

The Impact of Learning organization on Organizational Performance

An Empirical Study on Public and Private Commercial Banks in the Arab Republic of Egypt

Dr. Ahmed Lotfy Abdel-Aal Abed

Higher Institute for Management Sciences and Foreign Trade

I. Preliminary Study:

According to contemporary variables and in the age of knowledge, organizations must possess a future vision, and leave traditional methods of thinking when exercising various administrative functions. And to adopt modern trends in the management of its business, and to also adopt concepts and administrative philosophies that resulted from the efforts of researchers and practitioners in the field.

As the organizational performance is an indicator for measuring the organization's success in achieving its goals, its ability to survive and grow, as well as its ability to develop on the one hand and its ability to manage its resources efficiently and effectively, it has become important to study administrative approaches that may improve its level.

This study aims at identifying The relationship between learning organization and banking sector Performance. the researcher ran a field study in which he distributed questionnaire to a sample consisted of (381) of top and middle level workers of 6 banks of Egypt . The study concluded to existence of morale significant relationship between dimensions of the learning organization and dimensions of organizational performance, either at the total or partial level. The study recommended necessity of activating the learning organization to improve organizational performance.

II. Study Concepts:

The current study addressed The relationship between learning organization and banking sector Performance where the researcher briefly displays these variables' concepts and dimensions as follows:

(1) Learning Organization (Concept - Dimensions):

It was defined by Watkins and Maarsk as the organization of the twenty-first century, which is characterized by rapid changes, frequent challenges, advancement of technology and means of communication, generation and management of knowledge, interest in intellectual capital, and the human element in appreciation and confidence, and a stimulus to learning, innovation and participation in the formulation of vision and the development of strategy and industry (Watkins and Marsick 2003).

Researchers such as Eijnatten, Putnik and Goran reported that the learning organization is the organization in which individuals expand their capabilities continuously to achieve the results they desire through group work (Eijnatten, Putnik and Goran 2004) .(Foster 2001) indicating As the organization that has the ability to manage insight and understanding through the analysis of what is going through the experience and expertise and take advantage of them, whether those with positive test results or negative results. An organization that adopts the collective method of learning, and its management is constantly working to improve its ability to manage and use knowledge, and enable individuals to learn inside and outside the organization, and use the appropriate technology to organize learning and production (Marquardt 2002) . Defined as stated that the learning organization are the organizations that the individuals in which to increase their energies and abilities constantly to create results that really, where mature intellectual new and broad patterns they want, which placed a set of goals and collective aspirations (Seng1990) .

According to the nature and objectives of the study, the researcher relied on measuring the learning organization on the tool presented by Marsick & Watkins, 2003; because it is more comprehensive, and it has a high degree of honesty and consistency, which prompted many researchers to rely on it when measuring the ideas of the learning organization, Such as: (Abed, 2020) (Kim, et al., 2017) (Bhaskar & Mishra, 2017) . It is also characterized by its simplicity and clarity of its phrases, and the researcher has addressed (5) key dimensions that the researcher relied on: (Creat Continuous Learning Opportunities, Promote inquiries and dialogue, Encouraging Collaboration and team learning, Empowering people towards a collective vision, Connect the organization to its environment).

An explanation of these dimensions will be shown in the following points:

1.1 Creat Continuous Learning Opportunities:

It reflects the extent of the organization's efforts to find opportunities for continuous learning for all individuals.

1.2 Promote inquiries and dialogue:

It reflects the organization's endeavor to spread a culture of questions and dialogue and exchange information, experiences and experiences.

1.3 Encouraging Collaboration and team learning:

It indicates that work is designed with teamwork, and cooperation is encouraged so that team members learn from each other.

1.4 Empowering people towards a collective vision:

The organization creates and shares a group vision and gets reactions from the members of the organization about the gap between the current situation and the new vision.

1.5 Connect the organization to its environment:

It indicates the extent of the organization's efforts to think comprehensively and achieve communication by trying to link the organization to its internal and external environment.

(2) Organization Performance (Concept - Dimensions):

There were many concepts and definitions that dealt with the concept of organizational performance, as a result of the comprehensiveness of this concept, which deals with all the activities of organizations and accordingly many researchers presented concepts and definitions of different organizational performance according to the scientific background of each of them and also according to the angle of their approach to the concept of organizational performance, where (Wright 1996) defined organizational performance as A reflection of how the organization uses its resources and investment in a way that makes it able to achieve its goals.

