Remittances Review
October 2024
Volume: 9, No: 4, pp.1983-2010
ISSN: 2059-6588(Print) | ISSN 2059-6596(Online)

Received : 10 June 2024, Accepted: 15 September 2024
DOI: https://doi.org/10.33282/rr.vx9i2.109

The Role of Organizational Learning in Achieving Performance Excellence in the Algerian Institution

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Abstract:

This study aimed to explore the role of organizational learning in achieving performance excellence at the Mitidja Industrial Mill. To achieve this, a questionnaire was developed as a tool for collecting data on the study variables (independent variable: organizational learning, dependent variable: performance excellence). The data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 26. The study concluded that there is a statistically significant effect, at a significance level of 0.05 or less, of organizational learning on achieving performance excellence in all its dimensions within the studied institution. Based on the results, the study recommended that the institution should place greater importance on organizational learning, considering it as an inexhaustible source for achieving performance excellence.

Keywords: Organizational learning, performance excellence.

Introduction

Today, organizations face a global environment characterized by mutual influence, ambiguity, complexity, and rapid change, resulting from the shift toward a knowledge economy and the transition from industrial to knowledge-based societies. This shift has compelled organizations to become learning organizations, adopting a learning approach that enables them to acquire new traits and characteristics to confront challenges and overcome the obsolescence of knowledge in order to survive. Survival has become contingent on their ability to achieve excellence, which can only be realized by promoting the concept of organizational learning and recognizing its significance as an inexhaustible resource for achieving leadership and excellence in institutional performance.

1. Theoretical Framework

1.1 Research Problem

The food industry sector is considered one of the most important sectors in the Algerian economy, representing the second-largest industry in Algeria after energy. Its significance lies in being a primary branch of the manufacturing sector, which directly contributes to increasing domestic production and national income. It also serves as a link between the agricultural and industrial sectors. Additionally, its importance stems from its direct relationship with food production, as it is one of the essential inputs, and due to its capacity to support social and economic development by exporting various food products manufactured in local industrial facilities. Moreover, it meets a large portion of the Algerian consumer's needs. The institution under study, the Mitidja Industrial Mill, also known as "AGRO SIM," is the oldest branch of the larger industrial complex "SIM Group" in Algeria. The institution strives to achieve leadership in the food industry sector, which is highly competitive, with many companies operating in its various branches. Given that the institution under study is not immune to the challenges faced by its environment, especially its transformation into a learning organization, this study aims to shed light on the role of organizational learning in achieving excellence in its performance by attempting to answer the following question:

Does organizational learning have an impact on achieving excellence in the performance of the Mitidja Industrial Mill?

This main question gives rise to several sub-questions:

- What is the degree of organizational learning practice in the institution under study?
- What is the reality of performance excellence in the institution under study?
- Is there an effect of organizational learning on achieving performance excellence in the institution under study?

1.2 Study Hypotheses

To answer the research questions, the following hypotheses were formulated:

- **Main Hypothesis (H1)**: There is a statistically significant effect at a significance level of 0.05 or less of organizational learning on performance excellence in the institution under study.
- **Sub-hypothesis 1 (H01)**: There is a statistically significant effect at a significance level of 0.05 or less of organizational learning on the excellence of subordinates in the institution under study.

- **Sub-hypothesis 2 (H02)**: There is a statistically significant effect at a significance level of 0.05 or less of organizational learning on leadership excellence in the institution under study.
- **Sub-hypothesis 3 (H03)**: There is a statistically significant effect at a significance level of 0.05 or less of organizational learning on organizational culture excellence in the institution under study.
- **Sub-hypothesis 4 (H04)**: There is a statistically significant effect at a significance level of 0.05 or less of organizational learning on organizational structure excellence in the institution under study.
- **Sub-hypothesis 5 (H05)**: There is a statistically significant effect at a significance level of 0.05 or less of organizational learning on strategic excellence in the institution under study.

1.3 Importance of the Study

The importance of this study stems from its focus on variables that have all received significant attention from researchers in recent years, especially in relation to an institution within the Algerian environment. The present study represents an addition to the existing body of knowledge.

1.4 Objectives of the Study

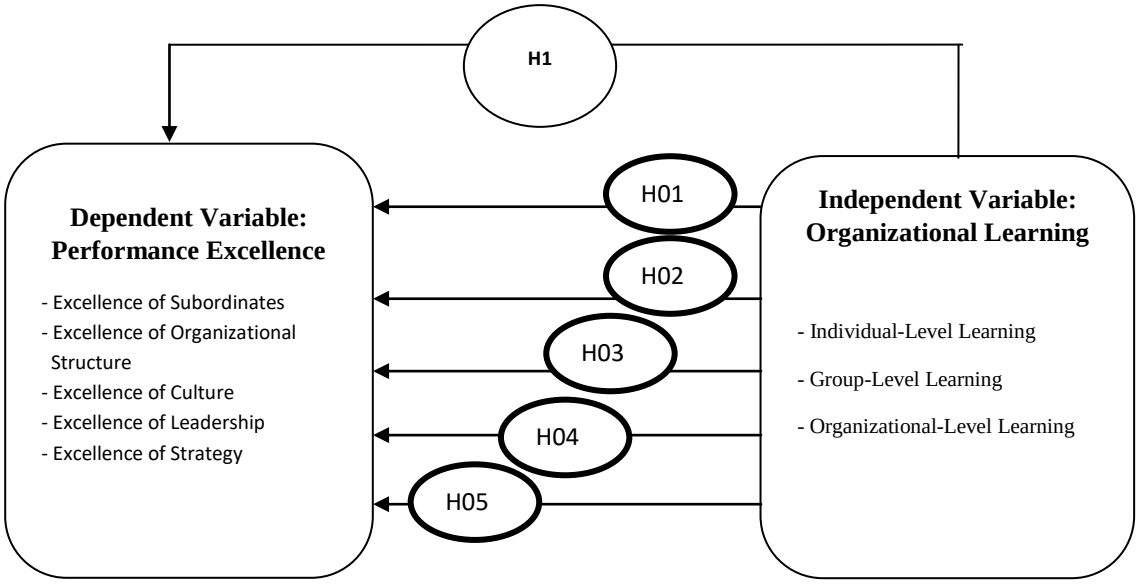
The study seeks to achieve several objectives:

- To identify the level of organizational learning practices in the institution under study.
- To identify the level of performance excellence in the institution under study.
- To determine the nature of the relationship between empowerment, organizational learning, and performance excellence in the institution under study.

