

**Deanship of Graduate Studies  
Al-Quds University**



**The Relationship between Learning Organization and  
Organizational Survival in Non-Governmental  
Organizations in the Gaza Strip**

**Mohammed Fadel Ashour**

**MPH- Thesis**

**Jerusalem – Palestine**

**1442 / 2021**

**The Relationship between Learning Organization and  
Organizational Survival in Non-Governmental  
Organizations in the Gaza Strip**

Submitted by:

**Mohammed Fadel Ashour**

Bachelor of Nursing- Islamic University- College of Nursing

Supervisor:

**Prof. Yousef Aljeesh**

Thesis Submitted in Partial Fulfillment of the Requirement for the  
Master Degree of Public Health/ Track of Health Management  
School of Public Health – Al Quds University

**1442- 2021**



**Thesis approval**

**The Relationship between Learning Organization and Organizational  
Survival in Non-Governmental Organizations in the Gaza Strip**

Prepared by: Mohammed Fadel Ashour  
Registration No.:21812500

Supervisor: **Prof. Yousef Aljeesh**

The master thesis was submitted and accepted, Date: 9/1/2021  
The names and Signature of examining committee members were as follow:

1- Head of the committee: **Prof. Yousef Aljeesh**

Signature:

2- Internal Examiner: **Dr. Bassam Abu Hamad**

Signature:

3- External Examiner: **Dr. Samy Abu Alroos**

Signature:

**Jerusalem – Palestine**

**1442 / 2021**

## **Dedication**

I dedicate my success to my lovely father and mother first. To my elder brother Nedal the symbol of hard work and success as well, who demonstrated the greatest faithfulness and endless love and support, I will never be able to thank him enough.

Also, to my wife for her patience, and unlimited support and encouragement.

To my children Yazan, Sara, and Besan.

Furthermore, I dedicate my success to my siblings who gave me all their support and encouragement to finish this study. To all my friends and colleagues who supported and stood beside me to accomplish this work.

**Thank you**

## **Declaration**

I certify that this thesis submitted for the degree of Master, is the result of my research, except where otherwise acknowledged, and this study (or any part of the same) has not been submitted for a higher degree from any other university or institution.

Signed:

Mohammed Fadel Ashour

9/1/2021

## **Acknowledgment**

First and foremost, I must acknowledge my limitless thanks to Allah, the ever-magnificent; the ever-thankful, for his help and bless. I am totally sure that this work would have never become truth, without his guidance.

I would like to express my deepest appreciation and gratitude to all who helped and supported the completion of this study. I had the greatest fortune and pleasure to be supervised by Prof. Yousef Aljeesh; I am very grateful for his friendly guidance, encouragement, and valuable support.

I would like to thank all academic and administrative staff of the School of Public Health, Al-Quds University for their guidance and assistance.

I also would like to express my wholehearted thanks to my father and mother whom have been so supportive along the way of my study. To my elder brother Nedal for his generous support throughout my entire life.

**Mohammed Fadel Ashour**

## **Abstract**

*The uncertainty and different challenges in the world today have made it difficult for the Non-governmental organizations to respond fast to the unexpected and change environment. Only those organizations that can adapt to these fast changes have a chance of survival because these changes force the organization to pursue best practices to achieve success. This study aims to assess the relationship between learning organization and organizational survival at Patient's Friends' Benevolent Society in the Gaza Strip.*

*The design of this study is an analytical descriptive study through quantitative data. It is a census survey, where the sample includes all healthcare providers at the Patient's Friends Benevolent Society, the total numbers of the respondent are 150. A self-report structure questionnaire was used in this study. To measure the validity of the instrument, the questionnaire was submitted to a group of expert persons to evaluate the face and content validity, and internal consistency was done. To measure the reliability of the instrument, the researcher used the Cronbach alpha coefficient. The values of Cronbach's Alpha were in the range of 0.848 and 0.925, which indicates good reliability of the entire questionnaire.*

*The result of the correlation analysis showed that there is a positive significant relationship between learning organization dimensions and organizational survival domains, and the result of the regression showed that learning organization has a significant effect on organizational survival (R Square of 0.736, p-value=0.000). The results revealed that the learning organization's dimensions and organizational survival domains in Patients Friends Benevolent Society are profitable to a moderate degree with weight-mean 59.60% and 57.40% respectively. The results of multivariate analysis showed there is a relationship between socio-demographic characteristics and learning organization and organizational survival toward educational level ( $F = 3.409$ ,  $P = 0.029$ ), years of services ( $F = 3.656$ ,  $P = 0.014$ ), specializations ( $F = 2.317$ ,  $P = 0.037$ ), and the training courses ( $T = 2.386$ ,  $P = 0.019$ ).*

*The study concluded that adopting the learning organization helps the organization to be innovative, adaptive, and encourages employee empowerment which increases the chance of survival. The availability degree of the learning organization dimensions and organizational survival domains reflect there is a negative indicator and need more attention from decision-makers.*

*The study recommends the Non-Governmental Organizations to adopt the learning organization approach to obtain diverse strategies that enhancing their survival. Also, the study recommends the Patient's Friends Benevolent Society to implement training and educational programs for employees that are concerned with the steps, methods, and skills that enable them to reach the learning organization approach to increase the chance of organizational survival.*

## List of Contents

Dedication.....	i
Declaration.....	ii
Acknowledgment.....	iii
Abstract.....	iv
List of Contents .....	v
List of Tables .....	viii
List of Figures.....	x
List of Annexes.....	xi
<b>Chapter One Introduction.....</b>	<b>1</b>
1.1 Background.....	1
1.2 Research Problem .....	2
1.3 Justification of the study.....	3
1.4 General objective .....	4
1.5 Specific objectives .....	4
1.6 Research questions.....	5
1.7 Context of the study.....	5
1.7.1 Geographical and demographical context .....	5
1.7.2 Health status in the Gaza strip .....	6
1.7.3 Health sector in the Gaza strip.....	7
1.7.4 Non-governmental organization in Palestine.....	7
1.7.5 Health NGOs .....	8
1.7.6 Patient’s Friends Benevolent Society (PFBS) .....	8
1.8 Operational definitions .....	9
1.8.1 Learning organization.....	9
1.8.2 Organizational survival.....	10
1.8.3 Scale definitions.....	10
<b>Chapter Two Literature Review .....</b>	<b>11</b>
2.1 Conceptual framework.....	11
2.2 Literature Review .....	15
2.2.1 Learning organization.....	15
2.2.2 Models of the learning organization .....	16
2.2.3 The learning organization and sociodemographic characteristics .....	18



2.2.4	Strategies to apply learning organization approach.....	19
2.2.5	Challenges to adopt learning organization approach.....	21
2.2.6	Importance of learning organization.....	22
2.2.7	Learning organization and empowerment .....	24
2.2.8	Learning organization and innovation .....	26
2.2.9	Learning organization and adaptability .....	28
2.2.10	Learning organization and organizational learning .....	29
2.2.11	Organizational survival.....	30
2.2.12	Learning organization and organizational survival .....	31
2.2.12.1	Organizational survival and adaptability.....	32
2.2.12.2	Organizational survival and innovation and empowerment .....	33
2.2.12.3	Innovation.....	34
2.2.12.4	Adaptability .....	34
2.2.12.5	Employees empowerment .....	35
<b>Chapter Three Methodology .....</b>		<b>36</b>
3.1	Study design.....	36
3.2	Study population.....	36
3.3	Study setting .....	37
3.4	Study period.....	37
3.5	Data collection and study instrument .....	37
3.6	Pilot study .....	38
3.7	Scientific rigor .....	38
3.7.1	Validity of Instrument.....	38
3.7.1.1	Expertise validity.....	38
3.7.1.2	Internal validity .....	38
3.7.2	Reliability .....	40
3.7.2.1	Cronbach alpha.....	40
3.8	Data entry and analysis .....	40
3.9	Ethical and administrative considerations .....	41
3.10	Limitations of the study .....	41
<b>Chapter Four Results.....</b>		<b>42</b>
4.1	Socio-demographic characteristics of the participants .....	42
4.1.1	Distribution of the study participants according to their gender .....	42

4.1.2	Sample distribution according to age groups.....	43
4.1.3	Distribution of the study participants according to their qualification.....	44
4.1.4	Distribution of the study participants according to their job title.....	45
4.2	Descriptive statistic of learning organization dimensions' domains.....	47
4.3	Descriptive statistic of organizational survival domains .....	60
4.3.1	Descriptive statistic of employee empowerment domains .....	61
4.3.2	Descriptive statistic of innovation domains.....	69
4.3.3	Descriptive statistic of adaptability domains .....	73
4.4	Mean difference of the participants' perception in learning organization dimensions and organizational survival studied domains related to their socio-demographic data .....	83
4.5	The correlation between domains .....	96
4.6	Effect of learning organization dimensions' domains on organizational survival...	99
<b>Chapter Five Conclusion and Recommendations.....</b>		<b>102</b>
5.1	Conclusion .....	102
5.2	Recommendations.....	103
5.2.1	For Patients Friends Benevolent Society .....	103
5.2.2	For further research studies .....	103
<b>References .....</b>		<b>104</b>
<b>Annexes .....</b>		<b>117</b>

## List of Tables

Table (3.1): Correlation between each domain and the total score of its domain. ....	39
Table (3.2): Reliability of questionnaire (Cronbach's alpha coefficient) .....	40
Table (4.1): General characteristic of the study participants.....	46
Table (4.2): Distribution of the study participants according to their perceptions about continuous learning items domain .....	47
Table (4.3): Distribution of the study participants according to their perceptions about inquiry and dialogue domain .....	49
Table (4.4): Distribution of the study participants according to their perceptions about team learning domain .....	51
Table (4.5): Distribution of the study participants according to their perceptions about empower people toward a collective vision domain.....	53
Table (4.6): Distribution of the study participants according to their perceptions about create systems to capture and share learning domain .....	55
Table (4.7): Distribution of the study participants according to their perceptions about connecting the organization to its environment domain.....	57
Table (4.8): Distribution of the study participants according to their perceptions about strategic leadership domain.....	59
Table (4.9): Distribution of the study participants according to their perceptions about authority delegation domain.....	61
Table (4.10): Distribution of the study participants according to their perceptions about participation in decision-making items domain .....	63
Table (4.11): Distribution of the study participants according to their perceptions about work environment domain .....	65
Table (4.12): Distribution of the study participants according to their perceptions about building trust domain .....	67
Table (4.13): Distribution of the study participants according to their perceptions about individual level domain.....	69
Table (4.14): Distribution of the study participants according to their perceptions about organizational level domain .....	71
Table (4.15): Distribution of the study participants according to their perceptions about Creating change (Change capability) domain.....	73
Table (4.16): Distribution of the study participants according to their perceptions about customer focus domain .....	75
Table (4.17): Distribution of the study participants according to their perceptions about learning organization dimensions' domain and organizational survival domain	77
Table (4.18): Distribution of the study participants according to their perceptions about the most important challenges that facing you during work in the organization.....	81
Table (4.19): The mean difference of the participants' perception in studied domains according to age groups .....	83
Table (4.20): Mean difference of the participants' perception in learning organization dimensions and organizational survival studied domains related to their gender .....	84

Table (4.21): Mean difference of the participants' perception in learning organization dimensions and organizational survival studied domains related to their marital status .....	86
Table (4.24): Mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their income .....	87
Table (4.25): The mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their education level .....	88
Table (4.26): The mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their number of years of service in the organization .....	90
Table (4.27): The mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their specialization .....	92
Table (4.28): Mean difference of the participants' perception in learning organization dimensions and organizational survival studied domains related to received training courses in specialization. ....	94
Table (4.31): Correlation between the total score of learning organization dimensions & Organizational survival .....	96
Table (4.32): Correlation between the total score of learning organization dimensions & Organizational survival .....	98
Table 4.33: Multiple linear regressions to test the effect of learning organization dimensions' domains on organizational survival .....	99
Table 4.34: Multiple linear regression model to test the effect of learning organization dimensions' domains on organizational survival .....	100

## List of Figures

Figure (2.1): Self-developed model.....	14
Figure (4.1): Distribution of the study participants according to their gender .....	42
Figure (4.2): Distribution of the study participants according to their age (years) .....	43
Figure (4.3): Distribution of the study participants according to their education levels .....	44
Figure (4.4): Distribution of the study participants according to their specialists .....	45

## **List of Annexes**

Annex (1): Consent form for each participant.....	117
Annex (2): The questionnaire in Arabic .....	118
Annex (3): The questionnaire in English.....	131
Annex (4): Helsinki Committee Approval Letter.....	144
Annex (5): Patients Friends Benevolent Society Approval.....	145
Annex (7): List of adjudicators.....	147

## **Abbreviations**

<b>GS</b>	Gaza Strip
<b>GDP</b>	Gross Domestic Product
<b>HNGOs</b>	Health Non-Governmental Organization
<b>LO</b>	Learning Organization
<b>MOH</b>	Ministry of Health
<b>NGOs</b>	Non-Governmental Organizations
<b>PCBS</b>	Palestinian Central Bureau of Statistics
<b>PHC</b>	Primary Health Care
<b>PNGOs</b>	Palestinian Non-Governmental Organization
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNRWA</b>	The United Nations Relief and Works Agency for Refugees of Palestine in the Near East
<b>UNICEF</b>	The United Nations Children's Fund
<b>UNFPA</b>	The United Nations Population Fund
<b>WHO</b>	World Health Organization
<b>WB</b>	West Bank

# **Chapter One**

## **Introduction**

### **1.1 Background**

Management is one of the most important human activities in any society throughout history because of its significant role in the economic, political, and social affairs that impact people's life. Knowledge is a major contributor to the development and considers a strategic asset in the twenty-first century. Organizations that maximize the value of knowledge demonstrate the best investments towards achieving the organizational goals (Neshat, Mirhosseini, & Zahedi, 2017). The concept of the learning organization has gained importance over the past years as an important factor in an organization's survival and source of competitiveness (Farrukh & Waheed, 2015). A learning organization (LO) is an organization that supports the learning of its members and continually changes itself (Nodeh et al., 2019). In recent years, only the organizations that can adapt to rapid changes have a chance of survival. Because these changes are driving the organizations to follow the best practices to achieve competitive advantage (Shahayi, 2007). The way to achieve sustainable competitive advantage is continuous learning and the ability for transformation. Facilitating learning can help organizations to survive and prosper in this fast-environmental change (Neshat, Mirhosseini, & Zahedi, 2017).

Therefore, Shipton (2006) says about learning organization "it is the organization that its task is primarily focused on the constant updating of knowledge and skills of the employees". To this end, adopting the learning organization approach became imperative to renew the organizations. Garvin (2003), defines the learning organization as "an organization that has the ability and skills of creating, acquiring, explaining, transferring, and maintaining knowledge. Plus, purposefully altering its behavior to reflect new knowledge and insights". The learning organization seeks to acquire the capabilities to overcome complexity and ambiguity. Also, the learning organization always seeks to provide workers with liberty for increasing their knowledge. According to Garvin (2008), the employees will be able to help their organization to deal with ambiguity and incorporate systematic comprehensive thinking. Besides, learning organizations can adapt to unpredictable environmental factors faster than their competitors. For this reason, the Palestinian organizations that operate in one of the most volatile contexts in the world are



in critical need of developing knowledge-increasing strategies. In order to cope with and adapt to the tremendous and accelerating changes in various fields, hence enhancing competitiveness with other organizations. The organizations in the Gaza Strip are still facing different challenges due to the unstable socio-economic conditions triggered by over 14 years of blockade, lack of resources, and intentional funding-streams drying policies. These challenges constitute an existential-threat to the organizations. So, should be faced primarily, by transforming into a learning organization to exchange knowledge, experiences, and develop the skills of employees toward survival. Sartori and Rolandi (2013) showed that the survival, growth, and competitiveness of organizations is a turbulent job. Where the success depends on their ability to manage change in both the internal and external environment. According to Sampe (2012), the lack of a learning organization can make the organization vulnerable to ongoing threats. Thus, according to Senge et al. (2014), a learning organization is the most equipped to adapt to unpredictable environmental factors faster than its competitors.

## **1.2 Research Problem**

The uncertainty and constant change state in the world today have made it difficult for organizations to respond to unpredicted events. Organizational survival has been argued to be a primary goal that every organization should have. Survival of an organization under surrounding disturbances becomes not only the responsibility of owners or leaders, but also the employees of any organization (Olughor & Oke, 2014). These challenges are forcing the organizations to adopt the best strategies for development, which is represented through continuing education (Savolainen, & Raikkonen, 2007). The learning organizations are the most capable to adapt to unpredictable environmental factors (Senge et al, 2014). Lack of knowledge and information can make the organization vulnerable to environmental threats.

Despite the importance of the learning organization topic and the increasing interest of researchers in Western countries, this interest is still weak in management studies in the Arab world, it is far from the perception of Arab managers as well (Kassasbeh, 2009). The organizations in the Arab world miss the collective learning and should start with the basic steps towards reaching the learning organization (Kassim & Abdullah, 2008). The study of Al-Telbani & Salem (2011), showed that the learning organization dimensions in Al Shifa Medical Complexes, the largest hospitals in the Gaza Strip, are not available. The study

also showed that the application of the learning organization approach on the local level is weak. Also, the study of Abu Athra (2007), revealed that the level of availability of characteristics of the learning organization dimensions in the UNRWA center for the development of education in the Gaza Strip is weak at all levels. Additionally, there are few studies conducted on the non-governmental organizations, especially none of them studied the relationship between the learning organization and organizational survival. In the Gaza strip, the prolonged blockade and lack of resources led to the deterioration of the economic conditions and crippling the efficiency of the non-governmental organizations. Also, placing additional threats to the sustainability of its operations. Besides, the management deficiencies in some organizations such as the adoption of forced management style and severe centralization are believed to lead to the absence of the employee's creativity and development. Therefore, learning is the most important way to improve the organization's performance in the long-term. Previous literature showed that some factors are affecting organizational survival such as innovation (Cho, & Pucik, 2005). Few of them have studied the relationship between the learning organization and other factors than innovation, which may represent organizational survival. As aforementioned, this study attempts to assess the relationship between the learning organization and organizational survival to help NGOs in the Gaza Strip for long-range survival.

### **1.3 Justification of the study**

The learning organization is more prepared for unexpected future situations that can surround the organizations. According to Akhavan and Jafari (2006), the learning organization learns and adapts as part of the necessary everyday business practices, and the learning organization is more prepared for the unexpected. This means that the organizations should modify the management style to ensure their survival and growth. Abo Afash (2014), conducted a study on the role of the learning organization in encouraging creativity among workers in Palestinian Ministries in the Gaza Strip. The results showed that the availability of the learning organization elements in the Palestinian ministries is weak and needs greater attention from the management in how to implement those elements in a sound scientific manner. This promotes the need for studying the relationship between the learning organization and organizational survival as it could help the healthcare system, NGOs, and health providers in the Gaza Strip. As known, the health

NGOs work under the umbrella of MOH, thus HNGOs represent a partner in providing healthcare services. To this end, the survival of the non-governmental organizations will provide support to the healthcare system as a whole by decreasing the work burden on government hospitals in wars and crises. Additionally, the study of learning organization dimensions will recommend the health system to enhance preparedness for uncertain situations.

The findings of this study will offer insights for policymakers in the health system in the Gaza Strip to develop a suitable policy to encourage providing the learning organization approach in the healthcare system. Consequently, it leads to increased knowledge and competencies among healthcare providers. Moreover, the study of the learning organization will help healthcare providers to develop their capabilities continuously. Similarly, it could be able to improve the non-governmental organizations to change for the better and become more prepared for the unexpected. This study might also help decision-makers in NGOs in thinking to build the learning organization and establish the foundational elements for the organizational learning in NGOs, because of its important role in employee development. For the researchers and society, this study will be a starting point towards future studies related to the learning organization and organizational survival and will contribute to the development of the community through the improvement of its organizations. For Al-Quds University and the College of Public Health, this study will be the first study to target the learning organization and its relationship to organizational survival. Also, the study will be an addition and contribute to enriching the university library. Additionally, few studies have been conducted in the Gaza Strip about the learning organization but no study of them conducted on the learning organization and its relationship with health organizations' survival, especially NGOs.

#### **1.4 General objective**

The general objective of the study is to assess the relationship between the learning organization and organizational survival at Patient's Friends' Benevolent Society in the Gaza Strip.

#### **1.5 Specific objectives**

1. To evaluate the learning organization and organizational survival at Patient's Friends Benevolent Society.

2. To recognize the relationship between the learning organization and organizational survival at Patient's Friends Benevolent Society.
3. To identify the relationship between socio-demographic characteristics and the learning organization.
4. To determine challenges faced by managers and employees in adopting the learning organization approach at Patient's Friends Benevolent Society.
5. To provide recommendations for decision-makers in Patient's Friends Benevolent Society that might help to promote the learning organization and increase the chance for survival.

## **1.6 Research questions**

1. What is the level of the learning organization at the Patient's Friends Benevolent Society?
2. What is the level of survival at the Patient's Friends Benevolent Society?
3. Is there a relationship between the learning organization and organizational survival at the Patient's Friends Benevolent Society?
4. Is there a relationship between socio-demographic characteristics (age, gender, years of experience, specialization), and learning organization?
5. Is there a relationship between socio-demographic characteristics (age, gender, years of experience, specialization), and organizational survival?
6. What are the challenges faced by managers and employees in adopting the learning organization approach at Patient's Friends Benevolent Society?
7. What are recommendations for decision-makers in patient's friends' benevolent society that might help to promote the learning organization and increase the chance for survival?

## **1.7 Context of the study**

### **1.7.1 Geographical and demographical context**

The entire area of historical Palestine is about 27,000 Km<sup>2</sup>, Palestine stretching from Ras Al-Nakoura in the north to Rafah in the south. Palestine is bordered by Lebanon in the north, the Gulf of Aqaba in the south, Syria, and Jordan in the east, and by Egypt and the Mediterranean Sea in the west. Palestine was placed under the British mandate in 1919

which had been terminated by Israel establishment in 1948 in implementing the Balfour Declaration of 1917 had promised a homeland for Jews. The result of the implementation of that promise was the uprooting of most of the Palestinians from their cities, towns, and Villages and the migration to the West Bank, Gaza Strip, Jordan, Lebanon, Syria, and many other countries. Gaza Strip is a narrow land, located on the southwest of Palestine on the coast of the Mediterranean Sea. GS is a highly crowded area, with an estimated density of about 4,000 people per square kilometer. The population is concentrated in 7 towns, 10 villages, and 8 camps (PCBS, 2017). The density is increased in refugee camps (UNRWA, 2013). Gaza Strip is divided into five governorates, North of Gaza, Gaza city, Mid-Zone, Khan-Younis, and Rafah. The population under 15 years old in GS represents 49% and those of 65 years and more represent 2.5%. The population of the Gaza Strip reaches 1,899,291 million, or 39.7% of the population of Palestine, with the Gaza Strip registering the third-highest population density in the world. The unemployment rate in the Gaza Strip reaches 47%, and the center also indicated that 5% of the population of the Gaza Strip suffers from at least one disability. The Gaza Strip is under a severe blockade imposed by Israel in the summer of 2007 and includes preventing and legalizing the entry of fuel, building materials, health resources, and many basic commodities. The prolonged suffocating siege failed all factories and an increase in the unemployment rate to over 47%, in addition to the severe shortage of all medicines and medical supplies (PCBS, 2017).

### **1.7.2 Health status in the Gaza strip**

The Palestinian Health Care System consists of four main providers. The major provider is the Ministry of Health (MOH) which operates 25 hospitals and 453 primary healthcare (PHC) facilities, 59 in the Gaza Strip, and 394 in the West Bank. Followed by the United Nations Relief and Work Agency (UNRWA) which operates 51 PHC facilities. In addition to Non-Governmental Organizations (NGOs), and the private sector (MOH, 2015). The comprehensive blockade which the Israeli military occupation authorities continue to impose on the Gaza Strip has catastrophic consequences for the health conditions of its civilian population. The healthcare organizations including hospitals and primary health care centers are still severely short of supplies of necessary medicines, treatments, and medical supplies needed to treat and care for the civilian population, especially the chronic disease patients. According to the Palestinian Ministry of Health (2017), the burden of non-communicable diseases in Palestine is high. The leading causes of death are cardiovascular diseases, cancer, cerebrovascular diseases, conditions in the perinatal

period, and diabetes. Related risk-factors such as smoking, unhealthy diet, and sedentary lifestyle are widespread. Life expectancy in Palestine has increased in Gaza to 75.4 for females and 72.3 for males. According to Palestinian Central Bureau of Statistics (2019), persons with disabilities in Palestine constitute 2.1% of the total population; 48% in the West Bank and 52% in Gaza Strip. Where the mobility disability accounted for the highest proportion of disabilities 51% of the total persons with disabilities.

### **1.7.3 Health sector in the Gaza strip**

The health sector is considered one of the most important sectors in the Palestinian regions. The latest estimation indicates that the total expenditure on health services (included direct household expenditure) in the Palestinian regions amounts to 13% of the total gross domestic product (GDP). This percentage is high when compared to the expenditures on health in some neighboring countries. For example, health expenditure is 8.7% in Israel and 3.5% in Egypt (WHO, 2018). The Palestinian Ministry of Health is the main provider in the Gaza Strip, and the Ministry of Health is involved in providing these services both the military medical services of the Ministry of Interior and a network of non-governmental NGOs. The Palestinian health system operates under exceptional circumstances represented in the continued Israeli blockade of Gaza. Gaza since 2006, which represents a clear violation of human rights in general and reflects clearly on all sectors, especially the health sector, represented by a lack of drug supplies, medical supplies, and medical devices. The number of hospitals operating in the Gaza Strip is 30, 13 hospitals of the Ministry of Health, 14 hospitals It is affiliated with NGOs and 3 hospitals are affiliated with the Ministry of Interior (MOH, 2014).

### **1.7.4 Non-governmental organization in Palestine**

Palestinian non-governmental organizations (PNGOs) have played a critical role in affecting most aspects of Palestinians' lives. Health NGOs (HNGOs) in particular perform an instrumental role in providing much-needed health services. In recent years, Palestinian (NGOs) have made a clear effort to implement many relief or development programs and have been able to respond to the demands and priorities of the Palestinian society despite the great difficulties that have arisen because of Israeli actions towards Palestinian citizens (Devoir and Tartir, 2009). The Law on Charitable Associations and NGOs issued by the Palestinian National Authority in 2000 is defined as "an independent legal entity established by agreement between at least seven persons to achieve legitimate objectives of

public interest without targeting profit-making to share among members or to achieve the personal benefit". It is clear from this definition that non-governmental organizations mean civil origin, non-governmental organization, association, or charity. Activities of NGOs are charitable, Health activities, activities aimed at participating in development. In addition to activities aimed at preparing the population and qualifying them to play a positive role in decision-making processes at the local and national levels (Mohsen, 2011).

#### **1.7.5 Health NGOs**

The HNGOs start their role in providing health services to the Palestinian people around 1967 when the Israeli Civil Administration was responsible for the provision of health services (Bisan Centre & World Bank, 2006). The HNGOs in Gaza Strip is a main partner to the MOH in providing health care services to Palestinian patients, relieving their suffering, and improving the health services provided. HNGOs have faced a variety of challenges as political pressure from Israel, and donor countries and organizations; financial, due to heavy reliance on fluctuating outside aid; and organizational, making organizational objectives difficult to establish and sustain (Abuiyada, & Abdulkarim, 2016). The estimated number of HNGOs that licensed in the MOH in 2014 is 41 including international and local except the UN-Agencies which work in the health field as WHO, UNICEF, and UNFPA and regardless of the number of NGOs working in other humanitarian field and implementing some health projects (MOH, 2015). Health NGOs and the private sector are managing 21.6% of the total hospital beds in the Gaza Strip (MOH, 2014). There is an increased responsibility for NGOs in general and health NGOs in specific in the Gaza Strip especially after the beginning of the siege in 2006 and the boycott and siege by most international governments and some donors. So, the NGOs became almost the only recipient of most international donations (Nassar, 2010). 20% of donor funding in the health sector in Palestine is accounted to HNGOs (Bisan Centre & World Bank, 2006).

#### **1.7.6 Patient's Friends Benevolent Society (PFBS)**

Patient's Friends Benevolent Society (PFBS) was established in 1980 because of the bad and deteriorated health and health care system in Gaza Strip at that time, it was established as a contribution to fill the gap in health care, prominent people interested in health care gathered and decided to move. PFBS provides medical care including surgical operations and obstetric services including normal delivery and cesarean section (CS). Healthcare is

delivered to all people especially the poor and needy cases. Healthcare is also delivered to patients insured by insurance companies according to agreements between the PFBS and them. PFBS works under the umbrella of MOH and involves cooperation and coordination with the ministry, also it has relations with other societies and centers working in the health field and has similar objectives, some of which are: Serving patients with quality services at a reasonable price and for poor and needy free of charge when poor patient's funds are available, in-service training for the staff and making/sharing in workshops concerning this, health education for patients, raising patients' morale by all possible means. Society provides medical services to the patients for minimal fees, medicines are given to poor patients at a cost price.

PFBS employs 150 employees distributed in its clinics, different health departments, administrative and secretarial divisions, finance division, human resources, maintenance, stores, and cleaning divisions. There are many aims for the society, the most important aims are improving health services, increasing the number of health centers were needed in the GS especially for remote areas deprived of health services, provision of health services for marginalized groups and needy patients, in addition to cooperation with medical organizations and all benevolent societies with the same objectives (PFBS, 2017).

(Ghada Albeshawy), executive manager in the PFBS, said in recent years, after 2007, all funding from international organizations has stopped so PFBS had to rely on self-earning. Through time, the severity of the blockade imposed on the sector increased, which led to the deterioration of economic conditions, decrease an organization's income day after day. With the increase of competing institutions, it became necessary for the institution to search for tools and methods to develop work.

## **1.8 Operational definitions**

### **1.8.1 Learning organization**

The researcher defines the learning organization operationally as the organization that learns and changes itself continuously, by adopting learning and change strategies that are compatible with the external environment to achieve continuous development and stay in the competition. In this study, we will be based on dimensions Marsick and Watkins (2003), in studying the learning organization.



### 1.8.2 Organizational survival

The researcher will define organizational survival as the ability of the organization to continue in existence, the ability to change itself, and adaptation to the external environment through innovating new practices and employee empowerment. Organizational survival can be measured through employee empowerment, the ability to be innovative, and adaptability (Erengwa et al., 2017), and (Olughor & Oke., 2014).

### 1.8.3 Scale definitions

The judgment of a (low, medium, or high) degree will be presented by Scale as follow:

<b>Mean</b>	<b>Weighted mean</b>	<b>Scale</b>
1.00 – 1.80	20% - 36%	Strongly disagree (Very low)
>1.80 – 2.60	>36.0% - 52.0%	Disagree (Low)
>2.60 – 3.40	>52.0% - 68.0%	Moderate
>3.40 – 4.20	>68.0 – 84.0%	High
>4.20 – 5.00	>84% - 100%	Very high

## **Chapter Two**

### **Literature Review**

Learning organization previously has been the point of focus for many scholars. The learning organization in the fact can enable organizations to stand up to environmental challenges and stay competitive in today's globalization world (Gunn & Sanni, 2016). The existing literature review describes a learning organization as an organization where its members constantly do efforts to enhance their capacity. To generate desired outcomes and new patterns of thinking (Senge, 2004). Accordingly, the ability of today's organizations to identify factors affecting their survival and respond to them as fast as they can require more attention to ensure their survival. Furthermore, organizations that need to prolong their survival of any growth, development, and maturity must continually monitor the status of related components to survive (Talibi-Mazra shahi et al., 2014). Olughor & Oke (2014), revealed that innovation, employee empowerment, and leadership support are related to employee mental ability positively. Also, the study showed that the participation of employees in organizational activities leads to improve performance and survivability. Also, Sanni (2016), showed there is a positive relationship between the learning organization and survival. Also, the learning organizations increase the ability of an organization to be innovative and so increase the opportunities for survival.

This chapter aims to review previous literature related to the subject of study directly or indirectly, whereby have been divided into three subunits: Literature review about learning organization, literature review about organizational survival, and literature review about learning organization and organizational survival.

#### **2.1 Conceptual framework**

The conceptual framework that has been adopted to underpin the study has been developed from the literature review. The conceptual framework outlines the challenges that will face PFBS to adopt the learning organization approach. The framework displays dimensions of the learning organization and strategies to implement it. In addition to displaying the domains that measure organizational survival and strategies to increase the chance of PFBS survival. The conceptual framework also mentions the relationship between sociodemographic characteristics and the learning organization and organizational survival.

Regarding the conceptual framework, the learning organization dimensions according to Marsick and Watkins as shown in figure 2.1 are detailed below;

**Creating continuous learning opportunities** which mean that learning becomes an everyday part of the job and is built into routine tasks. Learning is designed into work so that people can learn on the job. In sum, the whole work environment is directed and supports to learning of new skills (Mbassana, 2014). Also, the opportunities are provided in the job for continuing education and growth (Marsick & Watkins, 2003).

**Promoting inquiry and dialogue** which mean that involvement of the staff in groups to communicate, discuss, or share ideas with a guide of a mediator will help to generate solutions for the good of an organization. In addition, people gain productive reasoning skills to express their views and the capacity to listen and inquire into the views of others; the culture is changed to support asking, feedback, and experimentation (Marsick & Watkins, 2003).

**Encouraging collaboration and team learning** which mean that collaborative learning environment makes opportunities available for organization members to contribute social support to each other, as well as improving job related skills. Open communication is the vital process that link team members together so that they can learn constantly and produces new ideas to face the environmental difficulties and challenges (Nazari, 2012).

**Creating a system to capture and share learning** which mean that technology systems to share learning are created and integrated with work, the access is provided, and systems are maintained (Marsick & Watkins, 2003).

**Empowering people toward a collective vision** which mean that employees are involved in setting, and implementing a joint vision, and responsibility is distributed close to decision making so that people are motivated to learn toward what they are held accountable to do (Thakur & Chaudhuri, 2015).

**Connecting the organization to its environment** which mean that organization must seek to help its people to see the effect of their work on the entire organization, and people scan the environment and use information to adjust work practices. So, the organization is linked to its communities (Marsick & Watkins, 2003).

**providing strategic leadership for learning** which mean that leaders defend and support learning, and leadership applies learning strategically for improving business outcomes (Marsick & Watkins, 2003).

