



Impact of Organizational Learning on the Organizational Effectiveness: A Case Study from Bahrain

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ABSTRACT

The aim of this research is to identify the impact of organizational learning on the organizational effectiveness. It was applied on the employees of Bahrain airport in the Kingdom of Bahrain. One hundred and twelve employees were surveyed through a simple random sample, and the analysis is based on the outcomes of the questionnaire survey that was given out to a representative sample of the employees of Bahrain Airport. The researchers hypothesized that there is a significant relationship between the organizational learning (Dynamic learning, individual's empowerment, knowledge management & technology application) and organizational effectiveness (leadership effectiveness, employees' development effectiveness, training effectiveness and planning effectiveness) at Bahrain Airport. Findings relieved that there is a significant relationship between the organizational learning (Dynamic learning, individuals' empowerment, knowledge management & technology application) and organizational effectiveness (leadership effectiveness, employees' development effectiveness, training effectiveness and planning effectiveness) at Bahrain Airport. There are some recommendations, including paying more attention to practices that contribute to transforming the organization into an educated one that supports the empowerment of individuals, and motivates them to acquire and employ learning skills. As well as practices that increase the effectiveness of training and development for employees and involve them in planning process and also giving more attention to improving leaders' practices to increase the organizational effectiveness.

Keywords:

Organizational Learning, Organizational Effectiveness, Dynamic Learning, Individual Empowerment, Knowledge Management, Kingdom of Bahrain.

1. INTRODUCTION

Organizational learning is considered as one of the most important practices adopted by organizations in the modern era to reach a high level of organizational effectiveness, and new

concepts have appeared in the business environment in response to many changes and transformation that have appeared in the field of organizations management and the learning of individuals working with them. The concept of organizational learning was the forefront that got a great position and received great attention from the specialists and researchers in this field. The effectiveness of the organization also received a great deal of attention at the practical and scientific levels, as it is the true reflection of all practices that are done within the organization's ability to deal with the changes and developments and to respond and keeping pace with these changes. The rest of this paper is organized as follows: Literature review is presented in section (2); section (3) introduces the methodology. Discussion and results of statistical analysis are explained in section (4), while conclusions are in section (5).

2. THEORITICAL FRAMEWORK & LITERATURE REVIEW

Organizational Learning is defined as the acquisition by individuals of organizations of new behavior because of their exposure to a set of social experiences (Masooda& Dole, 2009). It is also known as that process through which the organization seeks to gain new knowledge that aspires to improve the capabilities of the organization, develop its performance, and raise the competencies of its members (AlSalem& Al Yani, 2007). It is the process by which repeated mistakes and simple mistakes can be found and work is done to solve and correct them, a process that occurs through the acquisition of knowledge and performance improvement during a specific time (Alvani, 2008). Organizational learning is the process by which the planned change in the organization is brought about, and prepared to be adaptable to the changes in the surrounding environment at the appropriate speed. It is implemented by doing a set of operations that are most important of empowering individuals and investing previous experiences in facing the future, and managing and using knowledge and technology effectively to learn and improve the performance (Aboukhodai, 2007; Abdeldayem , Aldeeb&Abbad, 2020).

The importance of the organizational learning:In the midst of global transformations and changes in all political, economic, technological, cultural and social aspects, the necessity of organizational learning has shifted to business organizations of all kinds and sizes into educated organizations. The importance of this transformation includes keeping pace with the knowledge explosion that happened because of the information revolution, electronic and technological developments and innovations and shifts in intelligence rates, and that has cooled the importance of organizational learning in absorbing these changes. As well as in keeping pace with technical changes in the field of information and communications technology, which made the era of information and research work where the transformation of organizations into educated ones has become imperative for employees to own the capabilities, knowledge and experience that help them cope with this technical explosion. The results of these changes appeared in the level of customers' expectations, tastes and requirements, which showed the importance of the organizational learning with the social boom (Khairat, 2011 & Vajih&Saad, 2016).

Organizational learning features: it is a continuous dynamic process that needs planning, organization, follow-up and continuous evaluation in order to be part of the organizational culture, and is based on what employees possess from internal and external experience at the individual and collective levels (Al Qahtani, 2012; Abdeldayem, Aldeeb& Al Shaikh, 2020).

Steps to apply organizational learning: There is a model in the form of a set of procedures that can be followed to transform the organization into an educated one. This form contains four steps that are to identify and provide success factors as the top management determines the required changes through the opportunities and challenges surrounding the organization and then the organizational learning activities are scheduled and work teams are formed, and the results of organizational learning efforts are measures (Marquardt, 2002 & Al Zaharni, 2012).

