

# Components and Obstacles Learning Organization A Field Study at King Abdullah University Hospital

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## Abstract

This study aimed to clarify the nature of learning organization and consolidate its components, and searching in the hamper ways to activate it in King Abdullah university hospital as one of the most important health organizations that operating in the Hashemite Kingdom of Jordan. Many organizations have recognized the commercial significance of organizational learning and the notion of the learning organization has been a central orienting point in this issue. Data collected through a sample that included (130) of administrators were chosen randomly. The results showed that there were no statistically significant differences attributable to the effect of gender, age, educational qualification and the experience years of the components of building the learning organization except the existence of the differences of the statistically significant ( $0.05=\alpha$ ) attributed to the effect of the functional level for the benefit of each of the director and the head of the department. The results shown there is no differences of statistically significant ( $0.05=\alpha$ ) attributed to the effect of the gender, age, educational qualification and the experience years on the constraints of applying the learning organization among workers except the existence of the differences of the statistically significant ( $0.05=\alpha$ ) attributed to the effect of the functional level between the head of the division and each of the director and head of the department In favor of the head of the division.

**Keywords:** learning organization, workers, King Abdullah university hospital.

## 1. The General Framework of the Study

### 1.1 Introduction:

The Developments that the modern business environment witnessed caused more attention to exploit available resources in optimal exploitation, as necessary entrance to rationalize decisions and achieve competitive advantages to ensure the survival of business organizations and the continuity and growth in the world of information technology, communications, and knowledge explosion. When the learning organization is one of the most important tools of development the administrative performance for employees by creating knowledge and acquisition, transferring and modifying the organizational behavior in organizations, including reflects of the flexible response to new knowledge and insights, so the interest of rooting its components and settling its building, forms the basis of modern cognitive administrative philosophies. Based on that, the researcher seeks to define the meaning of the learning organization, and its characteristics and models, and consolidate its components and their relationship to organizational learning and show mutual and effective impact relation between them and between the administrative development of issues and knowledge management and suggest what is needed to activate the role of the learning organization in the business world in general, and in service business world, special the hospitalization, in the field study, and he was chosen its station at King Abdullah University Hospital.

### 1.2 The Problem of the Study:

In the light of the historical divergence in dealing with new technological and technical secretions, which twenty-century atheist abound with, and the fundamental changes which affected in the various aspects of economic, social, political and other, and the intricacies of the various phenomena in the world of information and communication technology, business organizations began to search in modern philosophies administrative as prerequisites to ensure its survival and continuity, to be able to adapt and respond to the changes, and contribute in developing its capacity to solve the problems efficiently and effectively and achieve its goals. The philosophy of "Learning Organization" is one of those Philosophies. Based on this, the research problem is to answer the following questions:

- What are the components of building the learning organization King Abdullah University Hospital from the viewpoint of its employees?
- What are the obstacles to activate the basics of building the learning organization at King Abdullah University Hospital from the viewpoint of its employees?

### 1.3 The Importance of the Study:

The importance of the study lies in taking the components building of the learning organization in one of the most important health service organizations in the Hashemite Kingdom of Jordan in a serious attempt to

consolidate those components and look for ways to be activated in response to the changes that taking place in the modern business environment and stand on the most important obstacles of the application as seen by the employees of the hospital.

#### 1.4 Objectives of the Study:

This study aimed to clarify the nature of the learning organization, and consolidate its components, and determined the mutual effect relationship between them and between the modern administrative philosophies and foremost the knowledge management and administrative development, and researching in the hamper ways to activate it, and in one of the most important health service organizations that operating in the Hashemite Kingdom of Jordan.

#### 1.5 The Study Hypotheses:

1. There is no statistically significant differences in the components building of the "learning organization" that attributed to the difference in workers at King Abdullah University Hospital in their demographic characteristics (gender, age, educational qualification, experience years and the functional level).
2. There are no statistically significant differences in the obstacles of applying the learning organization between the workers in King Abdullah University Hospital that attributed to the difference in their demographic characteristics (gender, age, educational qualification, experience years and the functional level).

#### 1.6 Procedural Definitions:

- **Learning Organization:** is the organization that is characterized by its ability to adapt and constantly change and allow the workers to participate and move flexibly and effectively, and encourage learning, dialogue and cooperation among employees and at all management levels and give them the necessary skills that enable them to develop their performance, which prompts its towards for achieving its goals and the purposes of the community and its employees efficiently and effectiveness.
- **Employees:** they are with functional features: Director, Deputy Director, Assistant Director, Head of the Department, and Head of the Department.

#### 1.7 King Abdullah University Hospital:

Is a teaching hospital provides training, education and scientific research for students of the health sciences faculties at the university and other educational institutions in the Hashemite Kingdom of Jordan, and the transformative hospital serves the northern governorates for cooperation with the Ministry of Health and the Royal Medical Services and the private sector, and relies on a staff of the faculty of medicine from the Science and Technology University of Jordan, and a group of doctors of Royal Medical Services and the ministry of Health and the private sector. (Doctors guide 2009).

**1.8 Variables of the Study:** The study included two types of variables:

- **Independent Variables:** included the following variables (gender, age, educational qualification, experience years and functional level).
- **Dependent variables:** the components of building learning organization and its obstacles.

