The Reality of the Applying of the Dimensions of the (Senge) Model for Learning Organizations from the teaching staff members' viewpoint in Saudi University

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ABSTRACT

The study aimed to identify The Reality of The Applying of The Dimensions of the (Senge) Model for Learning Organizations, from the teaching staff members' viewpoint in Saudi Universities. To achieve the goals of the study, Descriptive Methodology was used, of which Surveying Descriptive, and Correlative Descriptive were used. Questionnaire was used as a tool of study, Applied to all study community their number is (230) teaching staff who previously experienced, and currently teach students, using distance learning, at both the Islamic University in Madinah and Al-Al-Imam Mohammad Ibn Saud Islamic University in Riyadh. Results showed Senge pattern's dimensions for educational institution (shared vision, systems thinking, mental models, team learning and personal mastery) fairly applied at both the Islamic University in Madinah and Al-Al-Imam Mohammad Ibn Saud Islamic University in Riyadh. The study recommended the need for The Saudi universities shall adopt objectives of realistic strategic and endeavor to achieve them, in order to make the gap between the level of their performance and other world universities' narrower.

Keywords: Learning Organizations, Senge Model.

Introduction:

In the present times, organizations are living in a changing environment which is full of instability, lack of existence, and intensification of competition. So, the effectiveness of

the organization requires "learning" on both individual and organizational levels. Consequently, Individuals and organizations should learn faster than the competitors.

Certainly, the success of any organization starts from the success of its employees. The organization's goals cannot be achieved unless they are the same goals of its members; the essence of the work of these individuals in those organizations is to constantly learn how to learn together and then apply what they've learned in improving the quality of performance to achieve a competitiveness advantageamong other organizations, by developing the capabilities of employees, creating an appropriate environment for intellectual activities, and developing their sense of affiliation to both work and community systems (Abu-Jarad, et.al, 2010: 26).

Among the new concepts that have been adopted -by organizations- is the concept of the "learning organization", which is an administrative concept concerned with learning as a basic constituent of the administration that wants to arm itself with the spirit of initiative, the ability to adapt and the flexibility in performing tasks (Ababenah and Al-Edwan, 2007:473).This concept soon found its way to educational organizations;So educators began to call for a "learning organization" that is concerned with learning and education, and in which all employees are involved to achieve the process of improvement and development (Atari and Aisan, 2007:107). It also works continuously to increase its capacity and energy in order to shape the future that it wants to achieve through anticipating change and preparing for it and responding to its requirements to ensure continuity and distinction among organizations (Senge, 1994: 4).The Al-Nisour study (2010) confirmed that the characteristics of "learning organization" have a positive impact on achieving institutional and leadership

excellence, human resource excellence, knowledge excellence, and financial excellence in the Ministry of Higher Education and Scientific Research. The study of Al-Arfaj (2011) showed that the "organizations"-that want to excel- face a major challenge represented In developing human resources intellectually andknowledgably, and setting a strategic goal represented in supporting learning and building an environment that stimulates the adoption of the "learning organization's dimensions" in order to build a learning university. University should also identifies initiatives that will achieve that goal, and provides quantitative scales to evaluate the level of achievement and determines the gap between current performance and expected performance, with the aim of achieving a competitive advantage that leads to leadership among universities.

Based on the foregoing, the "learning organization" works to create and develop an environment that encourages creativity and innovation to reach excellence, and this becomes a part of the organization's culture that is transmitted from one generation to another, and this is reflected on its future systems, structures, procedures, and incentive system it adopts. Here, the organization moves from receiving knowledge to creating knowledge, and from transferring to adopting creative ideas. Consequently, influence of the beneficiaries of various members of society isn't reactions, but rather affects them more than they influence, and ultimately it moves from an organization seeking leadership to an organization seeking excellence (Al-Faouri,2002).

Problem of the study:
Given the importance of universities'role in building societies, creating their civilization and planning their future as the top of the educational system. Universities

also have a play greater role in facing changes in because of human and technical capabilities it has. Haidar study (2009: 75) asserted that current changes imposed on all organization specially "Universities" to change its practices, principles and to rethink all its activities to link Higher education with development, reconsider university functions, developing university performance and thus developing society.

Because of the current and future challenges faced by higher education institutions, including the challenges of rapid growth in knowledge, the scientific and technological revolution, the tremendous development in communication systems, the expansion of the influence of external factors on internal issues, and the intertwining of interests among nations (Luciana, 2013: 2). Higher education institutions must adopt modern management concepts that encourage innovation, acquiring knowledge and transferring it continuously to adapt to unexpected problems and changes and respond to changing environmental situations faster than competitors (Garvin, et al, 2008:1). Perhaps, one of the most prominent of these concepts is the concept of the "learning organization", as one of the modern administrative concepts that keep pace with the nature of the current era (Al-Meligy, 2010:231). The matter that makes it more capable of diversifying its sources of information internally and externally; to create an effective cultural environment that encourages thinking, learning and innovation (Argote, 2011:439).

