

## The Impact of Organizational Learning on Organizational Performance Case study of Algeria Telecom - Mobilis

أثر التعلم التنظيمي على الأداء التنظيمي - دراسة حالة شركة اتصالات الجزائر موبيليس

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### Abstract:

The study aims to measure the effect of organizational learning on organizational performance at Algeria Telecom - Mobilis. Our study relies on a model that measures the impact of each dialogue and inquiry, team learning, technology and learning systems, organizational memory and leadership on organizational performance in the institution. The descriptive approach was used to describe the variables of the study, and the inductive approach was adapted to judge the whole through the part. The data and the information were collected through the questionnaire form numbered 80 forms. We use also the SPSS statistical program to estimate the standard model. The study concluded that organizational learning with his dimensions has a positive effect on organizational performance at Algeria Telecom - Mobilis.

**Keywords:** organizational learning; dialogue and inquiry; team learning; technology and learning systems; organizational memory; leadership; organizational performance.

**JEL Classification Codes:** D83; M15; O3

### ملخص:

تهدف الدراسة إلى قياس أثر التعلم التنظيمي على الأداء التنظيمي في شركة اتصالات الجزائر - موبيليس. بالاعتماد على نموذج يقيس أثر كل من: الحوار والاستفسار، التعلم الجماعي، التكنولوجيا وأنظمة التعلم، الذاكرة التنظيمية والقيادة على الأداء التنظيمي بالمؤسسة محل الدراسة، تم استخدام المنهج الوصفي لوصف متغيرات الدراسة، وأيضا المنهج الاستقرائي للحكم على الكل من خلال الجزء. وتم جمع البيانات والمعلومات من خلال استمارة استبيان بلغ عددها 80 استمارة. واستخدمت الدراسة البرنامج الإحصائي SPSS لتقدير النموذج القياسي. وخلصت الدراسة إلى أن التعلم التنظيمي بأبعاده له تأثير إيجابي على الأداء التنظيمي في شركة اتصالات الجزائر - موبيليس.

**كلمات مفتاحية:** التعليم التنظيمي؛ الحوار والاستفسار؛ التعلم الجماعي؛ التكنولوجيا وأنظمة التعلم؛ الذاكرة التنظيمية؛ القيادة؛ الأداء التنظيمي.

**تصنيفات JEL:** D83; M15; O3

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## **INTRODUCTION:**

The subject of organizational learning has witnessed great and widespread interest from academic researchers as well as businessmen in various countries around the world. In light of the fast developments and transformations that contemporary organizations are adopting towards the management of knowledge resources, with the same degree that they give to the basic resources that drive the productive process, represented in the land, Work, and capital. We found that most business organizations tended towards adopting systems based on organizational learning, which indicates its importance in supporting and enhancing organizational performance and increasing its productive capabilities since learning and knowledge as a resource is distinguished in their features from other resources in their use does not make its stock run out, but rather it increases and expands. Organizational learning and its resulting knowledge have become real assets that have made it necessary for organizations to devote a lot of attention to improving performance and maintaining survival and continuity in an organizational environment that witnesses fast movement and great dynamism

- **The problem of the study:**

We pose the following problem:

What is the effect of organizational learning on organizational performance  
at Algeria Telecom - Mobilis ?

- **The hypotheses of the study:**

The formulated hypotheses are as follows:

**H1:** There is an effect of dialogue and inquiry on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ ).

**H2:** There is an effect of team learning on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ ).

**H3:** There is an effect of technology and learning systems on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ ).

**H4:** There is an effect of organizational memory on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ ).

**H5:** There is an effect of leadership on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ ).

- **The objectives of the study:**

The study aims to measure the effect of organizational learning (dialogue and inquiry, team learning, technology and learning systems, organizational memory and leadership) on organizational performance at Algeria Telecom - Mobilis

## **1. Conceptual Framework:**

### **1.1 Definition of Organizational learning:**

Organizational learning represents a process where individuals learn, share the knowledge with other members of the organization, mutually interpret this shared knowledge and eventually save in the organizational memory to be used by all members (Müslim & Zülfü, 2016, p136). Organizational learning is the process by which an organization improves itself over time through gaining experience and using that experience to create knowledge. The created knowledge is then transferred within the organization. Crossan et al (1999) explained the process with which an individual's intuition gets converted to group's interpretation and integration, which finally gets institutionalized via a feedback and feed-forward mechanism. It can also be defined as the process by which organizational knowledge base and insights are developed through associations between past actions, the effect of those, and future operations (Jahnavi, 2020, p232). Social and economic changes taking place around organizations are precipitating elements of organizational learning, and the ability of adaptation to change can only be developed through organizational learning. The organization begins to learn after one of its units obtains knowledge and realizes that it might be beneficial to the organization (Huber, 1991).