#### 1.9 Study Form:

The study form had been constructed to express the independent and dependent variables with the used of the Marsik and Wattins form of the learning organization (Wattins and Marsick,1993)that consisted of seven dimensions as shown in the figure 1 study form:



Figure.1 Study form.

Based on the previous Arab and foreign studies on the difference of its determinants of spatial, the researcher interested in "an advanced step and distinct" of the learning organization in specific place that has privacy, where the study was conducted for the first time, and the study is going to as follows:

## **2. Theoretical Framework of the Study:**

### **2.1 The Definition of the Learning Organization and its Basic Components:**

Senge (1990) considered the innovative of the learning organization idea in 1990, where gave the concept of the learning organization wide and wealthy meaning through his book (Fifth Discipline), which diagnoses the basic elements of the learning organization, and this concept spread in the administrative literature, and became widely spread philosophy in the giant multinational organizations or the small-scale projects, and also became a place for the individuals who are expanding their abilities continuously in producing the results they want, where the new patterns of thinking and the collective ambition were cared and built, also the individuals continuously learn how to learn from each other (Ksasbeh and others, 2010).

For the learning organization many definitions, put by administrators authors from various approaches and belong to different administrative schools and differ in their opinions about the translation of the term of the (organization learning) and some of them translated as "learning organization" or "Educated Organization" or "smart organization". But most researchers agree that the "learning organization" and "Organizational learning" to synonymous concepts or inseparable, which (Gorelick, 2005), and (Michael and Davidesen, 2006) were confirmed that the nature of the "learning organization" or the "organizational learning" based on the modification of organizational behavior for the employees in the organization, and giving them the skills that enable them to perform effectively, and solve the problems that they face to achieve development in the administrative performance of the workers. Ayoub defined the learning organization: is the organization that excels in the sophisticated learning process and systematic, collective and Najem (2008) defined it: is the skilful organization in creation, acquisition and transfer knowledge and modified behavior to reflect the new knowledge and insights. It is noted that this definition does not stop at the level of the transfer of knowledge and understanding, but beyond that to the deeper and important than learning to the behavior, which makes learning a deep process related to the changing of the company, and in the context of the continuous process as a process of rebuilding the organization.

(Decenzo and Robbins, 2005) define the learning organization: as the organization that provides the value of the continuous learning and believes in the competitive advantage that is taken from it.

(Bersenaite and Saparnis, 2007) define it: as the organization that owns specific regulatory goals that require the participation of the employees in the exchange of knowledge and experiences between them.

(Hunger and Wheelen, 2007) see the learning organization as the organization that builds the systems that have the ability and capability to get knowledge within the long-term plan to enable them to conduct continuous changes, while (Othman 2008) defines it as the organization that provides learning facilities to all its members to be able to change and improve itself continuously to achieve its goals and the goals of its members, and society that it worked in. And it is looked at the learning organization as the capable organization to change and modify their responses and activities and its organizational structure according to the reality of the surrounding environment.

(Humode, 2010) defines it as knowledge organization which owns the technological environment that is capable to apply the ways of knowledge management in its administrative operations, and owns the organizational culture that enables the employees to achieve the strategic goals of the organization, by exchanging the ideas and information that are available for them. And the researchers, (Arufay and other, 2013) define it as the organizations that its member constantly learn to enhance their abilities to achieve the results that they desire, through the development of new types of thinking, where a group of collective goals and aspirations are set, so that its individuals learn constantly and collectively.

### **2.2 The Characteristics of Learning Organizations**

The most distinguishing feature of the learning organization is the real compatibility between the personal characteristics of the individuals in the organization, and what they have from values, motives, and goals with the functional characteristics of the organization where the employee goes forward the learning organization that has functions and systems that agree with his interests, values and motives, and the learning organization attracts to itself all those who agree with its learning environment.

The learning organization advantages in some characteristics: the employees feeling that they provide work for their benefit and for the community, and feeling everyone that he is interested in the growth and progress and improve his creative abilities, and to focus on the teamwork; because the work of individuals as a group is more effective than their work separately, and the organization relies on the knowledge base through storing the explicit and implicit knowledge, and it derives the shared division from all management levels, and everyone deals with others as colleagues within a framework of respect and trust, and the individual has the

freedom to conduct the experiment and go forward on the risk and reach to the results freely and without fear of punishment that ends his work in the organization as a result of an error (Al-Ali and Qandalgy, 2006). Sultan and Khadher (2010) added some features including: solving the problem in a systematic way, and learning and trying from others, and learning from previous experiments, and transfer of knowledge. (Najim, 2008) mentioned that the learning organization is characterized by six elements interacted in an interactive network, below is an explanation of these elements:

**2.2.1 Leadership:** The leadership in the learning organizations takes new roles other than the traditional roles of director (Information technology roles, interactive, and decisions), and these roles are determined in three roles:

- **Designer:** The leader undertakes the operations of specifying the opportunities and the general direction of the company, and sets the strategy, policies, and appropriate structures and directs the company in accordance with the requirements of the environment.
- **Teacher:** the leader has the vision about the reality of the company and his responsibility is embodied here in encouraging and motivating employees to learn the vision in an appropriate way.
- **Sponsor:** the leader offers care and support for employees who need that in order to serve the organization's message, and supports individuals who are initiators of new ideas and practices. So the leader in the learning organization needs for the following skills:
- **Building shared vision:** the failure to build a shared vision clutters efforts in opposite directions, so that the leadership shall adopt a common vision between everyone in the learning organization.
- **Bringing out and testing the mental models:** that many of the ideas and initiatives in the organization do not have the opportunity to put it in applying case, because of a conflict between the visions and ideas and initiatives, so that the leadership must face such challenges in the learning organization which is open to ideas and initiatives that are endless.
- **Systems thinking:** this skill is looking at the overall picture of the company in an open relationship with its external environment.

