Organizational learning and its relationship to the effectiveness of human resources performance among a sample of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

PalArch's Journal of Archaeology of Egypt / Egyptology

Organizational learning and its relationship to the effectiveness of human resources performance among a sample of leaders in the Administrative Agency of the Ministry of Interior

Hossam Adnan Ahmed[1], Prof. DrAbdel-Fattah Jasem Zaalan [2]

[1,2] University of Karbala / College Administration And the economy

Email [1] : Husam.adnan@s.uokerbala.edu.iq

ABSTRACT

The aim of the current research is to identify the level of organizational learning among a sample of the leaders of the administrative agency of the Iraqi Ministry of Interior, and its relationship to the effectiveness of human resources. The results of the research showed that the leaders of administrative agencies enjoyed a high level of organizational learning, as well as the results showed a real relationship between organizational learning and the effectiveness of human resources performance, and the researcher presented a set of recommendations and conclusions based on the results reached by the researcher.

Research problem

Recent studies have shown As a study (Al-Taie and Al-Khazali, 2015 and Al-Khafaji, 2017 and (Fang et.al, 2011) The reality of the intellectual debate around the variable Organizational learning and its impact on the administrative and leadership styles of managing institutions that have a direct impact on the public, such as active and service ministries, and the success of a lot of administrative work and making the right and effective decision depends on it. The Iraqi Ministry of Interior, and it is noted that the productive administration is the one that enjoys high organizational and educational growth ,With this description, the reality of this research is framed two variables They interact with each other scientifically. Organizational learning, effective human resource performance) which Determine through which the general

research problem that stems from not delving into it and studying it in the Arab environment in general and the Iraqi environment in particular, It can be seen in two parts:

the first : The research problem was the intellectual that was identified in the light of the intellectual debate and the lack of conceptual agreement among researchers about the rooting of the interactive relationship between the variables..

The second : The most important thing was represented in the field research problem, which included the extent to which the Ministry of Interior needed the research community to diagnose and know the impact of organizational learning in raising the levels of effectiveness of human resources performance, and this is what the researcher noticed as he is one of the individuals working in the Ministry of Interior.

Based on the foregoing, the current research attempts to answer the main question of the research, which is: To what extent do the leaders in the administrative agency of the Iraqi Ministry of Interior enjoy organizational learning? What is the relationship between the level of organizational learning and the effectiveness of human resources?

Research importance:

The subject of organizational learning is one of the topics that have attracted the attention of organizations, especially in the current century, and after the success of the organizations that adopted its application, as it represents the diagnosis, identification and discovery of defects and shortcomings in their performance with the aim of facing the challenges of the rapidly changing environment and developing solutions, problems and alternatives available for continuous improvement of their growth, survival and competition for others. Continuously through the organizational learning process, andThe importance of the research can be seen through its inclusion of three contents that drew its current form, which gave it a special importance in which it distinguished it from other research and studies corresponding to it in the specialty, which can be identified as follows:

1. Any research acquires its basic importance from its variables and their modernity, as the current research is characterized by adopting Two of Thevariables Themodern (Organizational learning, effective human resource performance).

2. The scarcity of scientific efforts in the Arab environment in general and the Iraqi environment in particular, according to the researcher's knowledge, It was not noticed that there was a study that linked the two research variables at all.

3. Research is a solid scientific extension of the research lifeline, which is the foundation and rich tributary for organizations in adopting the new sciences in order to adapt and adapt them to scientific developments that support and establish their continuity in the business sector.

research aims :

The current research aims to identify:

1. The level of organizational learning among the administrative leaders in the Iraqi Ministry of Interior.

2. The relationship of organizational learning to the effectiveness of human resource performance

Search limits :

The limitation of the limits of the search within specific ranges is clearNS Landmarks are a basic necessity for any academic research within a specific scientific discipline,

and thus it became necessary to diagnose the appropriate spatial and temporal boundaries for the current research, as follows:

1-spatial boundaries: A sample of senior leaders has been selected Iraqi Ministry of Interior For the purpose of conducting the field side of the research.

2- time limits: Represented by the period in which the practical aspect was completed, which extends between (1-4-2021 / 1-31-5-2021).

3- Human limits: The research targeted senior and middle administrations, as well as associates, and the sample was distributed between (directorate director, department director, division director, without a position).

Theoretical framework :

The concept and definition of organizational learning :

The impact of modern organizations. growing. With the business environment that has become highly reliable Knowledge, Andcharacterized by increasing complexity and not sure and rapid changeIn order to adapt to these challenges,Organizations become more flexiblethat for the sake ofwork withefficacy and efficiency Andin order to Maintaining its competitive edge byNSCreativity and innovationNS And adapt to rapid change, so turns up . specialists organizations Especially those who specialize in the field of Human Resources TheJ organizational learning (Popova - Novak & Cseh, 2015 : 1On this basis, the concept of organizational learning is not a recent concept, but rather it has roots that extend to the literature of organization theories and systems theory (Farroukh, 2010: 15), asOrganizational learning has been implemented as a field. for study among researchers in the Management, Until he emerged as one main logos Notable in the decade 90s from the last century, andThis concept refers to (concept of organizational learning)I need NSTo maximize the use of knowledge for the effective performance of the organizationdo, as seen most Management scholarsLi organizational learning brecipe proces take place in the organization and involve Activities. evolve slowlyt time aims to acquire and harness information correctly in the field ofMake decisions and improve performance (Yusoff et al, 2018 : 2).

