calculated the arithmetic mean and standard deviation for the research variables, represented by the independent variables, the moderator, and the dependent variable, noting that the general trend for each question and for the axis as a whole is determined by the weighted average. If the arithmetic mean falls within the range (4.2 - 5), then the general trend is strongly agree, and the general trend is agree if the weighted average falls within the range (3.4 - 4.19), neutral within the range (2.6 - 3.39), disagree within the range (1.8 - 2.59), and strongly disagree within

the range (1 - 1.79).

Descriptive statistics for the independent variable (Organizational dexterity) and its axes:

The following tables show the arithmetic mean and standard deviation for each of the phrases included in the research tool that were used as a measure of the independent variable (Organizational dexterity) in the research:

Table 6: The arithmetic mean and standard deviation for the phrases of the first dimension of the independent variable

Statement	Mean	Standard Deviation
1. The university administration is keen on continuously monitoring scientific developments locally and globally.	3.98	0.638
2. The university administration is keen on finding and discovering new opportunities.	3.78	0.728
3. The university administration fosters new knowledge and skills among employees to discover their potential.	3.95	0.730
4. The administration encourages employees to generate original ideas that challenge routine.	3.92	0.644
5. Designing work strategies helps in discovering the abilities and talents of employees.	4.01	0.632
6. The administration makes efforts to explore employee talents and strives to invest in them effectively.	3.79	0.715
7. The university administration provides a suitable environment for brainstorming sessions to determine appropriate future directions.	4.11	0.651
8. The university administration determines the extent of opportunity exploration based on the results of the annual evaluation.	3.98	0.638
9. The administration searches for the latest global methods and technologies to study and apply within the institution.	3.78	0.728
Overall Scale for Exploration Dimension	3.92	0.537

Source: Prepared by the researcher based on the results of the statistical analysis.

The previous table shows that the degree of agreement of the sample members for all the statements of the exploration dimension scale is (3.93), and accordingly, their degree of agreement is considered good, which indicates that the research sample has a good awareness of this dimension, as:

The largest average within this axis is for statement (7), which expresses "the university administration's preparation of the appropriate climate for holding brainstorming sessions to determine appropriate future directions" with an arithmetic mean value of (4.11), followed by statement (5), which expresses that designing work strategies helps in discovering the capabilities and talents of employees with a value of (4.01). It is followed by statement (1)), which indicates that "the university administration's keenness to continuously follow up on scientific developments locally and globally."

The smallest average within this dimension was for statement (2) which expresses "the university administration's keenness to search for and discover new opportunities" with a value of (3.78) as well as statement No. (9) which states that the university is searching for the latest global methods and techniques to study and apply them in the institution.

The overall arithmetic average for the exploration dimension reached a value of (3.92) with a standard deviation of (0.537), which indicates the homogeneity of the research sample's answers within this dimension.

Based on the previous results, it can be said that there is a good degree of agreement by the research sample members towards the first dimension of organizational excellence, which refers to exploring opportunities in the university through many administrative practices aimed at confronting external threats and internal determinants, and improving performance at the same time by exploring opportunities within the university or in its environment. According to the research sample, it is noted that the university is preparing the appropriate climate for holding brainstorming sessions and determining future directions, as well as designing work strategies in a way that helps in discovering capabilities and talents in the university. Finally, the university administration is keen on continuous follow-up For scientific developments locally and globally.

Table 7: Arithmetic mean and standard deviation of the second dimension of the independent variable

Statement	Mean	Standard Deviation
1. The university administration continuously invests in available opportunities.	3.95	0.730
2. The university administration invests employees' experiences and knowledge in its activities.	3.92	0.644
3. The administration provides a competitive environment among employees to accomplish tasks.	4.01	0.632
4. The administration employs technology in various services and processes within the institution.	3.79	0.715
5. The administration uses feedback to make improvements and corrections in its services.	4.11	0.651
6. Continuous studies are conducted to measure the satisfaction of stakeholders both internally and externally.	3.79	0.715
7. There is a commitment to providing high-quality services that meet expectations.	4.11	0.651
Overall Scale for Exploitation Dimension	3.95	0.548

Source: Prepared by the researcher based on the results of the statistical analysis. The previous table shows that the sample members' degree of agreement for all the statements of the exploitation dimension scale is (3.95), and accordingly their degree of agreement is considered good, which indicates that the research sample has a good awareness of this dimension, as:

The largest average within this axis is for statement (7-5), which expresses keenness to provide high-quality services that meet aspirations. Statement No. (5), which states that feedback is employed by making improvements and reforms in its services, with an arithmetic average value of (4.11), followed by statement No. (3), which expresses the administration's provision of a competitive climate among employees to accomplish work, with a value of (4.01). It is followed by statement) 1), which indicates that "the

university administration invests available opportunities on an ongoing basis."

The smallest average within this dimension was for statement (6), which expresses "ongoing studies are conducted to measure the extent of the satisfaction of stakeholders internally and externally", with a value of (3.79), as well as statement No. (6), which states that the university conducts ongoing studies to measure the extent of the satisfaction of stakeholders internally Externally.

The overall arithmetic mean of the exploration dimension reached a value of (3.95) with a standard deviation of (0.548), which indicates the homogeneity of the research sample's answers within this dimension.