**2.2.2 Networked:** means that information and knowledge elements become easy to reach and recycle not only because of the impact of Information technology, but also because of the networked arrangement that is based on the self-managed teams.

**2.2.3 Culture:** the learning organization should adopt new organizational culture based on knowledge sharing, openness, transparency and continuous improvement, which is based on continuous learning, and also heroes of this culture will be entrepreneurs who can provide a shining example in the sharing of knowledge.

**2.2.4 Strategic Learning:** all organizations were learning in all centuries, but what is new is that learning organizations characterized in strategic learning, which made the strategy flexible with unprecedented.

**2.2.5 Demand on Knowledge:** the learning organization characterized that tend more and more to be with a competitive advantage based on knowledge whether in the discovery of knowledge from the external environment, or the generation of knowledge from inside the network.

**2.2.6 Administrative Empowerment for Workers:** is the process that the managers carry out to help the workers to acquire the skills and the authority that they need to make decisions that affect them and their work.

### 2.3 Models of the Learning Organization:

The most important models of the learning organization as cited by Rifai, Alshyab and Rawabdeh (2013) are the following:

- **Senge model (Senge, 1990):** Senge considered the innovator of the learning organization idea, which identified five principles of the learning organization, which are: self-excellence, systematic thinking, shared vision, collective learning, and mental models.
- **Watkins and Marsick, 1993 model:** Watkins and Marsick selected seven dimensions of the learning organization represented in: providing continuous learning opportunities, encouraging discussion and dialogue, encouraging collaboration of the learning teams, developing the participation in learning, empowering individuals towards a common vision, linking the organization with its external environment and providing strategic leadership for learning.
- **Moilanen, 2001 model:** This model is considered the latest model of the learning organization, in which Moilanen selected five dimensions of the learning organization: motivation, empowerment, goal, inquiry and evaluation.

### 2.4 Basic Components of the Learning Organization:

The learning organization consists of five pillars that interact with each other in interactive network, which are: shared leadership, culture, administrative empowerment for workers, development the sense of community and continuous learning. In the following explanations for these elements (Saqr, 2003):

**-Shared leadership:** the employees are encouraged to find new ways to develop the products and services and to develop new methods of performance and to serve the customers of the organization, the shared leadership in making decisions creates a culture that supports the goals and efforts of the Learning Organization completely.

**-Culture:** The building of learning organizations starts at the change and transform from the traditional hierarchical culture to the learning culture, which it embodied in work with spirit of team in order to help all members of the organization on the continuity of learning and linking it to the reality, and this shows the importance of building learning culture based on sharing of the knowledge and continuous improvement, which is based on continuous learning and disposal of the hierarchical relationships and taking the horizontal relations which are maintained by everyone and their opinions and contributions are appreciated.

**-Empowerment of the employee:** The learning organization encourages workers who are empowered to create and experiment of new ways and entrances without any risk or fear, so the empowerment provides ways to integrate tasks and allows the workers to agree with the goals of the organization. This means that the empowerment process gives them the opportunity to make a field decisions through increasing the level of their independence in making decision. Accordingly, the workers who are empowered seek to find better ways to satisfy the needs of customers at a lower cost.

**-Development the sense of community:** the learning organization develop the sense of community and the confidence, which benefit that every individual needs to work with others and everyone respects each other, where the community is characterized by the ability to connect and honest deal, and problems are not avoided or transferred to another department or raised to the highest organizational structure. Also the sense of community gives workers the feel of their importance and fairness of treatment, and makes the necessary efforts to find multiple alternatives to resolve the problems. Based on that, the workers shall not leave the organization taking with them their accumulated experiences.

**Continuous learning:** learning organization can't produce without the presence of an educated staff that has the desire of learning and applying, and the learning organization seeks to empower its employees through pushing them to learn in order to support the ability of making decision, and the formal training is considered one of the methods that ensures the continuous learning, and the short term learning is little used if not followed by a long term of memory loss, and the loss of organizational memory is a problem facing many learning organizations which distorts the features of organizational capacity.

Through the review of the administrative literature and the previous studies, it is clear that "the learning organization" is the most prominent of the modern administrative concepts to reduce of the lean performance and transformation from the administrative weaknesses to administrative excellence, and from the old traditional practices to the improvement and development of performance ,through the adoption of the learning culture, which includes openness, sharing of information, the critical evaluation ,the desire, readiness for the challenge, the development of individual differences, diversity, and continuing learning. In order the organizations to be able to do its new role, its administrative organization should be characterized by continuous learning, and ensure that their employees learn and share at the best of their abilities.

