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The role of the characteristics of learning organization in reducing the organizational failure: An analytical study of the opinions of a sample of employees in Salah al-Din Health Directorate

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Abstract
The objective of this study was to delineate the significance of learning organization features in mitigating organizational failure. The research was implemented under the Salah al-Din Health Directorate. The study employed a descriptive analytical technique to elucidate and examine the associations among the primary research variables and dimensions. The questionnaire served as the primary instrument for data collection in the field of research. Therefore, a total of 226 forms were disseminated among the personnel of Salah al-Din Health Directorate in Iraq. Through statistical analysis, 220 of these forms were collected and then examined. The study unveiled that Salah al-Din Health Directorate had a keen focus on the attributes of a learning company, as the workers exhibited a strong inclination towards these attributes following exposure to continuous learning opportunities. Consequently, there was a reduction in the proportion of organizational failure.

Keywords: Characteristics of learning organization, organizational failure, Salah Al-Din Health Directorate

Introduction
Organizations in general and organizations working in the Iraqi health sector in particular face great challenges as a result of the rapid and dynamic changes in the business environment, accompanied by environmental instability and the difficulty of adaptability. Therefore, the severe environment and instability have resulted in increasing the failure phenomenon. This failure may affect organizations that are well aware of working according to the traditional concepts of the organization is no longer possible in light of the increase in environmental disturbances. In order to achieve a better level of adaptation to the emergent environmental developments, these organizations must be learning organizations capable of learning constantly and conduct continuous improvement and change, taking advantage of their and others' experience. Based on the above, This study aims to elucidate the significance of learning organization features in mitigating organizational failure, with a specific focus on their application within the Salah al-Din Health Directorate. The content is split into five distinct sections. The initial part provides an overview of the study methodology. The subsequent sections elucidate the theoretical frameworks pertaining to the variables under investigation, namely learning organization and organizational failure, correspondingly. The fourth component of the research presents the practical framework. The fifth portion of this paper provides an overview of the findings and offers recommendations for future research endeavors.

Section One: Research Method
Research Problem
Contemporary organizations of different activities and sizes face many challenges and crises that may sometimes expose them to failure and exclude them from the field of business, as more than (10%) of these organizations face the threat of organizational failure. This failure may be of different forms according to the nature of the organization's work and activity. In general, it leads to a general decline in the level of organization performance, and causes its

inability to grow and progress in achieving its goals. This has prompted these organizations to seriously search for the causes of this dangerous phenomenon, attempting to learn from their failures and previous experiences. In this regard, organizations that constantly learn become educated organizations that possess the characteristics that enable them to face the phenomenon of failure and reduce its destructive effects. Hence, the issue addressed in this work is formulated as follows:

What is the role of the characteristics of learning organization in reducing the organizational failure in Salah al-Din Health Directorate?

1. Research Objectives
The objectives of this study can be summarized as follows:
a) Establishing the correlation between the research variables, namely the attributes of a learning organization and the occurrence of organizational failure, as well as its inherent qualities.
b) Presenting a comprehensive theoretical framework that clearly reflects the nature of the relationship between research variables, relying on the relevant studies in literature.
c) Providing conclusions and suggestions that will serve Salah al-Din Health Directorate by improving the organizational learning processes and reducing the causes and cases of organizational failure.

2. Research Hypotheses
Based on the theoretical framework of the study, the hypotheses to be tested and analyzed in this study are as follows:
a) There exists a notable association between the attributes of a learning organization at both the macro and micro levels and the occurrence of organizational failure within the specific company being examined.
b) The characteristics of learning organization at the macro and micro levels have a significant effect on organizational failure with its dimensions in the organization under study.

3. Research Significance
The significance of this study lies in
a) Addressing two important variables in the field of administrative and organizational studies, namely the characteristics of learning organization and organizational failure.
b) Opening new horizons for other researchers in providing more studies that deal with the variables of this study and attempting to apply them to other fields.
c) The importance of Salah al-Din Health Directorate as one of the important and sensitive fields because it is in direct contact with the lives of citizens and the level of service and health care provided to them.

