



The Reality Of Organizational Learning In Economic Enterprises Field Study At Sonatrach Foundation (Lrp) – Algeria-

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Abstract:

This study aims to highlight the reality of Organizational Learning in economic enterprises in Sonatrach Foundation (LRP), as well as identifying the individual background factors affecting organizational learning. This study was applied to a sample of 85 employees using the descriptive analytical method followed by applying a measure of organizational learning by the American Society for Training and Development (ASTD), which consists of 26 items divided into 05 dimensions: knowledge management, learning dynamics, informatics, organizational transformation, organizational memory, and this study found: The responses of the study sample individuals were high in relation to each dimension representing organizational learning, and also showed that there were no statistically significant differences between employees in terms of organizational learning practices depending on: age, educational level, and seniority years.

Keywords: Learning; Organizational learning; Knowledge; Knowledge management.

Introduction:

Contemporary institutions today, of all types and sizes, and the nature of their activities, are witnessing a large wave of rapid transformations and changes sweeping the world, at the forefront of which we find information technology, as the latter relies on knowledge as one of the most important indicators that reflects the extent of progress and development of institutions in all fields, and organizational learning is a means that depends on... Institutions, whether economic or productive, have the goal of increasing their efficiency and their ability to adapt to the various changes that occur to them, which affect their continuity and limit their opportunity for advancement and development. Accordingly, we find that most managers are trying to move from the traditional institution to the learning institution, by

achieving compatibility between the individual worker and the cultural, social and environmental requirements of the institution to which he belongs.

Accordingly, we find that organizational learning is considered one of the most important factors that help in the success of organizations and improve their performance, which leads them to achieve a competitive advantage based on the development, dissemination and sharing of knowledge in all fields. It is also the primary source of strategic change in most different institutions that aim to create and maintain competitive advantages. This is the same as what many studies have found, such as the study of 'Abdul Rahman' (2009), which dealt with organizational learning as an entry point to achieving competitive advantages in Egyptian telecommunications companies, which concluded that there is a relationship between organizational learning and the competitive advantages of the companies under study, and it was found that there is a fundamental effect for both Organizational learning processes, organizational learning methods, organizational learning mechanism, and the pattern of organizational learning in the competitive advantages addressed in the study, as well as the study of 'Diop Ayman' (2013), which dealt with the relationship between organizational learning and career path development in a number of public and private banks, through which it was shown that learning Double-loop organizational learning is the most closely related to developing a career path in private banks, while single-loop organizational learning is most closely related to developing a career path in public banks. From what was previously mentioned, it is clear that the variable of the current study (organizational learning) was linked to a group of variables that emphasized the importance of the presence of this variable in many institutions, whether productive or economic, is what prompted the researchers in this study to identify the level of organizational learning practices among workers in an Algerian economic institution, namely Sonatrach, the downstream branch of LRP (Algeria), by asking the following questions:

-What is the level of organizational learning among the workers of Sonatrach, the former downstream branch of LRP (Algeria).

-Are there statistically significant differences in terms of organizational learning practices among workers of Sonatrach, the downstream branch of LRP (Algeria), according to the age variable?

-Are there statistically significant differences in terms of organizational learning practices among workers of Sonatrach, the downstream branch of LRP (Algeria), according to the educational level variable?

- Are there statistically significant differences in terms of organizational learning practices among the workers of Sonatrach, the downstream branch of LRP (Algeria), according to the years of seniority variable?

Study hypotheses: Based on the questions raised, the following hypotheses were formulated:

- Since the first question is an exploratory question, it does not require a hypothesis.

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- There are statistically significant differences in terms of organizational learning practices among workers of Sonatrach, the downstream branch of LRP (Algeria), according to the age variable.

- There are statistically significant differences in terms of organizational learning practices among workers of Sonatrach, the downstream branch of LRP (Algeria), according to the educational level variable.

- There are statistically significant differences in terms of organizational learning practices among workers of Sonatrach, the downstream branch of LRP (Algeria), according to the years of seniority variable.