#### **-Learning organization and organizational learning:**

The organizational learning is considered one of the basic approaches that the recent literature brought out, which contribute in making the organizations as learning organizations, where the organizational learning helps organizations to modify the behavior of the workers, and giving them the skills that enable them to develop the administrative performance for employees through discovering and correcting the errors, which prompts it towards to achieve its goals efficiently and effectively (Zenaty,2004). This meaning that the organizations learn through the individuals who work in it, since that they are the agents of change, and they may be as a soft force or disabling the performance through their interaction with the environmental systems, which consist from several elements called organizational learning system. In spite of the multiplicity of the studies which addressed the organization in general and the lack of studies that addressed the organizational learning, some researchers believe (Hellriegel, D., Et al., 1999) that the difference between the organizational learning and learning organization is related to the difference between the process and organizational structure. While other researchers do not differentiate between organizational learning and learning organization, which indicates that there are two different points of view about organizational learning and learning organization. There are several definitions of organizational learning. Sqr (2003), defined the organizational learning :is the organization's ability to gain the visionary and understanding as a result of the gained experience through experimentation, observation, analysis ,and the desire of testing every success and failure. On the other hand, Jamuse (2013), defined the organizational learning: as the sum of the processes and activities that the organization seeks to improve their capabilities and develop itself and activate its relations with its environment and adapt with it, whether the internal or the external, and gather the workers to be agents for following-up the knowledge and applying it in the organization to make a continuous development and achieve efficiency and effectiveness. However, Amer-Kubaisi (2004), defined the organizational learning as the process which the organizations seek to improve their overall capabilities and develop itself and activate its relations with its environment and

adapt with its internal and external conditions and gather the employees to be agents to follow-up its acquiring for knowledge, and applying it for the purposes of development and excellence. Based on that, the importance of the organizational learning appears by linking self-development for workers, and the raise of the level of the performance, and adherence in achieving the quality of the outputs, so they become distinguished organizations that are willing for shifting to learning organizations.

### **2.5 Methods of Organizational Learning:**

The organizational learning methods have positives and negatives, and the choose of any of them depends on the nature of the organization's work and its potential and the quality of the knowledge that it wants to get, and it is represented in the following two methods:

#### **2.5.1 Single loop learning or what is called Adaptive learning:**

According to which, the workers learn from their outputs, if the results of the work and its outputs are positive, the workers take care on carrying out the same work that led to it to become later programmed decisions that taking the repeated positions without effort.

If the outputs are negative, then the workers stop carrying out the same acts. But this method could lead the organization to close on itself, if it continued learning according to this method and not look for the experiences of the other organizations to benefit from it, and whatever the organization has expanded in this type of learning remains its learning limited, because its source is the results of the organization.

#### **2.5.2 Double loop learning or what is called creative learning:**

According to this method, the workers look for new ways of learning and new knowledge and how to apply them, rather than to remain the learning linked to research for solutions to problems or to treatment of deviations, the research moves towards the causes of the problems and the alternative decisions that prevent their occurrence. Therefore, this method of learning is a future strategic learning, rather than reflections or result of acts, and requires thinking and contemplation and generating knowledge to improve the performance or product, and this method enters within modern organizational learning (Jamuse,2013). (Egan, T.2002) refers that the organizations need to focus on two types of creative and adaptive learning together. Furthermore, it confirms that the creative or generative learning or what is called (Double-Loop Learning) focuses on continuous experimentation and feedback in the continuing test process of the methods and ways of determining the organization of the problems and solutions. From his viewpoint, the creative learning requires systemic thinking and is based on the overall instead of the portion, and the presence of the shared vision with the purposes and the future plans of the organization, and personal mastery, and the team learning which regulates the efforts of a group of individuals to achieve the desired results, and the creative tension which is the feeling of anxiety and tension resulting from the gap between vision and current reality, all are the requirements of the learning organization( Rifai, and others 2013).

From the above, the researcher finds that the organizational learning has a prominent importance to cause the shift in learning organizations through the adoption of the apparatus administrative of the culture of organizational learning, and also by the leaders that mentor and motivate the employees in the organization, and enable them to support and give them the Integrated opportunity to show their abilities to participate in making decisions and solving problems and consider them as participating elements who play an effective positive role in planning, following up, assessing and then developing the performance, and not consider the employees executers of the performance. Al-Hakeem and others (2009), identified the most important aspects which encourage the necessity of the organizational learning for the learning organizations, which are:

1. The improvement or decline in performance on the short term will lead to big results on the long term, whether positive or negative.
2. The problems that the organizations or employees suffer are results of not setting solutions.
3. Working on an accurate diagnosis of the problem and in detail to put the optimal solution for it, otherwise the solution will be useless and will lead to problems and bigger side effects.
4. Decision-making towards periodical solutions leads to restore problems and not to finally resolve.
5. Reactions that are issued from section or other sections towards an activity or a particular work for a department and the absence of the coordination and cooperation at the organization level considered an obstacle in front of it.
6. Simple changes that are stemming from the comprehensive vision will lead to more effective results than the large changes.

