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learning organization characteristics and their impact on the performance of education development center in UNRWA`.

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Dedication

To all those who provided me with love, hope and help…

To all those who support my way to knowledge…

To my family for their patient ….

To all those who sacrificed their rights to achieve this work…

Acknowledgment

In the name of Allah the most Gracious the most merciful

All appreciation to those whose kindness, patience and support were the candles that enlightened my way toward success.

My gratitude is deeply paid to my advisor, Dr. Majed El-Farra for his generosity, guidance and advice. Of course, I would not forget Dr, Yousef Bahar, Dr. Sami Abu El Rooss, Mr. Mohammad Moqbel and Dr. Yahia Madi for their comments and suggestions as referees to assure the validity of the study tool. Thanks also to the discussion committee members Dr. Kalil Al Namroty and Dr. Bassam Abu Hammed for their notice . Also I would like to thank Mr. Ibrahim Abed and ALFA center for their help in the statistics field.

I feel very grateful to those people who helped me overcome different difficulties in such an unstable Palestinian environment, My colleagues Mohammed O. Al Sheikh Ali , Alaa' Harb and Mohmmad Abu Hashem for their help and support .

To those who have contributed to this work including the supervisors in the EDC in the education department in UNRWA.

Special thanks are due to the Islamic University and its staff for all the facilities, help and advice they offered.

Finally, and most important, I would like to thank my wife and mother who did their utmost to afford a quite, lovely and peaceful environment in my house.

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List of Abbreviations

Number	Abbreviations	Meaning
1.	LO	Learning organization.
2.	EDC	Education Development Center.
3.	DLOG	Dimension of Learning organization questionnaire.
4.	UNRWA	United Nations Relief and Works Agency.
5.	IT	Information Technology.
6.	SOEs	State – own enterprise.
7.	POEs	Private – own enterprise.
8.	OLC	Organizational Learning Capability.
9.	TQM	Totally quality management.
10.	HRM	Human resource management.
11.	SMWTs	Self- managed work teams.
12.	EPM	Enterprise project management.
13.	OLMs	Organization Learning Mechanisms.
14.	LEQ	Learning environment questionnaire
15.	UK	United Kingdom.
16.	RDS	Royal Dutch Shell.
17.	ASTD	American Society of Training and Development

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ملخص الدراسة

هدفت هذه الدراسة التي أجريت على مركز التطوير التربوي بوكالة الغوث الدولية في غـزة إلى قياس مدى توفر خصائص منظمة التعلم و مدى انعكاس ذلك على أداء مركز التطوير كما يقدرها العاملون في مركز التطوير .

اعتمدت الدراسة على المنهج الوصفي التحليلي وأسلوب الدراسة الميدانية ،فقـد تـم إعـداد استبانه خاصة بها وزعت على 83 من المشرفين في مركز التطوير و هـم جميـع أعـضاء المركز، وقد تم تحليل الاستبيانات المـسترجعة وعـددها (83)باسـتخدام برنـامج التحليـل الإحصائي (SPSS) للعلوم الإنسانية والاجتماعية لمعالجة البيانات باسـتخدام التكـرارات والنسب المئوية والمتوسطات الحسابية واختبار معامل ارتباط بيرسون وتحليل التباين الأحادي والانحدار البسيط واختبار "ت" للعينة الواحدة .

و قد أظهرت نتائج البحث أن:

1 – مستوى توفر خصائص منظمة التعلم في مركز التطوير التربوي بوكالـة الغـوث الدولية ضعيفة على كافة المستويات.(مستوى الفـرد، مـستوى الفريـق، مـستوى المركز،مجموع المستويات).

2 – يوجد ارتباط موجب قوي بين مستوى توفر خصائص منظمة الـتعلم فـي مركـز التطوير التربوي بوكالة الغوث الدولية و مستوى الأداء علـى كافـة المـستويات. (مستوى الفرد، مستوى الفريق، مستوى المركز،مجموع المستويات).

3 – لا يوجد فروق ذات دلالة إحصائية في مستوى توفر خصائص منظمة التعلم بـين مشرفي مركز التطوير التربوي بوكالة الغوث الدولية يعود لمتغير الخبرة.

4 – لا يوجد فروق ذات دلالة إحصائية في مستوى توفر خصائص منظمة التعلم بـين مشرفي مركز التطوير التربوي بوكالة الغوث الدولية يعود لمتغير الجنس.

5 – لا يوجد فروق ذات دلالة إحصائية في مستوى توفر خصائص منظمة التعلم بـين مشرفي مركز التطوير التربوي بوكالة الغوث الدولية يعود لمتغير التخصص.

6 – يوجد فروق ذات دلالة إحصائية في مستوى توفر خصائص منظمـة الـتعلم بـين مشرفي مركز التطوير التربوي بوكالة الغوث الدولية يعود لمتغير الدرجـة العلميـة لصالح حملة البكالوريوس عنه لحملة درجة الدكتوراه .

7 – لا يوجد فروق ذات دلالة إحصائية في مستوى توفر خصائص منظمة التعلم بـين مشرفي مركز التطوير التربوي بوكالة الغوث الدولية يعود لمتغير الخبرة بين حملة درجة الماجستير و زملائهم من حملة البكالوريوس .

8 – يوجد فروق ذات دلالة إحصائية في مستوى توفر خصائص منظمـة الـتعلم بـين مشرفي مركز التطوير التربوي بوكالة الغوث الدولية يعود لمتغير الدرجـة العلميـة لصالح حملة الماجستير عنه لحملة درجة الدكتوراه .

Abstract

This study carried out on the EDC in UNRWA-Gaza and aimed to measure the availability of LO characteristics and their reflection on the Education Center Performance as evaluated by the center Supervisors.

The study depended on the analytical descriptive approach and the field study technique. A special questionnaire was designed and distributed to 83 supervisors in the EDC. The received questionnaires were analyzed using SPSS through, Pearson correlation , One way ANOVA, simple and "t test "

The result of the study were :

1. The level of LO characteristics is weak at all levels of the EDC in the education department in UNRWA.

2. There is a positive correlation between existence of LO characteristics and the performance of EDC in the education department in UNRWA..

3. There is insignificant difference between level of LO dimension among the investigated members attributed to gender at all levels in the EDC in the education department in UNRWA.

4. There is insignificant difference between level of LO dimension among the investigated members attributed to specialization at all levels in the EDC in the education department in UNRWA.

5. There is insignificant difference between level of LO dimension among the investigated members attributed to experience at all levels in the EDC in the education department in UNRWA.

6. There is significant difference between level of LO dimension among the investigated members who have master and others who have PhD degree at all levels in the EDC in favor of the supervisors who have master level in the EDC.

7. There is significant difference between level of LO dimension among the investigated members who have bachelor and others who have PhD degree at all level in the EDC in favor of the supervisors who have bachelor in the EDC.

8. There is insignificant difference between level of LO dimension among the investigated members who have bachelor and others who have master degree at all levels in the EDC.

1. Chapter 1

Introduction

1.1. Preface:

The phrase "learning organization (LO)" refers to a very significant movement in organization development and was popularized by Peter Senge in his landmark book "The Fifth Discipline: The Art and Practice of Learning Organization", (Senge 1990). According to Peter Senge "learning organizations are: organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together".(Senge 1990).

Also (Mark Addleson 1997) defines learning organization as "an organization that builds collaborative relationships in order to draw strength from the diverse knowledge, experience, capabilities, and ways of doing things that people and communities have and use."

1 – 1- 1 Characteristics of LO:

There are many classifications to the characteristic of LO identified by authors; one of the most appropriate classifications of the characteristic of LO is as the following:

1 - Learning Culture - an organizational climate that nurtures learning. There is a strong similarity with those characteristics associated with innovation.

- Future, external orientation.
- Free exchange and flow of information.

- Commitment to learning, personal development.

- Valuing people.

- Climate of openness and trust.

- Learning from experience.

2 -Processes - processes that encourage interaction across boundaries. These are infrastructure, development and management processes, as opposed to business operational processes .

- Strategic and Scenario Planning.

- Competitor Analysis.

- Information and Knowledge Management.

- Capability Planning.

- Team and Organization development.

- Performance Measurement.

- Reward and Recognition Systems.

3 -Tools and Techniques - methods that aid individual and group learning, such as creativity and problem solving techniques. Tool numerous to cover in detail, but include a wide range of learning and creativity skills in the following groups:

- Inquiry - interviewing, seeking information

- Creativity - brainstorming, associating ideas

- Making sense of situations - organizing information and thoughts

- Making choices - deciding courses of action

- Observing outcomes - recording, observation

- Reframing knowledge - embedding new knowledge into mental models, memorizing.

4 - Skills and Motivation - to learn and adapt.

Collective (i.e. team and organizational) learning require skills for sharing information and knowledge, particularly implicit knowledge, assumptions and beliefs that are traditionally "beneath the surface". Key skills here are:

- Communication, especially across organizational boundaries.
- Listening and observing.
- Monitoring and supporting colleagues.
- Taking a holistic perspective - seeing the team and organization as a whole.
- Coping with challenge and uncertainty.

The above mentioned characteristics were examined in UNRWA education development center in Gaza to judge whether the organization have the characteristic of LO and if these characteristics have impact on the performance of the center.

UNRWA, the United Nations Relief and Works Agency for Palestine Refugees in the Near East, was established by United Nations General Assembly resolution 302 (IV) of 8 December 1949 to carry out direct relief and works programs for Palestine refugees. The Agency began operations on 1 May 1950. In the absence of a solution to the Palestine refugee problem, the General Assembly has repeatedly renewed UNRWA's mandate, most recently extending it until 30 June 2008. (UNRWA, website 2007).

Since its establishment, the Agency has delivered its services in times of relative calm in the Middle East, and in times of hostilities. It has fed, housed and clothed tens of thousands of fleeing refugees and at the

same time educated and given health care to hundreds of thousands of young refugees.

Today, UNRWA is the main provider of basic services - education, health, relief and social services - to over 4.3 million registered Palestine refugees in the Middle East. (UNRWA, website 2007).

1.2. Problem of the study:

This study will investigate the level of LO and it's characteristics in education development center (EDC) and their impact on the performance of the center .

1.3. Study objectives:

This study aims to:

1- Investigate the level of LO characteristics in UNRWA education development center.

2- Highlight the impact of LO characteristic in educational development center (EDC on the performance of the center.

3- The study will come up with some content and studies of LO aspects in the center to promote the business performance.

1.4. Hypotheses:

First Hypothesis: There is a significant correlation between availability of LO characteristics in UNRWA education development center & the performance of the center**.**

  Second Hypothesis*:* There is a significant difference in the level of LO characteristics among the investigated members attributed to the personal characteristics(experience, specialization, gender, education degree) .

1.5. Limitations:

1. **Scope of study:** The study has coped with evaluating the performance of Education Development Center perspectives through the analysis of the questionnaire results.

The primary information related to the supervisors point of views are limited in the period of conducting the questionnaire in the first week of July 2007 and collected within five weeks.

2. **Limitations of place:** The study has been conducted only in the Education Development Center.

1.6. Study Variables :
According to (Dimension of learning organization questionnaire, DLOQ), four perspectives should be measured which composed of number of independent variables as explained in figure (1-1):

Figure (1-1): Variables of the study

Independent Variables   **Dependent Variable**

• Learning at the individual level.
• Learning at the group level.
• Learning at the center level.
• Total of all levels.

Performance of education development center.
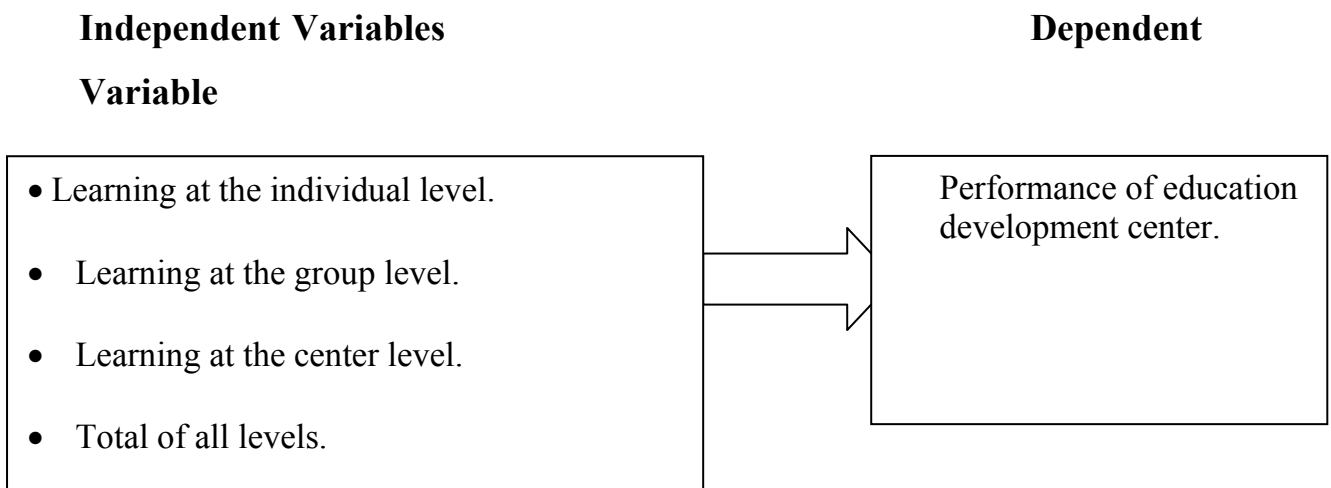
1.7. Importance of the study

As new demographics, new technologies, and new global structures become the order of the day, the very nature of work, organizations, and management is undergoing fundamental change. In this new hyper-competitive environment, learning becomes the central focus as the human

resource becomes the main resource around which a sustainable competitive or strategic advantage can be built. Managers need to learn ways of organizing that are less hierarchical, more democratic, and focused upon skill and knowledge development. "The challenge for leaders in the twenty-first century will be how to release the brainpower of their organizations" (Bennis, 1997). One of today's most pressing global challenges in development is to implement the conception of the learning organization.

The importance of the this study can be summarized as following :

1.   This study is the first in Palestine that discusses the aspect of learning organization according to the researcher knowledge.

2.   The study will try to focus on the importance of LO as a source of motivation and effectiveness.

3.   In this study the researcher aims to help the leadership in the education department in UNRWA in Gaza to use this conception to enhance their performance.

4.   The study may be a suitable base for other researchers for more studies in this important aspect.

1.8. Study structure:

The study Text is divided into five chapters as follows:

A)   Chapter 1: Introduction and Previous studies.

B)   Chapter 2 : Review of Literature.

C)   Chapter 3 : Study methodology (Analyzing the probabilities of the sample).

D)   Chapter 4 : Empirical Framework (Hypotheses Testing & Discussion).

E)   Chapter 5: Conclusions and Recommendations.

1.9. Study Population and Sample:

. Gaza strip locates in the south of Palestine, it is about 360 km^2. In Gaza strip there is about 1.5 millions peoples. More than 60% of them are refugees who are got their education by UNRWA. UNRWA presents its service to about 194,000 students in 193 schools in the academic year 2006/2007 in Gaza strip. Every school has it's own manager and 85 school supervisors who follow up these schools.

The population and the sample of the study are the school supervisors in the education department in UNRWA in Gaza strip. It consists of 83 supervisors as the following table (1 – 1) : (UNRWA unpublished document 2006).

Table No.1-1: The specialization of the supervisors in the EDC :

No	**Specialization**	number
1-	Arabic	12
2-	Mathematics	8
3-	Science	9
4-	Religion	4
5-	Social studies	6
6-	English	9
7-	Lower elementary	18
8-	Others	17
	Total	83

1.10. Previous studies

The following studies are some recent empirical studies related to the learning organization concept and organizational performance. In general, these studies show significant, positive relationships between the

aspects of learning organization and performance and some financial indicators, as well as innovation, new product success, market share, and reliable performance.

1-   10 – 1 Liz Lee-Kelley (2007).

The title of the study is " **An exploration of the relationship between learning organizations and the retention of knowledge workers** " . The purpose of this study is to demonstrate a relationship between learning organization theory and the potential to retain knowledge workers. It emphasizes that human resource (HR) managers must recognize specific relationships between learning organization elements, job satisfaction facets and turnover intent as they emerge for their knowledge workers.

A survey was undertaken sampling knowledge workers in the information technology (IT) industry. The instrument was designed to explore the impact of learning organization disciplines upon job satisfaction and the importance of job satisfaction in determining turnover intent.

Analysis of the survey showed evidence of a relationship between learning organization disciplines and turnover intent. All the learning organization disciplines discussed in the study correlated to at least one of the job satisfaction dimensions, of which reward and challenge exerted the most significant influence upon turnover intent.

The results suggest that three initial strategies should be implemented by HR managers in order to reduce possible staff turnover. The strategies identified are first, linking shared vision, challenge and systems thinking together via personal mastery; second, being more critical of which mental models are developed and shared within the

organization; and finally, developing team learning systems throughout the organization.

This study emphasizes that HR managers should recognize specific career needs for their knowledge workers and that adopting appropriate strategies will increase retention.

1- 10-2 Carroll M. Graham, Fredrick Muyia Nafukho (2007).

The title of the study is " **Employees' perception toward the dimension of culture in enhancing organizational learning**". The purpose of this study is to determine employees' perception of the dimension of culture toward organizational learning readiness. The study also seeks to compare employees' work experience, work shifts and their perception toward the dimension of culture in enhancing organizational learning readiness.