Also looks at organizational learning It is the process by which you learn to organizem, which is interspersed interactions between membersHa Through the socialization of learning and practices thatDr CompletionNS collectiveis taking place (Chiva et al, 2007: 225), asyhe ran NScute characterorganize On knowledge resulting from these interactions in mechanisms. stable, taking into account the possibility ofIntegration of knowledge when it is shared among members of the organization in the organization itself So that other members can access to her, Even when a person leaves the meaning the organization, soShared knowledge remains a partNS Integral to the systems, organizational structures and culture of the organization (Argote&Miron-Spektor, 2011: 1124As for the definitions of organizational learning, he arguedCox et that and on Although definitions of organizational learning vary There may be a huge difference between them, except that therealmostintercourseAmong the scholars who supply these definitions However, organizational learning is a modelNS SpecialNS Organizational culture is reinforced by an interest in change and the way it worksconnect out (Antunes&Penheiro, 2020: 141) as arguedLenart-Gansiniec that Four main approaches to defining organizational learning can be identified in the literature related, and that allNS It takes into account the various aspects of the concept, namely: (Lenart-Gansiniec, 2019: .99) :

1. Behavioral Approach: The behavioral approach defines organizational learning as the adaptive behavior of the organization to changes in the environment.

Organizational learning and its relationship to the effectiveness of human resources performance among a sample of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

2. Approach Cognitive:The cognitive approach defines organizational learning in the context of behaviors andNSActions taken in the organization thatAllows for the organization TKnow and adapt to external and internal environmental changes in order to maintain a sustainable competitive advantage and use existing knowledge resources.

3. Approach social: In this approachOrganizational learning is related to the organizational structure andNSculture andNSdriving thechange AndNSThe organization's ability to acquire, disseminate, and use knowledge andmaintain and develop it.

4. Technical approach: which ylooked at organizational learning From a technical point of view, in terms of Processing information and absorbing knowledge that is potentially useful to the organization.

Here, Table (9) below shows the definitions provided by management scholars with regard to organizational learning, and as follows:

Table (9) The concept of organizational learning according to the opinion of some researchers

NS	researcher and year	concept
1	(Farroukh, 2010: 17)	The continuous extended life cycle of the organization and the planned common vision to advance the organization and ensure its survival in the presence of the organizational community through systematic effort and the growing awareness stemming from knowledge.
2	(Chiva, 2013 : 3)	The process by which an organization changes or modifies its mental models, rules, processes, or knowledge, and maintains or improves its performance.
3	(Cheng et al. 2014 : 974)	The company's efforts towardsNSActive innovation, transfer and mobilization of knowledge to enable it to adapt efficiently with the environment which is characterized by change.
4	(Bratianu, 2015 : 288)	learning process take place in the organization Through social interactions at the group and organizational levels.
5	(Patel, 2016 : 117)	A complex phenomenon influenced by cultural context and directly affecting human capital, performance and competitiveness, as for this phenomenonDifferences in behavioral patterns influenced by national cultures.

Organizational learning and its relationship to the effectiveness of human resources performance among a sample
of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

organizational learning theories :

There are many researches that indicated the existence of differences between organizational learning frameworks (models) and theories, the most prominent of which are (Crossan) and others, who explicitly pointed out this difference explaining thatTheNSflew or form Consists of a set of concepts, while the theory explains howYeh Andcausality Andtiming Engagement These concepts each other (Crossan et al, 2011: 447In this regard, he seesBratianu) That the organization (any organization) when carrying out organizational learning has four starting points for developing organizational learning models or frameworks, which are:(Bratianu, 2015 : 288)

1. That organizational learning is assumed Existence of knowledge exploitation and knowledge exploration At the same time in the organization, feedback represents the exploitation of knowledge, while the exploration of knowledge embodies forward feeding.

2. that Organizational learning is a multi-level process In the organization (at the level of individuals andsumat andorganisation whole), as it comesConcepts and ideas are born in the minds of individuals and through the exchange of knowledge they are transmitted NSMine Thegroups, AndDuring the process of continuous social interaction between groups, It is institutionalized and thus reaches organizational level.

3. that The three levels of organizational learning linked Through psychological and social processes she intuition Who gets the individual level, and interpretationThe t that occurs between the individual and the collective level, and merge Or the integration that gets on the collective level, AndGive the organizational character that gets at the level of the organization as a whole.

4. that Perception affects action, as impact verb on cognition.

Researchers have differed in the development of organizational learning theories, but (Bratianu, 2015 : 6He focused on selected perspectives to achieve a valuable trade-off between representation and depth of analysis in order to clarify organizational learning theories, and those theories can be clarified as follows:

1. monocyclic learning

It is concerned with finding direct and immediate solutions to the obstacles that constitute apparent causes of organizational problems, and aims to achieve maintaining the organization's progress and stability, and it entails modifications in behavior without modifying the values or variables governing individual behavior, as workers learn from their experiences and practices and the consequent results and outputs (Al-Sakarneh, 2014: 131).

