

THE RELATIONSHIP OF ORGANIZATIONAL CULTURE IN ACHIEVING THE DIMENSIONS OF THE LEARNING ORGANIZATION - AN ANALYTICAL STUDY OF THE OPINIONS OF FACULTY MEMBERS AT SULAIMANI POLYTECHNIC UNIVERSITY

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Abstract

Purpose: The study aims to analyze the relationship of organizational culture with its four dimensions (values, participation, strategic direction, creativity) with the learning organization through its four dimensions (strategic leadership, continuous learning, employee empowerment, and common vision). **General framework:** The general framework of the study is represented by the problem of the study, which was identified by raising several questions about the nature of the relationship between the independent study variable (organizational culture) and its relationship to the dependent variable (the learning organization). In order to confirm the validity of these hypotheses, it underwent multiple tests, and the study used the questionnaire form as a means of obtaining data. **Methodology:** The study relied on the analytical descriptive approach, as the study variables and dimensions were described, as well as the study community represented by the colleges and institutes of the university under study. It is valid for analysis, and correlations, arithmetic mean, and standard deviations were tested by applying statistical methods using SPSS v-22. **Conclusions:** The study reached a set of conclusions, the most important of which are: The results of the descriptive analysis revealed the agreement of the respondents, at an above-average level, on the existence of a good amount of organizational culture in the researched university. There is also a good level of learning organization in the researched university, as well as the existence of correlations between the independent and dependent variables at the macro and micro levels. The researcher recommended the need to increase attention to the level of organizational culture in the university under study through its four dimensions, especially after (creativity), which obtained the lowest percentage of agreement, and the need to work to maintain and increase the levels of the learning organization.

Keywords: Organizational Culture, Learning Organization

INTRODUCTION

Organizational culture has received great attention by thinkers of management science as one of the main factors determining the success and excellence of organizations at a time when the business environment is characterized by rapid changes that affect its performance and the achievement of its goals. Participation in decision-making, which leads them to achieve outstanding individual performance, which creates an effective collective performance that ultimately contributes to achieving the goals of the organization.

When specialists talk about organizational culture, they mean by it the system of values, beliefs, customs, traditions, rituals and symbols prevailing among its members, which differs from the

systems prevailing in other institutions, so that it works to create a distinct template and form that is constantly repeated, affecting the behavior of workers and their conflicts within the organization. Organizational culture is an important element of influencing the cognitive side in all organizations. Organizations, in order to be successful, must realize the importance of the concept of a learning organization.

That is because the adoption of the broad concept of the learning organization has become one of the contemporary phenomena in achieving the dimensions of effective success in reaching the best achievements that are required by continuing continuous improvement and effective development, especially educational organizations. The latter must learn - through its organizational culture - how to exercise its role in survival and continuity and then adapt Learning areas, which contribute to achieving its main goals that distinguish it from the goals of other organizations.

Study problem

Organizations face environmental challenges that are characterized by severe and continuous acceleration resulting from the rapid change in the factors of their environment, which necessitates making changes that themselves represent unconventional responses to that environmental change to ensure their survival and continuity. Organizations are trying to deal with these challenges by applying modern principles and methods of work that ultimately lead to their superiority in performance.

Therefore, the research focuses on two concepts of importance to organizations, the first is organizational culture, which is an integrated system of features, characteristics, and components represented by values, beliefs, traditions, customs, assumptions, and attitudes adhered to by members that distinguish the organization from other organizations, and the second is the learning organization, which is the organizations of the modern era, which is a An organization whose capabilities are constantly evolving to adapt and change. For the purpose of formulating the research problem, the following questions were asked:

1. Are the dimensions of organizational culture and the dimensions of the learning organization available in the researched university? And what are its levels?
2. What is the nature of the organizational culture relationship with the learning organization in the researched university?

Importance of the study

The importance of the study lies through the importance of the two variables that it deals with, as it studies the issue of analyzing the role of organizational culture in achieving the dimensions of the educated organization in one of the universities of Kurdistan-Iraq (Sulaimani Polytechnic University)

Where this importance is highlighted through:

1. The importance of the researched variables, which are the organizational culture and the learning organization.
2. An attempt to provide a theoretical and applied framework that clarifies the impact and relationship between the dimensions of organizational culture and the dimensions of the learning organization, which could be a new addition in the field of business administration.
3. The importance of the research results, which will give a clear picture to decision makers to improve the performance levels of the researched university, reflecting a clear picture of the matters that must be increased attention by the university.