Based on the previous results, it can be said that there is a good degree of agreement by the research sample members towards the second dimension of organizational excellence, which refers to exploiting opportunities in the university through practices resulting from continuous changes in strategies and achieving the highest possible efficiency, as these practices are a developer of businesses that obtain value in the short term and the university's keenness to provide high-quality services that meet its aspirations is evident. Feedback is employed by making improvements and reforms in its services and working to provide a competitive climate among employees to accomplish the work. The university administration also works to invest in available opportunities on an ongoing basis.

Descriptive statistics for the modified variable (knowledge sharing) and its axes:

The following tables show the arithmetic mean and standard deviation for each of the phrases included in the research tool that were used as a measure of knowledge sharing as a modified variable in the research:

Table 8: The arithmetic mean and standard deviation for the phrases of the first dimension of the modified variable

Statement	Mean	Standard Deviation
1. University leadership adopts an administrative approach that helps integrate personal values with organizational values supporting knowledge sharing.	3.96	0.653
2. University leadership allows faculty members to participate in university decision-making.	3.78	0.728
3. University leadership recommends outstanding faculty members with high-quality knowledge to attend seminars and scientific conferences.	3.95	0.730
4. University leadership enforces intellectual property protection laws for faculty members when sharing ideas.	3.91	0.654
5. University leadership encourages faculty members to coordinate and collaborate with each other for knowledge sharing and achieving the university's vision.	4.01	0.649
Overall Scale for University Leadership Dimension	3.92	0.519

Source: Prepared by the researcher based on the results of the statistical analysis.

The previous table shows that the degree of agreement of the sample members for all the statements of the university leadership dimension scale is (3.92), and accordingly their degree of agreement is considered good, which indicates that the research sample has a good awareness of this dimension, as:

The largest average within this axis is for statement (5), which expresses "the university leadership urges faculty members to coordinate and cooperate with each other to share knowledge and achieve the university's vision" with an arithmetic mean value of (4.01), followed by statement (1), which expresses the university leadership's adoption of an administrative methodology that helps integrate personal values with organizational values that support knowledge sharing with a value of (3.96) as well. It is followed by statement (3)), which indicates "the university leadership nominates distinguished faculty members with high-quality knowledge to attend scientific seminars and conferences." ⟩

The smallest mean within this dimension was for statement (2) which expresses "the university leadership allows faculty members to participate in university decision-making" with a value of (3.78).

The overall arithmetic mean for the university leadership dimension reached a value of (3.92) with a standard deviation of (0.519), which indicates the homogeneity of the research sample's answers within this dimension.

Based on the previous results, it can be said that there is a good degree of agreement by the research sample members towards the first dimension of knowledge sharing, which indicates the role of university leadership in supporting knowledge sharing, as it is clear from the above that the university leadership encourages faculty members to coordinate and cooperate with each other to share knowledge and achieve the university's vision, as well as the university leadership adopting an administrative methodology that helps integrate personal values with organizational values that support knowledge sharing.

The following table shows the arithmetic mean and standard deviation for each of the statements included in the research tool, which was used as a measure of the second dimension of the modified variable in the research:

Table 9: The arithmetic mean and standard deviation for the statements of the second dimension for the modified variable

Statement	Mean	Standard Deviation
1. The university supports values of knowledge sharing among faculty members.	3.79	0.722
2. The university has regulations that grant faculty members freedom and autonomy for knowledge sharing without pressure.	4.09	0.681
3. The university has a written and announced policy that includes procedures for knowledge sharing.	3.97	0.654
4. Faculty members at the university share explicit and implicit ideas, experiences, and knowledge.	3.77	0.731
5. The university offers material and moral rewards to encourage knowledge sharing among faculty members.	3.94	0.758
Overall Scale for Organizational Culture Dimension	3.90	0.565

Source: Prepared by the researcher based on the results of the statistical analysis.

The previous table shows that the degree of agreement of the sample members for all statements of the organizational culture dimension scale is (3.90), and accordingly their degree of agreement is considered good, which indicates that the research sample has a good awareness of this dimension, as:

The largest average within this axis is for statement (2), which expresses "the university's adoption of regulations that grant faculty members the freedom and independence to share knowledge without pressure" with an arithmetic mean value of (4.09), followed by statement (3), which expresses the university's establishment of a written and announced policy that includes knowledge sharing procedures, with a value of (3.97) as well. It is followed by statement) (5), which indicates "the university's provision of material and moral rewards to stimulate knowledge sharing among faculty members."

The smallest mean within this dimension was for statement (4 (which expresses the sharing of ideas, experiences, and explicit and implicit knowledge by university faculty members with a value of (3.77).

The overall arithmetic mean for the university leadership dimension reached a value of (3.90) with a standard deviation of (0.565), which indicates the homogeneity of the research sample's answers within this dimension.

Based on the previous results, it can be said that there is a good degree of agreement by the research sample members towards the second dimension of knowledge sharing, which refers to the shared organizational culture among the academic leadership members at the university. This is evident through the university's adoption of regulations that grant faculty members the freedom and independence to share knowledge without pressure, in addition to the university's establishment of a written and announced policy that includes knowledge sharing procedures.