2. Double-loop learning

If you require a correction Thedefect or error events Adjustments in organizational values and standards, the learning Double loop is required. and here The double ring refers to two rings of Feed back that bind effects The strategies and the values that those strategies serve, for example mayperformance requirementsorganizers Differential in the occurrence of conflicts between individuals in the organization, Here These conflicts can be resolved by developing new performance strategies, or examining destinations Theconsideration Thedisparate (Kamona, 2020: 189).

Organizational learning and its relationship to the effectiveness of human resources performance among a sample of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

Either (Hussain et al., 2016: 1692) indicate that organizational learning theories are divided into the following:

1. Habituation Theory

This theory refers to the simplest types of learning, which means a person's practice of a certain habit that over time becomes a learned behavior that does not change with repetition and experience to a degree that makes it easy to predict.

2. Classical Conditioning Theory

It is also called the Responsive Conditioning Theory or the Baklavian Theory after the Russian scientist Petervich Pavlov, and it is a theory that explains to us some patterns of learned behavior in cases of unintended learning.

3. Procedural Conditioning Theory

prepare the world (Skinner) is a pioneer of this theory, as he described walking, speaking and working as procedural responses, so access to food, for example, does not occur by watching it, but depends on hunger, as well as social conditions and the number of exciting conditions, so if a procedural response occurs in the field of learning, followed by reinforcement.

4. Cognitive learning theory

The proponents of this theory consider that learning is a more complex process than the previous requirements, and involves mental processes and activities, for example, thinking is an intermediate stage between the stimulus and the response, so this theory emphasizes the importance of the process of thinking and reason on the part of the human being.

is seen (Basten, Haamann, 2018 : 5)to me formation Organizational knowledge as a vortexEvent down on all fours stages, these stages are:

1. Socialization

It is the sharing of tacit knowledge between individuals, Which LimitedNS with regard toformation Organizational knowledge because the knowledge does not become apparent and cannot be used easily by the organization as a whole.

2. Exit

requiresOutside NSTo express tacit knowledge and translate it into understandable forms that can be understood by others, AndThis process requires techniques specific To express ideas or images as words, concepts, or symbolic language such as (metaphors, similes, or narrations) and visuals, as IncludesOutside Translate individual or specialized professional knowledge into a clear form.

3. Integration

Explicit knowledge is transformed into more complex knowledgeNS and clarityNS by NSThe habit of standardizing, sorting, or classifying bodies of explicit knowledge possessed by different individuals. as The group's internal knowledge can be combined with knowledge from external sources. AndUsually includesto integrate Dissemination of knowledge among members of organizations through meetings or networkscomputer, for example.

4. Internalization

It is the transformation of explicit knowledge into tacit knowledge of the organization, so Individuals gather explicit knowledge that they consider relevant to their field to expand their tacit knowledge, and they are soThey expand and reframe their tacit knowledge as documented and oral experiences that facilitate the assimilation of knowledge.

Organizational learning and its relationship to the effectiveness of human resources performance among a sample of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

types of organizational learning :

between (Leavitt, 2011 : 7) that itMore than one type of learning can occur at the individual, group and organizational level simultaneouslyIt has been classified into:

1. adaptive learning

It occurs when a person, group or organization learns through experience and evaluation (past performance).to speak The process of adaptive learning in relation to the organization, Which That the organization proceeds to achieve a specific goal, and leads to some internal and external results. as The result is analyzed by match With Target, NSThe organization performs a new action or corrects the previous action based on the result.

2. Learning forward looking

Started When learn the organization from During the future likely. baptize This Type from learning to me to avoid Results and experiences Negativity from During Specify better Opportunities futuristic and find ways exploited and benefit Of which efficiently and efficacy.

3. Learning practical

make up from a job the organization On issues real and concrete, With the focus On Science Which It was completed get on him and performance Real for solutions.

Al-Bawadri also indicated that there are four types of organizational learning, all of which occur within the framework of the organization, which are: (Al-Bawadri, 2020: 229)

1. adaptive learning

It is organizational learning who is interested in developing capabilities forNSNew parking lotvia Make continuous improvements and adjustments to meet and comply with these situations.

2. Interactive learning

Which confirms that practice is the best way to learn,Just as there is no action that does not result in learning, whether the learning is intentionalNS or unintended,To implement the idea of learning by doing, it requires designing a framework that enables individuals to learn Efficiently and effectivelyfor Assess the real problems they face and look for solutions to them.

3. learning predictiony

 Which Employees are allowed to draw the picture the future of the organization, to seek through which to challenge and develop the existing reality, Which It requires thinking outside the box Habitual and routine stereotypes, andmaybe change Leading, developing processes, rebuilding structures, and empowering workers to participate in policy making after supply them PalmNecessary informationThen the higher leadership positions will turn into educational and knowledge centers, and they will become Middle managements are channels for delivering knowledge to lower levels than them at the organizational level.

