

-1

- 2

.)" (2002

Learning

Organization

Argyris &)
Organizational

(Schon,1978
Learning

.(Calvert,1994)

.(Revans,1983)

Senge

.(2005) (Seng,1990)
" 2002

.(Garratt,2003)

.2010/2/16

2009/6/16

: .(2004)
 .1 (2003)
 .2 :
 .3
 .(2003)
 :
 :
 .() (2001) Rowden
 :
 : (Rowden,2001)
 .1
) .(.2
 : .3
 :
 :
 : .1
 .2

(1)
$$n = \frac{(3.84)^2 \times 3435 \times 0.5(1-0.5)}{(0.5)^2 \times (3435-1) + (3.84)^2 \times 0.5(1-0.5)}$$

$n = 1041$

(194) (1041)
 (179) (15)
 (%5.2)
 (%17.2)
 (3435)
 (%30.3)
 (1041)
 (44-1)

) (Taejo,2003) : (Sekran,2006)
 .(Dixon,1995) (Alavi, 2003) (2006)
 (59-46)
$$n = \frac{D^2 (n-1) + X^2 P(1-P)}{D^2 (n-1) + X^2 P(1-P)}$$

 (Ruth, 2003):
 (Neefe, (Al Otaibi, 2000) (Marquardt, 2003) :
 .2001) = n
 = N
 = P
 (0.5)

	.5	:Face Validity	.1
	:		
.(2005)		: Contrast Validity	.2
		(30)	
(Knutson, Miranda, 2005)		(0.01)	
(Knutson, Miranda & Washell, 2005)		(0.47)	(.0.74)
Brooks (1995) Mallet		:	
(1992)		(Cronbach Alpha)	
Marsick		(1994) & Watkins	
	()	(0.93)	
		(0.91)	
		(.0.9061)	
.(Karash, 1994-2002)		(SPSS.17)	
		:	
	(Descriptive		.1
		Statistical Measures)	
	.(Rastogi, 1998)	(Skewness)	.2
:		.(Normal Distribution)	.3
:			
		ANOVA	.4

(Song,2008)
(2009) Bryan

(Alexiou, 2005)
:

:

.(Bryan,2009)
(2008) Fahey

.(2006)
:
(2006)

:

(2006)

.(Fahey,2008)
(2008) Haque

(2009)

Watkins and Marsick(1993,
1996, 1999)
:
)

.(2009
(2008) Song

:

.(Haque, 2008)
(2006)

:

(780)

Dewar & 2003)

:

.(Whittington,

(2003) Alavi & McCromick,

:

.(2006)

Yang, Watkins & Marsick

(2004)

:

.Watkins & Marsick,

Senge

Alavi & 2003)

.(McCromick,

(1999) Bierema & Berdish

2004)

.(Yang, Watkins & Marsick,
(2004) Hudspeth

:

(195)

:

:

.(Hudspeth, 2004)

. (Berdish & Bierema ,1999)

Dewar & Whittington,

(1997) Gardiner & Whiting,

(2003)

. (Gardiner & Whiting, 1997)

(35 -31)
 (30) (%5.2)
 (%4.4) (1)
 (10-6) (%81) (145)
 11) (%54.2) (179)
 (%31.8) (5) (%19) (34)
 (%14)
 (50-41)
 (%93.9) (%42.4)
 (%6.1) (%26.8) (40 -36)
 (%21.2) (50)

(1)

%81	145		
%19	34		
%4.4	8	30	
%5.2	9	35 -31	
%26.8	48	40 - 36	
%42.4	76	50 - 41	
%21.2	38	50	
%14.0	25	5	
%54.2	97	10 -6	
%31.8	57	11	
%93.9	168		
%6.10	11		

(Likert)

(5) (1)

:

(1)	(2)	(3)	(4)	(5)	
1.79-1	2.59-1.8	3.39-2.6	4.19-3.4	4.2	

(4.25) ()

(4.21) (%79.2) (18)

(%78)

(30) .(2002)

(3.4-4.18) :

.(44-1)

(2.59) (4.2)

(2) :

(3)

:(2)

	1	1.14	4.25		3
	2	1.17	4.21		18
	3	18.1	4.18		17
	4	21.1	4.15		8
	5	19.1	4.12		16
	6	17.1	4.09		33

	7	19.1	4.06		7
	8	17.1	4.03		12
	9	20.1	4.00		27
	10	20.1	3.98		9
	11	19.1	3.96		19
	12	21.1	3.94		4
	13	24.1	3.92		1
	14	24.1	3.90		2
	15	36.1	3.87		26
	16	37.1	3.85		25
	17	29.1	3.83		22
	18	03.1	3.81		32
	19	24.1	3.80		31
	20	25.1	3.78		24
	21	16.1	3.75		30
	22	23.1	3.73		10
	23	22.1	3.70		11
	24	18.1	3.67		6
	25	18.1	3.65		28
	26	25.1	3.63		15
	27	28.1	3.61		5
	28	25.1	3.60		37
	29	16.1	3.52		20
	30	34.1	3.48		34
	31	20.1	3.41		35

	32	21.1	3.39		36
	33	13.1	3.31		23
	34	31.1	3.19		40
	35	27.1	3.15		39
	36	20.1	3.10		42
	37	18.1	3.03		44
	38	1.10	2.96		43
	39	03.1	2.94		41
	40	12.1	2.88		14
	41	23.1	2.75		13
	42	17.1	2.67		29
	43	24.1	262		21
	44	22.1	2.59		38
			3.61		

:

(4.2)

(3) (4.27)

(3.8)

(%20)

(0.289)

(Skewness)

.(1)

.(0.437)

:

/(3)