OBJECTIVES OF THE STUDY

1. Clarifying the concept of organizational culture and the educated organization, which has become a prominent position among those concerned in the administrative fields, and building a knowledge framework for the variables of the study and its dimensions by reviewing and tracking the relevant literature, presenting the achievements made in it on the basis of addressing modern philosophical trends, and avoiding issues that were traditionally raised as much as possible from In order to crystallize solutions related to answering the questions of the cognitive problem.
2. Recognizing the importance of organizational culture and the learning organization for the university.
3. Recognizing the nature of the relationship between the dimensions of organizational culture and the learning organization.
4. Providing theoretical and field foundations for the teaching staff at the researched university about the characteristics and dimensions of organizational culture and the learning organization.
5. Submitting proposals that serve the university, which is the study community, and researchers in this field to complement the scientific path and bring about the required knowledge accumulation.

Virtual study plan

The study scheme presents an expressive picture of the idea of the study, and explains the nature of the relationships and directions of influence between two variables, as shown in Figure (1-1) to include all the main and sub-study variables, and then the possibility of measuring the correlation and influence relationships between them, and in order for the scheme to be properly understood In more detail, the following should be clarified:

1. The independent variable: includes the organizational culture, which includes four dimensions shown in the chart, namely (participation, strategic direction, creativity, and values).
2. The dependent variable: includes the learning organization, which includes four dimensions (empowering employees, strategic leadership, continuous learning, and a common vision).

Study hypotheses

The researchers started from the hypothesis that "there is no significant positive correlation between the organizational culture and the learning organization, at the level of statistical significance (0.05)", from which the following branches:

1. There is no significant correlation between participation and the learning organization.
2. There is no significant correlation between the strategic direction and the learning organization.
3. There is no significant correlation between creativity and the learning organization.
4. There is no significant correlation between values and the learning organization.

Study curriculum

The current study relied on the analytical descriptive approach, which focuses on surveying opinions. This method is characterized by a comprehensive view, where the description of the case is associated with its analysis, and then the conclusions and indicators used in collecting data and information are extracted. The default study.

Concept and definition of organizational culture

The issue of organizational culture has recently received increasing attention from management theorists and specialists in organizational behavior, as it is one of the main factors for the success and superiority of organizations, especially at the present time when the business environment is characterized by rapid and complex changes, which in turn affect the performance of all organizations and the achievement of their goals.

Organizations that have a strong organizational culture that enables their members to be committed, creative, and participate in decision-making, which drives them to achieve outstanding performance that exceeds what is expected, and increases the chances of the organization achieving its goals (Abdullah et al., 2019, 77).

Concept and definition of the learning organization

The concept of the learned organization is one of the new concepts in contemporary administrative thought, and it has also received increasing attention in the field of administrative research at the present time, as the majority of contemporary researchers and thinkers almost agree that the survival and success of organizations in contemporary circumstances depends on the extent of their ability to transform into learning organizations.

The practice of learning creates added value in its work (Hamad and Hammad, 2018: 146). Since the late eighties, the idea of learning organizations has emerged as one of the concepts of management thought that has been implemented by a number of researchers such as Charka (1988) Hayes, Whell Wright in the United States and Pedler, Boydell, Burgoyne in the U.K.) Who developed their idea that had a significant and clear impact on learning theories? (Hussain, 2004: 3) The term Learning Organization (LO) has been defined by many researchers and writers. Peter Senge was the first to address the term learning organizations in his studies, which he defined as (organizations whose working members have the ability to continue expanding their capabilities and skills to achieve the desired results.

And using new behavioral patterns. The study (1990, Peter Senge) entitled (The Fifth Discipline) is considered one of the most important studies that dealt with this term and defined it as art and practice, as learning is based on the ability of working individuals to participate in the development process (Al-Rasheed, 2018: 412).