1.5 Study Model

Based on a review of previous studies, and in line with the study's objectives, questions, population, and sample, a model was developed, as illustrated in Figure 01, to provide a conceptual framework that reflects the relationships and effects between the study variables.

Figure (01): Study Model



Source: Prepared by the researcher based on the study literature

2. Organizational Learning

Organizational learning is the process through which organizations seek to enhance their overall capabilities, develop themselves, strengthen their relationships with their environment, and adapt to internal and external changes. It also involves mobilizing employees to act as agents for acquiring, utilizing, and tracking knowledge for the purpose of development and achieving excellence (Al-Kubaisi, 2004, p. 04). The concept of organizational learning is shaped by the interaction of three levels:

1.1 Individual-Level Learning

This is the foundational level of learning within the organization and is defined as a lasting change in behavior that occurs as a result of experience and practice. Essentially, as an individual gains experience, this leads to changes in their behavior and actions (Abdel-Baqi, 2001, p. 27). Senge emphasized that this level of learning is connected to the individual's intrinsic ability and desire to learn, also known as self-directed learning. This form of learning enhances the individual's ability to effectively apply learning skills, contributing to their behavioral, cognitive, and emotional development. It also increases their capacity to take responsibility for their own learning, helping them to become independent learners. By fostering skills in critical thinking and promoting positive attitudes toward independent intellectual work, self-directed learning stands out as one of the most crucial skills that individuals can acquire, allowing them to learn efficiently (Najm, 2008, p. 276).

1.2 Group-Level Learning (Team Learning)

Learning at this level occurs as a result of interactive relationships between members of a work team, through the acquisition and exchange of knowledge (Amini, 2014, p. 99). It involves expanding the team's capabilities to achieve desired outcomes, promoting open thinking, and encouraging individuals to create a shared field of understanding among them. Teams foster dialogue among members, facilitating the exchange of ideas and knowledge. This, in turn, stimulates the collective capacity to generate new and innovative ideas to address challenges.

1.3 Organizational-Level Learning

At this level, relationships become more structured, and the individual learning and shared knowledge developed among team members are formalized. Learning is no longer confined to individuals but extends to groups (teams) as they interact and organize their learning within specific frameworks, leading to the formation of organizational learning. This learning grows and develops within the context of the learning organization. An organization learns when its individuals learn and when the process of learning occurs at an optimal pace without significant issues. If knowledge and skills are constantly exchanged and renewed, and if application groups remain cohesive, the organization as a whole learns. This enables it to compete and gain a leading edge in the pursuit of excellence. Through learning, employees not only acquire new information but also enhance their ability to achieve organizational goals (Al-Arabi & Qashlan, 2009, p. 97).

3. Performance Excellence

Excellence refers to the ability to harmonize and coordinate the organization's components, operating them in an integrated and cohesive manner to achieve the highest levels of effectiveness and to meet the desires, benefits, and expectations of the organization's stakeholders (Al-Maliji, 2012, p. 105). It is a state of superiority and distinction in which the organization outperforms other similar institutions in the same field of work, presenting itself in a way that differentiates and highlights it compared to others (Juma, 2016, p. 105).

Performance excellence is expressed through the following dimensions: excellence of subordinates, leadership excellence, cultural excellence, organizational structure excellence, and strategic excellence.

3.1 Excellence Through Subordinates

This aspect of performance excellence reflects the individuals' ability to achieve unprecedented results, outperforming others by striving to avoid mistakes or deviations (Al-Salmi, 2002, p. 251). It represents a combination of high-level behaviors, intellectual capabilities, and knowledge-based skills that employees in organizations possess. These employees have the ability to apply these skills within their areas of expertise, allowing them to perform tasks that exceed the organization’s standards and outpace what others produce, both in quality and quantity. They also

contribute innovative, original, and creative ideas and products, thereby helping the organization achieve high-level objectives (Yousef, 2005, p. 49).

3.2 Excellence Through Organizational Structure

The organizational structure's ability to promote cooperation and harmony among all subordinates, facilitate their responsiveness, provide a degree of autonomy, offer opportunities for growth and development, and help individuals achieve their ambitions is key. The structure also facilitates work processes and methods, ensuring the effective use of latent talents and abilities of all employees within the organization for the benefit of both the organization and the individual (O'Kane, 2003, p. 16). Structural excellence is expressed by the framework's capacity to link organizational parts, define relationships between tasks, positions, and departments, and clarify lines of authority and responsibility. It also defines the nature of relationships between different units, the scope of supervision, and the rules and tasks required, as well as how resources are used to achieve organizational goals. This enables the organization to perform its activities and achieve its objectives with superiority and distinction.

3.3 Excellence Through Culture

Cultural excellence refers to the values of excellence shared between leadership and employees, derived from their shared vision, which is reflected in the organization's policies and practices. These values guide their behaviors towards exceptional work practices, distinguishing the organization from its peers. Cultural excellence is the collective outcome of how most employees in the organization think, act, or feel towards one another, clients, suppliers, products or services, and the organization itself, as well as toward society and all other stakeholders.

3.4 Excellence Through Leadership

Leaders play a pivotal role in driving performance excellence due to their direct influence on other elements of excellence. As a result, a fundamental shift has occurred in the leader's role, where they are now responsible for nurturing and developing human capital, or what is known as intellectual capital (Zayed, 2005, p. 25). Leadership excellence is reflected in the leader's ability to view crises as opportunities for change and improvement. It also involves developing the capabilities of individuals, encouraging them to excel, fostering motivation, promoting leadership skills, facilitating effective working relationships, fostering innovative thinking, and stimulating competition among individuals to generate new ideas. Additionally, leadership excellence involves adopting an open-door strategy and supporting direct communication to exchange information, discuss it effectively, and develop new solutions to problems.