4. Group learning

who requires Sentence abilities such as problem solving,Experimenting with new approaches, and learning from During Good practice, efficient transfer of knowledge across the organization, Which leads To increase the discovery and exploitation of learningNS.

organizational learning levels :

I mention both (Antal) And (Sobczak) that organizational learning in the organization

Organizational learning and its relationship to the effectiveness of human resources performance among a sample
of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

must pass through several stages or levels which are: : (Berthoin Antal & Sobczak, 2014 : 656)

1. Desire to learn: It is embodied in awakening the desire to learn, which is often associated with identifying the problem or problems facing the organization.

2. Acquisition of knowledge: At this stage, various types of knowledge related to the work of the organization, especially those related to the problem or problems in the first stage, are acquired.

3. Knowledge Distribution: common distribution and interpretation at the organization level.

4. The construction of meaning: Giving meaning to theruff acquired and distributed.

5. Verb: Industry and relevant decision-making and implementation

6. Storage in memory: Store the procedures in the organization's memory for future use.

The effectiveness of human resource performance

NSOrganizations of all sizes, types, and areas in which they operate and operate have sought to research the effectiveness of the performance of their human resources, in order to improve this performance in a relentless pursuit to keep pace with thestuHigh levels of competition at all levels, enabling it to continue to carry out its work in the society in which it lives and serve, and in that it resorts to several practices in order to raise the effectiveness of the performance of human resources in it, in the firm belief that these resources are the mainstay and essence of the work of organizations, and that they are among the Without it or without its effective performance, it will inevitably suffer from stagnation and then decay, based on progress, the current topic will be devoted to studying the effectiveness of human resources performance in terms of

The historical development of human resource performance management

The roots of management can be traced back performance, especially human resource performanceTo the post-industrial era, when asilver Advances in technology and development ofwhatNSn and the machine to changeparticle in The nature of the organization of work in an unprecedented way, No longer business take place wide. small local And by many individuals with limited skills, But This business expanded on formulas Establishment of factories andWorker huge, in the manner in which it led The need to control the work of this number Great from individuals to head necessarily NSLi search for the best way toNSircuittheir performance (Taşkan et al, 2020: 82-83)And Over the years, this research has taken countDrNS. From trends, witnessed formation There are many means and mechanisms that Enable management Ensure that people's performance contributes active in the success of the organization, NSIn the early twentieth century proposed a theoryFredrick Taylor NSNSNSDarat Al-Ilmiyya that the best way to manage performance was by calculating the method of workpay optimally, and here Performance control is determined by theNSircuit , asWorkers freedom removed in order to ensure operational consistency (Blake & Moseley, 2010: 347-349), Thenput suggestion Max Web forsquawk Ideal bureaucrat control through process and system, so Performance is determined here according to comply withNSrules andTheregulations that you put the organization and related parties)Serpa& Ferreira, 2019: 12-13) shortly thereafterI followed the School of RelationshipsNSHumanity of Taylor & Weber, made upaway From focusing on the process to focusing on aFor People (Human Resources). Here, through the Hawthorne

Organizational learning and its relationship to the effectiveness of human resources performance among a sample of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

ExperimentsforElton Mayo ,evolved theories that proposed that by meeting the individual needs of individuals, managers can direct individual performance To achieve organizational success, and so It was the school of relationshipsNShumane A starting point in establishing and establishing Many traditional motivation theories that works at Today (Bruce & Nyland, 2011: 384-385).

HR performance management :

   be seen (Armstrong) that human resource performance management isA systematic process for improving organizational performance by developing the performance of individuals and teams, andThis is a way to get better resultsn Individuals and groups By understanding and managing performance within side Agreed to the planned objectives, standards and competency requirements (Armstrong, 2006:1) and sees all of(Beardwell & Thompson) that management the performance Related by controlling theconscious coordinator for potentially large groups of people across a range of units andNScircuits, and surelyPerformance Measurement go on farNS On the individual focus on measuring the local level to me Adopting more strategic and systematic approaches andIntegration and focus At the organizational level the overall management of work activities, or the overall performance system (Beardwell & Thompson, 2017: 430(also from the point of view)Gupta) that management process The performance of human resources in the organization consists of the following steps:Gupta, 2020 : 75-81)

1. Clarify responsibilities : It mainly includes an explanation Job descriptions in the organization, AndIt may serve as a starting point for clarifying each individual's role of its human resources.

2. Develop performance indicators and goals : are the means that Being through which performance appraisalThese indicators should be measurable, relevant and important.

3. Preparing action plans : here requires presence DoubtNS forms of business plan, on the formula Flowchart or bar chart to enable goals to be achieved. as it should That the plans provide for actions by the individuals involved and be reviewed periodicallyNS according toNS to shineEr specified. AndIn order to effectively manage performance, jwe want The organization must have a system NSA performance circuit for all levels. as The true translation of goals from top to bottom requires the organization to becomeTheHow do"In thelevel Appointed Is "what is" the next level, as it should The cross-translation process or target ensures that the entire organization is working toward the same achievable mission.