He indicated (Khalaf and Ibrahim, 2020: 469) that it is: "It is that organization that facilitates and helps towards the process of organizational learning at all levels for working individuals on an ongoing basis, based on a clear strategic vision, a flexible organizational structure, and based on advanced technology, to ensure the ambition of its members It meets their needs and increases their knowledge, which motivates them to achieve the objectives of the organization through creativity at work. (Sabr, 2013: 427) also said that it is: "that organization that relies on the collective method of learning and its management works constantly to improve its ability to manage and use knowledge, and to enable individuals to learn inside and outside the organization and to use technology to organize learning and production."

While Daft (2003: 55) defined the learning organization as "the organization in which each of its members is preoccupied with diagnosing and solving problems and enabling the organization to continuously experiment, change and improve, and thus increase its ability to grow, learn and achieve its goals." As defined by (Nasima, 2015, 9) "that the learning organization is the one that allows learning for all its members, through the acquisition and transfer of new knowledge that adopts an organized approach to achieve a high degree of adaptation to changes in the internal and external environment."

THE FIELD ASPECT (THE APPLIED FRAMEWORK OF THE STUDY)

First: Describe the personal characteristics of the respondents:

1- Gender:

Table (1) shows that the largest percentage of respondents are males, as their percentage reached (72.2%), or (57) individuals, while the percentage of females reached (27.8%), or (22) individuals, and this indicates that the majority of members the teaching staff at the researched university are males.

Table 1: Distribution of respondents according to gender

sex	percentage	Repetition
male	%72.2	57
feminine	%27.8	22
the total	100%	79

Source: Prepared by the researchers based on the data of the questionnaire and the results of SPSS

2- Age:

It is clear from the results of table (2) that the majority of respondents are from age groups ranging between (30-39) years, which constituted (37.98%) of them, followed by the age group (40-49) years, and their percentage was (32.91%, then the age group (50-59) with a rate of (22.78%), then came the age group (more than 60 years) with a rate of (5.06%), and the age group (less than 30 years) occupied the lowest percentage, reaching (1.27%. These ratios confirm that the majority of the faculty members in the university under study are from the middle age groups.

Table 2: Distribution of respondents according to age groups

categories age	percentage	Repetition
Less than 30 years old	1.27	1
30-39	37.98	30
40 -49	32.91	26
50 -59	22.78	18
More than60 years	5.06	4
the total	100 %	79

Source: Prepared by the researchers based on the data of the questionnaire and the results of SPSS

3- Academic achievement:

It is clear from table (3) that individuals with a master's degree came in first place with a percentage of (79.7%), then those with a doctorate degree with a percentage of (21.3%). This indicates that the majority of respondents are of the holders of a master's degree, and this is due to the fact that the university is newly established and that most of the teachers are recent graduates in postgraduate studies.

Table 3: Distribution of respondents according to academic achievement

Academic achievement	Percentage	Repetition
Ph.D	79.7	63
Master's	21.3	16
the total	100 %	79

Source: Prepared by the researchers based on the data of the questionnaire and the results of SPSS

4- Scientific title:

It is clear from the results of table (4) that the majority of the respondents are holders of the title (assistant teacher) by (55.7%) with (44) individuals out of the study sample of (79) teachers, and this is due, in our opinion, to the recent establishment of University, followed by (25.3%) of individuals who hold the title (teacher), i.e. (20) individuals, then those who hold the titles (Assistant Professor) and (Professor) with a percentage of (13.9% and 5.1%) of them, respectively.

Table 4: Distribution of respondents according to scientific title

The scientific title	Percentage	Repetition
Assistant Teacher	55.7	44
Teacher	25.3	20
Assistant Professor	13.9	11
Mr.	5.1	4
The Total	100 %	79

Source: Prepared by the researchers based on the data of the questionnaire and the results of SPSS

5- Number of years of university service:

Table (5) shows that (18.99%) of the respondents have service in the university ranging between (5-9) years, followed by the category whose service is less than (5 years) with a percentage of (6.33%). The two categories whose service ranges between (10-14) and (15-19) years, where their percentage reached (40.5%) and (13.92%) respectively, then the category whose service ranges between (20-24).) years, and their percentage reached (8.86%), followed by the category (more than 24 years), which reached (11.4%), which was the lowest percentage, and this result is due to the newness of the university.