3.5 Excellence Through Strategy

Strategic excellence refers to the degree of distinction in the steps the organization takes to achieve its vision and mission. It involves a unified, comprehensive, and integrated plan that links the organization's strengths with its strategic ability to address environmental challenges. Strategic excellence focuses on stakeholders, supported by related policies, plans, goals, and processes that are developed and implemented to achieve the organization's strategy.

4. The Relationship Between Learning and Excellence

Performance excellence is grounded in a set of principles that guide organizations toward achieving it. These principles are based on findings from in-depth studies of global best practices in this field, which have shown that outstanding organizations are those that continuously learn from their knowledge activities in pursuit of becoming learning organizations (Bashiwa & Aishuni, 2016, p. 03). These agile organizations are characterized by ongoing learning that drives all components toward achieving high levels of performance, which can only be accomplished through performance management. Performance management is an endless process and an integral part of the organization's daily work routine, lying at the core of performance methods and approaches. In such organizations, performance management seeks to apply the experience gained from organizational learning to the continuous improvement of performance, ensuring a qualitative leap from weakness to excellence and maintaining that excellence over time. It also addresses any deficiencies in performance elements to ensure efficiency and effectiveness, as well as ongoing improvement and development.

Thus, for organizations to transition from weak to excellent performance management, they must adopt organizational learning. Developing competitive advantage through effective employee strategies has become a key focus for institutions of all types. With the increased shift toward flatter organizations, streamlined organizational structures, and flexible human skills and abilities, the need for continuous learning has become more pressing. Organizations must capitalize on their own experiences and those of others, creating knowledge repositories and employing knowledge management approaches to achieve a breakthrough in performance excellence (Saqr, 2003, p. 124).

Researchers have thus considered continuous learning a fundamental pillar in building and implementing an excellence methodology, by encouraging learning at the individual, group, and organizational levels (Hassan, 2018, p. 328). Many excellence models have also regarded organizational learning, based on individual learning, as a core element and key value in achieving performance excellence and leading the organization to recognized levels of superior performance, as evidenced by excellence awards. When examining various excellence models, we find that most include learning as a primary or secondary criterion for evaluating excellence. For example, the Baldrige model incorporates individual and organizational learning as one of

the core values driving excellence. Similarly, the European Excellence Model considers organizational learning one of the eight main values that lead to excellence management (Al-Salmi, 2002, pp. 336-338), among other models.

In conclusion, organizational learning represents a distinct pattern of performance excellence (Hajra, 2017, p. 148) and serves as a pathway for achieving it.

5. Methodology and Tools

5.1 Study Methodology

The descriptive-analytical approach was used as it is the most appropriate methodology for the case study.

5.2 Study Tool

A questionnaire was designed as the primary tool for data collection, following the five-point Likert scale model. The questionnaire was divided into three sections:

- The first section gathered demographic and personal information about the sample participants, including (gender, age, educational level, and years of experience in the field).
- The second section consisted of 25 statements related to the independent variable (organizational learning), reflecting the three levels of organizational learning (individual learning, group learning, and organizational learning). The aim was to capture employees' perceptions of learning within their institution.
- The third section, consisting of 24 statements, aimed to assess the reality of performance excellence in the institution under study, through the following dimensions: excellence of subordinates, excellence of leadership, excellence of culture, excellence of strategy, and excellence of organizational structure.

The data for the first section of the questionnaire were measured using the nominal scale, while for the second and third sections, the composite Likert scale was used. The descriptive responses (strongly agree, agree, somewhat agree, disagree, strongly disagree) were assigned numerical weights as follows:

Table (01): Likert Scale for Descriptive Statements and Their Weights

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Source: Prepared by the researcher.

5.3 Study Population and Sample:

The study population consisted of all managers and administrators working at the Mitidja Industrial Mill, totaling 60 individuals. Questionnaires were distributed to them, and 58 were returned. After excluding incomplete or unclear responses or those containing multiple answers, 56 valid questionnaires were accepted for statistical analysis. The response rate was 93.33%, indicating that the sample size is suitable for the study.

5.4 Statistical Analysis Methods:

The statistical analysis was conducted using the SPSS.26 software, employing the following techniques:

- **Cronbach's Alpha Coefficient:** Used to assess the reliability of the scale. A value between [0.6 - 0.7] indicates moderate reliability, between [0.7 - 0.8] indicates acceptable reliability, and 0.8 and above indicates strong reliability.
- **Frequencies and Percentages:** Used to describe the demographic characteristics of the sample participants.
- **Arithmetic Means and Standard Deviations:** Arithmetic means were used to determine the focus of the sample's responses on the study variables' statements, thereby assessing the current state and level of organizational learning and performance excellence in the institution under study. Standard deviations were used to determine the dispersion of responses from their mean, indicating the presence or absence of variation in the participants' responses.
- **Simple Linear Regression Equation:** The purpose was to study and analyze the effect of the independent variable (organizational learning) on the dependent variable (performance excellence) and its various dimensions, following a first-degree linear equation as follows:

$$\mathbf{Y = B_0 + B_1 X}$$

Where:
Y= Dependent variable (performance excellence)
X= Independent variable (organizational learning)
B_0 = Y-intercept, representing the value of the dependent variable when the independent variable is absent (i.e., when X=0X = 0X=0)
B_1 = Slope of the line, representing the change in the dependent variable for a one-unit change in the independent variable.

6. Results and Discussion:

6.1 Reliability of the Study Tool

The reliability of the study tool was confirmed by calculating Cronbach's Alpha coefficients for the internal consistency of all the variables, as shown in Table (02). The overall reliability coefficient for the entire questionnaire was 0.967. The reliability coefficient for the statements related to the independent variable (organizational learning) was 0.930, and for the dependent variable (performance excellence), it was 0.965. The reliability coefficients for the dimensions of the dependent variable ranged between 0.762 and 0.967.

Therefore, it can be concluded that the reliability of the questionnaire content is strong, and the results can be trusted and generalized.