A questionnaire was administered to 150 employees of a manufacturing enterprise. ANOVA was utilized to investigate the relationship between longevity, work shift, and perception toward the dimension of culture in enhancing organizational learning. To determine which of the work shifts had a significant relationship with the dependent variable employees' perception toward the dimension of culture in enhancing organizational learning, a posteriori contrasts were established.

The independent variables longevity and work shift were statistically significant, while the interaction effect was nonsignificant. The application of the results of this study is limited to the one small business enterprise that participated in this study and cannot be generalized to other similar organizations. But the findings are important since they reveal that

employees' work experience and work shifts make a difference when compared to the participants' perception toward the dimension of culture in enhancing organizational learning readiness of the small business enterprise studied.

Findings of this study show that it is important to determine the perceptions of employees toward the dimension of culture in enhancing organizational learning readiness. In addition, managers of this small business enterprise should find the results of this study useful in designing work shifts intended to promote organizational learning practices. Emphasis should be directed towards shift interface issues, knowledge dissemination, and evaluation.

1 – 10 - 3 Su-Chao Chang, Ming-Shing Lee, (2007).

The title of the study is " **A study on relationship among leadership, organizational culture, the operation of learning organization and employees' job satisfaction**". The main purpose of this study is to investigate the relationship among leadership, organizational culture, the operation of learning organization and employees' job satisfaction.

A quantitative study design was employed. A total of 1,000 questionnaires were mailed out and received 134 valid replies. The study results indicate that the various operation extents of learning organization have significant difference under the dimensions of leadership, organizational culture and the operation of learning organization. Both leadership and organizational culture can positively and significantly affect the operation of learning organization. In addition, the operation of learning organizations has a significantly positive effect on employees' job satisfaction.

Although this study is adopted with questionnaire investigation and concise questions to the best of one's ability it is still not known whether the respondents can substantially understand the original contextual meaning of the questionnaire to show the results with a true reflection.

The study shows that, with the increasing number of knowledge workers in Taiwan, it is impossible for business administrators to satisfy employees' demands by means of conventional leadership. Instead, they are required to enhance their own skills in transformational leadership and, through setting a good example to employees, encouraging innovation and learning activities, developing employees' potentials, giving education and training activities, etc, more money incentives, this is necessary to keep people with excellent talents.

1 – 10 -4 Wang Xiaohui and Yang Baiyin (2006).

The title of the study is " **The culture of learning organizations in Chinese state-owned and privately-owned enterprises: An empirical study** " . By using the instrument called dimensions of learning organization questionnaire (DLOQ), and the data collected from 919 employees in nine companies located in Guangdong Province, China, the present empirical study explores the culture of learning organizations in Chinese business settings.

Findings suggest that the DLOQ is applicable to the context of China as well, and those demographic variables, such as age and educational level, together with the types of ownership of Chinese companies, such as state-owned enterprises (SOEs) and privately-owned enterprises (POEs), suggest differences in the culture of learning organizations. Results also indicate that the learning organization culture of a firm has strongly positive impact on employees' job satisfaction and perceived organizational performance.

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Two implications should be noted. First, as employees in middle age and with college education show the strongest sense of improving the learning culture, it can be inferred that demographic characters and groups may influence the organization's learning culture differently. Second, as POEs have a better learning atmosphere than SOEs, it can be inferred that POEs have a stronger competitiveness than SOEs in terms of learning ability and organizational performance.

To indigenize the Western construct and instrument of learning organizations, the present study, as an exploratory study, gives substantial knowledge on the subject and seeks to fill the gap in the literature, despite the limitations of cultural nuances and a narrowly-concentrated sample.

1 – 10 – 5 Jyotsna Bhatnagar (2006).

The title of the study is " **Measuring organizational learning capability in Indian managers and establishing firm performance linkage**". The purpose of this study is to measure Organizational Learning Capability (OLC) perception in the managers of public, private and multinational organizations and establish the link between OLC and firm performance. The data were collected from a sample of 612 managers randomly drawn from Indian industry, using a questionnaire survey.

Organizational capability perception for the managers of the IT sector and of multinational firms was the highest, while it was lowest for the engineering sector. Mixed results were found for the market indicators of firm performance, i.e. firm's financial turnover and firm's profit as predictors of OLC in Indian organizations, where financial turnover was predicting organizational learning capability.

The result of this study implies the criticality of organizational learning capability and its enhancement in Indian Managers. The current study lends credence to measuring OLC in Indian organizations. Managerial responses based on nature of ownership and type of industry

also significantly differ in their perception of OLC, with Information technology sector managers and multinational managers showing higher OLC. Further it shows good signs for development of potential and capabilities, though the managers felt that the processes for encouragement of experimentation and environmental scanning needed more attention in the Indian Industry

1– 10-6 Marah F. Abu Khadra, Ibrahim A. Rawabdeh (2006).

The title of the study is " **Assessment of development of the learning organization concept in Jordanian industrial companies**". The purpose of this study is to examine the impact on organizational performance of the application of management and human resource practices, and to attempt to outline key elements and assess development of the learning organization (LO) concept in Jordan.

The tool described in this article assesses relationships between LO practices and financial and operational performance measures. The empirical study aims at deconstructing the LO formation through the development and validation of a conceptual model. A total of 41 companies belonging to large industrial sectors in Jordan participated in a survey by responding to a study questionnaire.

A hypothetical model for the learning organization is constructed and validated.

The model explored the LO implementation constructs that can be implemented and continuously improved by an organization when transforming to a learning organization. The model includes six basic components: leadership, strategic planning, organizational performance, TQM principles and concept, organizational learning, and LO practices.

The empirical study results revealed that the LO structure in Jordanian industrial companies incorporates five constructs: learning and information sharing, vision and strategy, rewards and recognition, benchmarking, and training. Therefore, companies need to improve existing practices and introduce new methods in order to reach a LO status.

A valid and reliable instrument to measure the dimensions or constructs of the LO concept in Jordanian industries is newly developed. Relationship assessment revealed that one construct, learning and development, proved to be strongly significant and positively related to company performance in Jordan. Thus, it is found that learning and development is the only significant predictor of learning organizations.

Consequently, companies may wish to focus initially on this fact to aid in the transformation from the current state to that of a learning organization. Companies which are advanced in any of the practices tend generally to be more advanced on others. The researchers conclude that the positive relationship between the LO constructs and organizational performance, are supported. The variation between participant companies was negligible, and therefore supports the notion of verifying the importance and usefulness of measuring.

1- 10 – 7 Yang. Watkins & Marsich (2004).

The title of the study is "**The Construct of the learning organization: Dimension, Measurement, and Validation**". The purpose of the study is to develop and validate an instrument measuring the construct of the learning organization. It investigated the construct validity of the instrument by examining the number of dimensions thought to explain the interrelationships among items on the instrument, and by

examining the relationship between learning characteristics on the instrument and organizational outcome variables.

This study describes efforts to develop and validate a multidimensional measure of the learning organization. An instrument was developed based on a critical review of both the conceptualization and practice of this construct. Supporting validity evidence for the instrument was obtained from several sources, including best model-data fit among alternative measurement models, nomological network among dimensions of the learning organization, and organizational performance outcomes. Acceptable reliability estimates were obtained for the seven proposed dimensions. Consequently, the instrument, Dimensions of the Learning Organization Questionnaire, was recommended for use in organizational studies.

The studier concludes that provided evidence of reliability and validity for the DLOQ that measures the construct of learning orientation. Demonstrated strong evidence of construct validity for the scale measuring dimensions of the learning organization. Confirmed that the concept of The LO is a multidimensional construct. Results indicated that a considerable proportion of the variance among self-reported organizational performance outcomes can be explained by the dimensions of the LO.

1- 10- 8 Joe Power, Di Waddell (2004).

The title of the study i0s " **The link between self-managed work teams (SMWTs) and learning organizations using performance indicators**". this study takes a broad range of indicators into account to assess their relationship to self-managed teams and the learning organization. The questionnaire used in this study was designed for human resource managers (HRMs) across multiple Australian industries. HRMs

were targeted given their noted role as a "coach/counselor/advisor" in SMWTs, and their role as a "facilitator" in the learning organization.

The target population for this study included 200 randomly selected public and private organizations across multiple Australian industries found in the Business Review Weekly top 1,000 list .

The following conclusions have been drawn from the study:

- The relationship between SMWTs and the learning organization concept is statistically insignificant.

- There is a positive and significant relationship between SMWTs and the learning organization.

- The relationship between SMWTs and performance (i.e. knowledge performance, financial performance, customer satisfaction and turnover) is statistically insignificant.

- The qualitative data, however, suggested a positive and significant relationship between SMWTs and performance .

- The learning organization's relationship to knowledge performance, financial performance and customer satisfaction was found to be statistically significant. But the relationship between the learning organization and turnover was not statistically significant.

1 -10 -9 Tseng, Chao-Sheng (2003).

The title of the study is **" The study of relationship between the perception of the characteristics of a learning organization by employees and their organizational commitment."** In this study, the characteristics of an organization are treated as independent variables, organizational commitment as a dependent variable, personal characteristics as a control variable, while questionnaires are designed to gather data. 357 units of questionnaires (with 302 effective

respondents) were distributed to the employees who work in two companies, which had good performances and have experienced organizational revolution in the past two years.

They conclude that If a company concentrates its attention into developing the structure and improving the performance, then it has owned partial characteristics of a learning organization basically. If the employees' perception of these characteristics increases their commitment to the organization, the managers will be confident in taking action leading to organizational revolution.

The study findings show that the perception of the characteristics of a learning organization by employees does affect the organizational commitment. This means that in the event of an organization stepping forward to becoming a learning organization, the characteristics of a learning organization will exist in working experience, organizational structure, organizational culture, and information management, and the characteristics will promote employees value commitment, effort commitment, and retention commitment. The relation between characteristics of a learning organization and organizational commitment is meaningful for the organization, managers and employees.

1- 10 – 10 Peter Murray (2003).

The title of the study is " **Organizational learning, competencies, and firm performance: empirical observations**". The purpose of this study is to illustrate though empirical study that different types of competencies and the learning behaviors they display have a significant impact on organizational performance. The study examines empirical evidence from study conducted in the Australian construction industry. It determines the affect on firm performance of different learning behaviors

categorized at different learning levels, and explores whether firm performance is influenced more by lower or higher-level learning behavior.

A survey was developed as the principal means of data collection while attending meetings, reviewing published documentation, and preliminary interviews were the source of other data.

The results were expected to show a number of performance implications. If groups of competencies had the same impact on project performance (i.e. equal impact on project performance of competencies at various learning levels), this would confirm suspicions in the industry that project performance goals were established in isolation of organizational learning practices.

While it is necessary for the industry to base much of its learning on structured-driven behaviors (i.e. formal policies, procedures, and practices of performing standardized project work), there was a perception in the industry that standardization alone was a poor substitute for new work structures and process improvements . Management or personal competencies for example were considered to be critical in reshaping and defining future industry posture.

This study suggests that there should be a greater impact on firm performance. The results found that firm performance was indeed influenced by learning routines but that these were not abundantly evident. The study can find some justification that the impact of competencies will be more extensive on short-term profit with evidence of learning routines at both lower and higher learning levels.

1-10-11 Conrad C. Szymczak, Derek H.T. Walker (2003).

The title of the study is " **Boeing – a case study example of enterprise project management from a learning organization perspective**". The principal aim of this study is to introduce the concept of enterprise project management (EPM) and review it from a learning organizational perspective in order that we may better understand how this concept is relevant to project management practice. First, we discuss the wider EPM agenda of inclusiveness and multiple stakeholders with its opportunity to leverage information and knowledge of a wider group of stakeholders than the managers of projects.

They define what we mean by EPM and describe how enterprise culture and supporting information systems and other knowledge assets interrelate to become an enabler or disabler, and we offer some ideas of how these problems may be addressed. We then illustrate examples of a learning organization framework and discuss how this facilitates EPM. We continue this line of argument with some examples of how an organizational learning approach is being adopted by the Boeing Company.

This provides tangible evidence of advantages to be gained from this approach and a solid basis for discussion of Boeing as an exemplar EPM organization. Finally, we conclude with analysis of the EPM concept from a learning organization perspective and discuss the implications that this may have on project management.

This study helps explain the impact and potential for companies to better leverage knowledge and organizational learning from their portfolio of projects. It offers a model based on analysis of the development of the

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Boeing Company and from change management theory of a way to achieve an enterprise project management culture through organizational learning.

The study provides insight into and a rationale for improvement of project management practice for organizations that currently possess the ability to intelligently use knowledge gained from many projects to service their stakeholders. This ability provides the feedstock for organizational reinvention that can be a survival mechanism in reacting to changed circumstances as well as providing a proactive mechanism for developing new markets. In doing so, the study draws attention to both the requisite enterprise knowledge management infrastructure and the required organizational culture that supports commitment and enthusiasm

1– 10 -12 Sonia Dasí Rodríguez, and others (2003).

The title of the study is" **An empirical study about the effect of cultural problematic on organizational learning in alliances**". They sent a questionnaire to small and medium-sized businesses in Spain – namely in the Valencian community – that had established cooperation agreements at an international level during 1997 and 1998 – data gained from a public institution. From a total of 126 companies, a sample of 19 was obtained, supposing a valid percentage of answers of 15.1 per cent.

After the results obtained in this study we can indicate that organizational culture is one of the factors that exerts significant influence on the learning that takes place in international cooperation agreements, two of the elements that especially affect it being the size of the partner company and its nationality.

Thus, the differences between national cultures of the partners, that are projected in the unequal attitudes regarding work, in different languages, or in the different communication systems, affect negatively the joint work and, logically, their own process of organizational learning and the generation of knowledge as a result of the agreement. Also, the disparities in size of the partners cause divergences in the routines, structures and ways of work that make organizational learning very difficult.

However, the direction of this influence changes radically with the existence of trust between partners. When high degrees of trust exist, it is indeed with accused cultural differences when processes of learning of greater level start and, in addition, the generated knowledge affects in a more significant way to the policies and the underlying values of the organization.

1- 10 – 13 Anona Armstrong, Patrick Foley (2003).

The title of the study is "**Foundations for a learning organization: organization learning mechanisms(**OLMs)". The objective of the study was to identify the components that underpin the development and operation of a learning organization, i.e. the foundations, or organizational learning mechanisms, that support the development and maintenance of a learning organization. The study identified four facilitating mechanisms: the learning environment, identifying learning and development needs, meeting learning and development needs and applying learning in the workplace. Factor analysis of the learning environment questionnaire identified 12 scales that supported the structural hypotheses. This study provides an instrument for systematically measuring and monitoring progress towards achieving a learning organization.

This study, we proposed a multifaceted definition of organizational learning mechanisms. The study describes the principles that guided the development of the LEQ, a learning environment questionnaire, developed to measure the cultural and structural facets of a learning organization. The study presents the results of a factor analysis of the dimensions underlying the scales.

The results support the hypothesized dimensions and suggest that the scales in the questionnaire are meaningful constructs of different organizational learning mechanisms. From this perspective the LEQ may prove a valuable framework with which to design and analyze the values and structures supporting learning organizations and monitor their progress.

Considering the extensive literature on organizational learning, the discussion of interventions aimed specifically at developing organizational learning is slim. Focusing on OLMs provides a clear and distinct direction for such interventions. Building learning organizations requires institutionalizing OLMs in them by establishing and monitoring OLMs as well as having the necessary organizational enabling values.

The main benefits of the LEQ are that it provides a publicly available instrument that can be used to gauge the readiness of and increase the preparation of an organization for becoming a learning organization, identifies the requirements for supporting its development and maintenance, and identifies the support structures that are needed to meet the current and future needs of the organization.

1– 10 – 14   Y.L. Jack Lam, S.K. Nicholas Pang (2003).

The title of the study is "**The relative effects of environmental, internal and contextual factors on organizational learning: the case of Hong Kong schools under reforms**". The study attempts to satisfy two objectives: first, to compare the relative importance of external environment, internal conditions and contextual variables as the major source or momentum for school organizational learning. Second, to map out the intricate causal relationships among all external, internal and contextual factors with organizational learning process and outcomes.

The tool for collecting data was a survey consisting of four components. The first component probed into teachers' background information. This encompassed personal and school factors. The second component consists of modification of a School Environment Constraint Instrument for measuring Canadian public school external contexts. The third component consists of items which identified specific characteristics of "transformational leadership", "school culture" and "school structure". The fourth component consists of items measuring organizational learning.

Altogether, 67 subsidized schools (31 elementary and 36 secondary) in Hong Kong constituted the sample. the findings is a clear affirmation that school internal conditions notably transformational leadership, positive school culture and supportive structure – outrank factors from other sources as the most critical elements in promoting organizational change. They continue to exert a prevailing influence on organizational learning process and outcomes. When principals begin to restructure their schools such that there is more flexible scheduling, more teamwork, more

collective decision making, and when they promote supportive norms among colleagues, organizational learning will be formally endorsed.

Furthermore, the effects of favorable internal school conditions remain unchanged irrespective of the type and nature of schools or individual personal and background factors. Environmental constraints coming from different domains have not shown to be the dominant forces for organizations to engage in learning. Rather they provide the incentive or source of motivation that encourages school leaders to initiate learning process within their schools. In this context, we would have to support the proposition from the "strategic schools" that it is the leaders through their voluntary choice that bring about organizational changes.