Table 5: Distribution of respondents according to their services at the university

number Years university service	The ratio Centennial	Repetition
less than 5 year	6.33	5
5-9	18.99	15
10-14	40.5	32
15-19	13.92	11
20-24	8.86	7
More than 24 years old	11.4	9
the total	100 %	79

Source: Prepared by the researchers based on the data of the questionnaire and the results of SPSS

6- Number of years of service as a faculty member:

Table (6) shows that (50.6%) of the respondents had teaching service (5-9) years, and the lowest percentage was (5.1%), which was obtained by the category whose services were (Over 19) years old.

Table 6: Distribution of respondents according to their services as a faculty member

number Years the service as a member of the faculty	Percentage	Repetition
less than 5 year	24	19
5-9	50.6	40
10-14	8.9	7
15-19	11.4	9
Over 19 years old	5.1	4
the total	100 %	79

Source: Prepared by the researchers based on the data of the questionnaire and the results of SPSS

7- Number of Courses:

Table (7) shows that the percentage of (11.4%) of the faculty members in the researched university has participated in courses related to their field of specialization by one course, followed by individuals who participated in two courses, with a percentage of (16.45%), then those who They participated in more than two courses, that is, three or four courses, with a percentage of (10.12%) and (6.32%), respectively.

The percentages (5.06%) and (12.65%) belong to those who participated in five or more courses in a row, then the percentage (38%) of the respondents who did not participate in any course in the field of specialization or others until now.

Table 7: Distribution of respondents according to the number of courses

The number of courses	The ratio Centennial	Repetition
0	38	30
1	11.4	9
2	16.45	13
3	10.12	8
4	6.32	5
5	5.06	4
more than 5	12.65	10
the total	100 %	79

Source: Prepared by the researchers based on the data of the questionnaire and the results of SPSS

8- Number of delegations:

Table (8) shows that (65.82%) of the faculty members in the researched university were not dispatched by their colleges inside or outside the region to participate in works or activities related to their field of specialization. As for the individuals who were dispatched once or twice, their percentage reached (17.72%) and (6.31%), respectively, then those who were dispatched three times reached (5.1%), while those who were dispatched four, five, or seven times were (1.26%) and (1.26%). (2.52) and (1.26%), respectively, of the total respondents. These results indicate a lack of participation of teachers in scientific conferences and seminars, and we see that this is due to the difficult economic conditions that the region went through from those who turned on the faculty at the university to attend conferences, seminars and courses, so we find The percentage of the number of testimonies was close to the number of courses, at least.

Table 8: Distribution of respondents according to the number of delegations

number statements	Percentage	Repetition
0	65.82	52
1	17.72	14
2	6.31	5
3	5.1	4
4	1.26	1
5	2.52	2
7	1.26	1
the total	100 %	79

Source: Prepared by the researchers based on the data of the questionnaire and the results of SPSS

Second: The arithmetic means and standard deviations of the dimensions of organizational culture and the learning organization:

Table 9: The arithmetic means and standard deviations of the dimensions of organizational culture

T	ferries	standard deviation	Arithmetic mean
Firstly	participation		
1	The university provides suitable conditions for presenting new ideas.	1,000	3,753
2	The university's university norms and values help drive the teaching staff towards an increase in work.	0.854	3,997
3	The university is keen on the participation of its teaching staff in making its own decisions.	0.890	3,825
4	The university works to consolidate belonging and encourage a culture of loyalty among the teaching staff.	0.672	4,415
Secondly	Strategic direction		
5	The university seeks to reform deviations in society.	1,101	3,503
6	The university seeks to gain the satisfaction of its clients.	0.950	4,212
7	The university builds a culture of cooperation among all university cadres.	0.942	3,931
8	Undergraduate educational quality is given great attention by the university.	0.775	3,879
Third	creativity		
9	The university seeks to provide the capabilities to increase the creativity of the teaching staff.	0.941	4,375
10	The university seeks through creative ideas to achieve the principle of total quality.	0.986	4,172
11	The university organizes training courses from time to time to develop the creative abilities of the teachers.	0.890	2,872
12	The university is interested in developing its human resources.	0.934	3,806
Fourth	Value		
13	The university works to create mutual trust between it and its teaching staff.	0.855	4,575
14	The faculty members play an important role in raising the status of the university and enhancing its impact on society.	0.828	4,220
15	The university seeks to keep pace with the educational and scientific development of the faculty members continuously.	0.910	3,962
16	The university seeks to respect the different customs and traditions of society.	0.721	4,125
	aggregate index	0.875	4,247