The leadership in the learning organization works through "Teamwork" that is constantly learning, realizes the relationships within the organization, and follows the systemic approach to effective communication in the organization; this avoids many problems. Abu Khdeir (2007) also emphasized that the increase in applying the

concept of the"learned organization" in many organizations and institutions; makes it able to compete with its counterparts regionally and globally. Senge, the creator of the idea of the learning organization, believes that the main advantage of competition between organizations in this century will be "speed" in learning (Senge, 1994:4).

Questions of the study:

The study tried to answer the following question:

What is the application degree of the dimensions of the "Senge model" of the learning organization (Shared vision, Organizational thinking, Mental models, Team learning, Personal empowerment) from teaching staff members' point of view at the Islamic University inMadinahand Al-Imam Muhammad bin Saud Islamic University in Riyadh?

Goals of the study:

The study tried to achieve the following goal:

   Identifying the application degree of the dimensions of the "Senge model" of the learning organization (Shared vision, Organizational thinking, Mental models, Team learning, Personal empowerment) from teaching staff members' point of view at the Islamic University of Madinah and Al-Imam Muhammad bin Saud Islamic University in Riyadh.

Importance of the study:

The study derives its importance from the vitality of its topic that keeps pace with Saudi universities' orientation to improve quality and strive for development by adopting new knowledge and successful leadership methods to increase organizational efficiency and effectiveness, achieve world-class standards, enter the field of global competitiveness, and reach advanced positions in the classification of international universities, the matter which requires adopting administrative concepts that enable them

to learn faster and deeper, and translating what they've learned into high-level services that enable them to compete with their education for excellence by adopting modern management concepts, most notably the concept of the "learning organization" that focuses on learning and knowledge being the main factor in achieving a competitive advantage for organizations (Tarawneh et al., 2012: 197).

Limitations of the study:
- **Objective Limitations**: The current study was limited to determining the application degree of the dimensions of the "Senge model" of the learning organization, which includes the following dimensions: (Shared vision, Organizational thinking, Mental models, Team learning, Personal empowerment) from teaching staff members' point of view in Saudi universities.
- **Spatial Limitations**: This study was administered to each of: The Islamic University of Madinah and Al-Imam Muhammad bin Saud Islamic University in Riyadh.
- **Time Limitations**: This study was administered in the summer semester of the academic year 1437/1438 AHand at the beginning of the first university semester of the academic year 1438/1439 AH
- **Human Limitations**: The current study was limited to teaching staff members at the Islamic University of Madinah and Al-Imam Muhammad bin Saud Islamic University in Riyadh, who have experience and teach in the method of "distance learning".

Terminology of the study:

- **Learning Organizations:**

Ashour (2009: 10) defined the "learning organization" as: "An organization in which individual and group learning

takes place on a permanent and continuous basis, and raising the efficiency of the organization's employees to adapt to internal and external variables and work within a group work team with a common vision so that everyone in the organization moves towards achieving the objectives of the organization efficiently and effectively"

The "learning organization" can be procedurally defined as: The organization that is able to keep pace with the current developments and face the challenges, and develop itself by raising its ability to adapt and continuous changes, and adopt new ideas, and in which employees work to achieve the desired goals through: (setting a common vision for the future of the organization, focusing on the method of Organizational thinking, enhancing mental models and personal empowerment, teamwork).

Theoretical Background:

Definition of "Learning Organization":
Senge (2004: 3) defined the "**learning organization**" as: "The organization that is able to adapt to the developments of the contemporary world full of change and in which everyone works to continuously develop their capabilities to reach the desired results. It also seeks to develop new modes of thinking and set collective goals and ambitions, and in which members are constantly learning to learn collectively. "

Sugarman (1998: 3) defined it as: "The organization that utilizes the energies resulting from individual and group learning processes to make change in work rules to reach the goals of the organization."

While Saqr (2002: 2) defined the "learning organization" as: "The organization that teaches and encourages education among its members, and promotes sharing information among workers, and then creates a more

knowledgeable work force, which leads to the creation of a very flexible organization, where workers accept new ideas, adapt to them, and share them through a common vision. "

A "learning organization" is the one in which "learning and development is paida primary importance while also paying attention to creative and innovative thinking systems, and in which the organization's members are supported so that the vision, understanding and purpose of the future organization are clear" (Ellat, 2012: 57).

The most important models of the learning organization:

There are many models of the "learning organization" that reflect the viewpoint of its authors and their way of thinking, and the results of their experience in this field. Below is a presentation of some models of the learning organization which are among the most important models dealt with in the research literature (Zayed et al. 2009:4):

Senge is the innovator of the idea of the "learning organization" in 1990, where he identified five dimensions on which the learning organization is based, and they must be achieved in the culture of any organization to considered a "learning organization" (Senge, 2004: 3-5). These five dimensions are: (Shared vision, Organizational thinking, Mental models, Team learning, personal empowerment).Marsic & Watkins Model (1993) which focuses on continuous learning for all levels of organizational learning (individuals, groups, and organization), as each element includes a set of sub-elements that overlap among each other to form the following seven dimensions of the learning organization (Zayed et al., 2009: 5-6): Establishing systems for knowledge sharing and learning, encouraging collective

learning and cooperation, creating opportunities for continuous learning, empowering individuals with a common collective vision, linking the organization with the external environment, encouraging dialogue and inquiry, strategic leadership in support of learning)

