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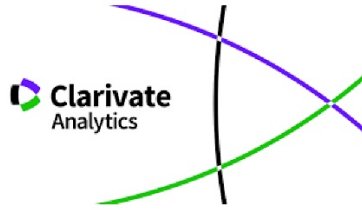
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İçindekiler
Table of Contents

Sayfa No.
Page Num.

1. Cam Tavan Algıları Örgütsel Bağlılığı Etkiler Mi? Öğretmenler Üzerine Bir Araştırma	
Does Glass Ceiling Perceptions Affect Organizational Commitment? A Study On Teachers Ufuk ORHAN & Umran ALTAY	1-15
2. Öz-Liderliğin Bireysel Farklılıklar Bağlamında İncelenmesi	
Examining Self-Leadership In The Context Of Individual Differences Emrah ÖZSOY & Ömer Alperen ONAY & Duygu ALTUN & Sümeyye PEHLİVAN	16-32
3. Örgütsel Sessizlik Bilgi Paylaşımı İlişkisinde Sosyal Sermayenin Rolü	
The Role Of Social Capital In The Relationship Between Organizational Silence And Knowledge Sharing Ercan TURGUT & Memduh BEGENİRBAŞ	33-45
4. Pozitif-Negatif Duyguların, Otomatik Düşüncelerin Ve Bazı Kişisel Değişkenlerin Okul Yöneticilerinin Yenilik Yönetimi Yeterlik İnanç Düzeyleri Üzerindeki Etkisi	
The Effect Of Positive-Negative Affect, Automatic Thoughts And Other Personal Variables Upon The Innovation Management Self-Efficacy Belief Levels Of School Administrators Serkan MÜRTEZAOĞLU & Fulya YÜKSEL-ŞAHİN	46-68
5. Örgütsel Adalet: Akademisyenler Üzerinde Metaforik Bir Araştırma	
Organizational Justice: A Metaphoric Research On Academicians Tülay Özer & Kubilay Özyer	69-86
6. Duygusal Emek, Tükenmişlik, İşten Ayrılma Niyeti Ve İş Performansı Arasındaki İlişkiler	
The Relationship Between Emotional Labor, Burnout, Turnover Intention And Job Performance Ferda ALPER AY & Nilifer TÜRKDOĞAN	87-103
7. Sosyal Medya, Akıllı Telefon Ve Örgütlerin Gelecekteki İnsan Kaynağı Profili: Z Kuşağı	
Social Media, Smart Phone And Future Human Resources Profile Of Organizations: Z Generation Fikret SÖZBİLİR	104-123
8. Legal Basis Of The Christian Issue Of Russian Policy In The Caucasus In The Second Half Of XIX And Early XX Centuries	124-134

Legal Basis Of The Christian Issue Of Russian Policy In The Caucasus In The Second Half Of XIX And Early XX Centuries Lyubov H. SATUSHIEVA & Alim Z. BOGATYREV & Ruslan M. ZHIROV & Azamat A. ZHUGOV & Marina T. TEKUEVA	
9. A Research On The Correlation Between Perceived Corporate Image And Organizational Identification	
A Research On The Correlation Between Perceived Corporate Image And Organizational Identification Sabahat BAYRAK KÖK & Mehtap SARIKAYA & Hatice ÇOBAN & Esve MERT	135-153
10. The Effect Of Political Connections On Auditor Choice And Related Party Transactions	
The Effect Of Political Connections On Auditor Choice And Related Party Transactions Saeed BAZRAFSHAN & Hamze HESARI	154-168
11. Effects Of Narcissism On Organizational Dissent	
Effects Of Narcissism On Organizational Dissent Engin KANBUR	169-181
12. Solidarity As A Constituent Of Social Capital: Role Of Human Rights Organizations In Exercizing The Rights Of Young Parents	
Solidarity As A Constituent Of Social Capital: Role Of Human Rights Organizations In Exercizing The Rights Of Young Parents Olga N. BEZRUKOVA & Vladimir N. LUKIN & Alexander V. MATVEEV & Tamara V. MUSIENKO	182-196
13. Statistical Analysis Of Vehicle Driver Behaviors	
Statistical Analysis Of Vehicle Driver Behaviors Sinan Saraçlı & Cengiz Gazeloğlu	197-204
14. Legal Modernization Of The Life Of Muslims Of The North Caucasus In The Context Of The Development Of The Russian State In The First Half Of The Nineteenth Century	
Legal Modernization Of The Life Of Muslims Of The North Caucasus In The Context Of The Development Of The Russian State In The First Half Of The Nineteenth Century Lyubov H. SATUSHIEVA & Ruzanna N. MAREMKULOVA & Aslan R. ISAKOV & Lyana R. KOKOVA & Marina T. TEKUEVA	205-219
15. Organizational Resource & Personal Resource Influencing Job Satisfaction: A Mediating Role Of Burnout	
Organizational Resource & Personal Resource Influencing Job Satisfaction: A Mediating Role Of Burnout Hina Shahid & Sara Aslam	220-233
16. How Do People Cope With Stress? An Assessment Using Partial Least Squares	
How Do People Cope With Stress? An Assessment Using Partial Least Squares Lydia ARBAIZA, Jorge GUILLEN	234-246
17. Effect Of Innovation In Relationship Between Inter-Organizational Learning And Performance Of Construction Industry	
	247-267

Effect Of Innovation In Relationship Between Inter-Organizational Learning And Performance Of Construction Industry Tariq RAFIQUE, Najeeb A. KHAN, Haji RAHMAN, Aamir ABBAS, Tahir SAEED	
18. How Far Umm Al-Qura University Practices The Strategies Of A Learning Organization Specified In The ‘Senge’ Model: From The Perspective Of Teaching Staff	
How Far Umm Al-Qura University Practices The Strategies Of A Learning Organization Specified In The ‘Senge’ Model: From The Perspective Of Teaching Staff Elham N. AL RAJHI	268-292
19. EFFECTIVENESS OF PSYCHOMETRIC TESTING IN RECRUITMENT PROCESS	
EFFECTIVENESS OF PSYCHOMETRIC TESTING IN RECRUITMENT PROCESS Mehreen MEMON, Farhan AHMED, Muhammad Asif QURESHI, Noor Ahmed BROHI	293-306
20. SOCIAL ASPECTS OF CHANGE OF ECONOMIC BEHAVIOUR OF THE RUSSIAN YOUTH	
SOCIAL ASPECTS OF CHANGE OF ECONOMIC BEHAVIOUR OF THE RUSSIAN YOUTH Gyuldzhan Kamilevna AZAMATOVA, Andemirkan Khachimovich SHIDOV, Albina Olegovna VINDIZHEVA, Azamat Haseynovich LYUEV	307-316
21. REVIEW THE RESPONSIBILITIES OF INTERNATIONAL SHIPPING COMPANIES FOR THE INTERNATIONAL CARRIAGE OF GOODS BY SEA	
REVIEW THE RESPONSIBILITIES OF INTERNATIONAL SHIPPING COMPANIES FOR THE INTERNATIONAL CARRIAGE OF GOODS BY SEA Tamerlan S. TSOLOEV, Alim Z. BOGATYREV, Aslan R. ISAKOV, Inara R. NAHUSHEVA	317-329
22. REVIEW THE LEGAL VACUUM OF BUSINESS LAW IN BANKRUPTCY OF MERCHANTS AND IMPACT ON THE DEMANDS OF BANK	
REVIEW THE LEGAL VACUUM OF BUSINESS LAW IN BANKRUPTCY OF MERCHANTS AND IMPACT ON THE DEMANDS OF BANK Inna B. KARAMURZOVA, Leyla I. KALABEKOVA, Zalina B. HAVZHOKOVA¹, Diana A. KOKOVA	330-342