Berger and Luckman (1966) describe three phases or "moments" that can be discerned during institutionalizing knowledge: externalizing, objectifying, and internalizing (Huysman, 2014, p136):

- Externalizing individual knowledge such that knowledge becomes communicated.
- Objectifying this knowledge into organizational knowledge such that knowledge becomes taken for granted
- Internalizing this organizational knowledge by members of the organization.

Organizational learning is a multi dimensional construct and researchers have proposed various dimensions to measure learning processes. However, majority of the researchers has focused on the seven dimensions proposed by Watkins and Marsick namely: continuous learning (CL), dialogue and inquiry (D&I), team learning (TL), embedded system (ES), system connections (SC), empowerment (Emp.), and leadership (Ldp). (Shoaib et al, p327)

### **1.2 Definition of Organizational Performance:**

According to Javier (2002), performance is equivalent to the famous 3Es (economy, efficiency, and effectiveness) of a certain program or activity. According to Daft (2000), organizational performance is the organization's ability to attain its goals by using resources in an efficient and effective manner. Richardo (2001) defined organizational performance as the ability of the organization to achieve its goals and objectives (Ismael, 2010, p28). Organizational performance is defined as the organizational capacity to accomplish an organization's objective via competent management, strong governance, and a consistent commitment to the achievement of these results. (Shaghsy & Özütlér, 2022, p99). and can also be considered as the outcome and a reflection of how the organization uses its resources and investment in a way that makes it able to achieve its goals (Arab.F.Z et all, 2022, p252).

## **2. Literature Review:**

There are many studies in the literature, which examined the organizational learning and their effects on several variables, among them:

The study (Ruth.O & Henry.K, 2022) examined the effect of organizational learning on organizational performance in food manufacturing firms in Nairobi County Kenya. A sample of 71 firms was used in the study. The study results revealed that there was a positive and significant relationship between organizational learning and organizational performance. The Study (Migdadi, 2021) investigated in order to test the relationships among the study model variables. In total, 274 questionnaires were completed and returned. Statistical techniques employed included confirmatory factor analysis to examine the validity of the measurement model, the results show that OLC affects OP indirectly through innovation (mediator). This study (Edward Xiaoyi, 2016) investigated the role of organizational learning and process technology in the implementation of mass customization based on 211 samples obtained from 6 provinces and municipalities in China. Results showed that team and systems orientation learning can increase process automation and operations performance. Furthermore, learning orientation does not affect process technology and operations performance. Memory orientation can improve throughout directly without the mediating effects of process technology. None of the four orientations of organizational learning affected process flexibility, but this flexibility can increase inventory and operating expenses slightly.

The study (Chaudhry et al, 2015) adopted Watkins and Marsick's organizational learning framework to reveal the effectiveness of higher educational institutions. The sample consists of 300 randomly selected faculty members of six universities. Results of the study indicated a significant positive effect of learning on effectiveness. The Study (Huang et al, 2013) had an objective to find out the impact of organizational learning (OL) and organizational innovation (OI) on organizational performance (OP) in Asia manufacturing food industries. This study explores those linkages using structural equation modelling (SEM) with data from 172 companies in food manufacturing companies selected from Taiwan, China, and Malaysia. The results showed that OL and OI have positive effect on OP.

(Jiménez and Sanz, 2011) conducted an empirical study in the context of Spanish organizations. They found that OL positively influence performance and innovation. Moreover, they tested organizational size, age, industry type and environmental turbulence as moderators. They found that organizational size does not affect the link between OL and innovation but higher organizational age strengthens the same link. The Study (Akhtar et al, 2011) conducted to investigate the impact of organizational learning on organizational performance of higher education institutes of Pakistan. Regression analysis was performed to estimate the impact of explanatory variable 'organizational learning' on the response variable 'organizational performance' with "Culture" as a moderator. The results revealed a significant positive impact of the organizational learning on organizational performance. Inquiry and dialogue, and systems connection were the two dimensions, which were found to be highly significant.