Al-Otaibi Model (2001): in which the transformation into learning organizations requires knowledge of the current state of the organization's educational system, recognizing characteristics of the organization, and the prevailing social culture in the environment surrounding the organization (AL-Otaibi 2001: 116). The model consists of three main systems and fourteen variables, which are: (1) **the organizational structure system**: It includes eight variables (the organization's identity, vision, strategy, structure, systems and methods, employees, skills, and main goals). **(2)Learning system**: It includes four variables. It is (orientation towards learning in the organization, knowledge management, learning activities and their levels, and learning facilities available in the organization).(3) **The social culture system**: it is the values, beliefs and attitudes that affect the way of thinking, behaving and interacting with others and with the outside world. It is a primary source of the organization culture, it also affects administrative practices and organizational activities such as learning. It includes two variables (patterns of behavior derived from social values, and cultural attitudes).The Moilanen Model: which proposed a model for the learning organization, which he called the Learning Organization Diamond, consisting of five main dimensions, namely: (Motive, Goal setting, Inquiry, Empowerment, Evaluation) (Moilanen, 2001: 17)

   The researcher adopted the "Senge model" of the learning organization, which is characterized as the most famous and most widespread model forbuilding a learning

organization at the international level. It is also characterized by its comprehensiveness compared to what other researchers have proposed (Aishosh, 2011: 95). It is considered the basis on which all learning organization models were designed (Abdullah and Abu Radi,2014: 334).

Senge's model is unique from other models in treating the dimension of "mental models", as no other model treats. In addition to the realism of the model and its applicability in many organizations with its various activities, where it has been applied in many Arab and international organizations, it also provides a space of freedom in applying its dimensions in line with the organization's goals and activities.

Peter Senge Model
Peter Senge is the first scholar who addressed the concept of the "learning organization" and set a model in 1990, starting with his definition of it as: "The organization that constantly increases its capabilities and energies to shape the future that it wants to achieve by anticipating change, preparing for it and responding to its requirements." (Senge, ١٩٩٤: ٤), and defined the dimensions of the learning organization as follows:

First: Shared Vision:
Senge (1994: 206) defined the shared vision as: "The ability of a group of individuals to draw a common or identical picture of the desired future. It can also be described as the answer to the following question: What do we want to achieve?" It refers to the ability of the organization's members to build a common image of the future of the organization they seek to reach and achieve.

Second: Organizational thinking
Senge (1994: 69) defined organizational thinking as: "An approach and framework based on recognizing the whole

instead of the part, and recognizing the interrelationships between the parts of the system, as well as focusing on the parts themselves." Senge called "organizational thinking" the Fifth Controller. As he considers it the basic base for all other dimensions of the "learning organization", as all other foundations are concerned with transforming thought from a partial vision to a holistic or comprehensive vision.

Third: Mental Models: Senge (1994: 175) defined mental models as: "Assumptions, generalizations and images deeply rooted and that affect people's perception of the world, their interpretation of events around them and how to treat with them." In other words, they are assumptions and mental images that the members of the organization store in their minds that affect their way of thinking, decisions and behavior, that is, they affect the style of performance in organizations. Therefore, successful organizations are those that realize the importance of the prevailing mental models among their leaders and individuals, and are interested in the process of thinking and dialogue to analyze these mental models, and then employ them to achieve the desired goals.

Fourth: Team Learning

Senge (1994: 236) defined "**team learning**" as: "The process by which the efforts of a group of individuals are organized and arranged to achieve the results they desire." It is the process of organizing the energy of the teamwork, developing it and uniting its efforts through teamwork, dialogue and effective communication.

Fifth: Personal empowerment

Senge (1994: 147) defined personal empowerment as: "Working to continuously clarify and define the personal vision accurately and clearly, and recognizing the reality objectively, which help in concentrating efforts and persevere in achieving what the individual aspires to

achieve. It is a continuous approach employed by the individual to improve oneself, and is based on a set of principles and practices, the most important of which are: determining the personal vision, or identifying issues that the individual thinks they are important to him, determining the current situation, and determining the gap between them or what is called creative tension, which is a feeling of anxiety and tension as a result of the gap between vision and reality. "

Previous studies

The study of Al-Mazroua (2014) aimed at identifying the degree of practice of teaching staff members at King Saud University of the dimensions of the Singh model forthe learning organization. The descriptive analytical approach was utilized. Participants were (136) teaching staff members at King Saud University in Riyadh. The questionnaire was the study tool which was used to gather information. The study revealed the following finds: The dimensions of the "learning organization" are practiced by teaching staff members to a very large degree, except "team learning" dimension, which is practiced with a moderate degree. The study also found that there are no statistically significant differences in the participants' responses attributable to variables: gender, scientific degree, specialization.