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HOW FAR UMM AL-QURA UNIVERSITY PRACTICES THE STRATEGIES OF A LEARNING ORGANIZATION SPECIFIED IN THE 'SENGE' MODEL: FROM THE PERSPECTIVE OF TEACHING STAFF

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ABSTRACT

This study examines views of faculty members at Umm Al-Qura University concerning the level of application of the learning strategies designed by Senge (1990). The study focused on a sample of 100 faculty members at Umm Al-Qura University, employing appropriate statistical methods for information analysis. The results revealed that the faculty members considered they undertook a moderate level of application of the strategies designed by Senge (1990). There were statistically significant differences in the level of 0.05 α , as well as for the variable of 'the benefit of the experience' (i.e. five years and less), and for the variable 'college' (i.e. in favor of scientific colleges).

Keywords: Senge model, Staff learning, Organization learning, Strategie.

INTRODUCTION

The current era is characterized by rapid change, including the development of new technologies and devices, and increased knowledge and progress in a number of different fields. This study focuses on evaluating the challenges faced by many institutions, and in particular those with an adverse impact, thus impelling organizations to pursue each new topic and participate in the development of the ability to achieve goals.

The survival of an organization (along with its success in adapting to changing conditions) depends on its ability to transform into a learning organization (Al-Thiab, 2014: 10). Universities are responsible for addressing such challenges and creating solutions, due to the scientific and intellectual capabilities represented by faculty members. However, these tend to be academics specialized in their own field and thus, in order to transform a university into a learning organization, each member of staff needs to evolve a partnership with their students to create a learning community (White, 2005). This transformation can be achieved by faculty members encouraging experimentation and critical thinking. It is therefore vital, in order to avoid a decline travelling from top to bottom, for university staff to keep abreast of developments, while maintaining an active knowledge network (Brod, 1998, p. 141). The majority of previous researchers have noted that organizational learning is significant for modifying worker behavior. Gustavsen (2012) identified that organizational learning forms one of the most important problems faced by an organization, in particular when there has been a failure to address any previous issues.

The precise diagnosis of a problem is essential to establishing a detailed solution and avoiding further issues arising in response to any temporary solutions. Simple changes emerging from a comprehensive vision will thus lead to more effective results than from a large transformation. This is consistent with Gustaven (2012), who found that enhanced organizational learning leads to flexible communication and an exchange of information between workers and senior levels of an organization, thus resulting in the transformation of a bureaucratic administration into one containing a flexible and participatory leadership.

RESEARCH PROBLEM

Through its leaders, each university seeks achieve a high standard and provide the most effective services to their communities, dependent on the efficiency and effectiveness of their staff. Due to the current level of competition, both public and private universities in Saudi Arabia are currently facing a number of challenges, i.e. in the recruitment of teaching staff and qualified administrators. In accordance with Vision 2030, universities deal with such challenges by adopting scientific principles and technical methods to improve university performance by applying the standards of public and private accreditation, as well as quality assurance.

Umm Al-Qura University has established both its vision and its mission and contains a number of promising elements for the future. However, the university administration is also facing a number of serious challenges demanding the use of different administrative methods and ways of thinking. The weaknesses faced by Umm Al-Qura University include: (1) faults in the mechanisms of scientific research; (2) the length of promotion procedures; (3) appointment procedures; (4) a lack of coordination between colleges; (4) a lack of effective coordination between university departments; (5) weak levels of activation of some university regulations and subsequent decisions; (6) the slow development of academic programs; (7) the existence of poorly equipped traditional classrooms; (7) the lack of offices for some faculty members; (8) the absence of an integrated campus; and (9) the complexity of decision-making mechanisms (Office of Vice President, 2006).

These issues, along with complex changes currently being undertaken in universities, highlights the ability of organizational learning to ensure professional development for leaders, administrators and students (Zatma, 2011). This needs to become sustainable development, as each human being is capable of learning and taking part in a group learning process. Modern learning organizations are therefore undertaking an intellectual shift from the demands of bureaucracy to those of a modern organization (Al-Rashdan, 2011). This accords with a various studies which viewed the need for a change of social philosophy to transform learning organizations, in order to ensure improvements to the education system (Brandt, 2003).

Educational establishments promote sustainable development and the exchange of experiences in the face of change, including addressing and analyzing problems and undertaking scientific thinking. As noted above, a modern organization is one that has taken an intellectual transition from the concept of bureaucracy (Al Rashidan, 2011), a view consistent with that studies, which identified a modern organization as one in which norms and values are shared, with a focus on collective learning rather than individual practices. Al Rashidan (2011) agreed with Brandt (2003) that the transformation of an educational organization to a learning



organization requires a change of social philosophy, in order to ensure real changes in education system.

Despite the increasing interest in learning organizations by researchers in developed countries, this concept remains at its early stages in relation to Arab studies, and particularly in the field of education. Today's universities need to be aware of the changes taking place, including the challenges they face and the activities they are required to undertake.

Umm Al-Qura University is one of the newest universities in Saudi Arabia, and therefore the research problem for the current study focused on answering the following questions:

Question 1: What is the view of the faculty members at Umm Al-Qura University of the level of application of the strategies of the learning organization as designed by Senge (1990)?

Question 2: Do faculty staff consider that there are statistical differences at the level of 00.05 at Umm Al-Qura University concerning the strategies of a learning organization as designed by Senge (1990) in relation to the variables (i.e. academic rank, experience, and college)?

AIMS OF THE STUDY

Firstly, to identify the views of faculty members at Umm Al-Qura University concerning the level of application of the strategies of the organization, as taught by Senge (1990).

Secondly, to access the degree of difference between the members of the faculty at Umm Al-Qura University in relation to the importance of the characteristics of a learning organization, according to their demographic characteristics.

THE SIGNIFICANCE OF THE STUDY

This study is significant due to the recommendations of previous researchers concerning the need to transform administrative organizations into learning organizations, in particular in order to meet the following challenges: (1) globalization; (2) the rapid transformation of all aspects of life; (3) the need to move from traditional management methods to modern competitive management methods; and (4) the need to and move from individual management practices to team practices.

STUDY LIMITS AND LIMITATIONS

This study is limited to faculty members at Umm Al-Qura University. The study tool was applied during the first semester of 2017/2018 and was determined by its degree of sincerity and persistence, as well as the objectivity of the sample members' responses.