Here, the researcher finds thatcircuit adisease Human Resources It is the basis of employee performance and it proces an organization that involves a large amount ofCommunication and harmonycontinuous between Managing the organization and human resources in order to achieve the main goal is the delivery of human resources as far as possiblematter and enhance their productivity and success And take advantage of that in Investigation The organization's mission and goals.

The importance of effective human resource performance for the organization:

The importance of effective human resource performance for the organization is highlighted in the following:

1. The performance of theQualified human resources the subject is One of the

Organizational learning and its relationship to the effectiveness of human resources performance among a sample of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

determining factors decisive for the success oforganizations (Mayangsar et al, 2019 : 527).

2. It is the most important human resource The basic assets ofsystem, dependsThe organization's achievement, growth and success based on performance effective human resourcesKareem et al, 2019 : 311).

3. Effective performance of human resources is seen as having a positive and close relevance economic growth, productivity and profitability, that isone Highlight The main drivers of the success oforganizations By enabling it to own the competitive advantage and sustainable competitive advantage, taking into account that the effectiveness of human resources performance for the organization is what will distinguish it from competing organizations when it stands with them on an equal footing in the rest of the work areas (Manuti & Pasquale, 2014 : 162-164).

4. Effective HR performance is crucial to the organization because it adds Thevalue and creativity and make it bitNS of strategy the organization (Grigorescu & Chiper, 2016 : 87-79).

5. Effective performance of human resources leads to to me accumulation of knowledge In the organization through learning In order to acquire new knowledge and skills (Carmeli & Schaubroeck, 2005 : 409).

6. That the market value of organizations depends more on performance efficacy intangible assets In which especially The effectiveness of human resource performance Including tangible assets (Stiles & Kulvisaechana, 2003 : 17).

Factors affecting the increase in the effectiveness of human resource performance :

pointed out ((Kehoe & Wright That one of the most important factors affecting the increase in the effectiveness of the performance of human resources in the organization is Implementation practices appropriate with respect to these resources, aiming part or all of them at improve performanceThey, as well as further directing these resources towards achieving effectiveness(Kehoe & Wright, 2013 : 383) also indicated (Mayangsar) and others that increasing the effectiveness of the performance of human resources in the organization comes through the development of these resources in the organization, with the need for the organization to take this matter into consideration as an absolute necessity for it in order toFacing the requirements ofBusiness PresentWhat you do and offer in order to serve the community in which you work and compete, as well as forconfrontation Challenges and threats futuristic (Mayangsar et al, 2019:528) as between (McKinsey) Improving the effectiveness of the performance of human resources in the organization requires knowledge developmentthey and skillsthey and capabilitiesThey cross Training and development programs active positive (Kareem et al, 2019: 311).

while argued Nelsson&Ellstrom That human resources performance strategies enrich the performance of human resources in the organization, in a way that contributes effectively to raising the effectiveness of organizational performance as a whole.Nelsson & Elstrom, 2012 : 37) Here. can be definedtawer Human resources as a set of systematic and planned activities AndDesigned by Theorganization to supply its human resources with chances adequate be informed and practice Skills needed to meet current and future job requirements, which focus onDomain. broad to develop withAref Human Resources their expertise, productivity, and satisfaction, whether for personal or collective gain, for the benefit of an organization, a community, a nation, or, ultimately, all of humanity (Werner & DeSimone, 2012 : 4) and depends on the

Organizational learning and its relationship to the effectiveness of human resources performance among a sample of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

developmentHuman Resources in the organization on beliefs entrenched TheT spend that organizations are entities of Man-made (man-made), as it is It relies on human experience in order to set and achieve its goals, and that specialists Development Human resources are advocates for the individual and the group Both, and here the development of human resources in the organization includes a number of Practices that if followed It will most likely lead to an increase in Accumulation effectiveness HR performance On the basis of which the organization can build its competitive advantages, based on the principle thatInvesting in Ttawer HR by the organizerNS Contributes to Increasing the effectiveness of human resource performanceHassan, 2007: 436).

Here, researchers from human resources specialists were divided into two teams, the first of which combines training and development practices in the organization, while the second team establishes fundamental differences between the two activities, as follows:

1. First team: They are the team that combines training and development, and their example is (Haslinda) who believes that training and development HR is a chain. Activities that support behavioral change and learning opportunities for employees Which leads to enhancing the effectiveness of the performance of human resources in the organization.Haslinda, 2009 : 187), as well (Ahmad & Din) who believe that training and development are both goalsto enhance the performance ofhuman resources Through a learning process that involves acquiring knowledge, improving skills, concepts, and rules, or changing attitudes and behaviors in organizational settings (Ahmed & Din, 2009 : 165-166), as well (Werner & Desimone) who believe that training and developmentconcentrateTogether and in combination To change or improve the knowledge, skills, and attitudes of individuals (Werner & Desimone, 2012 : 10-11), as well asPines who stressed that Training and development practices are an organization's planned effort to facilitate behavior associated with increased performance effectiveness.Pines, 2009: 310), and added to themSnell & Morris Those who see that training and development are together a stage of developing the effectiveness of human resource performance in the organization (Snell & Morris, 2019: 241).