1-The theoretical side:

1-1-Learning:

1-1-1-Definition of learning:

It is defined as the process of integrated interaction stimulated by new knowledge, experiences, and skills that lead to a permanent change in behavior and work results (Daft, 2000: 486). Awad Diab also defines it as: "the change in the tendency to respond under the influence of acquired experience, as a person passes through... Social situations make him acquire new meanings that indicate to him the importance and necessity of following different patterns of behavior, which works to change his behavior in light of that acquired experience" (Awad, 2013: 187)

1-1-2-Levels of learning: According to 'Ferangu oudet' there are three levels of learning:

- The individual level: It relates to the learning that the individual does himself, and is less technical and formal in the organization, because it distinguishes between formal learning times and informal learning times.

- The collective level: This means the learning carried out by individuals through work teams through work carried out at the group level in a participatory manner. The role of management is considered necessary at this level because it does not consist in organizing and imposing orders, but rather in following up and facilitating the learning process.

- Organizational level: It means the organization that learns by memorizing the results of its experiences and acquiring them through the activities of its members (Aishoush, 2011)

1-2-Organizational learning:

1-2-1-Definition of organizational learning:

"Al-Kubaisi Kheidar" defined it as: "that process that leads to improving work through better knowledge and better understanding (Al-Kubaisi, 2004, 89), which is the

organization's ability to detect errors and correct them, such as a change in knowledge and values in the organization, so that it creates new problem-solving skills and the ability to New to jobs (Gilaninia et al, 2013: 55)

1-2-3- Stages of organizational learning:

According to Al-Kubaisi Khudair, the organizational learning process goes through multiple stages, which some summarize as follows:

A - Amateur awareness or gap: which refers to the contradiction or incompatibility between what exists and what the standards and rules call for. This gap may narrow or widen, and we can reveal it through dialogue to identify shortcomings, diagnose the situation and access information and specific answers.

B- Starting the process of investigation and verification: by analyzing reality, interpreting phenomena and deviations, and identifying the causes of problems through what was obtained in the previous step by collecting information by observation, polling opinions, or by surveying trends in objective ways.

C- Developing or discovering an idea, model or proposal: After the previous two steps were done, designing a vision to bring about the desired change and shift towards a mental image that seeks to lead the organization and its employees to achieve and eliminate the gap that has been diagnosed and make what exists closer to what it should be. This is the case (Al-Kubaisi, 2004: 104).

1-2-4- Types of organizational learning: The types of organizational learning can be identified as follows:

A- Adaptive learning: where the organization benefits from its previous experiences and expertise, analyzing procedures, behaviors and results, comparing the set goals and the actual results achieved, and redirecting behavior and procedures to achieve the desired goals.

B- Predictive learning: It means learning based on acquiring knowledge resulting from imagining the future and preparing for it through planned organizational changes. It emerges when the organization learns from its expectations about the future, as it involves trying to avoid negative outcomes and experiences, by identifying the best future opportunities or discovering Ways and methods to benefit from them.

C- Interactive learning: It is based on the idea that there is no learning without work, and that every work brings about a degree of learning, whether it is targeted or not. Job duties and tasks are an effective means of learning, and that the individual learns from all social situations and his dealings and interaction with others, and that Work teams, regular programmed and unprogrammed meetings, and group discussion of organizational issues by leaders and workers support the interactive learning process.

D- Collective learning: This is a style that requires a number of abilities, such as problem solving, learning through good practice, and transferring knowledge efficiently across the organization, and this leads to increased discovery and exploitation of learning.

E - Generative learning: It allows workers to draw the future image of the organization and through it seek to challenge the existing reality and develop it. This requires thinking outside the usual stereotypical and routine frameworks, transforming leadership, rebuilding structures, and enabling workers to participate in policy-making... etc. (Marquadt , 2002:37-45)

1-3-Knowledge Management:

1-3-1-Definition of knowledge:

Both Henderson and Harris see that knowledge is one of the basic elements within an integrated chain that begins with signals and progresses to data, then to information, then knowledge, then to wisdom, and the latter is the basis of innovation. (Hejazi, 2005: 55), and according to Al-Olayan, it is profitable. They are the results of data processing, as they become knowledge after assimilation, understanding, and repeated application in practices, leading to experience that leads to wisdom (Al-Olayan, 2008: 87). Al-Otaibi Yasser defines it as the sum of facts, points of view, opinions, judgments, work methods, experiences, information, data, concepts, strategies, and principles possessed by the individual or organization (Al-Otaibi, 2007: 43).