TERMINOLOGY OF THE STUDY

Juceviciene and Ceseviciute (2009) identified that an organization has the ability to modify and change its responses, activities and organizational structure according to the reality of its environment. Senge (2006: 14) noted that an organization constantly seeks to expand its capacity and increase its skills in order to improve its future success.

Procedural: This represents the modern administrative concept, and an organization capable of meeting the required standard in the following aspects: (1) educational structure; (2) educational leadership; (3) the empowerment of employees to participate flexibly and



effectively; (4) the adoption of a participatory strategy; and (5) the provision of opportunities to exchange adaptive cognitive, informational and cultural experiences.

THEORETICAL FRAMEWORK

The concept of a learning organization

There are many definitions of the concept of a learning organization, which vary according to different (1) scholars and thinkers; (2) schools of thought; (3) scientific disciplines; and (4) practical experience. Kline and Saunders (2012) defined a learning organization as one that develops and supports a learning environment at all levels. In addition, it focusses on effective learning and enjoyment for all its members, regardless of position and background, enabling them to benefit from the new learning and employment for the benefit of the organization. The organization has been recognized as one that learns collectively and effectively and improves its ability to continuously manage, employ knowledge, empower employees to learn both inside and outside its boundaries, and activate technology to organize educational and productive processes (Marquardt, 2002).

Star (2005) defined a learning organization as one that has developed the ability to continuously adapt and change, as a result of all its members playing an active role in identifying and resolving the various issues. Furthermore, it is defined as an organization that is consciously managed through learning, which is a key component of the organization's values, vision and goals, and which also works to build foundations for facilitating, evaluating and developing learning (Moilanen, 2005). Malkawi (2007) defined the organization as one capable of integrating an ongoing and renewed ability to learn, as well as to adapt and change its culture and entity.

The above definitions of this concept primarily emphasize knowledge and its application within an organization, as well as the importance of achieving this for all its members.

Dimensions of learning organization

Peter Senge (1990) identified five disciplines facilitating transformational learning through a set of dimensions to which an organization is obliged to adhere if it wishes to become a learning organization. These disciplines are discussed in detail below.

- *Systematic Thinking*

In this discipline, the organization works as a single entity, focused on specific goals. Although composed of several parts (which can appear separately from each other), they are mutually influenced, so everything learned by each individual impacts on other aspects of the organization. Individuals within the organization must therefore realize their roles, so as not to disrupt overall performance.

- *Personal Mastery*

This discipline focuses on all elements of the organization. Rather than emphasizing the abilities of each individual in achieving their personal goals, it aims to create an organized environment encouraging individuals and groups to achieve both goals and objectives. "Here the organization must be flexible and able to change and adapt the challenges and that occur in Environment, how to make decisive and effective decisions towards achieving the goals."

- *Shared Vision*



This discipline focuses on developing a workplace spirit and a common vision for the future. It emphasizes the desire to achieve this through the transfer of, and participation in, ideas and collectives' skills. This ensures that a key element for the success of a learning organization consists of the visibility of its staff and the clarification of the importance of conforming to rules.

- **Team learning**

This discipline forms an important aspect of a learning organization, providing a small model for the organization through which its efforts are coordinated and organized in order to achieve the desired results. The organization develops capacity in a collective manner, which is more effective than simply developing individual skills (i.e. the collective mind is better than the individual mind).

- **Mental Models**

This discipline is concerned with the assumptions and visions influencing the self-vision of individuals working within organizations throughout the world, along with the intellectual trends that interpret events and the extent of their reflection of their consistent practice. Creating a common vision of an organization is not limited to informing the employees of this vision, as they also need to be aware of its existence, and understand that one aspect of their role is to implement that vision and understand the methods that contribute to forming a partnership with others, in order to ensure its implementation, as planned and applied. In addition, this assists the organization's employees to direct their efforts towards achieving its goals, resulting in harmonious working. Thus, all members need to participate in individual ideas, to overcome the obstacles facing the organization, thus facilitating the transfer of strategies to executive objectives requiring innovation and creativity and the use of methods that are non-traditional and generally accepted.

As well as a prevailing of culture of change in the use of modern working methods, there is a need to avoid stalemate and traditionalism. In order to preserve the identity of a society in terms of its culture and civilization, a university is viewed as a creator of knowledge through scientific and intellectual discoveries, as well as innovations in various fields of knowledge. Knowledge is no longer an end in itself, but rather a focus on its functional concept. From this functional perspective of knowledge, universities are now increasingly expected to respond to the conditions and requirements of their societies, and to meet the developmental needs in various fields, through the use of their scientific expertise and resources in the service of their societies, along with developing happiness and well-being (Awad, 2012, p. 204).

The nature of competition among institutions is also changing, due to current challenges to the traditional processes of educational institutions. Barrio (2006) noted the pressure on universities to reform the curriculum and provide greater technological knowledge, in order to facilitate students into becoming self-directed learners. The future of universities depends on keeping up with innovation and change in the workplace, with Clodwell and Fried (2012) pointing out that, in a time of financial constraints and rising expectations from consumers of learning, institutions face the challenge of improving quality and increasing the variety and scope of their offerings without increasing the number of staff.

It is not feasible for an educational institution to have all the resources it requires, and the pressures of a rapidly evolving competitive environment forces the restructuring of traditional universities. Higher education institutions are currently attempting to deal with rapid change



and development. However, the challenges place them at a crossroads, demanding that they choose between making slow, formal changes to their administrative methods and educational concepts, or interact with changes and developments, while evolving and modernizing their methods in accordance with the changes of the modern era.

In light of this rapid development of the scientific and technological aspect, it is vital to ensure continuous training of faculty members, to enable them to continue to keep abreast of the latest developments in the field of computer and information networks, as well as the systems of authoring, research and survey, and banks of questions at all levels. Jeweler (2005, p. 45) noted the need to transform the role of the university teacher from that of indoctrination to focusing on assisting each student to teach him or herself. Thus, each university faculty member requires qualifications and qualitative specifications in line with developments, as a professor, researcher, educator, and active member in the service of his/her community and human society as a whole. Universities should therefore strive to create all necessary conditions to improve the quality of their performance, including: (1) the renewal of knowledge; (2) the development of skills; (3) the increase of expertise and effectiveness; (4) the improvement of their educational, academic role and social role; and (5) increasing their scientific output (Jarrar, 2005; 78). In addition, institutional support should be provided to teaching staff, as teachers, organizers and directors of the educational process, in order to establish a specific system and a foundation for the documentation and evaluation of educational effort (Khasawneh, 2005: 77).

Therefore, the concept of a learning organization has been transformed, as educators explore the possibility of applying these ideas in the field of education. Educational systems have been subjected to multiple pressures to adapt changes and improve their results, which has led to many challenges in need of being addressed through continuing education (Drejer, 2011). Universities need to become learning organizations, in which affiliates (i.e. administrators, faculty members and students) all learn in a continuous manner, with those institutions refusing to change inevitably falling by the wayside. This requires understanding and the fulfilment of the conditions for change, as well as the ability to innovate and revitalize the organization, in order for it to be transformed into a learning organization.