The following table shows the arithmetic mean and standard deviation for each of the statements included in the research tool that were used as a measure of the second dimension of the modified variable in the research:

Table No. (10) Arithmetic mean The standard deviation of the third dimension of the adjusted variable

Table 10: Mean and Standard deviation of items for the third dimension of the modified variable

Items	Mean	Standard Deviation
1. The university administration provides an encouraging environment for trust among faculty members to enable them to share knowledge.	3.89	0.6730
2. The university administration facilitates the exchange of ideas and experiences among faculty members to increase trust between them.	3.99	0.6490
3. The university provides all necessary information to faculty members to enable them to communicate with each other for knowledge sharing.	3.78	0.7180
4. Faculty members develop their skills through knowledge sharing with their colleagues.	4.08	0.6870
5. The university administration directs faculty members to trust in the results of knowledge sharing with their colleagues.	3.77	0.7210
Overall Measurement for the Dimension of Trust Among University Community Members	3.90	0.560

Source: Prepared by the researcher based on statistical analysis results.

The previous table shows that the mean agreement level among the sample members for all statements in the dimension of trust within the academic community is (3.90). Consequently, their level of agreement is considered good, indicating a positive perception among the research sample regarding this dimension. Specifically:

- The highest mean within this dimension is for statement (4), which states that "faculty members develop their skills through knowledge sharing with their colleagues," with a mean value of (4.08). This is followed by statement (2), which indicates that the university administration allows the exchange of ideas and experiences among faculty members to increase trust between them, with a value of (3.99). Statement (1) follows, which refers to the university's efforts to provide an environment that encourages trust among faculty members to enable knowledge sharing.
- The lowest mean within this dimension was for statement (5), which states that the university administration directs faculty members to trust the results of knowledge sharing with their colleagues, with a value of (3.77).
- The overall mean for the dimension of academic leadership is (3.90) with a standard deviation of (0.56), indicating a uniformity in the responses of the research sample for this dimension.

Based on the previous results, it can be concluded that there is a good level of agreement among the research sample members regarding the third dimension of knowledge sharing, which refers to trust among academic community members. This is evidenced by faculty members developing their skills through knowledge sharing with their colleagues, the university facilitating the exchange of ideas and experiences among faculty members to increase trust between them, and providing an environment that encourages trust to enable knowledge sharing.

Descriptive Statistics for the Independent Variable (Job Burnout) and Its Dimensions

The following tables show the mean and standard deviation for each statement in the research tool used to measure job burnout as an independent variable in the study:

Table 11: Mean and Standard Deviation for Statements of the First Dimension of the Independent Variable

Statements	Mean	Std. Deviation
1. I feel emotionally exhausted due to my work.	2.14	0.555
2. I feel that all my energy is depleted by the end of each day at work.	2.18	0.529
3. I feel exhausted every morning before work.	2.18	0.605
4. I feel a loss of interest and enthusiasm for performing the tasks assigned to me at work.	2.18	0.564
5. I feel frustrated, bored, and fed up with my work.	2.06	0.475
Overall Scale for Emotional Exhaustion	2.14	0.391

Source: Prepared by the researcher based on statistical analysis results.

The previous table shows that the mean agreement level among the sample members for all statements in the dimension of emotional exhaustion is (2.14). Consequently, their level of agreement is considered weak, indicating a clear understanding among the research sample regarding this dimension, as follows:

- The highest mean within this dimension is for statements (2-3-4), which refer to feeling completely drained by the end of each workday, feeling exhausted every morning before work, and losing interest and enthusiasm for performing tasks at work, with a mean value of (2.18). This is followed by statement (1), which indicates feeling emotionally exhausted due to work, with a value of (2.14).
- The lowest mean within this dimension was for statement (5), which refers to feeling frustrated, bored, and fed up with work, with a value of (2.06).
- The overall mean for the dimension of emotional exhaustion is (2.14) with a standard deviation of (0.39), indicating uniformity in the responses of the research sample for this dimension.

Based on the previous results, it can be concluded that there is a weak level of agreement among the research sample members regarding the first dimension of job burnout, which indicates a low level of emotional exhaustion among academic leaders at Tikrit University. This is related to feeling drained by the end of each workday, feeling exhausted, and losing interest and enthusiasm for performing tasks at work.

The following table shows the mean and standard deviation for the statements in the research tool used to measure the dimension of depersonalization (Emotional numbness), the second dimension of job burnout as an independent variable in the study

Table 12: Mean and Standard Deviation for Statements of the Second Dimension of the Independent Variable

Statements	Mean	Std. Deviation
1. I feel that this profession causes emotional numbness.	2.19	0.533
2. I feel increasing pressure in my profession.	2.04	0.546
3. I do not care about the problems individuals face.	2.13	0.551
4. I want to withdraw from relationships within my profession.	2.19	0.533
5. I feel that my profession does not provide personal fulfillment.	2.19	0.608
Overall Scale for Depersonalization (Emotional Numbness)	2.15	0.432

Source: Prepared by the researcher based on statistical analysis results.