Indeed, from our findings, one notes that, at best, it only exerts its irregular and inconsistent impact on schools' organizational learning process and outcomes.

1– 10-15 Ayers (2002).

The title of the study is" **Perceptions of university Outreach and Extension Agriculture Business Counselors as a learning Organization**". The purpose of the study is to understand the relationship between the learning organization and the agriculture extension service in initiating efforts. The studier concludes that the relationship between the learning organization and the extension service is not well understood. The extension service has a history of facilitating learning environments in rural areas. In recent years, there has been concern about the effectiveness of the extension service in initiating change through educational efforts. Study indicated that the use of learning organization concepts within an organization increased that organization's viability and effectiveness.

The Agriculture Business Counselors, a group within University Outreach and Extension, University of Missouri was evaluated as to their perceptions of learning organization concepts within their organization. This group was formed to facilitate value added agriculture enterprises. The Dimensions of the Learning Organization Questionnaire (DLOQ) and six organizational questions were used in the evaluation. The DLOQ uses seven action imperatives of a learning organization. These action imperatives include (a) create continuous learning opportunities; (b) promote inquiry and dialogue; (c) encourage collaboration and team learning; (d) establish systems to capture and share learning; (e) empower people toward a collective vision; (f) connect the organization to its environment and; (g) use leaders who model learning at the individual, team and organizational level.

Results showed that when compared to two other organizations the Agriculture Business Counselors had higher overall scores for six of the seven action imperatives and were significantly different for five of the seven action imperatives when compared to both organizations. Scores were significantly different from those employees with less years in their organization for three of the seven action imperatives. Employees with the highest level of participation in the Agriculture Business Counselors Group had the highest scores as compared to those with lower levels of participation. Scores of employees who had a high level of participation were significantly different from those with medium, low or both medium and low participation for each of the action imperatives, except for the action imperatives of create continuous learning opportunities and promote inquiry and dialogue.

1-10-16 Ellinger , Ellinger , Yang & Howton (2002).

The title of the study is "**Dimensions of the learning organization as determinants of organizational performance in firms**". The purpose of the study is to assess the relationship between the learning organization concepts as described by the dimensions of the learning Organization Questionnaire and firms' financial performance using both perceptual measures of firm performance and objective, secondary financial data.

The studiers conclude that the concept of the learning organization has received considerable attention in the scholarly literature because superior learning processes have been heralded as a source of competitive advantage. Organizations that embrace strategies consistent with the learning organization are thought to achieve improved performance. Yet few empirical studies have examined the relationship between the learning organization concept and firms' financial performance. To assess this association, the authors obtained managerial responses to the Dimensions of the Learning Organization Questionnaire (DLOQ) instrument along with both perceptual and objective measures of firms' financial performance. Results suggest a positive association between the learning organization concept and firms' financial performance. The article discusses implications for study and practice.

1– 10-17 Diane Sterhaus Neefe (2002).

The title of the study is "**Comparing levels of organizational learning maturity of colleges and universities participating in traditional and nontraditional accreditation processes**" . The purpose of this study is to compare the levels of organizational learning maturity of colleges and universities participating in traditional and non-traditional accreditation processes. A survey instrument was developed to quantify managerial practices at colleges

and universities relative to the integral components of a learning organization.

The surveys obtained the subjective opinions of faculty at twelve colleges and universities. Six of the institutions are accredited traditionally, while the remaining six are accredited using North Central Association's alternative accreditation process, AQIP (Academic Quality Improvement Project)

Results of the survey indicate concepts of organizational learning are present in higher education. In general, the majority of institutions were utilizing practices that are characteristic of learning organizations. Collectively, the non-traditionally accredited institutions had a higher overall Organizational Learning Index and scored higher in the six categories of Shared Mission/Vision, Organizational Culture, Team Work and Team Learning, Sharing of Knowledge, Systems Thinking and Leadership. Non-traditionally accredited colleges and universities demonstrated statistically significant scores in the three categories of Organizational Culture, Team Work and Team Learning, and Systems Thinking.

The results indicate the non-traditionally accredited (AQIP) institutions are more mature than traditionally accredited institutions in those categories.

1- 10-18 Ashok Jashapara (2002).

The title of the study is "**Cognition, culture and competition: an empirical test of the learning organization**" .This study examines the principal assumption underlying the learning organization literature that organizational learning leads to increased organizational performance and explores the role of organizational learning, culture and focused learning on organizational performance. The study is based on a stratified sample of 181 UK construction firms and adopts a structural equation

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methodology. As no scales exist from prior study, a new instrument is developed for a learning organization.

The results indicate that firms with cooperative cultures are more likely to achieve competitive advantage. Also firms reinforce the need for dialogue to improve communication and to strengthen a culture of openness and trust in organizations. However, an anomaly arises in the findings to show that competitive or political cultures are more likely to lead to double-loop learning. As such, the most effective organizations are more likely to have a flux between competitive and cooperative cultures rather than showing idealized forms of either. In this conception, organizational culture can be viewed as a continual struggle by groups of organizational members to impose values and identities on the role of others. This flux is characterized by the culture of adversarial client-contractor relationships and the drive towards partnering in the UK construction industry.

The nature of construction as a project based, cyclical and fragmented industry maintains this inherent flux of organizational culture and hinders the total development of culture in its idealized forms of cooperation or competition. These findings add further support the definition of organizational learning from a cultural perspective and show direct links to organizational learning from a psychological and management science perspective .

The results conclude that organizations that continually questions their underlying assumptions and "do things differently" are more likely to achieve sustainable competitive advantage.

1– 10 - 19 Emily Boyle (2002).

The title of the study is " **A critical appraisal of the performance of Royal Dutch Shell as a learning organization in the 1990s"** . One organization that has been identified as "a premiere learning organization", is Royal Dutch Shell (RDS). Despite this, in 1998 its results were the worst in its history. Seeks to explain how and why this happened. Considers the advantages claimed for learning organizations, the features of them that enhance an organization's competitive advantage and those that can obstruct their effectiveness. Analyses the performance of RDS over a period of time in the light of the changing conditions in the oil industry. In particular examines a variety of learning methods used by RDS in the critical period prior to and during the 1990s.

From this, addresses differences between the characteristics of RDS in the 1990s, compared with previously, on the one hand, and with those identified as significant for ensuring that learning organizations create competitive advantage, on other hand, in an effort to explain RDS's poor performance at the end of the 1990s.

The evidence from this study of RDS as a learning organization in the 1990s suggests that procedures that facilitate learning should only be adopted if the organization has both a shared vision and an effective way of monitoring the activities of the empowered business units. RDS had neither.

RDS's performance in 1998 had affected its management deeply. The company had already engaged a number of management consultants to try to rebuild management commitment to the group and it had begun its restructuring programmed. However, after 1998, the "dismantling of the baronies" started in earnest. Most of the regional companies disappeared

and their headquarters were sold off. The number of strategic business units was reduced from five to four and the committee system of management was abandoned in favour of individual responsibility. Controls on capital spending were also tightened up. No longer will any project in which returns are expected to be greater than the costs be given the go ahead. Now, the capital for such projects is limited so that only the ones with the greatest potential are approved. By early 2000, return on capital employed had risen to 12.1 per cent, while capital spending had been reduced by 40 per cent .

It has learnt that being a learning organization can give an organization competitive advantage but only if its leadership and members are committed to the same goals and they share a real sense of the organization as a community.

1– 10 – 20 Gary D. Geroy, Orlando V. Phillip. (2000).

The title of the study is " **Predictors of learning organizations: a human resource development practitioner's perspective**". For this study, male and female professionals were asked to rate their perceptions about their organizations. They were asked to rate their organizational perceptions on rewards and recognition, training and education, information flow, vision and strategy, and individual team development. Finds that appropriate rewards and recognition are an under girding structure to the learning organization and that an environment of knowledge sharing and learning systems is an indication of a learning organization.

For this study, 48 working professionals from a population of approximately 150 in a Human Resource Development Master's Degree

program were randomly selected to take both instruments. Of the 48, 27 were female, 21 were male. A total of 50 questionnaires were handed out and 48 were returned for a 96 percent return rate.

This study determined there were two significant predictors of learning organizations when all five predictor variables were entered simultaneously using multiple linear regression. Rewards and recognition as well as training and education were predicted significantly and positively from the Learning Organization Profile. In other words, those participants who answered positively that they received rewards and recognition on the job and belong to an organization that emphasized training and education were most likely to assess their work environment as a learning organization. Gender was explored as predictors of learning organizations. However, the data suggested there were no significant differences or predictors between men and women.

Comments on previous studies :

As it is mentioned, the learning organization subject is a new concept in the administration field and it was begun by Senge in 1990. The previous studies are chosen to be modern studies between the years (2000 – 2007). The majority of these studies are in the profit business where the measurement of the outcomes and the performance of organization is easier than the education and universities fields. There is just one study from the Arab world although the researcher did his best to find studies in the learning organization subject from the Arab world.

All the studies concentrate on two items, the first item is the existence of the learning organization characteristics and it's construct and dimensions in the organizations. The second item is the relation between

the existence of the learning organization characteristics and performance of these organizations. To measure this performance, different indicators are used as financial indicators, innovation, new product success, market share, and reliable performance. The majority of these studies indicate a significant correlation between the existence of the learning organization characteristics and the different kinds of performance indicators. In some of the previous studies the researchers use the DLOQ instrument to check the LO characteristics and in this study the same instrument is used.

2. Chapter 2

Review of Literature

When Peter Senge's book 'The Fifth Discipline' was first published in 1990, it created quite a stir and gave people a look into a company that most people would love to create and prefer to work for. The question, however, has always been how do you create this ideal Learning Organization. "Organizational learning is a powerful driving force, contributing to the success of many businesses in the United States" (Garvin, 1993).

Fierce competition has made old boundaries obsolete and dictated that new rules prevail. The learning organization model "is especially apt for those who are seeking ways to conceptualize organizational structures and process to foster continuing responsiveness, effectiveness, and efficiency in administering education" (Dever, 1997).

In the past fifteen to twenty years, "organizations have moved from total quality, to learning, to world-class continuous improvement and innovation in order to remain competitive" (Robinson, 1997). As Garvin (1993) declares: "continuous improvement requires a commitment to learning" .

According to Bennett & O'Brien (1994), "to survive and prosper on the ride into the 21st century, we must adopt a new way of managing that is based on our organizations' capacity to learn and change- consciously, continuously and quickly."

Also Goh and Richards (1998) maintain, "in order to stay competitive and survive, the challenge is not only to help organizations learn or increase their knowledge base but help them to learn more effectively".

This chapter will highlight concepts pertinent to learning organizations

and the education development center in UNRWA. The review of literature will focus on six primary areas:

(1) The definition of learning organization.

(2) Characteristics of learning organizations.

(3) Common themes of learning organizations.

(4) Benefits of a Learning Organization.

(5) Key functions of a Learning Organization.

(6). Education in UNRWA.

2. 1 Definitions of a Learning Organization.

The term 'learning organization' is defined by organizational practitioners in a variety of ways. While a single definition is elusive, most experts view a learning organization as "a constantly evolving, living system focused on knowledge acquisition and improved performance" (Garvin, 1993).

Senge (1990) defined a learning organization as "an organization that is continually expanding its capacity to create its future. For such an organization, it is not enough merely to survive". Survival learning or what is more often termed adaptive learning must be joined by generative learning that enhances our capacity to create.

Bennett & O'Brien (1994) describe a learning organization as "an organization that has woven continuous and enhanced capacity to learn, adapt and change into its culture". Garvin (1993) sets another explanation of a learning organization, "an organization skilled at creating, acquiring and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights."

Gephart and Marsick (1996) more specifically characterize a learning organization as:

"an organization that has an enhanced capacity to learn, adapt and change. It's an organization in which learning processes are analyzed, monitored,

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developed, managed and aligned with improvement and innovation goals. Its vision, strategy, leaders, values, structures, systems, processes and practices all work to foster people's learning and development and to accelerate systems-level learning".

2 – 2 Characteristic of the Learning Organization :

2 – 2 – 1 Individual Learning (Personal Mastery).

An organization is made up of people, it is not a living organism and therefore cannot learn in itself. The people within the organization can however learn, therefore a Learning Organization cannot exist if the people in the organization do not learn.

A Learning Organization is one where employees have the ability to honestly and openly see reality as it exists.

They have the ability to compare reality with perceptions; reconciling both into a coherent understanding. They are motivated and are continually expanding their horizons and learning. People that are continually learning are aware of their ignorance and their growth areas. The journey is the reward and there is never a destination.

A learning individual must also be able to clarify what is important to them, what they would like to achieve out of life. What is important to a person now will not be the same as what will be important in 5 or 10 years time. You therefore need to continually evaluate the path you are on and ensure that it is the path that you want and will take you to your desired destination. Everyone needs a vision to move forward.

"If one has achieved his vision there is no need to learn and grow. There should therefore always be a gap between what you have now, or where you are now and where you would like to be in the future. The tension that this gap creates is the reason for our learning and growing." Goh and Richards (1998) .

In essence this gap can be seen as failure, a gap between our current reality and our vision. Failure is therefore, an opportunity for learning. It is about learning why we are where we are, at the moment and how we intend to achieve our vision. It is therefore, important to have a thorough accurate understanding of your current reality.

"Learning people are generally more committed, they have more initiative and take on more responsibility. They learn faster and therefore, add more to the organization. But it is important to remember that embarking on a path of personal growth is a matter of choice. No one can be forced to learn and grow, to do so will have the opposite effect." Goh and Richards (1998).

2 – 2 – 2 Assumptions (Mental Models)

These are deeply held images of how we believe the world works. These deeply held images affect how we see things. The same event can therefore be interpreted differently by two people as what they see is affected by their mental models.

"We most likely have deeply held assumptions about our company, our product, our market and our competition that we have held to be true for a while. The problem is that as the world changes those assumptions will deviate more and more from reality. Unless we are willing to continually reassess our assumptions and test and measure them we are vulnerable to serious problems." Senge (1990).

"The problem with deep seated mental models is that even when new strategies are proved to be superior to the old ones, the organization often reverts back to the old strategies. These deeply held assumptions keep the old strategy in place in spite of all information supporting a new approach. The new approach has to be worked on; it can't be paid lip service and ignored. It has to become a new mental model that all can see and validate for themselves. If this doesn't happen then the old strategies

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appear to re prove themselves! What is assumed to be true, becomes true; The organization doesn't learn and slides backwards". Goh and Richards (1998).

How do you determine if your mental models are valid or merely the result of a leap of assumption? An assumption based on biased, antiquated thinking. The key is in honest investigation; the ability to give your point of view and have a peer to peer dialogue that generates true understanding. If in a meeting there are no questions being asked then there is no honest investigation going on. You cannot understand somebody else's point of view unless you ask questions. Asking and answering questions is the beginning of creating a dialogue. Stating your position more firmly each time a question is asked or your ideas challenged is authoritarian and no way to achieve dialogue or to develop a learning organization, especially amongst your peers.

"In a learning organization people are able to come together as peers to find the best mental models. In this environment there are no deep seated assumptions just the desire to find the right solution or develop a new system in a collaborative environment." Senge (1990).

2 - 2 – 3 Shared Vision :

Peter Senge (1990), in his book "The Fifth Discipline" describes a shared vision as " a force in people's hearts, a force of impressive power".

At its simplest level, a shared vision is the answer to the question, "What do we want to create?. A shared vision is a picture that everyone in the company carries in their heads and hearts. With a shared vision everyone has a common destination and a common picture. They work together as a team, supporting and encouraging each other. There is no competition between people, therefore there is no need to pass blame or hide failures. Each activity leads to common learning and development.

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So what does a shared vision do for your company? It converts 'the company 'into 'our company'. "It creates a sense of commonality and gives coherence to diverse activities. It creates excitement and leads to the making of an extraordinary company. It allows everyone to work together, and learn from one another as well as allowing people to communicate as equals. It creates a common identity with a sense of purpose. It encourages new ways of thinking and acting. It gives courage and fosters risk taking and experimentation, because people realize they won't be chastised for getting it wrong the first time. People realize the rewards of experimentation outweigh the losses. Without a shared vision the learning organization cannot begin to exist". Senge (1990).

It's a powerful concept. So how do you build a shared vision? It is not by top management going on a retreat, returning with the magic tablets from the wise man and with a vision written by consultant facilitators. It is not by telling the staff that everyone now needs to adapt and follow them. In an authoritarian organization you could just give a command and hope for results.

Hopefully your organization isn't authoritarian and has seen the light of the new dawn. A shared vision should build on individuals personal visions, it should start with their input and at every level it should be tested. Yes, management does have input, but not without involvement and feedback from all levels.

"Creating a vision is a never ending and key part of a leader's position. A vision should be living and evident on a daily basis. The top need to be in touch with the personal visions of individuals so their ideas can reach the top. Leaders should always be asking for support and be sharing their personal visions. They should be listening. Building a shared vision does not happen in a week, it takes time to evolve and grow.

It requires individuals be free to express their opinions, ideas and dreams and more importantly the ability of everyone to really listen to other points of view. For a vision to work it must also tie in with the companies values. Values determine how you want to act on a day to day basis". Senge (1990).

