



RESEARCH PAPER

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Investigating the relationship between Islamic values, beliefs, and traditions with organizational agility in the government agencies of Khuzestan

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Abstract

The purpose of this research was to investigate the relationship between Islamic values, beliefs, and traditions with organizational agility in the administration offices of Khuzestan. The population consists of employees of government agencies in Khuzestan Province. Based on objective, this is an applied research, using descriptive-co-relational method for data collection. A questionnaire was used as a tool for data collection. The convergent and divergent validity of the components of the questionnaire were measured to assess the validity of the questionnaire, the results of which confirmed the internal validity of the questionnaire. The reliability coefficient of the questionnaire was 0.853. The research variables were measured by SPSS 21. The results indicated that there is a relationship between Islamic values, beliefs, and traditions and organizational agility in the government agencies of Khuzestan. Recommendations are made based on the results in the final section of the paper.

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Introduction

There is no significant difference between male and female employees in terms of Islamic values, beliefs, and traditions with organizational agility in terms of quickness and flexibility. Male and female employees have nearly the same Islamic values, beliefs, and organizational agility in terms of quickness and flexibility. There is a significant difference between male and female employees in terms of organizational agility and organizational agility in terms of competency and responsiveness.

Due to their important mission and efficient and professional workforce training, and in order to better respond to changes, government agencies like other organizations need to be more agile. That is, they should be able to analyze the situation and their current and future position in order to adopt timely and accurate decisions for an ambiguous future. Agility is considered as an important competitive tool for organizations in a continually changing business environment. According to Worley and Lawler¹ (2010), agility is a dynamic organization design capability that can perceive the need for change from internal and external sources, perform the changes continuously, and sustain above-average performance (Worley and Lawler, 2010). The following capabilities are considered the main attributes of organizational agility:

1. Responsiveness: The ability to identify changes, respond to changes in a quickly manner and make optimal use of the change.
2. Competency: An extensive set of abilities that provide the basis for productive activities in order to achieve organizational goals.
3. Flexibility: The ability to process different products and services, and achieve different goals with the same facilities.
4. Quickness: The ability to perform different tasks and operations in the shortest possible time (Sharifi & Zhang², 1999; Torng Lin *et al.*³, 2005).

Despite the studies conducted on organizational agility, government agencies have a limited knowledge of organizational processes, namely agility. Government agencies, in their geographic regions and with a large number of employees, have a certain attitude towards Islamic values, beliefs, and traditions. Therefore, focusing on the important role of Islamic values, beliefs, and traditions in maintaining the regularity of agility in different parts of an organization is a significant point in realization of the ideals of the industry. The main goal of agile organizations is to provide satisfaction to customers and employees (Nikpour and Salajegheh (2010), and beliefs, values and traditions will pave the way for customer satisfaction. Given the aforementioned statement and the importance of agility, this research aimed to investigate the relationship between Islamic values, beliefs, and traditions with organizational agility in the government agencies of Khuzestan. The main question of the research is whether there is a relationship between Islamic values, beliefs, and traditions with organizational agility in the government agencies of Khuzestan Province?

The aim of this study is indicated that there is a relationship between Islamic values, beliefs, and traditions and organizational agility in the government agencies of Khuzestan. Recommendations are made based on the results in the final section of the paper.

Material and methods

Research Hypothesis

The Main Hypothesis: There is a relationship between Islamic values, beliefs, and traditions with organizational agility in government agencies of Khuzestan.

Sub Hypothesis 1: There is a relationship between Islamic values, beliefs, and traditions with the government employees' quickness in Khuzestan Province.

Sub Hypothesis 2: There is a relationship between Islamic values, beliefs, and traditions with the government employees' competency in Khuzestan Province.

Sub Hypothesis 3: There is a relationship between Islamic values, beliefs, and traditions with the government employees' flexibility in Khuzestan Province.

Sub Hypothesis 4: There is a relationship between Islamic values, beliefs, and traditions with the government employees' responsiveness in Khuzestan Province.

Research Methods

Based on objective, this is an applied research, using descriptive-correlational methods for data collection.