Source: Prepared by the researchers based on the data of the questionnaire and the results of SPSS

It is noted from Table (9), which shows the arithmetic means and standard deviations of the organizational culture dimensions, that paragraph (4) related to the participation dimension related to (the university works to consolidate belonging and encourage a culture of loyalty among the teaching staff), has obtained a high arithmetic mean (4.415). According to the five-point Likert scale and less dispersion (0.672), which indicates the university's interest in the

culture of consolidating belonging and encouraging loyalty among the teaching staff, which contributes to the university's achievement of its various goals. Creativity among teachers), it obtained a low response rate (2,862) and a dispersion above the average by (0,880), which reflects that the organizations in question, despite having an appropriate organizational culture, do not play their desired role by opening training courses to develop the creative capabilities of their teaching staff. It seems that this is due to the financial crisis that government institutions, including universities, are still suffering from.

Table 10: The arithmetic means and standard deviations of the dimensions of the learning organization

T	Ferries	standard deviation	Arithmetic mean
Firstly	Empowering Employees		
1	The encouragement of teachers by the university administration has a major role in their academic empowerment.	0.803	4,550
2	The commitment of the teaching staff to university instructions leads them towards excellence.	0.917	4,529
3	The administration's commitment to empowering the teaching staff makes them more successful and superior.	0.950	4,212
4	Empowering the teaching staff has a great impact on their creativity and achieving excellence in their teaching work.	0.990	4,825
secondly	Strategic Leadership		
5	The university supports the requests of teaching staff related to scientific advancement opportunities.	0.921	3,725
6	The university supports special programs for developing the scientific capabilities of the teaching staff.	0.880	3,462
7	The university leadership works to empower the teaching staff in order to achieve its mission.	0.853	3,866
8	The university emphasizes on coordinating the activities of the teaching staff with the university's values.	0.760	4,412
Third	Continuous learning		
9	The university emphasizes continuing education programs for the teaching staff.	0.741	4,675
10	The university gives the teaching staff the allotted time to help each other.	0.976	4,126
11	The university encourages the scientific initiatives of the teaching staff.	0.771	3,875
Fourthly	Common Vision		
12	There is cooperation between the university cadres in order to create a common vision and goals for the university.	0.836	3,875
13	The teaching staff believes in the mission that contributes to achieving the goals and visions of the university.	0.910	4,826
14	The teaching staff believes that the success of the university in achieving its tasks is a success for all.	0.750	4,775
	total	0.928	3.836

Source: Prepared by the researchers based on the data of the questionnaire and the results of SPSS

It is noted from table (10), which shows the arithmetic means and standard deviations of the dimensions of the learning organization. We find that paragraph (16) which is (the teaching staff believes that the success of the university in achieving its tasks is a success for all)., has obtained a high response rate (4.775). There is little dispersion (0.750), which indicates that the teaching staff has a correct vision towards the university. Paragraph (6) on strategic

leadership states that (the university supports programs for developing the scientific capabilities of the teaching staff.) It got a low response rate (3.462) and dispersion above average by (0.880), which indicates that the university does not have special programs through which to develop the scientific capabilities of its teaching staff. Perhaps the lack of financial resources of the university is one of the most important reasons for that.