While organizational effectiveness can be taken to mean the ability of the organization to achieve its goals (Ali, 2012). It is also known as the extent of success in achieving the desired goals of the organization and achieving other criteria such as the level of employee morale, rates of accidents or work inquires rates of absence from work and the rate of job turnover (AlQairoti, 2008). Others defined it as the organization's ability to adapt, survive and grow (Al Shamaa&Khodair, 2000).

Organizational effectiveness measurement standards include the most important of them are production capacity, adequacy, percentage of work accidents, rates of growth, and rates of absence from work, level and types of services provided. Also spending rates, communication quality, information management, level of work readiness, level of profits, job satisfaction rate, wok turnover rate, levels of control, level of flexibility, level of job skills, level of employee participation, level of organization stability and ability to adapt to the environment (Al Shalabi& Al Khawalda, 2013; Abdeldayem et al, 2019).

Entries for organizational effectiveness: these portals are divided into two basic types, the first is in the traditional approaches that includes the goal entrance, which is the ability of the organization to achieve its goals, and the resources entrance that emphasizes the organization's ability to use its resources to achieve its goals, and the entrance of administrative operations represented in the organization's ability to perform its administrative functions efficiently (AlHashemi&AlAdaila, 2017). The second type is the contemporary approaches that include the entrance of the strategic beneficiaries, achieving their requirements, the entry of competitive values, satisfying the different preferences (Mothfer, Sadiq& Ibrahim, 2017). In addition, the entrance of total quality management that emphasizes that the effectiveness of the organization includes all parties related to the organization and its tasks and focuses on continuous improvement, teams and clients (Abdeldayem&, Aldulaimi, 2020; Farhoda, 2017).

3. METHODOLOGY

Research problem:

Based on various studies that confirmed the importance of the organizational learning, and its positive impact on the organizational effectiveness, it is confirmed that it has the greatest impact in enabling the organization to achieve competitive advantages and in supporting and achieving strategic change and keeping pace with recent changes in information, technical developments and knowledge. Because of that, the researchers wanted to identify the impact of organizational learning (dynamic learning, individual empowerment, knowledge management and technology application) on the organizational effectiveness (leadership effectiveness, employees development effectiveness and planning effectiveness) at Bahrain airport. The problem of

research could therefore be expressed in the following key question: “What is the impact of organizational learning (dynamic learning, individual empowerment, knowledge management and technology application) on the organizational effectiveness (leadership effectiveness, employee development effectiveness, training effectiveness and planning effectiveness) at Bahrain Airport?”

The main question results in the following sub-question:

- a. What is the reality of the organizational learning at Bahrain Airport?
- b. What is the reality of the organizational effectiveness at Bahrain Airport?
- c. What is the reality of the relationship between the organizational learning and the organizational effectiveness at Bahrain Airport?
- d. Are there any positive significant differences relating to the impact of the organizational learning on the organizational effectiveness at Bahrain airport due to the demographics (gender, age, qualification and position)?

Importance of the research:

The study addresses one of the important topics in the field of business administration, which is the organizational learning that can have a significant impact on the organizational effectiveness at Bahrain Airport. It seeks to identify the relationship between the organizational learning and the organizational effectiveness at Bahrain Airport, which leads to recommendations and suggestions to increase the effectiveness of this process and thus benefit decision-makers in the company in activating the impact of organizational learning to increase the organizational effectiveness at Bahrain Airport.

Research objectives:

1. Identify the reality of organizational learning at Bahrain Airport.
2. Identify the reality of organizational effectiveness at Bahrain Airport.
3. Identify the impact of organizational learning on organizational effectiveness at Bahrain Airport.
4. Identify the statistically significant differences with regard to the impact of organizational learning on organizational effectiveness at Bahrain Airport according to the demographics (Gender, age, qualification and position).
5. Make some recommendations and suggestions to increase the positive impact of organizational learning on organizational effectiveness at Bahrain Airport.

Research Hypotheses:

The study has two main hypotheses:

H1: There is a positive significant relationship between the organizational learning (dynamic learning, individual empowerment, knowledge management and technology application) and the organizational effectiveness at Bahrain Airport.

Four subsidiary hypotheses can be derived from the above mentioned hypothesis;

H1.1: There is a positive significant relationship between dynamic and learning at the organizational effectiveness at Bahrain Airport.