(Hernaurs et al. 2008) summed up that organizations having learning mechanism and showing progress in their learning processes can improve their performance. The Study (Miha, 2006) focused on the relationship between organizational learning process and organizational performance from the employee perspective. We tested the hypothesis that higher-level organizational learning leads to improved organizational performance from the employee perspective. We used the sample data gathered by a self-administered questionnaire from top management members of 197 Slovenian companies with more than 100 employees in June 2004. Two constructs (Ol and Empp) were measured using nine measurement variables. Structural equation modelling methodology was employed. The results demonstrate the statistically significant, strong and positive impact of organizational learning on performance from the employee perspective.

### **3. The method and tools used:**

In this section, we explain the methodology followed in the study by highlighting the community and sample of the study, the methods and tools of data collection, the statistical methods used in analyzing the data of the questionnaire.

#### **3.1 Population and sample:**

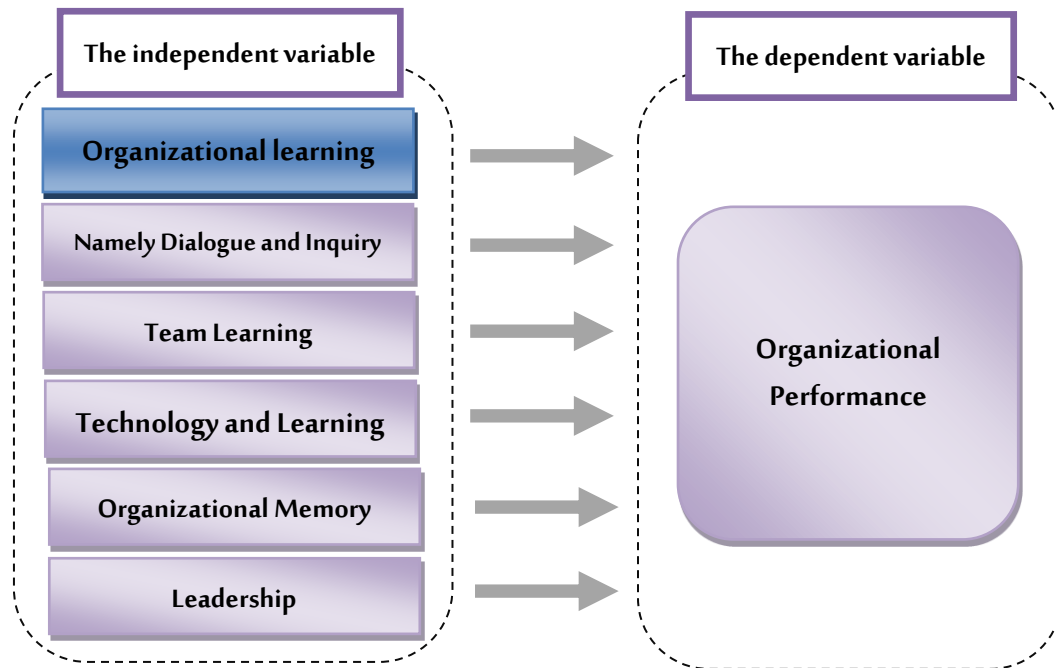
The study aims to measure the impact of organizational learning on organizational performance. The study community was limited to Employees and workers of Algeria Telecom Mobilis. It is taken into consideration the professional and scientific experience, so that they have the ability and capability to judge the subject of the questionnaire by answering his questions. The sample number reached 80 individuals. It can be considered an accurately representative sample of the community of the study as it bears various characteristics and features of the community individuals.

#### **3.2 Variables of the study:**

Based on the objectives of the study and the posed problem, the study model was based on the following variables:

- The independent variable is represented through Organizational learning and it has been divided into five dimensions, namely dialogue and inquiry, team learning, technology and learning systems, organizational memory and leadership.
- The dependent variable is determined in organizational performance and it has been represented through questions and phrases that cover various aspects and reflect its level in the institution under study.