2. The second team: They are the team that sees that there are crucial differences between training and development, which they representCollings and others who indicated that the development of Human Resources Don't just get hung up on your traditional training activities Training departments inorganizations, that's onAlthough this Activities may play a roleIn that development, but Rather, it involves the skills, knowledge, and experience that individuals possess, AndHow companies choose to compete, define and design their strategies (Collings et al, 2019: .296), As wellNoe And others who explicitly pointed out that what is meant by developing human resources does not mean training these resources only, because there are four points of fundamental differences between development and training, as follows: (Noe et al, 2018 : 230)

a. the focus : The focus of HR training is limited to their current business, while HR development focuses on the current and potential future business of that resource.

NS. Harnessing Work Experience: Employment of work experiences in training is relatively low, while this use is at its greatest when developing human resources.

NS. Target : Training takes readiness and preparation to perform current work as a goal, while this goal in development is readiness for change.

Organizational learning and its relationship to the effectiveness of human resources performance among a sample
of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

The role of organizational learning in the effectiveness of human resource performance :

Organizational learning is increasingly being looked at The performance of human resources as two components Basicyen In support of a permanent competitive advantage in organizations, asThe requirements oforganizations From a theoretical and practical point of view according to That is to gain knowledge about the complex interrelationships between organizational learning and human resource management on the one hand and performance on the other (Sinaki et al, 2013: 691)Contemporary economies are increasingly dependent on knowledge and information existing in organizations. and upon it The ability These organizations on the development, production and sale of the productgat NSCashing regardless of what Her works stem from professional knowledge and know-how, thatBecause the technological revolution current Accelerate the global transformation of the competitive environment. and upon it It requires organizations to ensure the effectiveness of their human resources in order to Contribution to the added value that is given the organization growing strategic importance (Godkin & Allcorn, 2009: 484) in other wordsy, the possibility ofAchieving a high level of learning Prepare The source of all organisation and who is related EngagementNS LiveNS with knowledge Collective for individuals, and therefore shouldTo build, renew and enhance this vital resource Interest big for any An organization that wants to succeed in the business sector in which it operates and competes,as likely to lead NeglectingContinuous transformation and development through continuous organizational learning to the collapse of the business and consequently the collapse of the organization (AbbasKhani, 2013 : 57).

Research Methodology and Procedures:

First: Research Methodology:

This approach is a broad and flexible umbrella for many curricula and sub-methods such as social surveys, case studies, developmental and field studies, and others. Or a specific phenomenon and identify its reality on the ground, and some researchers go to the fact that the descriptive approach includes all other approaches (especially the survey approach, the case study approach, the content analysis approach) .

Second: The research community and its sample:

The research community consisted of senior and middle leaders working in the Administrative Agency of the Ministry of Interior, andhas been distributed Resolution on a random sample According to the five-point Likert scale (Likert)And those who were identified by rank (directorate director, division director, department director, without a position),This is due to the nature of the variablesresearch Which requires a degree of understanding and comprehension in dealing with the paragraphs of the questionnaire, As well as the variables ofresearch It is more important at these levels, as All the members of the sample were cooperative and thus the sample size becomes (142) out of (150) are valid for statistical analysis, i.e. (94.66%), Table (2) shows a description of the sample members as follows:

Organizational learning and its relationship to the effectiveness of human resources performance among a sample
of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

Table (2) Information demographic to sample search

NS	Variables	Category Distribution	the number	percentage
1	sex	Male	121	85.2%
		feminine	21	14.8%
		Total	142	100.0%
2	Age	less than 30 years old	5	3.5%
		30 to less than 40 years	111	78.2%
		40 to less than 50 years	20	14.1%
		50 years and over	6	4.2%
		Total	142	100.0%
3	Educational attainment	High school diploma	2	1.4%
		diploma	15th	10.6%
		Bachelor's	109	76.8%
		Higher Diploma	2	1.4%
		Master's	13	9.2%
		PhD	1	0.7%
		Total	142	100.0%
4	Number of years of service	Less than 5 years old	9	6.3%
		5 to less than 10 years old	61	43.0%
		10 to less than 15 years	21	14.8%
		15 to less than 20 years	36	25.4%
		20 years and over	15th	10.6%
		Total	142	100.0%
5	current position	directorate director	8	5.6%
		Director of the Department	35	24.6%
		Division Manager	83	58.5%
		without a position	16	11.3%
		Total	142	100.0%

Third: Research Tools (Resolution)
 NSDr One of the most important tools used in, The data collection process, as it represents the main tool that the researcher used to measure the research variables, as he designed the questionnaire paragraphs according to the Arab and foreign ready-made standards that correspond to the subject of the research. And as shown ,
A-Organizational Learning Questionnaire: The organizational learning questionnaire consisted of 20 items distributed on four dimensions (experimental openness,

1518

Organizational learning and its relationship to the effectiveness of human resources performance among a sample of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

knowledge sharing, dialogue and interaction with the external environment) with 5 items for each dimension.

b- Human resources performance effectiveness questionnaire: The human resources performance effectiveness questionnaire consisted of 15 items distributed over three dimensions (organizational knowledge, team work, personal effectiveness) with 5 items for each dimension.