Data Collection Tools

The information was gathered through library method, primary and secondary sources including books, articles, dissertations, and the internet. Questionnaires were used for data collection, using cross-sectional analysis and sampling method. The questions of the questionnaire were divided into two groups of general and technical questions. General questions were about demographic characteristics of the respondents including gender, age, experience, position, and education. Technical questions were presented in the form of the Islamic values, beliefs, and traditions questionnaire and organizational agility questionnaire, using a 5-point Likert scale for measuring the questions. The convergent and divergent validity of the components of the questionnaire were measured to assess the validity of the questionnaire, the results of which confirmed the internal validity of the questionnaire. Sharifi and Zhang (1999) developed a 16-item tool for measuring organizational agility, using a 5-point Likert scale for rating the items; according to which, the reliability coefficient was 0.853, and the validity of the tool was confirmed.

Population, Sample, and Sampling Method

The population consisted of Khuzestan government employees who were high school and higher degree

graduates, among which 110 people were selected as samples using Krejcie and Morgan sample table and stratified random sampling method proportional to size.

Results and discussion

Literature Review

Jafarnejad and Zarei (2005) in an article entitled "Evaluating the role of Intra-Organizational Factors in explaining a model for changing the current organizations to the agile organizations in the electronics and telecommunication industries", investigated the role of structure, leadership, organizational culture, and application of information technology, manpower quality, and research approach in organizational agility, and the extent to which they interact with each other. They came to the conclusion that information technology indirectly affects organizational agility.

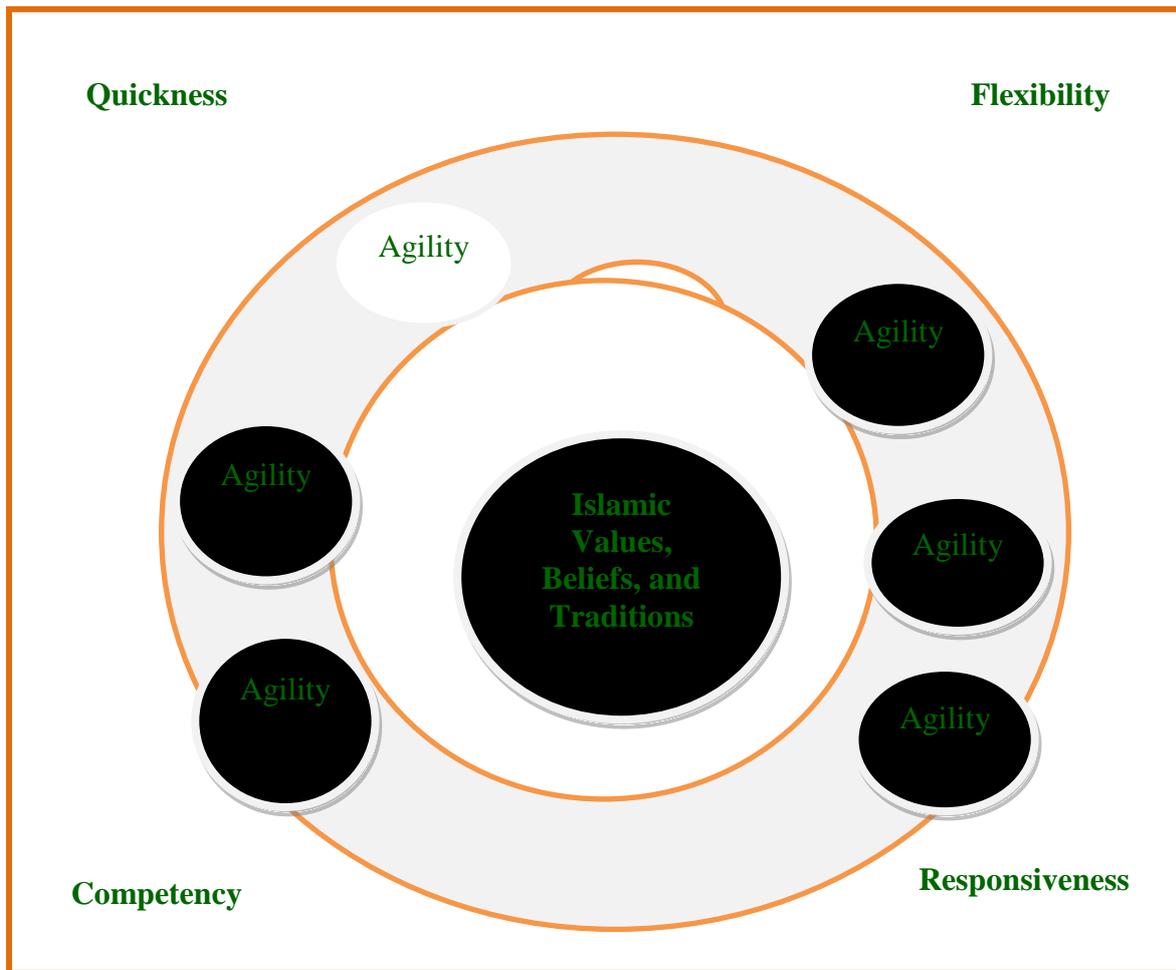
Aghai (2011) conducted a study entitled "Factors affecting the agility of maintenance system". He believes that the factors include human factors, strategic, technological, and organizational factors.