An organization's ability to learn is key for its survival and growth. A learning organization should not only be able to adapt, but should be productive (Reece, 2004). The characteristics of the university can be identified as follows:

1. The work environment. This is characterized by trust and cooperation, encouraging open communication, an appreciation of a diversity of values diversity and support for critical thinking.
2. Constant improvement of performance and enrichment of the knowledge base, as well as the refinement of skills by means of feedback.
3. To review the mission and objectives of the university through the prevailing values, trends, practices and patterns of work in relation to the objectives of the university and a reconsideration of the usefulness of those goals.
4. Initiation and feasibility: the need to permit experimentation and alternative ideals and methods following the setting of practices as noted above. This requires viewing errors as opportunities for learning, alongside expanding knowledge and upgrading skills.



5. Transformational leadership: managers at a learning university need to become leaders of learning, providing opportunities, feedback, and enhancing confidence in students' achievement, while also demonstrating an interest in the professional success of staff.
6. The most important aspect of an organization is the ability of employees to modify the systems and organizational structures in which they work. This is a shift to view staff members as active participants, with the ability to shape reality and influence the future.

PREVIOUS STUDIES

Arabic Studies

Al-Anzi (2016) conducted a study entitled 'The extent of having the organized standards for Tabouk University from the point of view of faculty members'. The study focused on a sample of 108 members of staff from Tabouk University, with the aim of identifying the organizational standards for Tabouk University. The results also revealed a statistically significant difference ($=0.05$) between the arithmetic averages concerning the benefit of specialization, as the personal mastery relating to the study variable 'gender' for the benefit of males, personal mastery, and the study variable 'nature of work', for the benefit of those employed in the teaching and administration.

Ben-Zeraa (2014) undertook a study entitled 'The availability of the characteristics of learning organization at the University of Princess Noura Bint Abdul Rahman, from the point of view of heads of department'. The study aimed to establish the availability of the characteristics of a learning organization at the University of Princess Noura, establishing that the heads of department considered that the lowest dimensions were available, following the mastery of individuals with a common collective vision. The results indicated that the characteristics of a learning organization were, to a certain extent, available in the university. The results referred to statistical differences between the responses of the study samples providing the characteristics of a learning organization in the following dimensions: (1) encouraging dialogue; (2) mastering individuals' team vision; and (3) connecting the university to the external environment.

The study of Abdel-Rameem and Abdul Razzaq (2013) entitled 'The learning organization and its strong relationship with the faculty member at the University of Taif', aimed to recognize the practicing level of the learning organization dimension from the perspective of teachers. The results indicated that the arrangement of aspects of the learning organization available at Taif University were: (1) the establishment of systems for the sharing of knowledge and learning; (2) strategic leadership in support of learning; (3) the promotion of learning and collective cooperation; and (4) continuous encouragement of dialogue and inquiry. The study found a positive correlation relationship between the learning organization and the strengths of faculty members.

The study identified the arrangement of the learning organization fields as follows:

1. The setting up of systems for sharing knowledge and learning, as well as strategic leadership.
2. The encouragement of learning, and collective learning, as well as enabling individuals to form a common vision.



3. The creation of opportunities for continuous learning, as well as encouraging dialogue and inquiry.
4. The ability to establish an effective system.

The study of Sharifi, Sarayra and Al-Nazeer (2012) entitled 'The Degree of dimensions of a learning Organization in the Middle East University from the Point of View of the Faculty staff' focused on identifying the availability of the dimensions of the organization at the Middle East University in Jordan. The results revealed a lack of differences in the availability of the dimensions of a learning organization, due to the general variability found in academic specialization, experience and academic rank. However, the study identified differences in the variable concerning the academic level following the 'individual level', in favor of faculty members at the level of Associate Professor.

Al-Qahtani A (2012) conducted a study entitled 'Organizational learning, an introduction to the concept of learning organization in Saudi universities, an applied study on Imam Muhammad bin Saud Islamic University'. This aimed to reveal the reality of organizational learning as an input to the concept of learning organization (i.e. Imam Muhammad bin Saud Islamic University) and clarify the most prominent obstacles. The study found a number of issues, in particularly a weakness in the practice of the learning process at the university. The study identified a high level of obstacles hindering the application of the processes of a learning organizations, including differences in the statistical significance within the dimension of promoting the organizational learning process for the benefit of females.

The study of Abo Hashish and Mortaga (2011) entitled 'The availability of dimensions of the learning organization in Alaska University' aimed to identify the availability of dimensions of a learning organization at Al-Aqsa University from the point of view of its employees, while also identifying differences in the responses of sample members. The study concluded that all seven areas were at a medium level, i.e. (1) linking the organization to the external environment; (2) establishing systems for sharing knowledge and learning; (3) creating opportunities for continuous learning; (4) encouraging dialogue and inquiry; (5) encouraging learning; (6) collective cooperation; and (6) strategic leadership.

Al-Awawdeh (2010) conducted a study entitled 'Development of a learning administrative model to transform Palestinian universities into learning organizations'. This employed a questionnaire with 317 participants (made up of academics and administrators), revealing a medium degree of practice of the organization's controls. In addition, as the researcher developed the required model, a number of statistically significant differences were found in the variables of specialization, qualification and experience.

Foreign Studies

Khasawneh (2011) undertook a study entitled 'Learning organization disciplines in higher education institutions: An approach to human resource development in Jordan. Innovative Higher Education'. This focused on determining the degree of faculty members' exploration of the application of five disciplines of five learning organizations in the university environment and according to the Senge model. The study established that the degree of application of the areas was between medium and high, i.e. 3.62-3.40 degrees.

The study named 'Organizational learning in the higher education institutions (case study of agricultural and natural recourses campus of University' Poh Yen Ng (2010) aimed to verify the use of the dimensions of the organization in 1996, in order to recognize the relationship



developed while establishing a system for sharing knowledge in private universities in Malaysia. Understanding the dimensions of a learning organization enabled university management colleges to understand the factors motivating employees to participate in developing their skills, while at the same time providing them with basic knowledge.

Gokyer (2011) undertook a study entitled 'Teachers' Perception of the conception of a learning school', which employed a questionnaire with 2435 teachers working in seventy-eight schools in Turkey. The study illustrated the teachers' perceptions in relation to teamwork as a dimension of common vision, concluding that teamwork was ineffective, and with a limited impact.

Clodwell and Fried (2012), conducted a study entitled 'Learning Organizations Without Borders? A Cross-Cultural Study of University HR Practitioners' Perceptions of the Salience of Senge's Five Disciplines in Effective Work Outcomes', which focused on establishing the capacity of British schools to transform into learning organizations. The researchers employed the Senge model to compare perceptions of human resource planners in Britain, Germany and South Africa, following interviews with nine specialists in human resources' planning in the three countries. The results revealed that the culture and structure of a system influenced the transition to a learning organization. This was particularly so in Europe (which adapted a decentralized system), while South Africa adapted a centralized system that needed to be restructured in order to enable schools to develop into learning organizations.