Table (02): Cronbach's Alpha Reliability Coefficients for Study Variables

Organizational Learning	Cronbach's Alpha	Performance Excellence	Cronbach's Alpha
All organizational learning statements	0.93	Excellence of Subordinates	0.922
		Excellence of Leadership	0.954
		Excellence of Culture	0.935
		Excellence of Organizational Structure	0.762
		Excellence of Strategy	0.967
		All performance excellence statements	0.965
All questionnaire statements			0.967

Source: Prepared by the researcher based on SPSS.26 outputs

6.2 Description of the Demographic Characteristics of the Research Sample:

Table (03) provides an overview of the demographic characteristics of the study sample.

- It is clear from Table (03) that 92.90% of the sample are male, while 7.10% are female. This distribution may be attributed to the nature of the region where the institution is located.
- Regarding age, 35.70% of the sample are under the age of 35, while 48.20% are between 36 and 45 years old, and 16.10% are over 45 years old. This indicates that the institution relies on an active and relatively young workforce, as 73.90% of the sample are under 45 years of age, as illustrated in Figure (35).
- For educational level, 39.30% of the sample have a secondary school level of education, 50% have a university degree, and 10.70% hold higher degrees. It is notable that most employees in the central administration have university degrees (60.70%). The high

percentage of individuals with university degrees can be explained by the institution's policy of attracting skilled professionals from the labor market. The significant percentage of individuals with secondary-level education can be attributed to those who have been with the institution since its early stages, with the institution retaining them due to their experience, which serves both the organization's goals and its learning processes.

- It was also found that 8.9% of the sample are department heads at the Mitidja Industrial Mill, while 91.1% are regular employees.
- Regarding work experience, 14.30% of the sample have less than five years of experience, 26.80% have less than ten years, and 16.20% have between ten and twenty years of experience. Additionally, 23.20% of the administrators have more than twenty years of experience. It is notable that 39.30% of the sample have more than 15 years of experience, which is the same percentage as those with secondary-level education, supporting the earlier observation that the institution retains experienced employees despite its policy of attracting new talent.

Table (03): Distribution of Study Sample Based on Personal Information

Characteristics	Description	Number	%
Social Gender	Males	52	92.9
	Females	4	7.1
Age	Less than 25 years	0	0
	26-35 years	20	35.7
	36-45 years	27	48.2
	More than 45 years	9	16.1
Educational Level	Secondary	22	39.3
	University	28	50
	Postgraduate Studies	6	10.7
Job Position	Department Head	5	8.9
	Employee	51	91.1
Work Experience Duration	Less than 05 years	8	14.3
	06-10 years	15	26.8
	11-15 years	11	19.6
	16-20 years	9	16.1
	More than 20 years	13	23.2

Source: Prepared by the researcher based on SPSS 26 outputs

6.3 Answering the Study Questions

To test the study's hypotheses, it is necessary to answer the study questions, which include:

6.3.1 Degree of Organizational Learning Practice in the Institution Under Study

This question was addressed by calculating the arithmetic means and standard deviations of the sample's responses. From Table (04), it is evident that the level of organizational learning in the institution under study is relatively high. The overall arithmetic mean of the sample responses was 3.63, with a standard deviation of 0.582. The responses fell within the medium and high ranges.

- The arithmetic means for the items in the medium range varied between 3.017 and 3.357, while the arithmetic means for the items in the high range varied between 3.40 and 4.017.
- The lowest arithmetic mean (3.017) was for statement (15), which relates to the institution's organization of meetings with suppliers to exchange ideas on work-related issues. Suppliers are an important source of organizational learning, indicating a gap in this area.
- Similarly, the arithmetic means for statements (14) and (16), which pertain to the organization's learning from customers and competitors, respectively, also fell within the medium range. This suggests that the institution does not fully capitalize on these important sources of learning.
- The highest arithmetic mean (4.017) was for statement (5), which relates to work teams discussing work-related problems, indicating that group-level learning (team learning) is adequately practiced.

The standard deviation for the overall responses was 0.981, which is less than 1, suggesting that there is minimal variation in the responses of the participants.

Table (04): Perception of the Study Sample Regarding the Level of Organizational Learning in the Institution

No.	Organizational Learning Statements	Average	SD	Level
3	The institution provides me with the necessary means to learn more	3.482	0.934	High
4	I have enough flexibility to apply what I have learned	3.839	0.848	High
5	We discuss work issues in work teams	4.017	0.981	High
6	We share ideas and suggestions transparently	3.732	1.151	High
8	I am highly committed to the tasks I share with my colleagues	3.928	1.006	High
9	The institution adopts the proposals of work teams	3.428	1.233	High

10	The institution has an information flow about its customers	3.5	1.044	High
11	The institution has feedback about its customers	3.535	0.83	High
12	The institution has an information flow about competing institutions	3.625	1.001	High
13	The institution has an information flow about suppliers	3.66	0.769	High
14	The institution organizes meetings with customers to understand their needs and viewpoints	3.107	1.073	Medium
15	The institution organizes meetings with suppliers to exchange ideas about work issues	3.017	1.052	Medium
16	The institution is interested in participating in events where it can interact with competitors	3.125	1.112	Medium
17	The institution benefits from its past experiences	3.821	1.028	High
18	The institution benefits from the experiences of competing institutions	3.535	0.933	High
19	The institution ensures the storage of information and lessons learned from its or others' experiences	3.714	1.003	High
20	The stored knowledge can be accessed for use when needed	3.678	0.936	High
21	The institution's management constantly updates its knowledge	3.535	1.026	High
22	The institution has a clear plan to exploit its knowledge and expertise	3.571	1.006	High
23	The institution changes or modifies its strategies based on what it has learned from past experiences or others	3.357	1.034	Medium
24	The institution has the ability to respond quickly to competitors' actions	3.357	1.051	Medium
25	The institution has the ability to anticipate events and take initiative based on what it has learned from past experiences	3.428	1.093	High
Overall average for organizational learning		3.636	0.582	High

Source: Prepared by the researcher based on SPSS 26 outputs

6.3.2 The Reality of Performance Excellence in the Institution Under Study

By examining the arithmetic means and standard deviations of the sample's responses, as shown in Table (05), it is clear that the level of performance excellence in the institution under study is relatively high. The overall arithmetic mean of the responses was 3.402, with a standard deviation of 0.795.