### **2.6 Obstacles of Applying the Learning Organization and Achieving the Organizational Learning:**

There are a number of obstacles that impede the building of the learning organization and achieving the organizational learning, as (Hejan,Salem,and Al-Oseme, 2008, 2008, 2008, 1998, O Connor, And Kotze) mentioned all of them the obstacles of building the learning organization and achieving the following organizational learning:

- The absence of the conscious organizational leaders of the importance of organizational learning.
- The existence of a complex hierarchical organizations, regulations and procedures and methods of traditional work.
- The absence of the culture of learning organization and the organizational learning and building databases and adoption of the knowledge management approach.
- Lack of learning opportunities because of limited time.
- Lack of financial resources that limit the ability of the learning organization to benefit from the experiences from the other organizations that are more knowledgeable or have wealthier experience.
- Weakness the system of communication between staff.
- Misconception among managers that the responsibility of learning lays on the trainer in the first place.
- Lots of the functional burdens.
- Resistance for change by the individuals.
- Favoritism in the participation in the training courses or benefit in educational missions.
- The lower of the motivation levels of the employees in applying the learning organization dimensions for non-acceptance of the philosophy of the organizational learning.
- Traditional beliefs that govern the building of structures and the distribution of the powers that might help or limit of learning.
- Limitation of the training opportunities and exchange the experiences among employees.

### 3. Methodology and Procedures of the Study

In the light of the nature of the study problem, the researcher used the analytical descriptive approach, so as to suitability to the nature of the study, where it was back to the theoretical literature and previous studies related to the subject of study. While the field part was relied on collecting the primary data through a questionnaire designed by the researcher.

#### 3.1 Population and Sample of the Study:

**-Study population:** study problem is represented by the workers at King Abdullah University Hospital in the Hashemite Kingdom of Jordan, totaling (130) employees, for year of 2013-2014, and that according to the records of the administrative department.

**-Study sample:** The study sample consisted of 130 employees (male and female) were randomly selected from the study population. 92 employees that representing units of analysis were subjected to statistical analysis after the exclusion of invalid questionnaires. Table No." 1" shows the characteristics of the sample.

**-The study tool:** The questionnaire was used as the main tool to collect data of the study, and included two parts: The first part: includes the personal characteristics of the respondents (gender, age, educational qualification, the number of the experience years, functional level).

Second part: consists of 45 items distributed on seven dimensions (finding the opportunities of the continuous learning, encouraging collective cooperation and learning , encouraging inquiry and dialogue, and enabling the individuals towards a collective vision, supporting strategic leadership the supports learning, linking the application of learning organization with its external environment , building the systems of sharing the knowledge and learning) . Likert scale the quintet was adopted to measure the level of applying the learning organization and its obstacles which consists of five levels ranging from degree (1) to degree (5): Strongly agree (5), agree (4), not sure (3), disagree (2), and strongly disagree (1).

(130) questionnaire were distributed to the members of the study sample, and the total number of respondent was 92, with a ratio of 70.6 that is valid for the purpose of analysis.

#### 3.2 Validity and Reliability of the tool:

After the completion of the procedures for designing tool (questionnaire), the researcher showed the tool on a group of specialists arbitrators from faculty members at the Irbid National University and asked them to make observations about the paragraphs of the questionnaire to determine the sincerity of the content of the study tool, then was drafted its primary structure, so becoming clearer , and based on the observations of the arbitrators been reworded some paragraphs in terms of construction and language, where the total paragraphs finalized tool consisting of (45) paragraphs, where arbitrators opinions formed signify sincerity virtual study tool.

To ensure the stability of the study tool, the internal consistency was calculated using Cronbach's alpha equation, and it ranged between (0.76-0.96) as shown in Table (2). The results were more than 60%, which means that the results are suitable for the purpose of the study.

### 3.2.1 Study procedures:

After the confirmation of the validity and reliability of the tool, the researcher distributed the questionnaire to the community component of the study (130) employees. Responded to the survey tool (92) employees by an estimate of (70.6). The researcher also asked respondents to read each paragraph of the questionnaire deeply and thoroughly, and put signal (X) under the appropriate level of the paragraph that applies degree of approval. Then, the researcher collected the questionnaires, after that he collected the data from it and used the computer for statistical treatments.

### 3.2.2 Statistical treatment:

The study was treated using the arithmetic averages and standard deviations, also the researcher used the Pearson correlation coefficient.

Table 1. Frequencies and percentages according to the study variables.

	Categories	Frequency	Percentage
Gender	Male	58	63.0
	Female	34	37.0
Age	Less than 30	7	7.6
	From 30-40	65	70.7
	From 41-50	16	17.4
	51 and above	4	4.3
Educational qualification	Diploma	14	15.2
	Bachelor	57	62.0
	Master	13	14.1
	Doctorate	8	8.7
Experience years	Less than 5 years	5	5.4
	From 5-10	19	20.7
	More than 10 years	68	73.9
Functional level	Manager	5	5.4
	Head of department	17	18.5
	Head of division	70	76.1
Total		92	100.0

### 3.2.3 Reliability of the study tool:

To make sure the reliability of the tool, internal consistency was calculated on the reconnaissance sample that is outside of the study sample number (30), according to the Cronbach Alpha parity, and the table below shows these coefficients, and these ratios considered appropriate for the purposes of this study.