Weldy (2009) conducted a study entitled 'Learning organization and transfer: strategies for improving performance', which focused on establishing the relationship between a learning organization and the transformation of training as a strategy for to improving performance and maintaining a competitive advantage. This study assumed the existence of a positive relationship, indicating learning organizations are more likely to practice the transition of training impact. The results revealed the relative importance of the learning organization, and that the transfer of training requires a closer examination of each area, and that the learning organization and the impact of training had the potential to: (1) improve performance; (2) maximize access to benefits; and (3) enable organizations to remain globally competitive.

Buri and Barach (2010) undertook a study entitled 'Creating learning organizations in higher education: applying a systems perspective'. The study proposed a conceptual framework to analyze previous events and outcomes of the five Senge systems, focusing on unique factors within the higher education sector.

CONCLUSION

The majority of the studies discussed above employed a questionnaire, with some (i.e. Buri and Barach (2010)) using this in conjunction with personal interviews. Most studies established the existence of a medium degree in the practice of the characteristics of a learning organization and emphasized a need for modern administrative organizations to obtain the characteristics of a learning organization. This section has established that previous researchers within this field have attempted to determine the views of faculty staff concerning the level of practice of the strategies of a learning organization at Umm Al Qura University.

RESEARCH METHODOLOGY



This research employed a descriptive approach to identify the views of faculty staff at Umm Al Qura University concerning the level of practice of the strategies for a learning organization as designed by Senge.

- **Study Sample**

The study sample consisted of 356 teaching staff, while the final sample consisted of 205. The questionnaire was distributed to the participants, resulting in the return of a hundred completed questionnaires capable of being analyzed. The distribution of sample members was undertaken in accordance with the following variables:

Table 1: Distribution of Study Sample Members by Variables

Variables	Categories	No.	Percentage
Academic Level	Professor	23	23%
	Associated professor	28	28%
	Assistant professor	49	49%
	Total	100	100%
	Less than 5 years	24	24%
	From 5- 10 years	44	44%
Experience	More than 10 Years	32	32%
	Total	100	100%
	Theory	57	57%
Faculty	Scientific	43	43%
	Total	100	100%

Study tool

The study tool was developed to recognize the level of staff members at Umm al-Qura University in relation to the practice of strategies of a learning organization, as established by Senge (1990). This was undertaken by reviewing theoretical literature from both its primary and secondary sources and studying the analyses of Senge (2003), Senge (2006) and Geran (2001). The list of practices consisted of two parts, the first being made up of personal information and the second including information on the level of availability of the organization's controls. This consisted of forty-eight paragraphs divided into five areas: (1) personal mastery (ten paragraphs); (2) mental models (eight paragraphs); (3) common vision (ten paragraphs); (4) team learning (ten paragraphs); and systemic thinking (ten paragraphs).

Stability and Truthfulness Study tool

The credibility of the stability and truthfulness tool was verified by seven specialists in educational administration, curricula and teaching methods. Their observations focused on the different paragraphs in the questionnaire, which were originally fifty-two, but became forty-eight following arbitration by the use of Cronbach Alpha, as can be seen in the following table:

Table 2: Stability coefficients of the level of practice from the viewpoint of faculty members at Umm Al Qura University for the strategies of the organization as taught by Senge (1990).

NO.	Field	Pearson correlation coefficient	Cronbach Alpha
1	Mental Models	89	89%
2	Common vision	0.91	0.88%
3	Team Learning	0.88	0.85 %
4	Personal mastery	0.89	0.86 %



5	Systemic Thinking	0.90	0.91 %
Total degree		0.93	

Study Procedures

The questionnaire was distributed to the sample, following the necessary statistical treatments. The values of the arithmetical averages appearing in the results were analyzed as follows:

- High degree: 3.68 – 5
- Middle degree: 2.34- 2.67
- Low degree: 1-2.33

Statistical Processes

These processes consisted of:

- Answering the first question using the arithmetic mean, standard deviations, grade and degrees.
- Answering the second question using the t-test for two independent samples and analysis of the single variation - Schiff test in the terms of differences.
- Establishing the stability of the tool, using Cronbach Alpha and Pearson Correlation.

RESULTS

The results were established by answering the following questions:

Question One: What is the level of availability of the organization's learning strategies at Umm Al Qura University from the point of view of its faculty members?

To answer this question, the researcher calculated the statistical averages and standard deviations concerning the extent of the availability of the strategies of the learning organization at Umm Al Qura University, from the point of view of its faculty staff, both generally, and for each field of the study tool, as shown in Table 3 (below)

Table 3: Mathematical averages, standard deviations, and grades for degrees of the use of the organization's strategies at Umm Al Qura University, from the point of view of the faculty members, placed in descending order.

No	Field	Mathematic average	Standard Deviation	Rank	Degree
1	Mental Models	3.59	0.96	1	Medium
2	Common vision	3.55	0.79	2	Medium
3	Team Learning	3.56	0.99	3	Medium
4	Personal Empowerment	3.47	0.87	4	Medium
5	Systemic Thinking	3.21	0.90	5	Medium
	Total degree	3.46	0.58		Medium

Table 3 demonstrates that, according to its faculty staff, there was a medium degree of the use of the organization's learning strategies at Umm Al Qura University. (1) The mean was 3.46; (2) the standard deviation was 0.58; and (3) the averages were 3.59-3.21, with mental models present in the first rank, the mean estimated at 3.59 and the standard deviation at 0.96.

These results accord with the majority of studies illustrating a medium level of application in learning organizations, i.e. Awawood (2009); Awad (2012); Rifa'i et al. (2013); Al-Enezi (2014). However, Gokyer (2011) offered a contrary view, demonstrating a low level of

practice of some areas of a learning organization. These differences in the results of the study demonstrate the degree to which the organization's strategies are practiced, which may be due to the environment and the degree of freedom in which it operates, as well as the type of system (i.e. centralized or decentralized). It should be noted that the decentralized system has been established as the most effective for the practice of the strategies of learning organizations.

Mental models

Averages, standard deviations, and grades were calculated concerning the extent of the use of the strategies of a learning organization at Umm Al Qura University for the paragraphs of this field, from the point of view of its faculty staff, as shown in Table 4.

Table 4: Mathematical averages, standard deviations, and grades for degrees of use of the organization's learning strategies at Umm Al-Qura University, from the point of view of the faculty members in the field of mental models, placed in descending order:

Paragraph	Arithmetic average	Standard deviation	Rank	Degree
5 The results of professional dialogue generally leads to an agreement.	3.73	1.25	1	High
8 Members agree their views within the university about the work.	3.70	1.44	2	High
1 Members always benefit from the review of experiences.	3.52	1.41	3	Medium
2 Members express their opinions freely.	3.51	1.22	4	Medium
6 Members feel loyal to their university.	3.41	1.53	6	Medium
7 Members respect various points of view during their discussions.	3.73	1.55	7	Medium
4 Members discuss with each other in the field of their specialization.	3.23	1.08	8	Medium
Total degree	3.61	0.31		Medium

Table 4 demonstrates that the faculty staff at Umm Al Qura University considered that there was a medium degree of strategies of a learning organization in the field of mental models. The mean was estimated to be 3.61 and the standard deviation 0.31, while the paragraphs of this field in the two grades were between 3.73 - 3.23.