1-3-2- Types of knowledge: Al-Sakarna Bilal establishes the following classification of knowledge:

- Data: We assume that the most important knowledge is what is available in our own databases, which include information about products, people, events, and other things that are part of our current environment.

- Intellectual capital: which is present in the organization's archives through the results of research and development processes.

- Experience: It includes the experiences of employees in the organization. Individuals know things about everything that works and everything that does not work. An organization that does not suffer from worker leakage possesses huge amounts of knowledge. On the contrary, the organization loses part of its wealth every time a worker leaves. It contains his work (Al-Sakarna, 2009: 255)

1-3-3-Definition of knowledge management:

Medhat Abu Al-Nasr defines it on the authority of Michael Armstrong as: "the process of producing and disseminating knowledge among employees and the organization and employing it to improve performance and the goods and services it produces or provides"

(Abu Al-Nasr, 2007: 95), and both “Gloggio” see Glorieux et Meunir is the creation, distribution, and sharing of an organization's knowledge and expertise. (Glorieux et Meunir, 2008, 07 p)

1-3-4-The importance of knowledge management: Abboud Najm believes that knowledge management is important in achieving the following:

- Good work environment transformation and adaptability.
- Development in technology and the resulting change in concepts and impact on cost.
- Linking all knowledge, information and experiences to the development of the facility.
- The volume of knowledge has doubled in all fields.
- Obtaining large amounts of information every second.
- Supporting knowledge networks.
- Introducing new information and communication technologies to encourage cooperation in the organization. (Abboud, 2008: 120)

2-Applied aspect:

2-1-Study methodology: The descriptive analytical method was used, which relies on collecting and analyzing data to reach conclusions that contribute to understanding and interpreting the phenomenon.

2-2-Study tool:

This study was based on the American Society for Training and Development (ASTD) scale for organizational learning, which consists of: 26 items distributed over five (05) dimensions: the knowledge management dimension, which includes 05 items, the learning dynamics dimension, which includes 06 items, and the information technology dimension, which includes 05 items. 05 paragraphs, after the transformation of the organization, which includes 05 paragraphs, and after organizational memory, which includes 05 paragraphs.

Method of correcting the scale: A weight of five (05) has been assigned to the Strongly Agree category, a weight to the Agree category is four (04), a weight to the Neutral category is three (03), a weight to the Disagree category is two (02), and a weight to the Strongly Disagree category is one (01), from which the minimum score for the scale will be. 26, the highest score is 130, and the default average is $78 = (03 \times 26)$, and the following table shows this:

Table (1) shows the hypothetical averages for the dimensions of organizational learning

Dimensions of organizational learning	Fractional average	Lower grade	Senior class
Knowledge management	3X 5 = 15	05	25
The dynamics of learning	3X 6 = 18	06	30
Information technology	3X 5 = 15	05	25
Organization transformation	3X 5 = 15	05	25
Organizational memory	3X 5 = 15	05	25
Organizational learning as a whole	78	26	130

The previous table shows the default averages for the organizational learning variable in its five dimensions (knowledge management, learning dynamics, information technology, organization transformation, organizational memory), by multiplying the number of items for each dimension by 3. Example: The number of items for the knowledge management dimension is: 05, and therefore the default average will be For this dimension, it is equal to: $15 = (3 \times 5)$. The minimum score for each dimension was determined by multiplying the number of items by the lowest score of the item, for example $(05 \times 1) = 05$, and the upper limit is determined by multiplying the maximum score by the number of items, for example: $(05 \times 5) = 25$. As for the variable as a whole, it is done by summing the lower limit for each dimension and the same for the upper limit, and thus the lower limit is: 26 and the upper limit is: 130.