(Abed 2020) had identified the organization performance as the organization's ability to optimize the use of human, material and financial resources in order to reach their goals in the best way while maintaining continuity.

The most important modern methods of measuring performance and relying on measurement systems in the measurement process is the balanced scorecard system, which is one of the best modern measurement systems presented to us by Robert Kaplan and David Norton in 1992.it allows for the effectiveness of this modern tool, which has become the most comprehensive in the evaluation criteria. This tool has spread widely. It has proven its effectiveness in many institutions of all kinds. Statistics: 50% of the 1000 largest institutions in North America and 40% in the European continent use a balanced scorecard in Evaluate their performance (Gumbus 2002).

The balanced scorecard measurement card included four dimensions (Kaplan, R.S. and Norton, D 1996) :

- The financial dimension: What is the shareholders' view of the organization?
- After the Clients: What is the Clients' View of the Organization?
- After the internal operations: what should we excel?
- After learning and growth: Do we learn and grow as they should in our surroundings?

Among them, they formed an integrated system for measuring performance, as well as those four dimensions were based on achieving the interests of all parties of the organization with stakeholders, as they took interest in each of the shareholders, customers and also employees, so that this tool creates a common balance for these parties, and through this the organizations can translate their strategy.

An explanation of these dimensions will be shown in the following points:

2.1 The financial dimension:

The financial dimension represented the first dimension of the balanced performance card, and it included many criteria that constitute among themselves the features of the financial performance of the organization,

including the criterion of achieving fair profit, the criterion of balanced growth of the organization's investment activities, the standard of cost reduction in order to achieve the best degree of effectiveness, and the criterion of maximizing the wealth of owners And beneficiaries through achieving investment returns, as well as the criterion of achieving economic value added.(Dergham and aboufahd 2009)

2.2 Customer dimension:

Previously, organizations focused their efforts on developing their internal capabilities, as well as improving the performance of their products and also technological innovation and neglecting the understanding of customer needs, so those organizations faced very great difficulties in competing with organizations that were interested in providing products and services that meet the needs of customers, and therefore they give priority to meeting customers' needs in the best way, This is done by providing products and services that create value to customers so that organizations can achieve their financial goals and to achieve that dimension (customer dimension) organizations have drawn up their strategy to specific goals related to the market and work Through identifying clients and market segments upon which returns are determined. (Kaplan and Norton 1996)

2.3 Internal Operations Dimension:

The internal operations dimension focuses on the important internal operational factors and procedures that ensure the organization to achieve a competitive advantage that leads to achieving customer desires efficiently and effectively, and achieve distinct financial results that are satisfactory to shareholders, and also includes in this axis the aspect of innovations that lead to the development of new products and services that achieve the satisfaction of existing and new customers (Awad 2009).

2.4 Growth and Learning Dimension:

The growth and learning dimension acquires a special nature in the balanced scorecard, as it is the pillar that leads to the success of the remaining goals of the three dimensions of the balanced scorecard. After growth and learning, its focus is on the organization's employees who are the foundation of the organization in the modern era and with good investment in them. This dimension guarantees the ability to implement the rest of the dimensions efficiently. The individual has become the most important pillar of the organization's success. The financial dimension is only achieved through the presence of human resources at the required level of competence that guarantees planning and implementation, as well as innovation, as the means by which the goals are achieved (the three dimensions). Of the organization, and this dimension, in addition to those working in it, focuses on both systems and organizational procedures.

The growth and learning dimension focuses on what the organization must do to improve the level of its internal operations in order to add value to customers and shareholders, by raising the organization's capabilities to provide new products that meet customer aspirations, and constantly improving internal

processes and maximizing customer value in order to raise The organization's capabilities to reach new markets and increase its return and profits, which means growth and greater value for shareholders.(Gharoury 1998)

III. Literature Review:

This study discussed the relationship between learning organization and Companies Performance, and the researcher reviews the most important results of some studies that discussed these variables as follows:

(Siddique, 2018) study aimed to define organizational resources in light of the concept of the learning organization that may occur performance results and the study was conducted on the officials of 254 companies in the United Arab Emirates, specifically in each of the emirates of Dubai and Abu Dhabi, and the study concluded that there is a relationship between the learning organization side and four axes Key to organizational performance are the development of employee skills, product and service innovation, revenue growth, and the study recommended the necessity of using several auxiliary factors in order to train a culture of the learning organization. As providing support systems because they are vital resources can add great value to the results of adopting the culture of the organization learning may be the results of the study on the investment in the development of the organization learning culture within organizations is logical in order to raise the level of performance.