Third: Determine the level of relative importance of organizational culture and the learning organization

The results of the research sample response on the dimensions of organizational culture and the dimensions of the learning organization shown in Table (11) regarding the values of the arithmetic mean and standard deviations resulted in the following:

Table 11: Arithmetic mean and standard deviation of organizational culture and strategy formulation

variants	learning organization					Organizational culture				
	aggregate index	common vision	Continuous learning	Strategic leadership	Empowering employees	aggregate index	Value	creativity	Strategic direction	participation
Arithmetic mean	4,228	4,504	4,225	3,866	4,529	3,989	4,220	3,806	3,931	3,997
standard deviation	0.857	0.832	0.829	0.853	0.917	0.890	0.828	0.934	0.942	0.854
	3,371	3,668	3,396	3,013	3,612	3,011	3,392	2,872	2,989	3,143

Source: Prepared by the researchers based on the data of the questionnaire and the results of SPSS

The researchers concluded from the aforementioned table the following results:

1. The arithmetic mean and standard deviations of the dimensions of the explanatory variable (organizational culture) were as shown in Table (11), where the arithmetic mean of the creativity dimension was (3.931) and a dispersion of (0.942), which shows the level of the index of this dimension moderately among the sample, while we note The value dimension obtained an arithmetic mean of (4.220) and a standard deviation of (0.828), which is a level above the average, which indicates the appropriate objective treatment of the sample members with the dimensions of organizational culture. As for the arithmetic mean of the strategic orientation dimension, it amounted to (3.931) and a standard deviation of (0.942), and the arithmetic mean for the participation dimension was (3.997) and a standard deviation of (0.854), and this indicates a moderate level of dispersion as well, and thus the general mean of the organizational culture variable among the sample members is at an average level of (3.989) and a dispersion of (0.890). This result indicates the interest of the researched university in the organizational culture in its various dimensions.
2. As for the arithmetic means and standard deviations of the dimensions of the dependent variable (the educated organization), we note from Table (11) as well that the strategic leadership dimension has obtained an arithmetic mean of (3.866) and a dispersion of

(0.853), which is slightly higher than the hypothetical mean, which is an indicator. On the weakness of the tendency to build strategic leadership at the researched university, while the arithmetic mean of the common vision dimension was (4.504) and a dispersion of (0.832), which is a good level. Thus, the general mean of the learning organization variable among the sample members is an average level of (4.228) and a dispersion of (0.857). This result indicates that the researched university gives more attention to the learning organization in its various dimensions than the interest given to the organizational culture.

Third: Testing the study plan and its hypotheses

The first axis: analysis of the correlations between the variables of the study

The first main hypothesis: There is no significant positive correlation between the organizational culture and the learning organization, at the level of statistical significance (0.05) at the level of the researched university, where multiple and simple correlations were used. The data of Table (12) indicate that there is a significant positive correlation between the two variables, as the value of the total correlation coefficient was (0.655**) with a probability value of (0.000), which is a significant value at the level of (0.05), and accordingly the null hypothesis is rejected and the alternative hypothesis that states That: "There is a significant positive correlation between the organizational culture and the learning organization at a significant level (0.05)" This value indicates the strength of the relationship between the organizational culture and the learning organization at the overall level in the researched university.

For the purpose of reaching detailed indicators about the direction and nature of the relationship between each dimension of the organizational culture and the learning organization, and in light of the sub-hypotheses of the first main hypothesis, the correlations were analyzed as follows:

1. The first sub-hypothesis: There is no significant positive correlation between participation and the learning organization at the level of statistical significance (0.05).) and with a probability value (0.000), which is a significant value at the level (0.05), and accordingly the null hypothesis is rejected and the alternative hypothesis is accepted which states that: "There is a significant positive correlation between participation and the learning organization at the level of statistical significance (0.05)", and these results indicate that Great interest in the participation of teachers by the university contributes to increasing the building of the learning organization in the researched university.
2. The second sub-hypothesis: There is no significant positive correlation between the strategic orientation and the learning organization at the level of statistical significance (0.05). *) with a probability value of (0.000), which is a significant value at the level of (0.05), and accordingly the null hypothesis is rejected and the alternative hypothesis is accepted, which states that: "There is a significant positive correlation between the strategic direction and the learning organization at the level of statistical significance

(0.05)", and these results indicate However, a good strategic direction contributes to increasing the building of the learning organization in the researched university.