Alzobi¹ *et al.* (2011) in an article entitled "factors affecting organizational agility to improve products", investigated the mechanisms required to improve the product and agility". The results indicated that there was a positive relationship between the variables of organizational agility, namely employee empowerment, customer oriented culture, information technology, organic structure, and learning organization with product improvement.

Research Goals

Practical Goals: Developing the capabilities of organizational agility through Islamic values, beliefs, and traditions.

Overall Goals: Investigating the relationship between Islamic values, beliefs, and traditions with organizational agility in government agencies of Khuzestan.



Data Analysis

Data analysis was carried out through descriptive and inferential statistics. Technical questions of the questionnaire were analyzed by the one-sample t-test to examine the condition of Islamic values, beliefs, and traditions as well as organizational agility in the government agencies of Khuzestan. Pearson correlation coefficient was used to investigate the relationship between the components of the research variables. The lateral results of the study were evaluated through the independent two-sample-t-test, one-way ANOVA and least significant difference (LSD) tests.

Descriptive Statistics

Distribution of Staff by Gender

Table 1. Distribution of Staff by Gender.

Gender	Frequency	Percentage
Female	32	29.1
Male	78	70.9
Total	110	100.0

According to Table 1, about 29.1% of the samples are females and 70.9% are male employees.

Distribution of Staff by Age

Table 2. Distribution of Staff by Age.

Age(years)	Frequency	Percentage
26-30	33	30.0
31-35	23	20.9
36-40	23	20.9
41-45	20	18.2
46-50	7	10.0
Total	110	100.0

According to Table2, the highest frequency of 30.0% belonged to the employees at the age group 26-30 years, and the lowest frequency 10.0% belonged to the employees at the age group 46-50 years.

Distribution of Staff by Education

Table 3. Distribution of Staff by Education.

Education	Frequency	Percentage
High school education	15	13.6
Associate degree	32	29.1
Bachelor	47	42.7
Postgraduate	16	14.5
Total	110	100.0

According to Table 3, the highest frequency of 42.7% belonged to the employees with bachelor degree, and the lowest frequency 13.6% belonged to the employees with high school education.

Distribution of Staff by Type of Employment

Table 4. Distribution of Staff by Type of Employment.

Type of Employment	Frequency	Percentage
Official	88	80.0
Contract	22	20.0
Total	110	100.0

According to Table 4, about 80.0% of the sample belonged to the employees with formal employment, and 20.0% belonged to the contract employees.

Distribution of Staff by Years of Experience

Table 5. Distribution of Staff by Years of Experience.

Years of Experience	Frequency	Percentage
6-10	38	34.5
11-15	27	24.5
16-20	18	16.4
21-25	20	18.2
26 years and over	7	6.4
Total	110	100.0

According to Table 5, the highest frequency of 34.5% belonged to the employees with 6-10 years of experience, and the lowest frequency 6.4% belonged to the employees with 26 years and over experience.

Descriptive Findings

The research descriptive findings consist of statistical indicators, namely the mean, standard deviation, the minimum and maximum for all variables of the study are represented in Table 6.

As shown in Table 6, The mean and standard deviation in Islamic values, beliefs, and traditions are 35.89 and 6.14, respectively; in organizational agility 67.42 and 12.12; in organizational agility in terms of quickness 17.28 and 2.76; in organizational agility in terms of competency 17.05 and 3.16; in organizational agility in terms of flexibility 16.58 and 3.52; and in organizational agility in terms of responsiveness are 16.50 and 3.50.