H1.2: There is positive significant relationship between individual empowerment and the organizational effectiveness at Bahrain Airport.

H1.3: There is a positive significant relationship between knowledge management and the organizational effectiveness at Bahrain Airport.

H1.4: There is a positive significant relationship between technology application and the organizational effectiveness at Bahrain Airport.

H2: There are positive significant differences relating to the impact of the organizational learning (dynamic learning, individual empowerment, knowledge management and technology application) on the organizational effectiveness at Bahrain Airport due to the demographics (gender, age, qualification and position).

Research Framework:

Figure (1) below illustrates the research framework and shows the variables of the study.

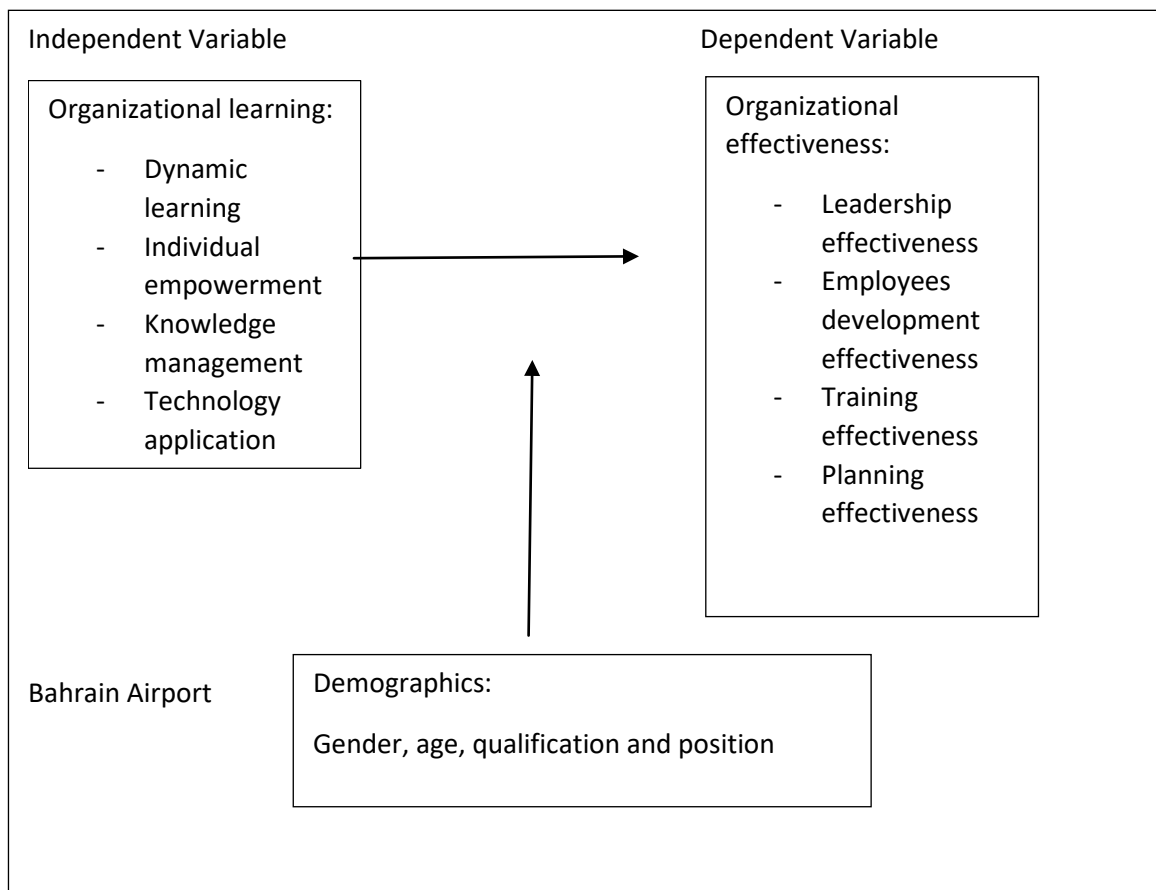


Figure 1 Research Framework

Data collection

A five point Likert scale was used to collect the questionnaire survey as follows:

5	4	3	2	1
Strongly agree	Agree	Neutral	Disagree	Strongly Disagree

A number of 120 questionnaires were circulated and 114 were collected, two of them were incomplete, so they were discarded. One hundred and twelve questionnaires were considered with a response of 93%.