**Fig (1): study variables**



Source: Prepared by the researcher

### **3.3 Methods and tools:**

#### **3.3.1 The study Method:**

The method enables us to simplify the subject of research, reveal scientific facts and identify the causes and consequences. Due to the nature of the topic, the study focused on the inductive approach which relies on judging the whole through the part, as well as the descriptive approach to describe and analyze data and information, and then to present and discuss the results.

#### **3.3.2 Tools used in the study:**

In order to reach the desirable objectives, to find answer to the posed problem, and to prove the validity or invalidity of the hypotheses, the study focused in its applied part on the questionnaire as a tool for collecting data and information which included two parts:

- The first part contains five questions related to general information and personal data of the study sample, namely (gender, age, educational qualification, years of work, current job).
- The second part consists of two axes, which are the following:
  - The first axis is related to the independent variable represented by Organizational learning.
  - The second axis is related to the dependent variable represented by organizational performance.

After distributing and collecting the questionnaire, we relied on Excel to display and analyze the data. In order to be able to process the data we also relied on a set of methods available in the program SPSS V.25.

#### 4. Results and discussion:

##### 1.4 Testing the stability and validity of the questionnaire:

The stability and validity of the questionnaire is checked by:

- **The validity of the questionnaire (internal consistency):** the validity of the scale was verified by calculating Pearson correlation coefficient. The following table shows that:

**Table (1): Pearson correlation coefficient testing result**

Model	Pearson correlation coefficient	(Sig)
dialogue and inquiry	0.854	0.000
team learning	0.826	0.021
technology and learning systems	0.825	0.013
organizational memory	0.924	0.001
leadership	0.866	0.000
organizational performance	0.761	0.000

Source: Prepared by the researcher based on the outputs of SPSS V.25

The above table shows us that the values of the correlation coefficients come to be very acceptable, with statistically significance values is smaller than (0.05%), so the questionnaire is considered fairly valid to measure.

- **The stability of the questionnaire - Cronbach's alpha Testing:** We relied on Cronbach's Alpha coefficient in calculating the stability of the questionnaire, and the following table shows this:

**Table (2): Cronbach's alpha coefficient results**

Model	number of phrases	Cronbach's Alpha
dialogue and inquiry	04	0.613
team learning	04	0.725
technology and learning systems	04	0.727
organizational memory	04	0.795
leadership	04	0.792
organizational performance	8	0.853
Scale (ALL Variables) ALL	28	0.925

Source: Prepared by the researcher based on the outputs of SPSS V.25

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From the results of the above table, we note that the Cronbach's Alpha coefficient is greater than (0.6) and therefore the study tool has a high stability coefficient that allows it to achieve the objectives of the study and the stability of the results.

**4.2 Discussion of the results :**

**4.2.1 The analysis of the results of the questionnaire axes:**

Based on converting the respondents' answers into quantitative data using the 5-point Likert Scale and calculating the weighted arithmetic mean, we show the results of arithmetic mean and standard deviation for each of the axes of the study, and then we determine the general direction of the respondents' answer according to the following table:

**Table (3): Reliability analysis**

Model	Mean	Std. Deviation	Results
dialogue and inquiry	3.67	0.695	agree
team learning	3.84	0.617	agree
technology and learning systems	3.88	0.615	agree
organizational memory	3.81	0.764	agree
leadership	3.74	0.675	agree
organizational performance	4.03	0.641	agree

Source: Prepared by the researcher based on the outputs of SPSS V.25

According to the table above, it becomes clear that:

Based on the values of the arithmetic mean and standard deviation, it is clear that the general trend of the respondents' answers regarding the level of each of the dialogue and discussion, group learning, technology, educational systems, organizational memory, leadership, and organizational performance was on the choice "agree".

**4.2.2 Distribution Normal Testing**

Based on the results of the normal distribution testing to the Kolmogorov-Smirnov coefficient, it is found that the data of the study variables follow the normal distribution, which is determined on the basis Sig > 0.05 and the following table explain that:

**Table (4): Distribution Normal Testing (Kolmogorov-Smirnov)**

Model	Kolmogorov-Smirnov coefficient	(Sig)
dialogue and inquiry	0.434	0.260
team learning	0.317	0.151
technology and learning systems	0.175	0.313
organizational memory	0.346	0.097
leadership	0.253	0.213
organizational performance	0.173	0.089

Source: Prepared by the researcher based on the outputs of SPSS V.25



### 4.2.3 Hypothesis Testing

The hypotheses have been formulated to study are as follows:

**H1:** There is an effect of dialogue and inquiry on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ ).

**H2:** There is an effect of team learning on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ ).

**H3:** There is an effect of technology and learning systems on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ ).

**H4:** There is an effect of organizational memory on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ ).

**H5:** There is an effect of leadership on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ ).

To test the validity of these hypotheses, the multiple linear regression analysis was used, which measures the impact of independent variables (dialogue and inquiry, team learning, technology and learning systems, organizational memory and leadership) on the dependent variable (organizational performance). The following table shows the results of estimating the multiple linear regression:

**Table (5): the correlation between incentives and Functionality performance**

Model	$\beta$	T	SIG	R Square
dialogue and inquiry	0.260	1.886	0.035	<b>0.997</b>
team learning	0.257	1.779	0.039	
technology and learning systems	0.241	1.677	0.048	
organizational memory	0.230	1.599	0.049	
leadership	0.586	3.929	0.001	

**Source:** Prepared by the researcher based on the outputs of SPSS V.25

From the above table, we note that:

- The coefficient of determination is equal to 99%, that is, Organizational Learning explain organizational performance by 99%, which is a very acceptable percentage.
- It is also clear from the results of the analysis that there is a positive impact of dialogue and inquiry on organizational performance on the institution under study on the value of the coefficient  $\beta=0.26$ , which came out positive and on the (t) test, whose value was (1.886) with a level of significance (0.035), which is smaller than the level of 5%. Based on the results of the statistical analysis the first hypothesis is accepted, which states that (There is an effect of dialogue and inquiry on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ )).
- It is also clear from the results of the analysis that there is a positive effect of team learning on organizational performance in the institution under study, through the value of the

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coefficient  $\beta=0.25$ , which came out positive, and on the (t) test, whose value was (1.779) with a level of significance (0.039), which is smaller than the level of 5%. Based on the results of the statistical analysis the first hypothesis is accepted, which states that (There is an effect of team learning on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ )).

- It is also clear from the results of the analysis that there is a positive impact of technology and learning systems on organizational performance in the institution under study, through the value of the coefficient  $\beta=0.24$ , which came out positive, and on the (t) test, whose value was (1.667) with a level of significance (0.048), which is smaller than the level of 5%. Based on the results of the statistical analysis the first hypothesis is accepted, which states that (There is an effect of technology and learning systems on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ )).

- It is also clear from the results of the analysis that there is a positive impact of organizational memory on organizational performance in the institution under study, through the value of the coefficient  $\beta=0.23$ , which came out positive, and on the (t) test, whose value was (1.559) with a level of significance (0.049), which is smaller than the level of 5%. Based on the results of the statistical analysis the first hypothesis is accepted, which states that (There is an effect of organizational memory on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ )).

- It is also clear from the results of the analysis that there is a positive impact of leadership on organizational performance in the institution under study, through the value of the coefficient  $\beta=0.58$ , which came out positive, and on the (t) test, whose value was (3.929) with a level of significance (0.001), which is smaller than the level of 5%. Based on the results of the statistical analysis the first hypothesis is accepted, which states that (There is an effect of leadership on organizational performance in the institution under study at the level of significance ( $\alpha \leq 0.05$ )).

## **5. Conclusion:**

After studying the impact of organizational learning on organizational performance - a case study of Algeria Telecom - Mobilis, we reached the following results:

- The general trend of the respondents' answers regarding the level of each of the dialogue and discussion, group learning, technology and educational systems, organizational memory, leadership, and organizational performance was on the choice "agree".
- There is a positive effect of the dialogue and inquiry on organizational performance in the institution. Thus encouraging dialogue and inquiry will lead to improving organizational performance.
- There exist a positive effect of the team learning on organizational performance, which confirms the importance and value of team learning in the institution. Thus, the institution can improve organizational performance by focusing on team learning.

- There is a positive impact of technology and learning systems on organizational performance in the institution, which confirms the importance and value of technology and learning systems in improving and developing organizational performance.
- There is a positive effect of organizational memory on organizational performance in the institution. Thus, the Development of organizational memory will lead to improving organizational performance.
- There is a positive impact of leadership on organizational performance in the institution, which confirms the importance and value of leadership in development organizational learning and improving organizational performance.

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