(Kim, et al., 2017) study examined the influence of the learning organization on performance by focusing on both cognitive performance and financial performance of organizations using the DLOQ model in 416 profit-making organizations in the United States of America, and the study found that the dimensions of the learning organization have an impact Positive on cognitive performance and that cognitive performance has a positive impact on the financial performance of the organizations under study. Also, cognitive performance mediates the relationship between the learning organization and the financial performance of organizations. The study recommended that organizations should pay attention to learning and development activities to improve performance. In the same context, (Bhaskar & Mishra 2017) study aimed at knowing the type of relationship between the concept of the learning organization and the organizational performance of the power generation sector in the Indian public sector. The study used the DLOQ measurement model to learn to measure the availability of the dimensions of the learning organization with the 360 sample study Of the size of the community of 760 individuals, the study found a positive relationship between all dimensions of the learning organization and the performance of the organization.

(Fadel, Al-Lahji 2016) study it aimed to identify the impact of the dimensions of the learning organization on performance and collective distinction at the University of Aden and to achieve the objectives of the study. A questionnaire was designed to collect data from a sample of 245 members of the educational body. The dimensions of the organization used on organizational

performance, as both the dimensions of the learning organization and organizational performance appeared at weak levels within the university.

(Kontoghiorghes & Others, 2005) study, the study aimed to assess the relationship between the characteristics of the learning organization and the adaptation to change, innovation and organizational performance in 4 organizations in different fields. The study concluded that the most important dimensions of the learning organizations associated with the adaptive capabilities of the organization with change and the capabilities of innovation and organizational performance, are those Factors related to structural systems, organizational culture, and information systems. Their results also revealed that the characteristics of communication systems and the cultural and structural characteristics are strong indicators of adaptive and innovative capabilities.

After discussing the most important findings of review of literature, the following results can be concluded:

1. Regarding the dimensions of the learning organization: Despite the abundance of scientific production by foreign researchers, these studies have focused on revealing the relationship between the learning organization and many organizational and personal variables, while the relationship between this variable and organizational performance has not received the required attention despite the confirmation Theoretical that there is a set of potential determinants in their effect on the formation of organizational performance that have not received due attention by researchers, especially Arabs among them, and among these determinants is the "learning organization " which the researcher tries to shed light on through the current study.
2. With regard to the relationship between the ideas of the Learning organization and organizational performance, Arab studies, especially Egyptian ones, were characterized by scarcity, which requires more Arab studies on that relationship.
3. With regard to the study community: Despite the importance of the current study community, which is the banking sector in the country, because it represents a pillar of the national economy.

Therefore, this study is an attempt to contribute to the treatment of this gap, and an application to one of the most important fields which is the sector of banks, which has received little research efforts despite its strong impact with its services.

IV- Questions of Study:

- 1- What is the availability of the dimensions of the Learning organization in banks?
- 2- Is there relationship between the dimensions of the Learning organization and improving the organizational performance of workers in banks?

V- Study Objectives:

The Objective of this study is to determine the relationship between learning organization and Organizational performance and in order to demonstrate this the following sub-elements were put as follows:

- 1- Addressing the level of the difference of the employees' perception of the learning organization.
- 2- Determining the impact of the employees' perception of the learning organization on the Organizational performance.
- 3- Throughout the results of this study the researcher will introduce some suggestions to the banks included the study in order to raise the bank performance level.

VI- Study Hypotheses:

Throughout this research, the study seeks to conduct the accuracy of some assumptions which can be addressed as follows:

- 1- H1: There is no significant significant effect of Learning Organization on Organizational performance using Financial Perspective of the Balanced Scorecard perspectives.
- 2- There is no statistically significant effect of Learning Organization on Organizational performance using Customer Perspective of the Balanced Scorecard perspectives.
- 3- There is no statistically significant effect of Learning Organization on Organizational performance using Internal Process Perspective of the Balanced Scorecard perspectives.
- 4- There is no statistically significant effect of Learning Organization on Organizational performance using Learning Perspective of the Balanced Scorecard perspectives.