2 – 2 – 4 Team learning:

It's a fact that a team that works as a team is able to produce results over and above the sum of the abilities of the individual. This only happens when the team functions as one, when team members share a common vision and when they are all pulling in the same direction. It's pure poetry in motion when this occurs. The experiences are discussed for decades.

Usually, however, a team is made up of a group of individuals who are headed in different directions. This lack of alignment between team members results in a lot of wasted energy as work done does not translate into team effort. In an unaligned team everyone is headed in a different direction. In an aligned team there is synergy, a common purpose, a shared vision and improved results.

"Team learning is the process of aligning the team and developing the capacity of the team to create results that they truly desire. It is about developing a shared vision within the team and building individual learning, because talented teams are made up of talented individuals. Learning teams are the beginning of a learning organization and provide a base for the organization to learn from its failures and to put insights into action." Senge (1990).

Within organizations, Senge (1990) maintains that team learning has three critical dimensions:

1.   The ability to tap the many minds of the team. In many organizations the intelligence of the team is often less than the

intelligence of the team members. A learning team has greater intelligence.

2.   Innovative, coordinated action. Where team members act in ways that complement each others' actions.

3.   The role that team members play on other teams. Members of learning teams are able to pass their learning to other teams and therefore, encourage learning throughout the organization creating a Learning Organization. Senge (1990).

"To create a learning team it requires the ability of the team to engage in dialogue rather than discussion. Many people feel they have the need to be right and the need to have their opinion be the winning one. They want to be the 'hero' manager and provide 'the' definitive answer or solution to the problem. But to create lasting change in a business and to empower people to do the work they need to do requires the ability of team members to listen to one another, question one another and learn from one another." Senge (1990).

"In a dialogue the listener views are suspended and there is a free exploration of complex ideas. On other hand, during a discussion views are presented and defended and there is a search for the best view. Dialogue does not involve the defense of an idea but the exploration of views and the generation of further ideas. To ensure that a team engages in dialogue, team members need regard one another as colleagues and there must be a facilitator to guide the conversation to achieve meaningful levels of dialogue. The facilitator will ensure the free flow of ideas and that there are no limiting assumptions underlying the dialogue. In this forum the results created are far superior to those created by any individual. This is the power of a learning team." Senge (1990).

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"Team learning does not just happen, it requires practice. As teams practice they will improve. During this practice, it is important for teams to deal with the forces opposing team learning. Forces such as groupthink. This is not the same as group intelligence. In groupthink individuals have succumbed to group pressure and conflict has been smoothed over to prevent threat or embarrassment." Senge (1990).

2 – 2 -5 Systems thinking :

Systems thinking is the ability to see the entire complex dynamic reality. In our everyday life, we tend to break down organizations, situations and everything else into sound bites that we can comprehend. The problem is that each bite is interdependent on other bites.

A management team is comprised of individuals from different disciplines. Each comes to the table seeing the organization from their point of view with their own assumptions. This makes it virtually impossible for the team to form a shared vision using normal conversation. Have you ever wondered why the strategies that the management team comes up with are watered down compromises based on assumptions and full of contradictions?

"Systems thinking is the ability to see interrelationships rather than linear cause-effect; the ability to think in context and appreciate the consequences of actions on other parts of the system." Senge (1990).

2 – 3 Different views of Characteristic of the Learning Organization

2 – 3 – 1 Senge (1990) :

According to Senge (1990), a learning organization embraces five key elements or disciplines: shared vision, team learning, personal mastery, 'mental models' systems thinking. Senge defines the five elements or disciplines:

(1) **Personal Mastery** : "learning to expand our personal capacity to create the results we most desire, and creating an organizational environment which encourages all its members to develop themselves toward the goals and purposes they choose".

(2**) Mental Models** : "reflecting upon, continually clarifying, and improving our internal pictures of the world, and seeing how they shape our actions and decisions" .

 (3) **Shared Vision** : "building a sense of commitment in a group, by developing shared images of the future we seek to create, and the principles and guiding practices by which we hope to get there" .

(4) **Team Learning** : "transforming conversational and collective thinking skills, so that groups of people can reliably develop intelligence and ability greater than the sum of the individual members' talents".

(5**) Systems Thinking** : "a way of thinking about, and a language for describing and understanding, the forces and interrelationships that shape the behavior of systems".

2 – 3 -2 American Society of Training and Development :

In 1995, the American Society for Training and Development (ASTD) began to investigate the level of knowledge and practice related to organizations.   ASTD contacted international experts in the field to determine the characteristics and behaviors that might be found in a learning organization". The research resulted in the creation of a survey tool called the "Learning Organization Assessment Framework". The tool is designed to identify "three levels or organizations of learning: individual, team or group, and organizational".   It also assists the organization in identifying systems that facilitate learning.

Research using the ASTD assessment indicated the primary elements of a learning organization include: leadership and management, culture, communication systems, information, and knowledge. Secondary

elements include organizational structure; change facilitation and implementation systems, which may include technology, support systems for performance and performance management.

2 – 3- 3 Bennett and O'Brien :

According to Bennett and O'Brien (1994), a learning organization's goal is to affect change and improvement in both the business and the individual employees. Organizational learning encompasses both generative and adaptive learning. "Adaptive learning is learning for the purpose of adapting to what is known, what is now". An example of adaptive learning incorporates customer feedback into process improvement. "Generative learning, on other hand, is purposeful learning and changing in order to anticipate what might happen what the customer could want. Generative learning requires the organization to continuously seek to improve, what may appear to be satisfactory.

Bennett and O'Brien studied the practice of 25 successful corporations in the manufacturing and service areas. Examples included Xerox, Kodak, Corning, General Electric, Wal-Mart and Motorola. These corporations had declared their commitment to becoming a learning organization and were adopting processes or practices that fostered organizational learning. After compiling a list of 200 successful practices, the practices were categorized into 12 fundamental factors or 'building blocks', which supported organizational learning.

The organizational building blocks identified were : strategy/vision, executive practices, managerial practices, climate, organization/job structure, information flow, individual and team practices; work processes; performance goals/feedback; training/education, individual/team development, and rewards/recognition. Bennett & O'Brien indicate, "as far as we know, no single organization excels in all 12 of these areas".

Rather, an extremely strong practice will tend to over-come and compensate for a weakness in another area.

2 - 3 -4 Gephart and Marsick(1996) :

Another view suggests a learning organization is a set of interrelated systems. Interactions between those systems determine the learning organizations effectiveness. They identified six essential features of a learning organization as:

(1) Continuous learning at the systems level : individuals share their learning in ways that enable an organization to learn by transferring knowledge across it and by integrating learning into organizational routines and actions.

(2) Knowledge generation and sharing : emphasis is placed on creating capturing, and moving knowledge rapidly and easily so that the people that need it can access and use it quickly.

(3) Critical, systemic thinking : people are always encouraged to think in new ways and use productive reasoning skills systemically in order to see link and feedback loops, and critically in order to identify assumptions.

(4) A culture of learning : learning and creativity are rewarded, supported, and promoted through various performance systems from the top down.

(5) A spirit of flexibility and experimentation : people are free to take risks, experiment, innovate, explore new ideas, and generate new work processes and products.

(6) People centered : a learning organization provides a caring community that nurtures, values, and supports the well-being, development, and learning of every individual.

2 – 3 – 5 Goh :

"Literature on organizational learning has been elusive in providing practical guidelines or managerial actions that practicing managers can implement to develop a learning organization". (Goh 1998) identified five

major organizational characteristics and/or management practices that are essential for learning to occur within an organization. These core strategic building blocks were established based on practices and policies. These building blocks -mission and vision, leadership, experimentation, transfer of knowledge, and teamwork and cooperation are fully described as follows :

(1) Clarity and Support for Mission and Vision :

A widely shared sense of the organization's mission and vision is critical in a learning organization. It provides a foundation of empowerment related to decision-making and innovation. "Without this, people will not extend themselves to take responsibility or apply their creative energies".

(2) Shared Leadership and Involvement :

A nonhierarchical organization is required to foster shared participative leadership. Employees need to be involved in organizational decisions on a regular and frequent basis. Leadership needs to be viewed as coaches and facilitators, while being open to constructive criticism.

(3) A Culture that Encourages Experimentation :

Experimentation requires a willingness and daring to question the status-quo by posing the question 'how can we do it better?'. Leadership needs to allow teams to form to improve processes or become innovative. A reward system needs to be in place to promote the desired behavior. An organization's must create knowledge and capitalize on that knowledge.

(4) Ability to Transfer Knowledge Across Organizational Boundaries : Learning from past failures or mistakes is critical to organizational growth and learning. This requires a culture of openness and trust. Successful organizations not only encourage learning from one another internally, but also create internal mechanisms such as list serves

to foster this a sharing of knowledge and expertise. They practice benchmarking by identifying best practices of other organizations.

(5) Teamwork and Cooperation :

Employees bring their collective skills together to focus on solving problems, improving processes or fostering innovation. Effective teams are composed of employees from a number of functional areas. This promotes questioning and learning and promotes a systems-thinking approach to problem-solving.

In addition to these five building blocks, Goh identified "two major supporting foundations" .The first is an effective organizational design, while the second is appropriate employee skills and competencies. Both must be in alignment and supportive of the five strategic building blocks.

2 – 3 – 6 Garvin :

Garvin (1993,) suggests "learning organizations are skilled at five main activities: systematic problem solving, experimentation with new approaches, learning from their own and past history, learning from the experiences and best practices of others, and transferring knowledge quickly and efficiently throughout the organization". Garvin further defined these five activities as follows:

(1) Systematic problem solving : Relies heavily of principles and methods of the quality movement. Three components include the scientific method of Plan, Do, Check, Act or PDCA, data based decision making, simple statistical tools such as charts and cause-and-effect diagrams. "Training is presented in 'family groups', members of the same department or business-unit team, and the tools are applied to real problems facing the groups". The training process provides a common vocabulary for team members while demonstrating and reinforcing a consistent approach to problem solving.

(2) Experimentation : Utilizes a system approach in seeking new knowledge, but is "motivated by opportunities and expanding horizons, not by current difficulties" . The activity requires an incentive system that rewards risk-taking and innovation.

(3) Learning from past experience : "Companies must review their successes and failures, assess them systematically, and record the lessons in a form that employees find open and accessible". Leadership needs to view failures as opportunities for learning, by structuring the 'mistake' in a positive light for all employees to learn from.

(4) Learning from Others : "Sometimes the most powerful insights come from looking outside one's immediate environment to gain a new perspective" . Incorporating benchmarking techniques into the organizational fabric "ensures that best industry practices are uncovered, analyzed, adopted and implemented" . The greatest learning occurs when looking at work processes as opposed to work results.

(5) Transferring knowledge : Knowledge must be disseminated throughout the organization quickly and efficiently. "Ideas carry maximum impact when they are shared broadly rather than held in a few hands" .

2－4 Common Themes of Learning Organizations :

Although concepts and viewpoints may differ, common themes continue to surface throughout the various literature cited. These concepts include the elements of leadership; shared mission/vision; teamwork and team learning; knowledge sharing, organizational culture, and systems-thinking.

2 – 4 – 1 Leadership :

What are the indicators of effective leadership in a learning organization? According to Gephart and Marsick (1996) effective leadership models learning behavior, provides with systems that; facilitate learning, encourages people to contribute new ideas, ensures the sharing or knowledge and learning, allocates resources to demonstrate the organizations commitment to learning, and shares leadership.

Tribus (1997) states that " leadership consists of two facets:
(1) Enunciation of a vision, an aim, an action, which moves people to do what they would not do, and to do it with passion and commitment.
(2) Acting to guarantee integrity in logistics, in resource utilization and in alignment of activities."

According to Goh (1998), "it is the role of leadership to create the necessary conditions for the organization to develop an effective learning capability."
Garvin (1993) states an effective leader accomplishes this "by creating systems and processes that support these activities and integrate them into the fabric of daily operations, companies can manage their learning more effectively".

Shared leadership is also essential in a learning organization. Shared leadership fosters a sense of empowerment for the employees "In a highly competitive environment, employees are encouraged to take calculated risks, to deal with uncertainty, and to innovate. Such an environment requires a shared leadership style in a nonhierarchical organization". (Gephart & Marsick, 1996).

In addition, leaders must be coaches, not controllers (Goh, 1998). "Leaders coach by soliciting ideas and encouraging people to contribute. Effective leadership must provide constructive feedback to employees and teams about ideas and innovation".

This feedback will be used to assist in identifying opportunities for improvement. "In the same spirit, leadership needs to be open and willing to accept constructive criticism while utilizing it for both personal and organizational growth and learning" (Goh, 1998).

Senge (1990) identified three major roles for leaders; designer, steward, and teacher.

First, the role of designer is crucial to opportunities and movements within an organization. Senge explains, "no one had a more sweeping influence than the designer. What good does it do for the captain to say, 'Turn starboard thirty degrees,' when the designer has built the rudder that will turn only to port, or which takes six hours to turn to starboard? It's fruitless to be the leader in an organization that is poorly designed.

Secondly, the role as a steward is one of nurturing and inspiring. Leaders in a learning organization draw their inspiration from a "deep story and sense of purpose" to support their vision. Leaders share stories and relate the stories to the organization's vision. To summarize the role of the steward Senge states, "Out of this deeper story and sense of purpose or destiny, the leader develops a unique relationship to his or her own personal vision. He or she becomes a steward of the vision" .

Thirdly, the leader as a teacher. Senge maintains "leaders can influence people to view reality at four distinct levels: events, patterns of behavior, systemic structures, and a 'purpose story'". Senge suggests that most leaders focus the majority of their attention on events and patterns of behavior, while leaders in a learning organization focus the majority of their attention on systemic structures and 'purpose'. By focusing on these last two components they are teaching others to do the same".

Dever (1997) explored the application of a learning organization related to educational leadership. Dever questioned whether strong presidential leadership in higher education could be compatible with the

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learning organization model. Dever compared Senge's key metaphors of leadership against the four frames of leadership – structural, human resource, political.

Dever (1997) describe the structural component of leadership as "that of a social architect, the human resource function as a nurturer of personnel, and the symbolic component as one of interpreting experience .

Dever(1997) suggests one reason for Senge's political advocacy omission is because of "frank acceptance in the political process of the roles played by power, contestation, and personality:" "Political leaders ask questions such as whose support do I need? How do I go about getting it? Is this battle winnable?

2 – 4 – 2 Shared vision :

Shared vision can be defined as "building a sense of commitment in a group, by developing shared images of the future we seek to create, and the principles and guiding practices by which we hope to get there" (Senge, 1990). Senge (1990) cites historical examples of "shared visions that propelled organizations to great success. These examples included IBM's 'service'; Polaroid's 'instant photography' and Ford's 'transportation for the masses".

"The development of a shared vision early on is an important step, because it fosters a longer-term orientation and demonstrates the importance of learning in relationship to the achievement of the vision" (Senge, 1990). Creating a shared vision requires leadership to clearly articulate the message continuously and consistently to achieve employee commitment.

 In order to achieve the vision, "individuals within the organization must recognize and support the larger goals of the organizations". (Bennett & O'Brien, 1994).When the vision is shared and supported by employees, it can influence the learning capability of an organization (Goh, 1998).

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According to Senge(1990), "a shared vision also provides the focus and energy for learning and a 'learning organization' cannot exist without it. Shared visions drive their power from a common caring" . "An organization must devise a strategy to determine if their learning is assisting in achievement of their vision" (Bennett & O'Brien, 1994). Creating a 'vision statement' is not the same as creating a 'shared vision' (Senge, 1990). Senge writes, "a vision statement should be eloquent. It need not be brief, but it should not be boring. It should compel people to action". A shared vision also fosters innovation, risks and experimentation among employees and empowers them to act upon priorities of the organization. Without a clear idea of the organization's mission, employees will not extend themselves, take responsibilities or apply their creative skills (Senge, 1990).

2 – 4 – 3 Team Work and Team Learning :

Team learning is a vital element of all learning organizations. "Team learning is the process of aligning and developing the capacity of a team to create the results its members truly desire. It builds on the discipline of developing shared vision. It also builds on personal mastery" (Tribus, 1997).

"A learning organization promotes the development of entire teams. Teams, not individuals, are the key learning unit in competitive organizations and are critical in providing quality service. In turn, learning teams should foster and nurture other learning teams" (Senge 1990).

Team learning is not to be confused with team building. "Effective team learning is organized around real teams, working on real projects, which are important to the organization guided by a trained facilitator" (Tribus, 1997). "Work is accomplished using cross-functional teams" (Gephart & Marsick, 1996). Learning teams learn how to learn together

and it indicates effective learning occurs in groups allowed to "continuously reinvent their work.

Team learning begins with the cultivation of open communication and dialogue. "Team learning involves identifying patterns of interaction, which weaken learning within the team and requires individual learning and commitment among the participants" (Senge, 1990).

Teams working and learning together on process improvement teams in their area of expertise seek to identify root causes and will solve them permanently. "Problem solving across the organization promotes the sharing of best practices from within and outside the organization, thereby fostering organizational learning" (Gephart & Marsick, 1996).

Involving members of cross-functional teams in the learning process, including those closest to the customer, drives success for the organization. Bennett and O'Brien (1994) state some organizations intentionally place individuals with no knowledge of the problem or process on a team. The individual invariably asks naïve questions, which challenges the thinking of the 'seasoned' team members, thus creating a team learning opportunity. Creating an environment that fosters team learning is a vital to any learning organization.