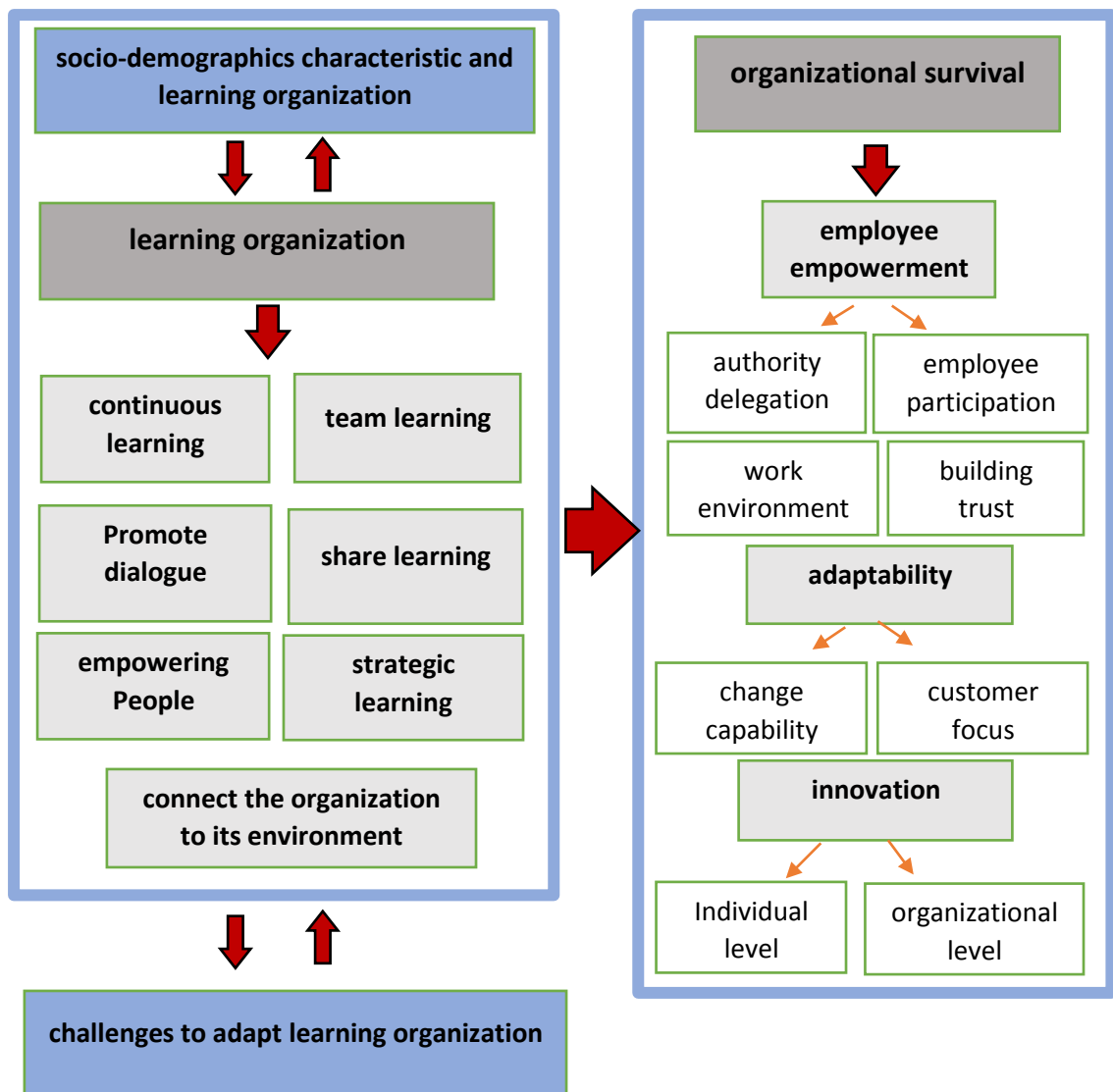
Also, the conceptual framework defines the components regarding organizational survival as shown in figure 2.1 are detailed below;

**Adaptability** which defines as an aspect of resilience, learning, adopt new behaviors and solutions, and responding to broad classes of challenges and changes.

**Innovation** which defines as the implementation of a new improved product, a process, a new marketing technique, or a new method in business practices or workplaces (Talibi-Mazra eshahi et al., 2014).

**Employee empowerment** which describes as giving employees a certain degree of autonomy and responsibility of decision-making regarding their specific organizational tasks (Ghosh, 2013).

### Conceptual Framework Diagram



**Figure (2.1): Self-developed model (2020)**

The learning organization domains adapted from Marsick and Watkins (2003). Marsick and Watkins's model contains the seven dimensions mentioned in the conceptual framework. While, the organizational survival domains adapted from Erengwa et al. (2017), who measure organizational survival in two measures, adaptability and innovation. Also, Olughor & Oke (2014), who showed that employee empowerment and innovation might use to measure organizational survival.

## **2.2 Literature Review**

### **2.2.1 Learning organization**

The learning organization concept has attracted many scholar's attention since its apparition in the late 1980s. The term “the learning organization” has been used to indicate to organizations in which empower top managers to learn continuously and to provide direction to appropriate readiness for different environmental requirements. Additionally, the learning organization is an organization that makes harmony to the different changes occurring in the environment, and which create from active seize of opportunities (Chia, 2019). Marsick and Watkins (2003), defined the learning organization as an organization that learns and transforms itself continuously. Through adopting a strategy for continuous learning is compatible with the activities carried out by the organization to achieve continuous development and survival. In addition, there are seven dimensions essential for the learning organization, these seven elements combined into a single approach that help organizations to create the learning organization model, which leads organizations directly toward becoming the “ideal” learning organizations.

The learning organization (LO) is an organization that assists the learning of its individuals and constantly changes itself. LO is an organization that learns through its members individually and collectively to create competitive advantages by effectively handling internal and external organizational changes. LO enables organizations to survive and achieves competitive advantages (Farrukh & Waheed, 2015). According to Hale (2014), what distinguishes the transformation to the learning organization is that the learning organization focused on collective learning rather than individual learning. This happens through collective activities taken by top management in its organization to develop their employees. In the time being, we are a significant need for an existing learning organization approach in our organizations. But unfortunately, this is a little far to apply. According to the study of Al-Telbani & Al-Salem (2011), about availability dimensions of the learning organization in Al-Shifa Hospital in the Gaza Strip from the viewpoint of its worker. The results found that a dimension (continuous learning opportunities) available at a low degree. While the other dimensions (encouraging dialogue and inquiry, cooperation and team learning, group vision, share learning, and connect the organization to the external environment) does not available.

According to the study of Al-Banna (2012), about the degree of school administration practicing of the learning organization strategies, in the Gaza Strip's secondary schools, and ways to activate them. The results revealed that the overall average for the application of the learning organization's strategies was at a medium degree. According to the study of Abu Athra (2007), about the characteristics of the learning organization and its impact on the UNRWA center for the development of education in the Gaza Strip. The results showed that the level of availability of the learning organization characteristics is weak at all levels (individual level, team level, and central level).

### **2.2.1.1 Models of the learning organization**

There are different models and characteristics for the learning organization which measure the organization that either it is a learning organization or not. A learning organization is an organization that facilitates learning activity for all members. Many researchers have endeavored to identify the specific components and variables which are associated with LO. Also, they worked to develop different models and several studies which attempted to identify the specific components or dimension of the learning organization (Farrukh & Waheed, 2015).

According to the model of Pedlar et al. (1990), the learning organization has eleven components of the learning organizations. The elements are information, participation, internal exchange, normative accounting & control, workers as environmental scanners, a learning method to strategy, enabling structure, reward flexibility, Inter-company learning, self-development, and learning atmosphere. According to the model of Phillips (2003), the learning organization has different features. Such as strategic thinking and vision, innovation and decision making, communication, and leadership. In addition, the learning, development, change management, intellectual capital and knowledge management, measurement and assessment, and rewards and recognition. According to the mode of Slater & Narver (1995), the learning organization is divided into two components are the climate and the culture, both explain features of the organization which comprise the learning organization. Culture represents the beliefs and values which describe norms for behavior in the organization.

Climate explains how an organization may manage its culture. The model explained there are five elements for the learning organization, two elements among them are linked to the culture which is entrepreneurship and market orientation, and the three remaining elements

are linked to climate. According to the model of Kerka (1995), the concept of the learning organization appears to indicate that learning is significant, constant, and most effective when it is shared. The learning organization has different features that represent continuous learning such as use learning to reach goals, the connection between individual and organization performance, enhance inquiry, and dialogue. In addition, adopt creativity as a source of energy and motivation. Also, the learning organization must be continuously aware of the environment.

According to the model of Senge (1990), the learning organization has five main principles, this model considers as the founder of the learning organizations models. Senge's model gives five principles of the learning organization such as mental models, personal mastery, system thinking, shared vision, and team learning. Senge described the mental principle that when persons ignore their old ways of thinking, (personal mastery) described as learning to be open with others. In addition to the (system thinking) which makes persons understand how their company works. Furthermore, (shared vision) considers a form all can agree on, and (team learning) is represented in working together to achieve the vision. According to the model of Marquardt (1996), there are different characteristics of the learning organizations such as the transformation continuously for better knowledge management, empowering people, adopting the best technology. Also, expanding learning to adapt to the changing environment. According to the model of Marsick and Watkins (2003), the learning organization defines as an organization that learns and transforms itself continuously. Because most learning models didn't regard all elements like an individual and team learning, learning process, the impact of the organization, and their relationship with the environment at the same time. This considers the complete and comprehensive model of learning.

The model combines individual and team learning, and clarify the relationship of these components with each other and with the environment. The model showed there is no organizational learning without individual learning, and learning from the changing environment. Marsick and Watkins's model can unite organizational structures and people to contribute continuous learning and encourage organizational changes (Ghaffari & Shah, 2011).



### **2.2.1.2 The learning organization and sociodemographic characteristics**

The previous study assures that the learning organization is affected by socio-demographic characteristics. According to a study conducted in the Gaza Strip about the extent of availability dimensions of the learning organization in AL- Azhar University- Gaza. The results showed that there are statistical differences attributed to years of experiences, in favor of more than 10 years. The study revealed also that there are statistically significant differences attributed to gender in all dimensions in favor of females. Regarding the availability of dimensions, the study revealed that all dimensions available at a medium degree (Murtajah, 2016). According to the study of Sulfan & Mohamed, (2012) about the role of learning organization in job commitment. The results showed that there are statistical differences in the strategic leadership dimension attributed to age. In favor of 20 to less than 30 years, and 50 to less than 60 years. Also, the study of Al-Rifai, Al-Shayyab, & Al-Rawabdeh (2013), indicated that there are challenges that limit the application of the learning organization in the Jordanian public sector attributed to age group in favor of 30 years or less, years of experience in favor of 6-10 years, and the level of the job in favor of the manager. According to a study conducted in Iran about the correlation of demographic characteristics with the learning organization. The results showed that there are statistically differences significant attributed to marital status and overall work experience, and no statistically differences significant are attributed to age, sex, work experience (Bikmoradi, Faradmal, & Torabi, 2015). Akram et al. (2013) conducted a study comparing the learning culture of high and low-performing high schools in Pakistan. The results found that there is a statistically significant difference in most of the learning organization dimensions attributed to gender. According to the study of Jeong (2007) about the effect of nurses' use of the principles of the learning organization on organizational effectiveness. The results revealed that there is a relationship between the adoption of the learning organization dimensions and the organizational commitment of nurse managers. The study concluded that the managers of nurses can employ the principles of learning organizations to promote organizational effectiveness. According to the study of Sweden (2014), the degree of practice the learning organization dimensions from faculty members at Al Istiqlal University was high. In addition, there are statistically significant differences in the first domain (personal empowerment) attributed to years of experience in favor of fewer than three years. The researcher recommended that individual meetings should be encouraged, and rewarded the faculty members. In addition to holding seminars, meetings, and

conferences that will provide a climate of collaboration and exchange of experiences between members.

According to the study of Tseng (2010) about the effects of the learning organization practices on organizational commitment and effectiveness for small and medium-sized enterprises in Taiwan. The findings showed that there are statistically significant differences in learning organization practices attributed to educational level, in favor of doctorate, master, two-year college, senior high school, and junior high school degrees.

According to a study by Nazari et al. (2012) about assessing learning organization dimensions and demographic factors in technical and vocational colleges in Iran. The results showed there are statistically significant differences in perception of the learning organization dimensions attributed to educational level among those who have a doctorate, master, and bachelor degree.

### **2.2.1.3 Strategies to apply learning organization approach**

Bersin (2014), explains that we should know that learning is "informal" and HR doesn't own it, which means the way to success that is not to give a lot of formal training, but rather to provide an environment which supports rapid on-the-job learning. To this end, we need to promote and reward the learners, unleash the power of experts and let them share their information, and make them accessible to others. Furthermore, we need to demonstrate the value of training through managers such as providing opportunities to learn and help people make time to learn. Also, reminding them continuously that the best organizational and individual learning happens after making a huge mistake. According to Intisar Abu Shaaban (2016), there are some strategies to create learning organizations. For instance, building development and teaching centers that provide continuing education and development courses. In addition to developing group and individual work in organizations, and using effective teaching methods. Consequently, we will achieve better results in the educational process and so become a learning organization. According to Ihsaan et al. (2013), there are three main building blocks that contained 11 variables related to the learning organization. The building blocks include actual learning practices, a supportive learning environment, and leadership that promotes learning. The results concluded that these building blocks are the major components of organizational learning. However, organizations can improve their capacities by assessing the learning level and identifying the weakness in all aspects.

Furthermore, according to Milway & Saxton (2011), there are four elements of learning organization should the organizations following them. The leaders must support learning organization culture by building a vision and goals for learning, also leaders need to show as role models through participating in the learning processes.

The leaders should give attention to promote a culture of continuous development and improvement by granting incentives for learning activities. Also, the organization needs to identify the persons who have responsibility for capturing, applying, and sharing the knowledge. In addition, the organization should create simple knowledge processes that are in line with how people work. These activities define how the staff acquires and apply knowledge. These activities also include the technology systems for exchange knowledge, but these activities and processes must keep the focus point on people-to-people interactions. According to a study by Camelia (2016) about continuing learning and learning organizations in contemporary society. The study pointed out that the learning organization can't exist without the improvement of competencies to meet all technological changes and challenges of society. The organizations can't develop without promoting continuous learning and training programs, because continuing learning is an unavoidable choice in the world of knowledge today. Besides, learning organizations know how to manage their intellectual capital by generalizing the process of education and continuing training, and assimilating new knowledge and transform it into a competitive advantage. The organization's managers must be responsible for the process of continuous education and training of human resources to reach a knowledge-based organization. Therefore, organizations must be ready to face the sudden challenges and react to contemporary society. According to Mohammadpour (2018), vision, leadership, strategy, values, structures, systems, and practices in the organization combine to facilitating learning, improving people, and developing organizational level learning. The learning organization is an organization that is constantly changing and increasing its capacity to adapts and change in its culture. In learning organizations, learning processes are monitored, developed, and managed. Furthermore, the learning organization empowers team members to develop and express their ideas. The learning organization considers a major factor that can facilitate the sharing of experiences among the members. This can be achieved through facilitating learning in organizations, generating knowledge, and designing suitable training systems that promote the people in the organization, foster communication, and facilitate applying new and efficient technology in work (Alipour, 2011). According to

Farrukh (2015), empowerment is important for learning organizations. Empowerment can serve as an important feature of any organization to raise its capability to learn. Personal mastery is one of the major needs you want to build a learning organization, and sharing information is very important for the success of any organization. According to the study by Gilaninia et al. (2013), the human resource management department should prepare a learning environment for developing employees. By changing their perception patterns through the exchange of knowledge concepts and teaching. In addition to change their minds through self-study.

#### **2.2.1.4 Challenges to adopt learning organization approach**

Previous studies revealed there are some obstacles and challenges that hinder the application of the learning organization approach. The study of Al-Rifai, Al-Shayyab, and Al-Rawabdeh (2013) showed that the most prominent obstacles that prevent the application of the learning organization are the weakness of knowledge among managers, the lack of incentives to apply the learning organization by the managers in the public sector. Besides, following traditional administrative patterns, resisting change, and the absence of an organizational culture that encourages learning. The study also showed the presence of obstacles such as poor participation in courses and training programs, attending conferences, and workshops. It is worth noting that despite the great importance of the learning organization as one of the prominent causes to adapt to the changes, and facing challenges imposed by the surrounding environment. The adoption of this concept is not easy in all organizations. The previous literature mentioned some obstacles that prevent the adoption of the learning organization. According to Voronov (2005), the challenges are classified into three broad categories. The intermittent learning contains ambiguity, and inability to affect others, psychological and social factors such as anxiety and over-reliance on competencies. In addition to excessive centralization and coercive leadership.

Additionally, according to the study by Yadav & Agarwal (2016) about the benefits and barriers of the learning organization and its five disciplines. The results showed there are challenges facing organizations that hinder adopting the learning organization approach. Such as inflexibility and resistance to change which are prevalent among individuals who have been at their jobs for a long time. Also, the lack of direct leadership to motivate people and give them the confidence they need. In addition to ignoring team success, lack of valuing the individual learning, and tunnel vision without looking at the big picture.

Furthermore, more than 90 percent of the nonprofit leaders reported deeply care about learning and strive to capture and sharing learning within their organizations, and dedicates important resources to this work. But the challenge from the leader's view is the absence of defining clear cut goals for the learning organization. Additionally, the absence of the incentives to invest the time taking to capture and sharing the knowledge. Also, the absence of simple activities that disseminate knowledge (Milway & Saxton, 2011). According to Senge (2007), to build a learning organization must cope with these challenges: challenges of the beginning, challenges of sustaining. In addition to challenges of rethinking in redesigning.

#### **2.2.1.5 Importance of learning organization**

The learning organization characterizes itself by that its managers think together to achieve results. Besides, they develop ideas for changes and move this in the structures and measures. The ideas of the learning organizations are arising to face the complexity of the environment. There are advantages to implementing the learning organization like problem-solving ability, a value increase of the human capital, and reduction of risks within decision-making processes. Also, higher satisfaction of the employees (Unger, 2002). According to Khaira & Nasiriyah (2011), some factors explain the importance of the learning organization. The rapid and increasing change in the environment obliges the organization to review its functions and goals. Also, this change forces organizations to search for new methods of learning to respond to changes. In addition, competencies and human resources are considered a source of competitive advantage in organizations. Which made the organizations seek to establish mechanisms to preserve the knowledge. Thus, the learning organization will help to implement these factors. Because the world is changing every day, each generation should adapt all the time. Therefore, continuous learning is important for survival and success.

Today, organizations are more complicated than in the previous, so it becomes more difficult to predict plans for future changes. To cope with the changing world, we have to change our ideas and activities to correspond with the change in the world. Successful people can adapt to change, all successful people are learners, thus successful organizations also are learning organizations. Only learning organizations can make improvements and never become stagnant. Successful organizations consider change and development from the most important factors which determine their success. The learning

organizations can control the external pressures rather than be a slave to it. The learning organization is more attractive to competent employees, and make to reduce staff turnover (Essays, 2018). Albayrak & Özdemir (2018), conducted a study about the importance of the learning organization in the construction industry. The results indicated that the learning organization considered a perfect organization followed by many organizations that seek to achieve successful responses to changing environments. The concept of personal development and continuous learning should be fundamental in organizations at every level. Because that learning organization provides an opportunity for learning from previous mistakes. That helps work quality and reduces the cost and time required in projects by reducing the probability of mistakes. So, the organizations should objectively evaluate where they stand now in the learning activities and should fulfill the shortage properly. These steps are important for organizational survival. According to Serrat (2017), in a simple meaning learning is the key to success, but some could say learning is the survival key of the organizations in the time being. So, it is necessary to energize and support the knowledge, people, and all potential technology for learning. The learning organization values the role that learning contributes to the development of the organization. Thus, for organizations that strive to survive and thrive, better and faster learning is paramount. The contemporary society that changing constantly is facing a continuously growing demand for competencies and qualifications, and specializations in all areas. In order to front these changes, organizations should become learning organizations (Camelia, 2016). According to a study by Mohammadpour (2018) about the effect of human capital on strategic programs in learning organizations. The results demonstrated that the learning organization can be considered a constantly evolving organization and struggle always to advance its knowledge, and improve its performance. The learning organization concept is associated with the uncertainty and complexity in today's organizations, so when complexity and environmental uncertainty increase, the value of the learning organization increases.

According to a study by Farrukh (2015) about learning organization and competitive advantage-an integrated approach. The study closed that the learning organization approach is important to gain competitive advantages. Through various research, the learning organization is an organization that learns through its members. By the self-development and exchange of information, and empowering the employees. According to a study by Sharifi et al. (2008) about exploring the relationship between the learning

organization and utilization of information and communication technologies. The study revealed that learning is very important and required for organizations that need to remain and thrive under the surrounding challenges. Organizations need to prepare their members through advancing a culture of continuous learning to deal with a continuously changing environment. In addition to training them to adapt to the complex world today. So, organizations need to adopting individual and group learning. In short, organizations must strive to be a learning organization. The learning organization is a powerful organization that its establishment is firstly based on learning which considers the best method to improve performance and enhancing development in the long run.

#### **2.2.1.6 Learning organization and empowerment**

According to a study conducted in Saudi Arabia about learning organizations and their relationship to empowerment of workers in the general directorate of civil defense. The results showed a direct relationship between the adoption of the learning organization and the empowerment of workers. According to the study of Al-Shamrani et al. (2014), there is a direct relationship between the adoption of the learning organization and the empowerment of workers. Besides, there is an effect on the dimensions of the learning organization on the dimensions of empowering workers to a very high degree. The study concluded by adopting the concepts of the learning organization and empowering workers and applying their dimensions in security organizations. In addition, founding a center for organizational learning and providing support and assistance for governmental organizations that seek to transform into a learning organization. According to the study of Kasasbeh et al. (2009), there is a relationship between empowerment culture and building a learning organization. The study recommended the need to increase attention to the dimensions of empowerment by Talal Abu Ghazaleh Group of Companies to create the appropriate environment for the learning organization. The importance should also be placed on strengthening the administrative empowerment by delegating more powers to workers. Especially, at the lower management level because of its direct impact on the changes affecting organizations today. Empowerment is considered an important characteristic of learning organizations.

The learning organizations and empowerment are related to a significant relationship. Likewise, scholars found that there is an evident and important relationship between empowerment and organizational learning (Farrukh & Waheed, 2015). Empowerment is an

essential feature for an organization to enhance its learning capacity (Jamali et al., 2006). According to Yuesti & Sumantra (2017), empowerment should be existing in every level of the organization. People who strive to learn are people who strive for empowerment. Empowerment can be done by applying dimensions of the learning organization. So, leaders need to lead their employees to learn. Asgari, Taleghani, & Fard (2013), showed that there is a significant positive relationship between empowerment and the learning organization. Besides, today's organizations are surrounded by continuous change and a competitive environment. So, the employees who have enough skills, ability, and knowledge will be able to fulfill their duties well. The tool that can help managers in such conditions is empowerment, which is obtained through transformation for a learning organization.

According to Farrukh & Waheed (2015), the concept of the learning organization is an important source of competitive advantages. The learning organization is an organization that learns individually and collectively through its members. By promoting and developing systems for self-development, and sharing the information by employees. According to Rezaie & Bagheri (2014), there is a relationship between the learning organization and employee empowerment. One can say that the learning organization is very important today for all organizations because it fosters employees' empowerment, and helps to create a proper competitive environment for the organization. As well as improve performance through suitable organizational perspective, culture, structure, and strategy. Asgari, Taleghani, & Fard (2013) indicated that the employees will achieve their tasks well when they have adequate knowledge, skills, and competencies. In this case, the instrument that helps organizations managers is empowerment. A learning organization sights to be significant in these situations. The concept of learning organization was introduced about 25 years ago and its main purpose was to empower the managers and employees to achieve organizational adaptability and competitive advantage. The results showed that there is a significant positive relationship between employees' empowerment and the learning organization. Chen et al. (2017), indicated that the learning organization is the first step of innovation. The learning organization creates a culture of change in the environment where the members are motivated toward creativity continually. Learning only is not enough for the learning organization, learning should combine with innovative learning to enable the organization to make its future.



### **2.2.1.7 Learning organization and innovation**

According to a study by Kinda Deeb & Ali Bhalloul (2018) about the role of learning organization elements in achieving organizational innovation, at Tishreen University, Syria. The results explicated that the application of the learning organization dimensions in university colleges is weak. Also, there is a weakness in the level of organizational innovation. The study also found a relationship between the elements of the learning organization and organizational innovation. In other meaning, there is an impact on the elements of the learning organization in achieving organizational innovation at Tishreen University. The study concluded by enhancing the current elements of the learning organization which leads to the achievement of organizational innovation. According to Hussein et al. (2014), there is an explicit effect of learning organization culture on the performance of organizations and their innovative capabilities. which can lead to the long-rang success of organizations.

According to the study of Samira et al. (2017), the learning organizations are the place where individuals grow their capabilities to make the results they want. The learning organization is an incubator of innovators and creators and their ideas. The learning organization provides an environment that encourages innovation and creativity and this becomes part of its culture that transmits it through generations. The study added that the success of business organizations today depends on adopting the learning organization as a means to activate technological innovation. Therefore, innovation and learning are two concepts that cannot be separated from any successful organization. The study concluded that the organization can develop its innovative behavior by creating an appropriate environment that aims to support creative and innovative thinking. In addition to encouraging workers to be open to new ideas, and rewarding creative behavior.

Khaira & Nasiriyah (2011), indicated the necessity of adopting the concept of the learning organization from all organizations to enable them to create an encouraging environment for learning. Also, exchange knowledge and experiences. Besides, the existence of overall vision and great flexibility to adapt to the internal and external environmental conditions of the organization. This helps to establish foundations of innovation and consider it one of the main resources in the organization, and encourage it at all levels, which leads to achieving strategic success. Developing a learning organization is helpful for companies to succeed in innovation and financial performance. There is a positive significant

relationship between learning organization and increase innovation and financial performance. According to a study conducted about learning organization and innovation performance in high-tech small firms. The study revealed that developing a learning organization positively influences the performance of high-tech small firms (Therin, 2003). When looking at the current business changing environment that continuously demands new ideas, enhancing the employees to innovative behavior seems to be a top importance. So, we need to know every method to promote innovation culture in our organizations. According to a study about learning organization and innovative behavior. The results indicated that individual innovative behavior is influenced by the learning organization culture through work engagement. Thus, organizations need to reconsider the components of the learning organization and make it serve employees' participation. Also, presenting the necessary support systems that develop innovative capacity among the employees (Park et al., 2014).

According to a study by Mishra & Bhaskar (2010) about empowerment: a necessary attribute of a learning organization. The results explained that enhancing the culture of learning which feature openness and transparency could help the organizations accomplish their goals. This will raise employees' spirits and support them for future growth. Also, the results discussed that the burden of effective adaptation is a function of leaders, this explains how the leaders guide their employees in all work aspects. Regarding the leaders, it is necessary to keep a high level of team spirit to encourage team learning to improve the organizations. According to Chen et al. (2018), in the terrible changing environment learning organization has become necessary for organizational survival. Fast and effective organizational learning more than competitors is a destination for a learning organization to adapt to economic change environments and create a competitive advantage. Innovation will achieve these features after learning. Learning organizations could facilitate innovation to be the source of continuous competitive advantage to succeed in organizational performance. In the business environment, if you don't be innovative you will die. Effective and successful organizations have to constantly endeavor to be innovative, and strive to survive. Exceptionally, in the fast changes in economic environments, managers need to promote the concept of the learning organization and transform quickly into a learning organization to deal with these challenges. The study concluded that the learning organization has positive significant effects on organizational innovation, and organizational innovation has prominent positive effects on organizational

performance. Also, there is a significant positive relationship between organizational performance and the learning organization.

#### **2.2.1.8 Learning organization and adaptability**

Smith & Cao (2007) describe adaptation as an answer to these questions. How organizations can react efficiently and faster to changes in their environment. How organizations continue developing, adapting, and changing with their environment. Senge et al. (2014) pointed out in the book of *Dance of Change*, "We understand that the only competitive advantage the companies of the future will have is its managers' ability to learn faster than their competitors". According to Makhloufi & Sharifi (2015), when looking to quickly change today and the surrounding environmental challenges. It has become a necessity for organizations that want success and survival in looking for another type of resource that allows them to adapt to these changes. Thus, highly trained human resources that capable of continuous learning and the ability to achieve sustainable competitive advantage do not come by chance. Organizations must seek to develop these resources, expands their capabilities, and increases their numbers. Perhaps the most important management concept suitable to achieve these goals is the learning organization. According to the study of Ferincz (2016) about adaptation and change in organizational learning research. The results explained that knowing the role of learning in changing and adaptation could motivate managers in recognizing the learning organization activities and its results in the organizations. Also, it can support managers in promoting the organization's ability to learn and change to face internal and external environmental challenges. Consequently, organizations that are capable to learn, and self-adapt can be successful because learning has a mediating role in the changing process. In the changing world today, making your organization survive requires flexibility, adaptability, and the skills needed to maintain learning. Thus, you need to get a learning organization quickly. Greve (2017) revealed that the learning organization has a relationship with an adaptation of the organization to its environment. This adaptive relationship includes the speed of recognizing the best behaviors in a given environment and the ability to finding environmental change and adapt to it. The major role of knowledge and learning in the management of organizations has become an important research topic in all management and economic environments. Also, continuous learning has become a requisite element for organizational evolution and dealing with environmental changes and challenges. Thus,

when the organization's environment becomes more disturbed, there is a need for the concentration of the learning activities (Fard et al., 2009). According to García- Morales et al. (2006), There are many organizations not achieve learning and success because their boards of management have no vision and are separated from their environment. According to Yeung et al. (2006), organizations that adopted the learning organization approach will find opportunities, take advantage effectively, and avoid threats. When organizations can create knowledge and change themselves based on the taken information, will be able to deal with the fast-changing environment. According to the study of Okreglicka et al. (2017) about learning organizations and their adaptability to the market environment. The study pointed out that learning is necessary for organizations to effectively adapt to environmental complexity. Also, the study showed that learning organizations can face changes by effectively dealing with external and internal information. Furthermore, the learning organizations have the skill to acquire knowledge, which considers an important source for competitive advantage.

#### **2.2.1.9 Learning organization and organizational learning**

There is a clear distinction between these two concepts because organizational learning means activities of learning in the organization. While the learning organization is a form of organization, which means that the learning organization is described as an organization that is continually expanding its capacity to formulate its future (Bratianu, 2015). Also, all organizations could be known that they have organizational learning, but only some could be learning organizations. Because organizational learning in a competitive works environment represents a need for companies to achieve a competitive advantage, while companies don't need necessarily to be a learning organization. Organizational learning is a process that occurs at the individual, group, and organizational levels. It is a purposeful process designed by inspired leadership. Organizational learning is when an organization has the ability to transforming learning into a tool for the creation of knowledge to build up a competitive advantage through planned activities and behaviors. Consequently, the organization becomes a learning organization (Bratianu, 2015). According to Gilaninia et al. (2013), learning is to gain knowledge, share knowledge, use knowledge, and attain new success. Leaders can improve and enhance the activities of organizational learning. At organizational learning, leaders need to create an environment that all members thrive as learners, teachers, and leaders to accomplish the organization's goals. In short, the concepts

of organizational learning and learning organization are two different. Organizational learning is one element of the learning organization. The learning organization helps to promote organizational learning by building strategies and structures.

### **2.2.2 Organizational survival**

Organizational survival is defined as the ability of any organization to stay and continue in existence. This concept needs effort by the organizations to continue to meet the market demands, stakeholders, investors, communities, and the governments. So, maintaining a place in this competitive and challenging environment is not only the responsibility of the leaders or owners of the organization but the employees also (Oke, & Olughor, 2014). Ejo-Prusa & Adam (2018), argued that the survival concept is an unwritten law in organizations. This imposes that organizations to consider survival as a prerequisite for its establishment. Ogunro (2011), talked about the organization's survivability as a product of its success in overcoming environmental challenges and its ability to seize opportunities. Besides, survival is the most crucial at this period of business disturbance, so organizations are striving for survival. The survivability of an organization depends on its ability to continuity and adaptability with its internal and external environmental challenges. Lack of adaptation to changing environment makes the organizations out of the competition (Talibi-Mazra'eshahi et al., 2014). Unplanned dealing with unexpected situations will affect the organization's vitality and survival and lead to its expected end (Fleming, 2012).

According to Akhigbe & Shedrack (2017), organizational survival is the permanent presence of organization activities in changing environments. The environment contains uncertainty that threatens the organization's existence. The concept of survival becomes to be important. Organizational survival has been one of the most interesting topics for organizations over the past years. Organizations work to survive in the environmental factors that tend to affect organizations' performance. Organizations endeavor to maintain the current state of work, but the greater part of efforts is directed toward survival (Erengwa, Nwuche, & Anyanwu, 2017).

According to Adewale et al. (2011), growth and survival from the main and primary goals of any organization. Therefore, it is imperative to use some human development concepts to realize organizational goals because human resources have a vital role. Even though survival is a major goal for organizations, we see that the basic problem is that some organizations consider succeeded planning is a big task. Also, unhealthy organizational

conflicts among the employees and managers affect organizational survival and growth. Despite that this conflict may be a natural event with positive or negative impacts. Ugwuzor (2017), showed that the efforts to guarantee organizational survival will not give the desired results if organizations do not have effective and skilled employees with work behaviors that serve organizational goals. Balestrero and Udo (2013), pointed out that an organization's survival needs rational planning to meet the necessity of customers and the market. Also, making the organization impact positively on society, the environment, and the community. According to Jones and Bartlet (2008), organizational survival and growth are underlying organizational goals requiring the investment of resources and energy. Erengwa, Nwuche, & Anyanwu (2017), measure organizational survival in two measures, adaptability and innovation. Besides, Olughor (2014), showed that employee empowerment, leadership support, and innovation might use to measure organizational survival.

#### **2.2.2.1 Learning organization and organizational survival**

Serrat (2017), mentioned that many organizations apply quick solves, and easy changes mostly don't achieve the needed purpose. Unsuccessful attempts to create organizational change. For organizations that desire to stay and thrive, learning faster and better is important. Applying the learning organization approach as a complete system could help the organizations to achieve their goals and survive. The survival of today's organizations depends on how these organizations improve practices, accept changes, and achieve competitiveness. LO has been described as an organization that facilitates the learning of all its employees. The learning organization has specific features to meet the continuous-changing environment. So, the learning organization is important to help organizational success (Hussein et al., 2014).

Many organizations face difficulty achieving survival, so these organizations must be more effective in learning, better, and faster than competitors. This is the cause of prominence in the learning organizations concept in recent years. The learning organization where people increase their competencies, patterns of thinking, and where staffs learn together. The learning organization is an organization that enhances obtaining and transferring knowledge and makes a change in employees' behaviors based on new insights and knowledge (Yaghoubi et al., 2010). Gunn & Sanni (2016) indicated that the learning organization had a significant influence on the survival of the manufacturing firms. The

learning organization concepts if suitably considered will enhance the organization's ability to be innovative. Thus, increasing its chances of survival. The study showed there is a strong significant relationship between the learning organization variables and organizational survival variables. The study recommended that members of the organization should be more innovative to gain a competitive advantage. Consequently, increase the chances of survival. In the current complicated world, organizations can survive when they have good information about the surrounding environment. A learning organization is the best in such cases. A learning organization is an organization that can recognize its environmental requirements to adapt and survive. Organizations seek to learn, but the learning organization seeks to have the ability of adaptation and learning to face challenges (Salehi & Naseri, 2017).