	1	0.88	4.32		45
	2	0.95	4.27		46
	3	0.97	4.25		47
	4	1.02	4.13		48
	5	1.00	4.11		49
	6	1.00	4.08	(- -)	50
	7	1.08	4.05		51
	8	1.15	3.97		52
	9	1.16	3.94		53
	10	1.19	3.85		54
	11	1.20	3.77		55
	12	1.26	3.38		56
	13	1.31	3.11		57
	14	1.25	2.98		58
	15	1.26	2.79		59
			3.80		

:

(ANOVA)

(F)
 $(\alpha \leq 0.000)$ (15.94) :
 :
 :
 (4)
 :(4)

	(F)					
**0.000	12.72	335774	2686174	(175 3)		
**0.000		162643	487928			
**0.000	15.94	502339	4018714	(175 3)		
**0.000		261177	783530			

(0.05) *

(3.13) (50) (5)
 .(35 -31)) (30)
 -36) (30) (50
 (3.74) (40 (3.13) (50) (4.11)
 30) (3.13) .(30)
 ()
 (30) (35-31)
 (3.85) (35-31)

(5)

50	50 - 41	40-36	35-31	30		
-	-	-	-	-	4.11	30
*0.38	-	-	-	-	3.85	35 -31
*0.41	-	-	-	-	3.74	40 - 36
*0.43	-	-	-	-	3.25	50 - 41
*0.47	-	-	-	-	3.13	50

($\alpha \leq 0.05$) *

11) (3.85) (5) :

5) (3.2) ((4)

(10-6)

-6) (5) (F)

5) (3.45) (10) ($\alpha \leq 0.000$) (12.72)

(3.85) (

.(5)

(6)

(5)

(11)

: (6)

11	10 -6	5		
-	-	-	3.85	5
*0.42	-	-	3.45	10 -6
*0.34	-	-	3.20	11

:

:

(7)

(7)

(3.70) (3.95) (t=6.89) (t)

(t) : (7)

	t					
0.000	*6.89	0.82	3.95	145		
		0.65	3.70	34		

($\alpha \leq 0.01$) *

:

:

(1.32) (t) (8)

(0.56)

(t) : (8)

	t					
0.56	1.32	0.89	4.85	168		
		0.87	4.75	11		

(9)

:

(F)

(13.74)

($\alpha \leq 0.000$)

.(

)

(ANOVA)

(10)

30

)

(50) (.(4.11)(30)

:

:(9)

	(F)					
*0.000	9.95	1727.70	23888.58	(175 3)		
**0.000		321.28	7068.09			
0.000	13.74	2364.68	18917.46	(175 3)		
*0.000		1509.42	4528.25			

(0.05)

*

(3.13) (50)

(40-36) (30)

(3.13) (3.74)

(30)

(30)

(35-31)

(3.85) (35-31)

(3.13) (50)

.(35 -31)

(10)

50	50 - 41	40-36	35-31	30		
-	-	-	-	-	4.11	30
*0.38	-	-	-	-	3.85	35 -31
*0.41	-	-	-	-	3.74	40 - 36
*0.43	-	-	-	-	3.25	50 - 41
*0.47	-	-	-	-	3.13	50

($\alpha \leq 0.05$)

*

(3.85) (5) :

(3.2) (11) .

(5) (9)

10-6) (5) ((F)

(3.45) (10-6) (9.95)

(3.85) (5) ($\alpha \leq 0.000$)

(5) .

(11)

5) (11) (

:(11)

11	10 -6	5		
-	-	-	3.85	5
*0.42	-	-	3.45	10 -6
*0.34	-	-	3.20	11

:

:

(12)

(12)

(3.95)

(3.70)

(t=6.89)

(t)

		(t)			:(12)	
	t					
0.000	*6.89	0.82	3.95	145		
		0.65	3.70	34		

($\alpha \leq 0.01$)

*

(t) (0.56) (1.32) :

(13)

		(t)			:(13)	
	t					
0.56	1.32	0.89	4.85	168		
		0.87	4.75	11		

.4 :

.1

(%42.4)

:

(3.61)

.2

:

:

.3

.5 :

(%76.6)

()

:

:
.
.9 :
: .1
(Haque,2009) (Song,2008) (Fahey,2008)
.10
(Macpherson,2000)
(Watkins & Marsick,2004)
.2
(Hudspeth,2004)
.11
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(2003)
:
.12
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.7

	" (2003)	(2006)	
	"		:
(2006)	:		
	" (2002)	(2002)	
	:		:
	"	:	-
	.2 14	:	
	(2004)	:	(2002)
	:	(:
	(2009)	:	(2005)
.1 5	"	" (2002)	
:	(2005)		
:		"	
		9 8	"
		.2003 12-10	1423

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Concept of a Learning Organization in the Jordanian Universities from the Viewpoint of the Teaching Staff

Kamel Al-hawajreh

ABSTRACT

This study aimed to identify the concept of a learning organization in the Jordanian universities, from the viewpoint of the teaching staff in those universities. A questionnaire has been developed to identify the collection of data from a sample study that aimed at achieving the objectives of the study and testing of assumptions. The study reached the following conclusions:

There are statistically significant differences between the vision of faculty members on the importance of the characteristics of a learning organization, attributable to the qualified scientific and private universities and their interaction with each of the years of experience and participation in training courses. There are significant differences between the vision of faculty members at Jordanian universities and a group of special factors supportive of the importance of the application of a learning organization; these are due to the variables: Jordanian universities, qualified scientific and management training, interaction with Jordanian universities for each of the years of experience, and management training. In the light of these results, the wording of some recommendations to strengthen the building of the Jordanian universities as learning organizations was given.

KEYWORDS: Learning Organization, Characteristics of a Learning organization, Organizational and cultural factors that support the learning Organization.