Psychometric properties of the scale: To find out the psychometric properties, the tool was applied to a sample of 30 workers, whose ages ranged between 25 years and younger and those between 36 and 45 years of age, in varying proportions, and the results were as follows:

A- Honesty: We relied on the validity of internal consistency, by calculating the “Pearson” correlation coefficient between each dimension and the scale, which ranged between 0.65 and 0.89 at a significance level of 0.01. The closer the correlation coefficient was to 1, the more truthful the scale was. The following table explains this:

Table (2) shows the hypothetical averages for the dimensions of organizational learning

Dimensions of organizational learning	Correlation coefficient
Knowledge management	**0.76
The dynamics of learning	**0.65
Information technology	**0.89
Organization transformation	**0.68
Organizational memory	**0.83

B - Reliability: The reliability of the scale was confirmed through Cronbach's alpha: between each dimension and the total score. It was found that the reliability coefficient obtained ranged between 0.78 and 0.86, and the reliability coefficient for the variable as a whole was estimated at: 0.87, which is high reliability, and this is what is demonstrated. Next table:

Table (3) shows the reliability coefficient of the study tool using Crombach's alpha

Dimensions of organizational learning	Stability coefficient
Knowledge management	0.86
The dynamics of learning	0.88
Information technology	0.83
Organization transformation	0.78
Organizational memory	0.80

Statistical methods used in the study: This study relied on the following methods: Frequencies and percentages, arithmetic mean and standard deviation, Pearson correlation coefficient to calculate the validity of the internal consistency of the study tool, Crombach's alpha coefficient to determine the stability of the study tool, the "t" test to study the differences between two independent groups, the one-way analysis of variance test to study the differences between more than two groups.

4-4-Characteristics of the study sample: The study tool was applied to a sample of 85 workers, selected randomly from the study population. The following tables show the characteristics of the field study sample:

Table (4) shows the distribution of the sample according to age, educational level, and years of seniority

Individual background variables	Number	Percentage	Total
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Age	25 years and less	17	%20	85
	26 – 35 years old	30	%35.29	
	36 – 45 years old	19	%22.35	
	46 – 55 years old	11	%12.94	
	56 years and More	08	%09.41	
Educational level	Intermediate	18	%21.17	85
	Secondary	28	%32.94	
	University	39	%45.88	
Years of seniority	05 years and less	21	%24.70	85
	06 – 15 years old	32	%37.64	
	16 – 25 years old	27	%31.76	
	More than 25 years	05	%05.88	

4- Results and discussion:

Displaying the result of the question that requires knowing the level of organizational learning among Sonatrach workers. To verify this, the arithmetic means and standard deviations were calculated for each item of the scale, by calculating the range of averages of the individuals' answers, as follows: Range = highest value - lowest value, meaning 05 -01 = 04, then we divide the range by the number of points (categories) of the Likert scale, i.e. 04 / 05 = 0.80, then after that we increase 0.80 for each point (category) of the points (categories) of the Likert scale so that the items are equal, as follows: the next:

Table (5) shows the range of averages

Classification	Average range	Description
Strongly agree	Between 4.21 and 5	A very high score
Agree	Between 3.41 and 4.20	High score

Neutral	Between 2.61 and 3.40	Medium grade
Disagree	Between 1.81 and 2.60	Low grade
Strongly disagree	Between 1 and 1.80	Very low grade

This table shows how to determine the levels for the organizational learning variable based on the cut-off score. For example: a score of 1 represents the alternative: strongly disagree. We then add the cut-off score ($1 + 0.08 = 1.81$), which means we have a category between 01 and 1.80 and it is classified. Within a very low level. and so on.

Based on the first question, it was divided into sub-questions concerned with knowing the level of each dimension of organizational learning as follows:

First: Knowing the level of knowledge management among Sonatrach workers:

Table (6) shows the arithmetic means and standard deviations for the level of knowledge management among Sonatrach workers

	Phrases	Arithmetic mean	Standard deviation	order	Level
1	Top management encourages learning so that workers develop	3.63	0.850	1	Elevated
2	Individuals use active listening skills and recognize the results of their actions	3.50	1.196	3	Elevated
3	Individuals practice attention-based learning and information organization	3.53	0.973	2	Elevated
4	Individuals learn by doing their jobs	3.47	0.973	4	Elevated
5	Individuals think and perform their work according to a holistic	3.40	1.163	5	Average

	view of the organization as a whole				
	Dimension of knowledge management	17.53	/	/	/

From this table, it is clear that the level of knowledge management among Sonatrach workers is high, as the arithmetic mean of the sample responses ranged between 3.63 and 3.40, and based on the range of averages, the items fall within the high range, which is limited to between 3.41 and 4.20, while The level of paragraph (05) was average, and it falls within the range between 2.61 and 3.40, which means that the level is average.