#### **2.2.2.2 Organizational survival and adaptability**

The ability of organizations today to identify factors affecting their survival and respond to them needs more attention. Organizations that need to prolong survival and growth must monitor the status of related components to survive (Talibi-Mazra'eshahi et al., 2014). Adaptability is the extent of an organization's ability to alter behavior, structures, and systems to survive. To survive and make a profit, organizations need to adapt continuously to the different levels of environmental uncertainty (Amah & Baridam, 2012). The survival of the organizations in a competitive work environment depends on how effectively the organization learns to adapt and improve their resources (Akhigbe & Shedrack, 2017). Sanni (2016), identified some threats to the survival of an organization which is: the absence of strong formal leadership, frequent change in the environment, change in customer's demand, high labor turnover rate, and inability to see organizational survival as a tool to achieving the overall organizational goals. Organizational adaptability is the ability of any system to change its organizational structure to be suitable to survive in the business environment. Organizational adaptability comprises readiness and resilience. Resilience is described as how fast an organization reacts to environmental changes. More clearly, it measures how the extent to which the organization responds to opportunities and threats. When an organization is resilient, it has more chances to respond to environmental threats (Barr et al., 2008).

### **2.2.2.3 Organizational survival and innovation and empowerment**

Why organizations seek to promote employees' participation and search for their innovative capability? The answer is survival. In the changing workplace and competitive market environments, the motivated, empowered employees and their contributions are requisite for an organization's success. So, the better involvement of employees in organization activities means a continued improvement in organizational performance (Oke, & Olughor, 2014). According to Love and Roper (2015), confirmation of the relationship between innovation and business growth has become more common in recent years. As an organization becomes more developed and matured, innovation may lead to improvements in productivity which decrease the chance of failure. Organizations that adopt innovation improve their capacity, which makes them eligible to survive. Innovation is the track in which organizations create their assets. Thus, achieving a sustainable competitive advantage (Esteve-Perez & Manez-Castillejo, 2008). Managers should create an organizational environment that enhances innovation. Some managerial activities promote competencies that have a favorable impact on organizational performance and innovation. In particular, researchers indicated that employee empowerment of the main factors in achieving innovation. Employee empowerment enhances the employees to use their skills and share their creative ideas to help the organization's success (Brunetto, & Farr-Wharton, 2007). Shahzad et al. (2017) mentioned that employee empowerment is a cultural feature that affects innovation in an organization. Besides, when we adopt employees' participation and involvement in decisions will improve their sense of responsibility. Wang & Ahmed (2004), described organizational innovation as an organizational capability to insert new products to work through innovative processes and behavior. According to Tohidi, & Jabbari (2012) Innovation is one of the most complex and important issues faced by organizations today. Innovation from success keys for today's organizations. Every organization should have an innovation process. In today's business environment, the effectiveness of an organization is an important matter in management, because it can ensure continuity of organizations and survival. Empowerment is one of the helpful tools to increase the quality of human resources and ensure organizational effectiveness (Mishra, 2019). Organizations with motivated and skilled employees will be more suitable to adapt and will have a chance to survive. To this end, organizations should empower their employees every time (Kondalkar, 2009). According to Jensen et al. (2006), given the fast environment, innovation is the key to



survival for any business regardless of big or small. Innovation means introducing new ways of doing things. Innovation in your business can help you save time and money, and acquire a competitive advantage to grow and adapt. So, innovation is crucial and will give you a chance over your competitors. Thus, successful innovations have a clear positive effect on survival.

#### **2.2.2.4 Innovation**

Schumpeter introduced the concept of innovation in (1949) for the first time. Innovation is efforts focused on the detection of new solutions and opportunities (Dess, & Lumpkin, 2005). Innovation is a process that provides added competitive value to the business, and customers by creating new products, solutions, services, and new means of marketing (McFadzean, O'Loughlin, and Shaw, 2005). Jansen et al. (2006) showed that innovation should not be considered as just a simple result. But, as a systematic process of learning, development of knowledge, and skills. Innovation is defined as a process of exploring existing capabilities. Exploring the employee's abilities requires management to build a good atmosphere encourages creative thinking and enhances a sense of belonging. The employees at any organization have the motivation to contribute to their well-being. To this end, we need a greater understanding of the environmental conditions that motivate individuals to think as innovators (Olughor, 2014). According to Serkan (2009), innovation is necessary for providing a competitive advantage. The leadership besides the employees can be helpful factors toward the survival of the organization. Organizations make efforts by granting rewards for new ideas but there are no regulated efforts in this direction. Three factors are related to innovation. Availability of expertise which includes the intellectual capability and technical knowledge, presence of creative thinking that leads to imagination, inspiration, and acquired new ideas. Besides, the motivation that helps to solve existing obstacles, and obtaining new ideas. Erengwa, Nwuche, & Anyanwu (2017), claimed that when organizations do not adopt a positive attitude toward innovation, will be far away to survive in the business today.

#### **2.2.2.5 Adaptability**

Organizations work as open systems in uncertain environments. Adaptability is an organization's ability to alter behavior, structures, and systems to survive in environmental change (Denison, 2007). Adaptation is described as the change in the organizations or their

components to transform with changes in the environment. Adaptability is described as an organization's capability to alteration to meet the changing environment. Adaptation is not just one process of organizational change but a consistent, continuous process during an organization's life. Scholars confirm that adaptation is a process of organizational change that should achieve continuous improvement in humans and organizations over time (Erengwa, Nwuche, & Anyanwu, 2017). Boylan (2017), indicated that as a complex system, organizations can be adapting and growing by accepting the status of complexity and knowing its ability to adapt. Leaders can take positive actions to enhance organizational adaptability.

#### **2.2.2.6 Employees empowerment**

Management investment in skills will be a profitable project that making additions in organizations. Employee empowerment considers an important way of achieving this purpose. In such a highly competitive business environment, many managers confirm that abandon centralization will promote speed and flexibility. Empowerment is seen as sharing power, information, problem-solving. Also, task autonomy, and self-management. Empowerment is described as a way to promote collaboration between managers and employees. In addition to stimulating efforts for improved performance. The concept of empowerment can be meaningful if the employee perceived its power, competence, efficacy, and self-control (Oke & Olughor, 2014). Chen & Chen (2008), defined empowerment as reflecting an employee's feeling of control in the workplace. Empowerment is describing the relationship between persons and the work environment as competence, meaning, impact, and self-determination. The meaning of empowerment reflects a sense of work purpose and personal belonging to the work. Empowerment thus makes the employees active in the affairs of their organizations. For organizations' success, empowerment only is not enough but rather every person in any organization should support empowerment (Shaker Qudah & Yahya Melhem, 2011). Jafari and Iranzadeh (2013), asserted that an employee who decides his workday activities is more effective than an employee who non-empowered.

## Chapter Three

### Methodology

This chapter illustrates a detailed discussion of all aspects of the research methodology adopted in this study. It presents the design, method, sample and sampling process, study population, setting, and ethical considerations. Also, the validity and reliability of the instrument.

#### 3.1 Study design

The design of this study is an analytical descriptive one presented through quantitative expression. The descriptive research approach is a basic research method that investigates the situation as it exists in its current time (Williams, 2007). The quantitative expression aims to accurately capture the details of the empirical social world and express what we find in numbers (Neuman, 2014). One of the features of the analytical description is that it does not only collect information but rather aims at detecting conclusions that contribute to understanding reality through analysis and interpretation. So, the stock of knowledge on the participants' increases, and the results become obvious.

#### 3.2 Study population

It is a census survey, where the researcher includes all healthcare providers at the Patient's Friends Benevolent Society (PFBS). The response rate was 86 %. The total numbers of employees are 150 distributed as the following:

<b>Specialization</b>	<b>No.</b>
Doctors	80
Nursing and technical operations	45
Administrative staff members	19
X-ray technicians	5
Laboratory technicians	8
Pharmacists and pharmacist assistants	8

### **3.3 Study setting**

This study was conducted at the Patient's Friend's Benevolent Society (PFBS). The sample of the study was chosen from employees of PFBS.

### **3.4 Study period**

The study consumed 7 months; it started in May 2020 after the acceptance of the proposal, then conducting the administrative procedures and gaining ethical approval. A pilot study was conducted in September 2020. Data collecting, data entry, and data analysis continued to October 2020, and writing the final report continued to November 2020.

### **3.5 Data collection and study instrument**

A self-report structure questionnaire was used in this study. The questionnaire consists of three main domains: the first domain is general information about the demographic characteristics of the respondent, and information about the organization. The second domain, (independent variable), is divided into 7 sub-domains related to the availability of learning organization dimensions in the mentioned organization. The third domain, (dependent variable), is divided into 3 sub-domains related to the dimensions of organizational survival. The questionnaire was written in both Arabic and English languages (Annex 2) & (Annex 3) to assist the understanding of the content for the population sample. The questionnaire was submitted to two expert persons for translation. The questionnaire was translated from English to Arabic and back translation from Arabic to English and the result was checked for inconsistency. Unnecessary personal data, complex, and duplicated questions were avoided. The questionnaire was provided with a cover letter explains the purpose of the research, the way of responding, and the information was secured to encourage a high response from participants. Following obtaining ethical and administrative approvals from all concerned parties, and conducted the pilot study. The researcher distributed questionnaires to all participants, the average time needed to fill in the questionnaire ranged from 20-25 minutes.

### **3.6 Pilot study**

A pilot study was conducted before the actual data collection to assess the reliability of the questionnaire and to explore the appropriateness of the study instruments, the clarity of meaning, and scales. In addition, the pilot study design assists to serve many aims of this study. It was conducted to predict the response rate, the time needed to fill in the questionnaire, validity, and propriety of the questionnaire. Moreover, this design reveals the points that need any modifications. This assured and enhanced the validity of the questionnaire, especially after modifying it to be clearer and more understandable. The pilot study was included, 30 participants.

### **3.7 Scientific rigor**

#### **3.7.1 Validity of Instrument**

The validity of the instrument is a necessary step before the actual data collection. Validity is defined as the extent to which an instrument measures what it is supposed to measure (Polit and Beck, 2012). To ensure validity, the researcher used two methods (expertise validity and internal consistency).

##### **❖ Face and content validity**

The face validity helps to reach the complement of readability and clarity of the instrument. The content validity concerns the level to which an instrument has a suitable sample of items for the construct being measured. An instrument content validity is important based on judgment (Polit & Beck, 2010).

##### **3.7.1.1 Expertise validity**

The questionnaire was submitted to an expert panel with experience and knowledge in this field who make suggestions and judgment about the suitability of the questionnaire (Annex 7). The experts expressed their suggestions about the simplicity and clarity of questionnaire domains. Therefore, the researcher has done some modifications according to the expert's recommendations.

##### **3.7.1.2 Internal validity**

To check internal validity, the researcher calculated the correlation between each domain and the corresponding field. The p-values (Sig.) are less than 0.05, thus the correlation

coefficients of all domains are significant at  $\alpha = 0.05$ , therefore it can be said that all items of each field are consistent and valid to measure what it was set. Table 3.1 below shows the correlation coefficient for each domain and the total of the corresponding field.

**Table (3.1): Correlation between each domain and the total score of its domain.**

<b>Domains</b>	<b>Correlation</b>	<b>Sig.</b>
Continuous learning	0.716	< 0.001
Inquiry and dialogue	0.783	< 0.001
Team learning	0.719	< 0.001
Empower people toward a collective vision	0.797	< 0.001
Create systems to capture and share learning	0.844	< 0.001
Connect the organization to its environment	0.785	< 0.001
Strategic leadership	0.822	< 0.001
Learning organization dimensions	0.938	< 0.001
Authority delegation	0.773	< 0.001
Participation in decision-making	0.719	< 0.001
Work environment	0.803	< 0.001
Building trust	0.838	< 0.001
Individual level	0.859	< 0.001
Organizational level	0.896	< 0.001
Employee empowerment	0.908	< 0.001
Innovation	0.935	< 0.001
Adaptability	0.858	< 0.001
Creating change (Change capability)	0.828	< 0.001
Customer focus	0.611	< 0.001
Organizational survival	0.969	< 0.001

\*\* Significant at 0.01 \* Significant at 0.05 R = Correlation value

### 3.7.2 Reliability

The instrument reliability is the degree of consistency with which it measures the attribute it's supposed to measuring (Heale & Twycross, 2015). The reliability test was done after the pilot stage and after the data were completely collected and entered. The researcher was used the Cronbach alpha coefficient to measure how items are closely related as a group.

#### 3.7.2.1 Cronbach alpha

The researcher used the Cronbach alpha coefficient to measure how items are closely related to a group. The values of the Cronbach alpha coefficient were in the range of 0.848 and 0.925. Cronbach's alpha equals 0.990 for the entire questionnaire in the pilot sample, which means the instrument is satisfactory. Table 3.2 below shows the reliability test result for all domains.

**Table (3.2): Reliability of questionnaire (Cronbach's alpha coefficient)**

<b>Domains</b>	<b>No. of item</b>	<b>Cronbach's Alpha</b>
<b>Learning organization dimensions</b>	<b>53</b>	<b>0.980</b>
<b>Employee empowerment items</b>	<b>31</b>	<b>0.927</b>
<b>Innovation items</b>	<b>29</b>	<b>0.971</b>
<b>Adaptability items</b>	<b>18</b>	<b>0.919</b>
<b>Organizational survival</b>	<b>78</b>	<b>0.958</b>
<b>Total</b>	<b>131</b>	<b>0.990</b>

### 3.8 Data entry and analysis

The researcher was used the Statistical Package of Social Science (SPSS) version 22.0 program for data entry and analysis. The first stage of data entry was through the entry and coding of variables, followed by actual data entry. At the analysis stage, data cleaning and data management for the variables of interest were performed. Descriptive analysis including figures, frequency tables, and Means was used to describe the main features of the data. The researcher used a t-test to investigate the items and domains of the questionnaire, especially to identify the relationship between socio-demographic characteristics such as gender and the learning organization. Also, the (F) test was used to

compare more than two means, especially to show the relationship between sociodemographic characteristics such as age, level of education, and years of experience and learning organization. Also, percentage and weight-mean were used to assess the highest and lowest learning organization domains. One-way Analysis of Variance (ANOVA) test was used to compare the mean scores of the independent variable with more than two options. Also, the Pearson Correlation coefficient ( $r$ ) to test the association of items with studied variables. Pearson correlation was used to show the relationship between the learning organization and organizational survival. Multiple linear regression was calculated to use other domains to predict organizational survival. The results were presented with a beta coefficient, and CI 95% and p-value. All these tests were used to analyze the quantitative data. Confidence interval at 95% and p-value  $< 0.05$  was considered statistically significant.

### **3.9 Ethical and administrative considerations**

To start-up this study, the proposal was accepted by Al Quds University-School of the public health research committee for discussion and academic approval. Additionally, the Modified International Code of Ethics Principles (1975), known as the Declaration of Helsinki, which is adopted by the World Medical Assembly was followed. An official letter of approval to conduct the research was obtained from the Helsinki Committee (Annex 4). In accordance with the Principles of the Helsinki Ethical Declaration, every participant in the study received a complete explanation of the research purposes, program, and confidentiality (Annex 1). Also, administrative approval was obtained by the director of the Patient's Friends Benevolent Society (Annex 5). Every participant in the study had the opportunity to accept or decline to participate in the study.

### **3.10 Limitations of the study**

There are few previous studies that targeted the organizational survival concept, and there is limited literature that identifies dimensions of organizational survival and how to measure it. Thus, the researcher took a long time to develop the questionnaire. Also, there is a limited time available to conduct the study. Besides, the emergency and curfews status because of COVID-19 led to delayed data collection and decreased expected response rate. Furthermore, there are some contextual limitations include electricity cuts and limited access to international publications.



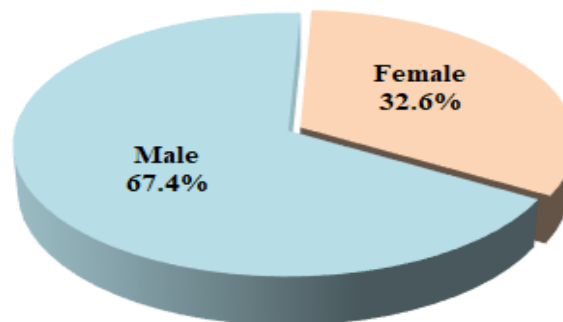
## Chapter Four

### Results

This chapter points out the results of the statistical analysis of the data, including descriptive analysis that presents the sociodemographic data of the study and the answers to the questions of the study. The researcher used a census sample of 150 participants who work at the Patient's Friends Benevolent Society in Gaza Strip. The response rate was 86.0% (129) among participants. The researcher used proper statistical calculation including percentage (%) for categorical groups, and mean (SD) for numerical data. However, the researcher used proper statistical tests such as a one-sample t-test to investigate the items and domains of the questionnaire. Also, the researcher used a two-sample t-test, ANOVA (F-test), and Pearson Correlation coefficient (r) to test the association of items with studied variables.

#### 4.1 Socio-demographic characteristics of the participants

##### 4.1.1 Distribution of the study participants according to their gender



**Figure (4.1): Distribution of the study participants according to their gender**

As shown in figure (4.1) the distribution of the healthcare providers according to their gender showed that 87 participants (67.4%) are males while 72 participants (32.6%) are female. This result could be attributed to that PFBS includes many outpatient clinics (13) distributed for two shifts (morning and evening). As shown in Figure (4.4), the majority of study participants are doctors 34.9 %, and the majority of them are males' doctors. The results are consistent with the general situation in Palestine. According to PCBS (2018), the percentage of women and men who participated in the labor force (15 years and above)

in Palestine represents 71.6% men and 19.2% women. Thus, men's participation was 4 times more than women's participation. Regarding healthcare providers, 17% of registered physicians in the Palestinian Medical Association are women compared to 83% for men. Furthermore, 48.0 % of the registered nurses in the Palestinian Nursing Association are women compared to 52.0% of men.

#### 4.1.2 Sample distribution according to age groups

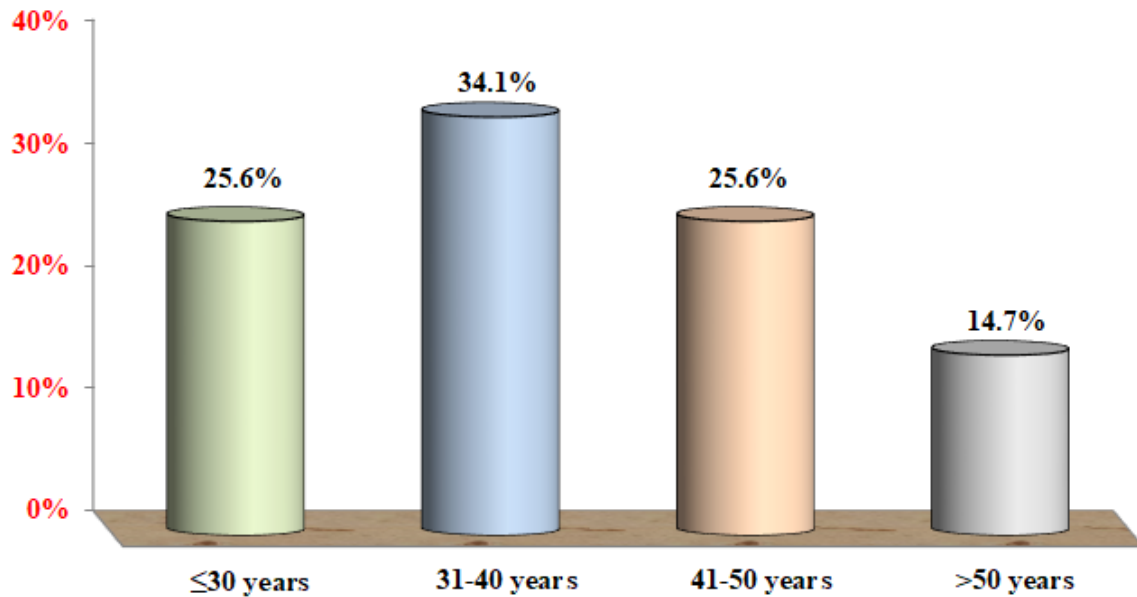


Figure (4.2): Distribution of the study participants according to their age (years)

Figure 4.2 illustrated that the highest age group was aged between 31 to 40 years (44 (34.1%) of participants) while 33 (25.5%) of participants were less than 30 years, 33 (25.5%) of participants were 41-50 years and 19 (14.7%) of participants were more than 50 years. The average age (SD) for all participants was 38.98 (9.99) years. The result is consistent with the population pyramid in Palestine. According to PCBS (2018), Palestinian society is classified as young. The percentage of youth aged (15-29 years) comprised 29.4%, and individuals aged (30-64 years) were 28.5% of the population, while the elderly (aged 65 years and above) comprised 3.2%.

### 4.1.3 Distribution of the study participants according to their qualification

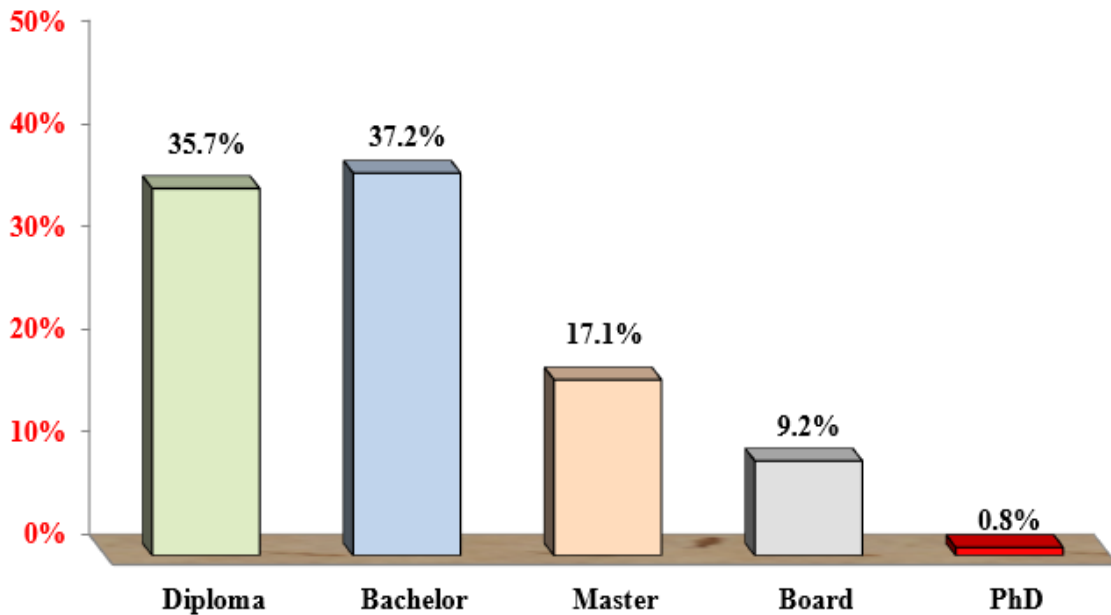
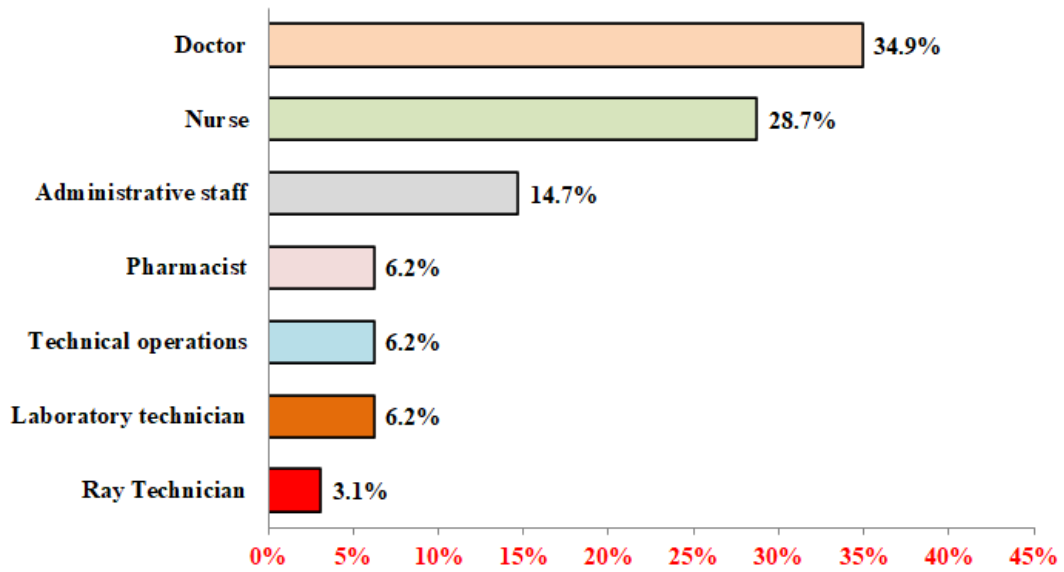


Figure (4.3): Distribution of the study participants according to their education levels

Figure 4.3 pointed out the classification of the study participants according to educational level, the results showed that the highest group of the study participants have bachelor certificate (48 participants (37.2%)) followed by 46 (35.7%) of them have diploma degree and 22 (17.10%) have master degree. As the result showed, the number of who have a board and Ph.D. degree is limited (12 (2.5%) & 1 (0.8%), respectively). The results are consistent with the ministry of health reports. According to MOH (2016), the distribution of workers who have a bachelor's degrees in nursing and midwife and working at NGOs was 258. In addition to 145 doctors have bachelor's degrees. While those who have diploma, degree was 238. The number of working doctors in the Gaza strip is (1769), 402 of them have Ph.D. and a board degree. So, the number of healthcare providers who have a Ph.D. and board degree is low compared with other qualifications. In my opinion, the high number of diploma degrees at PFBS is due to the large number of technicians who are working in various departments in PFBS like laboratory, operations, and x-ray department.

#### 4.1.4 Distribution of the study participants according to their job title



**Figure (4.4): Distribution of the study participants according to their specialists**

Figure 4.4 showed the distribution of the study participants according to their job. As Figure showed the majority of the study participants are doctors (45 (34.9%)) and nurses (37 (28.7%)) while 19 (14.7%) administrative staff, 8 (6.2%) laboratory technician, 8 (6.2%) technical operations, 8 (6.2%) pharmacist and only 4 (3.1%) of the study participants were x-ray technician. The results are consistent with the ministry of health reports, according to MOH (2016), the distribution of healthcare providers (Doctors and Nurses) in the NGOs was 622 doctors, compared to 460 nurses in the Gaza strip.

**Table (4.1): General characteristic of the study participants**

Variables	Frequency	Percent	Mean±SD
<b>Marital status</b>			
Married	106	82.2	
Single	19	14.7	
Divorce	3	2.3	
Widower	1	0.8	
<b>Number of children groups</b>			4.42±2.08
≤2	20	20.6	
2-4	33	34.0	
5-6	27	27.9	
>6	17	17.5	
<b>Income (NIS)</b>			
1450 or less	72	55.8	
1451 – 2500	17	13.2	
2501-3000	12	9.3	
More than 3000	28	21.7	
<b>The number of years of service in the institution</b>			11.45±7.63
≤5	36	27.9	
6-10	29	22.5	
11-15	30	23.3	
>15	34	26.4	
<b>Received training courses in your Specialization</b>			
Yes	54	41.9	
No	75	58.1	

SD: standard deviation

Table (4.1) shows the distribution of general characteristics among the study participants. the marital status of the study participants revealed that the majority of our population 65.3% were married while 14.7 single, 2.3% were divorced, and only one participant was a widower (0.8%). The percentage of who have children among the study participants was 75.2% and the results showed that the highest group of the study participants have 2 to 4 children (34.0%) while 27.9% of them have 5 to 6 children, 20.6% of participants have 2 children or less and 17.5% of participants have more than 6 children. The average number of children (SD) for those who have children of the study participants was 4.42±2.08 children. As our expected, the study showed that the majority of the study participants have income 1450 or less (55.8%) while 21.7% of them have income more than 3000 NIS, 13.2 % of them have income ranged between 1451-2500 NIS and 9.3% of them have income ranged between 2501-3000 NIS. This result is in line with the general situation in the Gaza strip. According to PCBS (2017), the poverty line in the Gaza strip reaches 53%. In addition to about 36% of employees in the private sector earn a monthly wage less than the minimum wage (1,450 NIS) in the Gaza strip. The study showed that more frequent years of service in the institution among the participants are less than 5 years (27.9%), 22.5%

ranged between 5 -10 years and 23.3% of them ranged between 11 -15 years and 26.4% of them have years of service in the institution more than 15 years. The average of years of service in the institution (SD) for all participants was  $11.45 \pm 7.63$  years. This could be due to that the NGOs tend to invest in youth age, allow them to prove their competencies to promote their roles in society. Finally, 41.9% of the study participants received training courses in their specialties.

#### 4.2 Descriptive statistic of learning organization dimensions' domains

This study was subjected to 7 domains to measure the learning organization dimensions. This domain was about continuous learning, inquiry and dialogue, team learning, empower people toward a collective vision, create systems to capture and share learning, connect the organization to its environment and strategic leadership. The below tables present the opinion of study participants about learning organization dimensions.

**Table (4.2): Distribution of the study participants according to their perceptions about continuous learning items domain**

No	Continuous learning items	Strongly disagree n (%)	Disagree n (%)	Moderately agree n (%)	Agree n (%)	Strongly agree n (%)	Mean <sup>£</sup>	SD	Weighted mean	Rank
1.	The organization encourages discussion of mistakes in order to learn and draw lessons	4 (3.1)	22 (17.1)	39 (30.2)	52 (40.3)	12 (9.3)	3.36	0.97	67.20	2
2.	The organization helps employees identify the skills they need to do work in the future.	3 (2.3)	23 (17.8)	45 (34.9)	53 (41.1)	5 (3.9)	3.26	0.88	65.20	3
3.	The organization helps employees learn from each other.	2 (1.5)	20 (15.5)	36 (27.9)	65 (50.4)	6 (4.7)	3.41	0.86	68.20	1
4.	The organization works to provide funds and resources to support learning	9 (6.9)	34 (26.4)	58 (45)	25 (19.4)	3 (2.3)	2.84	0.90	56.80	6
5.	The organization gives the employees time to learn.	11 (8.4)	34 (26.4)	49 (38)	34 (26.4)	1 (0.8)	2.84	0.94	56.80	6
6.	The organization deals with the problems front it as opportunities for learning.	6 (4.7)	27 (20.9)	55 (42.6)	38 (29.5)	3 (2.3)	3.04	0.89	60.80	5
7.	The organization rewards its employees for learning new things.	18 (14)	39 (30.1)	46 (35.7)	24 (18.6)	2 (1.6)	2.64	0.99	52.80	9
8.	The employees provide assistance and support to new employees.	4 (3.1)	28 (21.7)	37 (28.7)	51 (39.5)	9 (7.0)	3.26	0.98	65.20	3
9.	Employees easily access resources to support their learning.	4 (3.1)	54 (41.9)	43 (33.3)	25 (19.4)	3 (2.3)	2.76	0.88	55.20	8
<b>Total</b>							<b>3.05</b>	<b>0.65</b>	<b>61.00</b>	

SD: standard deviation; & <sup>£</sup> maximum score of mean = 5.

The distribution of the participants according to their perceptions about continuous learning items are presented in table 4.2. When the healthcare provider asks about their estimation regarding continuous learning, they showed that the total weighted mean for the continuous learning domain was 61%. According to the results, the highest paragraph was number (3) "*The organization helps employees learn from each other*" with a weighted-mean of 68.2%, followed by the paragraph number (1) "*The organization encourages discussion of mistakes to learn and draw lessons*" with weighted mean 67.2%. This indicates moderate agreement from participants on these two items. As well, these indicate that PFBS concern with the professional growth of employees, and their level of development, also, encourage and help them to learn new things from their colleagues to improve their level of performance. These results indicate also that PFBS faces problems and mistakes to better solve and pick up the benefits. While the lowest paragraph number was (7) "*The organization rewards its employees for learning new things*" with a weighted mean of 52.8% followed by the paragraph number (9) "*Employees easily access resources to support their learning*" with weighted mean 55.2%. This indicates a low degree of agreement from participants on these two items. These results indicate that PFBS needs more concerned to develop competencies of workers, increase their skills by rewarding them to improve their level of performance. As well PFBS needs to facilitate employees' access to all resources that may be supported and help to learn them. The results about "*The organization rewards its employees for learning new things*" are consistent with the study of Al Banna (2012), which confirmed that the shortage of financial resources was a reason for the absence of reward the employees. These results are consistent with the study of Al Salem (2011), which concluded that rewarding the employees was available but to a low degree. In general, the results about (continuous learning dimension) indicate that there is a moderate agreement of participants regarding continuous learning. The results are similar to the study of Abo Modalalla (2014), who showed that "the continuous learning domain" is available to a moderate degree with a weight-mean of 78%.

**Table (4.3): Distribution of the study participants according to their perceptions about inquiry and dialogue domain**

No	Inquiry and dialogue items	Strongly disagree n (%)	Disagree n (%)	Moderately agree n (%)	Agree n (%)	Strongly agree n (%)	Mean <sup>£</sup>	SD	Weighted mean	Rank
1.	The organization promotes the principle of listening to others' views before judging them.	5 (3.9)	37 (28.7)	40 (31)	43 (33.3)	4 (3.1)	3.03	0.95	60.60	5
2.	The organization encourages employees to ask questions, regardless of their position.	11 (8.5)	37 (28.7)	45 (34.9)	31 (24)	5 (3.9)	2.86	1.01	57.20	7
3.	The organization motivates the employees to present their ideas and express their opinions.	5 (3.9)	39 (30.2)	47 (36.4)	34 (26.4)	4 (3.1)	2.95	0.92	59.00	6
4.	The organization encourages building trust among employees.	5 (3.9)	25 (19.4)	56 (43.4)	40 (31)	3 (2.3)	3.09	0.87	61.80	3
5.	Employees share information openly and transparently.	4 (3)	18 (14)	58 (45)	46 (35.7)	3 (2.3)	3.20	0.82	64.00	2
6.	The organization encourages employees to give constructive feedback within the work.	3 (2.3)	28 (21.6)	55 (42.8)	40 (31)	3 (2.3)	3.09	0.84	61.80	3
7.	The organization supports the introduction of values and mutual respect between employees.	5 (4)	15 (11.6)	51 (39.5)	51 (39.5)	7 (5.4)	3.31	0.89	66.20	1
<b>Total</b>							<b>3.08</b>	<b>0.70</b>	<b>61.60</b>	

SD: standard deviation; & <sup>£</sup> maximum score of mean = 5.

Distribution of the participants according to their perceptions about inquiry and dialogue domains items are presented in table 4.3. When the healthcare provider asks about their estimation regarding inquiry and dialogue domains, they showed that the total weighted mean for inquiry and dialogue domains were 61.6% and not significant at less than 0.05. According to the results, the highest paragraph was number (7) "*The organization supports the introduction of values and mutual respect between employees*" with a weighted-mean is of 66.2%, followed by the paragraph number (5) "*Employees share information openly and transparently*" with weighted mean 64%. This indicates a moderate agreement from participants on these two items. The result consistent with the study of Abo Modalalla (2014) who revealed that the item "The organization supports the introduction of values and mutual respect between employees" is available at a moderate degree according to participants. In my opinion, this confirms existing mutual respect between the employees in PFBS and indicates that the organization chooses employees with high skills and ethics in hiring. Thus, the employee who has ethics and skills does not hesitate to share the information with their co-workers with the aim of dissemination knowledge and development of the organization.