The study of Abdullah and Abu Radi (2014) aimed at identifying the theoretical and intellectual framework of the learning organization and the possibility of benefiting from it in developing the Faculties of Education, revealing the reality of the College of Education in Benha in light of the models of the learning organization from teaching staff members' point of view, and trying to design a proposed strategy to develop the Faculties of Education under the requirements of the learning organization. The descriptive

method and the case study method were used. Participants were (40) teaching staff members in the Faculty of Education at Benha University in Egypt, and to achieve the objectives of the study, the two researchers designed a questionnaire as a tool to identify the reality of the College of Education in light of Senge's model forthe learning organization.

One of the most important findings of the study was that the College of Education does not encourage teamwork as a source of professional development for teaching staff members. College does not make great efforts in developing ideas in support of the development processes for teaching and learning according to a common and shared vision between teaching staff members and the Administrative leadership. There is a weakness in communication channels between College of Education and the surrounding external community, with a limited participation of teaching staff members in developing the general vision of the college,

The study also revealed that there are deficiencies in the College of Education in focusing on enhancing the culture of dialogue among teaching staff members in the college and creating opportunities for constructive dialogue, and a limited work teams in college to accomplish tasks, work and solve various problems. In addition, the database available to teaching staff members does not meet its purpose; this affects the speed of completing tasks, as information technology is not used effectively. Lack efforts of the College of Education to benefit from the feedback process as an essential step for evaluation and development processes. Finally, college sets up limited reward systems in accordance with standards of efficiency and excellence in performance.The study of Al-Harthi (2015) aimed at identifying the degree of availability of the Senge model

for the learning organization at Umm Al-Qura University from faculty and academic leaders' point of view. To achieve the objectives of the study, the researcher used the descriptive method. Participants were (350) teaching staff members and the study tool was the questionnaire. The study found that the degree of availability of organizational thinking, shared vision, and mental models at Umm Al-Qura University was at a weak degree, while the degree of availability of both personal empowerment and the team learning at Umm Al-Qura University with a moderate degree. It also found that the overall mean for the degree of availability of learning organization dimensions at Umm Al-Qura University is weak. Findings also showed that there are statistically significant differences between the means of particiipants' responses attributed to variable: Scientific degree. Differences were in favor of the scientific degree "Professor" over the scientific degree "Associate professor".

The study of Al-Shammari (1435 A.H.) aimed to design an appropriate standard for developing scientific departments in Saudi government universities in light of the learning organization approach, and to identify the reality of the scientific departments according to this standard. The study used the descriptive survey method, participants were all department heads, their deputies and teachings staff in the seven Saudi government universities that was established before 1401AH, namely, King Saud University, Al-Imam Muhammad bin Saud Islamic University, Umm Al-Qura University, King Abdulaziz University, Islamic University, King Faisal University, and King Fahd University. The number of respondents reached (2294) of the department heads, their deputies, and teaching staff members.

A standard was designed for developing scientific departments in Saudi universities in light of the learning

organization approach which consisted of seven dimensions as follows: empowering individuals, mental models, team learning, organizational thinking, strategic leadership, modern technology, knowledge management. The questionnaire was derived from the standard to know the reality of the scientific departments. Findings revealed that the reality of empowering individuals, team learning, organizational thinking, modern technology, knowledge management in the scientific departments of the Saudi government universities in light of the learning organization approach came with a weak degree, and the reality of each mental models, strategic leadership in the scientific departments of the Saudi government universities in light of the learning organization came with a moderate degree.

The study of Al-Anzi (٢٠١٦) aimed at revealing the extent to which the University of Tabuk possesses the standards of the learning organization from teaching staff members' point of view. The study used the descriptive method to achieve its goals. The study sample consisted of (108) teaching staff members working at the University of Tabuk, the questionnaire was the data collection tool, which consisted of (53) items distributed on five dimensions; represent the criteria for Senge's model for the learning organization. Findings showed that the extent to which the University of Tabuk possesses the standards of the learning organization from teaching staff members' point of view was moderate, as the field of mental models came in first place with a high degree, and the following areas were: personal empowerment, shared vision, organizational thinking, and team learning with a moderate degree.

Commentary on previous studies:
The present study is in line with the previous studies that the application of the learning organization concept has a

positive role in developing organizations and the performance of their employees. The current study adopted Senge's model for the learning organization, and all previous studies agreed with it, except for the study of Al-Shammari (1435AH), which did not adopt a specific model for the learning organization's models. The current study used the descriptive, surveying and correlational method, and most of the previous studies employed the descriptive survey method, while the study of Abdullah and Abu Radi combined (2014) between the descriptive method and the case study method, and the study of Al Mazroua (2014) used the descriptive analytical method. The current study used the questionnaire as a tool to collect data in line with all previous studies. Participants in the current study were teaching staff members and this is in line with the previous studies, exception of the study of Al-Shammari (1435 AH), which added to the teaching staff members all of the department heads and their deputies.

Methodology and Procedures:

Method of the study:
The correlational descriptive method was utilized to answer the study questions and achieve its goals.