Second: Knowing the level of learning dynamism among Sonatrach workers

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Table (7) shows the arithmetic means and standard deviations for the level of learning dynamism among Sonatrach workers

	Phrases	Arithmet ic mean	Standar d deviatio n	order	Level
6	Individuals observe what others are doing in similar companies and invest it in their work	3.70	0.988	1	Elevate d
7	Working personnel observe good practices to take advantage of them in the development of enterprise programs	3.57	1.006	4	Elevate d
8	Trains individuals to think and experiment to detect and correct mistakes at work	3.67	0.884	2	Elevate d
9	The foundation organizes exhibitions to test new ways of developing products or services	3.63	0.890	3	Elevate d

10	Individuals can easily access and use important knowledge when they need it	3.43	0.971	6	Elevated
11	Develops workers in knowledge exchange strategies to participate in the construction of an enterprise information Bank	3.47	0.973	5	Elevated
The dynamics of learning Dimension		21.47	/	/	/

From this table, it is clear that the level of learning dynamism among Sonatrach workers is high, as the arithmetic mean of the sample members' responses to the majority of items ranged between 3.70 and 3.43, which falls within the range that is between 3.41 and 4.20, which means that the level is high.

Third: Knowing the level of information technology among Sonatrach workers

Table (8) shows the arithmetic means and standard deviations for the level of information technology among Sonatrach workers

	Phrases	Arithmetic mean	Standard deviation	order	Level
12	The information available on the computer is effective and provides us with additional solutions	3.67	0.884	2	Elevated
13	Individuals have access to information in fast ways such as the intranet and the internet	3.83	0.531	1	Elevated
14	The learning facilities include multiple electronic means of support	3.50	1.075	4	Elevated
15	The institution has electronic systems to support performance and work to learn better	3.47	0.898	5	Elevated

16	Personnel are supplied with their needs of working materials directly at the operational sites	3.57		3	Elevated
Dimension of Information technology		18.04	/	/	/

From the previous table, it is clear that the level of information technology among Sonatrach workers is average, as the arithmetic mean of the sample members' responses to the majority of items ranged between 3.83 and 3.47, and based on the range of averages, these items fall within the average range, which is between 3.41 and 4.20, which means the level is high.

Fourth: Knowing the level of organization transformation among Sonatrach workers

Table (9) shows the arithmetic means and standard deviations for the level of organization transformation among Sonatrach workers

	Phrases	Arithmetic mean	Standard deviation	order	Level
17	Individuals are able to develop knowledge and constantly think about ways to solve problems and make decisions that lead to improving the performance of the organization	3.17	0.834	5	Elevated
18	There is an organizational climate that supports and recognizes the importance of learning within the organization	3.50	0.777	3	Elevated
19	Individuals learn from their mistakes and failures at work as much as they learn from their success	3.63	0.615	1	Elevated
20	Business processes and programs are learning opportunities	3.50	0.820	4	Elevated

21	The organization adopts lower management levels to increase communication and learning	3.63	0.718	2	Elevated
Dimension of Organization transformation		17.43	/	/	/

Through this table, it is clear that the level of organization transformation among Sonatrach workers is high, as the arithmetic mean of the sample members' responses to the majority of items ranged between 3.63 and 3.17, which falls within the range that is between 3.41 and 4.20, which means that the level is high. While we find that paragraph No. (17), through its arithmetic average, it falls within the range that is between 2.61 and 3.40, which means that the level is average.