While the lowest paragraph number was (2) "*The organization encourages employees to ask questions, regardless of their position*" with a weighted-mean of 57.2% followed by the paragraph number (3) "*The organization motivates the employees to present their ideas and express their opinions*" with weighted mean 59%. In my opinion, this could be due to the presence of excessive centralization, and multiple administrative levels in the organization, which make the employees away from asking questions and inquiring. As well, these results indicate that PFBS needs more concern to encourage the employees and make share their opinions regardless of their positions, titles, or places.

The results about "The organization encourages employees to ask questions, regardless of their position" are consistent with the study of Abo Hashesh and Mortaga (2011), which showed that centralization in decision making doesn't give freedom to making decisions and listen to the employees' discussions. Additionally, the results are consistent with the study of Alrefaey et.al (2013), who concluded that there is a degree of hesitation and sensitivity from the employees due to multiple administrative levels, which affect negatively the quality of collective communications between the employees at the different administrative levels.

In general, the results of (inquiry and dialogue domain) indicate that there is a moderate agreement of participants regarding continuous learning items. These results are consistent with the study of Abo Modalalla (2014), who showed that the "inquiry and dialogue domain" is available to a moderate degree with a weight-mean of 78%. From the researcher's point of view, PFBS needs to strengthen and empower its employees, upgrade their management skills, and show sufficient flexibility so they can feel enough confident to express their opinions and ideas, and accepting different perspectives. Besides, the PFBS should enhance the principle of listening to different points of view, because the value of organizations lies in their human resources and their ideas that can be invested in to reach excellence and development.

**Table (4.4): Distribution of the study participants according to their perceptions about team learning domain**

No	Team learning domain	Strongly disagree n (%)	Disagree n (%)	Moderately agree n (%)	Agree n (%)	Strongly agree n (%)	Mean <sup>£</sup>	SD	Weighted mean	Rank
1.	The organization treat all members of the work teams equally, regardless of any differences or considerations.	18 (13.9)	14 (10.9)	44 (34.1)	49 (38)	4 (3.1)	3.05	1.08	61.00	5
2.	Team members focus on their tasks as a group and how can work well.	4 (3)	8 (6.2)	54 (41.9)	58 (45)	5 (3.9)	3.40	0.80	68.00	1
3.	Team members change their minds as a result of group discussions or recently gathered information.	3 (2.3)	20 (15.5)	52 (40.3)	53 (41.1)	1 (0.8)	3.22	0.80	64.40	3
4.	The organization establishes system for rewarding collective achievements.	11 (8.6)	40 (31)	47 (36.4)	27 (20.9)	4 (3.1)	2.79	0.97	55.80	7
5.	The work team's confidence that organization management will take up their recommendations.	11 (8.6)	35 (27.1)	43 (33.3)	37 (28.7)	3 (2.3)	2.89	0.99	57.80	6
6.	The teams work has the freedom to adapt their goals to the evolution of events.	5 (3.9)	27 (20.9)	49 (38)	43 (33.3)	5 (3.9)	3.12	0.92	62.40	4
7.	The employees listen to each other's views during the dialogue.	1 (0.7)	17 (13.2)	46 (35.7)	50 (46.5)	5 (3.9)	3.40	0.79	68.00	1
Total							3.13	0.68	62.60	

SD: standard deviation; & <sup>£</sup> maximum score of mean = 5.

The distribution of the participants according to their perceptions about the team learning domain is presented in table 4.4. When the healthcare provider asks about their estimation regarding the team learning domain, they showed that the total weighted mean for the team learning domain was 62.6%. According to the results, the highest paragraph was number (7) "The employees listen to each other's views during the dialogue" with a weighted-mean of 68%, followed by the paragraph number (2) "Team members focus on their tasks as a group and how can work well" with weighted mean 68%. These results showed a moderate

agreement from participants on these two items. This could be due to the that the employees in PFBS deal with mutual respect, which makes them listen to each other carefully during dialogue. The results are consistent with the study of Abo Modalalla (2014) who indicated that item (Team members focus on their tasks as a group and how can work well) is available to a high degree according to participants. The results are inconsistent with the study of Al Telbani, S. (2011) who revealed that this item does not available in Al Shifa hospital according to participants. In my opinion, this indicates that the employees at PFBS work as teamwork, and realize the importance of good relationships in achieving tasks and serving the organization. Also, management has an important role in directing the work as a team and provide a suitable environment for teamwork.

While the lowest paragraph number was (4) "*The organization establishes a system for rewarding collective achievements*" with a weighted-mean of 55.8% followed by the paragraph number (5) "*The work teams' confidence that organization management will take up their recommendations*" with weighted mean 57.8%. In my opinion, this could be due to that PFBS does not apply a collective rewards system. This means that PFBS needs to present a culture of collective rewards system to ensure enhance the cooperation of the employees towards achieving the organizational goals.

The result of item 4 " The organization establishes a system for rewarding collective achievements " is consistent with the study of Al Banna (2012), and Al Arfag (2011) which showed that the collective rewarding system is practiced at a low level in the university according to the study participants. While, these results are inconsistent with the study of Abu Hashesh & Mortaga (2011), and Al Shreefy et al. (2012) which showed that the university applies a collective rewarding system to a sufficient level to motivate their employees.

In general, the results of (team learning domain) indicate that there is a moderate agreement from participants of 62.60%. In my opinion, this could be due to that PFBS depends on team learning to achieve the tasks. Furthermore, the results moderately indicate the presence of the employees' willingness to change their mentalities and develop their performance with new information and knowledge, and thus the organization adopts more developed goals and strategies, instead of the existing less ambitious strategies and goals. However, we still need more attention to this dimension. These results are consistent with the study of Alrady et al. (2013) which showed that public organizations depend on a moderate degree of teamwork. While the results are inconsistent with the study of Al Telbany & Alsalem (2011) which showed that the "team learning domain" in Al Shifa hospital in the Gaza strip is not available.

**Table (4.5): Distribution of the study participants according to their perceptions about empower people toward a collective vision domain**

No	Empower people toward a collective vision domain	Strongly disagree n (%)	Disagree n (%)	Moderately agree n (%)	Agree n (%)	Strongly agree n (%)	Mean <sup>£</sup>	SD	Weighted mean	Rank
1.	The organization supports the employees who take it upon themselves to take risks while working.	10 (7.7)	26 (20.2)	36 (27.9)	54 (41.9)	3 (2.3)	3.11	1.01	62.20	3
2.	The organization builds its vision with the participation of various managerial levels and workgroups.	7 (5.3)	25 (19.4)	37 (28.7)	58 (45)	2 (1.6)	3.18	0.95	63.60	1
3.	The organization enables its employees to control the resources they need to do their work.	6 (4.6)	18 (14)	58 (45)	44 (34.1)	3 (2.3)	3.16	0.86	63.20	2
4.	The organization encourages employees to think from a scientific perspective.	5 (3.8)	22 (17.1)	60 (46.5)	40 (31)	2 (1.6)	3.09	0.83	61.80	4
5.	The organization supports employees who have constructive initiatives.	6 (4.6)	29 (22.5)	57 (44.2)	34 (26.4)	3 (2.3)	2.99	0.88	59.80	6
6.	The organization takes the customers' views into consideration in the decision-making process.	6 (4.6)	37 (28.7)	46 (35.7)	35 (27.1)	5 (3.9)	2.97	0.95	59.40	7
7.	The organization's vision emphasizes the exchange of knowledge between employees.	3 (2.3)	39 (30.2)	37 (28.7)	46 (35.7)	4 (3.1)	3.07	0.94	61.40	5
8.	The organization encourages employees to be creative and innovative.	6 (4.6)	45 (34.9)	34 (26.4)	43 (33.3)	1 (0.8)	2.91	0.95	58.20	8
<b>Total</b>							<b>3.06</b>	<b>0.68</b>	<b>61.20</b>	

SD: standard deviation; & <sup>£</sup> maximum score of mean = 5.

The distribution of the participants according to their perceptions about empower people toward a collective vision domain is presented in table 4.5. When the healthcare provider asks about their estimation regarding empower people toward a collective vision domain, they showed that the total weighted mean for empowering people toward a collective vision domain was 61.2%. According to the results, the highest paragraph was number (2) "The organization build its vision with the participation of various managerial levels and workgroups" with a weighted-mean of 63.6%, followed by paragraph number (3) "The organization enables its employees to control the resources they need to do their work" with weighted mean 63.2%. This indicates a moderate agreement from participants on

these two items. These results are consistent with the study of Abo Modalalla (2014) who showed that item (The organization enables its employees to control the resources they need to do their work) has a moderate degree according to participants. Also, the results are corresponding with the study of Al Arfag (2011) who showed that the university allows employees to use all need resources to achieve the tasks. Accordingly, PFBS seeks to empower its employees by encouraging teamwork, sharing to build the organization's vision and mission, and use all available resources to achieve the organization's goals.

While the lowest paragraph number was (8) "*The organization encourages employees to be creative and innovative*" with a weighted-mean 58.2% followed by the paragraph number (6) "*The organization takes the customers' views into consideration in the decision-making process*" with weighted mean 59.4%. This reflects a moderate agreement from employees of PFBS on these two items. In my opinion, this means that the PFBS needs to be more attentive towards encouraging its employees to be creatives. Also, the PFBS needs to pay more focus on the publics' opinions while developing strategies and making decisions. In general, the results of weight-mean 61.20% about (empower people toward a collective vision domain) indicate a moderate agreement of participants on the domain. From the researcher's point of view, this mild agreement is attributed to the low eagerness among managers in PFBS on encouraging employees towards taking responsibility for their decisions. In addition, the existing bureaucracy, which bases on hierarchy and centralization, puts the opportunity for delegation and empowerment of employees to a moderate degree.

This result is consistent with the study of Al Refaey (2013) which indicates the presence of a moderate desire among leaders in public organizations to encourage employees to take responsibility for their decisions, in addition to the existence of centralization-based bureaucracy which places the delegation and employees' empowerment to a moderate degree. While the results are inconsistent with the study of Al Shalfan (2012) which concluded that the employees are empowered to participate in building the future vision of the organization. Also, the results are inconsistent with the study of Hosain (2012) which showed that the workers participate to a high degree, in building the vision and strategic plan in the university. From the researcher's point of view, PFBS must strive to empower employees, encourage them to express opinions, and ask questions, in addition to participating in building the vision and goals of the organization. This would develop a sense of responsibility and then attaining organizational goals.

**Table (4.6): Distribution of the study participants according to their perceptions about create systems to capture and share learning domain**

	<b>Create systems to capture and share learning domain</b>	<b>Strongly disagree n(%)</b>	<b>Disagree n(%)</b>	<b>Moderately agree n(%)</b>	<b>Agree n(%)</b>	<b>Strongly agree n(%)</b>	<b>Mean<sup>£</sup></b>	<b>SD</b>	<b>Weighted mean</b>	<b>Rank</b>
1.	The organization uses the mutual communications, such as taking suggestions and using electronic billboards	3(2.3)	27(20.9)	46(35.7)	44(34.1)	9(7)	3.22	0.94	64.40	1
2.	The organization maintains updated data about the skills of its employees	3(2.3)	29(22.5)	56(43.4)	34(26.4)	7(5.4)	3.10	0.89	62.00	2
3.	The organization has systems to measure the gap between current performance and expected performance	15(11.6)	28(21.7)	62(48.1)	20(15.5)	4(3.1)	2.77	0.96	55.40	8
4.	learned from its experiences to all employees	5(3.9)	27(20.9)	64(49.6)	30(23.3)	3(2.3)	2.99	0.83	59.80	4
5.	The organization enables employees to access the required information quickly and easily	3(2.3)	36(27.9)	53(41.1)	32(24.8)	5(3.9)	3.00	0.88	60.00	3
6.	The organization evaluate the time and resources spent on training	5(4)	47(36.4)	39(30.2)	35(27.1)	3(2.3)	2.88	0.94	57.60	6
7.	The organization encourages employees to take development initiatives	5(3.8)	41(31.8)	50(38.8)	29(22.5)	4(3.1)	2.89	0.90	57.80	5
8.	The organization gives the employees open options to accomplish work tasks	6(4.6)	42(32.6)	49(38)	27(20.9)	5(3.9)	2.87	0.93	57.40	7
<b>Total</b>							<b>2.97</b>	<b>0.70</b>	<b>59.40</b>	

SD: standard deviation; & <sup>£</sup> maximum score of mean = 5.

The distribution of the participants according to their perceptions about create systems to capture and share the learning domain are presented in table 4.6. When the healthcare provider asks about their estimation regarding creating systems to capture and share learning domain, they showed that the total weighted mean for creating systems to capture and share learning domain were 59.4%. According to the results, the highest paragraph was

number (1) "*The organization uses the mutual communications, such as taking suggestions and using electronic billboards*" with a weighted mean 64.4%, followed by the paragraph number (2) "*The organization maintains updated data about the skills of its employees*" with weighted mean 62.0%. This indicates a moderate agreement from participants on these two items. The results are consistent with Al Arfag (2011), Al Shalfan (2012), and Abo Modalala (2014) who indicated that there are different instruments have been used between management and employees to exchange the information. In my opinion, this could be due to that PFBS holds meetings and workshops with their employees continuously with aim of exchange information that helps in developing the work.

While the lowest paragraph number was (3) "*The organization has systems to measure the gap between current performance and expected performance*" with a weighted-mean of 55.4% followed by the paragraph number (8) "*The organization gives the employees open options to accomplish work tasks*" with weighted mean 57.4%. From the researcher's point of view, this means that the PFBS needs to strive for the presence of clear performance measurement systems to identify the skills and capabilities of workers regularly. The results are consistent with the study of Al Banna (2012) which confirmed that the school management is not too concerned to create systems to capture knowledge to enhance the learning process. While the results are inconsistent with the study of Al Shareefy et al. (2012) which confirms that the university uses communications continuously. Also, the university adopts systems to measure the gap between current performance and expected performance.

In general, the results of (create systems to capture and share learning domain) indicate that there is a moderate agreement from participants (59.40%) on this domain. From the researcher's point of view, this means PFBS is not sufficiently concerned with knowledge-sharing and performance measurement systems. Thus, the organization needs to pay more attention to this dimension in order to be able to measure the gap between the current and expected performance and also share developmental knowledge. This result is consistent with the study of Al Telbany (2011) which indicated the absence of this dimension in Al Shifa hospital in the Gaza strip. While the result is inconsistent with the study of Al Arfag (2011) which confirmed that the university uses different types of communication channels.

**Table (4.7): Distribution of the study participants according to their perceptions about connecting the organization to its environment domain**

	<b>Connect the organization to its environment domain</b>	<b>Strongly disagree n (%)</b>	<b>Disagree n (%)</b>	<b>Moderately agree n (%)</b>	<b>Agree n (%)</b>	<b>Strongly agree n (%)</b>	<b>Mean<sup>£</sup></b>	<b>SD</b>	<b>Weighted mean</b>	<b>Rank</b>
1.	The organization urges employees to exchange experiences with other organizations.	8 (6.2)	43 (33.3)	54 (41.9)	19 (14.7)	5 (3.9)	2.77	0.91	55.40	5
2.	The organization cooperates with external organizations and arranges visits to them continuously in order to exchange experiences and benefits.	8 (6.2)	44 (34.1)	51 (39.5)	21 (16.3)	5 (3.9)	2.78	0.93	55.60	4
3.	The organization works with the principle of holistic thinking to face the work problems.	3 (2.4)	47 (36.4)	52 (40.3)	24 (18.6)	3 (2.3)	2.82	0.84	56.40	2
4.	The organization cooperates with local organizations to encourage the employees to search for what serves the work.	3 (2.3)	48 (37.2)	49 (38)	26 (20.2)	3 (2.3)	2.83	0.86	56.60	1
5.	The organization searches the external environment to know the current work requirements	8 (6.1)	40 (31)	54 (41.9)	25 (19.4)	2 (1.6)	2.79	0.88	55.80	3
6.	The organization is interested in knowing the impact of its decisions on employee morale.	19 (14.7)	43 (33.3)	44 (34.1)	17 (13.2)	6 (4.7)	2.60	1.04	52.00	7
7.	The organization is creating new services and marketing methods in order to continue in the competition.	17 (13.2)	41 (31.8)	39 (30.2)	28 (21.7)	4 (3.1)	2.70	1.05	54.00	6
8.	The organization helps its employees to balance work and family requirements.	23 (17.7)	54 (41.9)	30 (23.3)	18 (14)	4 (3.1)	2.43	1.04	48.60	8
<b>Total</b>							<b>2.75</b>	<b>0.73</b>	<b>55.00</b>	

\* $P \leq 0.05$ : Significant,  $P > 0.05$ : Not significant; SD: standard deviation; & £ maximum score of mean = 5.



Distribution of the participants according to their perceptions about connecting the organization to its environment domain are presented in table 4.7. When the healthcare provider asks about their estimation regarding connecting the organization to its environment domain, they showed that the total weighted mean for connecting the organization to its environment domain was 55.0%. According to the results, the highest paragraph was number (4) "*The organization cooperates with local organizations to encourage the employees to search for what serves the work*" with a weighted-mean 56.6%, followed by the paragraph number (3) "*The organization works with the principle of holistic thinking to face the work problems*" with weighted mean 56.4%. The results are consistent with the study of Al Banna (2012) who indicated that school management doesn't realize the benefit from collaboration with other parts. While the results are inconsistent with the study of Abo Modalala (2014) who revealed that item (4) "The organization cooperates with local organizations to encourage the employees to search for what serves the work" is available to a high degree according to the participants. In my opinion, PFBS should realize the importance of cooperation with other organizations to exchange experiences, gain knowledge, and increase benefits.

While the lowest paragraph number was (8) "*The organization helps its employees to balance between work and family requirements*" with a weighted-mean 48.6% followed by the paragraph number (6) "*The organization is interested in knowing the impact of its decisions on employee's morale*" with weighted mean 52.0%. This indicates a low degree of agreement from participants on these two items. From the researcher's point of view, this is attributed to the unstable financial situation of the PFBS, same as other NGOs who suffer the economic consequences of the prolonged blockade in addition to the volatile political conditions. (Abuiyada, & Abdulkarim, 2016). This also means that the organization does not pay the proper focus on employees' morale and emotions. These results are consistent with the study of Hosain (2012) who showed that university management is keen to implement regulations and decisions as to the priority without enough attention to the personal needs of the employees. While the results are inconsistent with Al Shalfan (2012) who concluded that the impact of decisions on employee morale is taken into account, to a moderate degree. In general, from the researcher's point of view, PFBS needs more to realize the importance of sharing knowledge, experiences, with other organizations to the benefit of the organization. This result is consistent with the study of Al Banna (2012) which showed that school management doesn't realize the benefits of cooperating with other similar institutions. It also aligns with the study of Al viagra (2010)

which found the least agreement from participants on the domain of “connecting the organization to its environment”. On the other side, the study is inconsistent with the study of Abo Hashish (2011) which asserted the importance of corporation with external organizations to develop the university.

**Table (4.8): Distribution of the study participants according to their perceptions about strategic leadership domain**

No	Strategic leadership domain	Strongly disagree n(%)	Disagree n(%)	Moderately agree n(%)	Agree n(%)	Strongly agree n(%)	Mean <sup>£</sup>	SD	Weighted mean	Rank
1.	Leaders support employees' requests for learning and training opportunities.	10 (7.7)	35 (27.1)	34 (26.4)	45 (34.9)	5 (3.9)	3.00	1.05	60.00	1
2.	Leaders share information about competitors, their trends, and strategies with their employees.	12 (9.3)	31 (24)	56 (43.4)	29 (22.5)	1 (0.8)	2.81	0.92	56.20	4
3.	Leaders encourage empowerment of employees to help implementation the vision of organization.	12 (9.3)	31 (24)	51 (39.5)	34 (26.4)	1 (0.8)	2.85	0.94	57.00	3
4.	Leaders develop and guide employees during the work.	7 (5.4)	38 (29.5)	51 (39.5)	27 (20.9)	6 (4.7)	2.90	0.95	58.00	2
5.	Leaders are constantly looking for what could improve learning opportunities and improve employees' potential.	13 (10)	39 (30.2)	45 (34.9)	30 (23.3)	2 (1.6)	2.76	0.97	55.20	6
6.	Leaders make sure that their strategic decisions align with the organization's values.	15 (11.6)	38 (29.5)	43 (33.3)	28 (21.7)	5 (3.9)	2.77	1.04	55.40	5
<b>Total</b>							<b>2.85</b>	<b>0.79</b>	<b>57.00</b>	

\* $P \leq 0.05$ : Significant,  $P > 0.05$ : Not significant; SD: standard deviation; & £ maximum score of mean=5.

The distribution of the participants according to their perceptions about the strategic leadership domain are presented in table 4.8. When the healthcare provider asks about their estimation regarding the strategic leadership domain, they showed that the total weighted mean for the strategic leadership domain was 57%. According to the results, the highest paragraph was number (1) "Leaders support employees requests for learning and training opportunities" with a weighted mean of 60%, followed by paragraph number (4) "Leaders

*develop and guide employees during the work*" with weighted mean 58%. The results about item (1) are consistent with the study of Husain (2012) who showed that the managers realize the importance of learning and work development for employees. While the results are inconsistent with the study of Al Arfag (2012) who showed that the managers don't seek to introduce the new information for their employees. While the lowest paragraph number was (5) "*Leaders are constantly looking for what could improve learning opportunities and improve employees' potential*" with a weighted-mean of 55.2% followed by the paragraph number (6) "*Leaders make sure that their strategic decisions align with the organization's values*" with weighted mean 55.4%. From the researcher's point of view, this could be due to that the managers of PFBS tend to bureaucracy and centralization in decision making. These results are similar to the study of Al Arfag (2011) who showed that university management does not follow clear practices of knowledge sharing with its employees. While the results are contrary to the findings of Al Shalfan (2012) study which showed that the managers of Saudi Bank manage to share the information on their competitors with their employees, to a moderate degree. From the researcher's point of view, PFBS does not pay sufficient attention to developing the learning organization. This means the organization's managers need to pay more attention to enhance organizational learning, and thus employees become aware of their level of performance with clear guidance to improve the overall organizational performance. Furthermore, PFBS should follow developing-practices to expand the knowledge of the employees and upgrade the capacity of the staff by enhancing their skills for continued growth. This result is consistent with the study of Al Telbany (2011) which showed the lack of this existence of such dimension in AL Shifa hospital in the Gaza strip. While, the result is inconsistent with the study of Abo Hashish (2011) who confirmed that managers realize the importance of continuous learning and development of the employees.

### **4.3 Descriptive statistic of organizational survival domains**

This study was subjected to 3 domains to measure organizational survival dimensions. This domain was about employee empowerment (authority delegation, participation in decision-making, work environment, and building trust domains), innovation (individual level & organizational level), and adaptability (creating change (change capability) and customer focus). The below tables present the opinion of study participants about organizational survival dimensions.

### 4.3.1 Descriptive statistic of employee empowerment domains

**Table (4.9): Distribution of the study participants according to their perceptions about authority delegation domain**

	<b>Authority delegation domain</b>	<b>Strongly disagree n(%)</b>	<b>Disagree n(%)</b>	<b>Moderately agree n(%)</b>	<b>Agree n(%)</b>	<b>Strongly agree n(%)</b>	<b>Mean<sup>£</sup></b>	<b>SD</b>	<b>Weighted mean</b>	<b>Rank</b>
1.	The management trusts in my ability to perform the tasks assigned to me.	4(3.1)	6(4.7)	52(40.3)	55(42.6)	12(9.3)	3.50	0.85	70.00	2
2.	My leaders give me the necessary powers During the delegation period.	3(2.3)	7(5.4)	41(31.8)	68(52.7)	10(7.8)	3.58	0.81	71.60	1
3.	The organization gives me the flexibility to perform my duties.	5(3.9)	13(10)	46(35.7)	56(43.4)	9(7)	3.40	0.91	68.00	3
4.	My job provides me the opportunity to make decisions independently.	4(3.1)	25(19.4)	55(42.6)	39(30.2)	6(4.7)	3.14	0.89	62.80	4
5.	Management prioritizes my opinion in discussing issues of my work.	5(3.9)	30(23.2)	61(47.3)	23(17.8)	10(7.8)	3.02	0.94	60.40	5
6.	I have the freedom to make decisions about my work.	9(7)	29(22.4)	49(38)	36(27.9)	6(4.7)	3.01	0.99	60.20	6
<b>Total</b>							<b>3.28</b>	<b>0.73</b>	<b>65.60</b>	

SD: standard deviation; & <sup>£</sup> maximum score of mean = 5.

The distribution of the participants according to their perceptions about the authority delegation domain are presented in table 4.2. When the healthcare provider asks about their estimation regarding the authority delegation domain, they showed that the total weighted mean for the Authority delegation domain was 65.6%. According to the results, the highest paragraph was number (2) "*My leaders give me the necessary powers during the delegation period*" with a weighted-mean of 71.6%, followed by paragraph number (1) "*The management trusts in my ability to perform the tasks assigned to me*" with weighted mean 70%. While the lowest paragraph number was (6) "*I have the freedom to make decisions about my work*" with a weighted-mean 60.2% followed by the paragraph number (5) "*Management prioritizes my opinion in discussing issues of my work*" with weighted mean 60.4%. In general, the results of (authority delegation domain) indicate that there is a moderate agreement from participants of 65.60%. From the researcher's point of view, PFBS employees have the desire to work within a team dominated by a spirit of risk, the ability to persuade, and the ability to develop multiple alternatives. However, the participants still don't have a complete delegation at the workplace. In addition, PFBS has the desire to reach solutions to urgent problems, try new ideas, and dispose of opinion imposition policies. These results are consistent with the study of Bo Salem (2010) who showed the presence of the dimension (authority delegation and autonomy) in a moderate degree (medium), meaning that the participants do not have complete authority in choosing the options. The results are consistent also with the study of Mohamadia, O (2016) who showed that the delegation of authority according to participants was (medium), and this dimension needs more attention by officials in the Jordan Tourism Board, in terms of working to expand the scope of authority. On the contrary, the results are inconsistent with the study of Rady (2010), who showed a low degree of delegating sufficient powers according to participants, independence in decision-making, as well as their feeling that the manager is exercising powers despite the delegation.

**Table (4.10): Distribution of the study participants according to their perceptions about participation in decision-making items domain**

	<b>D2.2 Participation in decision- making domain</b>	<b>Strongly disagree n(%)</b>	<b>Disagree n(%)</b>	<b>Moderately agree n(%)</b>	<b>Agree n(%)</b>	<b>Strongly agree n(%)</b>	<b>Mean</b>	<b>SD</b>	<b>Weighted mean</b>	<b>Rank</b>
1.	participate in solving some problems in the organization within the limit of my work.	9(7)	18(13.9)	48(37.2)	49(38)	9(7)	3.18	0.96	63.60	3
2.	participate in a positive role to improve work within the organization.	6(4.7)	15(11.5)	46(35.7)	58(45)	6(4.7)	3.30	0.89	66.00	1
3.	I practice some authorities in the organization to achieve its goals.	4(3.1)	27(20.9)	54(41.9)	35(27.1)	4(3.1)	3.14	0.93	62.80	4
4.	I feel I effective and influential in my organization.	6(4.7)	36(27.8)	26(20.2)	47(36.4)	6(4.7)	3.21	1.11	64.20	2
5.	The organization provide me opportunity to participate in decision-making.	11(8.5)	53(41.1)	32(24.8)	31(24)	11(8.5)	2.69	0.98	53.80	9
6.	I can influence decisions about my work.	2(1.6)	48(37.2)	35(27.1)	39(30.2)	2(1.6)	2.98	0.95	59.60	5
7.	I participate in solve the problems about my work.	4(3.1)	48(37.2)	37(28.7)	35(27.1)	4(3.1)	2.91	0.96	58.20	6
8.	I have an impact about developments and changes that take place in my work.	9(7)	41(31.8)	41(31.8)	35(27.1)	9(7)	2.86	0.97	57.20	7
9.	The work environment provides me participation in the decision-making process.	6(4.7)	52(40.3)	44(34.1)	24(18.6)	6(4.7)	2.74	0.90	54.80	8
	<b>Total</b>						<b>3.00</b>	<b>0.73</b>	<b>60.00</b>	

SD: standard deviation; & £ maximum score of mean = 5.

The distribution of the participants according to their perceptions about Participation in the decision-making domain are presented in table 4.10. When the healthcare provider asks about their estimation regarding Participation in the decision-making domain, they showed that the total weighted mean for participation in the decision-making domain was 60%. According to the results, the highest paragraph was number (2) "*I participate in a positive role to improve work within the organization*" with a weighted-mean 66%, followed by paragraph number (4) "*I feel I effective and influential in my organization*" with weighted mean 64.2%. While the lowest paragraph number was (5) "*The organization provide me opportunity to participate in decision-making*" with a weighted-mean of 53.8% followed by the paragraph number (9) "*The work environment provides my participation in the decision-making process*" with weighted mean 54.8%. In general, the results of (participation in the decision-making domain) indicate that there is a moderate agreement from participants (60%) on the domain. From the researcher's point of view, PFBS needs to pay more attention to improve the participation of employees in the decision-making process. The results are consistent with the study of Rajey (2015) who showed that the study participants are not involved enough in decisions making, and they are not consulted about the level of performance during the courses and workshops. In addition, the management consults them in lower management decisions only. While the results are inconsistent with the study of Mohamadia (2016) who showed that the results of the participant's opinions regarding participation in decision-making" was (high), which indicates that the level of participation in decision-making by the Jordan Tourism Board was good, and this level must be maintained and strengthened.

**Table (4.11): Distribution of the study participants according to their perceptions about work environment domain**

	Work environment domain	Strongly disagree n(%)	Disagree n(%)	Moderately agree n(%)	Agree n(%)	Strongly agree n(%)	Mean <sup>£</sup>	SD	Weighted mean	Rank
1.	There is an organizational climate helps me complete my work perfectly.	6(4.7)	39(30.2)	39(30.2)	40(31)	5(3.9)	2.99	0.98	59.80	4
2.	The organization enables the employees to demonstrate their capabilities and competence.	6(4.6)	38(29.5)	56(43.4)	25(19.4)	4(3.1)	2.87	0.89	57.40	6
3.	Management allows me to present new ideas in order to development.	8(6.2)	35(27.1)	52(40.3)	28(21.7)	6(4.7)	2.91	0.96	58.20	5
4.	The management provides me with opportunities for training and developing job skills.	9(7)	48(37.2)	44(34.1)	27(20.9)	1(0.8)	2.71	0.90	54.20	8
5.	The organization encourages teamwork in facing organizational problems.	10(7.7)	40(31)	46(35.7)	31(24)	2(1.6)	2.81	0.94	56.20	7
6.	I practice high value activities during my work.	5(3.9)	35(27.1)	48(37.2)	37(28.7)	4(3.1)	3.00	0.92	60.00	3
7.	I have a full understanding of the work objectives and tasks.	9(7)	31(24)	35(27.1)	46(35.7)	8(6.2)	3.10	1.06	62.00	1
8.	My work environment allows me to perform various tasks.	6(4.7)	32(24.8)	47(36.4)	43(33.3)	1(0.8)	3.01	0.90	60.20	2
	<b>Total</b>						<b>2.93</b>	<b>0.71</b>	<b>58.60</b>	

SD: standard deviation; & <sup>£</sup> maximum score of mean = 5.



The distribution of the participants according to their perceptions about Work environment domain are presented in table 4.11. When the healthcare provider asks about their estimation regarding Work environment domain, they showed that the total weighted mean for Work environment domain was 58.6%. According to the results, the highest paragraph was number (7) "*I have a full understanding of the work objectives and tasks*" with a weighted-mean 62%, followed by the paragraph number (8) "*My work environment allows me to perform various tasks*" with weighted mean 60.2%. While the lowest paragraph number was (4) "*The management provides me with opportunities for training and developing job skills*" with a weighted-mean of 54.2% followed by the paragraph number (5) "*The organization encourages teamwork in facing organizational problems*" with weighted mean 56.2%. In general, the results of (Work environment domain) indicate a moderate agreement from participants (58.6%) on this domain. From the researcher's point of view, PFBS should pay greater attention to ensuring a conducive organizational atmosphere that helps the employees handle their duties perfectly with a full understanding of specific work objectives and tasks. Moreover, PFBS management should provide opportunities for training and developing job skills. These results are consistent with the study of Nassar (2016) who showed that there is a medium to the low level of work environment domains in Palestinian universities. The results concluded that Palestinian universities need to pay more attention and development to guarantee a good work environment with a suitable atmosphere that contributes to achieving the goals of the universities. While, the results are inconsistent with the study of Nassar (2013) who concluded the availability of work environment domains in the Education Department of the UNRWA, the Ministry of Education, and Government Education with a medium degree.

**Table (4.12): Distribution of the study participants according to their perceptions about building trust domain**

	<b>Building trust domain</b>	<b>Strongly disagree n(%)</b>	<b>Disagree n(%)</b>	<b>Moderately agree n(%)</b>	<b>Agree n(%)</b>	<b>Strongly agree n(%)</b>	<b>Mean<sup>£</sup></b>	<b>SD</b>	<b>Weighted mean</b>	<b>Rank</b>
1.	The management takes into account the feelings, requests and excuses of the employees.	35(27.1)	52(40.3)	16(12.4)	21(16.3)	5(3.9)	2.29	1.15	45.80	8
2.	Managers in the organization behave fairly and cooperatively.	11(8.5)	24(18.6)	59(45.7)	29(22.5)	6(4.7)	2.96	0.97	59.20	5
3.	I can clearly identify what high level management expects of me and what I expect from them.	12(9.3)	22(17.1)	67(51.9)	25(19.4)	3(2.3)	2.88	0.91	57.60	6
4.	The organization management seeks to restore and preserve employees' rights.	21(16.3)	44(34.1)	37(28.7)	23(17.8)	4(3.1)	2.57	1.06	51.40	7
5.	I feel completely confident in the skills and ethics of my direct boss.	7(5.3)	22(17.1)	41(31.8)	50(38.8)	9(7)	3.25	1.00	65.00	2
6.	If I do mistakes, my direct boss is willing to forgive and forget.	5(3.9)	28(21.7)	60(46.5)	32(24.8)	4(3.1)	3.02	0.87	60.40	4
7.	I can rely on my co-workers because they have diverse skills and experiences.	6(4.7)	24(18.6)	35(27.1)	60(46.5)	4(3.1)	3.25	0.95	65.00	2
8.	There is climate of understanding and support between me and my coworkers	3(2.3)	16(12.4)	33(25.6)	66(51.2)	11(8.5)	3.51	0.90	70.20	1
	<b>Total</b>						<b>2.97</b>	<b>0.68</b>	<b>59.40</b>	

SD: standard deviation; & <sup>£</sup> maximum score of mean = 5.