Findings of the Research Hypotheses

First Hypothesis: There is a relationship between Islamic values, beliefs, and traditions with organizational agility in government agencies of Khuzestan.

According to Table 7, there is a significant positive relationship between Islamic values, beliefs, and traditions with organizational agility in government agencies of Khuzestan ($p=0.0001$ and $r=0.74$). Therefore, the first hypothesis is confirmed. In other words, the increase in the Islamic values, beliefs, and traditions of the government agencies employees in Khuzestan is in line with the increase in increase in their organizational agility.

Hypothesis 1-1: There is a relationship between Islamic values, beliefs, and traditions with the government employees' quickness in Khuzestan Province.

Table 6. The Mean, Standard Deviation, the Minimum and Maximum Scores of the Subjects in the Research Variables.

Statistical Indicators	Variables	The Mean	Standard Deviation	Minimum	Maximum	Numbers
Organizational agility	67.42	12.12	36	80		
Organizational agility in terms of Quickness	17.28	2.76	8	20		
Organizational agility in terms of Competency	17.05	3.16	8	20		
Organizational agility in terms of Flexibility	16.58	3.52	8	20		
Organizational agility in terms of Responsiveness	16.50	3.50	9	20		

Table 7. Co-relational Coefficients between Islamic Values, Beliefs, and Traditions and Employees' Organizational Agility.

Predictor Variable	Statistical Indicator	Criterion Variable	Correlation Coefficient (r)	Significance Level (p)	Number of Samples (n)

Table 8. Co-relational Coefficients between Islamic Values, Beliefs, and Traditions with Organizational Agility in terms of Employees' Quickness.

Predictor Variable	Statistical Indicator	Criterion Variable	Co-relational Coefficient (r)	Significance Level (p)	Number of Samples (n)

According to Table 8, there is a significant positive relationship between Islamic values, beliefs, and traditions with organizational agility in terms of quickness among employees of government agencies in Khuzestan ($p = 0.0001$ and $r = 0.61$). Therefore, the hypothesis 1-1 is confirmed. Increase in the Islamic values, beliefs, and traditions of the employees of Khuzestan government agencies led to

equal increase in their organizational agility in terms of quickness.

Hypothesis 2-1: There is a relationship between Islamic values, beliefs, and traditions with the government employees' competency in Khuzestan Province.

Table 9. Co-relational Coefficients between Islamic Values, Beliefs, and Traditions with Employees' Competency.

Predictor Variable	Statistical Indicator	Criterion Variable	Co-relational Coefficient (r)	Significance Level (p)	Number of Samples (n)

According to Table 9, there is a significant positive relationship between Islamic values, beliefs, and traditions with organizational agility in terms of competency among employees of government agencies in Khuzestan ($p = 0.0001$ and $r = 0.71$). Therefore, the hypothesis 2-1 is confirmed. In other words, increase in the Islamic values, beliefs, and traditions of the employees of Khuzestan government

agencies led to equal increase in their organizational agility in terms of competency.

Hypothesis 3-1: There is a relationship between Islamic values, beliefs, and traditions with the government employees' flexibility in Khuzestan Province.

Table 10. Co-relational Coefficients between Islamic Values, Beliefs, and Traditions with Employees' Flexibility.

Predictor Variable	Statistical Indicator		Co-relational Coefficient (r)	Significance Level (p)	Number of Samples (n)
	Criterion Variable				
Islamic Values, beliefs, and traditions	Organizational agility in terms of Flexibility		0.71	0.0001	110

According to Table 10, there is a significant positive relationship between Islamic values, beliefs, and traditions with organizational agility in terms of flexibility among employees of government agencies in Khuzestan ($p = 0.0001$ and $r = 0.71$). Therefore, the hypothesis 3-1 is confirmed. In other words, increase in the Islamic values, beliefs, and traditions of the employees of Khuzestan government agencies

led to equal increase in their organizational agility in terms of flexibility.

Hypothesis 4-1: There is a relationship between Islamic values, beliefs, and traditions with the government employees' responsiveness in Khuzestan Province.

Table 11. Co-relational Coefficients between Islamic Values, Beliefs, and Traditions with Employees' Responsiveness.