4. Theoretical Framework of Study
The theoretical framework shows the correlation and impact relationships between the variables of the current study, as shown in the following figure:
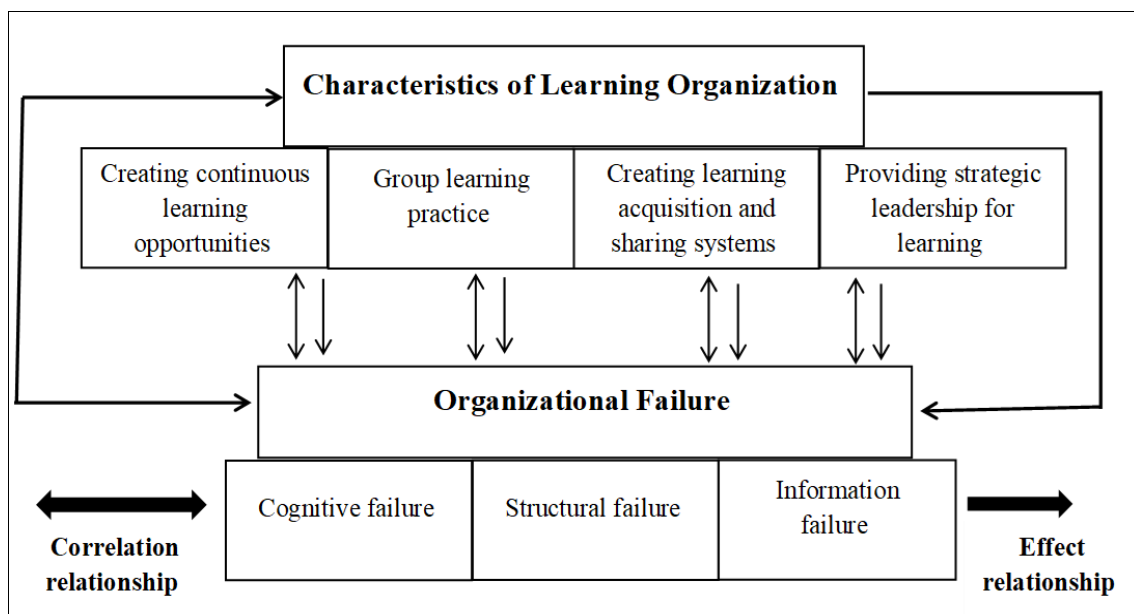

Fig 1: theoretical framework of the study (designed by the researchers)

5. Research Scope
This study is confined to examining two main variables, namely the characteristics of learning organization and organizational failure. It is applied to Salah al-Din Health Directorate in the Tikrit city, Iraq, during the period from 20/12/2023 to 25/3/2024. The study sample includes employees at various administrative levels in the organization under study.

6. Research Method
The descriptive analytical method was applied to this study as it fits its nature, as well as the accuracy and objectivity of the results obtained through applying this method.

7. Research Community and Sample
The community of this study was represented by (550) employees in Salah al-Din Health Directorate. Morgan's table was used to determine the target sample size. Hence, (226) questionnaire forms were distributed to employees. Then, all of these forms were retrieved, but only (220) forms were valid for the statistical analysis.

Section Two: Learning Organization
1. The Concept of Learning Organization
In the beginning, the terms organizational learning and learning organization were used interchangeably in the literature during the eighties and early nineties to refer to those organizations that learn from their past experiences. Nowadays, there is a clear distinction between the two terms as learning organization refers to a form of organization in itself, while organizational learning refers to the activity or learning process in the organization. Thus, learning organization becomes a strategic goal, while organizational learning is a means to achieve this goal (Schwartz & Rist, 2017: 77) [30]. In this sense, learning organization is the typical model for modern organizations. It is an organization capable of analyzing, examining, building and consolidating learning processes with the planned goals, as it constantly learns and develops by itself. As a result of this learning, it increases its chances of survival in a rapidly changing competitive environment (Dawoood *et al.*, 2015: 93) [11]. Al-Husseinawi (2019: 100) [5] defines learning organizations as social organizations with flexible structures that enable them to adopt viable programs that include learning from past experiences, learning from others, acquiring new knowledge, experience, and skills, keeping up with them, sharing them, and transferring them quickly in a way that contributes to building a learning culture that helps early detection of errors, timely handling them and risk management. Odor (2018: 4) [26] states that learning organization is an organization that encourages and facilitates learning in order to continue to keep pace with changes to survive and excel in a highly complex and turbulent environment. In the same vein, Surijah (2019: 104) [33] refers to learning organization as the organization that has the ability to create, acquire, interpret, transfer, retain knowledge and modify its behavior intentionally, reflecting the new knowledge and insights. Based on the above, the researchers conclude that learning organization is that organization that provides appropriate work environments through which individuals can achieve continuous learning, gain new experiences and perform their tasks innovatively, contributing to generating the value added for all participating parties in a changing and highly competitive environment.