3. The third sub-hypothesis: There is no significant positive correlation between creativity and the learning organization, at the level of statistical significance (0.05), and the results of Table (12) indicate that there is a significant positive correlation between creativity and the learning organization, and this is indicated by the value of the correlation coefficient shown in the table and amounting to (0.450**) with a probability value of (0.000), which is a significant value at the level of (0.05), and accordingly the null hypothesis is rejected and the alternative hypothesis is accepted which states that: "There is a significant positive correlation between creativity and the learning organization, at the level of statistical significance (0.05).
4. The fourth sub-hypothesis: There is no significant positive correlation between the values and the learning organization, at the level of statistical significance (0.05), and the results of Table (12) indicate that there is a significant positive correlation between the values and the learning organization, and this is indicated by the value of the correlation coefficient shown in the table and amounting to (0.770**) with a probability value of (0.000), which is a significant value at the level of (0.05), and accordingly the null hypothesis is rejected and the alternative hypothesis is accepted which states that: "There is a significant positive correlation between values and the learned organization, at the level of statistical significance (0.05).

Table 12: The Correlation Coefficient between the Dimensions of Organizational Culture and the Learning Organization at the Level of the Researched University

learning organization Organizational culture	correlation coefficient	significance level
participation	0.6 07 **	0.000
Strategic direction	0.5 25 **	0.000
creativity	0.450 **	0.000
Value	0.775 **	0.000
Organizational culture	0.655**	0.000

Source: Prepared by the researchers based on the data of the questionnaire and the results of SPSS

The results of table (12) indicate that the relationship between the values dimension in the organizational culture and the learning organization got the highest score, which is (0.775), i.e. a strong relationship, and between the creativity dimension in the organizational culture and the learning organization, it got the lowest score, which is (0.450), i.e. a weak relationship.

CONCLUSIONS

In this study, we review the most important conclusions that we reached at the field level, as follows:

1. The results of the descriptive analysis revealed that the respondents agreed on an above-average level that there was a good amount of organizational culture in the researched university.
2. The dimensions of the organizational culture differed according to their availability in the university under study, so they were arranged according to their importance as follows: (values, participation, strategic direction, creativity).
3. The participation dimension, while the strategic orientation dimension came in the third order, and the creativity dimension came in the last and fourth order.
4. The results of the descriptive analysis confirmed that the dimension of creativity had the lowest level of agreement among the four dimensions of organizational culture, and this indicates the existence of a kind of negligence by the researched university with regard to organizing training courses from time to time for its teachers in order to develop their creative capabilities.
5. There is a full awareness of the importance of the learning organization among the teaching staff at the researched university.
6. The faculty members of the researched university have interest in the learning organization in its four dimensions (strategic leadership, continuous learning, employee empowerment, and common vision) at a good level.
7. The results of the analysis showed that the dimension (shared vision) obtained the highest percentage of agreement compared to the other dimensions (continuous learning, employee empowerment, strategic leadership) of the learning organization variable, according to the respondents' description of the dimensions of this variable.
8. The results showed that there is a significant relationship between the organizational culture, collectively and individually, and the learning organization.

PROPOSALS AND FUTURE STUDIES

In follow-up to the above conclusions, the current study presents a number of proposals that the researchers found appropriate to enhance. The dimensions on which the organizational culture and the learning organization are based, according to the following paragraphs:

1. Preparing an annual plan to develop the capacity of teachers in the researched university, through training and learning programmes.
2. The need for the university to adopt a clear policy based on encouraging its teaching staff to use and exploit their time in scientific development and career advancement

through scholarships, fellowships, and academic sabbaticals, which reflects positively on their performance.

3. Holding courses in methods and methods of teaching for faculty members from time to time to inform them of the latest theories in teaching methods in order to benefit from them in their work.
4. Delegating and sending faculty members at the researched university to participate in local and international scientific activities and conferences in their field of specialization, with the aim of raising the level of their scientific performance.
5. Holding various seminars among the teaching staff at the researched university in order to exchange their opinions and scientific ideas, to develop their scientific capabilities and to develop a good plan for their semester work.
6. The need for the researched university to pay attention to providing a work environment that stimulates the spirit of creativity and innovation by stimulating the talented and creative ones.
7. Paying attention to the development of the teaching staff at the researched university by involving them in specialized developmental courses to develop the organizational culture.
8. The need for the university in question to adopt the application of organizational culture dimensions in its field of work, and at all administrative levels, according to a clear vision.
9. Empowering and encouraging the teaching staff as they are the intellectual capital and the source of innovation and creativity in the researched university.

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