 According to Senge (1990), "Effective team learning involves three dimensions: insightful thought related to a complex issue, innovative coordination and the role of team members on other teams. When teams are truly learning, they not only are producing extraordinary results but also the individual members are growing more rapidly than could have occurred otherwise."

2 – 4 – 4 Sharing of knowledge :

The sharing of knowledge within an organization is an integral part of a learning organization. Garvin's research indicates that ideas carry maximum impact when they are shared broadly rather than held in a few hands. Systems-level learning occurs when an organization synthesizes ideas and shares their intellectual capital (Garvin 1993).

Developing shared knowledge requires the use of variety of mechanisms to spur the learning process (Garvin 1993). These mechanisms need to be created to facilitate the transfer of knowledge between work teams (Goh, 1998). Leaders can provide systems or create structures in the organization which are designed to capture, facilitate, and promote learning thereby ensuring the dissemination and sharing of knowledge and learning (Gephart & Marsick, 1996).

(Garvin 1993) cites several examples of systems or structures that enhance shared knowledge within the organization. These strategies include a variety of reports, site visits and tours, and personnel rotation programs, education and training programs.

"Some organizations such as The Container Store, optimize use of their voice mail system to share thoughts, ideas and information. While tours and reports are the most common methods, they are not the most effective. Active learning is much more valuable, and hence personnel rotation programs are one of the most powerful methods of transferring knowledge" (Garvin 1993)

2 – 5 Benefits of a Learning Organization :

The benefits of a learning organization are numerous. Overall the creation of a learning organization will lead to improved results and the achievement of results that the organization truly wants to achieve. Achieving improved results is really the name of the game. Improved

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results will build on improved results. This certainly motivates employees and captures their attention.

2- 5 – 1 Benefits of developing learning individuals:

Learning individuals are able to see the gap between their current reality and where they would like to be. This gap is referred to as creative tension as it generates ideas and is the reason and motivation for learning and growing. Learning individuals therefore are generally more motivated and more committed. They have more initiative and take on more responsibility. They learn faster and therefore add more to the organization. (Goh, 1998).

2 – 5 – 2 Benefits of removing deep seated assumption :

Incorrect or invalid assumptions result in the wrong conclusion and therefore the wrong actions being taken by the company. The assumptions we hold today could have at some stage been correct but a changing world results in changing situations. Therefore assumptions need to be continually evaluated so that a problem or situation can be evaluated correctly leading to the correct action and the achievement of desired results. (Goh, 1998).

2- 5- 3 Benefits of achieving a shared vision :

A shared vision converts the company into "our company." It generates a sense of commonality and gives coherence to diverse activities. It creates excitement and makes an extraordinary company. It encourages new ways of thinking and acting. It gives courage and fosters risk taking and experimentation. (Goh, 1998).

2 – 5 – 4 Benefits of team learning:

Team learning occurs when the team functions as a whole and the intelligence of the team appears greater than the individuals. The team is therefore, able to produce results over and above individuals abilities. Team learning creates alignment and alignment generates synergy, a

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common purpose, a shared vision which lead to improved results. A learning team is the basis of a learning organization as they are able to pass their learning on to the rest of the organization and therefore encourage learning throughout the organization. (Goh, 1998).

2 -5 – 5 Benefits of system thinking:

Many of the problems in an organization come from dividing up functions, roles and responsibilities. Although this makes sense as no one person can be expected to know everything, it results in an inability to see the organization as a complex interrelated dynamic reality. We fail to see how making a change in one area affects other areas as we act in isolation. System thinking teaches us to see the entire organization as one entity where each part is vital to its survival. It helps make better decisions, leading to better results. (Goh, 1998).

2- 6 Education department in UNRWA :

The Palestine refugee community has traditionally placed great emphasis on education as the key to a better future. Despite often difficult circumstances, Palestinians are one of the most highly educated groups in the Middle East. This achievement has been made possible in large part by the contribution of UNRWA in educating three generations of refugees. (UNRWA, website 2007).

UNRWA operates one of the largest school systems in the Middle East and has been the main provider of basic education to Palestine refugees for nearly five decades. The Agency provides primary and junior secondary schooling free of charge for all Palestine refugee children in the area of operations. (UNRWA, website 2007).

UNRWA presents its service to about 194,000 students in 193 schools in academic year (2006 – 2007) in Gaza field. The education

department is responsible to present the education service to these student. Every school has it's own manager and suitable number of teachers in each branch of knowledge. The education development center (EDC) is the technical division in the education department . (UNRWA, website 2007).

2-6 – 1 The Education Development Center (EDC).

The education development center (EDC) in Gaza presents its services to all the education department educated employees at all levels. The EDC has 83 supervisors as it was mentioned before and it is responsible to the education institute in Amman. The EDC work in the following aspects :

1. **Training** :

In the EDC presents training courses to all the educated staffs like teachers, head teachers and supervisors. Every year the EDC conducts many training courses for each of these target groups. The EDC makes a comprehensive survey in the beginning of every two years to identify the staff needs and plan a suitable training courses. And the EDC conducts also an in-service training courses for each promoted employees to be ready for the new post.

2. **Supervision :**

In Gaza 83 supervisors work in the EDC. They implement all the activities of the EDC. Each one of the supervisors supervise a set of schools and teachers. The supervisors visit schools daily and implement class visits, workshops, meetings, seminars and lectures. In the summer holiday they plan for the next year and make a managerial process like transferring teachers and head teachers, school formation and manning table for schools.

3. **Curriculum :**

UNRWA implements the Palestinian curriculum in Gaza. The Palestinian curriculum is new so it needs many improvement and

enrichment. One of the most important function of the EDC is to investigate that curriculum and make the needed improvements.

The EDC produces many material and sends them to the head teacher, teachers and students.

4.   Following up and evaluation :

The supervisors in the EDC follow the implementation of the education department plan. The education department plan ,vision and policy are the main sources of each member and school plans. The supervisors visit each school and follow up and evaluate the head teachers and the teachers and report to the chief of the department.

Chapter III

Research Method

Introduction:

This chapter introduces a detailed presentation of methodology and procedures which have been followed in conducting the study about the learning organization characteristics and their impact on EDC effectiveness. The chapter includes Study methodology, Data collection, Study Population, Sample, Study Tools, and Statistical methods

3-1 Study methodology and data collection:

Analytical descriptive methodology has been used to sustain quantitative measurement and analysis. Data has been collected through different means such as:

3-1-1 . Secondary sources:

To introduce the theoretical literature of the subject, the researcher used the following data sources:

1- Books and references in English about the learning organization characteristics.

2- Periodicals, published papers and articles in different countries which has been conducted on the same subject.

3- The published annual reports from UNRWA.

4- The Internet sites and the available electronic versions.

3-1-2. Primary sources:

To analyze the qualitative and quantitative characteristics of the phenomena, it has been depended on collecting the primary data by questionnaire (see appendix 1,2) as a main tool for the study, it saves time and effort. The questionnaire has been designed especially for this study and contains three parts:

1- The first part considers the personal characteristics of the responses.

2- The second part considers the three LO dimensions (Individual level, team level and organization level).

3- The third part considers the performance of the organization.

A set of 60 statements regarding supervisors evaluation. This section is based on Dimension of Learning Organization Characteristics with some refinements regarding questions to be more suitable to educational development center. Some measures have been represented by several items to give more certainty of the consistency of the supervisors responses.

The aim of the questionnaire is to find the supervisors evaluation of educational development center performance in different dimensions. Every question has ten alternative answers according to Scale which consists of ten degrees 1 means absolute disagreement while 10 means absolute agreement. This scale has been transformed to quantitative degrees as shown in table No.3-1:

Table No.3-1: The significance of the answers:

The answers	Relative weight
1	≤ 10%
2	11- 20%
3	21-30%
4	31-40%
5	41- 50%
6	51-60%
7	61-70%
8	71-80%
9	81-90%
10	≥90%

3-2 Validity and reliability of the study tool:

3-2-1 Pilot study:

The measurement has been applied on 30 supervisors of educational development center as a simple random sample in order to check the validity and reliability. The pilot sample has been distributed in the first week of July 2007 and collected within two weeks and has been exempted from the study sample.

3-2-2 First : Validity of referees:

The initial questionnaire has been given to a group of referees to judge its validity according to its content, the clearness of its items meaning, appropriateness to avoid any misunderstanding and to assure its linkage with the main study aims.(see appendix (3). After a detailed feedback from the referees, some adaptation has been done to meet their suggestions.

3-2-3 Second: The validity of the questionnaire

The validity of the questionnaire has been checked by two means:

3-2 – 3 – 1 The validity of Internal Consistency:

(I) **Correlation between the questionnaire dimensions and the Total of it**.

The correlation between the score of each dimension and the total score of the questionnaire has been calculated, and the correlation between the score of every item and the total score of its dimension has been calculated as well. (see tables 3-2, table 3-3).

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Table 3-2: Correlation coefficients(R) between the questionnaire dimensions and the Total of it.

Dimensions	r	Sig.
Learning at the individual level	0.857**	0.000.
Learning at the group level	0.788**	0.000.
Learning at the center level	0.945**	0.000.
Effective of performance	0.685**	0.000.

From table (3 – 2) the researcher observes that there is a high and significant correlation between every dimension and the whole questionnaire because it lies between 0.685 and 0.945, which means that the questionnaire enjoys a high validity coefficient.

(II) **Correlation between every measure in the Individual Dimension and the whole dimension.**

Table (3-3) shows the correlation coefficient between every measure score in the Learning at the individual level and the whole score of the dimension which it belongs to. All the measures enjoy a strong and significant correlation coefficients at good significance level, the " r " values located between 0.437 and 0.815, which means that Learning at the individual level Dimension enjoys a high validity coefficient.

Table (3-3): Correlation coefficients between every measure in the Individual Dimension and the whole dimension.

Measures	r	Sig.
1.	0.805^{**}	0.000
2.	0.717^{**}	0.000
3.	0.636^{**}	0.000
4.	0.746^{**}	0.000
5.	0.437^{*}	0.016
6.	0.567^{**}	0.001
7.	0.666^{**}	0.000
8.	0.489^{**}	0.006
9.	0.780^{**}	0.000
10.	0.732^{**}	0.000
11.	0.729^{**}	0.000
12.	0.815^{**}	0.000
13.	0.501^{**}	0.005
14.	0.697^{**}	0.000
15.	0.514^{**}	0.004
16.	0.764^{**}	0.000

 (III) **Correlation between every measure in the group level Dimension and the whole dimension**.

From table (3-4) the researcher sees that there is a high and significant correlation coefficients between every item score of the group level Dimension and the score of the whole dimension. The " r " values located between 0.530 and 0.950, which means that there is a high validity coefficient between the group level Dimension and its items.

Table (3-4): Correlation coefficients between every measure in the group level Dimension and the whole dimension.

Measure No.	r	Sig.
17.	0.852**	0.000
18.	0.817**	0.000
19.	0.838**	0.000
20.	0.950**	0.000
21.	0.816**	0.000
22.	0.756**	0.000
23.	0.530**	0.003
24.	0.804**	0.000

(IV)   Correlation between every measure in Organization level Dimension and the whole dimension :

There is a strong and significant correlation at significance level 0.01 between the organization level measures scores and the whole level Dimension, since it located between 0. 650 and 0. 870. (see table 3-5).

Table (3-5): Correlation coefficients between every measure in Organization level Dimension and the whole dimension.

Measure No.	r	Sig.
25.	0.685**	0.000
26.	0.826**	0.000
27.	0.826**	0.000
28.	0.824**	0.000
29.	0.847**	0.000
30.	0.805**	0.000
31.	0.847**	0.000
32.	0.719**	0.000
33.	0.650**	0.000
34.	0.781**	0.000
35.	0.741**	0.000
36.	0.720**	0.000
37.	0.807**	0.000
38.	0.808**	0.000
39.	0.831**	0.000
40.	0.825**	0.000
41.	0.777**	0.000
42.	0.804**	0.000
43.	0.868**	0.000
44.	0.843**	0.000
45.	0.870**	0.000
46.	0.767**	0.000
47.	0.801**	0.000
48.	0.792**	0.000

(V) Correlation between every measure in the Effective of performance Dimension and the whole dimension.

The researcher finds that there is a strong and significant correlation between every individual measure in the Effective of performance dimension and the whole dimensions at the significance level 0.01, which means that the performance dimensions and their measures enjoy a high validity coefficient since they located between 0. 622 and 0. 888. (see table 3-6).

Table (3-6): Correlation coefficients between every measure in the Effective of performance Dimension and the whole dimension.

Measure No.	r	Sig.
49.	0.622**	0.000
50.	0.888**	0.000
51.	0.829**	0.000
52.	0.824**	0.000
53.	0.674**	0.000
54.	0.748**	0.000
55.	0.867**	0.000
56.	0.859**	0.000
57.	0.811**	0.000
58.	0.749**	0.000
59.	0.756**	0.000
60.	0.666**	0.000

** Correlation is significant at the .01 level (2 – tailed).

* Correlation is significant at the .05level (2 – tailed).

3-2-4 Third: The reliability of the questionnaire.

After applying the questionnaire and treating the data by SPSS program, the reliability has been calculated by two ways :

1- The reliability by Alpha-Cronbach:

The questionnaire has been applied on a pilot sample consists of 30 supervisors working in EDC. Alpha- Cronbach coefficient validity for the sample has been calculated , it equals 0.985 which means that the questionnaire has a high reliability coefficient. It is approximately the same results for every dimension of the questionnaire (see table 3-7).

Table 3-7: Alpha-Cronbach coefficient for the four dimensions of Questionnaire.

Dimension	No. of questions	Alpha
Learning at the individual level	16	0.922
Learning at the group level	8	0.918
Learning at the center level	24	0.975
Effective of performance	12	0.968
The Total of the questionnaire	60	0.985

2- Reliability by Split-half method:

The study measurement tool has been applied on a pilot sample including supervisors who work in EDC, then reliability has been calculated by split-half method. In this way the whole tool measures are splited into two divisions (odd and even) and then the measures of every dimension splited into two divisions (odd and even) as well. The correlation between the two halves has been calculated; it equals (0.987) for the whole questionnaire. After using the adjusted Spearman-Brown equation the reliability coefficient became (0.993). It means that the

questionnaire has a high degree of reliability. By calculating the correlations for each dimension we find that almost similar results which means that every dimension has a high reliability degree (see table 3-8).

Table (3-8): Reliability coefficients by using the split-half method for the dimensions of the questionnaire.

Dimensions	Number of items	Pearson correlation coefficient	Reliability coefficient according to adjusted Spearman-Brown Method	Sig.
Learning at the individual level	16	0.869	0.930	0.000
Learning at the group level	8	0.874	0.933	0.000
Learning at the center level	24	0.959	0.979	0.000
Effective of performance	12	0.920	0.958	0.000
The Whole questionnaire	60	0.987	0.993	0.000

3-3 Analyzing of the sample

In this section the properties of the sample have been introduced. The researcher has analyzed both personal and organizational properties and the results was as follows:

3-3 -1 The Place of Work:

All the sample members work as supervisors in the EDC. They work in the field when the schools are open. They present a technical assistant to the head teachers and the teachers according to their

specialization. When the schools are closed they work in the headquarter to prepare their programs in servicing the education department policy. In their jobs they visit the teachers in their own classes, share in meetings, conduct workshops, train employees, and do related managerial functions. Since the researcher works as a supervisor it was not difficult to reach every member of the sample so the sample and the population are identical.

3-3 -2   The relation between the persons' experience of the sample:

Although EDC exists since more than 30 years, many of the supervisors are appointed in the last seven years. In the past, to be a supervisor many years experience required so the supervisors in the EDC were older and worked there just for few years of their working life. Now the majority of them are in the fifth decade of their age. The experience of the supervisors of the sample is as shown in table (3-9). The supervisors who has experience less than five years are 36 supervisors which equal 43.9 % while others with experience five years or more are 46 supervisors which equal 56.1 % .

Table (3 – 9): The relation between the persons' experience of the sample:

Experience	Frequency	percent	Valid percent
Less than five years	36	43.4	43.9
Five years or more	46	55.4	56.1
Missing	1	1.2	
Total	83	100.0	100.0

3-3 -3 Level of education degree of the sample persons:

The higher studies are not basic qualification to be supervisors but in the last few years many of the supervisors try to have master and PhD degree. The preferable field of the study is education, curriculum, abstract material, and management. Table (3-10): illustrates the scientific qualification of the sample persons. From the table it is found that all the supervisors have at least bachelor degree because it is minimum degree to get a supervisor post. There is also 13 supervisors with master degree and 7 with PhD degree and this number of qualified supervisors enrich the EDC function.

Table (3-10): The education degree of the sample persons

Education degree	Frequency	percent
Bachelor	63	75.9
Master	13	15.7
PhD	7	8.4
TOTAL	83	100.0

It is noticed that the ratio of bachelor degree and post graduate (100%) is much higher than their ratio in the Palestinian society which equals 5.6% only. (Palestinian Central Bureau of Statistics, 2005). It means that all of the sample persons are high qualified and can understand the questionnaire statements and give significant response .

3-3 -4 Gender :

Most of the sample persons are Male;83.1%, (see Table 3 - 11). And this percentage matches the percentage of male to female in the structure of Palestinian labor force.