2. Importance of Learning Organization
With the intensified competition in the field of business and the increase in environmental instability, thus the traditional concept of organization that is based on authority, distribution of roles and partial attention to the basics of work is no longer applicable. Accordingly, it is necessary to quickly transform into a new type of organization capable of facing this competition and the challenges associated with it. Hence, learning organization has emerged, having the characteristics of success and avoidance of failures, in addition to its ability to learn and adapt to environmental developments. The reasons that contributed to increasing the importance of learning organizations include (Odor, 2018: 4; Saadat & Saadat, 2016: 221) [26, 29]:
a) Reorganization, restructuring and engineering processes for success, not just survival.
b) The increasing lack of skills due to poor capabilities and lack of workforce corresponding with the requirements of the current job.
c) The intensified global competition between the most

powerful organizations in the world and the emergence of poles and knowledge centers.
d) Learning organizations have become an important source of innovation in order to maintain a sustainable competitive advantage.
e) Organizations with a low level of learning are more likely to fail, due to their inability to adapt to innovation and technological development and thus exit the market early.

Moreover, Al Abdullah (2022: 233) [1] finds that the importance of learning organization lies in that:
a) Employees within these businesses engage in the process of learning and acquiring additional skills and information that extend beyond their specified job requirements. This enables them to effectively carry out coordinating duties and tasks that extend beyond their designated responsibilities.
b) Learning organizations always provide opportunities to experiment with new ideas and suggestions without being worry about making mistakes.
c) These organizations enhance social interaction and communication skills among employees, providing an atmosphere of trust, openness and sharing of ideas that is reflected in increased productivity.
d) Learning organization adapts to the environment by picking up warning signals early and creating new ways and methods to deal with them in order to avoid failures that can occur.

3. Characteristics of the learning organization
In order for an organization to be able to develop itself into a learning organization, this requires a set of characteristics that distinguish the learning organization from other organizations. These characteristics are identified by Watkins and Marsick (1996: 5) [36], representing the dimensions in the current study:

a) Creating continuous learning opportunities
Continuous learning is a continuous process of formal or informal learning and development that has no specific beginnings or ends. The continuous learning process can be conducted in groups or individually. It is an essential aspect of the organizational culture in the learning organization, which brings multiple benefits, including increasing the empowerment of employees, improving job satisfaction, and helping workers adapt easily to emerging changes. Thus, continuous learning encourages continuous improvement and support the achievement of business goals, innovation and overcoming various challenges, as well as granting individuals and organizations alike opportunities to have systematic discussions on competence and failure, learn lessons, and improve future performance (Banescu, 2023: 238) [6].

b) Encouraging collaboration and group learning
Group learning is an important characteristic of learning organizations that contributes to the promotion of effective teamwork (Marsick, 2013: 130) [21]. Group learning is especially important for creating the organizational learning. This is due to that anything learned or achieved by the team can be transferred to other units and eventually to the entire organization. Group learning also contributes to building learning organizations capable of finding different thinking

patterns and providing innovative solutions by enhancing cooperation and interaction between team members and creating a common sense of exploring opportunities and utilizing new knowledge to avoid failures and achieve organizational goals (Rupcic, 2022: 192) [28].

c) Creating systems to acquire and share learning
Creating systems that allow employees to share knowledge, obtain and share information, and provide mutual learning opportunities among employees in the workplace will contribute to the development of knowledge and build bonds of trust. This is achieved by strengthening information sharing networks and improving the level of social interaction and coordination among employees, as well as providing workers with flexible structures through which they can easily access the required information and help reduce instability and misconceptions related to change (Malik & Garg, 2017: 614) [20].

d) Availability of strategic leadership for learning
Leadership is one of the main elements on which learning organizations rely because of its important and vital role in managing, directing and monitoring the learning process within organizations. Thus, it embodies the role of model in adopting learning to be imitated by others. Leaders' tasks in learning organizations include providing appropriate environments that encourage learning and knowledge sharing in order to unleash the creative energies and innovative capabilities of employees, as well as motivate them permanently to engage in continuous learning to develop their career and personal path (Farrukh & Waheed, 2017: 77) [13].