The previous table shows that the mean agreement level among the sample members for all statements in the dimension of depersonalization (Emotional numbness) is (2.15). Consequently, their level of agreement is considered weak, indicating a clear understanding among the research sample regarding this dimension, as follows:

- The highest mean within this dimension is for statements (1-4-5), which refer to feeling emotional numbness due to the profession, wanting to withdraw from relationships within work, and feeling that the profession does not provide personal fulfillment, with a mean value of (2.19). This is followed by statement (3), which indicates not caring about the problems individuals face at work, with a value of (2.13).
- The lowest mean within this dimension was for statement (2), which refers to feeling increasing pressure in work, with a value of (2.04).
- The overall mean for the dimension of depersonalization (Emotional numbness) is (2.15) with a standard deviation of (0.439), indicating uniformity in the responses of the research sample for this dimension.

Based on the previous results, it can be concluded that there is a weak level of agreement among the research sample members regarding the second dimension of job burnout, which indicates a low level of depersonalization (Emotional numbness) among academic leaders at Tikrit University. This is directly related to feeling emotional numbness due to the professional work, wanting to withdraw from relationships within work, and feeling that the profession does not provide personal fulfillment, as well as not caring about the problems individuals face at work.

The following table shows the mean and standard deviation for the statements in the research tool used to measure the dimension of reduced personal accomplishment, the third dimension of job burnout as an independent variable in the study

Table 13: Mean and Standard Deviation for Statements of the Third Dimension of the Independent Variable

Statements	Mean	Std. Deviation
1. I feel energetic and vibrant in my work.	3.57	0.497
2. I feel a positive impact on others' lives through my work.	3.67	0.473
3. I can easily create the right environment to perform my work effectively.	2.39	0.490
4. I handle work problems calmly during my work.	2.45	0.499
5. I have achieved many commendable things in this job.	3.52	0.581
Overall Scale for Reduced Personal Accomplishment	3.11	0.174

Source: Prepared by the researcher based on statistical analysis results.

The previous table shows that the mean agreement level among the sample members for all statements in the dimension of reduced personal accomplishment is (3.11). Consequently, their level of agreement is considered weak, which indicates a clear understanding among the research sample. It is noted that the questions for this dimension were formulated positively, which explains the higher overall mean for this dimension compared to the other dimensions of job burnout, as follows:

- The highest mean within this dimension is for statement (2), which refers to feeling a positive impact on others' lives through work, with a mean value of (3.67). This is followed by statement (1), which indicates feeling energetic and vibrant at work, with a value of (3.57).
- The lowest mean within this dimension was for statement (3), which refers to the ability to create the right environment to perform work effectively, with a value of (2.39).
- The overall mean for the dimension of reduced personal accomplishment is (3.11) with a standard deviation of (0.17), indicating high uniformity in the responses of the research sample for this dimension.

Based on the previous results, it can be concluded that there is a weak level of agreement among the research sample members regarding the third dimension of job burnout, which indicates a low level of reduced personal accomplishment among academic leaders at Tikrit University. This is directly related to feeling a positive impact on others' lives through work and feeling energetic and vibrant at work.

Sixth: Testing the Hypotheses

In testing the hypotheses, the researcher relied on simple regression for testing the first main hypothesis. For testing the second main hypothesis, the researcher used multiple regression with the Enter method. For testing the sub-hypotheses and the second main hypothesis, the researcher used hierarchical regression with adjusted variables. The main objective of testing this hypothesis was to verify the validity of the model concerning the relationship between organizational proficiency (with its exploration and exploitation dimensions) and job burnout with knowledge sharing as a moderating variable in the relationship. This analysis involves estimating and comparing three regression models:

- **Model 1:** Known as the Base Model, to test the significance of the direct effect of the independent variable (Xi) on the dependent variable (Yi).
- **Model 2:** Known as the Reduced Model, in which the moderating variable (Mi) is introduced to test the direct effect of this variable in the model.
- **Model 3:** Known as the Full Model, aiming to test the interaction effect of the moderating variable (Mi) with the independent variable (Xi) on the dependent variable (Yi).

Using hierarchical regression analysis, the researcher formulated the mathematical models as follows:
Yi = F (Xi) (Base Model)
Yi = F (Xi, Mi) (Reduced Model)
Yi = F (Xi, Mi, Xi.Mi) (Full Model)
(Yi): Refers to the dependent variable.
(Xi): Refers to the independent variable.
(Mi): Refers to the moderating variable.
(Xi. Mi): Refers to the interaction between the independent variable and the moderating variable.

Testing the First Main Hypothesis

There is a statistically significant effect of organizational proficiency on job burnout at the significance level ($\alpha \leq 0.05$).

Table 14: Correlation and Determination Coefficients for the Simple Regression Model of the First Main Hypothesis

Model	Correlation Coefficient (R)	Coefficient of Determination (R Square)	Adjusted R Square	Standard Error of the Estimate
1	.811	.657	.655	.15503

Source: Prepared by the researcher based on statistical analysis using SPSS software.

It is observed from the previous table that the correlation coefficient for the model related to the first hypothesis is 0.8110.8110.811, indicating a good correlation between organizational ambidexterity (Independent variable) and job burnout (Dependent variable). The explanatory power of the adjusted value for the model was 0.6570.6570.657.

Results Analysis

Main Hypothesis 1

The correlation coefficient for the model related to the first hypothesis is 0.8110.8110.811, indicating a good correlation between organizational ambidexterity (independent variable) and job burnout (dependent variable). The adjusted R2R^2R2 value of the model is 0.6570.6570.657.