Predictor Variable	Statistical Indicator		Co-relational Coefficient (r)	Significance Level (p)	Number of Samples (n)
	Criterion Variable				
Islamic Values, beliefs, and traditions	Organizational agility in terms of Responsiveness		0.72	0.0001	110

According to Table 11, there is a significant positive relationship between Islamic values, beliefs, and traditions with organizational agility in terms of responsiveness among employees of government agencies in Khuzestan ($p = 0.0001$ and $r = 0.72$). Therefore, the hypothesis 4-1 is confirmed. In other words, increase in the Islamic values, beliefs, and traditions of the employees of Khuzestan government agencies led to equal increase in their organizational agility in terms of responsiveness.

Independent-Samples T-Test to Compare the Mean Islamic Values, Beliefs, and Traditions and Organizational Agility

As shown in Table 12, there is no significant difference between male and female employees in terms of Islamic values, beliefs, and traditions and organizational agility in terms of quickness and flexibility. In other words, the male and female employees have nearly equal Islamic values, beliefs, and traditions and organizational agility in terms of quickness and flexibility.

There is a significant difference between male and female employees in terms of organizational agility and organizational agility in terms of competency and responsiveness. According to the means of the two groups,

the male employees compared to females benefit from higher organizational agility and organizational agility in terms of competency and responsiveness.

Table 12. The Results of Independent Samples T-Test to Compare the Mean Islamic Values, Beliefs, and Traditions and Male and Female Employees' Organizational Agility.

Variable	Group	No.	The Mean	Standard Deviation	Degree of freedom	t	Significance Level (p)
Islamic values, beliefs, and traditions	Female employees	32	34.78	7.17	108	1.21	0.227
	Male employees	78	36.36	5.66			
Organizational agility	Female employees	32	63.50	11.87	108	2.20-	0.029
	Male employees	78	69.03	11.93			
Organizational agility in terms of Quickness	Female employees	32	16.59	2.36	108	1.69-	0.094
	Male employees	78	17.56	2.87			
Organizational agility in terms of Competency	Female employees	32	15.97	3.42	108	2.35-	0.020
	Male employees	78	17.50	2.96			
Organizational agility in terms of Flexibility	Female employees	32	15.78	3.48	108	1.53-	0.128
	Male employees	78	16.91	3.50			
Organizational agility in terms of Responsiveness	Female employees	32	15.16	3.63	108	2.64-	0.009
	Male employees	78	17.05	3.31			

Table 13. The Results of Independent Samples T-Test to Compare the Mean Islamic Values, Beliefs, and Traditions and Official and Contract Employees' Organizational Agility.

Variable	Group	No.	The Mean	Standard Deviation	Degree of freedom	t	Significance Level (p)
Islamic values, beliefs, and traditions	Official employees	88	34.78	4.54	108	5.59	0.001
	Contract employees	22	30.09	8.14			
Organizational agility	Official employees	88	69.92	11.24	108	4.73	0.0001
	Contract employees	22	57.41	10.43			
Organizational agility in terms of Quickness	Official employees	88	17.73	2.60	108	3.56	0.001
	Contract employees	22	15.50	2.68			
Organizational agility in terms of Competency	Official employees	88	17.70	2.87	108	4.70	0.0001
	Contract employees	22	14.45	2.97			
Organizational agility in terms of Flexibility	Official employees	88	17.22	3.36	108	4.02	0.0001
	Contract employees	22	14.05	3.04			
Organizational agility in terms of Responsiveness	Official employees	88	17.27	3.18	108	5.13	0.0001
	Contract employees	22	13.41	3.03			

As shown in Table 13, there is a significant difference between official and contract employees in terms of Islamic values, beliefs, and traditions and organizational agility in terms of quickness, and flexibility, competency, and responsiveness.

According to the means of the two groups, the official employees compared to contract ones benefit from higher organizational agility and organizational agility in terms of quickness, flexibility, competency and responsiveness.

Table 14. The Results of One-Way ANOVA to Compare the Means of Islamic Values, Beliefs, and Traditions with Organizational Agility of Employees with different Levels of Education.