Population of the study:
The study population consisted of all teaching staff members at each of the Islamic University of Madinah and Al-Imam Muhammad bin Saud Islamic University in Riyadh, who have experience and teach in the method of "distance education" during the second semester of the academic year 1437/1438AH.They were (230) teaching staff members. Due to the –relative- small size of the study population; the comprehensive method was utilized to administer the study tool. The following table shows the distribution of the study population.

Table (1) Distribution of the study population according to the university

University	No.	Percent
Islamic University	58	25.3%
Al-Imam Muhammad Bin Saud Islamic University	172	74.7%
Total	230	100%

Source: Official statistics by the two universities in which the study was conducted in the second semester of the academic year 1437/1438 AH.

The study tool was distributed to the entire study population, whose number is (230) teaching staff members.(24) questionnaires were missed, with a (10.4%) of the study population. So, the final number valid for statistical analysis was (206) questionnaires, with a (89.6%) of the study population. The following table shows the number of distributed, missing, excluded and valid questionnaires.

Table (2) Number of distributed, missing, excluded and valid questionnaires for use

University	Distributed		Missing		Excluded		Final	
	No.	percent	No.	percent	No.	percent	No.	percent
Islamic University	58	25.3%	0	0	0	0	58	25.3%
Al-Imam Muhammad Bin Saud Islamic University	172	74.7%	24	10.4%	0	0	172	64.3%
Total	230	100%	24	10.4%	0	0	230	89.6%

Instrumentation of the study:

In order to access the data and information necessary to achieve the study goals;the researcher prepared a close-ended questionnaire to measure the application degree of the "Senge model" dimensions of the learning organization (Shared vision, Organizational thinking, Mental models, Team learning, Personal empowerment), making use of related studies and educational literature.

Validity of the study tool:
The validity of the study tool was verified by:
A.Face validity or content validity: The study tool was presented to (23) specialists from the teaching staff members in Saudi universities. The researcher examined their observations, and modifications were made in light of their recommendations and opinions.
B. **Validity of internal consistency**: To verify the validity of the internal consistency of the tool and each of its dimensions, the Pearson correlation coefficient was calculated to measure the relationship between each item and the overall degree of the questionnaire. Findings were as follows:

Table (3): The internal consistency of the study tool

Axis	Dimension	No. of items	Validity
The application degree of "Senge Model" dimensions of the learning organization	Shared vision	6	0.959
	Organizational thinking	7	0.977
	Mental models	7	0.976
	Team learning	7	0.971
	Personal empowerment	6	0.970
Total validity of the study tool		23	0.954

Table (3) clarifies that the correlation of coefficients values for the five dimensions of the tool are positive, high, and statistically significant at the level of significance (0.01). This indicates that the study tool is valid and measures the characteristic or phenomenon that was set to measure.

Reliability of the study tool:
The reliability of the study tool was verified by Cronbach Alpha reliability coefficient by calculating the degree of reliability of each dimension of the study and its axes, the following table illustrates that.

Table (4) clarifies that the reliability coefficients for each dimension are high, and this indicates consistency of data and that the study tool gives the same results if it is re-

administered to the same individuals or phenomena and under similar conditions to the greatest possible extent.

Table (4) reliability coefficients for the study tool

Axis	Dimension	No. of items	Validity
The application degree of "Senge Model" dimensions of the learning organization	Shared vision	6	0.919
	Organizational thinking	7	0.954
	Mental models	7	0.953
	Team learning	7	0.942
	Personal empowerment	6	0.940
Total reliability of the study tool		23	0.984

Determining the criterion forstudy findings:

Data were interpreted according to Likert's five-dimensional scale in each dimension of the study, where the degree of (availability) was formed from the following five-stage (very large, large, moderate, weak and very weak). The weight was determined as in the following table:

Table (5) the degrees and limits of the study outcome criteria categories according to the five-Likert scale

Weight	Criterion for judging findings	Weighted average
5	very large	From 4.20-500
4	large	From 3.40-4.19
3	moderate	From 2.60-3.39
2	weak	From 1.80-2.59
1	very weak	From 1.00 -1.79

Statistical treatments:

To achieve the objectives of the study, the Statistical Package for Social Sciences (SPSS) program was used to analyze the data, and then the researcher extracted the findings and interpreted them. The researcher used the following statistical methods:

Frequencies and percentages to describe the characteristics of the study population, Pearson correlation of coefficient to measure "internal consistency validity" of the study tool,

Cronbach's alpha coefficient to verify the reliability of the study tool, Means of participants' responses on each item, and for each group of items represents one dimension of the study tool, and the standard deviation to calculates how widely the values are dispersed from the mean.

Findings:

The answer to the study question: What is the application degree of the dimensions of the "Senge model" of the learning organization (shared vision, organizational thinking, mental models, Team learning, personal empowerment) from teaching staff members point of view at the Islamic University of Madinah and Al-Imam Muhammad bin Saud Islamic University in Riyadh?