Table 15: ANOVA Analysis for the Simple Regression Model of Main Hypothesis 1

Model	Source of Variation	Sum of Squares	df	Mean Square	F-value	Significance (Sig)
1	Regression	6.406	1	6.406	266.523	0.000
	Residuals	3.341	139	0.024		
	Total	9.747	140			

Source: Prepared by the researcher based on statistical analysis using SPSS.

From Table 15, it is observed that the model used to measure the effect of organizational ambidexterity on job burnout is valid, as the Fisher value is 266.523266.523266.523 with a significance level (Sig) of 0.0000.0000.000, which is less than 0.050.050.05. This indicates that the model for organizational ambidexterity is suitable for predicting values of the dependent variable, job burnout.

Thus, we reject the null hypothesis: 1-0H: There is no statistically significant effect of organizational ambidexterity on job burnout at a significance level ($\alpha \leq 0.05$).

And accept the alternative hypothesis: 1-1H: There is a statistically significant effect of organizational ambidexterity on job burnout at a significance level ($\alpha \leq 0.05$).

Table 16: Coefficients for the Simple Regression Model of Main Hypothesis 1

Model	Coefficients (Unstandardized)	Std. Error	Beta	t-value	Significance (Sig)
	B				
1	Constant	4.039	0.097	41.708	0.000
	Organizational Ambidexterity	-0.398	0.024	-16.326	0.000

Source: Prepared by the researcher based on statistical analysis using SPSS.

Based on the previous table, the regression equation for the model can be written as: Y=4.09−0.398XY = 4.09 - 0.398XY=4.09−0.398X where:

- YYY is job burnout (Dependent variable)
- XXX is organizational ambidexterity (Independent variable)

The negative coefficient of organizational ambidexterity in the model (-0.398) suggests an inverse relationship between organizational ambidexterity and job burnout. This means that as organizational ambidexterity improves, job burnout levels decrease among academic leaders at the University of Tikrit.

Main Hypothesis 2

2-0H: There is a statistically significant effect of organizational ambidexterity and knowledge sharing on job burnout at a significance level ($\alpha \leq 0.05$).

Table 17: Correlation and Determination Coefficients for the Multiple Regression Model with Enter Method for Main Hypothesis 2

Model	Correlation Coefficient (R)	Determination Coefficient (R^2)	Adjusted R^2	Std. Error of the Estimate
2	0.817	0.668	0.663	0.15324

Source: Prepared by the researcher based on statistical analysis using SPSS.

From the previous table, it is clear that the correlation coefficient for the second hypothesis is 0.8170.8170.817, indicating a good correlation between both organizational ambidexterity (Independent variable) and knowledge sharing (Moderating variable) with job burnout (Dependent variable). The adjusted R2R^2R2 value for the second model has increased by 0.0080.0080.008 compared to the first model, indicating that including knowledge sharing in the relationship between organizational ambidexterity and job burnout has slightly increased the explanatory power of the model, representing the direct effect.

Table 18: ANOVA Analysis for the Multiple Regression Model with Enter Method for Main Hypothesis 2

Model	Source of Variation	Sum of Squares	df	Mean Square	F-value	Significance (Sig)
2	Regression	6.506	2	3.253	138.525	0.000
	Residuals	3.241	138	0.023		
	Total	9.747	140			

Source: Prepared by the researcher based on statistical analysis using SPSS.

From Table 18, it is evident that the second model used to measure the role of organizational ambidexterity and knowledge sharing in job burnout is also valid. The Fisher value is 138.525138.525138.525 with a significance level (Sig) of 0.0000.0000.000, which is less than 0.050.050.05, indicating that the model for organizational ambidexterity and knowledge sharing is suitable for predicting values of the dependent variable, job burnout.

Thus, we reject the null hypothesis: 2-0H: There is no statistically significant effect of organizational ambidexterity and knowledge sharing on job burnout at a significance level ($\alpha \leq 0.05$).

And accept the alternative hypothesis: 2-1H: There is a statistically significant effect of organizational ambidexterity and knowledge sharing on job burnout at a significance level ($\alpha \leq 0.05$).

Table 19: Coefficients for the Multiple Regression Model with Enter Method for Main Hypothesis 2

Model	Coefficients (Unstandardized)	Std. Error	Beta	t-value	Significance (Sig)
	B				
2	Constant	4.037	0.096	42.177	0.000
	Organizational Ambidexterity	-0.102	0.145	-0.702	0.484
	Knowledge Sharing	-0.297	0.144	-2.065	0.041

Source: Prepared by the researcher based on statistical analysis using SPSS.

From the previous table, the coefficients for both the independent variable (Organizational ambidexterity) and the moderating variable (Knowledge sharing) in the second model are negative (-0.102 and -0.297), indicating an inverse relationship between organizational ambidexterity, knowledge sharing, and job burnout. This means that as knowledge sharing increases and is enhanced, job burnout levels decrease among academic leaders at the University of Tikrit.

Main Hypothesis 3

3-0H: There is a statistically significant role of knowledge sharing as a moderating variable in the relationship between organizational ambidexterity and job burnout at a significance level ($\alpha \leq 0.05$).