VII: Importance of Study:

This study derives its importance from its important variables i.e. (Learning Organization – Organizational performance) as there are many possible determinants for the Organizational performance which are not revealed throughout studies yet where the Learning Organization is considered as one of these determinants. The study is trying to reveal this relationship where the importance of the theoretical and the practical chapters of this study can be addressed as follows:

(1) Scientific Importance:

- 1/1 Despite the Organizational performance literature, the increase of all the determinants of the organizational learning is still slow which causes a shortage in the structure of the cognitive framework so that more research is needed to treat this shortage.
- 2/1 The foreign studies which are related to the Organizational performance are exaggerated compared with the Arabic studies which resulted in a

shortage in the accompaniment of the modern prospective in the organizations generally and behavior particularly. Although this variable is considered as a promising field to process more research to contribute in the understanding of the human perspective and its role in the organizational environment. Furthermore it is needed to concentrate upon this variable to reveal its nature, dimensions.

3/1 The question of the relationship between the dimensions of the Learning Organization and the dimensions of the Organizational performance is just to complete the literature particularly considering the conflicts of the research results.

4/1 The question of the nature and the extent of the Learning Organization impact with its various dimensions will contribute in addressing some strategies to support the organizational performance especially under the deep need of the continuous research supporting this current behavior as it's related to many of organizational results.

(2) Practical Importance:

2/1 Usually, it's very important to study the learning organization as this dimension impacts on organizational performance so the question of this dimension is considered as the most important especially for the investigated service organizations in this study which are represented as the commercial banks.

2/2 The variables which are imposed by the modern organizational structure and professions created a deep need to hire some employees in order to raise the organizational value and keeping their loyalty is a great challenge faces the human resources department in the organization.

2/3 Raising the extent of the Learning Organization for the investigated banks' employees helps them to tolerate the stress which is part of the banking nature and that will lead to reinforcing the employees' psychology and consequently increasing the bond between the individuals and the organization.

2/4 Supporting the Learning Organization and its consequent raises the organizational performance extent which will reflect on reinforcing the relationships between the bank and its customers in addition to enhancing the banks' image which will lead to improving these banks' performance.

VIII: Method of Study:

This part included the following: Variables of study and Method of their measurement; Study population; method of information and data collection; tool of primary data collection and statistical methods used in data analysis.

(1) Study Variables and Method For Measuring Them:

This study discussed the relationship between Learning Organization and organizational performance. We discussed these variables scales as follows:

1/1 Organizational Learning Variable Measurement:

According to the nature and objectives of the study, the researcher relied on measuring the thinking of the educated organization on the tool presented by Marsick & Watkins, 2003; because it is more comprehensive, and it has a high degree of honesty and consistency, which prompted many researchers to rely on it when measuring the ideas of the educated organization, Example: (Abed, 2020) (Kim, et al., 2017) (Bhaskar & Mishra, 2017) (Essam, 2014). It is also characterized by its simplicity and clarity of its phrases, and the researcher has addressed (5) key dimensions that the researcher relied on: (creating learning opportunities, encouraging inquiry and dialogue, encouraging collective learning, empowering individuals towards a common vision, linking the organization to the external environment).

1/2 Organizational Performance Variable Measurement:

According to the nature and objectives of the study, the researcher relied on measuring organizational performance on a tool derived from the tool prepared by Kaplan & Norton (1992), because it is more comprehensive, and it has a high degree of honesty and consistency, which prompted many researchers to rely on it when measuring performance Organizational, such as: (Abed, 2020) (Fadl, Al-Lahji 2016) (Barakat, 2016). It is also characterized by its simplicity and clarity of its phrases.

(2) Population and Study Sample:

The Research Population is represented in all the employees in the random sample which the researcher chose of the public and private commercial banks in Arab Republic of Egypt (three banks of each sector) who have an experience of not less than three years in the banks of this study and the following Table (1) illustrates the size, sample distribution and the percentage of the response rate of population according to the following equation (Fathi,2017).

$$n = \frac{M(1-M)}{\frac{M(1-M)}{N_1} + \frac{A^2}{(S.D)^2}}$$

Where:

M: The maximum availability percentage of the studied characteristics in any population. The researcher has considered it as 50%.

A: Allowable error percentage. The researcher has considered it as 5%.