Table (3-11): The gender of the sample persons:

Gender	Frequency	percent
Male	69	83.1
Female	14	16.9
Total	83	100.0

The low percentage of the employed women may due to the traditional oriental habits of the Palestinian society which prefers that the women work near home. Also the nature of the job which require daily travel make the women prefer to work at schools. Finally, the performance of males in the post exams and interview were better than females .

3   -3 – 5 Specialization :

The specialization of the supervisors are related to the nature of the specialization. In table (3-12) the details of the specialization of the supervisors.

Table (3 – 12) The specialization of the persons of the sample.

Specialization	Frequency	percent
Arabic	12	14.5
Mathematics	8	9.6
Science	9	10.8
Religion	4	4.8
Social studies	6	7.2
English	9	10.8
Lower elementary	18	21.7
others	17	20.5
total	83	100

The lower elementary supervisors are responsible for the teachers who teach in the first three elementary basic years. Others refers to

supervisors not in the basic subject and they are (3 computer science, 3 physical education, 2 arts, 2 home economics, one Librarian, one human rights, one special education, one technological education, one health education, one counseling and guidance , and one vocational training).

3 – 4   statistical methods.

The following statistical methods have been used:

1- Statistic Methods used in analyzing the validity of the questionnaire:

- Pearson correlation coefficient: to find the validity of Internal Consistency by the correlation between every statement and its dimension.

- Terminal comparison: by comparing the Mean, Standard Deviation and T values for the higher and the lower quarters of the sample.

2-   Statistics Methods used in testing the reliability of the tool:

- Alpha-Cronbach coefficient.

- Split-half method: by computing the correlation between the two halves and using the adjusted Spearman-Brown equation to find the reliability coefficient.

3-   Statistic Methods used in Data Analysis:

- Frequencies
- Percentages
- Means
- Standard Deviations
- Relative Weight

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4- The Statistic Methods which have been used in testing hypotheses:

- One Sample – Kolmogorov – Smirnov Test to check the nature of the data.

- One-Sample T-Test to check differences between the Mean of the responses of every dimension and the Average Mean.

- Pearson Correlation: to test the relation between two variables of parametric and normally distributed data.

- Linear Regression: to check the effect of every dimension on the total degree of the questionnaire.

- One Way ANOVA: to test differences.

Chapter IV

Empirical Framework

Hypotheses Testing & Discussion

Introduction:

In this chapter, data analysis results will be explained, analyzed and discussed to evaluate the LO characteristic in EDC and their effect on its performance. The chapter consists of three sections :

- Typing of data.
- Analyzing and discussing the dimensions of the LO in EDC.
- Testing the study hypotheses.

4 – 1 : Typing of data.

One Sample – Kolmogorov – Smirnov Test was used to decide if LO dimensions data is parametric or not. Table (4 – 1) shows that the computed value of sig. for all the dimensions and their total is greater than $\alpha = 0.05$ then the data is normal distribution. And therefore, parametric tests can be used to study each items of the LO dimensions.

Table (4 – 1) The results of One Sample – Kolmogorov – Smirnov

Test of LO dimensions.

NO.	dimension	Mean	Standard deviation	Kolmogorov – Smirnov z	Sig.
1	Individual level	5.2957	1.14115	0.611	0.850
2	Team / group level	5.3440	1.41090	0.733	0.657
3	Organizational level	5.1164	1.53501	0.753	0.622
4	Total of LO dimensions	5.2520	1.22249	0.658	0.779
5	Total of Performance of the organization	5.3845	1.41788	0.762	0.607

4 - 2 :   Analyzing and discussing the dimensions of the LO in EDC.

4 – 2 – 1 : LO characteristics at the Individual level .

One Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about LO at Individual level items, and the Average Mean (Test value) which equals (5). Table (4-2) shows no significant difference between them in the level of LO in EDC at individual level. Where total mean value was 5.2957 and the sig. value was 0.850. The low mean and sig. value revealed that the respondents were failed to make an opinion about the subject, which reflects weak LO at individual level. However, analysis of table 4.2 shows the following :

1- The respondents agree that the supervisors help each other to learn where the mean value was 5.4337 and the sig. value was 0.029.

2- The respondents agree that the supervisors have internal potential to learn and acquire new skills. Where mean value was 5.7683 and sig. value was 0.000 .

3- The respondents agree that the supervisors seek to realize total quality where mean value was 6.4217 and the sig. value was 0.000.

4- The respondents agree that the supervisors help and guide each others automatically. Where the mean value was 5.7349 and the sig. value 0.000.

5- The respondents agree that the supervisors treat each other with respect. Where the mean value was 7.000 and the sig. value was 0.000 .

6- The respondents agree that the supervisors spend time building trust with each other. Where the mean value was 6.1566 and the sig. value was 0.0000 .

So in items (3,4,13,14,15,16) there are significant difference between their mean and the average mean in favor of these items since their mean is greater than (5) and the sig. value of each one of them is less than α = 0.05.

Table (4 - 2): T – one sample test for Individual level dimension Parametric test.

NO.	Individual level	Mean	Standard deviation	T - value	Sig.
1.	In my organization, people openly discuss mistakes in order to learn from them.	5.2289	1.8956	1.100	0.274
2.	In my organization, people identify skills need for future work tasks.	5.3855	1.78634	1.966	0.053
3.	In my organization, people help each other learn.	5.4337	1.78197	2.217	0.029
4.	In my organization, people have internal potential to learn and acquire new skills	5.7683	1.54199	4.512	0.000
5.	In my organization, people can get money and other resources to support their learning.	3.7349	1.91963	-6.004	0.000
6.	In my organization, people are given time to support learning.	5.0482	2.09473	0.210	0.834
7.	In my organization, people view problems in their work as an opportunity to learn.	5.1325	1.60617	0.752	0.454
8.	In my organization, people are rewarded for learning.	3.0361	1.71397	-10.439	0 .000
9.	In my organization, people give open and honest feedback to each other.	4.9880	1.97851	-0.055	0.956
10	In my organization, people listen to others, views before speaking.	5.3659	1.80200	1.838	0.070
11	In my organization, people are encouraged to ask ' why' regardless of rank.	4.9398	2.14902	-0.255	0.799
12	In my organization, when ever people state their view, they also ask what others think.	5.3735	1.83270	1.857	0.067
13	In my organization, people seek to realize total quality.	6.4217	1.64629	7.868	0.000
14	In my organization, people help and guide others automatically.	5.7349	1.68989	3.962	0.000
15	In my organization, people treat each other with respect.	7.0000	1.64539	11.074	0.000
16	In my organization, people spend time building trust with each other.	6.1566	1.61156	6.539	0.000
Total of Individual level		5.2957	1.14115	0.611	.8500

4 – 2 – 2 : LO characteristics at Team / group level dimension.

One Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the Team / group level dimension, and the Average Mean(Test value) which equals (5). Table (4- 3) shows no significant difference between them in the level of LO at team / group level where total mean value was 5.3440 and the sig. value was 0.657. The low mean and sig. value revealed that the respondents were failed to make an opinion about the subject, which reflects weak LO at Team / group level. However, analysis of table (4.3) shows the following :

1-   The respondents agree that the supervisors have the freedom to adapt their goals as needed. where mean value is 5.3827 and the sig. value was 0.006.

2-   The respondents agree that the supervisors treat members as equals, regardless of rank , culture , or other differences. Where the mean value was 5.6145 and the sig. value was 0.006.

3-   The respondents agree that the supervisors focus both on the groups' task and on how well the group is working. Where the mean value was 6.0482 and the sig. value was 0.000 .

4-   The respondents agree that the supervisors revise their thinking as a result of group discussions or information collected. Where the mean value was 5.6145 and the sig. value was 0.004 .

5-   The respondents agree that the supervisors manage their work by themselves. Where the mean value was 5.7470 and the sig. value was 0.001 .

6-   The respondents agree that the supervisors join to people easily. Where the mean value was 5.8434 and the sig. value was 0.000 .

So in items (1,2,3,4,5,6) there are significant differences between their means and the average mean in favor of these items since their mean is greater than (5) and the sig. value of each one of them is less than α = 0.05.

Table (4 - 3): T – one sample test for Team / group level dimension Parametric test.

NO.	Team / group level	Mean	Standard deviation	T - value	Sig.
1.	In my organization, teams / groups have the freedom to adapt their goals as needed.	5.3827	1.84775	1.864	0.006
2.	In my organization, teams / groups treat members as equals, regardless of rank, culture, or other differences.	5.6145	1.91802	2.919	0.006
3.	In my organization, teams / groups focus both on the groups' task and on how well the group is working.	6.0482	1.63725	5.833	0.000
4.	In my organization, teams / group revise their thinking as a result of group discussions or information collected.	5.6145	1.87949	2.978	0.004
5.	In my organization, teams / group manage their work by themselves.	5.7470	2.04130	3.334	0.001
6.	In my organization, people join to teams / group easily.	5.8434	1.98459	3.872	0.000
7.	Organization, teams / groups are rewarded for their achievements as a teams / groups	3.9036	1.75732	-5.684	0.000
8	In my organization, teams / groups are confident that the organization will act on their recommendations	4.5904	1.95084	-1.913	0.059
Total of Team / group level		5.3440	1.41090	0.733	0.657

4 – 2 – 3 : LO characteristics at the organization level.

One Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the organization level

items, and the Average Mean(Test value) which equals (5). Table (4-4) shows no significant difference between them in the level of LO at the organization level. Where the total mean value was 5.1164 and the sig. value was 0.622.

The low mean and sig. value revealed that the respondents were failed to make an opinion about the subject, which reflects weak LO at organization level. However, analysis of table (4.4) shows the following :

1- The respondents agree that the organization uses two – way communication on a regular basis, such as suggestion system, electronic bulletin boards, or town hall / open meetings. Where the mean value was 6.1928 and the sig. value was 0.0000 .

2- The respondents agree that the organization enables people to get needed information at any time quickly easily. Where the mean value was 5.8434 and the sig. value was 0.0000.

3- The respondents agree that the organization maintains an up – to data base of employee skills. Where the mean value was 5.5060 and the sig. value was 0.019 .

4- The respondents agree that the organization support requests for learning opportunities and training. Where the mean value was 5.4699 and the sig. value was 0.047.

5- The respondents agree that the organization share up to date information with employees about comp treads, challenges organizational direction. Where the mean value was 5.4699 and the sig. value was 0.038.

6- The respondents agree that the organization ensure that the organization's actions are consistent with its values. Where the mean value was 5.5190 and the sig. value was 0.035.

So in the items (1,2,3,19,20,24) there are significant difference between their means and the average mean in favor of these items since their mean is greater than (5) and the sig. value of each one is less than $\alpha = 0.05$.

Table (4 - 4): T – one sample test for organization level dimension
Parametric test.

NO.	Organization level	Mean	Standard deviation	T - value	Sig.
1.	My organization uses two – way communication on a regular basis, such as suggestion system, electronic bulletin boards, or town hall / open meetings.	6.1928	2.03900	5.329	0.000
2.	My organization enables people to get needed information at any time quickly easily.	5.8434	2.03315	3.779	0.000.
3.	My organization maintains an up – to data base of employee skills.	5.5060	1.92147	2.399	0.019
4.	My organization creates systems to measure gaps between current and expected performance.	5.3735	1.96748	1.729	0.087
5.	My organization makes its lessons learned available to all employees	5.2771	1.88908	1.336	0.185
6.	My organization measures the result of the time and resources spent on training.	5.1687	1.87291	0.820	0.414
7.	My organization recognizes people for taking initiative	5.0241	1.95670	0.112	0.911
8.	My organization gives people choices in their work assignments.	5.1566	2.09431	0.686	0.495
9.	My organization invites people to contribute to the organization's vision.	4.3855	2.09431	-2.673	0.009
10.	My organization gives people control over the resources they need to accomplish their work	4.7349	1.82853	-1.321	0.190
11.	My organization supports employees who take calculated risks	4.1205	1.84389	-4.346	.000
12.	My organization builds alignment of visions across different levels and work groups	4.5000	1. 71594	-2.639	.010
13.	My organization helps employees balance work and family.	4.6627	1.93351	-1.590	0.116
14.	My organization encourages people to think from a global dimension.	4.7229	1.95880	-1.289	0.201
15.	My organization encourages everyone to bring the customers " views into the decision making process.	4.6506	2.04483	-1.557	0.123
16.	My organization considers the impact of decision on employee morale.	5.2169	1.88737	1.047	0.298
17.	My organization works together with the outside community to meet mutual needs.	5.0000	2.00609	0.000	1.000
18.	My organization encourages people to get answers from across the organization when solving problems	5.2410	1.93549	1.134	0.260
19.	In my organization, Leaders generally support requests for learning opportunities and training.	5.4699	2.12613	2.013	0.047
20.	In my organization, Leaders share up to date information with employees about comp treads, challenges organizational direction.	5.4699	2.03228	2.106	0.038
21.	In my organization, Leaders empower others to help carry out the organization .s vision.	5.1084	2.03033	0.487	0.628
22.	In my organization, leaders mentor and coach those they lead.	5.2771	2.10871	1.197	0.235
23.	In my organization, leaders continually look for opportunities to learn.	5.1566	1.96607	0.726	0.470
24.	In my organization, leaders ensure that the organization's actions are consistent with its values.	5.5190	2.14751	2.148	0.035
	Total of organizational levels	5.1164	1.53501	0.753	0.622

4– 2 – 4 : LO characteristics at the total of all levels.

As it is noticed from table (4 – 5) there was no significant difference among respondents in all the levels (individual level, team level, organization level, Total of organizational levels) between the mean of the sample persons' responses, and the Average Mean(Test value) which equals (5). Where the total mean value was 5.2520 and the sig. value was 0.779.The low mean and sig. value revealed that the respondents failed to make an opinion about the subject, which reflects weak LO at all the organization levels.

Table (4 - 5): T – one sample test for organization level dimensions Parametric test.

NO.	dimension	Mean	Standard deviation	T - value	Sig.
1	**Individual level**	5.2957	1.14115	0.611	0.850
2	**Team / group level**	5.3440	1.41090	0.733	0.657
3	**Organizational level**	5.1164	1.53501	0.753	0.622
4	**Total of LO dimensions**	5.2520	1.22249	0.658	0.779

The results indicate that the EDC in the educational department does not have the LO characteristics in general although there are significant differences in some characteristics. The results agree with the following studies :

1.   Su-Chao Chang, Ming-Shing Lee, (2007). Which shows that, with the increasing number of knowledge workers in Taiwan, it is impossible for business administrators to satisfy employees' demands by means of conventional leadership. Instead, they are required to enhance their own skills in transformational leadership and, through setting a good example to employees, encouraging innovation and learning activities, developing

employees' potentials, giving education and training activities, etc, more money incentives, this is necessary to keep people with excellent talents.

On other hand the results disagree with the following studies :

1. Jyotsna, Bhatnagar (2006) Which implies the criticality of organizational learning capability (OLC) and its enhancement of Indian Managers. The study lends credence to measuring OLC in Indian organizations. Managerial responses based on nature of ownership and type of industry also significantly differ in their perception of OLC, with Information technology sector managers and multinational managers showing higher OLC.

2. Yang. Watkins & Marsich (2004). which use the DLOQ that measures the construct of learning orientation. Confirmed that the concept of the LO is a multidimensional construct. Results indicated that a considerable proportion of the variance among self-reported organizational performance outcomes can be explained by the dimensions of the LO.

3. Diane Sterhaus Neefe (2002) which indicate that the concepts of organizational learning are presented in higher education. In general, the majority of institutions were utilizing practices that have characteristic of learning organizations. Collectively, the non-traditionally accredited institutions had a higher overall Organizational Learning Index and scored higher in the six categories of Shared Mission/Vision, Organizational Culture, Team Work and Team Learning, Sharing of Knowledge, Systems Thinking and Leadership. Non-traditionally accredited colleges and universities demonstrated statistically significant scores in the three categories of Organizational Culture, Team Work and Team Learning, and Systems Thinking.

4.　　Ashok Jashapara (2002) which indicates that firms with cooperative cultures are more likely to achieve competitive advantage. Also firms reinforce the need for dialogue to improve communication and to strengthen a culture of openness and trust in organizations.

4 – 2 – 5 : The Performance of the organization (EDC).

One Sample T-Test has been applied to check the difference between the Mean of the sample persons' responses about the Performance of the organization items, and the Average Mean(Test value) which equals (5). Table (4-6) shows no significant difference between them in the level of performance of organization. Where the total mean value was 5.3845 and the sig. value was 0.607.

The low mean and sig. value revealed that the respondents were failed to make an opinion about the subject, which reflects weak performance at EDC. However, analysis of table (4.6) shows the following :

2　　- The respondents agree that the time needed to achieve the work is greater than last year. Where the mean value was 5.8537and the sig. value was 0.000.

3　　- The respondents agree that in the organization, average productivity per employee is greater than last year. Where the mean value was 5.9024 and the sig. value was 0.000.

4　　- The respondents agree that the amount of effective share of member is greater than last year. Where the mean value was 5.4512 and the sig. value was 0.024.

5　　- The respondents agree that the number of new product and services is greater than last year. Where the mean value was 5.4756 and the sig. value was 0.032.

6 - The respondents agree that the number of skilled workers compared to the total workforce is greater than last year. Where the mean value was 5.4756 and the sig. value was 0.032.

7 - The respondents agree that the percentage of total spending devoted to technology and information processing is greater than last year. Where the mean value was 6.2073 and the sig. value was 0.000.