and runNS Some important and necessary modifications from before ARBITRATOR EXPERTS And their number (10) as in Appendix (1) By presenting it to them to suit the reality of the research environment To be ready as in Appendix (2),was The response level is limited to (1-5), And on five levels according to the categories to measure the degree of response, as shown in Table (1), as follows:

Table (1) mgradient Five-point Likert

Totally agree	Agreed	Not sure	I do not agree	I don't totally agree
5	4	3	2	1

Table (2) The dimensions of the two questionnaires for organizational learning and the effectiveness of human resources performance

Variables	Dimensions	code	number of paragraphs
organizational learning	Experimentation and openness	Q	5
	Knowledge sharing and transfer	X	5
	dialogue	Y	5
	Interaction with the external environment	Z	5
Effectiveness of human resource performance	organizational knowledge	A	5
	Team work	B	5
	personal efficacy	C	5

NS – The validity and reliability of the questionnaire:

1. Virtual validity

In order to test the apparent validity of the paragraphs and questions of the questionnaire, they were presented to a sample of arbitrators Supplement (1)The researcher asked them to make observations and opinions about the suitability and clarity of the paragraphs for the dimensions they represent, in addition to amending, adding or deleting new paragraphs from their point of view, and these amendments were taken into consideration to make the questionnaire ready, and many studies and research indicate that agreement (80%)) of the arbitrators is considered sufficient to make the required amendments by them and to approve the form, and based on the

Organizational learning and its relationship to the effectiveness of human resources performance among a sample of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

opinions and observations, the amendments and additions were made.

2. The reliability of the validity of the resolution

In order to verify the internal consistency and the reliability of the questionnaire, the Cronbach coefficient was used alpha(To calculate the stability, hence the clear results in the table)3) to transactions(Crobach Alpha) for dimensions Where it turns out that the general stability coefficient of the resolution is high, its value is for a variable organizational learning (0.958) and to change effectiveness HR performance (0.947The values of the coefficients for the axes and dimensions of the resolution ranged between (0.867-0.907) This indicates thatresolution of degree acceptable Internal consistency and consistency.

research results :

The first objective: to identify the level of organizational learning among the leaders of the administrative agency in the Iraqi Ministry of Interior

To achieve the first objective of the current research, the researcher used the t-test for one sample, as the sample mean was (74.82) with a standard deviation of (9.65) and the hypothetical average of the community reached (60) and the results of the test showed that there is a real difference between the arithmetic mean of the sample and the hypothetical average of the community, as the calculated T value reached (18,809) which is greater than the tabular t-value of (1.96) at the significance level (0.05) and the degree of freedom (149). This means that the leadership of the administrative agencies in the Iraqi Ministry of Interior enjoys a high level of organizational learning, which is approximately 75%, as shown in the table (3) .

Table (3) Results of a one-sample T-test to identify the level of organizational learning

variable	the sample	SMA	standard deviation	Theoretical average	Values calculated t	Values tabular t	Significance at (0.05)
organizational learning	150	74.82	9.65	60	18,809	1.96	function

The second objective: To identify the relationship between organizational learning and performance effectiveness of human resources:

To achieve the second objective of the current research, the researcher used the Pearson correlation coefficient (the product of moments), as the correlation coefficient between Organizational learning and the effectiveness of human resource performance (0.839) at the significance level (000.), which is less than the significance level (0.01), which indicates the existence of a significant correlation relationship for learning organizational With The effectiveness of human resource performance According to the foregoing, the first main hypothesis is accepted which states Presence A significant correlation between organizational learning and the effectiveness of human resource performance In terms of its dimensions in the agency under study, as shown in Table (4).

Organizational learning and its relationship to the effectiveness of human resources performance among a sample of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

schedule (4The results of the correlation between organizational learning and the effectiveness of human resource performance

independent variable / dependent variable	elements organizational learning				
	Experimentation and openness	Knowledge sharing and transfer	dialogue	Interaction with the external environment	overall index
overall index	**0.713	**0.755	**0.790	**0.719	**0.839

Source: Prepared by the researcher based on the results of the electronic calculator.

**Correlation is significant at the 0.01 level (2-tailed)

As for the results of the correlation relations pNSat the micro level (dimensions) with men The variables of the study have indicated the following :

1. The relationship between Experimentation and openness and effective performance of human resources: The results of the analysis of the correlation between the two dimensions show Experimentation, experimental openness, and the effectiveness of human resource performance There is a positive significant correlation, as the correlation coefficient is (0.713), which indicates the role of Experimentation and openness in a Effectiveness of human resource performance Thus, the agency in question adopts this dimension, which leads to the acceptance of the first sub-hypothesis.

2. The relationship between Knowledge sharing and transfer and effective performance of human resources By checking the results of the statistical analysis between the variables of the study, there is a positive significant correlation between the two dimensionsKnowledge sharing and transfer from direction and effective performance of human resources On the other hand, as the value came (0.755), which explainsn Knowledge sharing and transfer NSMKn agency NSCreativity and excellence in work, and this result confirms the need for the agency in question to depend on this dimension as a tool to distinguish the outputs of the agency, and thus we accept the second sub-hypothesis.