Table 2. Internal consistency coefficients of Cronbach Alpha.

Fields	Internal consistency
Finding continuing education opportunities	0.76
Encouraging inquire and dialogue	0.84
Building systems to acquire and share knowledge and learning	0.86
Empowering individuals toward of collective vision	0.85
linking organization with its external environment	0.85
Encouraging cooperation and collective learning	0.91
Strategic leadership that supports learning	0.83
Components as a whole	0.96
Obstacles	0.88

**First question:** What are the components of building the learning organization at King Abdullah University Hospital from the viewpoint of its employees?

To answer this question, the averages and standard deviations of the components of building the learning organization at King Abdullah University Hospital from the viewpoint of its employees were extracted, and the table below clarifies that.



Table 3. The averages and standard deviations of the components of building the learning organization at King Abdullah University Hospital from the viewpoint of its employees arranged in decreasing order according to averages.

Rank	No.	Field	Average	Standard deviation
1	3	Building systems to acquire and share knowledge and learning	3.63	.680
2	1	Finding continuing education opportunities	3.42	.656
3	4	Empowering individuals towards collective vision	3.40	.630
4	5	linking organization with its external environment	3.34	.730
5	6	Encouraging cooperation and collective learning	3.28	.678
6	2	Encouraging inquire and dialogue	3.27	.688
7	7	Supporting strategic leadership that supports learning	3.07	.782
		Components as a whole	3.35	.585

Table 3 shows that the averages ranged between(3.07-3.63), where the field of “building systems to acquire and share knowledge and learning” ranked the highest with an average of (3.63), while the field of “strategic leadership that supports learning” ranked the last with an average of(3.07) and the average of the all components is about(3.35). Averages and standard deviations of the estimates of the study sample were calculated in paragraphs every field lonely, as follows:

### 1. Finding continuing education opportunities

Table 4. The averages and standard deviations of the paragraphs of finding continuing education opportunities arranged in decreasing order by averages.

Rank	No.	Paragraphs	Averages	Standard deviation
1	4	The organization provides for its members the information network (internet) services.	3.76	.976
2	5	The organization encourages new workers to benefit from the experience of their old colleagues	3.53	.791
3	1	The organization encourages its employee to learn and read continuously	3.33	.973
4	3	The organization motivates its members to participate in training courses	3.28	.918
5	2	The organization provides for its employee opportunities to learn and gain new skills	3.21	.884
		Finding continuing education opportunities	3.42	.656

### 2. Encourage inquiry and dialogue.

Table 5. Averages and the standard deviations of the paragraphs of field encourage inquiry and dialogue arranged in descending order by averages.

Rank	No.	Paragraphs	Average	Standard deviation
1	3	The organization encourages employees to express their opinions freely.	3.35	907.
2	2	The organization encourages the culture of freedom of dialogue and constructive critical among workers to improve the performance level.	3.34	842.
3	1	The Organization depends on brainstorming to solve problems.	3.29	896.
4	4	The organization allows opening discussions that enable its employees to participate without fear of punishment.	3.22	875.
5	5	The organization encourages employees to interactive learning opportunities and how to perform tasks.	3.17	872.
		Encourage inquiry and dialogue	3.27	.688

### 3. Building systems to acquire and share knowledge and learning.

Table 6. Averages and the architectural deviations of the paragraphs of building systems to acquire and share knowledge and learning arranged in descending order by averages.

Rank	No.	Paragraphs	Average	Standard Deviation
1	3	The organization provides the latest computerized systems and advanced techniques to get the knowledge and take advantage of them.	3.91	751.
2	5	The organization is keen on having databases that can be accessed and used.	3.83	779.
3	4	The Organization facilitates access to information and makes it available for participation.	3.66	952.
4	2	The organization focuses on the exchange of knowledge, using it and sharing it among workers.	3.39	838.
5	1	The organization adopts organizational culture on the basis of knowledge sharing.	3.35	882.
		Building systems to acquire and share knowledge and learning.	3.63	.680

### 4. Enable individuals toward a collective vision.

Table 7. Averages and the standard deviations of the paragraphs of enable individuals towards a collective vision arranged in descending order by averages.

Rank	No.	Paragraphs	Average	Standard Deviation
1	5	The organization gives managers the authority to act and make decisions.	3.48	818.
2	3	The organization is keen on the participation of employees in the discussion of developments in the work.	3.43	843.
3	1	The organization allows to its employees opportunities to participate in the determination of the future vision and put goals they seek to achieve.	3.39	741.
4	4	The organization provides appropriate organizational climate to stimulate its employees on completion of their work freely.	3.37	780.
5	2	The organization enables to its employees a participating in public information about the activity of the organization.	3.34	774.
		Enable individuals towards collective vision.	3.40	.630

### 5. Linking the organization with its external environment.

Table 8. Averages and the standard deviations of the paragraphs of linking organization external environment arranged in descending order by averages.