The first rank paragraph (3) stipulates that members exchange professional dialogue during their meeting and has an average of 3.73 standard deviation, 1.07 at a high level, while the last rank paragraph (4) states that members discuss with each other in the area of specialization with an average of 3.23 and standard deviation 1.08, i.e. medium.

Common vision

Table 5 (below) shows the statistical averages, standard deviations, and levels of use of the organization's strategies at Umm Al-Qura University, which were calculated from the point of view of the relevant teaching staff.

Table 5: Mathematical averages, standard deviations and grades relating to the degree of availability of the organization's learning strategies at Umm Al-Qura University from the point of view of faculty members in the field of shared vision, placed in descending order.

Paragraph	Arithmetic average	Standard deviation	Rank	Degree
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3-Members recognize that achieving the University's vision is a shared responsibility.	3.86	1.10	1	High
10-Members' cooperation to achieve the future vision of the Kingdom of Saudi Arabia	3.79	1.07	2	High
1-Members discuss new ideas that lead to identifying possibilities.	3.60	1.01	3	Medium
6-There is a continuous review of the university vision.	3.60	1.21	4	Medium
7-Members believe that the failure of the university is a failure for all employees.	3.60	1.38	5	Medium
5-The University seeks to obtain the ISO quality certificate among Saudi universities	3.57	1.59	6	Medium
9-Members believe that the success of the university is a success for all employees	3.52	1.31	7	Medium
2-Everyone is involved in the decision-making process.	3.43	1.12	8	Medium
4-Members participate in clarifying the university's mission.	3.21	1.20	9	Medium
8-Members shall cooperate in the development of a plan to reconcile their objectives with the objectives of the University	3.14	0.91	10	Medium
Total degree		3.54	0.76	Medium

Table 5 demonstrates that the faculty staff in the field of shared vision at Umm Al-Qura University considered the use of strategies to be at a medium level. The mean was 3.54, the standard deviation was 0.76 in the upper and middle grades, where the arithmetical averages ranged from 3.86 to 3.13, and the first rank for the paragraph (3), which stated the realization of the members to achieve the common vision of the university, with an average of 3.86 and the standard deviation being 1.29 to a high degree.

The final paragraph (i.e. 8 'Members should cooperate in the development of a plan of conciliation between their objectives and the university objectives') was at a medium level, with an average of 3.14 and a standard deviation of 0.91.

Learning Team

Arithmetic averages, standard deviations and grades were calculated to reflect the availability of the organization's strategies at Umm Al-Qura University from the point of view of its faculty members.

Table 6: Mathematical averages, standard deviations and grades concerning the extent of the organization's strategies in Umm Al-Qura University from the point of view of the faculty members in the field of learning the team, placed in descending order.

Paragraph	Arithmetic average	Standard deviation	Rank	Degree
1-Members are keen to develop the University in the best level.	3.83	0.91	1	Medium
6- The University welcomes new members and helps them integrate into employment opportunities.	3.70	1.42	2	Medium
2- Exchange of experiences among members through horizontal communication.	3.69	1.21	3	Medium
4-The university forms committees of activity	3.66	1.22	4	Medium

and teamwork within the university.				
7-Members demonstrate a team spirit.	3.65	1.57	5	
10- Everyone seeks to acquire knowledge from the external environment and disseminate it within the university.	3.55	1.55	6	Medium
5- Communication channels are open in all directions to facilitate communication within the university.	3.54	1.32	7	Medium
3-Members exchange trust between themselves.	3.53	1.10	8	Medium
8-There is a productive relationship between faculty members.	3.48	1.53	9	Medium
9-University administration uses a variety of procedures to promote communication between management and members.	3.18	1.48	10	Medium
Total degree		3.54	0.99	Medium

Table 6 demonstrates that the faculty staff at Umm al-Qura University viewed the level of availability of learning organization strategies in the field of a learning team as medium. There was an average of 3.54 and a standard deviation of 0.99, as the paragraphs of this area came within high and medium, with averages ranging between 3.83 - 3.05. The first rank was in the benefits expressed by paragraph 1, which stated that in relation to members working as a team to upgrade the highest university level, the arithmetic mean reached (3.83), standard deviation (0.91). The lowest rank was awarded to paragraph 9 (which states that the university administration uses a variety of procedures to encourage communication between management members), with an average of 3.18 and a standard deviation of 1.48, and thus a medium grade.

Personal Mastery

The averages, standard deviations and ranks were calculated to reflect the views of faculty staff at Umm Al-Qura University concerning the availability of the organization's strategies in relation to the statements relating to this field, as shown in Table 7.

Table 7: Mathematical averages, standard deviations, and grades concerning the extent of the organization's learning strategies at Umm Al-Qura University from the point of view of its faculty members in the area of personal empowerment, ranked in descending order.

Paragraph	Arithmetic average	Standard deviation	Rank	Degree
7-Members keep up with the latest data in teaching and learning.	3.85	1.06	1	High
8- The University is interested in members' professional growth.	3.62	1.5	2	Medium
3- Members attempt to improve and develop within their university.	3.5	1.49	3	Medium
9- The university administration seeks to meet the requirements of developing professional members.	3.48	1.22	4	Medium
10- Members participate in the process of decision-making in the faculty.	3.44	1.27	5	Medium
2-Members participate in seminars and conferences held at the university.	3.39	1.32	6	Medium
5-Members have the ability to vary their	3.37	1.24	7	Medium



student assessment methods.				
1-Members seek to understand all that is new in their scientific discipline.	3.34	1.17	8	Medium
6-Members seek to know all new and updated information in their scientific discipline.	3.29	1.23	9	Medium
4-Some members participate in seminars and conferences held outside the university	3.15	1.36	10	Medium
Total degree		3.48	0.88	Medium

Table 7 demonstrates that the faculty staff at Umm Al-Qura University viewed the degree of availability of the organization's learning strategies in the area of personal mastery as medium, with a mean of 3.48 and a standard deviation of 0.88. The averages ranged from 3.85 to 3.15. The first rank included paragraph 7, which states that some members participate in the decision-making process, with an average of 3.85 and a standard deviation of 1.06, i.e. a high degree. Paragraph 3 (which states that some members participate in seminars and conferences held outside the university) is placed in the lowest rank, with an average of 3.15 and a standard deviation of 1.36, and thus an average grade.

Systemic thinking

Averages, standard deviations and grades were calculated concerning the extent of availability of organizational strategies at Umm Al-Qura University for the paragraphs of this field, from the point of view of its faculty staff.

Table 8: Mathematical averages, standard deviations and grades for the availability of the organization's learning strategies at Umm Al Qura University, seen from the point of view of the faculty members in the field of systemic thinking, and ranked in descending order.