Variables	Sum of Squares	Degree of Freedom	Mean Squares	F	Significance Level (p)
Values, beliefs, and traditions	569.04	3	189.68	5.66	0.001
Organizational agility	2592.73	3	864.24	6.81	0.0001
Organizational agility in terms of Quickness	125.09	3	41.69	6.26	0.001
Organizational agility in terms of Competency	175.53	3	58.51	6.77	0.0001
Organizational agility in terms of Flexibility	180.51	3	60.17	5.43	0.002
Organizational agility in terms of Responsiveness	190.08	3	63.36	5.85	0.001

According to Table 14, there is a significant difference between employees with different levels of education in terms of Islamic values, beliefs, and traditions (and all of its components). The significance of variance

doesn't specify exactly which groups are different. Therefore, Scheffe's Post-hoc analysis was carried out, the results of which are shown in table below.

Table 15. The results of Scheffe's Post-hoc Analysis to Compare the Mean Scores of Islamic Values, Beliefs, and Traditions among Employees with Different Levels of Education.

Groups	The Mean	1	2	3	4
1 High school education	31.07		—	* (p=0.035)	* (p=0.0001)
2 Associate degree	35.88			—	—
3 Bachelor	36.19				—
4 Masters	39.56				

According to Table 15, there is a significant difference between employees with high school education those with bachelor and master's degree in terms of Islamic values, beliefs, and traditions. According to the means, employees with high school education compared to those with bachelor and master's degrees have lower Islamic values, beliefs, and traditions. There was no significant difference in other cases.

As shown in table 16, there is a significant difference between employees with master's degree and those with high school education and associate degree, in terms of organizational agility. According to the means, employees with master's degree compared to those with high school and associate degrees enjoy lower organizational agility. There was no significant difference in other cases.

As shown in Table 17, there is a significant difference between employees with high school education and employees with bachelor's and master's degrees in

terms of organizational agility of quickness. According to the means, employees with high school education compared to those with bachelor and master's degrees enjoy lower organizational agility in terms of quickness. There was no significant difference in other cases.

As shown in Table 18, there is a significant difference between employees with master's degree and those with high school, associate, and bachelor's degrees in terms of organizational agility of competency. According to the means, employees with master's degree compared to those with high school, associate, and bachelor's degrees enjoy higher organizational agility in terms of competency. There was no significant difference in other cases.

As shown in Table 19, there is a significant difference between employees with master's degree and those with high school and associate degrees in terms of

organizational agility of flexibility. According to the means, employees with master's degree compared to

those with high school and associate degrees enjoy higher organizational agility in terms of flexibility. There was no significant difference in other cases.

Table 16. The results of Scheffe's Post-hoc Analysis to Compare the Mean Scores of Organizational Agility among Employees with Different Levels of Education.

	Groups	The Mean	1	2	3	4
1	High school education	59.20		—	—	*) p=0.001 (
2	Associate degree	65.19			—	* (p=0.014)
3	Bachelor	68.40				—
4	Masters	76.69				

Table 17. The results of Scheffe's Post-hoc Analysis to Compare the Mean Scores of Organizational Agility in terms of Quickness among Employees with Different Levels of Education.

	Groups	The Mean	1	2	3	4
1	High school education	15.20		—	* (p=0.019)	*) p=0.001 (
2	Associate degree	16.84			—	—
3	Bachelor	17.66				—
4	Masters	19.00				

Table 18. The results of Scheffe's Post-hoc Analysis to Compare the Mean Scores of Organizational Agility in terms of Competency among Employees with Different Levels of Education.

	Groups	The Mean	1	2	3	4
1	High school education	14.87		—	—	*) p=0.0001 (
2	Associate degree	16.75			—	* (p=0.025)
3	Bachelor	17.11				* (p=0.045)
4	Masters	19.56				

Table 19. The results of Scheffe's Post-hoc Analysis to Compare the Mean Scores of Organizational Agility in terms of Flexibility among Employees with Different Levels of Education.

	Groups	The Mean	1	2	3	4
1	High school education	14.33		—	—	*) p=0.004 (
2	Associate degree	15.88			—	* (p=0.045)
3	Bachelor	17.02				—
4	Masters	18.81				

Table 20. The results of Scheffe’s Post-hoc Analysis to Compare the Mean Scores of Organizational Agility in terms of Responsiveness among Employees with Different Levels of Education.

Groups	The Mean	1	2	3	4
1 High school education	14.80		—	—	*) p=0.003 (
2 Associate degree	15.72			—	* (p=0.007)
3 Bachelor	16.62				—
4 Masters	19.31				

According to Table 20, there is a significant difference between employees with master’s degree and those with high school and associate degrees in terms of organizational agility of responsiveness. According to the means, employees with master’s degree compared

to those with high school and associate degrees enjoy higher organizational agility in terms of responsiveness. There was no significant difference in other cases.