To test the third hypothesis, hierarchical regression analysis was used, and the results are as follows:

Table 20: Correlation and Determination Coefficients for the Hierarchical Regression Model of Main Hypothesis 3

Model	Correlation Coefficient (R)	Determination Coefficient (R^2)	Adjusted R^2	Std. Error of the Estimate
1	0.811	0.657	0.655	0.15503
2	0.817	0.668	0.663	0.15324
3	0.820	0.672	0.665	0.15280

Source: Prepared by the researcher based on statistical analysis using SPSS.

From Table 20, it is observed that the correlation coefficient for the first model (Related to Hypothesis 1) is 0.8110.8110.811, indicating a good correlation between organizational ambidexterity (Independent variable) and job burnout (Dependent variable). The adjusted R2R^2R2 for the first model is 0.6570.6570.657.

In the second model, the correlation coefficient for the second hypothesis is 0.8170.8170.817, indicating a good correlation between organizational ambidexterity (Independent variable), knowledge sharing (moderating variable), and job burnout (Dependent variable). The adjusted R2R^2R2 value for the second model increased by 0.0080.0080.008 compared to the first model, indicating that the inclusion of knowledge sharing in the relationship between organizational ambidexterity and job burnout slightly increased the explanatory power of the model.

For the third model, the correlation coefficient for the hypothesis is 0.8200.8200.820, indicating a good correlation between organizational ambidexterity (Independent variable), knowledge sharing (Moderating variable), their interaction, and job burnout (Dependent variable). The adjusted R2R^2R2 value for the third model increased by 0.010.010.01 compared to the first model, indicating that the inclusion of knowledge sharing in the relationship between organizational ambidexterity and job burnout significantly increased the explanatory power of the full model.

Table 21: ANOVA Analysis for the Hierarchical Regression Model of Main Hypothesis 3

Model	Source of Variation	Sum of Squares	df	Mean Square	F-value	Significance (Sig)
1	Regression	6.406	1	6.406	266.523	0.000
	Residuals	3.341	139	0.024		
	Total	9.747	140			
2	Regression	6.506	2	3.253	138.525	0.000
	Residuals	3.241	138	0.023		
	Total	9.747	140			
3	Regression	6.548	3	2.183	93.489	0.000
	Residuals	3.199	137	0.023		
	Total	9.747	140			

Source: Prepared by the researcher based on statistical analysis.

From Table 21, it is observed that the model used to measure the role of organizational ambidexterity in job burnout is valid, with the Fisher value of 266.523266.523266.523 and a significance level (Sig) of 0.0000.0000.000, which is less than 0.050.050.05, indicating that the model for organizational ambidexterity is suitable for predicting values of job burnout.

The second model, measuring the role of organizational ambidexterity and knowledge sharing in job burnout, is also valid with a Fisher value of 138.525138.525138.525 and a significance level (Sig) of 0.0000.0000.000, indicating that the model for organizational ambidexterity and knowledge sharing is suitable for predicting job burnout.

The third model, measuring the interaction between organizational ambidexterity and knowledge sharing in job burnout, is valid with a Fisher value of 93.48993.48993.489 and a significance level (Sig) of 0.0000.0000.000, indicating that the model for the independent variable, moderating variable, and their interaction is suitable for predicting job burnout.

Thus, we reject the null hypothesis: 3-0H: There is no statistically significant role of knowledge sharing as a moderating variable in the relationship between organizational ambidexterity and job burnout at a

significance level ($\alpha \leq 0.05$).
And accept the alternative hypotheses: 3-1H: There is a statistically significant role of knowledge sharing as a moderating variable in the relationship between organizational ambidexterity and job burnout at a significance level ($\alpha \leq 0.05$).

Table 22: Coefficients for the Hierarchical Regression Model of Main Hypothesis 3

Model	Coefficients (Unstandardized)	Std. Error	Beta	t-value	Significance (Sig)
	B				
1	Constant	4.039	0.097	41.708	0.000
	Organizational Ambidexterity	-0.398	0.024	-16.326	0.000
2	Constant	4.037	0.096	42.177	0.000
	Organizational Ambidexterity	-0.102	0.145	-0.702	0.484
	Knowledge Sharing	-0.297	0.144	-2.065	0.041
3	Constant	3.365	0.510	6.602	0.000
	Organizational Ambidexterity	0.047	0.182	0.256	0.798
	Knowledge Sharing	-0.094	0.209	-0.449	0.654
	Interaction of Organizational Ambidexterity with Knowledge Sharing	-0.045	0.034	-1.343	0.182

Source: Prepared by the researcher based on statistical analysis.

Based on the previous table, the researcher finds that the relationship between organizational ambidexterity and job burnout is an inverse one, with the coefficient of the organizational ambidexterity variable in the first model being (-0.398). This negative value indicates that as organizational ambidexterity improves in both its dimensions (exploitation and exploration), the levels of job burnout among academic leaders at the University of Tikrit decrease.
The previous table also shows that the coefficient of the moderating variable of knowledge sharing in the second model is (-0.297), which is also negative, indicating an inverse relationship between knowledge sharing in its three dimensions and job burnout. Thus, as knowledge sharing processes increase and are enhanced, job burnout levels among academic leaders at the University of Tikrit decrease.
Finally, in the third model, the interaction coefficient between organizational ambidexterity and knowledge sharing with job burnout is (-0.045). This indicates the role that knowledge sharing plays in the relationship between organizational ambidexterity and job burnout. As knowledge sharing increases, it contributes to enhancing the role of organizational ambidexterity in reducing job burnout levels among academic leaders at the University of Tikrit.
Based on the coefficients of the third model, the hierarchical regression equation for the full model can be written as follows:
Y=3.365+0.047X−0.094M−0.045XMY = 3.365 + 0.047X - 0.094M - 0.045XMY=3.365+0.047X−0.094M−0.045XM
Where:

- YYY: Dependent variable (job burnout)
- XXX: Independent variable (organizational ambidexterity)
- MMM: Moderating variable (knowledge sharing)
- XMXMXM: Interaction between the moderating variable and the independent variable

Testing the First Sub-Hypotheses:

Table 23: Correlation and Determination Coefficients for the Hierarchical Regression Model of the First Sub-Hypotheses

Model	Correlation Coefficient RRR	Determination Coefficient R2R^2R2	Adjusted Determination Coefficient	Standard Error of the Estimate
1	0.811	0.658	0.655	0.15497
2	0.818	0.669	0.664	0.15300
3	0.820	0.672	0.665	0.15268

Source: Prepared by the researcher based on statistical analysis results using SPSS software.

From the previous table, it is observed that the correlation coefficient for the first model of the first sub-hypothesis of the first main hypothesis is 0.811, indicating a good degree of correlation between the exploration dimension (The first dimension of organizational ambidexterity) and job burnout (The dependent variable). The explanatory power of the adjusted determination coefficient for the first model is 0.655.
In the second model, the correlation coefficient for the first sub-hypothesis of the second main hypothesis is 0.818, indicating a good degree of correlation between both the exploration dimension (The first dimension of organizational ambidexterity) and knowledge sharing (The moderating variable) and job burnout (The dependent variable). The adjusted determination coefficient for the second model has increased by 0.009 compared to the first model, which is a very slight increase. Thus, it can be said that including knowledge sharing in the relationship between exploration and job burnout led to a slight increase in the explanatory power of the model compared to the first model.
Regarding the third model, the correlation coefficient for the second hypothesis is 0.820, indicating a good degree of correlation between exploration (The independent variable), knowledge sharing (The moderating variable), and their interaction with job burnout (The dependent variable). The adjusted determination coefficient for the third model has increased by 0.01 compared to the first model. Thus, it can be said that including knowledge sharing in the relationship between exploration and job burnout led to a noticeable increase in the explanatory power of the full model compared to the first model.

Table 24: ANOVA Analysis for the Hierarchical Regression Model of the First Sub-Hypotheses

Model	Source of Variation	Sum of Squares	Degrees of Freedom dfdfdf	Mean Square	F Value	Significance Level Sig
1	Regression	6.408	1	6.408	266.854	0.000
	Residual	3.338	139	0.024		
	Total	9.747	140			
2	Regression	6.516	2	3.258	139.184	0.000
	Residual	3.230	138	0.023		
	Total	9.747	140			
3	Regression	6.553	3	2.184	93.706	0.000
	Residual	3.194	137	0.023		
	Total	9.747	140			

Source: Prepared by the researcher based on statistical analysis results.

From Table 24, the researcher observes that the model used to measure the effect of exploration on job burnout is valid, as the Fisher value (266.854) with a significance level (Sig = 0.000) is less than 0.05, indicating that this model for the exploration dimension is valid for predicting the values of the dependent variable, job burnout.

Similarly, the second model used to measure the effect of exploration and knowledge sharing on job burnout is also valid, as the Fisher value (139.184) with a significance level (Sig = 0.000) is less than 0.05, indicating that this model for exploration and knowledge sharing is valid for predicting the values of the dependent variable, job burnout.

Regarding the third model used to measure the role of interaction between organizational ambidexterity and knowledge sharing in job burnout, it is also valid, as the Fisher value (93.706) with a significance level (Sig = 0.000) is less than 0.05, indicating that this model for the independent and moderating variables is valid for predicting the values of the dependent variable, job burnout. Therefore:

- We reject the null hypothesis for the first sub-hypothesis derived from the first main hypothesis, which states that there is no statistically significant effect of exploration on job burnout at the significance level ($\alpha \leq 0.05$).
- We accept the alternative hypothesis which states that there is a statistically significant effect of exploration on job burnout at the significance level ($\alpha \leq 0.05$).
- We reject the null hypothesis for the first sub-hypothesis derived from the second main hypothesis, which states that there is no statistically significant effect of exploration and knowledge sharing on job burnout at the significance level ($\alpha \leq 0.05$).
- We accept the alternative hypothesis which states that there is a statistically significant effect of exploration and knowledge sharing on job burnout at the significance level ($\alpha \leq 0.05$).
- We reject the null hypothesis for the first sub-hypothesis derived from the third main hypothesis, which states that there is no statistically significant role of knowledge sharing as a moderating variable in the relationship between exploration and job burnout at the significance level ($\alpha \leq 0.05$).
- We accept the alternative hypothesis which states that there is a statistically significant role of knowledge sharing as a moderating variable in the relationship between exploration and job burnout at the significance level ($\alpha \leq 0.05$).