The distribution of the participants according to their perceptions about Building trust domain is illustrated in table 4.12. When the healthcare provider asks about their estimation regarding building trust domain, they showed that the total weighted mean for Building trust domain was 59.4%. According to the results, the highest paragraph was number (8) "*There is climate of understanding and support between me and my coworkers*" with weighted mean 70.2%, followed by the paragraph number (5) "*I feel completely confident in the skills and ethics of my direct boss*" with weighted mean 65%. While the lowest paragraph number was (1) "*The management takes into account the*

*feelings, requests and excuses of the employees*" with weighted mean 45.8% followed by the paragraph number (4) *"The organization management seeks to restore and preserve employees' rights"* with weighted mean 51.4%. In general, the results of (Building trust domain) indicate a moderate agreement from participants (59.4%) on this domain. From the researcher's point of view, the management of PFBS needs to pay more attention towards strengthening this dimension by taking into account the particularities of the employees (feelings, needs, excuses, etc.), and behave fairly and cooperatively with the employees, in addition to protecting and preserving employees' rights. The results about (Building trust domain) are consistent with the study of Mohamadia (2016) who indicated that the opinions of the participants on (Building trust domain) were low to medium. This result indicates the need for more attention to promote trust-building and work to deepen and strengthen building trust among workers at all management levels in the Jordanian Tourism Promotion Authority. So, this would require the development of strategic plans that contribute to the strengthening and development of trust-building. In addition, the study by Al Karem (2016) & Al Bakkar (2012) showed that building trust domain was low to medium and need more attention. While, the results are inconsistent with the study of Zaied (2018) who showed that the level of building trust domain were high according to study participants. The results indicated that the managements seek to develop and change, and strive to improve employee performance. Also, the management realizes the importance of building trust in strengthen relationships. In addition, the study of Abo Eda (2017) & Banat (2016) indicated that building trust domain was high according to the study participants.

### 4.3.2 Descriptive statistic of innovation domains

**Table (4.13): Distribution of the study participants according to their perceptions about individual level domain**

	<b>Individual level domain</b>	<b>Strongly disagree n(%)</b>	<b>Disagree n(%)</b>	<b>Moderately agree n(%)</b>	<b>Agree n(%)</b>	<b>Strongly agree n(%)</b>	<b>Mean<sup>‡</sup></b>	<b>SD</b>	<b>Weighted mean</b>	<b>Rank</b>
1.	Autonomy in the work is encouraged here.	3(2.4)	57(44.2)	39(30.2)	27(20.9)	3(2.3)	2.77	0.89	55.40	6
2.	We actively seek new approaches.	4(3.1)	56(43.4)	32(24.8)	36(27.9)	1(0.8)	2.80	0.91	56.00	4
3.	The employee has ability to collect and analyze data and information related to problems before making a decision.	6(4.6)	46(35.7)	45(34.9)	31(24)	1(0.8)	2.81	0.88	56.20	3
4.	Taking initiative is encouraged here.	5(3.9)	56(43.4)	41(31.8)	24(18.6)	3(2.3)	2.72	0.89	54.40	9
5.	There are possibilities for personal development here.	6(4.6)	50(38.8)	45(34.9)	23(17.8)	5(3.9)	2.78	0.93	55.60	5
6.	We have stimulating work tasks.	6(4.6)	52(40.3)	44(34.1)	25(19.4)	2(1.6)	2.73	0.88	54.60	7
7.	Everyone's opinions are welcome here.	11(8.4)	46(35.7)	42(32.6)	28(21.7)	2(1.6)	2.72	0.95	54.40	9
8.	New ideas are taken care of.	3(2.3)	33(25.6)	58(45)	32(24.8)	3(2.3)	2.99	0.83	59.80	2
9.	New ideas are often shared here.	5(3.8)	30(23.3)	54(41.9)	39(30.2)	1(0.8)	3.01	0.85	60.20	1
10.	There is time for reflection in the work.	10(7.7)	45(34.9)	47(36.4)	26(20.2)	1(0.8)	2.71	0.90	54.20	11
11.	Tasks are assigned with regard to the individual's skills.	9(7)	47(36.4)	44(34.1)	28(21.7)	1(0.8)	2.73	0.91	54.60	7
12.	Everyone has the opportunity to influence decisions that are made within the organization.	13(10.1)	51(39.5)	55(42.6)	8(6.2)	2(1.6)	2.50	0.82	50.00	13
13.	The organization introduces new policies in terms of recruitment, rewards, and incentives.	16(12.4)	59(45.7)	35(27.1)	14(10.9)	5(3.9)	2.48	0.98	49.60	14
14.	New ways of thinking are encouraged at work.	12(9.3)	55(42.6)	46(35.7)	16(12.4)	0(0.0)	2.51	0.83	50.20	12
<b>Total</b>							<b>2.73</b>	<b>0.62</b>	<b>54.60</b>	

SD: standard deviation; & <sup>‡</sup> maximum score of mean = 5.

Distribution of the participants' perception according to their perceptions about the individual level domain are presented in table 4.13. When the healthcare provider asks about their estimation regarding the individual level domain, they showed that the total weighted mean for individual-level domain was 54.6%. According to the results, the highest paragraph was number (9) "*New ideas are often shared here*" with weighted mean 60.2%, followed by the paragraph number (8) "*New ideas are taken care of*" with weighted mean 59.8%. While the lowest paragraph number was (13) "*The organization introduce new policies in terms of recruitment, rewards, and incentives*" with weighted mean of 49.6% followed by the paragraph number (12) "*Everyone has the opportunity to influence decisions that are made within the organization*" with weighted mean of 50.0%. In general, the results of (Individual-level domain) indicate that there is a moderate agreement from participants (54.6%) on this domain. From the researcher's point of view, these results could be due to that PFBS does not take into consideration the need for introducing new ideas to the work. For instance, the need for introducing new policies in recruitment, rewards, and incentives. In addition, the management of PFBS needs to support and help their employees and allow them to share and influence decisions that can contribute to trust-building and making the employees introduce new ideas. This aligns with the study of Chuesset, & Namara (2014), who showed that managers can negatively and positively influence organizational innovation by the influencing innovation potential of employees whether working as a group or individually.

The results are consistent with the study of Sabbah (2017) who showed that the company does not pay enough attention to the human resources who can produce advanced products. It mostly cares about customers, and competitors, and what they need to fulfill their desires. While the results are inconsistent with the study of Bobaa (2012) who indicated that the organization is adopting a policy in recruitment, providing incentives, and allocating programs to improve and develop its services to increase the loyalty of its customers. It also has measures to help effective communication and exchange of knowledge between employees.

**Table (4.14): Distribution of the study participants according to their perceptions about organizational level domain**

	Organizational level domain	Strongly disagree n(%)	Disagree n(%)	Moderately agree n(%)	Agree n(%)	Strongly agree n(%)	Mean <sup>‡</sup>	SD	Weighted mean	Rank
1.	Our organization offers guidance and support.	8(6.2)	34(26.4)	56(43.4)	28(21.7)	3(2.3)	2.88	0.90	57.60	1
2.	Our organization is mainly governed by goals rather than by rules and routines.	13(10.1)	39(30.1)	49(38)	26(20.2)	2(1.6)	2.73	0.95	54.60	4
3.	The organization conduct fundamental changes in organizational structures.	11(8.5)	45(34.9)	48(37.2)	21(16.3)	4(3.1)	2.71	0.95	54.20	6
4.	The organization provides additional innovative services compared to competitors.	15(11.6)	51(39.5)	45(34.9)	12(9.3)	6(4.7)	2.56	0.98	51.20	14
5.	The organization takes policies and procedures to develop services and marketing position.	15(11.5)	49(38)	41(31.8)	22(17.1)	2(1.6)	2.59	0.96	51.80	12
6.	The organization resorts to external agencies(consulting and research centers) to determine the future directions of customers.	13(10)	56(43.4)	45(34.9)	13(10.1)	2(1.6)	2.50	0.87	50.00	15
7.	The organization make changes in the design and delivery of services in line with modern technologies.	15(11.6)	56(43.4)	32(24.8)	21(16.3)	5(3.9)	2.57	1.02	51.40	13
8.	The organization seeks to provide free offers in order to increase the number of subscribers to its services.	12(9.2)	50(38.8)	45(34.9)	18(14)	4(3.1)	2.63	0.94	52.60	9
9.	The organization takes measures help to activate communication and exchange of knowledge between employees.	8(6.2)	43(33.3)	56(43.4)	16(12.4)	6(4.7)	2.76	0.92	55.20	3
10.	The organization takes risks in decisions with the aim of development and creativity.	9(7)	49(38)	50(38.8)	18(13.9)	3(2.3)	2.67	0.89	53.40	7
11.	There is enough time to bring new ideas in work.	10(7.7)	32(24.8)	65(50.4)	18(14)	4(3.1)	2.80	0.89	56.00	2
12.	physical resources are available to develop new ideas.	16(12.4)	35(27.1)	64(49.6)	9(7)	5(3.9)	2.63	0.93	52.60	9
13.	The organization allocates programs to improve and develop services to increase the loyalty of its customers.	7(5.5)	51(39.5)	47(36.4)	19(14.7)	5(3.9)	2.72	0.92	54.40	5
14.	The organization conducts a new way to build, modify, and improve its services process.	8(6.2)	55(42.6)	39(30.2)	25(19.4)	2(1.6)	2.67	0.91	53.40	7
15.	Top management considers innovation as the responsibility of everyone in the organization.	7(5.4)	61(47.3)	34(26.4)	27(20.9)	0(0)	2.63	0.88	52.60	9
	Total						2.67	0.67	53.40	

SD: standard deviation; & <sup>‡</sup> maximum score of mean = 5.

Distribution of the participants' perception according to their perceptions about the organizational level domain are presented in table 4.14. When the healthcare provider asks about their estimation regarding the organizational level domain, they showed that the total weighted mean for the organizational level domain was 53.4%. According to the results, the highest paragraph was number (1) "*Our organization offers guidance and support*" with weighted mean 57.6%, followed by the paragraph number (11) "*There is enough time to bring new ideas in work*" with weighted mean 56%. While the lowest paragraph number was (6) "*The organization resorts to external agencies (consulting and research centers) to determine the future directions of customers*" with weighted mean 50% followed by the paragraph number (4) "*The organization provides additional innovative services compared to competitors*" with weighted mean 51.2%. From researcher's point of view, this means that PFBS needs more attention to enhance the concept of organizational level innovation by following certain steps like adopting additional innovative services, guidance, and support to their employees. In addition, they should be more open to external agencies (consulting and research centers) to determine the future directions of customers. In general, the results of (organizational level domain) indicate that there is a low agreement from participants (53.4%) on this domain. These results are inconsistent with the study of Bobaa (2012) who indicated that the opinions of participants on organizational innovation are positive, indicating the agreement of the participants on the importance of organizational innovation and its contribution to the continued development it in the world of competition.

### 4.3.3 Descriptive statistic of adaptability domains

**Table (4.15): Distribution of the study participants according to their perceptions about Creating change (Change capability) domain**

	Creating change(Change capability) domain	Strongly disagree n(%)	Disagree n(%)	Moderately agree n(%)	Agree n(%)	Strongly agree n(%)	Mean <sup>£</sup>	SD	Weighted mean	Rank
1.	The way things are done is very flexible and easy to change.	4(3.1)	60(46.5)	35(27.1)	24(18.6)	6(4.7)	2.75	0.95	55.00	4
2.	We respond well to competitors and other changes in the business environment	5(3.9)	59(45.7)	36(27.9)	26(20.2)	3(2.3)	2.71	0.91	54.20	5
3.	The organization consider change as it opens opportunities for growth and increasing profits in our organization.	10(7.7)	45(34.9)	37(28.7)	33(25.6)	4(3.1)	2.81	1.01	56.20	3
4.	Attempts to create change are usually meet with resistance	10(7.8)	43(33.3)	27(20.9)	45(34.9)	4(3.1)	2.92	1.06	58.40	1
5.	Different parts of the organization often cooperate to create change.	10(7.8)	39(30.2)	36(27.9)	44(34.1)	129(0)	2.88	0.97	57.60	2
6.	The organization has scenarios to prepare for change.	18(14)	57(44.1)	38(29.5)	13(10.1)	3(2.3)	2.43	0.93	48.60	10
7.	The organization management able to make decisions quickly when work conditions changed.	14(10.8)	56(43.4)	33(25.6)	24(18.6)	2(1.6)	2.57	0.97	51.40	7
8.	The organization conducted a survey of the work environment to reduce the threats it faces.	11(8.5)	61(47.3)	40(31)	15(11.6)	2(1.6)	2.50	0.87	50.00	9
9.	The organization deploy its resources to respond to the opportunities.	13(10.1)	46(35.6)	46(35.7)	21(16.3)	3(2.3)	2.65	0.95	53.00	6
10.	The organization owns activities to collect information about the external environment.	21(16.3)	48(37.2)	36(27.9)	21(16.3)	3(2.3)	2.51	1.02	50.20	8
<b>Total</b>							<b>2.67</b>	<b>0.68</b>	<b>53.40</b>	

SD: standard deviation; & <sup>£</sup> maximum score of mean = 5.

Distribution of the participants' perception according to their perceptions' about creating change (change capability) domain are presented in table 4.15. When the healthcare provider asks about their estimation regarding creating change (change capability) domain, they showed that the total weighted mean for creating change (change capability) domain were 53.4%. According to the results, the highest paragraph was number (4) "Attempts to create change are usually meet with resistance" with weighted mean 58.4%, followed by



the paragraph number (5) "Different parts of the organization often cooperate to create change" with weighted mean 57.6%. While the lowest paragraph number was (6) "The organization has scenarios to prepare for change" with weighted mean 48.6% followed by the paragraph number (8) "The organization surveyed the work environment to reduce the threats it faces" with weighted mean 50%. From the researcher's point of view, this means that PFBS needs to pay more attention to improve this dimension through multiple certain steps like flexibility, effective response to competitors, and other changes in the business environment, and also to consider change as opportune for growth and increasing profits. This entails adopting scenarios to prepare for the change. These results are inconsistent with the study of Nesbit (2014) who concluded a high degree of agreement from participants on "change capacity" which was clearly existed in employees' beliefs and attitudes, as they say, that "change is a fact of life". Participants indicated that they have a strong desire to make changes that can benefit their customers. These results are inconsistent with study of Yaghy (2017) which concluded that the management analyzes the internal environment in order to identify the strengths and weaknesses to capture present or future advantages and benefits.

**Table (4.16): Distribution of the study participants according to their perceptions about customer focus domain**

	Customer focus domain	Strongly disagree n(%)	Disagree n(%)	Moderately agree n(%)	Agree n(%)	Strongly agree n(%)	Mean <sup>£</sup>	SD	Weighted mean	Rank
1.	Customer comments and recommendations often lead to changes.	3(2.3)	24(18.6)	32(24.8)	68(52.7)	2(1.6)	3.33	0.88	66.60	1
2.	Customer input directly influences our decisions.	4(3.1)	24(18.6)	40(31)	56(43.4)	5(3.9)	3.26	0.91	65.20	2
3.	All members have a deep understanding of customer wants and needs.	6(4.7)	10(7.8)	59(45.6)	52(40.3)	2(1.6)	3.26	0.82	65.20	2
4.	The interests of the customer are often get ignored in our changes.	2(1.6)	49(38)	50(38.8)	25(19.3)	3(2.3)	2.83	0.84	56.60	7
5.	The organization encourage direct contact among customers and employees.	2(1.5)	18(14)	56(43.4)	50(38.8)	3(2.3)	3.26	0.79	65.20	2
6.	The organization responds quickly to developments in customer requests and suggestions.	6(4.7)	27(20.8)	65(50.4)	29(22.5)	2(1.6)	2.95	0.83	59.00	5
7.	The organization management conducts a survey of the environment in order to identify the needs of customers.	11(8.4)	40(31)	42(32.6)	34(26.4)	2(1.6)	2.81	0.97	56.20	8
8.	The organization encourages employees to interact and communicate with customers.	10(7.8)	37(28.6)	44(34.1)	34(26.4)	4(3.1)	2.88	0.99	57.60	6
<b>Total</b>							<b>3.07</b>	<b>0.61</b>	<b>61.40</b>	

SD: standard deviation; & <sup>£</sup> maximum score of mean = 5.

Distribution of the participants' perception according to their perceptions about customer focus domain are presented in table 4.16. When the healthcare provider asks about their estimation regarding customer focus domain, they showed that the total weighted mean for customer focus domain was 61.4%. According to the results, the highest paragraph was the number (1) "*Customer comments and recommendations often lead to changes*" with weighted mean 66.6%, followed by the paragraph number (2) "*Customer input directly influences our decisions*" with weighted mean 65.2% While the lowest paragraph number

was (7) "*The organization management conducts a survey of the environment to identify the needs of customers*" with weighted mean 56.2% followed by the paragraph number (4) "*The interests of the customer are often get ignored in our changes*" with weighted mean 56.6%.

In general, this could be due to that the customer comments and recommendations occasionally lead to changes in PFBS, and customer opinion sometimes can influence the organization's decisions. However, PFBS still needs to devote more efforts to improve the "customer focus domain" by responding quickly to customer requests and suggestions, and conducting a survey of the environment to identify the needs of customers. In addition, PFBS should encourage employees to interact and communicate with customers. The results are inconsistent with the study of Nesbit (2014) who indicated that overall adaptive culture in the organization pays high attention to the adaptation dimension "Focus on Customer". This inconsistent could be due to the difference in sample size, and study design.

**Table (4.17): Distribution of the study participants according to their perceptions about learning organization dimensions' domain and organizational survival domain**

No	D1 Learning organization dimensions domain	Mean <sup>£</sup>	SD	Weighted mean	t	P-value	Rank
1.	Continuous learning	3.05	0.65	61.00	0.787	0.433	4
2.	Inquiry and dialogue	3.08	0.70	61.60	1.22	0.225	2
3.	Team learning	3.13	0.68	62.60	2.113	0.037*	1
4.	Empower people toward a collective vision	3.06	0.68	61.20	0.98	0.329	3
5.	Create systems to capture and share learning	2.97	0.70	59.40	-0.566	0.573	5
6.	Connect the organization to its environment	2.75	0.73	55.00	-3.834	0.000*	7
7.	Strategic leadership	2.85	0.79	57.00	-2.184	0.031*	6
	<b>Total learning organization dimensions items</b>	<b>2.98</b>	<b>0.58</b>	<b>59.60</b>	<b>-0.438</b>	<b>0.662</b>	
	<b>Organizational survival domain</b>	<b>Mean<sup>£</sup></b>	<b>SD</b>	<b>Weighted mean</b>	<b>t</b>	<b>P-value</b>	<b>Rank</b>
1.	Authority delegation	3.28	0.73	65.60	4.282	0.000*	1
2.	Participation in decision-making	3.00	0.73	60.00	0.013	0.989	3
3.	Work environment	2.93	0.71	58.60	-1.199	0.233	5
4.	Building trust	2.97	0.68	59.40	-0.553	0.581	4
	<b>Employee empowerment</b>	<b>3.03</b>	<b>0.61</b>	<b>60.60</b>	<b>0.48</b>	<b>0.632</b>	
6.	Individual level	2.73	0.62	54.60	-4.898	0.000*	1
7.	Organizational level	2.67	0.67	53.40	-5.6	0.000*	2
	<b>Innovation</b>	<b>2.70</b>	<b>0.61</b>	<b>54.00</b>	<b>-5.612</b>	<b>0.000*</b>	
1.	Creating change (Change capability)	2.67	0.68	53.40	-5.453	0.000*	2
2.	Customer focus	3.07	0.61	61.40	1.401	0.164	1
	<b>Adaptability</b>	<b>2.85</b>	<b>0.56</b>	<b>57.00</b>	<b>-3.022</b>	<b>0.003*</b>	
	<b>Total organizational survival items</b>	<b>2.87</b>	<b>0.56</b>	<b>57.40</b>	<b>-2.714</b>	<b>0.008*</b>	
	<b>All domain questionnaire</b>	<b>2.91</b>	<b>0.54</b>	<b>58.20</b>	<b>-1.876</b>	<b>0.063</b>	

\*P≤0.05: Significant, P>0.05: Not significant; SD: standard deviation; t: one-sample t-test compares cut off value (3) & £ maximum score of mean = 5.

Table 4.17 showed the distribution of the participants' perceptions according to their responses about the total domains. When the healthcare provider asks about their estimation regarding learning organization dimensions' domain, they showed that the total weighted mean for learning organization dimensions' domain was 59.6% and not significance more than 0.05. According to the results, the highest domain was number (3) "Team learning domain" with weighted mean 62.6% and significance less than 0.05,

followed by the paragraph number (2) "*Inquiry and dialogue domain*" with weighted mean 61.6% and not significance more than 0.05. While the lowest paragraph number was (6) "*Connect the organization to its environment domain*" with weighted mean 55% and significance less than 0.05 followed by the paragraph number (7) "*Strategic leadership domain*" with weighted mean 57% and significance of less than 0.05. In general, these results could be due to that the learning organization focuses on group and team learning rather than individual learning. This happens through collective procedures adopted by top management to develop their employees which contribute to the learning of its individuals and constantly change itself. Furthermore, the learning organization is an organization that learns through its members individually and collectively to create competitive advantages by effectively handling internal and external generated change. From the researchers' point of view, PFBS needs to pay more attention to promote a learning organization approach and adopt all characteristics of the learning organization to gain the opportunity toward change and development. The results are in line with the study of Hale (2014), who argued that in the time being, we are in a significant need for an existing the learning organization approach in our organizations but unfortunately, this is a little far from the application. Also, the results are in line with the study of Deeb, & Merhej (2016) who showed that strategic leadership that supporting learning at Tishreen University is in a low degree according to participants. In addition, the results align with Al-Telbani & Al-Salem (2011), who showed that the dimensions of the learning organization (encouraging dialogue and inquiry, cooperation and team learning, group vision, share learning, and connect the organization to the external environment) does not exist in Al Shifa Medical Complexes in the Gaza strip.

Furthermore, the results align with the study of Abu Azira (2007), who showed that the level of availability of characteristics of the learning organization dimensions in the UNRWA center for the development of education in the Gaza Strip is weak at all levels. While the results conflict with the study of Al-Banna (2012), who revealed that the learning organization strategies are available in the school management practice in the Gaza Strip was in medium degree. In addition, the results are inconsistent with Murtajah (2016) who revealed that all dimensions of learning organization in AL- Azhar University-Gaza according to their employees was in medium degree. Furthermore, the results are

inconsistent with the study of Sweden (2014), which indicated that the implementation level of the learning organization approach at Al Istiqlal University in Syria was in a high degree. From the researcher's point of view, this inconsistency could be due to the differences in countries' cultures, the studied places, and the differences in the studied sample.

Organizational survival domain, the results showed the total weighted mean for learning organization dimensions' domain were 60.6% and significance less than 0.05. According to the results, the highest paragraph was number (1) "*Authority delegation domain*" with weighted mean 65.6% and significance less than 0.05, followed by the paragraph number (2) "*Participation in decision-making domain*" with weighted mean 60% and not significance more than 0.05. While the lowest paragraph number was (4) "*Building trust domain* " with weighted mean 59.4% and not significance more than 0.05 followed by the paragraph number (3) "*Work environment domain* " with weighted mean 58.6% and not significance more than 0.05. However, the weighted mean of innovation was 54.0% and significance less than 0.05 while adaptability weighted mean of innovation was 57.0% and significance less than 0.05. The total organizational survival items were 57.0% ( $P < 0.05$ ) while all domain questionnaire weight-mean were 58.2% and not significance more than 0.05. The results indicated that PFBS has a low chance of survival in the face the environmental changes. This could be due to the that the participant's opinion on dimensions of organizational survival (Employees empowerment, Innovation, Adaptability) was in low degrees. From the researchers' point of view, PFBS needs huge efforts to promote dimensions of organizational survival in the organization through improving organizational survival domain aspects. In regards to (Employees' empowerment domain), PFBS needs to adopt the authority delegation concept in the management process, involving the employees in decision-making processes, paying more efforts to improve the work environment. In addition, more attention to enhancing the culture of building trust between management and employees should be paid.

Erengwa, Nwuche, & Anyanwu (2017) indicated that employee participation is an important component of organizational survival and this is worth considering. The results are consistent with the study of Al Doeik (2018) who concluded weakness in the dimension of "Empowerment" according to the participants. This could be due to the

deterioration in the financial situation in PFBS which led to weakness in coverage of the necessary expenses for training and development courses. In regard to (Innovation domain), PFBS needs to enhance the culture of innovation at both side's individual and organizational levels. PFBS needs to introduce new ideas to work such as new policies in recruitment, rewards, and incentives in addition to supporting helping their employees. Also, the PFB should allow the employees to share and influence decisions so they can promote building trust and make the employees introduce new ideas.

Moreover, PFBS needs to pay more efforts towards improving (organizational level innovation) by introducing additional innovative services, in addition to the guidance and support to their employees. Also, the PFBS should be open to external agencies (consulting and research centers) to determine the future directions of customers. According to Ogedegbe (2011), innovation as a new concept is based on the knowledge, skills, and creativity of individuals, and organizations.

With regards to (adaptability domain), PFBS needs more concern to promote creating a changing culture in the organization, in addition to working more on increasing customer focus. PFBS should seek to be flexible, respond well to competitors and other changes in the business environment, and consider change as opportunities for growth and increasing profits. In addition to seeking scenarios to prepare for change. Also, PFBS needs to respond quickly to developments to customer requests and suggestions and surveys the environment to identify the needs of customers. In addition, they should encourage employees to interact and communicate with customers. The results are inconsistent with the study of Akhigbe, & Shedrack (2017) who indicated that any organization seeking to survive in a competitive and dynamic business environment must strive to learn to adapt to the environment in which finds itself in. Besides, the results are inconsistent with the study by Olugher, and Oke (2014) which revealed that supporting, and motivating employees are necessary for the survival and success of the organization. The motivation of employees includes management support, employee participation, work environment, job characteristics, and exist suitable reward system.

**Table (4.18): Distribution of the study participants according to their perceptions about the most important challenges that facing you during work in the organization**

	<b>Most important challenges that facing you during work in the organization</b>	<b>Mean<sup>£</sup></b>	<b>SD</b>	<b>Weighted mean</b>	<b>Rank</b>
1.	There is no employee empowerment and delegation of powers during work.	3.81	0.166	45.57	3
2.	There is no participation in decisions making during work.	4.22	0.157	39.71	5
3.	An unsuitable work environment.	3.83	0.172	45.29	4
4.	The management of the organization does not encourage innovation at the individual and organizational levels.	3.43	0.119	51.00	2
5.	Lack of adaptation and ability to change in the organization.	3.19	0.149	54.43	1
6.	There are no systems for sharing knowledge and learning in the organization.	5.05	0.167	27.86	7
7.	There is no connection between the organization and the external environment	4.47	0.201	36.14	6

SD: standard deviation

Distribution of the participants' perception according to their perceptions about the most important challenges that face you during work in the organization domain are presented in table 4. 18. When the healthcare provider asks about their estimation regarding the most important challenges faced by managers and employees in adopting the learning organization approach. They showed that the highest paragraph number was (5) "*Lack of adaptation and ability to change in the organization*" with a weighted mean of 54.43% followed by the paragraph number (4) "*The management of the organization does not encourage innovation at the individual and organizational levels*" with weighted mean 51.00%. While the lowest paragraph was number (6) "*There are no systems for sharing knowledge and learning in the organization*" with weighted mean 27.86%, followed by the paragraph number (7) "*There is no connection between the organization and external environment*" with weighted mean 36.14%.

The results mean that the most important challenges facing the participants are item number (5) "*Lack of adaptation and ability to change in the organization*", and item number (4) "*The management of the organization does not encourage innovation at the individual and organizational levels*". From the researcher's point of view, PFBS needs



more attention to improve and enhance all characteristics of the concept of innovation and adaptability in the organization. As mentioned above, the weighted mean of innovation was 54.0% and the significance is less than 0.05 which indicates low agreement from participants and thus needs improving. Also, the adaptability weight-mean was 57.0%, which indicates moderate agreement from participants and needs attention as well. Al-Rifai, Al-Shayyab Al-Rawabdeh (2013), showed that the major challenges that prevent the application of the concept of the learning organization are the following of traditional administrative patterns that resist change and the weak existence of an organizational culture that encourages learning. The study also showed the existence of challenges such as poor participation in courses and training programs and attending conferences, seminars, and workshops. According to Senge (2007), to build a learning organization, organizations must cope with these challenges: Challenges of the beginning, challenges of survival, and challenges of thinking in redesigning and the level of organization. The results of (adaptability) are inconsistent with the study of Yaghy (2017) who indicated that the degree of change management in NGOs in Palestine was high where the participants agreed that change management aims to achieve internal and external adaptability, including the transformation to an organization more capable of solving problems. In addition, there is a study conducted by Saqer (2010) indicated the availability of organizational adaptability in the Egyptian Company for contacts by adaptation with policies, rewards, and organizational goals. While, the results of (Innovation) are consistent with the study of Deeb, & Merhej (2016) who showed that the participants showed that there is a low level of organizational innovation at Tishreen University. According to Erengwa, Nwuche, & Anyanwu (2017), organizations that doesn't adopt a positive attitude toward innovation and the creation of new ideas will be far away from surviving in the market place today.

#### 4.4 Mean difference of the participants' perception in learning organization dimensions and organizational survival studied domains related to their socio-demographic data

**Table (4.19): The mean difference of the participants' perception in studied domains according to age groups**

Domains	Age (years)				F	P-value
	Mean of domains <sup>£</sup>					
	≤30	31-40	41-50	>50		
D1.1 Continuous learning	3.06	3.03	3.03	3.09	0.063	0.979
D1.2 Inquiry and dialogue	3.1	3.06	3.02	3.16	0.168	0.918
D1.3 Team learning	3.23	3.05	3.15	3.09	0.507	0.678
D1.4 Empower people toward a collective vision	3.13	2.96	3.13	3.04	0.546	0.652
D1.5 Create systems to capture and share learning	2.97	2.97	2.99	2.91	0.045	0.987
D1.6 Connect the organization to its environment	2.74	2.83	2.57	2.92	1.267	0.289
D1.7 Strategic leadership	2.93	2.84	2.81	2.78	0.198	0.898
<b>D1 Learning organization dimensions</b>	<b>3.02</b>	<b>2.96</b>	<b>2.95</b>	<b>3</b>	<b>0.092</b>	<b>0.964</b>
D2.1 Authority delegation	3.28	3.29	3.35	3.1	0.506	0.679
D2.2 Participation in decision-making	3.19	3.07	2.9	2.68	2.404	0.071
D2.3 Work environment	3.06	2.9	2.91	2.79	0.638	0.592
D2.4 Building trust	3.05	2.93	2.98	2.88	0.325	0.807
<b>D2 Employee empowerment</b>	<b>3.14</b>	<b>3.03</b>	<b>3.01</b>	<b>2.84</b>	<b>0.963</b>	<b>0.413</b>
D3.1 Individual level	2.87	2.75	2.7	2.52	1.36	0.258
D3.2 Organizational level	2.68	2.75	2.6	2.57	0.439	0.725
<b>D3 Innovation</b>	<b>2.77</b>	<b>2.75</b>	<b>2.65</b>	<b>2.54</b>	<b>0.727</b>	<b>0.538</b>
D4.1 Creating change (Change capability)	2.77	2.77	2.56	2.48	1.362	0.258
D4.2 Customer focus	2.97	3.09	3.12	3.16	0.504	0.68
<b>D4 Adaptability</b>	<b>2.86</b>	<b>2.91</b>	<b>2.81</b>	<b>2.78</b>	<b>0.336</b>	<b>0.8</b>
<b>DD2 Organizational survival</b>	<b>2.94</b>	<b>2.9</b>	<b>2.83</b>	<b>2.72</b>	<b>0.727</b>	<b>0.538</b>
<b>Total</b>	<b>2.97</b>	<b>2.92</b>	<b>2.88</b>	<b>2.83</b>	<b>0.298</b>	<b>0.827</b>

\*Significant at  $P \leq 0.05$ ,  $P > 0.05$ : Not significant; F: ANOVA test (Analysis of variance) & <sup>£</sup> maximum score of mean=5

The mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their age groups showed in table 4.19. The statistical test by using One-way ANOVA showed there is no statistically significant difference in the average of studied domains between age groups ( $P > 0.05$ ). The results are in line with the study of Murtajah (2016) who revealed that no statistically significant difference attributed to the age of study participants exists for the availability extent of the dimensions of the learning organization in AL- Azhar University- Gaza. In addition, the results are corresponding with the study of Bikmoradi, Faradmal, & Torabi, (2015), who

showed that no significant correlations for learning organization dimensions with age exist in intensive care units of teaching hospital in Hamadan, Iran.

While, the results are inconsistent with the study of Sulfan & Mohamed, (2012) who showed that there are statistically significant differences in the learning organization (strategic leadership dimension) due to the difference in the age group, in favor of the group from 20 to less than 30 years, and in favor of the group from 50 to less than 60 years, in Saudi Credit and Saving Bank in AL Riyad. The results are also inconsistent with the study Al-Rifai, Al-Shayyab, & Al-Rawabdeh (2013), who revealed that many challenges limit the applicability of learning organization in the Jordanian public sector attributed to variables of the age group, in favor of 30 years or less. This could be due to the difference in countries' cultures, studied places, and sample sizes.

**Table (4.20): Mean difference of the participants' perception in learning organization dimensions and organizational survival studied domains related to their gender**

Domains	Gender		t	P-value
	Mean of domains <sup>£</sup>			
	Male	Female		
D1.1 Continuous learning	3.10	2.94	1.284	0.202
D1.2 Inquiry and dialogue	3.15	2.93	1.703	0.091
D1.3 Team learning	3.17	3.03	1.153	0.251
D1.4 Empower people toward a collective vision	3.11	2.95	1.267	0.207
D1.5 Create systems to capture and share learning	3.03	2.84	1.424	0.157
D1.6 Connect the organization to its environment	2.82	2.62	1.471	0.144
D1.7 Strategic leadership	2.92	2.70	1.517	0.132
<b>D1 Learning organization dimensions</b>	<b>3.04</b>	<b>2.85</b>	<b>1.685</b>	<b>0.094</b>
D2.1 Authority delegation	3.35	3.11	1.789	0.076
D2.2 Participation in decision-making	3.00	3.01	-0.105	0.916
D2.3 Work environment	2.99	2.80	1.433	0.154
D2.4 Building trust	2.99	2.92	0.517	0.606
<b>D2 Employee empowerment</b>	<b>3.06</b>	<b>2.95</b>	<b>0.949</b>	<b>0.344</b>
D3.1 Individual level	2.71	2.77	-0.508	0.613
D3.2 Organizational level	2.70	2.60	0.825	0.411
<b>D3 Innovation</b>	<b>2.71</b>	<b>2.68</b>	<b>0.22</b>	<b>0.826</b>
D4.1 Creating change (Change capability)	2.70	2.61	0.698	0.486
D4.2 Customer focus	3.06	3.10	-0.268	0.789
<b>D4 Adaptability</b>	<b>2.86</b>	<b>2.83</b>	<b>0.343</b>	<b>0.732</b>
<b>DD2 Organizational survival</b>	<b>2.89</b>	<b>2.82</b>	<b>0.594</b>	<b>0.554</b>
<b>Total</b>	<b>2.95</b>	<b>2.84</b>	<b>1.082</b>	<b>0.281</b>

\*Significant at  $P \leq 0.05$ ,  $P > 0.05$ : Not significant; t: independent t test & <sup>£</sup> maximum score of mean = 5.