Fifth: Knowing the level of organizational memory among Sonatrach workers

Table (10) shows the arithmetic means and standard deviations for the level of organizational memory among Sonatrach workers

	Phrases	Arithmetic mean	Standard deviation	order	Level
22	Qualitative information and how to get it at the lowest cost get more attention in the organization	3.73	0.785	1	Elevated
23	The foundation has team building programs based on the experience of employees, their collective memory and their successes	3.56	0.991	2	Elevated
24	The institution fixes, saves, keeps adjustments in work, keeps them ready for decision-making and activates the organizational learning process	3.44	1.078	4	Elevated

25	The institution adopts information storage and provision systems based on experiential learning and the importance and accuracy of information	3.41	0.988	5	Elevated
26	The enterprise has the ability to predict, anticipate events and initiate change in the event of an accident at work	3.47	0.992	3	Elevated
Dimension of Organizational memory		17.61	/	/	/

From this table, it is clear that the level of organizational memory among Sonatrach workers is high, as the arithmetic mean of the sample members' responses to the majority of items ranged between 3.73 and 3.41, which falls within the range that is between 3.41 and 4.20, which means that the level is high.

To determine the level of feeling for each dimension of organizational learning, it was done by comparing the hypothetical (theoretical) average of the variable and its dimensions with the arithmetic average, as follows:

Table (11) shows the arithmetic means and deviations for the dimensions of organizational learning

Dimensions of organizational learning	Arithmetic mean	Default average	Rank
Knowledge management	17.53	15	4
The dynamics of learning	21.47	18	1
Information technology	18.04	15	2
Organization transformation	17.43	15	5

Organizational memory	17.61	15	3
organizational learning	92.08	78	/

From the previous table, it is clear that the learning dynamism dimension came in first place with an arithmetic average estimated at: 21.47, and in second place we find information technology with an arithmetic average estimated at: 18.04, and the organizational memory dimension ranked third with an arithmetic average estimated at: 17.61, while knowledge management ranked fourth with an average My arithmetic estimate is: 17.53, and we find that after the transformation of the organization it ranked last with an arithmetic average estimated at: 17.43. In addition, it also turns out that the arithmetic average value for the organizational learning variable as a whole is: 92.08. All arithmetic averages were greater than the default averages, which indicates that the level is high.

Presentation of the sub-hypothesis that confirms the existence of differences among Sonatrach workers in terms of organizational learning practices according to the age variable:

Table 12 shows the difference between Sonatrach workers in terms of organizational learning practices according to the age variable:

	Sources of variability	Total squares	Average squares	The value of 'Q'	Degree of freedom	Level of significance
organizational learning	Variation between groups	316,835	2087,79 5	32	4	Non-function
	Variation within groups	3880,81 2	5101,84 5		80	
	Total variability	4197,64 7			84	

From the previous table, it is clear that the calculated "F" value is 1.632, which is not statistically significant. Hence, the null hypothesis was accepted and the research hypothesis was rejected, and thus it becomes clear that there is no difference between workers in terms

of organizational learning according to the age variable, and therefore the researchers believe that the hypothesis has not been fulfilled.

Presentation of the sub-hypothesis that there is a statistically significant difference among Sonatrach workers in terms of organizational learning practices according to the educational level variable:

Table 13 shows the difference between Sonatrach workers in terms of organizational learning practices according to the educational level variable:

	Sources of variability	Total squares	Average squares	The value of 'Q'	Degree of freedom	Level of significance
organizational learning	Variation between groups	75,706	37,853	0.753	2	Non-function
	Variation within groups	4121,941	50,268		82	
	Total variability	4197,647			84	

From the previous table, it is clear that the calculated “F” value is 0.753, which is not statistically significant. Hence, the null hypothesis was accepted and the research hypothesis was rejected, and thus it becomes clear that there is no difference between workers in terms of organizational learning according to the educational level variable, and therefore the two researchers believe that the hypothesis was not fulfilled.