Paragraph	Arithmetic average	Standard deviation	Rank	Degree
3-Members urge their students to accept change and adapt it to their culture.	3.78	1.90	1	High
8- Members are aware that students are taught to be influenced by what is going on in society.	3.51	1.17	2	Medium
1-Faculty members accept change and development.	3.46	1.71	3	Medium
9- Faculty staff should control the work pressure and alleviate its impact.	3.30	1.15	4	Medium
10-Faculty staff benefit from the experience of others.	2.30	1.15	5	Medium
4-Faculty staff are promoted when they introduce creative work.	3.22	1.06	6	Medium
2-Members deal flexibly with laws and regulations.	3.11	1.58	7	Medium
6-Members are aware that they are members of their site.	2.98	1.55	8	Medium
5-Members believe that change is an opportunity to learn.	2.94	1.14	9	Medium
7-Members use the scientific method to overcome problems they may experience.	2.86	1.36	10	Medium
Total degree	3.22	0.92		Medium

Table 8 demonstrates that faculty staff at Umm Al-Qura University viewed the degree of availability of the organization's learning strategies in the field of systemic thinking as medium. The mean reached 3.22 and the standard deviation was 0.92. The paragraphs of this field ranked between high and medium, with averages ranging between 3.78-2.86. Paragraph 3 comes in the first rank, with a mean of 3.78 and standard deviation of 1.56, with high degree. Paragraph 7 was place in the lowest rank, stating the use of the scientific method to overcome potential problems with an arithmetical average of 2.86 and standard deviation of 1.36, i.e. a medium range.

The second question: Are there significant differences at the level of (≤ 0.05) in the availability of the strategies of the organization at Umm Al Qura University, from the point of view of its faculty staff, due to the variables, i.e. academic rank, experience, college?

This question was answered as follows.

Variable of Academic Rank

The mathematical average of standard deviations were calculated to reflect views of the faculty staff at Umm Al-Qura University concerning the availability of the organization's strategies, according to the academic level variable shown in Table 9.

Table 9: Mathematical averages, standard deviations of the availability of the organization's strategies at Umm Al-Qura University from the point of view of its faculty staff, and according to the variable of academic level.

Field	Academic rank	No.	Arithmetic average	Standard deviation
Personal Mastery	Professor	23	232.65	0.67
	Associated professor	28	3.55	0.67
	Assistant professor	49	3.95	0.79
Mental Models	Professor	100	3.52	0.87
	Associated professor	28	3.78	0.90
	Assistant professor	49	3.69	0.95
Total		100	3.59	0.96
Common vision	Professor	23	3.39	0.82
	Associated professor	28	3.41	0.68
	Assistant professor	49	3.94	0.72
	Total	100	3.55	0.76
Team Learning	Professor	23	3.05	1.12
	Associated professor	28	3.76	0.88
	Assistant professor	49	3.54	0.94
Total		100	3.53	0.99
Systematic Thinking	Professor	23	3.05	0.87
	Associated professor	28	3.20	0.90
	Assistant professor	49	3.36	0.91
Total		100	3.21	0.90
Total degree	Professor	23	3.02	0.68
	Associated professor	28	3.62	0.42
	Assistant professor	49	3.83	0.53
Total		100	3.46	0.58

Table 9 demonstrates the differences between the statistical averages of the availability of the strategies of a learning organization at Umm Al-Qura University from the point of view of its



faculty staff, and according to the variable of academic rank. The member of the category with the highest level is that of ‘Assistant Professor’, and the highest average is 3.83. The second rank has an average of 3.62. The mean of ‘Professor’ reached 3.02. A one way AVOVA analysis was applied to determine whether the differences between the averages were statistically significant at the level of (α) 0.05. The results of the analysis of variance are shown in Table 10.

Table 10: Analysis of a single variation to establish the significance of differences between the availability of the strategies of the organization at the University of Umm Al-Qura from the point of view of faculty members, depending on academic level variable (function at level (0.01 α)).

Field	Variation Source	Total squares	Freedom degree	Squares average	F Value	Level of significant
Personal Mastery	Between groups	26.250	2	14.125	26.185	0.000
	Inside group	48.621	97	0.501		
	Total	74.871	99			
Mental Models	Between groups	9.631	2	3.8116	5.698	0.005
	Inside groups	81.987	97	0.854		
	Total	91.618	99			
Common vision	Between groups	5.359	2	0.679	0.065	0.008
	Inside groups	51.311	97	0.529		
	Total	56.669	99			
Team Learning	Between groups	7.753	2	3.877	4.238	0.001
	Inside groups	88.727	97	0.915		
	Total	96.480	99			
Systematic Thinking	Between groups	1.223	2	0.611	0.755	0.473
	Inside groups	78.524	97	0.819		
	Total	79.747	99			
Total grade	Between groups	7.138	2	3.569	14.050	0.000
	Inside groups	26.530	97	0.274		
	Total	33.669	99			

The results refer to statistical differences at the level of (0.01 α) concerning the views of faculty staff at Umm Al Qura University in relation to the availability of the strategies of a learning organization according to the academic level variable, and based on the F value (14.050) and a level of significance (0.000) for the total degree. This is true for most areas, except the field of systemic thinking and common vision, in which there were no statistically significant differences.

Table 11: Shafi's differences test to establish the extent of the organization's strategies in Umm Al-Qura University from the point of view of faculty members in relation to the academic level variable (i.e. the difference is statistically significant at α 0.05).

Field	Academic rank	Arithmetic average	Assistant professor	Associated professor	Professor
Personal Mastery			3.90	3.65	2.55
	Assistant professor	3.90		0.25	0.35
	Associated professor	3.65			0.10

	Professor	2.55			
Mental Models			3.89	3.68	3.05
	Assistant professor	3.89		0.21	0.84
	Associated professor	3.68			0.63
	Professor	3.05			
Common view	Assistant professor	3.93		0.51	0.54
	Associated professor	3.42			0.03
	Professor	3.39			
Team learning	Assistant professor	3.76		0.22	0.71
	Associated professor	3.54			0.49
	Professor	3.05			
Total grade	Assistant professor	3.72		0.18	0.72
	Associated professor	3.54			0.54
	Professor	3.00			

Table 11 reveals the differences were as follows:

- In favor of 'Assistant professor', the category 'Associate Professor' when compared with professor, in the overall degree as well as both fields (i.e. team learning, mental models).
- In favor of 'Assistant Professor', when compared with a category 'Professor' in both fields (i.e. personal empowerment and mental models).
- The category 'Assistant Professor' when compared with the category 'Associate Professor' in the field (i.e. teaching the team).

This finding is consistent with the results of studies undertaken by Al-Enezi, (2016) and Ben-Zarha (2014), which demonstrated statistical differences in the tool as a whole in the responses of the study sample for the academic level 'Associate Professor' at the expense of the rank of 'Assistant Professor'.

This result arose from the members of the rank of assistant professor at Umm Al Qura University being members of a new generation, who have proved: (1) flexible; (2) willing to freely express their opinions; (3) capable of accepting change; (4) able to make efficient use of technology; and (5) prepared to employ team learning.

Variable of Experience

Averages and standard deviations were calculated in relation to the views of faculty staff at Umm Al-Qura University concerning the availability of the organization's strategies, according to the variable of experience, as shown in Table 12.