8 - The respondents agree that the number of individual learning new skills is greater than last year. Where the mean value was 5.6585 and the sig. value was 0.003.

Table (4 - 6): T – one sample test for performance of organization

NO.	Performance of the organization	Mean	Standard deviation	T - value	Sig.
1.	In my organization, the time needed to achieve the work is greater than last year.	5.8537	1.92528	4.015	0.000
2.	In my organization, average productivity per employee is greater than last year.	5.9024	1.86990	4.370	0.000
3.	In my organization, response time for employee complaint is better than last ye	5.00000	1.69239	0.000	1.000
4.	In my organization, amount of effective share of member is greater than last year.	5.4512	1.77884	2.297	0.024
5.	In my organization, the cost of activities is less than last year	4.9487	1.64275	-0.276	0.784
6.	In my organization, customer satisfaction is greater than last year.	4.7927	1.87734	-1.000	0.320
7.	In my organization, the number of suggestions implemented is greater than last year.	5.0366	1.88853	.175	0.861
8.	In my organization, the number of new product and services is greater than last year.	5.4756	1.97031	2.186	0.032
9.	In my organization, the number of skilled workers compared to the total workforce is greater than last year.	5.5488	1.74379	2.850	0.006
10	In my organization, the percentage of total spending devoted to technology and information processing is greater than last year.	6.2073	1.96725	5.557	0.000
11	In my organization, the number of individual learning new skills is greater than last year.	5.6585	1.97027	3.027	0.003
12	In my organization, the employee job satisfaction is greater than last year.	4.7073	2.03966	-1.299	0.197
Total of Performance of the organization		5.3845	1.41788	0.762	0.607

4 - 3: Testing the study hypotheses.

4- 3 -1 : Testing of hypothesis 1.

Hypothesis1 : There is a significant correlation between availability of LO characteristics in UNRWA education development center & EDC performance.

Table (4 – 7) shows the relationship between the LO dimensions and the Performance of the organization in EDC.

Table (4 – 7) Correlation between the LO Dimensions and the Performance of the organization(LO).

Dimension	Team /group level	organizational level	Total of LO dimensions	Performance of the organization
Individual level	0.704^{**}	0.724^{**}	0.885^{**}	0.599^{**}
Sig.	0.000	0.000	0.000	0.000
Team /group level		0.692^{**}	0.893^{**}	0.623^{**}
Sig.		0.000	0.000	0.000
organizational level			0.910^{**}	0.830^{**}
Sig.			0.000	0.000
Total of LO dimensions				0.774^{**}
Sig.				0.000

****Correlation is significant at the 0.01 level (2 tailed).**

From table (4 – 7), the following results are concluded:

1.   There is a positive correlation between the LO characteristics at the individual level and the LO characteristics at the team / group level where the correlation is 0.704 and the sig. is 0.000.

2.   There is a positive correlation between the LO characteristics at the individual level and the LO characteristics at the organization level where the correlation is 0.724 and the sig. is 0.000.

3.   There is a positive correlation between the LO characteristics at the individual level and the total of LO characteristics where the correlation is 0.885 and the sig. is 0.000.

4.   There is a positive correlation between the LO characteristics at the team / group level and the LO characteristics at the organization level where the correlation is 0.692 and the sig. is 0.000.

5.   There is a positive correlation between the LO characteristics at the team / group level and the total of LO characteristics where the correlation is 0.893 and the sig. is 0.000.

6.   There is a positive correlation between the LO characteristics at the organization level and the total of LO characteristics where the correlation is 0.910 and the sig. is 0.000.

The results indicate conscience among the supervisors in the EDC and agreement in evaluating the degree of LO characteristics.

Also the researcher concludes the following between the LO characteristics and the performance of EDC :

1. There is a positive correlation between the LO characteristics at the individual level and performance of EDC where the correlation is 0.599 and the sig. is 0.000.

2. There is a positive correlation between the LO characteristics at the team / group level and the performance of EDC where the correlation is 0.623 and the sig. is 0.000.

3. There is a positive correlation between the LO characteristics at the organization level and the performance of EDC where the correlation is 0.830 and the sig. is 0.000.

4. There is a positive correlation between the total of LO characteristics and the performance of EDC where the correlation is 0.774 and the sig. is 0.000.

The results indicate conscience among the supervisors in the EDC and agreement in evaluating the degree of LO characteristics and the performance of EDC at all levels.

According to the results, the first hypothesis "There is a significant correlation between availability of LO characteristics in UNRWA education development center & EDC performance" is accepted. These results agree with most of the previous studies as follows :

1. Liz Lee-Kelley's (2007) that concludes that all the learning organization disciplines discussed in the study correlated to at least one of the job satisfaction dimensions, of which reward and challenge exerted the most significant influence upon turnover intent.

2. Carroll M. Graham, Fredrick Muyia Nafukho's (2007) which reveals that employees' work experience and work shifts make a difference when compared to the participants' perception toward the dimension of culture in enhancing organizational learning readiness of the small business enterprise studied.

3. Wang Xiaohui and Yang Baiyin 's (2006) results indicate that the learning organization culture of a firm has a strong positive impact on employees' job satisfaction and perceived organizational performance.

4. Marah F. Abu Khadra, Ibrahim A. Rawabdeh 's (2006) conclude that the positive relationship between the LO constructs and organizational performance, are to be supported.

5. Joe Power, Di Waddell 's (2004) result assures a positive and significant relationship between SMWTs and the learning organization. Moreover a positive and significant relationship between SMWTs and performance. Finally, they found that the learning organization's relationship to knowledge performance, financial performance and customer satisfaction was found to be statistically significant.

6. Tseng, Chao-Sheng's (2003) found that the relation between the characteristics of a learning organization and organizational commitment is meaningful for the organization, managers and employees.

7. Peter Murray's (2003) suggests that there should be a greater impact on firm performance. The results found that firm performance was indeed influenced by learning routines but these were not abundantly evident. The study could find some justification that the impact of competencies will be more extensive on short-term profit with evidence of learning routines at both lower and higher learning levels.

8. Ellinger , Ellinger , Yang & Howton's (2002) results suggest a positive association between the learning organization concept and firms financial performance.

9. Emily Boyle's (2002) found that being a learning organization can give an organization competitive advantage but only if its leadership and members are committed to the same goals and share a real sense of the organization as a community.

4 -3 – 2 : Testing of hypothesis 2.

Hypothesis 2 : There is an insignificant difference in the level of LO characteristics among the investigated members attributed to the personal characteristics (experience , specialization, gender, education degree) .

4 – 3 - 2 - 1 Experience :

In table (4 – 8) the T- test is used to find out if there is a significant difference in the level of LO characteristics among the investigated members attributed to the experience.

Table (4 – 8) The T- test between level of LO dimension among the investigated members attributed to the experience.

Dimension	Experience	Number	Mean	T test for equality of means		
					T	Sig.
Average (Individual level)	Less than 5 years	36	5.1042	Equal variance is assumed.	-1.280	0.204
	5 years or greater	46	5.4290	Equal variance is not assumed	-1.281	
Average Team /group level	Less than 5 years	36	5.1493	Equal variance is assumed.	-1.016	0.313
	5 years or greater	46	5.4686	Equal variance is not assumed	-1.008	
Average organizational level	Less than 5 years	36	5.1108	Equal variance is assumed.	0.016	0.987
	5 years or greater	46	5.1051	Equal variance is not assumed	0.017	
Average Total of LO dimensions	Less than 5 years	36	5.1214	Equal variance is assumed.	-0.778	0.439
	5 years or greater	46	5.3342	Equal variance is not assumed	0.783	

From table (4 – 8) the number of supervisors with experience less than 5 years is 36 (group one) while the number of supervisors with experience five years or greater is 46 (group two). And the following results are concluded :

1. There is insignificant difference between level of LO dimension among the investigated members attributed to the experience at the individual level in the EDC where sig. value is .204 greater than α = 0.05.

2. There is insignificant difference between level of LO dimension among the investigated members attributed to the experience at the group / team level in the EDC where sig. value is .313 greater than α = 0.05.

3. There is insignificant difference between level of LO dimension among the investigated members attributed to the experience at the organization level in the EDC where sig. value is .987 greater than α = 0.05.

4. There is insignificant difference between level of LO dimension among the investigated members attributed to the experience at the Total of LO dimensions level in the EDC where sig. value is .439 greater than α = 0.05.

So these results prove the truth of hypothesis 2 that There is an insignificant difference in the level of LO characteristics among the investigated members attributed to the personal characteristics (experience).

4 – 3 - 2 - 2 Gender :

In table (4 – 9) the T- test is used to find out if there is a significant difference in the level of LO characteristics among the investigated members attributed to the gender.

Table (4 – 9) The T- test between level of LO dimension among the investigated members attributed to the gender.

Dimension	Gender	Number	Mean	T test for equality of means		
					T	Sig
Average (Individual level)	male	69	5.1042	Equal variance is assumed.	0.419	0.676
	female	14	5.4290	Equal variance is not assumed	0.544	0.591
Average Team /group	male	69	5.1493	Equal variance is assumed.	-0.270	0.788
	female	14	5.4686	Equal variance is not assumed	0.267	0.793
Average organizational level	male	69	5.1108	Equal variance is assumed.	0.802	0.425
	female	14	5.1051	Equal variance is not assumed	0.782	.444
Average Total of LO dimensions	male	69	5.2333	Equal variance is assumed.	-0.308	0.759
	female	14	5.3444	Equal variance is not assumed	-0.328	0.746

From table (4 – 9) the number of male supervisors 69 (group one) while the number of female supervisors 14 (group two). And   the following results are concluded :

1. There is insignificant difference between level of LO dimension among the investigated members attributed to the gender at the individual level in the EDC where sig. value is .676 greater than α = 0.05.

2. There is insignificant difference between level of LO dimension among the investigated members attributed to the gender at the group / team level in the EDC where sig. value is .788 greater than $\alpha = 0.05$.

3. There is insignificant difference between level of LO dimension among the investigated members attributed to the gender at the organization level in the EDC where sig. value is .425 greater than $\alpha = 0.05$.

4. There is insignificant difference between level of LO dimension among the investigated members attributed to the gender at the Total of LO dimensions level in the EDC where sig. value is .746 greater than $\alpha = 0.05$.

So these results prove the truth of hypothesis 2 that There is an insignificant difference in the level of LO characteristics among the investigated members attributed to the personal characteristics (gender).

4 – 3 - 2 - 3 Education Degree :

In table (4 – 10) the multiple comparison to find out if there is a significant difference in the level of LO characteristics among the investigated members attributed to the Education Degree.

Table (4 – 10) The multiple comparison between level of LO dimensions among the investigated members attributed to the Education Degree.

Dimension	Education Degree(1)	Education Degree(2)	Mean Dif. (1) – (2)	Sig
Average (Individual level)	BA	MA	-.20587	1.000
	BA	PHD	1.38960	.005
	MA	PHD	1.59547	.007
Average Team /group	BA	MA	-.13834	1.000
	BA	PHD	1.83418	.003
	MA	PHD	1.97253	.006
Average organizational level	BA	MA	-.23301	1.000
	BA	PHD	1.44217	.053
	MA	PHD	1.67519	.057
Average Total of LO dimensions	BA	MA	-.19241	1.000
	BA	PHD	1.55532	.003
	MA	PHD	1.74773	.005

From table (3 – 10), table (4 – 10), the number of supervisors who have bachelor is 63 (group one) while the number of supervisors who have master is 13 (group two) and finally, the number of supervisors who have PhD is 7 (group 3) . And the following results are concluded :

1.   There is insignificant difference between level of LO dimension among the investigated members who have bachelor and others who have master degree at the individual level in the EDC where sig. value is 1.000 greater than $\alpha = 0.05$.

2.   There is insignificant difference between level of LO dimension among the investigated members who have bachelor and others who have master degree at the group level in the EDC where sig. value is 1.000 greater than $\alpha = 0.05$.

3.   There is insignificant difference between level of LO dimension among the investigated members who have bachelor and others who have master degree at the organization level in the EDC where sig. value is 1.000 greater than α = 0.05.

4.   There is insignificant difference between level of LO dimension among the investigated members who have bachelor and others who have master degree at the total of LO dimensions level in the EDC where sig. value is 1.000 greater than α = 0.05.

5.   There is significant difference between level of LO dimension among the investigated members who have bachelor and others who have PhD degree at the individual level in the EDC in favor of the supervisors who have bachelor where sig. value is 0.005 less than α = 0.05.

6.   There is significant difference between level of LO dimension among the investigated members who have bachelor and others who have PhD degree at the group level in the EDC in favor of the supervisors who have bachelor at the group level in the EDC where sig. value is 0.003 less than α = 0.05.

7.   There is insignificant difference between level of LO dimension among the investigated members who have bachelor and others who have PhD degree at the organization level in the EDC where sig. value is 0.053 greater than α = 0.05.

8.   There is significant difference between level of LO dimension among the investigated members who have bachelor and others who have PhD degree at the individual level in the EDC in favor of the supervisors who have bachelor at the total of LO dimensions level in the EDC where sig. value is 0.003 less than α = 0.05.

9.   There is significant difference between level of LO dimension among the investigated members who have master and others who

have PhD degree at the individual level in the EDC in favor of the supervisors who have master where sig. value is 0.007 less than α = 0.05.

10. There is significant difference between level of LO dimension among the investigated members who have master and others who have PhD degree at the group level in the EDC in favor of the supervisors who have master at the group level in the EDC where sig. value is 0.006 less than α = 0.05.

11. There is insignificant difference between level of LO dimension among the investigated members who have master and others who have PhD degree at the organization level in the EDC where sig. value is 0.057 greater than

α = 0.05

12. There is significant difference between level of LO dimension among the investigated members who have master and others who have PhD degree at the individual level in the EDC in favor of the supervisors who have bachelor at the total of LO dimensions level in the EDC where sig. value is 0.005 less than α = 0.05.

So according to the previous results, the second hypothesis " There is an insignificant difference in the level of LO characteristics among the investigated members attributed to the personal characteristics (education degree)" is rejected.

4 – 3 - 2 - 4 Specialization :

In table (4 – 11) the multiple comparison to find out if there is a significant difference in the level of LO characteristics among the investigated members attributed to the Specialization.

Table (4 – 11) The multiple comparison between level of LO dimensions among the investigated members attributed to the Specialization.

Dimension	Gender	Number	F	Sig.
Average (Individual level)	Between Group	7	1.259	.282
	Within Group	75		
Average Team /group	Between Group	7	1.656	.133
	Within Group	75		
Average organizational level	Between Group	7	1.626	.141
	Within Group	75		
Average Total of LO dimensions	Between Group	7	1.614	.149
	Within Group	75		

From table (4 – 11) there are seven groups according to specialization as it was mentioned in chapter one and the following results are concluded :

1.   There is insignificant difference between level of LO dimension among the investigated members attributed to the specialization at the individual level in the EDC where sig. value is 0.282 greater than α = 0.05.

2.   There is insignificant difference between level of LO dimension among the investigated members attributed to the specialization at the group / team level in the EDC where sig. value is 0.133 greater than α = 0.05.

3.   There is insignificant difference between level of LO dimension among the investigated members attributed to the specialization at the organization level in the EDC where sig. value is 0.141 greater than α = 0.05.

4.   There is insignificant difference between level of LO dimension among the investigated members attributed to the specialization at the Total of LO dimensions level in the EDC where sig. value is 0.149 greater than α = 0.05.

According to the results, the second hypothesis 2 "There is an insignificant difference in the level of LO characteristics among the investigated members attributed to the personal characteristics (Specialization)" is accepted.

Chapter V

Conclusions and recommendations

5-1 Conclusions

In this chapter, the research questions are going to be answered and its related issues are going to be discussed. Other important aspects that may derive from the result analysis will be elucidated. After testing the research hypotheses about the existence of the LO characteristics in the EDC of the education department in UNRWA, the following results could be stated:

1. The level of LO characteristics is weak at the total of levels in the EDC in the education department .

2. The level of LO characteristics is weak at the individual level in the EDC in the education department .

3. The level of LO characteristics is weak at the group/ team level in the EDC in the education department .

4. The level of LO characteristics is weak at the organization level in the EDC in the education department .

After testing the research hypothesis about the correlation between the LO characteristics at the EDC of the educational in UNRWA and its performance, the following results could be stated:

1. There is a positive correlation between the LO characteristics at the individual level and performance of EDC.

2. There is a positive correlation between the LO characteristics at the team / group level and the performance of EDC.

3. There is a positive correlation between the LO characteristics at the organization level and the performance of EDC.

4. There is a positive correlation between the total of LO characteristics and the performance of EDC.

After testing the research hypothesis about the difference between level of LO dimension among the investigated members attributed to the experience at the EDC of the educational in UNRWA, the following results could be stated:

1. There is insignificant difference between level of LO dimension among the investigated members attributed to the experience at the individual level in the EDC.

2. There is insignificant difference between level of LO dimension among the investigated members attributed to the experience at the group / team level in the EDC.

3. There is insignificant difference between level of LO dimension among the investigated members attributed to the experience at the organization level in the EDC.

4. There is insignificant difference between level of LO dimension among the investigated members attributed to the experience at the Total of LO dimensions level in the EDC.

After testing the research hypothesis about the difference between level of LO dimension among the investigated members attributed to gender at the EDC of the educational in UNRWA, the following results could be stated:

1. There is insignificant difference between level of LO dimension among the investigated members attributed to gender at the individual level in the EDC.