4. ANALYSIS AND EMPIRICAL FINDINGS

Pearson correlation co-efficient

Table (1) below shows that all correlation co-efficient are significant at the level of (0.01) which indicates the validity of the scale.

Table 1 Pearson correlation co-efficient

Statement	Correlation Co-efficient	Statement	Correlation Co-efficient	Statement	Correlation Co-efficient
1	0.437	16	0.611	31	0.511
2	0.562	17	0.411	32	0.562
3	0.549	18	0.546	33	0.570
4	0.652	19	0.533	34	0.658
5	0.387	20	0.471	35	0.647
6	0.544	21	0.437	36	0.418
7	0.652	22	0.533	37	0.399
8	0.418	23	0.544	38	0.511
9	0.399	24	0.704	39	0.687
10	0.476	25	0.65	40	0.621
11	0.418	26	0.418	42	0.422
12	0.388	27	0.724	42	0.546
13	0.511	38	0.414	43	0.539
14	0.640	29	0.518	44	0.471
15	0.566	30	0.649	45	0.523

Reliability

The data were analyzed using SPSS and statistical results of Cronbach Alpha are as follows

Table 2 Cronbach's Alpha

Dimensions	Cronbach's Alpha
Organizational Learning: - Dynamic learning (0.851) - Individual empowerment (0.884) - Knowledge management (0.847) - Technology application (0.894) Average (869)	0.869
Organizational effectiveness	0.921
Total	0.891

Table (2) indicates that the Cronbach's Alpha is 0.891. This result indicates a high level of internal consistency for the research questionnaire.

Analysis of the demographics variable of the research

Gender variable

Table 3 Distribution of the research sample according to Gender

Variable	Number	Percentage
Males	64	57%
Females	48	43%
Total	112	100%

It is clear from the analysis of the research sample by gender (table 3) that the males' percentage is 57% and the females' percentage is 43% of the sample size.

Age variable

Table 4 Distribution of the research sample according to age

Variable	Number	Percentage
25 and less than 30 years	55	49.1%
30 and less than 45 years	37	33.0%
45 and less than 60 years	20	17.9%
Total	112	100%

It can be seen from table (4), that there is a difference between the number of age groups of employees, and the largest number of the age group was that of (25 and less than 30 years), by (49.1%) of the total research sample. In addition, the lowest number for the age groups was (45 and less than 60 years) by (17.9%). This explains that the company depends on employees belonging to the young age and not elderly.

Qualification variable:

Table 5 Distribution of the research sample according to qualification

Variable	Number	Percentage
High School	28	25%
Bachelor	62	55.4%
Master Degree	21	18.7%
Doctorate Degree	1	0.9%
Total	112	100%

Table (5) indicates that the largest percentage hold a bachelor's degree by (55.4%) and the lowest percentage hold a doctorate degree by (0.9%).

Position variable

Table 6 Distribution of the research sample according to position

Variable	Number	Percentage
Employee	50	44.7%
Administrative	25	22.3%
Others	37	33%
Total	112	100%

Table (6) shows that the vast majority of the research sample were employees with a percentage of (44.7%), and the lowest percentage (22.3%) were administrative.

Analysis of answers to the questionnaire variables

Table 7 Analysis of the research sample answers to the questionnaire variable (Organizational learning, dynamic learning dimension)

Sr .	Statement	Mean	Stand. deviation	Ranking	Mean Interpretation
1	The company's senior management focuses on encouraging employees to learn	3.56	1.055	2	Agree
2	There is a clear encouragement by the organization for staff to improve their communication skills and provide feedback to management	3.44	1.011	3	Agree
3	Staff receive training in how to properly learn by the organization.	3.43	0.975	4	Agree
4	Everyone learns through what they do in the	3.58	1.001	1	Agree

	organization.				
5	Staff thinking and performance are comprehensive.	3.15	0.769	5	Neutral
6	Staff have time to support the organizational learning process.	3.01	0.875	7	Neutral
7	Employees are motivated and rewarded for learning.	3.04	1.122	6	Neutral
Total		3.32	-	-	Neutral

Results presented in table (7) show that the general average of the variable (Organizational learning, dynamic learning dimension) reached (3.32), which shows that the opinions of the research sample were moderate of this dimension.