Results of Testing the Second Hypotheses

Table 25: Correlation and Determination Coefficients for the Hierarchical Regression Model of the Second Sub-Hypotheses

Model	Correlation Coefficient RRR	Determination Coefficient R2R^2R2	Adjusted Determination Coefficient	Standard Error of the Estimate
1	0.794	0.631	0.628	0.16091
2	0.816	0.666	0.662	0.15350
3	0.819	0.670	0.663	0.15315

Source: Prepared by the researcher based on statistical analysis results using SPSS software.

From the previous table, it is observed that the correlation coefficient for the first model of the second sub-hypothesis of the first main hypothesis is 0.794, indicating a good degree of correlation between the exploitation dimension (The second dimension of organizational ambidexterity) and job burnout (The dependent variable). The explanatory power of the adjusted determination coefficient for the first model is 0.628.

In the second model, the correlation coefficient for the second sub-hypothesis of the second main hypothesis is 0.816, indicating a good degree of correlation between both the exploitation dimension (The second dimension of organizational ambidexterity) and knowledge sharing (The moderating variable) and job burnout (The dependent variable). The adjusted determination coefficient for the second model has increased by 0.034 compared to the first model, which is a slight increase. Thus, it can be said that including knowledge sharing in the relationship between exploitation and job burnout led to a slight increase in the explanatory power of the model compared to the first model.

Regarding the third model, the correlation coefficient for the second hypothesis is 0.819, indicating a good degree of correlation between exploitation (the independent variable), knowledge sharing (the moderating variable), and their interaction with job burnout (the dependent variable). The adjusted determination coefficient for the third model has increased by 0.035 compared to the first model. Thus, it can be said that including knowledge sharing in the relationship between exploitation and job burnout led to a noticeable increase in the explanatory power of the full model compared to the first model.

Table 26: ANOVA Analysis for the Hierarchical Regression Model of the Second Sub-Hypotheses

Model	Source of Variation	Sum of Squares	Degrees of Freedom dfdfdf	Mean Square	F Value	Significance Level SigSigSig
1	Regression	6.148	1	6.148	237.449	0.000
	Residual	3.599	139	0.026		
	Total	9.747	140			
2	Regression	6.495	2	3.247	137.819	0.000
	Residual	3.252	138	0.024		
	Total	9.747	140			
3	Regression	6.533	3	2.178	92.852	0.000
	Residual	3.213	137	0.023		
	Total	9.747	140			

Source: Prepared by the researcher based on statistical analysis results.

From Table 26, the researcher observes that the model used to measure the effect of exploitation on job burnout is valid, as the Fisher value (237.449) with a significance level (Sig = 0.000) is less than 0.05, indicating that this model for the exploitation dimension is valid for predicting the values of the dependent variable, job burnout.

Similarly, the second model used to measure the effect of exploitation and knowledge sharing on job burnout is also valid, as the Fisher value (137.819) with a significance level (Sig = 0.000) is less than 0.05, indicating that this model for exploitation and knowledge sharing is valid for predicting the values of the dependent variable, job burnout.

Regarding the third model used to measure the role of interaction between exploitation and knowledge sharing in job burnout, it is also valid, as the Fisher value (92.852) with a significance level (Sig = 0.000) is less than 0.05, indicating that this model for the independent and moderating variables is valid for predicting the values of the dependent variable, job burnout. Therefore:

We reject the null hypothesis for the second sub-hypothesis derived from the first main hypothesis, which states that: There is no statistically significant effect of exploitation on job burnout at a significance level ($\alpha \leq 0.05$). And accept the alternative hypothesis which states that: There is a statistically significant effect of exploitation on job burnout at a significance level ($\alpha \leq 0.05$).

We reject the null hypothesis for the second sub-hypothesis derived from the second main hypothesis, which states that: There is no statistically significant effect of exploitation and knowledge sharing on job burnout at a significance level ($\alpha \leq 0.05$). And accept the alternative hypothesis which states that: There is a statistically significant effect of exploitation and knowledge sharing on job burnout at a significance level ($\alpha \leq 0.05$).

We reject the null hypothesis for the second sub-hypothesis derived from the third main hypothesis, which states that: There is no statistically significant role of knowledge sharing as a moderating variable in the relationship between exploitation and job burnout at a significance level ($\alpha \leq 0.05$). And accept the alternative hypothesis which states that: There is a statistically significant role of knowledge sharing as a moderating variable in the relationship between exploitation and job burnout at a significance level ($\alpha \leq 0.05$).

Recommendations

The researcher recommends that the management of Tikrit University:

1. Work on enhancing management practices based on organizational ambidexterity by encouraging innovation and exploration in administrative, educational, and research services. Support the development of research centers affiliated with universities and their role in conducting research that meets the diverse needs of the community. Additionally, support and adopt ideas and projects proposed by faculty members that can contribute to performance improvement and, consequently, reduce job burnout among employees.
2. Focus on developing work methods to help reduce job burnout by utilizing available opportunities to identify its levels and address them. This can be achieved by changing work patterns, reducing work hours, or increasing break times to alleviate the mental and physical exhaustion experienced by employees.
3. Support knowledge sharing processes by transferring and exchanging skills, experiences, and concepts among academic leaders at Tikrit University through initiatives that encourage idea and experience exchange, relying on work teams at the college level. Also, enhance and support good relationships and mutual respect among employees at various administrative levels.

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