The mean difference of the participants' perception in learning organization dimensions and organizational survival in the studied domains related to their gender showed in table 4.20. The independent t-test showed there is no statistically significant difference between means male and female in studied domains ( $P > 0.05$ ). The results are in line with the study of Sulfan & Mohamed, (2012) who showed that there are no statistically significant differences in the learning organization dimensions attributed to gender, in Saudi Credit and Saving Bank in Riyadh. Also, the results are corresponding with the study of Bikmoradi, Faradmal, & Torabi, (2015), who showed revealed no significant correlations for learning organization dimensions with gender, in intensive care units of teaching hospital in Hamadan, Iran. The results are also consistent with the study of Murtajah (2016) who revealed no existence of statistically significant differences attributed to the gender of study participants regarding the availability extent dimensions of the learning organization in AL- Azhar University- Gaza. While, the results are corresponding with the study of Akram et al. (2013), who found a statistically significant difference existed between boys' and girls' schools on most of the learning organization dimensions' questionnaire according to Watkins and Marsick at high and low-performing high schools in Pakistan. The results are inconsistent with the study of Murtajah (2016) who revealed that there are statistically significant differences attributed to gender variables in all dimensions of the learning organization, in the favor of females. In addition, the results align with the study of Radwan et al. (2014), who indicated that there are statistically significant differences with learning organization dimensions attributed to gender, in favor of males. This inconsistent could be due to the difference in participants' ages, sample size, cultural differences in both studies.

**Table (4.21): Mean difference of the participants' perception in learning organization dimensions and organizational survival studied domains related to their marital status**

Domains	Marital status		t	P-value
	Mean of domains <sup>£</sup>			
	Married	Unmarried		
D1.1 Continuous learning	3.02	3.16	-0.931	0.353
D1.2 Inquiry and dialogue	3.08	3.05	0.193	0.848
D1.3 Team learning	3.13	3.13	-0.033	0.974
D1.4 Empower people toward a collective vision	3.03	3.21	-1.14	0.256
D1.5 Create systems to capture and share learning	2.96	3.01	-0.303	0.762
D1.6 Connect the organization to its environment	2.74	2.84	-0.611	0.542
D1.7 Strategic leadership	2.84	2.91	-0.382	0.703
<b>D1 Learning organization dimensions</b>	<b>2.96</b>	<b>3.04</b>	<b>-0.596</b>	<b>0.552</b>
D2.1 Authority delegation	3.27	3.31	-0.263	0.793
D2.2 Participation in decision-making	2.96	3.17	-1.227	0.222
D2.3 Work environment	2.91	3.00	-0.557	0.578
D2.4 Building trust	2.94	3.08	-0.852	0.396
<b>D2 Employee empowerment</b>	<b>3.00</b>	<b>3.13</b>	<b>-0.895</b>	<b>0.372</b>
D3.1 Individual level	2.70	2.88	-1.226	0.222
D3.2 Organizational level	2.64	2.80	-1.034	0.303
<b>D3 Innovation</b>	<b>2.67</b>	<b>2.84</b>	<b>-1.196</b>	<b>0.234</b>
D4.1 Creating change (Change capability)	2.63	2.89	-1.67	0.097
D4.2 Customer focus	3.08	3.07	0.034	0.973
<b>D4 Adaptability</b>	<b>2.83</b>	<b>2.97</b>	<b>-1.11</b>	<b>0.269</b>
<b>DD2 Organizational survival</b>	<b>2.84</b>	<b>2.98</b>	<b>-1.113</b>	<b>0.268</b>
<b>Total</b>	<b>2.89</b>	<b>3.01</b>	<b>-0.948</b>	<b>0.345</b>

\*Significant at  $P \leq 0.05$ ,  $P > 0.05$ : Not significant; t: independent t test & <sup>£</sup> maximum score of mean = 5.

The mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their marital status showed in table 4.21. The independent t-test showed there is no statistically significant difference in the average of studied domains between married and unmarried ( $P > 0.05$ ). The results are consistent with the study of Nazari et al. (2012), which found that there are no statistically significant differences in the learning organization dimension attributed to marital status according to participants in Technical and Vocational Colleges in Iran. The results are in line with the study of Sweden (2014), Bikmoradi, Faradmali, & Torabi (2015), and Akram et al. (2013), who indicated there are no statistically significant differences in the learning organization dimensions attributed to marital status.

**Table (4.24): Mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their income**

Domains	Income (NIS) Mean of domains <sup>£</sup>				F	P-value
	1450 or less	1451 - 2500	2501- 3000	More than 3000		
D1.1 Continuous learning	2.99	3.18	2.97	3.13	0.589	0.623
D1.2 Inquiry and dialogue	3.02	3.18	3.26	3.08	0.578	0.631
D1.3 Team learning	3.09	3.14	2.89	3.32	1.297	0.278
D1.4 Empower people toward a collective vision	2.99	3.07	2.95	3.28	1.346	0.262
D1.5 Create systems to capture and share learning	2.93	3.00	3.04	3.00	0.153	0.928
D1.6 Connect the organization to its environment	2.75	2.85	2.86	2.67	0.288	0.834
D1.7 Strategic leadership	2.80	2.79	2.76	3.04	0.677	0.568
<b>D1 Learning organization dimensions</b>	<b>2.93</b>	<b>3.03</b>	<b>2.96</b>	<b>3.07</b>	<b>0.430</b>	<b>0.732</b>
D2.1 Authority delegation	3.22	3.26	3.36	3.38	0.373	0.772
D2.2 Participation in decision-making	3.04	3.18	3.19	2.71	2.187	0.093
D2.3 Work environment	2.97	2.97	2.90	2.80	0.385	0.764
D2.4 Building trust	2.93	3.10	3.04	2.95	0.320	0.811
<b>D2 Employee empowerment</b>	<b>3.03</b>	<b>3.12</b>	<b>3.11</b>	<b>2.93</b>	<b>0.454</b>	<b>0.715</b>
D3.1 Individual level	2.80	2.72	2.73	2.56	1.038	0.378
D3.2 Organizational level	2.66	2.71	2.65	2.67	0.031	0.993
<b>D3 Innovation</b>	<b>2.73</b>	<b>2.72</b>	<b>2.69</b>	<b>2.62</b>	<b>0.237</b>	<b>0.870</b>
D4.1 Creating change (Change capability)	2.72	2.77	2.88	2.41	2.013	0.116
D4.2 Customer focus	3.02	3.08	3.04	3.22	0.715	0.545
<b>D4 Adaptability</b>	<b>2.85</b>	<b>2.91</b>	<b>2.95</b>	<b>2.77</b>	<b>0.382</b>	<b>0.766</b>
<b>DD2 Organizational survival</b>	<b>2.88</b>	<b>2.92</b>	<b>2.92</b>	<b>2.78</b>	<b>0.341</b>	<b>0.796</b>
<b>Total</b>	<b>2.90</b>	<b>2.97</b>	<b>2.93</b>	<b>2.89</b>	<b>0.083</b>	<b>0.969</b>

\*Significant at  $P \leq 0.05$ ,  $P > 0.05$ : Not significant; F: ANOVA test (Analysis of variance) & <sup>£</sup> maximum score of mean = 5

The mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their income groups showed in table 4.23. The statistical test by using One-way ANOVA showed there is no statistically significant difference in the mean of studied domains between income groups ( $P > 0.05$ ). These results are consistent with studies of Murtajah (2016), Sulfan & Mohamed, (2012), Al-Rifai, Al-Shayyab, & Al-Rawabdeh (2013), and Bikmoradi, Faradmal, & Torabi, (2015) who showed that there are no statistically significant differences attributed to learning organization dimensions with income.

**Table (4.25): The mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their education level**

Domains	Education levels Mean of domains <sup>£</sup>				F	P-value
	Diploma	Bachelor	Master	Ph.D. & Board		
D1.1 Continuous learning	3.00	2.99	3.15	3.23	0.732	0.535
D1.2 Inquiry and dialogue	3.05	3.02	3.17	3.21	0.399	0.754
D1.3 Team learning	3.05	3.15	3.16	3.24	0.358	0.784
D1.4 Empower people toward a collective vision	2.92	3.04	3.27	3.26	1.773	0.156
D1.5 Create systems to capture and share learning	2.92	2.97	2.91	3.21	0.646	0.587
D1.6 Connect the organization to its environment	2.71	2.79	2.70	2.85	0.207	0.892
D1.7 Strategic leadership	2.76	2.82	3.14	2.79	1.238	0.299
<b>D1 Learning organization dimensions</b>	<b>2.91</b>	<b>2.97</b>	<b>3.06</b>	<b>3.12</b>	<b>0.604</b>	<b>0.613</b>
D2.1 Authority delegation	3.18	3.26	3.47	3.35	0.839	0.475
D2.2 Participation in decision-making	2.82	3.26	2.90	2.85	3.409	0.020*
D2.3 Work environment	2.85	3.03	2.94	2.78	0.715	0.545
D2.4 Building trust	2.82	3.11	2.96	2.98	1.529	0.210
<b>D2 Employee empowerment</b>	<b>2.90</b>	<b>3.16</b>	<b>3.04</b>	<b>2.96</b>	<b>1.558</b>	<b>0.203</b>
D3.1 Individual level	2.69	2.83	2.66	2.62	0.727	0.538
D3.2 Organizational level	2.58	2.76	2.68	2.62	0.586	0.625
<b>D3 Innovation</b>	<b>2.64</b>	<b>2.80</b>	<b>2.67</b>	<b>2.62</b>	<b>0.672</b>	<b>0.571</b>
D4.1 Creating change (Change capability)	2.63	2.83	2.44	2.64	1.862	0.140
D4.2 Customer focus	2.89	3.21	3.05	3.30	2.977	0.034*
<b>D4 Adaptability</b>	<b>2.74</b>	<b>3.00</b>	<b>2.71</b>	<b>2.93</b>	<b>2.325</b>	<b>0.078</b>
<b>DD2 Organizational survival</b>	<b>2.77</b>	<b>2.99</b>	<b>2.83</b>	<b>2.83</b>	<b>1.318</b>	<b>0.271</b>
<b>Total</b>	<b>2.82</b>	<b>2.98</b>	<b>2.92</b>	<b>2.94</b>	<b>0.664</b>	<b>0.576</b>
<b>Post-Hoc test</b>						
Domains	Education level	F	P-value	Post-Hoc P-value		
D2.2 Participation in decision-making	Diploma <sup>a</sup>	3.409	0.020*	0.003 <sup>a vs b</sup>		
	Bachelor <sup>b</sup>			0.055 <sup>b vs c</sup>		
	Master <sup>c</sup>			0.652 <sup>a vs c</sup>		
	Ph.D. & Board <sup>d</sup>			0.071 <sup>b vs d</sup>		
	Total			0.881 <sup>a vs d</sup>		
D4.2 Customer focus	Diploma <sup>a</sup>	2.977	0.034*	0.312 <sup>b vs c</sup>		
	Bachelor <sup>b</sup>			0.618 <sup>b vs d</sup>		
	Master <sup>c</sup>			0.283 <sup>a vs c</sup>		
	Ph.D. & Board <sup>d</sup>			0.028 <sup>a vs d</sup>		
	Total			0.235 <sup>c vs d</sup>		

\*Significant at  $P \leq 0.05$ ,  $P > 0.05$ : Not significant; N: number of the subjects; SD: standard deviation; F: ANOVA test (Analysis of variance) & <sup>£</sup> maximum score of mean = 5.

The mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their education level groups showed in table 4.25. The statistical test by using One-way ANOVA showed that there is a statistically significant difference between education level in means score of participation in decision-making domain ( $F = 3.409$ ,  $P = 0.029$ ) and customer focus domain ( $F = 2.977$ ,  $P = 0.034$ ). Post Hoc (LSD) test was illustrated that the mean of was lower statistically significant in the score of participation in decision-making domain for bachelor degree compared to diploma degree ( $P=0.003$ ). The results are consistent with studies of Murtajah

(2016), Sulfan & Mohamed, (2012), Al-Rifai, Al-Shayyab, & Al-Rawabdeh (2013), and Bikmoradi, Faradmal, & Torabi, (2015) who showed that there are no statistically significant differences attributed to learning organization dimensions with education level. The results are inconsistent with the study of Tseng (2010) who showed that there are significant differences in learning organization dimensions' implementation attributed to participants with a doctorate, master, two-year college, senior high school, and junior high school degrees. On the other hand, the results showed that there is a significant relationship between education level and organizational survival dimensions (participation in decision-making in the employee empowerment domain) in favor of bachelor degrees. From the researcher's point of view, this could be due to that the employees who have bachelor's degrees have a good education level, management background, and good level of work experience. This qualifies them to participate in making decisions together with managers. The results are consistent with the study of Mohamadia, O. (2016) who showed that the results of the participant's opinions on " participation in decision-making" were (high), which indicates that the level of participation in decision-making by the Jordan Tourism Board was good. While, the results conflict with the study of Rajey, O. (2015) who showed that the study participants are not involved in making decisions, and they are not consulted on the level of performance during the courses and workshops while the management consults them in lower management decisions only.

Regarding customer focus domains, the results showed that the mean was lower statistically significant in diploma degree compared to a bachelor degree ( $P = 0.010$ ) and Ph.D. & Board degree ( $P=0.028$ ) while there is no statistically significant difference between means in others education level. In contrast, the results showed there are no statistically significant difference between means in other studied domains ( $P>0.05$ ). The results showed that there is a significant relationship between education level and organizational survival dimensions (customer focus in the innovation domain), in favor of diploma degree. From the researcher's point of view, this could be due to that the employees who have diploma degree are still young and active, free from high responsibilities. Thus, they are more patients and also seek to prove themselves by good listening to customer's opinions.



**Table (4.26): The mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their number of years of service in the organization**

Domains	The number of years of service in the institution Mean of domains <sup>£</sup>				F	P-value		
	≤5	6-10	11-15	>15				
D1.1 Continuous learning	3.12	2.95	3.05	3.05	0.338	0.798		
D1.2 Inquiry and dialogue	3.20	3.05	2.97	3.05	0.603	0.614		
D1.3 Team learning	3.27	3.11	3.14	2.98	1.056	0.370		
D1.4 Empower people toward a collective vision	3.15	3.03	3.06	2.98	0.361	0.782		
D1.5 Create systems to capture and share learning	3.12	2.96	2.85	2.90	0.944	0.421		
D1.6 Connect the organization to its environment	2.95	2.68	2.51	2.82	2.288	0.082		
D1.7 Strategic leadership	3.05	2.86	2.75	2.72	1.250	0.295		
<b>D1 Learning organization dimensions</b>	<b>3.11</b>	<b>2.94</b>	<b>2.91</b>	<b>2.93</b>	<b>0.887</b>	<b>0.450</b>		
D2.1 Authority delegation	3.33	3.44	3.13	3.20	1.069	0.365		
D2.2 Participation in decision-making	3.26	3.03	2.86	2.82	2.967	0.051		
D2.3 Work environment	3.19	3.00	2.68	2.80	3.656	0.014*		
D2.4 Building trust	3.13	2.94	2.82	2.95	1.170	0.324		
<b>D2 Employee empowerment</b>	<b>3.22</b>	<b>3.08</b>	<b>2.85</b>	<b>2.92</b>	<b>2.493</b>	<b>0.063</b>		
D3.1 Individual level	2.98	2.75	2.53	2.63	3.529	0.017*		
D3.2 Organizational level	2.85	2.64	2.58	2.58	1.299	0.278		
<b>D3 Innovation</b>	<b>2.91</b>	<b>2.69</b>	<b>2.55</b>	<b>2.60</b>	<b>2.435</b>	<b>0.068</b>		
D4.1 Creating change (Change capability)	2.88	2.64	2.62	2.54	1.666	0.178		
D4.2 Customer focus	3.18	2.96	3.04	3.09	0.718	0.543		
<b>D4 Adaptability</b>	<b>3.01</b>	<b>2.78</b>	<b>2.81</b>	<b>2.78</b>	<b>1.386</b>	<b>0.250</b>		
<b>DD2 Organizational survival</b>	<b>3.06</b>	<b>2.87</b>	<b>2.73</b>	<b>2.77</b>	<b>2.376</b>	<b>0.073</b>		
<b>Total</b>	<b>3.08</b>	<b>2.90</b>	<b>2.80</b>	<b>2.84</b>	<b>1.807</b>	<b>0.149</b>		
<b>Post-Hoc test</b>								
Domains	Years in service	N	Mean <sup>£</sup>	SD	F	P-value	Post-Hoc P-value	
D2.3 Work environment	≤5 <sup>a</sup>	36	3.19	0.77	3.656	0.014*	0.277 <sup>a vs b</sup>	0.067 <sup>b vs c</sup>
	6-10 <sup>b</sup>	29	3.00	0.67			0.003 <sup>a vs c</sup>	0.236 <sup>b vs d</sup>
	11-15 <sup>c</sup>	30	2.68	0.61			0.018 <sup>a vs d</sup>	0.476 <sup>c vs d</sup>
	>15 <sup>d</sup>	34	2.80	0.66				
	Total	129	2.93	0.71				
D3.1 Individual level	≤5	36	2.98	0.72	3.529	0.017*	0.132 <sup>a vs b</sup>	0.159 <sup>b vs c</sup>
	6-10	29	2.75	0.59			0.003 <sup>a vs c</sup>	0.405 <sup>b vs d</sup>
	11-15	30	2.53	0.43			0.015 <sup>a vs d</sup>	0.531 <sup>c vs d</sup>
	>15	34	2.63	0.61				
	Total	129	2.73	0.62				

\*Significant at  $P \leq 0.05$ ,  $P > 0.05$ : Not significant; N: number of the subjects; SD: standard deviation; F: ANOVA test (Analysis of variance) & <sup>£</sup> maximum score of mean = 5.

The mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their number of years of service in the organization groups showed in table 4.26. The statistical test by using one-way ANOVA

showed that there is a statistically significant difference between the number of years of service in the organization in means score of participants' perceptions in the work environment ( $F = 3.656$ ,  $P = 0.014$ ) and individual level ( $F = 3.529$ ,  $P = 0.017$ ). Post Hoc (LSD) test was showed that the mean was higher statistically significant in work environment domains for less than 5 years compared to 11-15 years ( $P=0.003$ ) and more than 15 years' group ( $P=0.018$ ). The results showed that the mean of individual-level domains was lower statistically significant in individual-level domains compared to 11-15 years ( $P=0.003$ ) and more than 15-year group ( $P=0.015$ ). While there is no statistically significant difference between means in other numbers of years of service in the organization. In contrast, the results showed there is no statistically significant difference between means in other studied domains regarding the number of years of service in the institution groups ( $P>0.05$ ). The results showed that there is no relationship between learning organization and the number of years of services in the organization. The results are consistent with the study of Bikmoradi, Faradmal, & Torabi, (2015), Akram et al. (2013), and Jeong (2007), who indicated that there are no statistically significant differences for learning organization dimensions attributed to the number of years of service. While, the results are inconsistent with the study of Al-Rifai, Al-Shayyab, & Al-Rawabdeh (2013), and Sweden (2014), who indicated that there are statistically significant differences for learning organization dimensions attributed to the number of years of service. On the other hand, the results showed that there is a statistically significant relationship between a number of years of service and organizational survival dimensions (work environment in the employee empowerment domain) in favor of fewer than 5 years. The results are in line with the study of Sweden (2014), who indicated that there is a statistically significant difference in the domain (personal empowerment) in favor of fewer than three years of experience. From researcher's point of view, this could be due to the that PFBS is NGO where the work pressure is limited, on the contrary of public governmental hospitals. The results also showed that there is a statistically significant relationship between the number of years of service and organizational survival dimensions (individual-level in innovation domain). From researcher's point of view, the employees who have years of service less than 5 are more active, and capable to developed and innovate because they are relatively new employees and need to prove themselves in the organization.

**Table (4.27): The mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their specialization**

Domains	Specialization (Mean of domains <sup>‡</sup> )							F	P-value
	Nurse	Doctor	X-Ray Technician	Lab. Technician	Technical OR	Administrative	Pharmacist		
D1.1 Continuous learning	2.92	3.17	2.58	3.5	3.31	2.71	3.22	1.972	0.075
D1.2 Inquiry and dialogue	2.96	3.17	2.68	3.48	3.27	2.87	3.18	1.39	0.224
D1.3 Team learning	3.08	3.23	2.57	3.45	3.36	2.83	3.12	1.758	0.113
D1.4 Empower people toward a collective vision	2.87	3.23	2.78	3.34	3.48	2.72	3.22	1.873	0.091
D1.5 Create systems to capture and share learning	2.86	3.02	2.59	3.17	3.14	2.84	3.27	0.927	0.478
D1.6 Connect the organization to its environment	2.62	2.74	2.54	3.07	2.73	2.85	3.05	0.795	0.575
D1.7 Strategic leadership	2.67	2.99	2.79	3.4	3.21	2.54	2.71	2.117	0.056
<b>D1 Learning organization dimensions</b>	<b>2.85</b>	<b>3.08</b>	<b>2.63</b>	<b>3.34</b>	<b>3.21</b>	<b>2.76</b>	<b>3.12</b>	<b>2.078</b>	<b>0.061</b>
D2.1 Authority delegation	3.14	3.41	3.21	3.33	3.5	3.06	3.4	0.918	0.485
D2.2 Participation in decision-making	2.97	2.88	2.72	3.43	3.07	3.17	3.08	0.987	0.437
D2.3 Work environment	2.89	2.9	2.75	3.2	3.14	2.76	3.22	0.786	0.583
D2.4 Building trust	2.82	3.01	3.06	3.41	2.98	2.83	3.23	1.229	0.296
<b>D2 Employee empowerment</b>	<b>2.94</b>	<b>3.02</b>	<b>2.91</b>	<b>3.35</b>	<b>3.15</b>	<b>2.96</b>	<b>3.22</b>	<b>0.723</b>	<b>0.632</b>
D3.1 Individual level	2.69	2.68	2.7	3.29	2.75	2.62	2.89	1.38	0.228
D3.2 Organizational level	2.52	2.7	2.48	3.21	2.98	2.52	2.81	1.795	0.106
<b>D3 Innovation</b>	<b>2.60</b>	<b>2.69</b>	<b>2.59</b>	<b>3.25</b>	<b>2.87</b>	<b>2.57</b>	<b>2.85</b>	<b>1.646</b>	<b>0.14</b>
D4.1 Creating change (Change capability)	2.63	2.62	2.38	3.08	2.79	2.61	2.98	0.998	0.43
D4.2 Customer focus	3.10	3.16	2.13	2.94	3.27	2.95	3.2	2.317	0.037*
<b>D4 Adaptability</b>	<b>2.84</b>	<b>2.86</b>	<b>2.26</b>	<b>3.01</b>	<b>3</b>	<b>2.76</b>	<b>3.08</b>	<b>1.285</b>	<b>0.269</b>
<b>DD2 Organizational survival</b>	<b>2.79</b>	<b>2.86</b>	<b>2.64</b>	<b>3.23</b>	<b>3.01</b>	<b>2.77</b>	<b>3.05</b>	<b>1.113</b>	<b>0.359</b>
<b>Total</b>	<b>2.81</b>	<b>2.95</b>	<b>2.64</b>	<b>3.28</b>	<b>3.09</b>	<b>2.77</b>	<b>3.08</b>	<b>1.533</b>	<b>0.173</b>
<b>Post-Hoc test for Customer focus domains</b>									
Specialization	N	Mean <sup>‡</sup>	SD	F	P-value	Post-Hoc P-value			
<b>Nurse<sup>a</sup></b>	37	3.10	0.52	2.3 17	0.037*	0.644 <sup>a vs b</sup>	0.635 <sup>b vs e</sup>	0.947 <sup>d vs f</sup>	
<b>Doctor<sup>b</sup></b>	45	3.16	0.54			0.002 <sup>a vs c</sup>	0.206 <sup>b vs f</sup>	0.367 <sup>d vs g</sup>	
<b>X-Ray Technician<sup>c</sup></b>	4	2.13	0.91			0.485 <sup>a vs d</sup>	0.843 <sup>b vs g</sup>	0.210 <sup>e vs f</sup>	
<b>Laboratory Technician<sup>d</sup></b>	8	2.94	0.41			0.465 <sup>a vs e</sup>	0.026 <sup>c vs d</sup>	0.832 <sup>e vs g</sup>	
<b>Technical operations<sup>e</sup></b>	8	3.27	0.79			0.387 <sup>a vs f</sup>	0.002 <sup>c vs e</sup>	0.316 <sup>f vs g</sup>	
<b>Administrative staff<sup>f</sup></b>	19	2.95	0.78			0.647 <sup>a vs g</sup>	0.011 <sup>c vs f</sup>		
<b>Pharmacist<sup>g</sup></b>	8	3.20	0.25			0.001 <sup>b vs c</sup>	0.003 <sup>c vs g</sup>		
<b>Total</b>	129	3.07	0.61			0.329 <sup>b vs d</sup>	0.266 <sup>d vs e</sup>		

\*Significant at P≤0.05, P>0.05: Not significant; N: number of the subjects; SD: standard deviation; F: ANOVA test (Analysis of variance) & <sup>‡</sup> maximum score of mean = 5.

The mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to their specialization showed in table 4.27. The statistical test by using one-way ANOVA showed there is no statistically significant difference in the mean of studied domains between specialization ( $P > 0.05$ ). The statistical test by using one-way ANOVA showed that there is a statistically significant difference between the specialization in means score of participants' perceptions in the customer focus ( $F = 2.317$ ,  $P = 0.037$ ) and Post Hoc (LSD) test showed in Table 4.27. In contrast, the results showed there is no statistically significant difference between means in other studied domains regarding specialization ( $P > 0.05$ ). The results showed there are no statistically significant differences in learning organization dimensions with specialization. The results are in line with studies of Sweden (2014), Akram et al. (2013), Nazari et al. (2012), and Tseng (2010), who indicated that there are no statistically significant differences in learning organization dimensions attributed to specialization. While, the results conflict with the study of Jeong (2007), who revealed that there is a relationship between the adoption of the learning organization and the organizational commitment of nurse managers. The managers of nurses can employ the principles of learning organizations to promote organizational effectiveness.

**Table (4.28): Mean difference of the participants' perception in learning organization dimensions and organizational survival studied domains related to received training courses in specialization.**

Domains	Received training courses in Specialization (Mean of domains <sup>£</sup> )		t	P-value
	Yes	No		
D1.1 Continuous learning	3.03	3.06	-0.263	0.793
D1.2 Inquiry and dialogue	3.12	3.04	0.673	0.502
D1.3 Team learning	3.10	3.15	-0.439	0.661
D1.4 Empower people toward a collective vision	3.03	3.08	-0.407	0.685
D1.5 Create systems to capture and share learning	3.04	2.91	1.022	0.309
D1.6 Connect the organization to its environment	2.93	2.63	2.386	0.019*
D1.7 Strategic leadership	2.88	2.82	0.414	0.68
<b>D1 Learning organization dimensions</b>	<b>3.01</b>	<b>2.95</b>	<b>0.583</b>	<b>0.561</b>
D2.1 Authority delegation	3.29	3.26	0.196	0.845
D2.2 Participation in decision-making	3.17	2.88	2.348	0.020*
D2.3 Work environment	3.03	2.85	1.402	0.163
D2.4 Building trust	3.11	2.87	2.045	0.043*
<b>D2 Employee empowerment</b>	<b>3.14</b>	<b>2.94</b>	<b>1.857</b>	<b>0.066</b>
D3.1 Individual level	2.91	2.61	2.769	0.006*
D3.2 Organizational level	2.82	2.56	2.199	0.030*
<b>D3 Innovation</b>	<b>2.86</b>	<b>2.58</b>	<b>2.626</b>	<b>0.010*</b>
D4.1 Creating change (Change capability)	2.89	2.52	3.153	0.002*
D4.2 Customer focus	3.16	3.02	1.323	0.188
<b>D4 Adaptability</b>	<b>3.01</b>	<b>2.74</b>	<b>2.778</b>	<b>0.006*</b>
<b>DD2 Organizational survival</b>	<b>3.01</b>	<b>2.76</b>	<b>2.544</b>	<b>0.012*</b>
<b>Total</b>	<b>3.01</b>	<b>2.84</b>	<b>1.772</b>	<b>0.079</b>

\*Significant at  $P \leq 0.05$ ,  $P > 0.05$ : Not significant; t: independent t-test & <sup>£</sup> maximum score of mean = 5.

The mean difference of the participants' perception in learning organization dimensions and organizational survival domains related to the organization they have a continuing education department showed in table 4.28. The independent t-test showed there are higher statistically significant in the average of connecting the organization to its environment domain, participation in decision-making domain, building trust domain, individual-level domain, innovation domain, creating change (change capability) domain, adaptability domain, and organizational survival domains between who received training courses in specialization compared to who haven't ( $P < 0.05$ ) while there is no statistically significant difference in the average of others studied domains between who received training courses

in specialization compared to who haven't among study participants ( $P > 0.05$ ). These results mean that socio-demographic characteristics help in creating at least one of the dimensions of the learning organization. Likewise, these results are in line with the study of Al Dowik, M (2018) who showed there is a relationship between learning organization (connect the organization to its environment domain) and who received training courses in the specialization. The results are also in line with studies of Al Ghamedy, R. (2016), and Al-Ayafey (2014) which found statistically significant differences in favor of who received training courses in implementing the learning organization dimensions. From the researcher's point of view, this could be due to the awareness and knowledge of the individuals who have received the training courses. Thus, they can learn the skills and activities that the organization needs to transform into a learning organization. In addition, they can perfectly know the dimensions of the learning organization more clearly than those who did not attend the training courses. While, the results conflict with the studies of Sweden (2014), Akram et al. (2013), Nazari et al. (2012), and Tseng (2010), who showed that there is no relationship between learning organization dimensions and received training courses in the specialization. On the other hand, the results in a table (4.28) showed that there is a relationship between organization survival dimensions (Employee empowerment, Innovation, and Adaptability domains) and those who received training courses in the specialization, compared to those who haven't. The results are consistent with the study of Sanni, H. (2016) who concluded that continuous education and up-to-date research can make the employees more innovative to gain a competitive advantage over competing firms and such as increasing chances of survival. From the researcher's point of view, this could be attributed to the improved skills and knowledge of those who received the training courses which supported their quick-learning and adaptability and thus, they have more capability to be innovative and adaptive. This could be due to those who received training courses became more aware, understanding, and experience in their specializations. Thus, they have more capability to be innovative and adaptive. According to Ogedegbe (2011), innovation as a new concept is based on the knowledge, skills, and creativity of individuals, and organizations. In addition, improving-activities like course training can increase employee empowerment. According to Olugher, R., and Oke, M. (2014), supporting and motivating employees is necessary for the survival and success of the organization. The motivation of employees includes management support, employee participation, training, work environment, job characteristics, and the existence of a suitable reward system.

#### 4.5 The correlation between domains

**Table (4.31): Correlation between the total score of learning organization dimensions & Organizational survival**

Domains	Learning organization dimensions	
	r	P-value
<b>Organizational survival</b>	0.825	0.000 <sup>*</sup>
<b>1. Employee empowerment</b>	0.763	0.000 <sup>*</sup>
1. Authority delegation	0.666	0.000 <sup>*</sup>
2. Participation in decision-making	0.561	0.000 <sup>*</sup>
3. Work environment	0.692	0.000 <sup>*</sup>
4. Building trust	0.728	0.000 <sup>*</sup>
<b>2. Innovation</b>	0.812	0.000 <sup>*</sup>
1. Individual level	0.714	0.000 <sup>*</sup>
2. Organizational level	0.806	0.000 <sup>*</sup>
<b>3. Adaptability</b>	0.713	0.000 <sup>*</sup>
3. Creating change (Change capability)	0.666	0.000 <sup>*</sup>
4. Customer focus	0.538	0.000 <sup>*</sup>

\*P≤0.05: \_Significant, P>0.05: Not significant & r: Pearson Correlation coefficient

Table 4.31 showed the correlation between organizational survival domain and learning organization dimensions. Pearson correlation that showed learning organization dimensions were positive significant correlation with that showed as total organizational survival domain (r = 0.825, P < 0.001), employee empowerment (r = 0.763, P < 0.001), authority delegation (r = 0.666, P < 0.001), participation in decision-making (r = 0.561, P < 0.001), work environment (r = 0.692, P < 0.001), building trust (r = 0.728, P < 0.001), Innovation (r = 0.812, P < 0.001), individual level (r = 0.714, P < 0.001), organizational level (r = 0.806, P < 0.001), adaptability (r = 0.713, P < 0.001), creating change (change capability) (r = 0.666, P < 0.001) and customer focus (r = 0.538, P < 0.001).

The results showed there is a positive correlation between learning organization dimensions and total organizational survival domains (employee empowerment, innovation, adaptability). The results are consistent with the study of Al-Shamrani et al. (2014) who showed that there is a direct relationship between adoption of the learning organization dimensions and employee empowerment. Also, according to a study

conducted by Kasasbeh et al. (2009), there is a relationship between empowerment culture and building a learning organization. In addition, the study of Asgari, Taleghani, & Fard (2013), who showed that there is a strong positive relationship between employees' empowerment and being a learning organization. From the researcher's point of view, when employees are empowered, they will be motivated and strive towards adding skills, increasing abilities, and expanding knowledge so they can fulfill their duties well. This ultimately will contribute to organizational development and survival.

Also, the results found a relationship between the learning organization dimension and innovation. These results are consistent with the study of Deeb & Bhalloul (2018), who found a relationship between the elements of the learning organization and organizational innovation at Tishreen University. Therefore, the elements of the learning organization have a contribution in achieving organizational innovation. According to Hussein et al. (2014), there is an explicit effect of learning organization culture on the performance of organizations and their innovative capabilities. This can lead to the long-run success of the organization. The learning organization provides an environment that encourages innovation and creativity and this becomes part of its culture that transmits it from one generation to another. From the researcher's point of view, PFBS should seek to create an appropriate environment to support the creative and innovative thinking of employees. In addition, the organization should work towards encouraging employees to be open to new ideas and experiences, and rewarding creative behavior. Also, the PFBS needs to provide support and encouragement to the employees for creativeness and innovation and create an encouraging environment for renewal which contribute to building a suitable environment to achieve all dimensions of the learning organization. The results in table (4.31) shows a relationship between the learning organization dimension and adaptability. These results are in line with the study of Ferincz (2016), which concluded that the learning organization approach can support managers in promoting the organizational ability to learn and change to face the internal and external challenges of environmental change. Also, the results are consistent with the study of Greve (2017), who indicated that a learning organization approach has a relationship with an adaptation of the organizations. In addition, this allows for recognizing the best behaviors in a given environment and enhances the ability to capture the environmental change and adapt to it. In the dynamic modern world, organizational survival requires flexibility, adaptability, and continuous skills acquiring



and improvement. This could be only achieved through ensuring a quick-learning organization (Ferincz, 2016).

**Table (4.32): Correlation between the total score of learning organization dimensions & Organizational survival**

Domains	Organizational survival	
	r	P-value
Learning organization dimensions	0.825	0.000*
1. Continuous learning	0.580	0.000*
2. Inquiry and dialogue	0.685	0.000*
3. Team learning	0.603	0.000*
4. Empower people toward a collective vision	0.691	0.000*
5. Create systems to capture and share learning	0.766	0.000*
6. Connect the organization to its environment	0.730	0.000*
7. Strategic leadership	0.750	0.000*

\*P≤0.05: \_Significant, P>0.05: \_Not significant & r: Pearson Correlation coefficient

Table 4.32 showed the correlation between organizational survival domain and learning organization dimensions. Pearson correlation that showed organizational survival were positive significant correlation with domain as total learning organization dimensions (r=0.825, P<0.001), continuous learning (r=0.58, P<0.001), inquiry and dialogue (r=0.685, P<0.001), team learning (r=0.603, P<0.001), empower people toward a collective vision (r=0.691, P<0.001), create systems to capture and share learning (r=0.766, P<0.001), connect the organization to its environment (r=0.73, P<0.001) and strategic leadership (r=0.75, P<0.001). As shown, there is a positive relationship between the organizational survival domain and total learning organization dimensions (continuous learning, inquiry and dialogue, team learning, empower, people toward a collective vision, create systems to capture and share learning, connect the organization to its environment, strategic leadership) which means that presence of learning organization dimensions in the organization will increase the chance of organizational survival.