S.D: Standard degree offsetting confidence coefficient chosen by researcher, i.e., 95%. Therefore, the offsetting standard degree equals 1.96.

N₁: Research population size, which equals 49899 individuals.

n: Sample size.

By compensation in the previous equation, the sample size is as follows:

Where the selected banks' employees sample could be calculated as follows:

According to the equation the research population size equals 384 individuals.

The researcher selected the sample randomly by determining three banks from each sector according to:

1st sample: public sector banks: National bank of Egypt, Banque Misr, Banque du Caire.

2nd sample: private sector banks: Alexandria bank, Qatar National Bank (QNB), Commercial International Bank (CIB).

The public banks were chosen by the researcher according to the inventory however the private banks were chosen according to the highest number of employees.

The following Table (1) shows the number of population sample:

Table (1)
Distribution of sample size in the public and private commercial banks, Number of Valid Questionnaires and Response Rate at the studied Organizations

No.	Bank name	Population	Employees	Bistributed questionnaires	Valid Questionnaires	Response Rate
1	National Bank of Egypt	17085	34.24%	131	111	85.04%
2	BANQUE MISR	13008	26.07%	99	91	91.57%
3	BANQUE DE CAIRO	7341	14.71%	56	47	83.80%
4	ALEXBANK	5756	11.54%	44	43	97.78%
5	QNB ALAHLI	4298	8.61%	33	32	97.45%
6	CIB	2411	4.83%	18	18	100%
Total		49899	100%	381	342	89.71%

Source: the researcher collected the data relying on the human resources department of the studied banks.

(3) Method of Information and Data Collection:

The researcher adopted the following methods:

3/1 Library Study Method:

The researcher relied on a desk study throughout accessing the Arab and foreign scientific literature which could be obtained and dealt with research variables including books, scientific researches with the aim of building theoretical and conceptual framework of research.

3/2 Field study method:

The researcher also relied on a field study method using a questionnaire aimed at identifying views of the employees at the studied organizations regarding the dimensions of the Learning Organization and the organizational performance.

(4) Tool of Primary Data Collection:

The primary data collection tool was represented in a questionnaire administered to all employees with "not less than three years" experience at the Banks, depending on the complete census method. The questionnaire included two sections as follows:

Section I: It is related to measuring the **learning organization** variable, that includes three major dimensions covered by 31 expressions distributed as follows:

Create Continuous Learning Opportunities: it is expressed by 7 expressions;
Promote inquiries and dialogue: it is expressed by 6 expressions; and
Encouraging Collaboration and team learning: it is expressed by 6 expressions.

Empowering people towards a collective vision: it is expressed by 6 expressions.

Connect the organization to its environment: it is expressed by 6 expressions.

Section II: It is related to measuring the **Organizational performance** variable, that includes four major dimensions covered by 24 expressions distributed as follows: **Financial Perspective:** it is expressed by 6 expressions; **Customer Perspective:** it is expressed by 6 expressions **Learning Perspective:** it is expressed by 7 expressions and **Internal Process Perspective:** it is expressed by 5 expressions.

IX: Measures

The questionnaire of this study is consists of two instruments Learning Organization and organizational performance instrument. Survey design and test the credibility and reliability of the study instruments are discussed as follows:

Table 1. Factor loading and alpha coefficient of Learning Organization and Organizational performance

Learning Organization	Factor Loading (Alpha Coefficient)
<i>Learning Organization</i>	
Create Continuous Learning Opportunities	0.769*
Promote inquiries and dialogue	0.842**
Encouraging Collaboration and team learning	0.795**
Empowering people towards a collective vision	0.802**
Connect the organization to its environment	0.752**
<i>Organizational performance</i>	
Financial Perspective	0.703**
Customer Perspective	0.794**
Internal Process Perspective	0.782**
Learning Perspective	0.764**

X: Statistical Tests

Table 2 presents the means, standard deviations and correlations among the study variables. The study also depends on hierarchical multiple regression analysis to test the direct effects of learning organization on the dimensions of organizational performance. The demographic variables which included gender, educational level and tenure are inserted in regression models as control variables. Therefore, Regression model used to test the hypotheses of the study was designed as shown in equation(1).

$$OP = \beta_0 + \beta_1 GEN_i + \beta_2 EDU_i + \beta_3 TEN_i + \beta_4 CLO_i + \beta_5 PID_i + \beta_6 ECT_i + \beta_7 KCV_i + u_i \quad (1)$$