Rank	No.	Paragraphs	Average	Standard Deviation
1	2	The organization adapts and interacts with the surrounding variables.	3.45	843.
2	3	The organization seeks to exchange information and experience from the external environment.	3.41	827.
3	4	The organization is keen on inviting experts to discuss their work and take advantage of their experiences.	3.30	046.1
4	1	The organization believes in an open system as a way to deal with the external environment.	3.27	973.
5	5	The organization takes advantage from feedback in solving problems.	3.25	860.
		Linking organization with external environment.	3.34	.730

### 6. Encourage cooperation and collective learning.

Table 9. Averages and the standard deviations of the paragraphs of encourage cooperation and collective learning arranged in descending order by averages.

Rank	No.	Paragraphs	Average	Standard Deviation
1	1	The organization encourages employees to share knowledge and experiences with each other.	3.35	804.
2	5	The organization helps employees to accomplish the required tasks through cooperation and collective learning.	3.33	743.
3	2	The Organization encourages the spirit of cooperation and team work to achieve the desired results.	3.28	816.
4	4	The organization encourages collective learning to reduce the negative effects of the individual learning.	3.24	747.
5	3	The organization is keen to build a organizational climate characterized by confidence and a sense of community.	3.21	833.
		Encouraging cooperation and collective learning.	3.28	.678

### 7. Strategic leadership that supports learning.

Table 10. Averages and the standard deviations of the paragraphs of Strategic leadership that supports learning arranged in descending order by averages.

Rank	No.	Paragraphs	Average	Standard Deviation
1	5	The organization provides an organizational structure able to open multiple directions channels.	3.22	924.
2	4	The organization works to encourage managers to solve problems without reference to the upper management.	3.17	945.
3	1	The Organization provides modern databases to encourage workers to make research.	3.15	016.1
4	3	The organization encourages employees to invent new ideas and methods to serve its customers.	2.93	992.
5	2	The organization provides employees the latest books and studies related to work.	2.88	147.1
		Strategic leadership that supports learning.	3.07	.782

**The second question:** What are the obstacles to activate the basics of building learning organization at King Abdullah University Hospital, from the point of view of employees?

To answer this question, averages and standard deviations of the obstacles of activating the basics of building learning organization at King Abdullah University Hospital were calculated, from the point of view of the employees, Table (11) shows that:

Table 11. Averages and the standard deviations of the paragraphs the obstacles of activating the basics of building learning organization at King Abdullah University Hospital, from the standpoint of employees arranged in descending order by averages.

Rank	No.	Paragraphs	Average	Standard Deviation
1	4	Lack of financial resources for learning.	3.82	026.1
2	2	Limitation of time among workers for learning and the exchange of knowledge in the organization.	3.62	088.1
3	7	Limited opportunities for training and exchange of experiences between the workers in the organization.	3.61	937.
4	5	Favoritism in participation in training courses or scholarship educational in missions.	3.47	172.1
5	6	The presence of resistance to change among employees in the organization for everything new.	3.43	746.
6	8	Following the upper management to the traditional administrative patterns.	3.43	1.082
7	3	Focusing on single-loop learning.	3.41	1.007
8	10	Avoid overt discussions about sensitive topics to prevent negative feelings	3.41	1.007
9	9	Adoption of organizational culture that does not recognize errors and try to correct them	3.39	1.058
10	1	The absence of the organizational culture encouraging organizational learning.	3.17	.979
		Obstacles.	3.48	.713

Table 11 shows that the averages ranged between (3.82-3.17), where paragraph (4), which states that "the lack of financial resources for learning" ranked the first place with an average of (3.82), while paragraph (1), which states "The absence of the organizational culture encouraging organizational learning" ranked the last with

an average of (3.17) and the average of the obstacles as a whole (3.48).

The first hypothesis: there are no statistically significant differences in the components of building learning organization attributed to the differences in the employees' demographic characteristics (gender, age, educational qualification, years of experience and functional level).

To verify the validity of this hypothesis, 5-way ANOVA (Analysis of Variance) was used, and Table (12) shows that:

Table 12. 5-Way ANOVA (Analysis of Variance) for the impact of (gender, age, educational qualification, years of experience and functional level) on the components of building learning organization.

Statistical significance	F value	Average squares	Freedom degrees	Total squares	Variance source
0.877	0.024	0.008	1	0.008	Gender
0.836	0.285	0.091	3	0.273	Age
0.436	0.919	0.294	3	0.882	Educational qualification
0.930	0.073	0.023	2	0.047	Years of experience
0.013	4.547	1.456	2	2.911	Functional level
		0.320	80	25.611	Error
			91	31.098	Total

Table 12 shows the following:

- There are no statistically significant differences at (0.05 = a) attributed to the impact of gender, where the F-value reached 0.024 with a statistical significance of 0.877.
- There are no statistically significant differences at (0.05 = a) attributed to the impact of age, where the F-value reached 0.285 with a statistical significance of 0.836.
- There are no statistically significant differences at (0.05 = a) attributed to the impact of educational qualification, where the F-value reached 0.919 with a statistical significance of 0.436.
- There are no statistically significant differences at (0.05 = a) attributed to the impact of years of experience, where the F-value reached 0.073 with a statistical significance of 0.930.
- There are no statistically significant differences at (0.05 = a) attributed to the impact of functional level, where the F-value reached 4.547 with a statistical significance of 0.013.