- The arithmetic mean for the dimensions of "Excellence in Organizational Structure," "Excellence in Strategy," and "Excellence in Subordinates" all fell within the high range, with very close mean values. However, the arithmetic means for "Excellence in Culture" and "Excellence in Leadership" were within the medium range.

- The dimension "Excellence in Organizational Structure" ranked first, followed by both "Excellence in Subordinates" and "Excellence in Strategy," with very close mean values, while "Excellence in Culture" followed next. "Excellence in Leadership" ranked last.

- The dimension "Excellence in Subordinates" scored a high mean of 3.442, with a standard deviation of 0.823, indicating minimal variation in the respondents' answers. Most of the statements related to this dimension were in the high range, except for statement (27), which had the lowest arithmetic mean (3.392), indicating a weakness in employees' initiative and creativity. Statement (28) had the highest mean (3.571), suggesting that employees demonstrate a stronger ability to focus on goals than they do in terms of initiative and creativity.

- The "Excellence in Leadership" dimension was in the medium range with a mean of 3.178 and a standard deviation of 0.922, again indicating minimal variation in responses. All statements in this dimension fell within the medium range, with statement (34) ranking first and statements (31) and (33) tying for last place. This suggests that the institution's encouragement of employees to excel was higher than its efforts to remove potential obstacles and create a favorable environment for achieving objectives.

- The "Excellence in Culture" dimension also fell within the medium range, with a mean of 3.221 and a standard deviation of 0.783, showing minimal variation in the respondents' answers. All statements for this dimension were in the medium range, with statement (37) ranking first and statement (39) ranking last. This indicates that the institution's culture promotes a balance between employees' social and organizational lives more than it encourages excellence.

- The "Excellence in Organizational Structure" dimension was in the high range, with a mean of 3.682 and a standard deviation of 1.475, indicating some variation in responses. The arithmetic means for the statements within this dimension fell into both the medium and high ranges, with statements (41) and (42) in the high range, while the rest were in the medium range. Statement (41) ranked first, and statement (44) ranked last. This suggests that communication within the institution occurs more easily outside of the hierarchical structure, but there is less flexibility in making changes to the organizational structure.

- The "Excellence in Strategy" dimension was also in the high range, with a mean of 3.446 and a standard deviation of 0.968, indicating minimal variation in responses. The statements for this dimension were split between the medium and high ranges, with statements (48) and (49) ranking first and statement (45) ranking last. This indicates that the institution demonstrates a high level of flexibility in adapting to internal and external changes and possesses a strong ability to proactively adjust its strategy. However, it has a lower level of clarity regarding its future vision.

Table (05): Level of Performance Excellence in the Institution Under Study

No.	Dimensions of Performance Excellence	Average	SD	Level
Subordinate Excellence Dimension				
26	The employee accepts the challenge in the tasks assigned to them	3.41	1.022	High
27	The employee is characterized by initiative and creativity	3.392	0.966	Medium
28	The employee has a great ability to focus on goals	3.571	0.911	High
29	The employee is capable of finding the best solutions to the problems facing the institution	3.428	1.041	High
30	The employee is ready to keep up with the changes in work systems	3.41	1.04	High
Overall average for Subordinate Excellence		3.442	0.823	High
Leadership Excellence Dimension				
31	Senior management removes any potential obstacles in the completion of tasks	3.107	1.003	Medium
32	Senior management assigns jobs to individuals according to their abilities	3.142	0.98	Medium
33	Senior management creates a suitable work environment to achieve work objectives	3.107	1.073	Medium
34	Senior management encourages employees to excel at work	3.357	1.034	Medium
Overall average for Leadership Excellence		3.178	0.922	Medium
Cultural Excellence Dimension				
35	The institution's culture aligns with the values of its employees	3.267	0.943	Medium
36	The institution's culture is characterized by mutual respect and trust between leaders and subordinates	3.16	0.91	Medium
37	The institution's culture balances the social and organizational life of the employee	3.392	1.021	Medium
38	The institution's culture accepts new ideas	3.25	0.899	Medium
39	The institution's culture encourages excellence	3.035	0.83	Medium
Overall average for Cultural Excellence		3.221	0.783	Medium
Organizational Structure Excellence Dimension				
40	The organizational structure clearly reflects lines of authority	3.41	0.626	Medium
41	Communication in the institution occurs without hierarchy	3.625	0.702	High
42	The organizational units of the institution work in great harmony	3.482	0.66	High

43	The organization's operations are conducted regularly without randomness	3.375	0.964	Medium
44	Adjustments to the organizational structure can be made easily	3.339	1.225	Medium
Overall average for Organizational Structure Excellence		3.682	1.475	High
Strategic Excellence Dimension				
45	The institution has a clear vision for the future	3.303	1.126	Medium
46	The institution's future plans are based on the challenges it faces	3.392	1.038	Medium
47	The institution's strategy creates an environment that enhances performance levels	3.517	0.972	High
48	The institution has high flexibility in adapting to internal and external changes	3.571	1.109	High
49	The institution has a high capacity to proactively change or modify its strategy	3.571	1.109	High
Overall average for Strategic Excellence		3.446	0.968	High
Overall average for Performance Excellence		3.402	0.795	High

Source: Prepared by the researcher based on SPSS 26 outputs

6.4 Testing the Study Hypotheses

To test the main hypothesis of the study, the validity of the sub-hypotheses must be assessed.

6.4.1 Testing the First Sub-Hypothesis:

There is a statistically significant effect at a significance level of 0.05 or less between organizational learning and the excellence of subordinates in the institution under study.

To test this, a simple linear regression model was used, and the results are shown in Table (06).