Presentation of the sub-hypothesis: which states that there is a statistically significant difference among Sonatrach workers in terms of organizational learning practices according to the years of seniority variable:

Table 14 shows the difference between Sonatrach workers in terms of organizational learning practices according to the years of seniority variable:

	Sources of variability	Total squares	Average squares	The value of 'Q'	Degree of freedom	Level of significance
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organizational learning	Variation between groups	53,127	17,709	0.346	3	Non-function
	Variation within groups	4144,520	51,167		81	
	Total variability	4197,647			84	

From the previous table, it is clear that the calculated “F” value is 0.346, which is not statistically significant. Hence, the null hypothesis was accepted and the research hypothesis was rejected, and thus it becomes clear that there is no difference between workers in terms of organizational learning according to the years of seniority variable, and therefore the two researchers believe that the hypothesis was not met.

General discussion:

Based on the result obtained in Table 11, which indicates determining the level of organizational learning in the Sonatrach Foundation, it was found that the learning dynamism dimension came in first place with an arithmetic average estimated at: 21.47, and in second place we find the information technology dimension with an arithmetic average estimated at: 18.04, and the memory dimension. Organizational ranked third with an arithmetic average estimated at: 17.61, while it ranked fourth after knowledge management with an arithmetic average estimated at: 17.53. We find that after the transformation of the organization, it ranked last with an arithmetic average estimated at: 17.43. In addition to that, it also turns out that the value of the arithmetic average for the organizational learning variable As a whole, it reaches: 92.08, and this is due to the fact that there is an organizational climate in the Sonatrach Foundation that supports and realizes the importance of learning within the organization, as it relies on electronic means such as the Internet and the Intranet, and there is the possibility of accessing various information easily to support the work by providing them with work materials directly and learning better, as well as Sonatrach Foundation encourages continuous learning so that its workers can develop themselves at work, which makes them think about performing their work in the best way, in accordance with the application of established policies and procedures. We also find that Sonatrach Foundation workers learn from their mistakes and failures at work, just as they learn from their successes and exchange knowledge to build... Information for the institution to benefit from this knowledge in developing its programs and achieving its strategic goals that it seeks to achieve. They are also able to develop knowledge and continuous thinking about ways to solve problems and make decisions to improve the institution’s performance and make it move from a traditional institution to a learning institution and rely on new administrative

methods to develop its competencies. It is consistent with the findings of the study of “Rawabhia Maryam” and “Soutah Samira” (2016) on the requirements for creativity in the Algerian institution, which aimed to shed light on creativity and its role in encouraging the process of organizational learning in the Algerian institution, on the basis that organizational learning is considered a step Key in the learning organization. This study concluded that the level of organizational learning in a popular organization is fairly high, due to the fact that the organization is interested in developing the knowledge and skills of employees and sharing knowledge to spread learning from the expertise and experiences of others. The organization under study also succeeded to some extent in achieving Learning from previous mistakes and allowing freedom of opinion and submitting suggestions, which indicates that the institution contains effective methods in the learning process. This is also consistent with the study of Skerlavaj & Dimovski (2006), which dealt with the relationship between organizational learning and organizational performance, and found that companies that make greater efforts to achieve a high level of organizational learning achieve an increase in the level of employee confidence in the leadership of the organization and an improvement in the efficiency of the organization’s work, as well as It achieves a higher level of belonging among its employees and reduces labor costs compared to the industry average. It also achieves a higher degree of employee satisfaction and a higher degree of flexibility among the company’s employees.

While the study conducted by Diop Ayman (2013) on the impact of organizational learning in developing career paths in public and private banks, it was found that organizational learning in banks was at an average rate, but it is not considered sufficient because it is not consistent with the intensity of the competitive field of these banks. He recommended working to provide a learning environment by encouraging teamwork, allowing individuals to present new ideas and adopting these ideas after studying their compatibility with the bank’s capabilities and aspirations, and learning from employees’ mistakes resulting from unintentional misjudgment or as a result of new circumstances beyond control, which reflects positively on the bank’s capabilities and aspirations. Competencies and skills of individuals, and those who have developed their career path, as well as the study of 'Jawadi Belkacem' (2015) on organizational learning and its relationship to employee empowerment, where the level of organizational learning was average, and this is due to the fact that organizational learning practices are still practiced in traditional methods, and that knowledge exchange Information is provided in a narrow and non-dynamic scope, and according to a professional model whose learning is the learning of craft groups, where the level of learning is low, as well as the level of creativity, which tends to be learning to maintain the status quo, which is incompatible with the model of knowledge and learning that develops over time.