Table 21. The Results of One-Way ANOVA to Compare the Means of Islamic Values, Beliefs, and Traditions with Organizational Agility of Employees with different Positions.

Variables	Sum of Squares	Degree of Freedom	Mean Squares	F	Significance Level (p)
Values, beliefs, and traditions	72.86	3	24.29	0.636	0.593
Organizational agility	337.53	3	112.51	0.760	0.519
Organizational agility in terms of Quickness	32.89	3	10.96	1.45	0.230
Organizational agility in terms of Competency	11.60	3	3.86	0.380	0.768
Organizational agility in terms of Flexibility	12.51	3	4.17	0.330	0.804
Organizational agility in terms of Responsiveness	44.22	3	14.74	1.20	0.310

As shown in table 20, there is a significant difference between employees with different positions in terms of Islamic values, beliefs, and traditions and organizational agility (and all its components). In other words, employees with different positions have nearly equal Islamic values, beliefs, and traditions as well as organizational agility and organizational agility in terms of quickness, competency, flexibility, and responsiveness. According to data analysis, there is a significant positive relationship between Islamic values, beliefs, and traditions with organizational agility of the employees in the government agencies of Khuzestan. Therefore, the main hypothesis of the research is confirmed. There is a significant positive relationship between Islamic values, beliefs, and traditions with organizational agility in terms of

quickness, competency, flexibility, and responsiveness of the employees in the government agencies of Khuzestan. Therefore, the sub hypotheses of the relationship between Islamic values, beliefs, and traditions with the variables of employees’ organizational agility are confirmed. There is a significant difference between employees with different levels of education in terms of Islamic values, beliefs, and traditions and organizational agility (and it’s all components). According to Scheffe’s post-hoc analysis, there is a significant difference between employees with high school education and those with bachelor and master’s degrees in terms of Islamic values, beliefs, and traditions.

According to the independent-groups t-test, there is no significant difference between male and female employees in terms of Islamic values, beliefs, and traditions with organizational agility in terms of quickness and flexibility. Male and female employees have nearly the same Islamic values, beliefs, and organizational agility in terms of quickness and flexibility. There is a significant difference between male and female employees in terms of organizational agility and organizational agility in terms of competency and responsiveness. According to the means of the two groups, the male employees compared to the female ones benefit from higher organizational agility and organizational agility in terms of competency and responsiveness. There is also a significant difference between official and contract employees in terms of Islamic values, beliefs, and traditions and organizational agility and organizational agility in terms of quickness, competency, flexibility, and responsiveness.

Conclusion

According to the means of the two groups, the official employees compared to the contract employees enjoy higher organizational agility and organizational agility in terms of quickness, competency, flexibility, and responsiveness. The results of the one-way ANOVA and Scheffe's post-hoc test to compare the mean scores of organizational agility of the employees showed that employees with master's degree compared to those with high school and associate degrees, had higher organizational agility. According to the means, employees with high school education compared to those with bachelor and master's degrees enjoyed lower organizational agility in terms of quickness. Employees with master's degree compared to those with high school, and associate, and bachelor degrees enjoyed higher organizational agility in terms of competency. Employees with master's degree compared to the employees with high school, and associate degrees enjoyed higher organizational agility in terms of flexibility. Employees with master's degree compared to the employees with high school, and associate degrees

enjoyed higher organizational agility in terms of responsiveness. Employees with different positions had nearly equal Islamic values, beliefs, and traditions and organizational agility and organizational agility in terms of quickness, competency, flexibility, and responsiveness. In line with the results of the research, the following recommendations are presented:

Recommendations

1. Establishing the model of government agencies and affiliated companies with support and assistance of senior management and respective authorities.
2. Training and culturalizing the importance of agility in the government agencies of Khuzestan and processes agility.
3. Eliminating the weaknesses in organizational agility in the government agencies of Khuzestan, and reinforcing the organizational strengths during a specified time.
4. Determining the responsibilities of organizations and the people involved in organizational agility of the government agencies.
5. Designing an appropriate reward and punishment system to establish the model of agility in the government agencies.

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