The results are in line with the study of Ugwuzor (2017), who showed that the efforts devoted to ensuring organizational survival will not give the desired results if the organization does not have effective, empowered, and skilled employees with work

behaviors that serve the goals of an organization. This means that continuous learning and acquiring skills, empowering the employees as well, are very important to ensure organizational survival. In addition, the results are in line with the study of Balestrero and Udo (2013), who pointed out that an organization's survival needs a rational, research-based model to develop a business strategy that should be able to meet the necessity of customers and the market. As well as ensuring positive social and environmental impact of the organization. This means that the survival of the organization, should be supported by researches to meet the needs of the customers, and connect the organization with the external environment for enhanced competition and ensured survival. These results are supported by the study of Maughan (2009) who indicated that the leaders, who can innovate and inspire, make a great difference to the atmosphere of the work, and raise-up productivity level. Therefore, the leaders who share their goals and vision with employees empower them to actualize change and improvement in all organizational operations. This means that strategic leadership has a tremendous role in empowering employees and achieving the organization's goals.

#### **4.6 Effect of learning organization dimensions' domains on organizational survival**

**Table (4.33): Multiple linear regressions to test the effect of learning organization dimensions' domains on organizational survival**

	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>SE</b>	<b>F</b>	<b>P-value</b>
Model	0.858	0.736	0.720	0.296	47.757	0.000*

\*significant at  $P \leq 0.05$ ;  $P > 0.05$ : Not significant; R: correlation; R<sup>2</sup>: Coefficient of determination & F: ANOVA test (Analysis of variance).

**Table 4.34: Multiple linear regression model to test the effect of learning organization dimensions' domains on organizational survival**

Learning organization dimensions	B	SE	Beta	t	P-value	95% CI	
						Lower Bound	Upper Bound
1. Continuous learning	-0.104	0.070	-0.121	-1.489	0.139	-0.243	0.034
2. Inquiry and dialogue	0.183	0.064	0.230	2.855	0.005*	0.056	0.311
3. Team learning	0.022	0.061	0.027	0.366	0.715	-0.098	0.142
4. Empower people toward a collective vision	0.094	0.067	0.116	1.413	0.160	-0.038	0.227
5. Create systems to capture and share learning	0.174	0.067	0.218	2.576	0.011*	0.040	0.307
6. Connect the organization to its environment	0.192	0.054	0.250	3.522	0.001*	0.084	0.300
7. Strategic leadership	0.192	0.054	0.271	3.544	0.001*	0.085	0.300
Constant	0.669	0.141		4.736	0.000*	0.389	0.949

$P \leq 0.05$ : Significant,  $P > 0.05$ : Not significant; B: regression coefficient (slope), SE: standard errors; CI: confidence interval; t: independent t- test.

Table 4.33 and 4.34 showed multiple linear regressions to test the effect of learning organization dimensions' domains on organizational survival. Multiple linear regression was calculated to use other domains to predictors organizational survival. A significant regression equation was found ( $F=47.757$   $P < 0.001$ ) with an  $R^2$  of 0.736 and adjusted  $R^2 = 0.720$ . The domains were given significant positive effect in organizational survival among the study participants is inquiry and dialogue, create systems to capture and share learning, connect the organization to its environment and strategic leadership ( $P < 0.05$ ) but the others domains were haven't significant effect ( $P > 0.05$ ). As shown, there is a significant positive effect to at least one of the learning organization dimensions in organizational survival domains, which means that learning organization dimensions contribute to reaching organizational survival. This result is in line with the study of Gunn & Sanni

(2016) who indicated that there is a positive impact of learning organization dimensions on organizational survival. Also, the results are in line with the study Al-Shamrani et al. (2014), who indicated that there is a positive effect in a high degree for the learning organization dimensions on employee empowerment dimensions. This result is also in line with the study of Hussein et al. (2014) who pointed out that there is a positive impact of learning organization culture on the performance of the organization. From the researcher's point of view, this means that if the learning organization dimensions are suitably considered, this would promote the organization's ability towards employee empowerment and promote their motives and adaptability with changes, and hence increasing the chances for survival.

## Chapter Five

### Conclusion and Recommendations

#### 5.1 Conclusion

The study assesses the relationship between learning organization dimensions and organizational survival domains. It was concluded that there is a positive relationship between learning organization dimensions and total organizational survival domains (employee empowerment, innovation, adaptability). Also, there is a positive relationship between the organizational survival domain and total learning organization dimensions (continuous learning, inquiry and dialogue, team learning, empower, people toward a collective vision, create systems to capture and share learning, connect the organization to its environment, strategic leadership) which means that the presence of learning organization dimensions in the organization will increase the chance of organizational survival. In addition, there is a significant positive effect of learning organization dimensions (inquiry and dialogue, create systems to capture and share learning, connect the organization to its environment, and strategic leadership) on organizational survival, ( $F=47.757$ ,  $P < 0.001$ ) with an  $R^2$  of 0.736 and adjusted  $R^2 = 0.720$ . This means that the availability of learning organization dimensions contributes to organizational survival. The total learning organization dimensions are available in PFBS at a moderate level with a weight-mean of 59.6%, also, there is a moderate level for total organizational survival domains with a weight-mean of 57.40%. The result reflects there is a negative indicator, which means that the PFBS needs more attention from decision-makers to enhance the learning organization dimensions and organizational survival domains. There is a relationship between socio-demographic characteristics and learning organization and organizational survival toward (educational level, years of services, specializations, training courses). For education level, the results showed that there are statistically significant differences between education level and decision-making element (follows organizational survival domains) ( $F = 3.409$ ,  $P = 0.029$ ) and customer focus element (follows organizational survival domains) ( $F = 2.977$ ,  $P = 0.034$ ), in favor of diploma compared to other degrees. Also, for the years of services, the results showed that there are statistically significant differences between the number of years of service in the organization and the work environment ( $F = 3.656$ ,  $P = 0.014$ ) and individual level (innovation) ( $F = 3.529$ ,  $P = 0.017$ ), in favor less than 5 years compared other age groups. Also, for specializations, the results showed that there are statistically significant differences between the specialization and customer focus element (follows organizational

survival domains) ( $F = 2.317$ ,  $P = 0.037$ ), in favor of nurses compared to other specializations. Furthermore, for who received training courses in the specialization, the results showed there is higher statistical significance in the average of connecting the organization to its environment element (follows learning organization dimensions) ( $T = 2.386$ ,  $P = 0.019$ ) in favor of who received training courses compared to who haven't. Also, the results showed there are statistically significant differences in the average of all organizational survival domains ( $T = 2.544$ ,  $P = 0.012$ ) in favor of those who received training courses in specialization compared to those who haven't.

## **5.2 Recommendations**

### **5.2.1 For Patients Friends Benevolent Society**

- Adopting the learning organization to obtain diverse strategies that enhancing its survival.
- Establishing the concept of the learning organization among the administrative leaderships and all employees by introducing them characteristics and features of the learning organization.
- Implementing training programs for the organization's departments, concerned with the steps, methods, and skills that enable them to reach the learning organization to increase the chances of survival.
- Providing the opportunity for all employees of the organization for continuous learning by providing the necessary resources and facilitating administrative procedures.
- Granting the talented employee's incentives and rewards to encourage and motivate them to exert more effort to support and achieve the organization goals.
- Preparing qualified human resources capable of achieving innovation, whether in ways and methods of work or in providing new solutions to the various problems that are being faced.
- Giving the employees more freedom in choosing their work assignments, as well as inviting and encouraging them to contribute to the organization's vision.

### **5.2.2 For further research studies**

- Conducting studies aiming to assess the learning organizations with adaptability, innovation, and employee empowerment each one separately, to more focus on the causes of organizational survival.

## References

- Abdullah, K., & Kassim, N. (2008). Perceptions of organizational learning practices among Yemeni university librarians. *Malaysian Journal of Library & Information Science*, 13(1), 77-90.
- Abu Mudalalah, R. (2014). *The Relation between the Implementation of the Learning Organization Dimensions and the Organizational Excellence*. Field Study on the International Institutions Operating in the Gaza Strip (Unpublished Master Thesis). Al Azhar University, Gaza, Palestine.
- Abu Afash, M. (2015). *The role of the Learning Organization to encourage the creativity of workforce in the Palestinian Ministries* (Unpublished Master Thesis). Management and Politics Academy, Gaza, Palestine.
- Abu Athra, F. (2007). *Learning organization characteristics and their impact on the performance of Education Development Center in UNRWA* (Unpublished Master Thesis). The Islamic University, Gaza, Palestine.
- Abuiyada, R., & Abdulkarim, R. (2016). Non-Governmental Health Organizations in Palestine from Israeli Occupation to Palestinian Authority. *Asian Social Science*. 12. 29. 10.5539/ass. v12n12p29.
- Akhavan, P., & Jafari, M. (2006). Learning organization: A necessity in the Knowledge Age. *Iranian Journal of Planning*, 169, 16-26.
- Akhigbe, O., & Shedrack, O. (2017). Workforce Diversity and Organisational Survival of Private Hospitals in Niigeria. *IOSR Journal of Business and Management*, 19, 34-41.
- Akram, M., Watkins, K., & Sajid, S. (2013). Comparing the learning culture of high and low performing high schools in Pakistan. *Literacy Information and Computer Education Journal*, 4(2), 2022-2028.
- Albayrak, G., Albayrak, U., & Özdemir, İ. (2018). The Importance of the Learning Organization in Construction Industry. *International Journal of Engineering and Technology*, 10(6).
- Alipour, F., Idris, K., & Karimi, R. (2011). Knowledge creation and transfer: Role of learning organization. *International Journal of Business Administration*, 2(3), 61.

- Al-Telbani, N., & Salem, M. (2011). The dimensions of the learning organization in Al-Shifa hospital in Gaza from its employees' point of view. *Jordan Journal of Business Administration*, 7(2), 295-321.
- Amah, E., & Baridam, D. (2012). Adaptability and organizational effectiveness: A study of the Nigerian banking industry. *International journal of business and management tomorrow*, 2(3), 1-10.
- Asgari, M., Taleghani, M., & Fard, M. (2013). Investigation of Relationship between Employees' Empowerment and Being a Learning Organization in Guilan Province Universities, Iran. *International Research Journal of Applied and Basic Sciences*, 4(11), 3377-3381.
- Balestrero, G., and Udo, N. (2013). *Organizational Survival: Profitable Strategies for a Sustainable Future*. New York, NY: McGraw-Hill.
- Barr, S., Hall, S., Jones, W., Spence, C., Streeter, R., & Wu, J. (2008). Exploring a Model of Organizational Adaptability.
- Bersin, J. (2014). 5 Keys to building a learning organization. *Retrieved October, 30, (5)*.
- Bikmoradi, A., Faradmal, J., & Torabi, Y. (2015). The Correlation Between Demographic Characteristics and Learning Organization in Intensive Care Units of Teaching Hospitals, Hamadan, Iran.
- Bisan Centre & World Bank (2006): The role and performance of Palestinian NGOs in Health, Education, and Agriculture. Ramallah, Palestine.
- Boylan, S., & Turner, K. (2017). Developing organizational adaptability for complex environment. *Journal of Leadership Education*, 16(2), 183-198M.
- Bratianu, C. (2015). Organizational learning and the learning organization. *Organizational Knowledge Dynamics: Managing Knowledge Creation, Acquisition, Sharing, and Transformation*, 286-312.
- Brunetto, Y., & Farr-Wharton, R. (2007). The moderating role of trust in SME owner/managers' decision-making about collaboration. *Journal of Small Business Management*, 45(3), 362-387.



- Chen, H., & Chen, Y. (2008). The impact of work redesign and psychological empowerment on organizational commitment in a changing environment: An example from Taiwan's state-owned enterprises. *Public Personnel Management*, 37(3), 279-302.
- Chen, K., Wang, J., Lin, M., & Chang, W. (2018). The influence of learning organization on organizational innovation and organizational performance relationship: The Case of Ecology Industry. *Ekoloji*, 27(106), 329-335.
- Chen, Y., Cheng, J., & Sato, M. (2017). Effects of school principals' leadership behaviors: A comparison between Taiwan and Japan. *Educational Sciences: Theory & Practice*, 17(1).
- Chia, R. (2019). Becoming a learning organization: A process-philosophical perspective. In *The Oxford Handbook of the Learning Organization*.
- Cho, H., & Pucik, V. (2005). Relationship between innovativeness, quality, growth, profitability, and market value. *Strategic management journal*, 26(6), 555-575.
- Deeb, K., & Merhej, M. (2016). The impact of structural capital on the innovation performance in Syrian Universities: A field study in Tishreen University. *European Online Journal of Natural and Social Sciences*, 5(3), 664.
- Dess, G., & Lumpkin, G. (2005). The role of entrepreneurial orientation in stimulating effective corporate entrepreneurship. *Academy of Management Perspectives*, 19(1), 147-156.
- Denison, D. (2007). Denison model for organizational culture. *Denison Consulting*.
- DeVoor, J., & Tartir, A. (2009). *Tracking External Donor Funding to Palestinian Non-Governmental Organizations in the West Bank and Gaza 1999-2008*. Palestine Economic Policy Research Institute (MAS).
- Ejo-Prusa, H., & Adam, C. (2018). Strategic Innovation Management and Organizational Survival of Hotels in Port Harcourt, Nigeria: The Moderating Role of Organizational Structure.
- Erengwa, K., Nwuche, C., & Anyanwu, S. (2017). Employee Participation and Organizational Survival in Selected Manufacturing Firms in Port Harcourt, Nigeria. *Organization*, 3(3).

- Essays, U. (2018). Importance of Learning Organization. Retrieved from <https://www.ukessays.com/essays/business/importance-of-learning-organization>. Access at 8:00 pm, 26 April, 2020.
- Esteve-Pérez, S., & Mañez-Castillejo, J. (2008). The resource-based theory of the firm and firm survival. *Small Business Economics*, 30(3), 231-249.
- McFadzean, E., O'Loughlin, A., & Shaw, E. (2005). Corporate entrepreneurship and innovation part 1: the missing link. *European journal of innovation management*.
- Fard, H., Rostamy, A., & Taghiloo, H. (2009). How types of organisational cultures contribute in shaping learning organisations. *Singapore management review*, 31(1), 49-61.
- Farrukh, M., & Waheed, A. (2015). Learning organization and competitive advantage-An integrated approach. *Journal of Asian Business Strategy*, 5(4), 73.
- Ferincz, A. (2016). Adaptation and change in organizational learning research. *Vezetéstudomány-Budapest Management Review*, 47(5), 53-63.
- Fleming, R. (2012). Ensuring Organizational Resilience in Times of Crisis. *Journal of Global Business Issues*, 6(1).
- García-Morales, V., Llorens-Montes, F., & Verdú- Jover, A. (2006). Antecedents and consequences of organizational innovation and organizational learning in entrepreneurship. *Industrial Management & Data Systems*.
- Garvin, D. (2003). *Learning in action: A guide to putting the learning organization to work*. Harvard Business Review Press.
- Garvin, D., Edmondson, A., & Gino, F. (2008). Is yours a learning organization? *Harvard business review*, 86(3), 109.
- Ghaffari, S., & Shah, I. (2011). The analysing of Marsick and Watkins theory in comparison with other learning theories.
- Ghosh, A. (2013). Employee empowerment: A strategic tool to obtain sustainable competitive advantage. *International Journal of Management*, 30(3), 95.
- Gilaninia, S., Rankouh, M., & Gildeh, M. (2013). Overview on the importance of organizational learning and learning organization. *Journal of Research and Development*, 187(941), 1-6.

- Greve, H. (2017). Organizational learning and adaptation. In *Oxford Research Encyclopedia of Business and Management*.
- Hale, R. (2014). Fundamentals of action learning. *Training Journal*, August, 30-36.
- Hamzah, M., Yakop, F., Nordin, N., & Rahman, S. (2011). School as learning organisation: The role of principal's transformational leadership in promoting teacher engagement. *World Applied Sciences*, 14, 58-63.
- Hussein, N., Mohamad, A., Noordin, F., & Ishak, N. (2014). Learning organization and its effect on organizational performance and organizational innovativeness: A proposed framework for Malaysian Public Institutions of Higher Education. *Procedia-Social and Behavioral Sciences*, 130(2014), 299-304.
- Jafari, S., & Iranzade, I. (2013). The relationship between empowerment and organizational citizenship behavior. *International Journal of Basic Sciences & Applied Research*, 2(10), 903-907.
- Jamali, D., Khoury, G., & Sahyoun, H. (2006). From bureaucratic organizations to learning organizations. *The Learning Organization*.
- Jansen, J., Van Den Bosch, F., & Volberda, H. (2006). Exploratory innovation, exploitative innovation, and performance: Effects of organizational antecedents and environmental moderators. *Management science*, 52(11), 1661-1674.
- Jensen, P., Buddelmeyer, H., and Webster, E. (2006). Innovation and the Determinants of Firm Survival. IZA DP No. 2386.
- Kerka, S. (1995). *The Learning Organization. Myths and Realities*.
- Kondalkar, V. G. (2009). *Organization effectiveness and change management*. PHI Learning Pvt. Ltd.
- Leufvén, M., Vitrakoti, R., Bergström, A., Ashish, K., & Målqvist, M. (2015). Dimensions of Learning Organizations Questionnaire (DLOQ) in a low-resource health care setting in Nepal. *Health research policy and systems*, 13(1), 6.
- Liebsch, B. (2011). *Phänomen Organisationales Lernen: Kompendium der Theorien individuellen, sozialen und organisationalen Lernens sowie interorganisationalen Lernens in Netzwerken*. Rainer Hampp Verlag.

- Love, J., & Roper, S. (2015). SME innovation, exporting and growth: A review of existing evidence. *International small business journal*, 33(1), 28-48.
- Maleki, A. (2016). Evaluating the Relation Between Organizational Learning Culture and Customer Satisfaction Using Job Satisfaction's Mediating Variable in Insurance Industry.
- Marquardt, M. (1996). *Building the learning organization: A systems approach to quantum improvement and global success*. McGraw-Hill Companies.
- Marsick, V., & Watkins, K. (2003). Demonstrating the value of an organization's learning culture: the dimensions of the learning organization questionnaire. *Advances in developing human resources*, 5(2), 132-151.
- Milway, K., & Saxton, A. (2011). The challenge of organizational learning. *Stanford Social Innovation Review*, 9(3), 44-49.
- Mishra, B., & Bhaskar, A. (2010). Empowerment: a necessary attribute of a learning organization. *Organizations and Markets in Emerging economies*, 1(2), 48-70.
- Mbassana, M. (2014). Validating the Dimensions of The Learning Organization Questionnaire (DLOQ) In the Rwandan Context. *European Journal of Business, Economics and Accountancy*, 2(2)15-26.
- Mishra, R. (2019). Employee empowerment and organizational effectiveness in the organizations. *International Journal of Scientific Research in Management and Business Administration*, 1(1), 5-11.
- MOH, (2006): *Health Status in Palestine, Ministry of Health". Annual Report 2005, Palestinian*.
- MOH, (2014): *Government Hospitals' Annual Report. Gaza Strip, Palestine*.99.
- MOH, (2015): *The Final Report of The International Cooperation Department, MOH. Gaza*.
- Moheisen, T. (2011), Political Organizations and Voluntary Organizations in the Palestinian Context, A Vision of Psychology, *Birzeit University, Palestine*.
- Nazari, K., & Pihie, Z. (2012). Assessing learning organization dimensions and demographic factors in technical and vocational colleges in Iran. *International Journal of Business and Social Science*, 3(3).

- Nazari, K. (2012). *Relationships between learning organization dimensions and organizational commitment as perceived by lecturers in technical and vocational colleges in Iran* (Unpublished Doctoral dissertation, School of Graduate Studies, Universiti Putra Malaysia).
- Neshat, N., Mirhosseini, Z., & Zahedi, Z. (2017). Becoming a Learning Organization: A Case Study of the National Library and Archive of Iran.
- Shokri Nodeh, A., Kavousy, E., Ali Shiri, B., & Ebrahimpor, A. (2019). Model of Organization Learning in Islamic Azad University. *International Journal of Social Sciences*, 9(3), 45-53.
- Ogunro, V. (2014). Nigeria's business environment: issues challenges and prospects. *International Journal of Academic Research in Business and Social Sciences*, 4(4), 132.
- Okreglicka, M., Lemanska-Majdzik, A., & Gorzen-Mitka, I. (2017, February). Learning organizations and their adaptability to Market Environment. In *9th International Scientific Conference "Business and Management 2016"*.
- Olughor, R. J., & Oke, M. A. (2014). The relationship between organizational survival and employee mental ability. *International Journal of Business and social science*, 5(6), 1.
- Pajunen, K. (2006). The more things change, the more they remain the same? Evaluating strategic leadership in organizational transformations. *Leadership*, 2(3), 341-366.
- Palestinian Center for Human Rights, (2018). Available at <http://www.pcbs.gov.ps/>, accessed at 2:00pm, 17 February, 2020.
- Palestinian Central Bureau of Statistics, (2019). Available at <http://www.pcbs.gov.ps/>, accessed at 2:00pm, 14 December, 2020.
- Palestinian Central Bureau of Statistics, (2017). Available at <http://www.pcbs.gov.ps/>, accessed at 2:00pm, 17 February, 2020.
- Park, Y., Song, J., Yoon, S., & Kim, J. (2014). Learning organization and innovative behavior: The mediating effect of work engagement. *European Journal of Training and Development*, 38(1-2), 75-94.
- Patient Friend Benevolent Society (2017): *Strategic Plan. Management Office, Gaza.*

- Pedler, M. (1995). A guide to the learning organization. *Industrial and Commercial Training*.
- Phillips, B. (2003). A four- level learning organization benchmark implementation model. *The learning organization*.
- Rezaie, A., & Bagheri, G. (2014). Studying the link between organizational learning and employees' empowerment (case study: Qom Maskan bank selected braches). *International Journal of Management, Accounting and Economics, 1(2)*, 147-162.
- Salehi, Y., & Naseri, A. (2017). Investigate the relationship between organizational learning capabilities and organizational innovation in the food industry (subsidiary industrial estates of Kermanshah Province). *International Journal of Management (IJM)*, 8(1).
- Sampe, F. (2012). The influence of organizational learning on performance in Indonesian SMEs.
- Sanni, H. (2016). Impact of learning organization on organizational survival in some selected Nigerian manufacturing firms. *Asia Pacific Journal of Multidisciplinary Research, 4(4)*.
- Savolainen, T., & Haikonen, A. (2007). Dynamics of organizational learning and continuous improvement in six sigma implementations. *The TQM Magazine*.
- Senge, P. (2006). *The fifth discipline: The art and practice of the learning organization*. Currency.
- Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. (2014). *The Dance of Change. The Challenges to Sustaining the Momentum in Learning Organizations*. New York: Doubleday.
- Senge, P. (2004). Building learning organizations. *Knowledge Management*, 19.
- Senge, P. (2011): *The fifth discipline, 11th, completely revised and updated edition*, Stuttgart: Schäffer-Poeschel Verlag.
- Ceylan, S. (2009). *Using the Mental Force of The Employee: Entrepreneurship and Innovation Management*. Master's Thesis.
- Serrat, O. (2017). Building a learning organization. In *Knowledge solutions* (pp. 57-67). Springer, Singapore.

- Shahayi, B. (2007). Learning organization: A sustainable competitive advantage. In *Third International Conference on Management*.
- Shahzad, F., Xiu, G., & Shahbaz, M. (2017). Organizational culture and innovation performance in Pakistan's software industry. *Technology in Society, 51*, 66-73.
- Qudah, S., & Melhem, Y. (2011). Impact of information and information technology on empowerment of employee's private school sector in Northern Region in Jordan. *Journal of Emerging Trends in Economics and Management Sciences, 2*(1), 40-48.
- Sharifi, A., & Eslamieh, F. (2008). Examine the relationship between organizational learning and utilization of information and communication technologies in islamic azad University, Garmsar BRANCH. *Journal of Rahyafti, 2*.
- Shipton, H. (2006). Cohesion or confusion? Towards a typology for organizational learning research 1. *International Journal of Management Reviews, 8*(4), 233-252.
- Smith, K., & Cao, Q. (2007). An entrepreneurial perspective on the firm- environment relationship. *Strategic Entrepreneurship Journal, 1*(3- 4), 329-344.
- Song, J., Joo, B., & Chermack, T. (2009). The dimensions of learning organization questionnaire (DLOQ): A validation study in a Korean context. *Human Resource Development Quarterly, 20*(1), 43-64.
- Sternberg, R. (2003). Creative thinking in the classroom. *Scandinavian Journal of Educational Research, 47*(3), 325-338.
- Sudharatna, Y., & Li, L. (2004). Learning organization characteristics contributed to its readiness-to-change: a study of the Thai mobile phone service industry. *Managing Global Transitions, 2*(2), 163.
- Therin, F. (2003). Learning organization and innovation performance in high-tech small firms.
- Thompson, L., & Brajkovich, L. (2003). Improving the Creativity of Organizational Work Groups [and Executive Commentary]. *The Academy of Management Executive (1993-2005), 96-111*.
- Tohidi, H., & Jabbari, M. (2012). The important of innovation and its crucial role in growth, survival and success of organizations. *Procedia Technology, 1*, 535-538.

- Tseng, C. (2010). The effects of learning organization practices on organizational commitment and effectiveness for small and medium-sized enterprises in Taiwan.
- Talibi-Mazra'eshahi, A., Vedavi, A., & Haghghat-Monfared, J. (2014). The question of developing a framework for organizational survival. *European Online Journal of Natural and Social Sciences*, 2(3 (s)), pp-1931.
- Thakur, N., & Chaudhuri, M. (2015). Learning organization notion in Indian banking industry. *Journal of Business and Management*, 17(3), 32-38.
- Ugwuzor, M. (2017). Survivor Behavior Management and Organizational Survival. *IRACST–International Journal of Commerce, Business and Management (IJCBM)*, 6(6), 22-30.
- UNRWA (2013): Gaza in 2020 UNRWA operational response, Gaza. Available at (<http://www.unrwa.org/userfiles/2013070364659.pdf>).
- Voronov, M., & Yorks, L. (2005). Taking power seriously in strategic organizational learning. *The Learning Organization*.
- Wang, C., & Ahmed, P. (2004). The development and validation of the organizational innovativeness construct using confirmatory factor analysis. *European journal of innovation management*.
- WHO (2018): Special Situation Report, *occupied Palestinian territory*, Gaza 9th-14<sup>th</sup> April.
- Yadav, S., & Agarwal, V. (2016). Benefits and barriers of learning organization and its five discipline. *IOSR Journal of Business and Management*, 18(12), 18-24.
- Yaghoubi, M., Raeisi, A. R., Afshar, M., Yarmohammadian, M. H., Hasanzadeh, A., Javadi, M., & Ansary, M. (2010). The relationship between learning organization and organizational commitment among nursing managers in educational hospitals of Isfahan University of Medical Sciences in 2008-9. *Iranian Journal of nursing and midwifery research*, 15(2), 83.
- Yeung, A. C., Lai, K. H., & Yee, R. W. (2007). Organizational learning, innovativeness, and organizational performance: a qualitative investigation. *International journal of production research*, 45(11), 2459-2477.



- Yuesti, A., & Sumantra, K. (2017). Empowerment on The Knowledge and Learning Organization for Community Development. *Scientific Research Journal (SCIRJ)*, 5(9).
- Zahra, S., Sapienza, H., & Davidsson, P. (2006). Entrepreneurship and dynamic capabilities: A review, model and research agenda. *Journal of Management studies*, 43(4), 917-955.

## المراجع العربية

- انتصار فتحي محمد ابو شعبان. (2016). *تشخيص أبعاد المنظمة المتعلمة حسب إطار سينجي (دراسة حالة على مدارس القدس)* (Doctoral dissertation, Al-Quds University).
- الجهاز المركزي للإحصاء الفلسطيني (٢٠١٨): المرأة والرجل في فلسطين: قضايا وإحصاءات، رام الله- فلسطين.
- البناء، & شادي ابراهيم محمد. (2012). *درجة ممارسة الإدارة المدرسية لاستراتيجيات المنظمة المتعلمة في المدارس الثانوية بمحافظة غزة وسبل تفعيلها*.
- الدويك، & ميساء عز الدين. (2018). *درجة توافر أبعاد المنظمة المتعلمة حسب أبعاد بيتر سينج (Peter Senge) في جامعة بوليتكنك فلسطين*.
- الكساسبة، محمد، & الفاعوري، عبير، & كفاية، عبد الله. (2009). *تأثير ثقافة التمكين والقيادة التحويلية على المنظمة المتعلمة. المجلة الأردنية في إدارة الاعمال، 1 (5)*.
- الشلفان، عادل أحمد محمد. (2012). *دور المنظمة المتعلمة في الالتزام الوظيفي: دراسة مسحية على موظفي البنك السعودي للتسليف والادخار في مدينة الرياض. Jordan Journal of Business Administration، 153 (654)، 1-44*.
- الرفاعي، محمد نايف محمد، الشيايب، أحمد محمد سعيد حسن، & الروابدة، محمد علي. (2013). *مستوى تطبيق المنظمة المتعلمة ومعوقاتها كما يراها العاملون في المؤسسات العامة الأردنية في محافظة إربد. Jordan Journal of Business Administration، 153 (954)، 1-68*.
- الغامدي، ر.، & رحمة بنت محمد صالح. (2016). *درجة توفر أبعاد المنظمة المتعلمة بالمدارس الثانوية بمنطقة الباحة. التربية (الأزهر): مجلة علمية محكمة للبحوث التربوية والنفسية والاجتماعية، 35 (167-ج2)، 391-353*.
- الحواجرة، كامل. (2010). *مفهوم المنظمة المتعلمة في الجامعات الأردنية من وجهة نظر أعضاء الهيئة التدريسية. Jordan Journal of Business Administration، 153 (3128)، 1-43*.

- بسام محمد ابو حشيش، & زكي رمزي مرتجى. (2016). مدى توافر أبعاد المنظمة المتعلمة في جامعة الأقصى من وجهة نظر العاملين فيها. مجلة الجامعة الإسلامية للبحوث الإنسانية، 19(2).
- بويعة عبد الوهاب. (2017). دور الابتكار في دعم الميزة التنافسية للمؤسسة الاقتصادية.
- ترغيني، & صباح. (2018). دور التعلم التنظيمي في دعم الابتكار في المؤسسة الاقتصادية ( Doctoral dissertation, université de biskra).
- خيرة، عيشوش & ناصرية، علاوي. (2011). دور المنظمة التعليمية في تشجيع الابتكار، جامعة بشار، سوريا.
- سميرة، بوجمعة سطوطاح، مراد، & شريف. (2017). المنظمة المتعلمة كالية لتفعيل الابداع التكنولوجي في منظمات الاعمال.
- سويدان، ر.، & رجاء. (2014). درجة ممارسة أعضاء هيئة التدريس في جامعة الاستقلال لضوابط المنظمة المتعلمة. مجلة تطوير الأداء الجامعي، 3(1)، 29-49.
- عويضة، إيهاب أحمد. (2008). أثر الرضا الوظيفي على الولاء التنظيمي لدى العاملين في المنظمات الأهلية في محافظات غزة، "رسالة ماجستير غير منشورة"، الجامعة الإسلامية، غزة.
- مخلوفي، عبد السلام، & شريقي، مسعودة. (2015). المنظمة المتعلمة في مواجهة تحديات القرن 21: جنرال إلكتروني نموذجاً. *Majallat al-Ḥaqqāh*، 359(3047)، 1-19.
- كنده ديب، & علي البهلول. (2018). دور عناصر المنظمة المتعلمة في تحقيق الابتكار التنظيمي دراسة ميدانية في جامعة تشرين. مجلة جامعة تشرين للبحوث والدراسات العلمية-سلسلة العلوم الاقتصادية والقانونية، 40(1).
- ياغي، & ديما نضال. (2017). فعالية أدوات التطوير التنظيمي وعلاقتها بإدارة التغيير دراسة على المنظمات غير الحكومية في فلسطين.

## Annexes

### Annex (1): Consent form for each participant

#### موافقة مسبقة

عزيزي المشارك:

أنا الباحث / محمد فضل عاشور، طالب ماجستير في كلية الصحة العامة بجامعة القدس - أبو ديس - فرع غزة، أقوم بعمل دراسة ضمن متطلبات برنامج ماجستير الصحة العامة - تخصص الإدارة الصحية حول: " العلاقة بين المنظمة المتعلمة والبقاء التنظيمي في المنظمات الغير حكومية في قطاع غزة".

تهدف الدراسة إلى تقييم العلاقة بين المنظمة المتعلمة والبقاء التنظيمي في مستشفى جمعية أصدقاء المريض الخيرية في قطاع غزة، ويعتبر هذا البحث جزءاً من متطلبات تخرج الباحث لإنهاء درجة الماجستير في الإدارة الصحية من كلية الصحة العامة في جامعة القدس- غزة.

سنحتاج منك الي ملئ هذا الاستبيان معنا من دون اكرهه ويمكنك رفض الإجابة عن أي سؤال تريده، مع العلم لا توجد مخاطر جسدية وسيتم الحفاظ على جميع معلوماتك بسرية تامة، ولن تظهر في أي تحليل احصائي، ولن تظهر في أي منشورات عامة متعلقة بهذه الدراسة مثل التقارير والمحاضرات.

#### شكراً لقراءة المذكور أعلاه

أوافق على المشاركة في تعبئة هذا الاستبيان: نعم / لا

توقيع المشارك.....

التاريخ...../...../.....

الباحث/ محمد فضل عاشور  
طالب ماجستير- كلية الصحة العامة  
جامعة القدس- غزة

Annex (2)

فقرات الاستبانة باللغة العربية

**المحور الأول: الخصائص الديموغرافية يرجى وضع علامة (√) أمام الاختيار المناسب:**

(1) العمر: .....

(2) الجنس:  ذكر  أنثى

(3) الحالة الاجتماعية:

متزوج  أعزب  مطلق  أرمل

(4) عدد الأبناء: .....

(5) معدل الدخل:

1450 شيكل فأقل  2500-3000 شيكل  1451-2500 شيكل  3001 شيكل فأكثر

(6) المستوى التعليمي:

دبلوم  بكالوريوس  ماجستير  دكتوراه  بورد (للأطباء)

(7) عدد سنوات الخدمة في المؤسسة: .....

(8) التخصص:  ممرض  طبيب  فني أشعة  فني مختبر  فني عمليات  
 اداري  صيدلي

(9) المسمى الوظيفي: .....