Table (06): Results of the Simple Regression Test for the Relationship Between Organizational Learning and Subordinate Excellence in the Institution Under Study

Variables Introduced/Removed

Model	Introduced Variables	Removed Variables	Method
1	Organizational Learning	.	Enter

a. Dependent Variable: Subordinate Excellence

b. All requested variables were introduced

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	0.546	0.298	0.285	0.69688

a. Predictors: (Constant), Organizational Learning

ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.112	1	11.112	22.882	0
	Residual	26.225	54	0.486		
	Total	37.337	55			

b. Predictors: (Constant), Organizational Learning

Coefficients

	Model	Unstandardized Coefficients	Standardized Coefficients		T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.635	0.594	0.546	1.069	0.29
	Organizational Learning	0.772	0.161		4.784	0

a. Dependent Variable: Subordinate Excellence

Source: SPSS.26 outputs

The table shows that the value of the coefficient of determination (R^2) is 0.298, meaning that organizational learning explains approximately 29.80% of the variance in subordinate excellence. This indicates that 29.80% of the excellence of subordinates in the institution under study is attributed to organizational learning, while the remaining 70.20% is explained by other factors, including random errors.

Additionally, the correlation coefficient (R) is positive, with a value of 0.546, which is statistically significant and indicates a strong positive correlation between organizational learning and subordinate excellence in the institution under study. The table also reports an F-test value of 22.882 with a significance level of (Sig = 0.000), confirming the high explanatory power of the model and the existence of a relationship between organizational learning and subordinate excellence.

The table further shows that the independent variable (organizational learning) is statistically significant based on the t-test, with a high significance level (Sig = 0.000), which is less than or equal to 0.05. The regression coefficient (B) is positive, with a value of 0.772, indicating that there is a statistically significant effect of organizational learning on subordinate excellence. This means that an increase in organizational learning by one unit leads to a 77.2% increase in subordinate excellence.

Thus, the first sub-hypothesis is accepted as valid, and the estimated model can be expressed as follows:

$$\mathbf{Y_1 = 0.635 + 0.772X}$$

Subordinate Excellence = 0.635 + 0.772 × Organizational Learning

Where:

X = Independent variable (Organizational Learning)

Y_1 = Dependent variable (Subordinate Excellence)

6.4.2 Testing the Second Sub-Hypothesis:

There is a statistically significant effect at a significance level of 0.05 or less between organizational learning and leadership excellence in the institution under study.

To test this, a simple linear regression model was applied, and the results are shown in Table (07).

Table (07): Results of the Simple Regression Test for the Relationship Between Organizational Learning and Leadership Excellence in the Institution Under Study

Variables Introduced/Removed			
Model	Introduced Variables	Removed Variables	Method
1	Organizational Learning	.	Enter
a. Dependent Variable: Subordinate Excellence			
b. All requested variables were introduced			

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	0.546	0.298	0.285	0.69688
a. Predictors: (Constant), Organizational Learning				

ANOVA						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.112	1	11.112	22.882	0
	Residual	26.225	54	0.486		
	Total	37.337	55			
b. Predictors: (Constant), Organizational Learning						

Coefficients						
	Model	Unstandardized Coefficients	Standardized Coefficients		T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.635	0.594	0.546	1.069	0.29
	Organizational Learning	0.772	0.161		4.784	0
a. Dependent Variable: Subordinate Excellence						

Source: SPSS.26 outputs

The table shows that the value of the coefficient of determination (R^2) is 0.309, meaning that 30.90% of the variation in leadership excellence in the institution is explained by organizational learning. The remaining 69.10% is attributed to other factors, in addition to random errors.

The correlation coefficient (R) is positive, with a value of 0.556, indicating a strong positive correlation between organizational learning and leadership excellence. The F-test value is 24.191 with a significance level (Sig F = 0.000), confirming the high statistical explanatory power of the model and its robustness, indicating a strong relationship between organizational learning and leadership excellence.

The table also shows that the independent variable (organizational learning) is statistically significant based on the t-test, with a high significance level (Sig t = 0.000), which is less than or equal to 0.05. The regression coefficient (B) for organizational learning is positive, with a value of 0.882, meaning that there is a positive effect of organizational learning on leadership excellence. This also indicates that an increase in organizational learning by one unit leads to an 88.20% increase in leadership excellence.

Therefore, the second sub-hypothesis is accepted as valid, confirming the existence of a statistically significant effect at a significance level of 0.05 or less between organizational learning and leadership excellence in the institution under study. The estimated model can be expressed as follows:

$$\mathbf{Y_2 = -0.028 + 0.882X}$$

Leadership Excellence = -0.028 + 0.882 × Organizational Learning

Where:

X = Independent variable (Organizational Learning)

Y_2 = Dependent variable (Leadership Excellence)

6.4.3 Testing the Third Sub-Hypothesis:

There is a statistically significant effect at a significance level of 0.05 or less between organizational learning and cultural excellence in the institution under study.

A simple linear regression model was used, and the results are shown in Table (08).

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ISSN: 2059-6588(Print) | ISSN 2059-6596(Online)

Table (08): Results of the Simple Regression Test for the Relationship Between Organizational Learning and Cultural Excellence in the Institution Under Study

Variables Introduced/Removed						
Model	Introduced Variables	Removed Variables	Method			
1	Organizational Learning	.	Enter			
a. Dependent Variable: Cultural Excellence						
b. All requested variables were introduced						
Model Summary						
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate		
1	.747a	0.558	0.55	0.52518		
a. Predictors: (Constant), Organizational Learning						
ANOVA						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.84	1	18.84	68.307	.000b
	Residual	14.894	54	0.276		
	Total	33.734	55			
a. Dependent Variable: Cultural Excellence						
a. Predictors: (Constant), Organizational Learning						
Coefficients						
	Model	Unstandardized Coefficients	Standardized Coefficients		T	Sig.
1		B	Std. Error	Beta		
	(Constant)	-0.434	0.448		-0.97	0.336
	Organizational Learning	1.005	0.122	0.747	8.265	0
a. Dependent Variable: Cultural Excellence						

Source: SPSS 26 outputs

The table shows that the coefficient of determination (R^2) is 0.558, meaning that 55.8% of the variation in cultural excellence within the institution is explained by organizational learning. The remaining 44.2% is explained by other factors, in addition to random errors.

The correlation coefficient (R) is positive, with a value of 0.747, indicating a strong positive correlation between organizational learning and cultural excellence. The F-test value is 68.307 with a significance level (Sig F = 0.000 ≤ 0.05), confirming the high explanatory power of the model and the strong relationship between organizational learning and cultural excellence.