To answer this question, means and standard deviations were calculated to participants' responses for each dimension of the Senge model for the learning organization (shared vision, organizational thinking, mental models, Team learning, and personal empowerment) from the viewpoint of the teaching staff members at the Islamic University in Madinah and Al-Imam Muhammad bin Saud Islamic University in Riyadh, which came as follows:

Table (6) shows that the mean value of the "shared vision" dimension is (3.17) with s standard deviation (0.85). According to the criterion, the application degree of the "shared vision" dimension of Senge's model forthe "learning organization" was of a "moderate" degree, as all items came with a moderate degree, except for itemno. (3) whose meanis (3.51) and states that: "The university's mission reinforces the concept of human relations in the context of teamwork." And item no. (1) whose mean is (3.42) and states that "the university adopts a declared strategic plan." Both of these two items came with a "large" degree.

- ## The first dimension: Shared vision

Table (6) means and standard deviations of the application degree of "shared vision" dimension of the Senge model for the learning organization

Rank	Item number	Items are arranged in descending order according to "means"	M	S.D.	Degree of application
1	3	The university's mission reinforces the concept of human relations in the context of teamwork.	3.51	1.01	large
2	1	The university adopts a declared strategic plan.	3.42	1.02	large
3	2	The university's vision includes having a competitive advantage to strengthen its position in the world university rankings.	3.38	1.08	moderate
4	4	University employees participate in defining the goals of the organizational work	2.97	0.98	moderate
5	5	University employees participate in its competitive programs.	2.92	0.95	moderate
6	6	University employees take the initiative to present innovative initiatives to achieve the university's vision.	2.83	1.01	moderate
Overall mean of the dimension			3.17	0.85	moderate

Having the "shared vision" dimension a moderate degree of application may be attributed to the fact that although there is an interest in the human and planning aspects of the organization, but the participation of teaching staff members in competitive programs, in setting goals and presenting innovative initiatives, was moderate, either because of the lack of real commitment of participants to achieve the university's vision and implement its strategic plan, or because the teaching staff members are preoccupied with job burdens, or because of the lack of new and innovative ways to achieve competition among university employees, or because of the lack of incentives provided to them. Thesefindingsare consistent with the findings of Al-Enezi (2016) study, which concluded that

the degree of Tabuk University in"shared vision" criteria was of a moderate degree, and with the findings of the study of Abdullah and Abu Radi (2014) which indicated that the College of Education in Benha does not make great efforts in developing supportive ideas For teaching and learning development processes according to a common and shared vision between teaching staff members and administrative leaders. In addition to the limited participation of teaching staff members in setting the overall vision of the college. This finding differs with the finding of the Al-Mazroua study (2014) which concluded that the degree of teaching staff members'practice of the "shared vision" dimension at King Saud University was very large, and the finding of Al-Harthi (2015) study, which concluded that the degree of availability of a "shared vision" at Umm Al-Qura University Was weak.

- **The second dimension: Organizational thinking**

Table (7) shows that the "mean value" of the "organizational thinking" dimension is (2.92) with a standard deviation (0.93) According to the criterion, the application degree of the " organizational thinking" dimension of Senge's model forthe "learning organization" was of a "moderate" degree, as all items came with a moderate degree.

The reason for this may be due to an average understanding of organizational thinking skills and behaviors, a variation in awareness of the influence of the system parts with each other, a lack of awareness of the effect of work performance style and access to information on performing tasks effectively, and a lack of benefit from feedback in developing work, which affects the possibility of recognizing the system as a comprehensive rather than a partial vision, recognizing the interrelationships between the parts of the system, as well as focusing on the parts themselves

Table (7) means and standard deviations of the application degree of "Organizational thinking " dimension of the Senge model forthe learning organization

Rank	Item number	Items are arranged in descending order according to "means"	M	S.D.	Degree of application
1	7	Leaders act as mentors/guiders in the organizational work.	3.15	0.92	moderate
2	8	The senior leadership provides equal support to all organizational departments.	3.00	1.04	moderate
3	10	University employees have complete freedom of access to information necessary to perform their duties effectively.	2.97	1.08	moderate
4	12	University leaders deal with their organizational management problems considering their impact on the organization as a whole.	2.94	1.06	moderate
5	11	The university allows its employees the freedom to choose how to perform the organizational work.	2.83	1.08	moderate
6	9	Duties and responsibilities are distributed in an integrated manner among university employees.	2.81	1.06	moderate
7	13	University employees benefit from the feedback in their organizational field	2.75	1.11	
Overall mean of the dimension			2.92	0.93	moderate

These findings are consistent with the findings of Al-Enezi (2016) study, which concluded that the degree of Tabuk University in" organizational thinking" was of a moderate degree, and the findings of Abdullah and Abu Radi (2014) study, which indicated that the database available to teaching staff members in the College of Education in Benha does not meet their purpose; With the failure of the college's efforts to benefit from the feedback process as an essential step for evaluation and development processes. These findings differ with the findings of Al-Mazrou's study (2014) which concluded that the degree of teaching staff members' practice of the "organizational thinking"

dimension at King Saud University was very large, and the findings of Al-Harthi's study (2015) which concluded that the degree of "organizational thinking" availability at Umm Al-Qura University was of a weak degree, and the findings of Al-Shammari study (1435 AH) which concluded that the reality of organizational thinking in the scientific departments of Saudi government universities was also weak.