Where:

i points to each dimension of Learning organization;

GEN points to gender;

EDU points to the educational level;

TEN points to tenure;

CLO points to the Create Continuous Learning Opportunities;

PID points to the Promote Inquiries and Dialogue;

ECT points to the Encouraging Collaboration and Team Learning;

KCV points to the Empowering People towards a Collective Vision;

XI: Analysis

The means, standard deviations and correlation coefficients among study variables are presented in Table 2. The Learning organization have a significant positive correlation with all dimensions of organizational performance. Moreover, control variables such as gender, the educational level and tenure have not a significant correlation with all dimensions of Learning organization and organizational performance.

The regression model is conducted four times according to each dimension of organizational performance, which are illustrated in table 3. The first regression model determines the influence of each dimension of Learning organization on 8. Financial Perspective. The fitted model was significant according to the value of F test ($F=103.396$, $p<0.001$) and the

interpreted power of the model was 51.2% as represented by R^2 . The results of this model indicate that relational Create Continuous Learning Opportunities, Promote Inquiries and Dialogue and Empowering People towards a Collective Vision have a significantly positive effect on Financial Perspective. The second regression model, which tests the impact of Learning organization dimensions on Customer Perspective is also significant ($F=132.18$, $\rho<0.001$). It shows that Create Continuous Learning Opportunities, Promote Inquiries and Dialogue and Empowering People towards a Collective Vision are the significant factors affecting Customer Perspective. Moreover, the F value of the third model indicates that the model is significant ($F=190.580$, $\rho<0.001$). In this case, Create Continuous Learning Opportunities, and Empowering People towards a Collective Vision are the main significant determinants of Internal Process Perspective. Add to that, the results of the forth model show that tenure, Create Continuous Learning Opportunities and Empowering People towards a Collective Vision are the main significant factors explaining the variations of Learning Perspective.

Table 2. Descriptive statistics: means, standard deviations, and correlation matrix of study variables

Variables	M	SD	1	2	3	4	5	6	7	8	9	10
1. Gender	1.33	0.498										
2. Educational Level	1.98	0.678	0.025									
3. Tenure	2.43	1.44	0.011	0.327**								
4. Create Continuous Learning Opportunities	2.88	1.33	0.061	0.075	0.048							
5. Promote inquiries and dialogue	2.85	1.45	-0.091	0.067	0.0075	0.725**						
6. Encouraging Collaboration and team learning	3.11	1.47	-0.085	0.185	0.087	0.786**	0.762**					
7. Empowering people towards a collective vision	2.93	1.42	-0.092	0.084	-0.016	0.792**	0.698**	0.802**				
8. Connect the organization to its environment												
9. Financial Perspective	2.48	1.29	-0.028	-0.052	-0.036	0.675**	0.601**	0.557**	0.607**			
10. Customer Perspective	2.46	1.32	-0.024	-0.042	0.0478	0.689**	0.592**	0.610**	0.672**	0.902**		
11. Internal Process Perspective	2.67	1.41	-0.015	-0.073	0.078	0.777**	0.600**	0.584**	0.702**	0.735**	0.810**	
12. Learning Perspective	2.72	1.42	-0.016	0.005	0.102	0.695**	0.597**	0.690**	0.715**	0.780**	0.806**	0.861**

Note. *p< 0.05 ; **p<0.01.

Table 3. The test of the effects of Learning organization on Dimensions of Organizational Performance

Variables	Financial Perspective	Customer Perspective	Internal Process Perspective	Learning Perspective
	$\beta^{(sig.)}$	$\beta^{(sig.)}$	$\beta^{(sig.)}$	$\beta^{(sig.)}$
Gender	0.037	0.041	0.486	0.048
Educational level	0.008	0.029	-0.009	0.051
Tenure	-0.041	-0.016	0.021	0.137*
Create Continuous Learning Opportunities	0.218**	0.289**	0.370**	0.501**
Promote inquiries and dialogue	0.147*	0.124*	-0.0119	-0.034
Encouraging Collaboration and team learning	-0.092	0.051	-0.050	-0.009
Empowering people towards a collective vision	0.349**	0.385**	0.493**	0.418**
Connect the organization to its environment				
R ²	0.512	0.577	0.585	0.687
F ^(sig.)	103.396**	132.18**	205.832**	201.613**

Note. *p< 0.05 ; **p<0.01.