Table 12: The arithmetical averages and standard deviations of the availability of a learning organization control at Umm Al Qura University from the point of view of its faculty members, in relation to the variable of experience.

Field	Experience	No.	Arithmetic Average	Standard deviation
Personal Mastery	Less than 5 years	24	4.09	0.76
	From 5-10 years	44	4.18	0.85
	More than 11 years	32	4.00	0.79
	Total	100	4.17	0.87
Mental Models	Less than 5 years	24	4.07	0.94
	From 5-10 years	44	4.25	0.95
	More than 11 years	32	4.09	0.98
	Total	100	4.19	0.96



Common vision	Less than 5 years	24	4.26	0.62
	From 5-10 years	44	4.11	0.77
	More than 11 years	32	4.32	0.83
	Total	100	4.45	0.76
Team Learning	Less than 5 years	24	4.21	0.84
	From 5-10 years	44	4.28	1.01
	More than 11 years	32	4.20	0.98
	Total	100	4.23	0.99
Systematic Thinking	Less than 5 years	24	4.13	0.94
	From 5-10 years	44	4.07	0.84
	More than 11 years	22	4.10	0.95
	Total	100	4.11	0.90
Total Grade	Less than 5 years	24	4.33	0.45
	From 5-10 years	44	4.26	0.53
	More than 11 years	32	4.18	0.66
	Total	100	4.26	0.56

Table 12 indicates the views of faculty staff at Umm Al-Qura University concerning the differences between the arithmetic averages of the availability of the organization's strategies, according to the variable of experience. The category 'less than 5 years' attracted the highest average (i.e. 4.33) and the category (5-10 years) was ranked with an average of (4.26).

Finally, the arithmetic average of 11 years and over reached 4.18 to determine the differences between the averages of statistical significance at the level of $\alpha 00.05$, as stated by one-way ANOVA, through applying single various analysis, as shown in Table 13.

Table 13: Analysis of the single variance to identify the significance differences to the availability of the strategies of the organization at Umm Al Qura University, from the point of view of the faculty members, depending on the variable of experience.

Field	Variation Source	Total squares	Freedom degree	Squares average	F Value	Level of significant
Personal Mastery	Between groups	11.424	2	5.712	8.733	0.000
	Inside group	63.447	97	0.654		
	Total	74.871	99			
Mental Models	Between groups	2.367	2	1.184	1.286	0.281
	Inside groups	89.251	97	0.920		
	Total	91.618	99			
Common vision	Between groups	0.951	2	0.476	0.828	0.440
	Inside groups	55.718	97	0.574		
	Total	56.669	99			
Team Learning	Between groups	7.320	2	3.660	3.982	0.022
	Inside groups	89.159	97	0.916		
	Total	96.480	99			
Systematic Thinking	Between groups	0.495	2	0.247	0.303	0.739
	Inside groups	79.252	97	0.817		
	Total	790749	99			
Total grade	Between groups	2.886	2	1.443	6.487	0.015
	Inside groups	30.783	97	0.317		
	Total	33.669	99			

The results indicated the presence of statistically significant differences at $\alpha 00.05$ concerning the extent of the organization's strategies in Umm Al-Qura University from the point of view of

the faculty members according to the variable of experience. This was based on the calculated value of 6.487 and level of significance of 0.015 for the total degree in both fields (i.e. personal mastery and team learning).

Table 14: The differences in the availability of the organization's strategies in Umm Al-Qura University from the point of view of faculty members in relation to the variable of experience (the difference is statistically significant at α 00.05).

Field	Experience	Arithmetic Average	Less than 5 years	From 5-10 years	More than 10 years
Personal Mastery	Less than 5 year		3.97	3.48	3.08
		3.97		0.49	0.89
	From 5-10 year	3.48			0.40
	More than 11 year	3.08			
Team Learning	Less than 5 year		3.91	3.58	3.20
				0.33	0.71
	From 5-10 year	3.58			0.38
	More than 11 year	3.20			
Total grade	Less than 5 year	3.73		0.27	0.45
	From 5-10 year	3.46			0.18
	More than 11 year	3.28			

The above table clarifies the differences as follows:

- In favor of the category 'less than 5 years', in comparison to the category '5-10 years' and the category '11 years or more' in the field of personal empowerment.
- In favor of the category 'less than 5 years', compared to the category '11 years and over' in the total degree and in both fields of team learning.

The results were consistent with those of Sharifi, Sarayra and Al-Nazeer (2012), Awawdah (2010) and Al-Anzi (2016), demonstrated the existence of statistical differences for less experienced staff. However, the results differ from those of Al-Qahtani (2012) and Abu Hashish and Merteji (2011), who found no differences arising from the variable of 'experience'. This may be due to less experienced individuals joining the university who, as noted above, are part of the younger generation that both accepts, and strongly defends, the necessity for change.

College Variable

The mathematical averages and standard deviations were calculated concerning the availability of the organization's strategies at Umm Al-Qura University from the point of view of its faculty members and according to the college variable.

Table 15: The arithmetic mean and standard deviations of the availability of the strategies of the learning organization at Umm Al-Qura University from the point of view of its faculty members and the T-test according to the college variable (the difference is statistically significant at α 0.01).

Field	College	No.	Arithmetic average	Standard deviation	T Value	Level of significance
Personal Mastery	Theoretic	43	3.07	0.91	6.251	0.00
	Scientific	57	3.76	0.71		
Mental Models	Theoretic	43	3.25	0.83	5.269	0.001



	Scientific	57	3.85	0.98		
Common vision	Theoretic	43	3.34	0.67	2.2551	0.012
	Scientific	57	3.72	0.78		
Team Learning	Theoretic	43	3.24	0.98	2.664	0.009
	Scientific	57	3.57	0.95		
Systematic thinking	Theoretic	43	3.01	0.87	1.945	0.050
	Scientific	57	3.36	0.90		
Total Grade	Theoretic	43	3.17	0.57	6.170	0.000
	Scientific	57	3.69	0.49		

The results illustrate statistical differences at α 0.01 concerning the extent of the organization's strategies at Umm Al-Qura University, from the point of view of the faculty staff and according to the college variable. This is based on the calculated value of 6.170 and level of significant of 0.000, with the difference being in favor of scientific colleges, as evidenced by the high averages.

This result differs from that of Al-Enezi (2016), who found no statistically significant differences as a result of the college variable. The result revealed that these faculty members are more capable of using modern technology and associated requirements to practice the strategies of a learning organization. This resulted the differences being in favor of members of scientific colleges.

RECOMMENDATIONS

The results reveal that faculty members at the University of Umm al-Qura found a medium degree of availability of the strategies of the learning organization. The study therefore recommends the need to develop mechanisms to strengthen the organizational learning process at the university and to achieve the following:

- The university should develop training programs for faculty members, along with the promotion of a culture of team learning.
- The university should provide continuing education for its members, raising the efficiency of the teaching staff in accordance with the development of modern technology.
- The university should raise the level of social cooperation among members of the teaching staff and management.
- The university should hold conferences and seminars contributing to the consolidation of the concept of an educated organization for university employees.
- The university should conduct similar studies in future, in order to address issues relating to additional variables.

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