Table 8 Analysis of the research sample answers to the questionnaire variable (organizational learning, individual empowerment dimension)

Sr.	Statement	Mean	Standard deviation	Ranking	Mean Interpretation
1	Staff capabilities are developed, so that they can learn effectively.	3.31	0.936	2	Neutral
2	Decentralized organization applies and authority is delegated to employees.	3.00	1.000	7	Neutral
3	Managers provide training and mentoring to employees.	3.30	1.028	3	Neutral
4	Staff provide some ideas and information that support the organizational learning process.	3.32	0.916	1	Neutral
5	Private association and universities contribute to the learning process of employees in the organization.	3.24	0.990	5	Neutral
6	The organization gives employees the ability to control the resources that are used in the learning process.	3.19	0.924	6	Neutral
7	The organization assists staff who are able to adopt risky situations.	3.29	1.013	4	Neutral
Total		3.23	-	-	Neutral

Results presented in table (8) shows that the general average of the variable (organizational learning, individual empowerment dimension) reached (3.22), which shows that the opinions of the research sample were moderate of this dimension.

Table 9 Analysis of the research sample answers to the questionnaire variable (organizational learning, knowledge management dimension)

Sr.	Statement	Mean	Standard deviation	Ranking	Mean Interpretation
1	The organization encourages employees to think through a scientific perspective.	3.28	1.046	2	Neutral

2	Employees follow best practices in their field for their application.	3.41	0.967	1	Agree
3	The organizational encourages employees to acquire and employ learning skills, creative thinking and learning by experience.	3.20	1.043	3	Neutral
4	The organization provides employees with participatory learning systems and strategies to be applied.	3.20	1.043	4	Neutral
5	The organization has systems that enable upper, middle management to measure the gap between what is learned, and what is expected to be learned.	3.15	1.073	6	Neutral
6	The organization provides lessons that everyone has learned to benefit from.	3.19	1.005	5	Neutral
Total		3.28	-	-	Neutral

Results presented in table (9) show that the general average of the variable (organizational learning, knowledge management dimension) reached (3.28), which shows that the opinions of the research sample were moderate of this dimension.

Table 10 Analysis of the research sample answers to the questionnaire variable (organizational learning, technology application dimension)

Sr.	Statement	Mean	Standard deviation	Ranking	Mean Interpretation
1	The organization uses highly efficient electronic means of communication for staff education.	3.46	1.016	5	Agree
2	The organization uses the interest in all interactions between employees in a way that ensures that information reaches all departments very quickly.	3.83	0.923	1	Agree
3	Electronic support methods are employed in the organization's staff training operations.	3.59	0.974	4	Agree
4	The latest technology is used to obtain the latest developments in the field of work.	3.47	0,974	4	Agree
5	The organization employs electronic systems through which performance and learning can be supported.	3.50	0.939	3	Agree
Total		3.57	-	-	Agree

Results presented in table (10) shows that the general average of variable (organizational learning, technology application dimension) reached (3.57), which shows that the opinions of the research sample were high on this dimension.

Table 11 Analysis of the research sample answers to the questionnaire variable (organizational effectiveness)

Sr.	Statement	Mean	Standard deviation	Ranking	Mean Interpretation
1	All employees know the organization's vision.	3.36	0.942	9	Neutral
2	There is a mission for the organization and everyone knows it.	3.41	0.929	8	Agree
3	Normally, through human resources practices, the organization discovers and promotes new leaders from among employees.	3.00	1.181	18	Neutral
4	Employees have a clear role in achieving the organizations visions and mission.	3.62	0.905	1	Agree
5	The organization's senior and middle leadership possess a set of values and implement them through their practices in the organization.	3.42	0948	7	Agree
6	Staff contribute to the organization's senior and middle leadership evaluation process.	3.07	1.181	16	Neutral
7	There are well-known plans for the employees to manage the company's talent.	3.01	1.100	17	Neutral
8	The talent management plan is constantly updated in the organization.	2.87	1.176	20	Neutral
9	The employees of the organization have a clear knowledge of the measured performance efficiencies.	3.20	1.016	13	Neutral
10	There is a set of competencies that are reliable, upon the selection of new staff in the organization.	3.18	1.002	15	Neutral
11	Qualifications are an important component when reviewing employee performance in the organization	3.28	1.020	11	Neutral
12	Training programs offered through the organization reflect the needs of the employees.	3.35	0.872	10	Neutral
13	Training is not an end in itself. Rather, the organization focuses on monitoring the impact of training and development and the value it adds.	3.25	0.868	12	Neutral
14	The training in the organization revolves around the core competencies that the organization seeks to develop in the staff.	3.43	0.860	6	Agree
15	Trainers who train employees are highly qualified.	3.49	0.916	3	Agree
16	The organization has a strategic plan.	3.55	0.963	2	Agree
17	The organization's long-term plan is updated.	3.45	1.016	4	Agree
18	Staff are aware of the organization's plan content and goals	3.19	1.045	14	Neutral
19	Staff members each participate in their functional level in the development of the organization plan.	2.95	1.131	19	Neutral
20	The organization has tools and standards based on the implementation of the plan.	3.44	1.004	5	Agree