(10) هل تلقيت دورات تدريبية في مجال تخصصك؟  نعم  لا

المحور الثاني: فقرات الاستبانة

المحور الأول: ابعاد المنظمة المتعلمة (Learning organization)

يرجى وضع علامة (√) امام الاختيار المناسب:

لا أتفق تماماً	لا أتفق	محايد	اتفق	اتفق تماماً	الفقرة	
<b>1- توفير فرص التعلم (Continuous learning)</b>						
					تشجع المؤسسة على مناقشة الأخطاء بهدف التعلم واستخلاص العبر.	-1
					تساعد المؤسسة العاملين علي تحديد المهارات التي يحتاجونها لإنجاز العمل في المستقبل.	-2
					تساعد المؤسسة العاملين على التعلم من بعضهم البعض.	-3
					تعمل المؤسسة على توفير الموارد والأموال لدعم التعلم	-4
					تمنح المؤسسة العاملين لديها وقتاً من أجل التعلم.	-5
					تتعامل المؤسسة مع المشكلات التي تواجهها باعتبارها فرصاً للتعلم.	-6
					تكافئ المؤسسة العاملين لديها عند تعلمهم أشياء جديدة.	-7
					يقدم العاملون العون والمساعدة للعاملين الجدد.	-8
					يستطيع العاملون الحصول بسهولة على الموارد التي تدعم تعلمهم.	-9
<b>2- تشجيع مبدأ الحوار والاستفسار (Inquiry and dialogue)</b>						
					تعزز المؤسسة مبدأ الاستماع لوجهات نظر الآخرين قبل الحكم عليها.	-10
					تشجع المؤسسة العاملين على طرح الأسئلة بغض النظر عن مكانتهم الوظيفية.	-11
					تحفز المؤسسة العاملين علي طرح وجهات نظرهم	-12

لا أتفق تماما	لا أتفق	محايد	اتفق	اتفق تماما	الفقرة	
					والتعبير عن آرائهم.	
					تُعطي المؤسسة وقتا وتشجع بناء الثقة بين العاملين.	-13
					يتبادل العاملون المعلومات بينهم بصراحة وشفافية.	-14
					تشجع الإدارة العاملين على إبداء ملاحظاتهم البناءة داخل المؤسسة.	-15
					تؤيد الإدارة الأخذ بالقيم والاحترام المتبادل بين العاملين.	-16
<b>3- تشجيع التعلم والتعاون الجماعي (Team learning)</b>						
					تتعامل المؤسسة مع جميع أعضاء فرق العمل بالمساواة بغض النظر عن أي فروقات أو اختلافات.	-17
					يركز أعضاء فرق العمل على مهمتهم كمجموعة وكيف يمكن ان تعمل بشكل جيد.	-18
					يغير أعضاء فرق العمل آرائهم نتيجة لمناقشات المجموعة او المعلومات التي تم جمعها مؤخرا.	-19
					تضع المؤسسة نظام خاص لمكافأة الإنجازات الجماعية.	-20
					تثق فرق العمل ان الإدارة سوف تأخذ بتوصياتها.	-21
					تمتلك فرق العمل الحرية لتكييف وموائمة أهدافها وفقا لتطور الاحداث.	-22
					يستمتع العاملون لوجهات نظر بعضهم اثناء التحوار.	-23

لا أتفق تماما	لا أتفق	محايد	اتفق	اتفق تماما	الفقرة	
<p><b>4- تمكين العاملين من رؤية جماعية مشتركة ( Empower people toward a collective vision )</b></p>						
					تدعم المؤسسة العاملين الذين يأخذون على عاتقهم تحمل المخاطر أثناء العمل.	-24
					تبني المؤسسة رؤيتها بمشاركة مختلف المستويات الإدارية ومجموعات العمل.	-25
					تمكن المؤسسة العاملين لديها من التحكم بالموارد التي يحتاجونها لإنجاز عملهم.	-26
					تشجع المؤسسة العاملين على التفكير من منظور علمي.	-27
					تدعم المؤسسة العاملين ذوي المبادرات البناءة.	-28
					تأخذ المؤسسة وجهات نظر العملاء بعين الاعتبار في عملية صنع القرار.	-29
					تؤكد رؤية المؤسسة على تبادل المعرفة بين العاملين	-30
					تشجع المؤسسة العاملين على الابداع والابتكار.	-31
<p><b>5- انشاء أنظمة لمشاركة المعرفة والتعلم ( Create systems to capture and share learning )</b></p>						
					تستخدم المؤسسة الاتصالات المتبادلة بشكل اعتيادي مثل أخذ الاقتراحات واستخدام لوحات الإعلانات الالكترونية.	-32
					تحتفظ المؤسسة ببيانات محدثه عن مهارات العاملين لديها.	-33



لا أتفق تماماً	لا أتفق	محايد	اتفق	اتفق تماماً	الفقرة	
					يوجد المؤسسة نظم لقياس الفجوة بين الأداء الحالي والأداء المتوقع.	-34
					تتيح المؤسسة الدروس المستفادة من تجاربها لكافة العاملين.	-35
					تمكن المؤسسة العاملين الحصول على المعلومات المطلوبة بسرعة وسهولة.	-36
					تقيم المؤسسة الوقت والموارد المبذولة على التدريب.	-37
					تشجع المؤسسة العاملين على الاخذ بالمبادرات التطويرية.	-38
					تعطي المؤسسة العاملين لديها خيارات مفتوحة لإنجاز مهام العمل.	-39
<b>6- ربط المؤسسة بالبيئة الخارجية ) Connect the organization to its (environment</b>						
					تحث المؤسسة العاملين على تبادل الخبرات مع المؤسسات الأخرى.	-40
					تتعاون المؤسسة مع الجهات الخارجية وتنظم لها زيارات بصورة مستمرة من أجل تبادل الخبرات والمنفعة.	-41
					تعمل المؤسسة بمبدأ الشمولية في التفكير عند معالجة المشكلات التي تواجهها في العمل.	-42
					تتعاون المؤسسة مع المؤسسات المحلية لدعم وتشجيع العاملين على البحث عما يخدم العمل.	-43
					تقوم المؤسسة بدراسة للبيئة الخارجية من أجل معرفة متطلبات العمل الحالية.	-44
					تهتم المؤسسة بمعرفة أثر قراراتها على معنويات العاملين	-45
					تقوم المؤسسة بابتكار خدمات وطرق تسويقية جديدة من أجل الاستمرار بالمنافسة.	-46

لا أتفق تماما	لا أتفق	محايد	اتفق	اتفق تماما	الفقرة	
					تساعد المؤسسة العاملين لديها على الموازنة بين متطلبات العمل والعائلة.	-47
<b>7- القيادة الاستراتيجية (Strategic leadership)</b>						
					يدعم القادة بشكل عام طلبات العاملين من اجل فرص التعلم والتدريب.	-48
					يشارك القادة المعلومات حول المنافسين واتجاهاتهم واستراتيجياتهم مع العاملين لديها.	-49
					يعمل القادة على تمكين العاملين من المساعدة في تنفيذ رؤية المؤسسة	-50
					يحرص القادة على تطوير وتوجيه العاملين وهم على رأس عملهم باستمرار.	-51
					يبحث القادة باستمرار عما يمكن ان يحسن من فرص تعلم وتحسين إمكانيات العاملين.	-52
					يحرص القادة علي تتطابق قراراتهم الاستراتيجية مع قيم المؤسسة.	-53

## المحور الثاني: البقاء التنظيمي (Organizational survival)

يرجى وضع علامة (√) أمام الاختيار المناسب:

م	الفقرة	اتفق تماما	اتفق	محايد	لا أتفق	لا أتفق تماما
<b>1- التمكين الوظيفي (Employee empowerment)</b>						
<b>1.1 تفويض الصلاحية (Authority delegation)</b>						
-1	تثق الإدارة في قدرتي على أداء المهام الموكلة لي.					
-2	يعطيني رؤسائي الصلاحيات اللازمة خلال فترة التفويض					
-3	تمنحني المؤسسة المرونة المناسبة للتصرف في أداء مهامي.					
-4	توفر لي وظيفتي الفرصة لاتخاذ القرارات باستقلالية.					
-5	تعطى الإدارة الأولوية لرأيي في مناقشة الأمور الخاصة بعلمي.					
-6	امتلك الحرية في اتخاذ القرارات التي تخص عملي.					
<b>1.2 المشاركة في اتخاذ القرار (participation in decision-making)</b>						
-7	أشارك في حل بعض المشكلات في المؤسسة في ضوء المتاح لي.					
-8	أشارك في دور إيجابي في تحسين العمل داخل المؤسسة.					
-9	أمارس بعض الصلاحيات في المؤسسة لتحقيق أهدافها.					
-10	أشعر بأنني عنصر فعال ومؤثر في المؤسسة.					

م	الفقرة	اتفق تماما	اتفق	محايد	لا أتفق	لا أتفق تماما
-11	تتوفر لي فرصة في المؤسسة بالمشاركة في صنع القرارات.					
-12	أستطيع التأثير على القرارات في محيط عملي.					
-13	أشارك في وضع الحلول لكل المشاكل التي تحدث في محيط عملي.					
-14	لدي تأثير في التطورات والتغييرات التي تحدث في بيئة العمل.					
-15	توفر لي بيئة العمل متطلبات المشاركة في عملية اتخاذ القرار.					
<b>1.3 بيئة العمل (Work Environment)</b>						
-16	يسود مناخ تنظيمي يساعدي على إنجاز عملي بإتقان.					
-17	تمكن المؤسسة العاملين من اظهار طاقاتهم وقدراتهم.					
-18	تسمح لي الإدارة بتقديم أفكار جديدة في سبيل تطوير العمل.					
-19	توفر لي الإدارة فرص للتدريب وتطوير مهارات العمل.					
-20	تشجع إدارة المؤسسة العمل بروح الفريق الواحد في مواجهة المشاكل التنظيمية.					
-21	امارس اثناء عملي نشاطات ذات قيمة عالية.					
-22	يتوفر لدي فهم كامل عن اهداف العمل وطبيعته.					
-23	تتيح لي بيئة العمل أداء بعض المهام المتنوعة.					

م	الفقرة	اتفق تماما	اتفق	محايد	لا أتفق	لا أتفق تماما
<b>1.4 بناء الثقة (Building trust)</b>						
-24	تراعي إدارة المؤسسة مشاعر وطلبات وأعدار الموظفين.					
-25	يتسم سلوك المدراء في المؤسسة بالإنصاف والتعاون.					
-26	أستطيع أن أحدد بوضوح ما تتوقعه الإدارة العليا مني وما أتوقعه منها.					
-27	تسعي إدارة المؤسسة الي إعادة حقوق الموظفين الضائعة والمحافظة عليها.					
-28	أشعر بثقة كاملة في مهارات وأخلاقيات رئيسي المباشر.					
-29	إذا ارتكبت أي خطأ فإن رئيسي المباشر يكون مستعد للمسامحة والنسيان.					
-30	أستطيع الاعتماد على زملائي في العمل لتنوع مهاراتهم وخبراتهم.					
-31	يسود جو من التفاهم والمساندة بيني وبين زملائي.					
<b>2- الابتكار (Innovation)</b>						
<b>2.1 علي مستوى الافراد (individual level)</b>						
-1	يتم تشجيع التحكم الذاتي في العمل.					
-2	نسعى بنشاط لاكتشاف أنماط جديدة في العمل.					
-3	الموظف لديه القدرة على جمع تحليل البيانات والمعلومات المتعلقة بالمشكلات قبل اتخاذ قرار بصدها.					
-4	يتم تشجيع المبادرة في العمل.					
-5	هناك إمكانية لتطوير وتنمية الافراد في العمل.					

م	الفقرة	اتفق تماما	اتفق	محايد	لا أتفق	لا أتفق تماما
-6	المهام داخل العمل محفزة ومنشطه للموظفين.					
-7	آراء الجميع مرحب بها في العمل.					
-8	يتم الاعتناء بالأفكار الجديدة في العمل.					
-9	يتم مشاركة الأفكار الجديدة بين الموظفين في العمل.					
-10	يوجد وقت لأخذ استراحة قصيرة من العبء داخل العمل.					
-11	يتم تكليف المهام بما يتناسب بمهارات الفرد داخل العمل.					
-12	كل شخص لديه الفرصة للتأثير على القرارات التي يتم اتخاذها داخل المؤسسة.					
-13	تستحدث المؤسسة سياسات جديدة في مجال التعيين والمكافآت والحوافز.					
-14	يتم تشجيع طرق التفكير الجديدة في العمل.					
<b>2.2 علي المستوي التنظيمي (Organizational level)</b>						
-15	تقدم المؤسسة التوجيه والدعم للموظفين					
-16	تحكم مؤسستنا بشكل أساسي الأهداف وليس القواعد والروتين.					
-17	تقوم المؤسسة باستحداث تغييرات جذرية في هيكلها التنظيمية.					
-18	تقدم خدمات إضافية متميزة ومبتكرة مقارنة بالمنافسين.					
-19	تتخذ المؤسسة سياسات وإجراءات لتطوير خدماتها ومركزها التسويقي.					

م	الفقرة	اتفق تماما	اتفق	محايد	لا أتفق	لا أتفق تماما
20-	تلجأ المؤسسة إلى جهات خارجية (مراكز استشارية وبحثية) لتحديد التوجهات المستقبلية للمستهلكين.					
21-	تجري المؤسسة تغييرات في تصميم وتقديم خدماتها تماشيا مع نوعية التقنيات الحديثة.					
22-	تسعى المؤسسة الى تقديم عروض مجانية بهدف زيادة عدد المشتركين في خدماتها					
23-	تتخذ المؤسسة إجراءات تساعد على تفعيل الاتصال وتبادل المعارف بين العاملين.					
24-	تأخذ المؤسسة على عاتقها بعض المخاطرة والمجازفة في القرارات بهدف التطوير والابداع.					
25-	هناك وقت كاف لتنفيذ أفكار جديدة في العمل.					
26-	تتوفر الموارد المادية لتطوير أفكار جديدة.					
27-	تخصص الشركة برامج لتحسين وتطوير خدماتها لزيادة ولاء زبائنها.					
28-	تقوم المؤسسة بابتكار طرق جديدة لبناء وتعديل وتحسين عملياتها الخدمية.					
29-	تنظر الإدارة العليا للابتكار باعتباره مسؤولية الجميع في المؤسسة.					
<b>3- القدرة على التكيف (Adaptability)</b>						
<b>3.1 القدرة علي احداث تغيير (Change Capability) (Creating Change)</b>						
1-	الطريقة التي يتم بها التعامل مع الأمور مرنة للغاية وسهلة التغيير.					

م	الفقرة	اتفق تماما	اتفق	محايد	لا أتفق	لا أتفق تماما
-2	يتم الاستجابة بشكل جيد لأجواء المنافسة والتغيرات الأخرى في بيئة العمل.					
-4	تنظر المؤسسة للتغيير انه يفتح فرص للنمو وزيادة الارباح في مؤسستنا.					
-5	عادةً ما تواجه محاولات إحداث التغيير مقاومة من الموظفين.					
-6	غالبًا ما تتعاون الاقسام المختلفة في المؤسسة على احداث التغيير.					
-7	تبنى المؤسسة سيناريوهات للتحضير من اجل التغيير.					
-8	تتمكن إدارة المؤسسة من اتخاذ القرارات بسرعة عند تغير ظروف العمل.					
-9	تقوم المؤسسة بعمل مسح لبيئة العمل للحد من التهديدات التي تواجهها.					
-10	تقوم المؤسسة بنشر مواردها للاستجابة للفرص المتاحة.					
-11	لدي المؤسسة أنشطة لجمع المعلومات حول البيئة الخارجية.					
<b>3.2 التركيز علي العملاء (Customer Focus)</b>						
-12	غالبًا ما تؤدي تعليقات وتوصيات العملاء إلى احداث تغيير.					
-13	توصيات وتعليقات العملاء تؤثر بشكل مباشر على قرارات المؤسسة.					
-14	جميع العاملين لديهم فهم جيد لاحتياجات ورغبات العملاء.					
-15	غالبًا ما يتم تجاهل مصالح العملاء في قرارات المؤسسة.					



م	الفقرة	اتفق تماما	اتفق	محايد	لا أتفق	لا أتفق تماما
16-	تشجع المؤسسة التواصل المباشر بين العملاء والموظفين.					
17-	تستجيب المؤسسة بسرعة للتطورات في طلبات واقتراحات العملاء.					
18-	تقوم إدارة المؤسسة بإجراء مسح للبيئة من أجل التعرف على احتياجات العملاء.					
19-	تشجع المؤسسة الموظفين على التفاعل والتواصل مع العملاء.					

• الرجاء ترتيب أهم التحديات التي تواجهك خلال عمالك في المؤسسة من 1 - 7 ان وجد:

- 1- لا يوجد تمكين للموظف وتفويض للصلاحيات خلال العمل.
- 2- لا يوجد مشاركة في اتخاذ القرارات خلال العمل.
- 3- عدم مناسبة بيئة العمل.
- 4- لا تشجع إدارة المؤسسة على الابتكار على مستوى الافراد والمستوي التنظيمي.
- 5- عدم وجود قدرة على التكيف واحداث تغيير في المؤسسة.
- 6- لا يوجد أنظمة لمشاركة المعرفة والتعلم في المؤسسة.
- 7- لا يوجد ربط وتواصل للمؤسسة مع البيئة الخارجية.

ملاحظات.....

.....

.....

.....

### Annex (3): The questionnaire in English

**The first axis: demographic characteristics Please put a mark (√) in front of the suitable choice:**

1- Age: .....

2- Gender:  male  female

3- Marital status:  single  married  divorced  widowed

4- Number of children: .....

5- Income:  1450 NIS or less  1451-2500NIS  2501-3000NIS

3000 and above

6- Qualification:  diploma  bachelors  master  doctorate

Board (for doctors)

7- Years of experience: .....

8- Job title:  nurse  doctor  x-ray technician

laboratory technician  operation technician  administrative

pharmacy

9- Job position: .....

10- Have you received the training course regarding your specialization?

Yes  No

## **The second axis: questionnaire domains**

### **Learning organization dimensions (First):**

<b>1. Continuous learning</b>						
<b>No.</b>	<b>Item</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1-	The organization encourages discussion of mistakes in order to learn and draw lessons					
2-	The organization helps employees identify the skills they need to do work in the future.					
3-	The organization helps employees learn from each other.					
4-	The organization works to provide funds and resources to support learning					
5-	The organization gives the employees time to learn.					
6-	The organization deals with the front of the problem as opportunities for learning.					
7-	The organization rewards its employees for learning new things.					
8-	The employees provide assistance and support to new employees.					
9-	Employees easily access resources to support their learning.					
<b>2. Inquiry and dialogue</b>						
10-	The organization promotes the principle of listening to others' views before judging them.					
11-	The organization encourages employees to ask questions, regardless of their position.					

12-	The organization motivates the employees to present their ideas and express their opinions.					
13-	The organization encourages building trust among employees.					
14-	Employees share information openly and transparently.					
15-	The organization encourages employees to give constructive feedback within the work.					
16-	The organization supports the introduction of values and mutual respect between employees.					
<b>3. Team learning</b>						
17-	The organization treats all members of the work teams equally, regardless of any differences or considerations.					
18-	Team members focus on their tasks as a group and how can work well.					
19-	Team members change their minds as a result of group discussions or recently gathered information.					
20-	The organization establishes a system for rewarding collective achievements.					
21-	The work team's confidence that organization management will take up their recommendations.					
22-	The team's work has the freedom to adapt their goals to the evolution of events.					
23-	The employees listen to each other's views during the dialogue.					

<b>4. Empower people toward a collective vision</b>						
24-	The organization supports the employees who take it upon themselves to take risks while working.					
25-	The organization builds its vision with the participation of various managerial levels and workgroups.					
26-	The organization enables its employees to control the resources they need to do their work.					
27-	The organization encourages employees to think from a scientific perspective.					
28-	The organization supports employees who have constructive initiatives.					
29-	The organization considers the customers' views in the decision-making process.					
30-	The organization's vision emphasizes the exchange of knowledge between employees.					
31-	The organization encourages employees to be creative and innovative.					
<b>5. Create systems to capture and share learning</b>						
32-	The organization uses mutual communications, such as taking suggestions and using electronic billboards.					
33-	The organization maintains updated data about the skills of its employees.					
34-	The organization has systems to measure the gap between current performance and expected performance.					
35-	The organization provides lessons learned from its experiences to all employees.					

36-	The organization enables employees to access the required information quickly and easily.					
37-	The organization evaluates the time and resources spent on training.					
38-	The organization encourages employees to take development initiatives.					
39-	The organization gives the employees open options to accomplish work tasks.					
<b>6. Connect the organization to its environment</b>						
40-	The organization urges employees to exchange experiences with other organizations.					
41-	The organization cooperates with external organizations and arranges visits to them continuously to exchange experiences and benefits.					
42-	The organization works with the principle of holistic thinking to face the work problems.					
43-	The organization cooperates with local organizations to encourage the employees to search for what serves the work.					
44-	The organization searches the external environment to know the current work requirements.					
45-	The organization is interested in knowing the impact of its decisions on employee's morale.					
46-	The organization is creating new services and marketing methods to continue in the competition.					
47-	The organization helps its employees to balance work and family requirements.					

<b>7. Strategic leadership</b>						
48-	Leaders support employee's requests for learning and training opportunities.					
49-	Leaders share information about competitors, their trends, and strategies with their employees.					
50-	Leaders encourage the empowerment of employees to help implement the vision of the organization.					
51-	Leaders develop and guide employees during their work.					
52-	Leaders are constantly looking for what could improve learning opportunities and improve employees' potential.					
53-	Leaders make sure that their strategic decisions align with the organization's values.					

**Second: (Organizational survival domains)**

<b>1 Employee empowerment</b>						
<b>1-1 Authority delegation</b>						
		<b>Strongly agree</b>	<b>Agree</b>	<b>neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1-	The management trusts in my ability to perform the tasks assigned to me.					
2-	My leaders give me the necessary powers During the delegation period.					
3-	The organization gives me the flexibility to perform my duties.					

4-	My job provides me the opportunity to make the decisions independently.					
5-	Management prioritizes my opinion in discussing issues of my work.					
6-	I have the freedom to make decisions about my work.					
<b>1-2 participation in decision-making</b>						
7-	I participate in solving some problems in the organization in the limit of my work.					
8-	I participate in a positive role to improve work within the organization.					
9-	I practice some authority in the organization to achieve its goals.					
10-	I feel I effective and influential in my organization.					
11-	The organization provides me the opportunity to participate in decision-making.					
12-	I can influence decisions about my work.					
13-	I participate in solving the problems with my work.					
14-	I have an impact on developments and changes that take place in my work.					
15-	The work environment provides me participation in the decision-making process.					



<b>1-3 Work environment</b>						
16-	There is an organizational climate that helps me complete my work perfectly.					
17-	The organization enables the employees to demonstrate their capabilities and competence.					
18-	Management allows me to present new ideas to develop.					
19-	The management provides me with opportunities for training and developing job skills.					
20-	The organization encourages teamwork in facing organizational problems.					
21-	I practice high-value activities during my work.					
22-	I have a full understanding of the work objectives and tasks.					
23-	My work environment allows me to perform various tasks.					
<b>1-4 Building trust</b>						
24-	The management takes into account the feelings, requests, and excuses of the employees.					
25-	Managers in the organization behave fairly and cooperatively.					
26-	I can identify what high-level management expects of me and what I expect from them.					
27-	The organization management seeks to restore and preserve employees' rights.					

28-	I feel completely confident in the skills and ethics of my direct boss.					
29-	If I do mistakes, my direct boss is willing to forgive and forget.					
30-	I can rely on my co-workers because they have diverse skills and experiences.					
31-	There is climate of understanding and support between me and my coworkers					

<b>2 Innovation</b>						
<b>2-1 Individual-level</b>						
1-	Autonomy in the work is encouraged here.					
2-	We actively seek new approaches.					
3-	The employee can collect and analyze data and information related to problems before making a decision.					
4-	Taking initiative is encouraged here.					
5-	There are possibilities for personal development here.					
6-	We have stimulating work tasks.					
7-	Everyone's opinions are welcome here.					
8-	New ideas are taken care of.					
9-	New ideas are often shared here.					
10-	There is time for reflection in the work.					

11-	Tasks are assigned concerning the individual's skills.					
12-	Everyone has the opportunity to influence decisions that are made within the organization.					
13-	The organization introduces new policies in terms of recruitment, rewards, and incentives.					
14-	New ways of thinking are encouraged at work.					
<b>2-2 Organizational level</b>						
15-	Our organization offers guidance and support.					
16-	Our organization is mainly governed by goals rather than by rules and routines.					
17-	The organization conducts fundamental changes in organizational structures.					
18-	The organization provides additional innovative services compared to competitors.					
19-	The organization takes policies and procedures to develop services and marketing positions.					
20-	The organization resorts to external agencies (consulting and research centers) to determine the future directions of customers.					
21-	The organization makes changes in the design and delivery of services in line with modern technologies.					
22-	The organization seeks to provide free offers to increase the number of subscribers to its services.					
23-	The organization takes measures to help to activate communication and exchange of knowledge between employees.					
24-	The organization takes risks in decisions with the					

	aim of development and creativity.					
25-	There is enough time to bring new ideas to work.					
26-	physical resources are available to develop new ideas.					
27-	The organization allocates programs to improve and develop services to increase the loyalty of its customers.					
28-	The organization conducts a new way to build, modify, and improve its services process.					
29-	Top management considers innovation as the responsibility of everyone in the organization.					
<b>3 Adaptability</b>						
<b>3-1 Creating change (Change capability)</b>						
30-	The way things are done is very flexible and easy to change.					
31-	We respond well to competitors and other changes in the business environment.					
32-	The organization consider change as it opens opportunities for growth and increasing profits in our organization.					
33-	Attempts to create change are usually meet with resistance					
34-	Different parts of the organization often cooperate to create change.					
35-	The organization has scenarios to prepare for change.					
36-	The organization management able to make decisions quickly when work conditions changed.					

37-	The organization surveyed the work environment to reduce the threats it faces.					
38-	The organization deploys its resources to respond to the opportunities.					
39-	The organization owns activities to collect information about the external environment.					
<b>3-2 Customer focus</b>						
40-	Customer comments and recommendations often lead to changes.					
41-	Customer input directly influences our decisions.					
42-	All members have a deep understanding of customer wants and needs.					
43-	The interests of the customer are often get ignored in our changes.					
44-	The organization encourages direct contact among customers and employees.					
45-	The organization responds quickly to developments in customer requests and suggestions.					
46-	The organization management conducts a survey of the environment in order to identify the needs of customers.					
47-	The organization encourages employees to interact and communicate with customers.					

**Please list the most important challenges that facing you during work in the organization from 1 to 7, if found:**

1. There is no employee empowerment and delegation of powers during work? .....
2. There is no participation in decisions making during work? .....
3. An unsuitable work environment? .....
4. The management of the organization does not encourage innovation at the individual and organizational levels? .....
5. Lack of adaptation and ability to change in the organization? .....
6. There are no systems for sharing knowledge and learning in the organization? .....
7. There is no connection between the organization and the external environment? .....

## Annex (4): Helsinki Committee Approval Letter



# المجلس الفلسطيني للبحوث الصحي

## Palestinian Health Research Council

تعزير النظام الصحي الفلسطيني من خلال مأسسة استخدام المعلومات البحثية في صنع القرار  
Developing the Palestinian health system through institutionalizing the use of information in decision making

### Helsinki Committee For Ethical Approval

**Date:** 10\08\2020 **Number:** PHRC/HC/748/20

**Name:** Mohammed Fadel Ashour الاسم:

We would like to inform you that the committee had discussed the proposal of your study about: نفيدكم علماً بأن اللجنة قد ناقشت مقترح دراستكم حول:

**The Relationship Between Learning Organization and Organizational Survival in Non-Governmental Organization in The Gaza Strip.**

The committee has decided to approve the above mentioned research. Approval number PHRC/HC/748/20 in its meeting on 10\08\2020 و قد قررت الموافقة على البحث المذكور عاليه بالرقم والتاريخ المذكوران عاليه

### Signature

Member



10/8/2020

Chairman



10/8/2020

Member



10/8/2020

**General Conditions:-**

- Valid for 2 years from the date of approval.
- It is necessary to notify the committee of any change in the approved study protocol.
- The committee appreciates receiving a copy of your final research when completed.

**Specific Conditions:-**



10/8/2020



E-Mail: [pal.phrc@gmail.com](mailto:pal.phrc@gmail.com)

Gaza - Palestine غزة - فلسطين  
شارع النصر - مفترق العيون

## Annex (5): Patients Friends Benevolent Society Approval

Al-Quds University  
Jerusalem  
School of Public Health



جامعة القدس  
القدس  
كلية الصحة العامة

التاريخ: 2020/10/12

حضرة الدكتور/ نصر التمر المحترم  
المدير العام لجمعية أصدقاء المريض

تحية طيبة وبعد،،،

الموضوع: مساعدة الطالب محمد عاشور

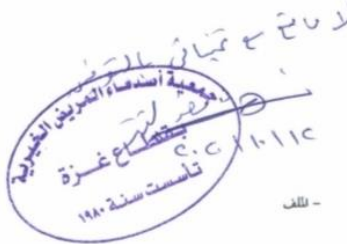
نشكر لكم دعمكم الدائم لمسيرة العلم والتعليم وخصوصاً دعم كلية الصحة العامة وطلابها، ونود إعلامكم بأن الطالب المذكور أعلاه يقوم بعمل بحث كمتطلب للحصول على درجة الماجستير في الصحة العامة-مسار الإدارة الصحية بعنوان:

**“The Relationship Between Learning Organization and Organizational Survival in Non-Governmental Organization in the Gaza Strip”**

وعليه نرجو من سيادتكم التكرم بالموافقة على تسهيل مهمة الطالب في إنجاز هذا البحث حيث أن الفئه المستهدفة هم مقدمي الخدمات الصحية في جمعية أصدقاء المريض التابعة لإدارتكم الموقرة.

و اقبلوا فائق التحية و الاحترام،،،

  
د. بسام أبو جود  
منسق عام برامج الصحة العامة  
فرع غزة

  
جمعية أصدقاء المريض الخيرية  
فرع غزة  
تأسست سنة ١٩٨٠  
نسخة:  
- ثلاث

Jerusalem Branch/Telefax 02-2799234  
Gaza Branch/Telefax 08-2644220-2644210  
P.O. box 51000 Jerusalem

فرع القدس / تلفاكس 02-2799234  
فرع غزة / تلفاكس 08-2644220-2644210  
ص.ب. 51000 القدس



### Annex (6): Study activities time table

Activity	Duration	5	6	7	8	9	10	11	12
Proposal writing	2 months								
Proposal defense and approval	1 month								
Expert committee check for validity, and Pilot study	1 month								
Data collection, data entry, and data analysis	1 month								
Research writing	2 months								

**Annex (7): List of adjudicators**

<b>No.</b>	<b>Name</b>	<b>Place of work</b>
<b>1</b>	Dr. Yehia Abed	Al-Quds University
<b>2</b>	Dr. Bassam Abu Hamad	Al-Quds University
<b>3</b>	Dr. Ashraf al Jedi	Islamic University
<b>4</b>	Dr. Ahmed El-Shair	Islamic University
<b>5</b>	Dr. Yousef Awad	University of Palestine
<b>6</b>	Dr. Wael Thabet	Al-Azhar University
<b>7</b>	Dr. Mazen Abo Qamar	Al-Azhar University
<b>8</b>	Dr. Ahmed Nejem	Al-Azhar University
<b>9</b>	Dr. Mostafa Elaila	Chairman of Board of Directors (PFBS)

## عنوان الدراسة: العلاقة بين المنظمة المتعلمة والبقاء التنظيمي في المنظمات الغير حكومية في قطاع غزة

إعداد: محمد فضل عاشور

إشراف: أ.د. يوسف الجيش

### ملخص الدراسة:

حالة عدم اليقين والتحديات المختلفة في العالم اليوم جعلت من الصعب على المنظمات غير الحكومية الاستجابة للتغيرات الغير متوقعة في البيئة. المنظمات التي يمكنها التكيف مع هذه التغيرات السريعة فقط هي من تملك فرصة للبقاء، لأن هذه التغيرات تجبر المنظمة على متابعة أفضل الممارسات لتحقيق النجاح. منهج هذه الدراسة عبارة عن دراسة وصفية تحليلية من خلال البيانات الكمية. تتألف عينة الدراسة من جميع مقدمي الرعاية الصحية في جمعية أصدقاء المريض الخيرية، وبلغ إجمالي عدد المستهدفين 150. تم جمع البيانات في هذه الدراسة من خلال الاستبانة المعدة ذاتيا. لقياس صحة الأداة، تم تقديم الاستبيان إلى مجموعة من الأشخاص الخبراء لتقييم صحة الصدق الظاهري والمحتوى، وتم أيضا إجراء الاتساق الداخلي. وقد تمت اختبارات الصدق والثبات للاستبانة من خلال عينة استطلاعية. تم استخدام الانحدار المتعدد والارتباط بالإضافة إلى التحليل متعدد المتغيرات لتحليل البيانات. استخدم الباحث اختبار T من عينتين، ANOVA اختبار (F)، ومعامل ارتباط بيرسون (r) لاختبار ارتباط العناصر بالمتغيرات المدروسة. لقياس موثوقية الأداة، استخدم الباحث معامل كرونباخ ألفا. وكانت قيم كرونباخ ألفا في النطاق ما بين 0.848 و 0.925، مما يشير إلى موثوقية جيدة للاستبيان بأكمله. تم الحصول على خطاب رسمي بالموافقة على إجراء الدراسة من لجنة هلسكي في قطاع غزة. تمت معالجة البيانات وتحليلها باستخدام الحزمة الإحصائية للعلوم الاجتماعية (الإصدار 20). وأظهرت نتيجة تحليل الارتباط وجود علاقة ذات دلالة إحصائية بين أبعاد المنظمة المتعلمة ومجالات البقاء التنظيمي، وأظهرت نتيجة الانحدار أن المنظمة المتعلمة تؤثر بشكل كبير على البقاء التنظيمي (R square 0.736, p-value = 0.000). أظهرت نتائج التحليل متعدد المتغيرات وجود علاقة بين الخصائص الاجتماعية والديموغرافية والمنظمة المتعلمة والبقاء التنظيمي تعزى الي المستوى التعليمي (F = 3.409)، (P = 0.029)، وسنوات الخدمة (F = 3.656)، (P = 0.014)، والتخصص الدراسي (F = 2.317)، (P = 0.037)، والدورات التدريبية (T = 2.386)، (P = 0.019). وخلصت الدراسة إلى أن تبني نهج المنظمة المتعلمة يساعد المنظمة على أن تكون مبتكرة وقابلة للتكيف ويشجع على تمكين الموظفين مما يزيد من فرصتها في البقاء. توصي الدراسة المنظمات غير الحكومية بتبني نهج المنظمة المتعلمة لتتمكن من الوصول الى الاستراتيجيات المتنوعة التي تعزز بقائهم، وتوصي جمعية أصدقاء المريض الخيرية بتنفيذ برامج تدريبية للموظفين تهتم بالخطوات والأساليب والمهارات التي تمكنهم من الوصول الي نهج المنظمة المتعلمة وذلك لزيادة فرصتها في البقاء.