3. The relationship between dialogue and the effectiveness of human resources performance: The results of the statistical analysis of the study variables confirm the existence of a positive significant correlation between Dialogue and the effectiveness of human resources performance The correlation value was (0.790), to confirm NSthese valuesmother Logical proportionality role Dialogue in the effectiveness of job performance comes NSgold The result To confirm the acceptance of the third sub-hypothesis.

4. The relationship between Interaction with the external environment and the effectiveness of human resource performance: The results of the statistical analysis showed that there is a significant positive direct correlation between the Interaction with the external environment and the effectiveness of human resource performance

Organizational learning and its relationship to the effectiveness of human resources performance among a sample
of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

The value of the correlation coefficient between these variables was (0.719), This result indicates a role Interaction with the external environment By raising the performance of human resources in the research agency, as well as highlighting the role of this dimension In solving the problems facing the agency through the use of advanced methods and this leads to raising job performance, which leads to creativity and job excellence.

Conclusions:
Enjoy the administrative leaders in the Iraqi Ministry of Interior 1.
2.There is a real relationship between organizational learning and the effectiveness of human resource management in its dimensions.

Recommendations:
1.Training the administrative leaders in the Iraqi Ministry of Interior on general and organizational learning skills in particular.
2.Emphasizing human resources workers in the Iraqi Ministry of Interior on organizational learning and its effective role in developing job performance.

Suggestions:
1.Conducting a study on the impact of organizational learning on the general job performance of the Iraqi Ministry of Interior employees.
2.Studying the relationship between organizational learning and other variables such as the innovative environment and leadership styles.

Refrences
1. Sharifi, Masouda. Dooley, Souad. (2009). Improving performance through the entrance to organizational learning. A research paper presented to the Faculty of Economics, Management and Commercial Sciences at the University of Bashar at the International Scientific Forum for the Organization's Performance and Effectiveness in the Light of Sustainable Development.
2. Abu Jleida, Said Samir. (2018). The impact of human resource management strategies on the performance of workers in Libyan telecommunication companies. Middle East University. Business school. Department of Business Administration. A magister message that is not published.
3. Farroukh, Fayez Abdel Rahman. (2010). Organizational learning and its impact on improving job performance. first edition. Jalis Al-Zaman House. Oman.
4. Al-Bawadri, Faisal. (2020). Practicing organizational learning in Saudi government agencies. The Arab Journal of Management. NS. 1. Number.1.
5. AbbasKhani, Yadollah. Alipur, Hossein. Ebrahimpour, Habib. (2013). Organizational Learning and Human Resource Productivity in Municipality of Ardabil City. Singaporean Journal of Business, Economics and Management Studies. 2. 56-62.
6. Alshammari, Abdulrahman Abdullah. (2020). the Impact of Human Resource Management Practices, Organizational Learning, Organizational Culture and Knowledge Management Capabilities on Organizational Performance in Saudi Organizations: A Conceptual Framework. Revista Argentina De Clinica Psicologica.
7. Alvani, M. (2003). learning model. Journal of Management and Development. 16.15.
8. Aragon, Maria. Jimenez-Jimenez, Daniel. Sanz Valle, Raquel. (2013). Training and

Organizational learning and its relationship to the effectiveness of human resources performance among a sample of leaders in the Administrative Agency of the Ministry of Interior

PJAEE, 18 (10) (2021)

performance: The mediating role of organizational learning. Cuadernos de Economía y Dirección de la Empresa. 17. 10.

9. Godkin, Lynn. Allcorn, Seth. (2009). Dependent Narcissism, Organizational Learning, and Human Resource Development. Human Resource Development Review. 8. 484-505.

10. Hsu, Sheng-Hsun. (2007). Human Capital, Organizational Learning, Network Resources and Organizational Innovativeness. Total Quality Management & Business Excellence. 18. 983-998.

11. Nikolić, Vesna. Ilic Petkovic, Alexandra. Galjak, Mirjana. (2020). Human resource development and organizational learning in occupational and environmental safety. Safety Engineering. 10. 35-38.

12. Pasamar, S. Diaz-Fernandez, M. de la Rosa-Navarro, MD (2019). Human capital: the link between leadership and organizational learning. European Journal of Management and Business Economics. 28.1. 25–51.

13. Sinaki, MT Gharakhani, Davood . Jalalifar, S. Bahrami, H. (2013). Role of human resources management and organizational learning in small and medium enterprises. Life Science Journal. 10. 690-694.

14. Zhu, C. Liu, A. Wang, Y. (2019). Integrating organizational learning with high-performance work system and entrepreneurial orientation: a moderated mediation framework. Frontiers of Business Research in China.13. 11.

15. Argyris, Chris & Schön, Donald .A. (1996). Organizational learning II: theory, method and practice. Addison-Wesley series on organization development.

16. Bratianu, C. (2015). Organizational Knowledge Dynamics: Managing Knowledge Creation, Acquisition, Sharing, and Transformation. Hershey: IGI Global.

17. Marquardt, M. (2002). Building the learning organization. Black publising, 19. (5).182-184.

18. Senge, Peter. M. (1990). The Fifth Discipline: The Art & Practice of The Learning Organization. Doubleday and Company. New York.