The result obtained in Tables No. 12, 13, and 14 also indicates that there is no difference among Sonatrach workers in terms of organizational learning practices according to the

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variable of age, educational level, and years of seniority, as the calculated 'F' value was not statistically significant, and this can be It goes back to the fact that learning is not limited to a specific age group, or to a specific educational level. It is continuous for those who want to learn. It is certain that the workers of the Sonatrach Foundation differ in their age groups, educational level, and years of seniority in the organization, but we find that there is no difference between them in terms of organizational learning. This means that they seek to learn and exchange experiences and expertise among themselves to acquire new skills and knowledge. We find that knowledge includes all workers at all administrative levels. The modern developments that the world has witnessed recently at the various economic, commercial, and organizational levels, and even technological and cognitive, have encouraged the worker and provided him with the possibility Developing himself and renewing his knowledge through the various means that Sonatrach relies on in exchanging knowledge, such as the Internet and intranets, and this is consistent with the findings of the study of Al-Qawasmiyeh Farid and Al-Omari Ziad (2013) on the dimensions of the learning organization and its impact on organizational performance: a case study. The Jordanian Telecommunications Company, where it was found that there was no statistically significant difference for the dimensions of the learning organization due to the variable of educational level and years of experience, as well as the study of Al-Khashrum Muhammad and Durrat Omar (2011) on the impact of organizational learning strategies on job satisfaction, where they concluded that there was no Differences in the responses of the study sample members in terms of the degree of their use of organizational learning strategies depending on the variable of age and years of experience. This is because the individual, regardless of his age, is able to learn and acquire knowledge at any time and in any place. As for years of experience, the researchers stated that this is due to the fact that When these strategies are applied, they are applied to all individuals with their various experiences and levels, and this happens to the interaction between individuals while using these strategies, so that they learn from each other and benefit from their experiences and expertise, and the study of 'Jawadi Belkacem' (2015) on organizational learning and its relationship to employee empowerment, I found that there are no differences in the organizational learning variable according to the academic qualification variable, and this means that the organization adopts one strategy for all working groups and does not differentiate between its workers despite the differences in educational levels, and provides them with the knowledge and information they need in order to raise their level, and it has a good vision and the ability to Recognizing the environment around it and trying to save efforts through a comprehensive view based on policies, ideas, and processes for organizational learning.

Among the studies that contradict the results of the current study, we find the study conducted by Al-Khashrum Muhammad and Durrat Omar (2011) on the impact of organizational learning strategies on job satisfaction, which found that there were differences

in the responses of the study sample members in terms of the degree Their use of organizational learning strategies according to the academic qualification variable, due to the fact that the academic qualification has an important role in the learning process. An individual who has a high academic qualification is more capable of receiving information and acquiring skills and abilities than an individual who has a lower academic qualification.

Conclusion:

Through this study, the two researchers attempted to determine the reality and level of organizational learning practices among workers at the Sonatrach Foundation, LRP branch, as it was found that the level of each dimension representing organizational learning (knowledge management, learning dynamics, information technology, organization transformation, organizational memory) is high among workers. The lack of difference between workers in terms of organizational learning is due to the following variables: age, educational level, and years of seniority. It also became clear that organizational learning is considered the basic step on which organizations rely in achieving competitive advantage by relying on the human element, which is considered the source of success. For these institutions, we find that officials aim to raise production efficiency, improve work methods, and complete the assigned tasks in the best ways and at the lowest costs, by trying to change and develop workers' skills and abilities. A set of academic and scientific recommendations have also been included:

- Such as an attempt to maintain the high level of organizational learning for Sonatrach workers.

- Paying attention to the human element, motivating it and developing its performance through continuous training and developing its theoretical and applied knowledge to serve the organizational goals that organizations seek to achieve.

In addition, the researchers suggest conducting other studies that address other dimensions of organizational learning that the researchers did not address in this study.

- Conducting other studies to identify the relationship of organizational learning with other organizational variables in other institutions and comparing the results with the results of the current study.

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