XII: Discussion

The study has proposed that the applying of the Learning organization on the organization working on the effectiveness of the organizational performance, whereas the results is complying with these hypotheses. The dimensions of learning organization has its own positive impact on the organizational performance and the results shows that the Learning organization has its impacts on the organizational performance.

This result is complying with the study of (Siddique, 2018), (Fadl, Al-Lahji 2016), (Kim, et al., 2017), (Bhaskar & Mishra 2017) .

Furthermore, the result has shown there is a positive impact on the Learning organization on the organizational performance with the use of customer perspective. The results ensures the Learning organization dimensions representing in the Create Continuous Learning Opportunities and Promote Inquiries and Dialogue. Empowering People towards a Collective Vision is the fundamental clear variables on the perspective of the consumer and these variables interprets around 57.7% of changes on the consumer's perspective.

This result agreed with the study of (Abed, 2020), (Siddique, 2018), (Fadl, Al-Lahji 2016), (Kim, et al., 2017) (Essam, 2014).).

Conclusions emphasized that; there is a positive impact to learning organization on organizational Performance, using learning perspective to balanced scorecard, whereas the results showed that the most important variables of learning organization affect learning perspective; represented in Tenure and Create Continuous Learning Opportunities and application as this variables explain approximately 68.7% of change in organizational performance from Learning perspective.

This conclusion is consistent with the study of each of (Siddique, 2018), (Fadl, Al-Lahji 2016), (Kim, et al., 2017), (Bhaskar & Mishra 2017) .

Study Conclusion showed that; the two dimensions of this study of storing and empowering people towards a collective vision affect organizational performance from learning perspective and this conclusion is consistent with the study of (Kim, et al., 2017) , (Essam, 2014) .

The study sample was selected from 6 banks; they affiliated to two commercial bank Sectors “Public and Private Commercial Banks”. Therefore, additional research should be conducted to test to what extent the study results can be generalized. Moreover, the study variables were measured at the certain point of time, thus the nature of this study is a cross-section. Despite these limitations, the major strength of this paper is that it uses an innovative stages learning organization

scale which concentrated on the theoretical concept itself and included cognitive dimension which is a changed process in Organizational Performance. Furthermore, this study is one of the first empirical studies in Learning organization literature. In the future, I recommend researchers to study the mediating role of Learning organization and the Organizational Performance.

XIII: Conclusion

There has been a growing recognition of the role that Learning organization in Organizational performance. Therefore, this study aimed to investigate the impact of Learning organization on organizational performance. The study applied the multiple regression analysis on data collected from 381 employees in banks sector in Egypt. The results have shown that Learning organization are effect on Organizational performance. Therefore, learning organization are predictive variables of Organizational performance. Considering these results, I recommend the following:

1. Supporting the culture of learning in banks, where it is considered one of the pillars of the learning organization. Supporting the culture of education ensures the acquisition of knowledge and capabilities of workers by generating knowledge, estimating new knowledge acquired by workers and rewarding workers on that development and motivating them to spread the knowledge acquired to the rest of their colleagues in order to spread knowledge as well as work on Providing the necessary aids and resources to facilitate the learning process within the banks.
2. Adopting participation strategies by involving everyone in policy making so that it starts from the bottom up, ensuring that workers are accepted by it, and ensuring that the efforts of workers gain in achieving those policies that they participated in building.
3. Adopting organizational structures that support participation in decision-making away from the traditional forms of organizational structures that are characterized by the sequence of orders, authority, control, and bureaucracy that

are no longer able to adapt to rapid environmental variables, which shows the need to adopt flexible organizational structures that are characterized by rapid response and ability to deal with variables.

4. Organizing informal meetings and receiving suggestions from workers in local industries to generate ideas and innovative information for basic and complementary services for banks
5. Replace modern methods of displaying and transferring knowledge between different departments and divisions, in order to take appropriate and timely decisions, through e-mail, wall display boards, maps, tables and graphs that provide information in a summary and facilitate its arrival at the right time and place, where decisions are always adopted In the organization on the volume and flow of information on an ongoing basis.
6. Adopting a method for encouraging positives in order to change the attitudes and behavior of employees to shift to positive thinking.

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