To illustrate the double statistically significant differences between averages, Post-hoc comparisons (Shefee) was used, as shown in the Table 13:

Table 13. Post-hoc comparisons (Shefee) of the impact of functional level on the components.

		Average	Manager	Head of department	Head of section
Components as a whole	Manager	3.99			
	Head of department	3.63	.36		
	Head of section	3.23	*.76	*.40	

- Statistical significance (0.05 = a).

It can be seen from Table 13, that there is statistically significant differences (0.05 = a) between head of section on one hand and each of manager and head of department on the other hand. The differences came in favor of manager and head of department.

The second hypothesis: there are no statistically significant differences in the obstacles of applying the learning organization attributed to the differences in the employees' demographic characteristics (gender, age, educational qualification, years of experience and functional level).

To verify the validity of this hypothesis, 5-way ANOVA (Analysis of Variance) was used, and Table 14 shows that:

Table 14. 5-Way ANOVA (Analysis of Variance) for the impact of (gender, age, educational qualification, years of experience and functional level) on the obstacles of applying learning organization.

Differ source	Total squares	Freedom Squares	Average degrees	F Value	Statistical significance
Gender	0.013	1	0.013	0.030	0.863
Age	1.386	3	0.426	1.064	0.369
Educational qualification	0.233	3	0.078	0.179	0.910
Years of experience	0.253	2	0.127	0.291	0.748
Functional level	8.278	2	4.139	9.533	0.000
Error	34.735	80	0.434		
Total	46.242	91			

Table 14 shows the following:

- There are no statistically significant differences at (0.05 = a) attributed to the impact of years of experience, where the F-value reached 0.013 with a statistical significance of 0.863.
- There are no statistically significant differences at (0.05 = a) attributed to the impact of years of experience, where the F-value reached 1.064 with a statistical significance of 0.369.
- There are no statistically significant differences at (0.05 = a) attributed to the impact of years of experience, where the F-value reached 0.179 with a statistical significance of 0.910.
- There are no statistically significant differences at (0.05 = a) attributed to the impact of years of experience, where the F-value reached 0.291 with a statistical significance of 0.748.
- There are no statistically significant differences at (0.05 = a) attributed to the impact of years of experience, where the F-value reached 9.533 with a statistical significance of 0.0.

To verify the validity of this hypothesis, 5-way ANOVA (Analysis of Variance) was used, and Table 15 shows that:

Table 15. Post-hoc comparisons (Shefee) of the impact of functional level on the obstacles.

		Average	Manager	Head of department	Head of section
	Manager	2.90			
	Head of department	2.89	.01		
Obstacles	Head of section	3.66	*.76	*.77	

- Statistical significance (0.05 = a).

It can be seen from Table (15), that there is statistically significant differences (0.05 = a) between head of section on one hand and each of manager and head of department on the other hand. The differences came in favor of head of section.

#### 4. Results and recommendations

##### 4.1 Results:

1. The results showed that the field “building systems to acquire and share knowledge and learning” ranked the first level with the highest average reached (3.63), then “continuous learning opportunities” with an average of (3.42), then “empowering individuals towards collective vision” with an average of (3.40), then “linking organization with its external environment” with an average of (3.34), then “encouraging cooperation and collective learning” with an average of (3.28), then “encouraging inquire and dialogue with an of average of (3.27), and at the last level “strategic leadership that supports learning” with average accounting reached 3.07.
2. There are no statistically significant differences in the components of building learning organization attributed to the differences in the employees’ demographic characteristics (gender, age, educational qualification, years of experience and functional level), except the presence of statistically significant differences (0.05 = a) attributed to the impact of functional level between head of section on one hand and each of manager and head of department on the other hand. The differences came in favor of manager and head of department.
3. There are no statistically significant differences in the obstacles in applying learning organization attributed to the differences in the employees’ demographic characteristics (gender, age, educational qualification, years of experience and functional level), except the presence of statistically significant differences (0.05 = a) attributed to the impact of functional level between head of section on one hand and each of manager and head of department on the other hand. The differences came in favor of head of section.

It can be seen from the analysis of the study that the absence of statistically significant differences in the components of building the learning organization and the obstacles in applying it attributed to the differences in the employees’ demographic characteristics (gender, age, educational qualification and years of experience) except functional level, can be traced back to that all employees of the sample have high level of perception about the components of building the learning organization and the obstacles of applying it as a concept and practice. This result was consistent with similar results, for example, Abu Khudair study (2006), which found that there is no statistically significant differences in the components of building learning organization and the obstacles of applying it attributed to the differences in the employees’ demographic characteristics (gender, age, educational qualification and years of experience) except functional level.

##### 4.2 Recommendations

1. The necessity of the upper management at King Abdullah University Hospital to pay attention to provide the latest books and studies related to work and modern databases to encourage and motivate the employees to conduct research the help in inventing new ideas and methods to serve their customers.

2. Provide a organization construction that is able to open multi-directional channels where everyone is respected and their opinions and contributions are valued.
3. Conduct further studies on the impact of the characteristics of the employees on the learning organizations in various business organizations, including public and private, and compare the results with the results of this study

#### 4.3 Future Work

Future research may focus on the necessity of conducting further studies related to learning organization and its impact on other variables, such as (innovation, organizational performance...) in the environment of university education.

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