- **The third dimension: Mental models**

Table (7) means and standard deviations of the application degree of "Mental models" dimension of the Senge model for the learning organization

Rank	Item number	Items are arranged in descending order according to "means"	M	S.D.	Degree of application
1	16	The university uses social media to communicate with the internal and external environment.	3.25	1.12	moderate
2	14	The university supports dialogue and discussion regarding academic work.	3.21	1.02	moderate
3	19	University employees respect the organized work colleagues' views.	3.20	1.06	moderate
4	20	University employees discuss work mistakes in order to learn and benefit from them.	3.07	1.04	moderate
5	18	University employees accept constructive criticism from others.	3.04	1.09	moderate
6	17	The university gives professional users of its services opportunities to participate in various committees.	2.83	1.14	moderate
7	15	The university provides its employees with all developments, with all objectivity and transparency.	2.82	1.18	
Overall mean of the dimension			3.06	0.97	moderate

Table (8) shows that the "mean value" of the "Mental models" dimension is (3.06) with a standard deviation (0.97) According to the criterion, the application degree of the "Mental models" dimension of Senge's model for the

"learning organization" was of a "moderate" degree, as all items came with a moderate degree. The reason for this may be due to the average awareness of the importance of mental models prevailing in the university, with a lack of interest in the process of dialogue and discussion to analyze these mental models, and then employ them to achieve the goals of the organization.

These findings are consistent with the findings of Al-Shammari study (1435 AH), which concluded that the reality of "mental models" in the scientific departments of Saudi government universities was of a moderate degree. These findings differ with the findings of Al-Mazroua study (2014), which concluded that the degree of teaching staff members' practice of "mental models" at King Saud University was High. These findings also differ with the findings of Abdullah and Abu Radi study (2014), which indicated the lack of communication channels between the College of Education in Benha and the surrounding external community. With a lack of focus on enhancing the culture of dialogue among teaching staff members in the college and creating opportunities for constructive dialogue. It also differ with Al-Harthi study (2015), which concluded that the degree of availability of mental models at Umm Al-Qura University was weak.

Table (9) shows that the "mean" value of the "Team learning" dimension is (3.09) with a standard deviation (0.87). According to the criterion, the application degree of "Team learning" dimension of Senge's model for the "learning organization" was of a moderate degree, as all items came with a moderate degree. Thesefindings indicate that although colleagues provide appropriate support if a malfunction occurs, and despite the university's attempt to provide the necessary requirements for the success of the teamwork's performance; However, some university

employees prefer individual work with the aim of enhancing their personal ingenuity in isolation from collective professional development, or because of equal incentives for all members of the team not according to the achievement of each member of the team. Or sometimes not offering incentives.

- **The fourth dimension: Team learning**

Table (9) means and standard deviations of the application degree of "Team learning" dimension of the Senge model for the learning organization

Rank	Item number	Items are arranged in descending order according to "means"	M	S.D.	Degree of application
1	24	Colleagues provide appropriate support if someone malfunctions.	3.25	0.91	moderate
2	21	The university provides the necessary requirements for the successful performance of specialized work teams.	3.19	1.02	moderate
3	22	The team spirit prevails among the university employees.	3.18	1.05	moderate
4	25	Leaders consider the recommendations of specialized task forces.	3.14	1.06	moderate
5	27	The university overcomes the obstacles that specialized work teams may face.	3.12	0.96	moderate
6	23	Specialized work teams adapt their goals according to developments.	3.03	0.99	moderate
7	26	The university offers incentives to work teams according to the level of achievement.	2.71	1.10	
Overall mean of the dimension			3.09	0.87	moderate

These findings are consistent with the findings of Al-Mazroua study (2014) which concluded that the degree of teaching staff members' practice of "team-learning" dimension at King Saud University was of a moderate degree. It also agrees with Al-Enezi study (2016), which concluded that the University of Tabuk's possession of team learning standards came with a moderate degree as well.

These findings differ with the findings of Abdullah and Abu Radi study (2014), which indicated that the College of Education in Benha does not encourage teamwork as a source of professional development for teaching staff members. With a limited presence of teamwork in the college to complete tasks and work and solve various problems. It also contradicts Al-Shammari study (1435 AH), which concluded that the reality of teamwork in the scientific departments of Saudi government universities came with a weak degree.

- **The fifth dimension: Personal empowerment**

Table (9) means and standard deviations of the application degree of "Personal empowerment" dimension of the Senge model for the learning organization

Rank	Item number	Items are arranged in descending order according to "means"	M	S.D.	Degree of application
1	29	University employees take the initiative to make use of learning opportunities inside and outside the university through specialized training courses.	3.01	1.01	moderate
2	31	The university encourages its employees to continuous learning inside and outside the Kingdom.	2.96	1.02	moderate
3	30	Leaders provide employees with opportunities to learn and experiment new knowledge and ideas.	2.93	1.12	moderate
4	28	The university attracts international experts to hold meetings about global experiences so that its employees gain the latest knowledge and expertise.	2.74	1.16	moderate
5	32	University employees develop their skills based on their performance evaluation.	2.72	1.15	moderate
6	33	University employees are rewarded for acquiring new knowledge and skills.	2.46	1.09	weak
Overall mean of the dimension			2.80	0.96	moderate

Table (10) shows that the "mean" value of the "Personal empowerment" dimension is (2.80) with a standard deviation (0.96). According to the criterion, the application degree of "Personal empowerment " dimension of Senge's model for the "learning organization" was of a moderate degree, as all items came with a moderate degree except for item No. (33) Whose mean is (2.46) and which states that: "university employees are rewarded for acquiring new knowledge and skills," since it came with a weak grade.