The table also shows that the independent variable (organizational learning) is statistically significant based on the t-test, with a high significance level (Sig t = 0.000 ≤ 0.05). The regression coefficient (B) is positive, with a value of 1.005, indicating a statistically significant effect of organizational learning on cultural excellence. This suggests that a one-unit increase in organizational learning leads to a 100.5% increase in cultural excellence.

Thus, the third sub-hypothesis is accepted as valid, confirming the existence of a statistically significant effect at a significance level of 0.05 or less between organizational learning and cultural excellence in the institution under study. The estimated model can be expressed as follows:

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ISSN: 2059-6588(Print) | ISSN 2059-6596(Online)

$$\mathbf{Y_3 = -0.434 + 1.005X}$$

Cultural Excellence = -0.434 + 1.005 × Organizational Learning

Where:

X = Independent variable (Organizational Learning)

Y_3 = Dependent variable (Cultural Excellence)

6.4.4 Testing the Fourth Sub-Hypothesis:

There is a statistically significant effect at a significance level of 0.05 or less between organizational learning and organizational structure excellence in the institution under study.

A simple linear regression model was applied, and the results are shown in Table (09).

Table (09): Results of the Simple Regression Test for the Relationship Between Organizational Learning and Organizational Structure Excellence in the Mitidja Industrial Mill

Variables Introduced/Removed			
Model	Introduced Variables	Removed Variables	Method
1	Organizational Learning	.	Enter
a. Dependent Variable: Organizational Structure Excellence			
b. All requested variables were introduced			

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.389a	0.152	0.136	1.37164
a. Predictors: (Constant), Organizational Learning				

ANOVA						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.147	1	18.147	9.646	.003b
	Residual	101.595	54	1.881		
	Total	119.742	55			
a. Dependent Variable: Organizational Structure Excellence						
b. Predictors: (Constant), Organizational Learning						

Coefficients						
	Model	Unstandardized Coefficients	Standardized Coefficients		T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.094	1.17		0.081	0.936
	Organizational Learning	0.987	0.318	0.389	3.106	0.003
a. Dependent Variable: Organizational Structure Excellence						

Source: SPSS 26 outputs

The table shows that the coefficient of determination (R^2) is 0.152, meaning that organizational learning explains approximately 15.20% of the variation in organizational structure excellence. This suggests that 15.20% of the excellence in the organizational structure within the institution

is attributed to organizational learning, while the remaining 84.80% is explained by other factors, along with random errors.

The correlation coefficient (R) is positive, with a value of 0.389, indicating a moderate positive correlation between organizational learning and organizational structure excellence. The F-test value is 9.646 with a significance level (Sig F = 0.003 ≤ 0.05), confirming that the model is statistically significant and that there is a relationship between organizational learning and organizational structure excellence.

The t-test is also statistically significant at a significance level of 0.05 or less (Sig t = 0.003). The regression coefficient (B) is positive, with a value of 0.987, indicating that there is a positive effect of organizational learning on organizational structure excellence. This also means that an increase in organizational learning by one unit leads to a 98.70% increase in organizational structure excellence.

Therefore, the fourth sub-hypothesis is accepted as valid, confirming the existence of a statistically significant effect at a significance level of 0.05 or less between organizational learning and organizational structure excellence in the institution under study. The estimated model can be expressed as follows:

$$\mathbf{Y_4 = 0.094 + 0.987X}$$

Organizational Structure Excellence = 0.094 + 0.987 × Organizational Learning

Where:

X = Independent variable (Organizational Learning)

Y_4 = Dependent variable (Organizational Structure Excellence)

6.4.5 Testing the Fifth Sub-Hypothesis:

There is a statistically significant effect at a significance level of 0.05 or less between organizational learning and strategic excellence in the institution under study.

A simple linear regression model was used, and the results are shown in Table (10).

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Volume: 9, No: 4, pp.1983-2010
ISSN: 2059-6588(Print) | ISSN 2059-6596(Online)

Table (10): Results of the Simple Regression Test for the Relationship Between Organizational Learning and Strategic Excellence in the Mitidja Industrial Mill

Variables Introduced/Removed

Model	Introduced Variables	Removed Variables	Method
1	Organizational Learning	.	Enter

a. Dependent Variable: Strategy Excellence
b. All requested variables were introduced

Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.728a	0.53	0.521	0.66998

a. Predictors: (Constant), Organizational Learning

ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.35	1	27.35	60.929	.000b
	Residual	24.24	54	0.449		
	Total	51.589	55			

a. Dependent Variable: Strategy Excellence
b. Predictors: (Constant), Organizational Learning

Coefficients

	Model	Unstandardized Coefficients	Standardized Coefficients		T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.958	0.571		-1.677	0.099
	Organizational Learning	1.211	0.155	0.728	7.806	0

a. Dependent Variable: Strategy Excellence

Source: SPSS 26 outputs

The table shows that the coefficient of determination (R^2) is 0.530, meaning that 53% of the variation in strategic excellence within the institution is explained by organizational learning. The remaining 47% is explained by other factors, along with random errors.

The correlation coefficient (R) is positive, with a value of 0.728, indicating a strong positive correlation between organizational learning and strategic excellence. The F-test value is 60.929 with a significance level (Sig F = 0.000 ≤ 0.05), confirming the high explanatory power of the model and the strong relationship between organizational learning and strategic excellence.

The t-test is also statistically significant at a significance level of 0.05 or less (Sig t = 0.000). The regression coefficient (B) is positive, with a value of 1.211, indicating that there is a positive effect of organizational learning on strategic excellence. This suggests that an increase in organizational learning by one unit leads to a 121.1% increase in strategic excellence.

Therefore, the fifth sub-hypothesis is accepted as valid, confirming the existence of a statistically significant effect at a significance level of 0.05 or less between organizational learning and strategic excellence in the institution under study. The estimated model can be expressed as follows:

$$\mathbf{Y_5 = -0.958 + 1.211X}$$

Strategic Excellence = -0.958 + 1.211 × Organizational Learning

Where:

X = Independent variable (Organizational Learning)

Y_5 = Dependent variable (Strategic Excellence)

6.5 Testing the Main Hypothesis

There is a statistically significant effect at a significance level of 0.05 or less between organizational learning and performance excellence in the institution under study.