Total	3.38	-	-	Neutral
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Results presented in table (11) show that the general average of the variable (organizational effectiveness) reached (3.38), which shows that the opinions of the research sample were moderate on this dimension.

Testing research hypotheses

To make sure that the main hypothesis (1) is correct “There is a positive significant relationship between the organizational learning (dynamic learning, individual empowerment, knowledge management and technology application) and the organizational effectiveness at Bahrain Airport”, simple linear regression analysis were used where the results shows the following:

Table 12 Linear regression analysis (dynamic learning)

Model F	Adjusted R ²	Beta	P-value (Beta)
27.46	0.201	0.381	0.00

Table 13 Linear regression analysis (individual empowerment)

Model F	Adjusted R ²	Beta	P-value (Beta)
15.403	0.048	0.332	0.00

Table 14 Linear regression analysis (knowledge management)

Model F	Adjusted R ²	Beta	P-value (Beta)
7.401	0.053	0.189	0.013

Table 15 Linear regression analysis (Technology application)

Model F	Adjusted R ²	Beta	P-value (Beta)
5.841	0.043	0.241	0.016

According to the results presented above in tables (12, 13, 14& 15), the main hypothesis (1) is accepted. In addition, results of the main hypothesis (2), “There are positive significant differences relating to the impact of organizational learning (dynamic learning, individual empowerment, knowledge management and technology application) on the organizational effectiveness at Bahrain Airport due to the demographics (gender, age, qualification and position), showed that there are no statistically significant differences at the level of (0.05) relating to the demographics (gender, age, qualification and position).

5. CONCLUDING COMMENTS

The aim of this research is to identify the impact of organizational learning on the organizational effectiveness. It was applied on the employees of Bahrain airport in the Kingdom of Bahrain. One hundred and twelve employees were surveyed through a simple random sample, and the analysis is based on the outcomes of the questionnaire survey that was given out to a representative sample of the employees of Bahrain Airport. The researchers hypothesized that there is a significant relationship between the organizational learning (Dynamic learning,

individual's empowerment, knowledge management & technology application) and organizational effectiveness (leadership effectiveness, employees' development effectiveness, training effectiveness and planning effectiveness) at Bahrain Airport. Findings relieved that there is a significant relationship between the organizational learning (Dynamic learning, individuals' empowerment, knowledge management & technology application) and organizational effectiveness (leadership effectiveness, employees' development effectiveness, training effectiveness and planning effectiveness) at Bahrain Airport.

Furthermore, the Bahrain Airport Company is characterized by its ability to transform into an educated organization where a set of dimensions related to organizational learning is applied. The company applies learning dynamics in concrete terms. The employees of the company are able to learn through what they do, which is considered a better and ideal way to achieve a better organizational education and a more lasting impact. Encouraging employees to learn is of obvious importance is the Bahrain Airport Company's endeavor to transform into a learning organization.

The company also focuses on improving communication skills of employees, so that they can provide feedback to management, which archives effectiveness for management in making decision related to training and development, and then employees get training that contributes to increasing their ability to learn in the organizational framework. There is no clear focus on empowering employees in Bahrain Airport Company or on knowledge management in order to achieve the best utilization of knowledge assets in the company. Bahrain Airport Company recognizes the important role that educational technology plays in pushing organizations to transform into educated organizations and turning them into achieving competitive advantage. Organizational learning and training are supported by employing e-media in the company.

In light of conclusions formulated, the following recommendations were proposed: more attention should be paid to practices that contribute to transforming the organization in to an educated one in relation to knowledge management processes and employee empowerment. The need to encourage and motivate employees to acquire and employ learning skills, creative thinking and learning by experience. The necessity of increasing the effectiveness of employee development by setting specific plans through which the company's talent can be managed. The need to follow the impact of training and development and the value that they add to employees. The necessity of engaging employees in long-term and short-term planning processes and finding criteria based on which plans can be followed up.

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