These findings indicate the existence of a self-desire among university employees to develop their individual skills and personal vision. University also works to provide learning and personal development opportunities for its employees and encourages them to do so. By participating in workshops, seminars, courses and conferences inside and outside the university - locally and internationally -, however, this is done in a moderate degree, either because of the lack of material resources, or it may be due to lack of incentives for participation in scientific forums, or it may be due to a belief that the new knowledge and skills are beneficial to the individual himself rather than to the organization as a whole, or it may be due to the belief that the individual's self-development during day work may negatively affect the workflow.

These findings are consistent with the findings of Al-Harthi study (2015), which concluded that the degree of availability of "personal empowerment" at Umm Al-Qura University was of a moderate degree.It also in accordance with the findings of Al-Anazi study (2016), which concluded that the degree of the University of Tabuk of "personal empowerment" was of a moderate degree.

These findings differ with the findings of the Al Mazroua study (2014) which concluded that the degree of teaching staff members' practice of "personal empowerment"

dimension at King Saud University was very large. It also contradicts the study of Abdullah and Abu Radi (2014), which indicated that the College of Education in Banha establishes limited systems for rewards according to the standards of competence in performance and excellence.It also contradicts the study of Al-Shammari (1435AH), which concluded that the reality of personal empowerment in the scientific departments of Saudi government universities came with a weak degree.

After presenting the means of the dimensions of the questionnaire; Means were calculated for all dimensions to extract the overall mean, the following table shows that:

Table (11) Means and standard deviations of the application degree of the Senge model dimensions of the learning organization (shared vision, organizational thinking, mental models, team learning and personal empowerment)

Dimensions		Mean	S.D	Degree of availability
First dimension	Shared vision	3.17	0.85	Moderate
Second dimension	Team learning	3.09	0.87	Moderate
Third dimension	Mental models	3.06	0.97	Moderate
Fourth dimension	Organizational thinking	2.92	0.93	Moderate
Fifth dimension	Personal empowerment	2.80	0.96	Moderate
Overall mean		3.01	0.86	Moderate

Table (11) arranges the dimensions of the Senge model for the "learning organization" according to the degree of its application in Saudi universities from the participants' point of view. The table (11) shows that the value of the overall mean of the application degree of Senge model dimensions of the learning organization (Shared vision, Organizational thinking, Mental models, Team learning, Personal empowerment) is (3.01) with a standard deviation (0.86), which indicates a "Moderate" degree.

These findings are consistent with the findings of Al-Anzi study (2016), which demonstrated that the degree of Tabuk University possessing of the "learning organization" was Moderate. These findings differ with the findings of Al-

Harthi study (2015), which concluded that the degree of availability of "learning organization" dimensions at Umm Al-Qura University is weak.

Summary of findings:

The dimensions of the Senge model for "Learning organization" are implemented in a moderate-level in both the Islamic University of Madinah and Al-Imam Muhammad bin Saud Islamic University in Riyadh, where the overall mean of the dimensions of the second axis is (3.01), arranged as follows: The first rank: the "Shared vision" dimension with a mean (3.17), followed in second rank by "Team learning" dimension with a mean (3.09), followed by "mental models" dimension with a mean (3.06), followed in the fourth place by "Organizational thinking" dimension with a mean (2.92), and came last in the fifth rank "personal empowerment" with a mean (2.80).

Recommendations:

In light of the findings, the researcher recommends the following:

- Work to develop higher education institutions, setting strategic plans, and educational policies in line with the requirements of the current changes, and achieve the quality of the educational process through: possessing various cognitive skills and transforming them into applied areas in practical life, and the ability to adapt and resilience with the scientific and technological development.

- Developing the current management systems in Saudi universities, by adopting modern administrative concepts such as the learning organization that supports the autonomy of universities, moving towards decentralization, supporting change management, setting scientific standards for selecting university leaders,

evaluating the performance of leaders based on achievements, taking care of preparing and training academic and administrative leaders internally and externally; to continuously develop their leadership and management skills.

- Saudi universities should apply the concept of the learning organization, and take advantage of the best practices in Saudi universities in this field, by updating regulations and systems, seeking the help of academic and administrative leaders who have experience in the field of applying the learning organization models in Saudi universities, and in light of the findings of scientific research in this field.

- Benefiting from the experiences of advanced universities and conducting comparative studies to find out their indicators of excellence and their experiences in upgrading and development.

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