A simple linear regression model was used, and the results are shown in Table (11).

Table (11): Results of the Simple Regression Test for the Relationship Between Organizational Learning and Performance Excellence in the Mitidja Industrial Mill

Variables Introduced/Removed						
Model	Introduced Variables	Removed Variables	Method			
1	Organizational Learning	.	Enter			
a. Dependent Variable: Performance Excellence						
b. All requested variables were introduced						
Model Summary						
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate		
1	.703a	0.494	0.485	0.57077		
a. Predictors: (Constant), Organizational Learning						
ANOVA						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.183	1	17.183	52.745	.000b
	Residual	17.592	54	0.326		
	Total	34.775	55			
a. Dependent Variable: Performance Excellence						
Coefficients						
	Model	Unstandardized Coefficients	Standardized Coefficients		T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.089	0.487		-0.182	0.856
	Organizational Learning	0.96	0.132	0.703	7.263	0
a. Dependent Variable: Performance Excellence						

Source: SPSS 26 outputs

The table shows that the coefficient of determination (R^2) is 0.494, meaning that the independent variable (organizational learning) explains 49.40% of the variation in performance excellence. In other words, 49.40% of the changes in performance excellence within the institution are attributed to the practice of organizational learning, while the remaining 50.60% is due to other factors, including random errors.

The correlation coefficient (R) is positive, with a value of 0.703, indicating a strong positive correlation between organizational learning and performance excellence. The F-test value is 52.745, with a significance level (Sig = 0.000 ≤ 0.05), confirming the high explanatory power of the model and the strength of the relationship between organizational learning and performance excellence.

The independent variable (organizational learning) is also statistically significant based on the t-test, with a high significance level (Sig = 0.000 ≤ 0.05). The regression coefficient (B) is positive, with a value of 0.960, indicating that there is a statistically significant effect of organizational learning on performance excellence. This means that an increase in organizational learning by one unit leads to a 96.00% increase in performance excellence.

Therefore, the main hypothesis is accepted as valid, confirming the existence of a statistically significant effect at a significance level of 0.05 or less between organizational learning and performance excellence in the institution under study. The estimated model can be expressed as follows:

$$\mathbf{Y = -0.089 + 0.960X}$$

Performance Excellence = -0.089 + 0.960 × Organizational Learning

Where:

X = Independent variable (Organizational Learning)

Y = Dependent variable (Performance Excellence)

7. Study Results

In our study, we examined the role of organizational learning in achieving performance excellence at the Mitidja Industrial Mill, one of the most important institutions in the Algerian food industry sector. The key findings of the study can be summarized as follows:

- **High level of organizational learning**: According to the responses of the study sample, the level of organizational learning at the Mitidja Industrial Mill was high. The standard deviation values indicated that there was no significant dispersion in the participants' responses.
- **High level of performance excellence**: The level of performance excellence at the Mitidja Industrial Mill was also rated high based on the sample's assessments, and the standard deviation values confirmed a lack of significant dispersion in the responses.
- **Excellence in specific dimensions**: The levels of excellence for subordinates, organizational structure, and strategy were rated high by the respondents. However, the levels of leadership and cultural excellence were rated as medium.

- **Validation of the main hypothesis**: The results of testing the main hypothesis using the simple regression model confirmed its validity, indicating that organizational learning has a statistically significant effect on performance excellence in the institution. Organizational learning explains about 49.40% of the variation in performance excellence. The results also confirmed the validity of all the sub-hypotheses, demonstrating that organizational learning has a statistically significant effect on the excellence of subordinates, leadership, culture, organizational structure, and strategy within the institution.

8. Recommendations

Based on the study findings, the following recommendations are proposed:

- **Encourage individual learning** by promoting external learning and linking it with internal organizational learning to enhance the institution's knowledge system.
- **Promote group learning** by implementing a system to reward and celebrate group achievements within the organization, forming work teams to complete tasks, solve problems, and improve performance. Encourage diversity of expertise within teams and rotation of roles, similar to quality circles.
- **Implement training programs** to help employees acquire and develop skills and abilities related to learning, such as building teams, self-assessment, communication, dialogue, systematic thinking, decision-making, creativity, and problem-solving. Set a minimum annual requirement for training courses for each employee.
- **Foster organizational learning** as a strategic goal by evaluating managers' performance based on their contribution to creating a learning organization. Utilize new technologies to increase and enhance organizational learning opportunities, and connect departments through an internal network (Intranet) to create cross-functional teams capable of responding to environmental changes. Create a supportive and motivating organizational climate that encourages organizational learning and recognizes its importance in enhancing excellence.
- **Increase awareness of organizational learning** by distributing informational bulletins, sending emails, and assigning specialists to give lectures to employees. Organize conferences and workshops to raise awareness and instill the principles of organizational learning.
- **Establish knowledge-sharing systems** to promote the exchange of knowledge and leverage modern technologies. Integrate these technologies into learning activities and programs.

- **Encourage leaders to involve subordinates in knowledge sharing**, especially in relation to the organization's strategic direction. It is no longer acceptable for leadership to solely craft the organization's future. Leadership that supports learning must be developed by educating leaders on these concepts through specialized courses, workshops, and exposure to leading organizations to benefit from their experiences. Establish systems and rules that provide opportunities for outstanding employees to advance to leadership positions, with a focus on performance evaluation.
- **Promote a culture of dialogue** by encouraging discussion, inquiry, and the exchange of opinions. Consider mistakes as learning opportunities, particularly given the study's findings that the cultural excellence dimension fell within the medium range.
- **Expand the focus on modern organizational structures** that tend to be more horizontal than hierarchical, as this supports learning and enhances performance excellence.
- **Adopt an integrated strategy** that embeds the principles of organizational learning throughout the organization to ensure sustained development and excellence.

These recommendations aim to further enhance the role of organizational learning in driving performance excellence within the institution.

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