2. There is insignificant difference between level of LO dimension among the investigated members attributed to gender at the group / team level in the EDC.

3. There is insignificant difference between level of LO dimension among the investigated members attributed to gender at the organization level in the EDC.

4.   There is insignificant difference between level of LO dimension among the investigated members attributed to gender at the Total of LO dimensions level in the EDC.

After testing the research hypothesis about the difference between level of LO dimension among the investigated members attributed to the education degree at the EDC of the educational in UNRWA, the following results could be stated:

1.   There is insignificant difference between level of LO dimension among the investigated members who have bachelor and others who have master degree at the individual level in the EDC.

2.   There is insignificant difference between level of LO dimension among the investigated members who have bachelor and others who have master degree at the group level in the EDC.

3.   There is insignificant difference between level of LO dimension among the investigated members who have bachelor and others who have master degree at the organization level in the EDC.

4.   There is insignificant difference between level of LO dimension among the investigated members who have bachelor and others who have master degree at the total of LO dimensions level in the EDC.

5.   There is significant difference between level of LO dimension among the investigated members who have bachelor and others who have PhD degree at the individual level in the EDC in favor of the supervisors who have bachelor.

6.   There is significant difference between level of LO dimension among the investigated members who have bachelor and others who have PhD degree at the group level in the EDC in favor of the supervisors who have bachelor at the group level in the EDC.

7. There is insignificant difference between level of LO dimension among the investigated members who have bachelor and others who have PhD degree at the organization level in the EDC.

8. There is significant difference between level of LO dimension among the investigated members who have bachelor and others who have PhD degree at the individual level in the EDC in favor of the supervisors who have bachelor at the total of LO dimensions level in the EDC.

9. There is significant difference between level of LO dimension among the investigated members who have master and others who have PhD degree at the individual level in the EDC in favor of the supervisors who have master.

10. There is significant difference between level of LO dimension among the investigated members who have master and others who have PhD degree at the group level in the EDC in favor of the supervisors who have master at the group level in the EDC.

11. There is insignificant difference between level of LO dimension among the investigated members who have master and others who have PhD degree at the organization level in the EDC.

12. There is significant difference between level of LO dimension among the investigated members who have master and others who have PhD degree at the individual level in the EDC in favor of the supervisors who have bachelor at the total of LO dimensions level in the EDC.

After testing the research hypothesis about the difference between level of LO dimension among the investigated members attributed to the specialization at the EDC of the educational in UNRWA, the following results could be stated:

1.   There is insignificant difference between level of LO dimension among the investigated members attributed to the specialization at the individual level in the EDC.

2.   There is insignificant difference between level of LO dimension among the investigated members attributed to the specialization at the group / team level in the EDC.

3.   There is insignificant difference between level of LO dimension among the investigated members attributed to the specialization at the organization level in the EDC.

4.   There is insignificant difference between level of LO dimension among the investigated members attributed to the specialization at the Total of LO dimensions level in the EDC.

5-2 Recommendation :

According to the conclusion of the study the following recommendations are offered :

1-   The EDC is to conduct certain training programs for the supervisors to explain the importance of LO characteristics in developing their performance.

2-   The head of EDC is to increase the suitable LO characteristics at all the levels in the center.

3-   The EDC need to enhance its internal business process and professional growth activities to meet its members expectation.

4-   The EDC should concentrate on the LO characteristics at all the levels in the center as a basic technique to enhance performance.

5-   The EDC should increase the team work between its members.

6-   The EDC should increase the system thinking at the center level.

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7-   The EDC should enhance the internal process to meet the expectation of long experienced.

8-   The EDC should give some credit to the supervisors who have master and PhD degree.

9-   Applying the LO module as basic approach and a fundamental part of EDC vision.

10-   Finally, Applying the LO results of this research on other governmental organization.

5-3   Suggested further studies :

Administration field in Palestine is still in need for a lot of researches that touch all the system inputs. LO concept researches are still very rare in the Arab world in general and in Palestine in particular, so there is a need for more researches to tackle the different aspect of LO.

The researcher suggests the following studies for farther studies :

1 – The classifications of LO characteristics and their impacts on the members' performance of any organization.

2 – The impact of the Arab culture on the LO concept.

3 – LO concept and the traditional concept " a comparative study".

4 – The efficiency of LO characteristics on developing the organization performance.

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Appendix 1

Questionnaire in Arabic

بسم الله الرحمن الرحيم

عزيزي المشرف

يهدف هذا البحث إلى جمع المعلومات المتعلقة بالعوامل المؤسسية والتطبيقات الإدارية التي قد تؤثر في القدرة على التعلم في مركز التطوير التربوي في وكالة الغوث الدولية بغزة .

ليس هناك إجابة " صح " أو : خطـــأ "، يُرجـــى أن تجيـــب علـــى الأســئلة بأمانـــة و موضوعية، وبحيث تعكس قدر الإمكان معتمداً على خبرتك و معرفتك بمركز التطـــوير التربوي.كن على ثقة بأن إجاباتك ستحفظ بسرية وستجمع مع الاستجابات الأخرى ولذا فـــإن الاستجابات الفردية لن تحدد .

شكراً على مشاركتك وسعة صدرك

الباحث: – فريد أبو عاذرة

و قبل البدء بالإجابة على بنود الاستبيان يرجى تعبئة البيانات التالية بوضـــع إشـــارة √ فـــي المربع المناسب.

1. الخبرة في مركز التطوير

5 سنوات فأكثر ☐   – أقل من 5 سنوات ☐

2. التخصص:ـ _____

3. الجنس

– أنثى ☐   – ذكر ☐

4.المؤهل العلمي:

– دكتوراه ☐   – ماجستير ☐   – بكالوريوس ☐

يرجى أن تضع درجات مناسبة من (1 _ 10) لكل فقرة من فقرات هذا الاستبيان بحيث كلما اقتربت الإجابة من 10 دل ذلك على موافقتك بدرجة عالية جداً و العكس صحيح . على أن يمثل ذلك الرقم وجهة نظرك تمثيلا صادقا.

الرقم	وصف البنود والمجالات	1_10
1 -	**التعليم على المستوى الفردي :-**	
.1	يناقش العاملون الأخطاء بهدف التعلم واستخلاص العبر.	
.2	يحدد العاملون المهارات اللازمة لأداء المهمات المستقبلية.	
.3	يساعد العاملون زملاءَ على التعليم	
.4	يمتلك العاملون دافع ذاتي للتعلم وكسب المهارات الجديدة.	
.5	يستطيع العاملون الحصول على المال والمصادر الأخرى اللازمة لدعم تعلمهم.	
.6	يمتلك العاملون الوقت لدعم تعلمهم	
.7	يرى العاملون في المشكلات فرصة للتعلم .	
.8	يحصل العاملون على حوافز مقابل التعلم .	
.9	يعطي العاملون تغذية راجعة مخلصة للآخرين.	
.10	يستمع العاملون لأفكار الآخرين قبل الحكم عليها.	
.11	يمتلك العاملين القدرة على التساؤل(لماذا) بغض النظر عن الرتبة الوظيفي.	
.12	يطرح العاملون آراءهم يسألون عن رأي الآخرين فيها.	
.13	يلتزم العاملون بجودة العمل.	
.14	يبادر العاملون بمساعدة وإرشاد بعضهم بعضاً تلقائياً.	
.15	يتعامل العاملون باحترام مع بعضهم بعضاً .	
.16	يقضي العاملون وقتا في بناء الثقة مع الآخرين.	
2 -	**التعلم على المستوى الفريقي :-**	
.1	يُمنح الفريق الفرصة لتحديد أهدافه.	
.2	يعمل الفريق أعضاءه بشكل متساو بغض النظر عن الرتبة أو الثقافة أو الفروق الأخرى.	
.3	يركز الفريق على مهمات العمل أو جودة أداء العمل.	
.4	يراجع الفريق أفكاره بناء على نتائج المناقشات و المعلومات المجمعة.	
.5	يدير أعضاء الفريق العمل ذاتياً.	
.6	يلتحق العاملون الجدد في الفريق و يتأقلمون فيه بسرعة.	
.7	يتم تعويض الفريق على انجازاتهم كفريق.	
.8	يثق الفريق بأن مركز التطوير سيحترم توصيتهم.	
3 -	**التعليم على مستوى مركز التطوير ككل :-**	
.1	يوظف مركز التطوير وسائل التواصل بأنواعها المختلفة.	
.2	يساعد مركز التطوير العاملين في الحصول على المعلومـات التي يحتاجونهـا بسرعة وسهولة.	
.3	يحافظ مركز التطوير على مهارات العاملين على أحدث مستوى.	
.4	يقوم مركز التطوير بعمل نظام لجسر الهوة بين الأداء الحالي و الأداء المأمول.	
.5	يوفر مركز التطوير فرصة للتعلم من التجارب التي مر بها لجميع العاملين.	
.6	يقيس مركز التطوير نتائج الوقت والمصادر المخصصة للتدريب.	
.7	يشجع مركز التطوير أعضاءه على الابتكار و الإبداع .	
.8	يعطي مركز التطوير الفرصة لأعضائه لاختيار أنماط أعمالهم.	
.9	يدعو مركز التطوير للمشاركة في وضع رؤيته.	

الرقم	وصف البنود والمجالات	1_10
10.	يعطي مركز التطوير أعضاؤه سيطرة على المصادر اللازمة لتنفيذ أعمالهم.	
11.	يدعم مركز التطوير الذين يقومون بالمخاطرة المحسوبة.	
12.	يبني مركز التطوير شبكة رؤى خلال المستويات الإدارية و مجموعات العمل المختلفة.	
13.	يساعد مركز التطوير على تحقيق التوازن بين حاجات العمل و حاجات الأسرة.	
14.	يساعد مركز التطوير على التفكير من منظور عالمي.	
15.	يؤكد مركز التطوير على استحضار رأي المستفيدين في اتخاذ القرارات.	
16.	يأخذ مركز التطوير في الاعتبار انعكاس القرارات على مبادئ وأخلاق العاملين.	
17.	يقوم مركز التطوير بالعمل مع مؤسسات المجتمع المحلي لتلبية الحاجات المشتركة.	
18.	يشجع مركز التطوير حصول أعضائه على المعلومات من كافة مستويات مركز التطوير لحل مشاكلهم.	
19.	يدعم المسئولون في مركز التطوير طلبات أعضائه بالحصول على فرصة للتدريب.	
20.	يشرك المسئولون في مركز التطوير أعضاءه في احدث المستجدات الخاصة بتوجيهات مركز التطوير و التحديدات المتوقعة.	
21.	يدعم المسئولون في مركز التطوير أعضاءه في تبني رؤية المركز.	
22.	الكادر الأعلى في مركز التطوير يقوم بمراقبة وتدريب الأعضاء المسئولين عنهم.	
23.	يقوم المسئول بالبحث عن فرص تعلم بشكل مستمر.	
24.	يتأكد المدراء في مركز التطوير بأن أفعاله تنسجم مع قيمه	
4 ـ فعالية أداء المؤسسة : ـ		
1.	سرعة إنجاز العمل في مركز التطوير التربوي أكبر من العام السابق.	
2.	معدل الإنتاجية للفرد في مركز التطوير التربوي أكبر من العام السابق .	
3.	معدل الزمن المخصص لدراسة ملاحظات العاملين في مركز التطوير التربوي أكبر من العام السابق .	
4.	مقدار المشاركة الفعالة من قبل أعضاء مركز التطوير التربوي أكبر من العام السابق .	
5.	تكلفة الأنشطة في مركز التطوير التربوي أقل من العام السابق.	
6.	رضا المستفيدين من معلمين مدارس عن مركز التطوير التربوي أكبر من العام السابق .	
7.	عدد الاقتراحات التحسينية المنفذة أكبر من العام السابق .	
8.	حجم المواد المنتجة والخدمات المقدمة أكبر من العام السابق.	
9.	نسبة العاملين المدربين بالنسبة لعدد العاملين الكلي أكبر من العام السابق.	
10.	توظيف التقنيات الحديثة في مركز التطوير التربوي أكبر من العام السابق.	
11.	عدد أفراد مركز التطوير التربوي الذين يتعلمون مهارات جديدة أكبر من العام السابق.	
12.	الرضا الوظيفي لدى العاملين في مركز التطوير أكبر من العام السابق.	

Appendix 2

Questionnaire in English

Dear supervisor :

        The purpose of this survey is to gather information concerning organizational factors and management practices that may influence the learning capability of EDC. There are no "right" or "wrong" answers. Please reflect carefully and answer all questions as honestly as possible based upon your knowledge of the EDC.
        Your response will be kept confidential and will be aggregated with other responses so individual respondents cannot be identified. Some questions in this survey might sound similar to others. Please answer ALL of the questions.

Thank you for taking the time to fill out this questionnaire.
Thank you for your participant and patience.
                  The researcher : Farid Abu Athra

1.   Experience in EDC :

▪   Less than 5 years.   ☐
▪   5 years or grater.   ☐

2.   specialization : ---------------------------.

3.   Gender :
▪   Male   ☐
▪   Female   ☐

4.   Educational degree :
▪   BA.
▪   MA.
▪   PhD.

Instructions:

        Please respond by putting the number that most closely corresponds to how you feel about each statement. Number 10 means that you agree strongly, while number 0 means absolute disagreement.

Item and Factor Description	(1 – 10)
Individual level	
1. In my organization, people openly discuss mistakes in order to learn from them.	
2. In my organization, people identify skills need for future work tasks.	
3. In my organization, people help each other learn.	
4. In my organization, people have internal potential to learn and acquire new skills	
5. In my organization, people can get money and other resources to support their learning.	
6. In my organization, people are given time to support learning.	
7. In my organization, people view problems in their work as an opportunity to learn.	
8. In my organization, people are rewarded for learning.	
9. In my organization, people give open and honest feedback to each other.	
10. In my organization, people listen to others, views before speaking.	
11. In my organization, people are encouraged to ask ' why' regardless of rank.	
12. In my organization, when ever people state their view, they also ask what others think.	
13. In my organization, people seek to realize total quality.	
14. In my organization, people help and guide others automatically.	
15. In my organization, people treat each other with respect.	
16. In my organization, people spend time building trust with each other.	
Team / group level	
1. In my organization, teams / groups have the freedom to adapt their goals as needed.	
2. In my organization, teams / groups treat members as equals, regardless of rank, culture, or other differences.	
3. In my organization, teams / groups focus both on the groups' task and on how well the group is working.	
4. In my organization, teams / group revise their thinking as a result of group discussions or information collected.	
5. In my organization, teams / group manage their work by themselves.	
6. In my organization, people join to teams / group easily.	
7. Organization, teams / groups are rewarded for their achievements as a teams / groups.	
8. In my organization, teams / groups are confident that the organization will act on their recommendations.	

Item and Factor Description	(1 – 10)
Organization level :	
1. My organization uses two – way communication on a regular basis, such as suggestion system, electronic bulletin boards, or town hall / open meetings.	
2. My organization enables people to get needed information at any time quickly easily.	
3. My organization maintains an up – to data base of employee skills.	
4. My organization creates systems to measure gaps between current and expected performance.	
5. My organization makes its lessons learned available to all employees	
6. My organization measures the result of the time and resources spent on training.	
7. My organization recognizes people for taking initiative	
8. My organization gives people choices in their work assignments.	
9. My organization invites people to contribute to the organization's vision.	
10. My organization gives people control over the resources they need to accomplish their work	
11. My organization supports employees who take calculated risks	
12. My organization builds alignment of visions across different levels and work groups	
13. My organization helps employees balance work and family.	
14. My organization encourages people to think from a global dimension.	
15. My organization encourages everyone to bring the customers " views into the decision making process.	
16. My organization considers the impact of decision on employee morale.	
17. My organization works together with the outside community to meet mutual needs.	
18. My organization encourages people to get answers from across the organization when solving problems	
19. In my organization, Leaders generally support requests for learning opportunities and training.	
20. In my organization, Leaders share up to date information with employees about comp treads, challenges organizational direction.	
21. In my organization, Leaders empower others to help carry out the organization .s vision.	
22. In my organization, leaders mentor and coach those they lead.	
23. In my organization, leaders continually look for opportunities to learn.	
24. In my organization, leaders ensure that the organization's actions are consistent with its values.	

Item and Factor Description	(1 – 10)
Performance of the organization :	
1. In my organization, the time needed to achieve the work is greater than last year.	
2. In my organization, average productivity per employee is greater than last year.	
3. In my organization, response time for employee complaint is better than last ye	
4. In my organization, amount of effective share of member is greater than last year.	
5. In my organization, the cost of activities is less than last year	
6. In my organization, customer satisfaction is greater than last year.	
7. In my organization, the number of suggestions implemented is greater than last year.	
8. In my organization, the number of new product and services is greater than last year.	
9. In my organization, the number of skilled workers compared to the total workforce is greater than last year.	
10. In my organization, the percentage of total spending devoted to technology and information processing is greater than last year.	
11. In my organization, the number of individual learning new skills is greater than last year.	
12. In my organization, the employee job satisfaction is greater than last year.	

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Appendix 3

The names of referees who judge the validity of the questionnaire

No :	Name	Title
1	Dr : Same Abu Al Ross	Management department
2	Dr : Yousef Baher	Management department
3	Mr. Mohamed Moqbel	Asst. Chef of education department.
4	Dr : Yahia Madi	EDC