Section Three: Organizational Failure
The Concept of Organizational Failure
Every organization encounters failure at some stage during its life cycle. Nevertheless, there are several and interconnected interpretations that delineate the significance of organizational failure. Failure, whether in businesses or other contexts, refers to a departure from the anticipated and intended outcomes, including preventable mistakes and inevitable adverse consequences arising from trials and risks. Failure may be generally categorized as encompassing both significant and minor failures across several domains, which may be technical as defects in designing a new or behavioral machine, such as failing to guide an employee facing a performance problem (Cannon & Edmondson, 2005: 33) [10]. Therefore, many definitions have emerged, attempting to explain the concept of organizational failure, which often looked at failure from a narrow and limited perspective, leading to having different views in these definitions. Accordingly, the definitions of organizational failure are divided into two directions as defined by Schwarz *et al*. (2021:162) [31]:
a) **The first view:** Organizational failure refers to organizations that are stopping business, declaring formal bankruptcy, or exiting the market and competition.
b) **The second view (which is most widely accepted):** organizational failure reflects the inability of organizations to achieve their goals, their low performance and inability to achieve the desired results.

According to these two views, organizational failure

includes references to other terms that carry similar meanings, such as organization failure, organizational collapse, organizational exit, bankruptcy, decline and reduction. On this basis, organizational failure is defined as a deterioration in the adaptation of the organization to its environment and the associated reduction of financial resources within the organization or exit from the market (Mellahi & Wilkinson, 2004: 33) [23]. Tasdoven (2013: 613) [34] agrees with this view when stating that organizational failure has a set of negative indicators through which it is inferred, such as lack of resources, a sharp decline in the level of profits, and loss of market share. In addition, Devetag and Ortmann (2007: 23) [12] describes it as a state of deterioration that has a negative effect on the organization health and its ability to carry out its activities and operations, causing its inability to work as a result of some external and internal factors. Furthermore, Ghazzawi (2015: 44) [14] indicates that organizational failure is the inability to achieve organizational goals according to predetermined performance criteria. While Schwarz *et al*. (2021: 5) [31] define organizational failure as the organization failure to achieve high levels of performance and the inability to achieve planned goals. Based on the above, the researchers present the operational definition of organizational failure as a negative situation experienced by many organizations resulting from the poor level of performance compared to competing organizations, which obstructs them and make them unable to achieve their desired goals. This situation is revealed by a set of indicators, such as lack of resources, low level of employees' expertise and skills, ineffective leadership, reduction in market share and low level of profits achieved.

2. Causes of Organizational Failure
There are two primary categories that may be identified as the reasons of organizational failure: gradual transitions and rapid alterations in the business environment.
The occurrence of subtle shifts in the business environment is frequently attributed to the interplay of several little changes. Failure to promptly identify and effectively address these changes can potentially lead businesses towards failure (Mellahi & Wilkinson, 2010: 4) [24]. Mbat and Eyo (2013: 20) [22] enumerate a number of factors that may be major causes of organizational failure including: administrative inefficiency, ineffectiveness, social and cultural factors, and economic instability. While Stehlik (2014:49) [32] argues that the causes of organizational failure are related to isolation and individual performance. This can damage the coherence and progress of organizational vision, which is represented by reduced sharing of resources, projects, collaborative developments, and talent development opportunities across the organization, and reduced levels of learning that lead to organizational failure. While Al-Da'ami (2016: 127) [3] opines that the causes of organizational failure may vary in terms of cases and organizations, and they include:
a) **Inconsistent senior management of organization:** This means the weakness of senior management in achieving coordination and compatibility between vision and clear values, as some senior management may adopt strict policies and fail to achieve integration and agreement between its main components.
b) **Lack of a clear method for the organization:** This denotes that the organization does not have a clear and

logical work method that is flexible and adapted to environmental developments.

c) **Problems of work team formation:** In this regard, failures may occur in most organizations in forming effective and coherent work teams, as inconsistent work teams are difficult to manage, reflecting the weakness of the organization's overall performance system.

d) **Commitment and job security:** In business organizations, when senior management neglects job security policies, this may reflect negatively on the morale of employees and thus the level of their commitment within the organization.

e) **Focus on short-term goals:** Most organizations facing organizational failures focus on achieving immediate or short-term goals similar to their focus on future goals.

f) **Other reasons:** They include scarcity and lack of resources, weak leadership and communication problems, resistance to organizational change and prevailing organizational culture, and organizational structure problems.

3. Dimensions of Organizational Failure

Organizational failure is one of the negative phenomena that various organizations try to avoid through explaining it and defining its causes. Due to the novelty of this topic in the field of business administration and the limited studies on it, thus Al-Hamawandi's (2020: 157) [4] study is adopted to determine the dimensions of organizational failure. Indeed, this study aligns most suitably with the aims of the present investigation. The study identifies the dimensions of organizational failure as follows:

a) Cognitive failure

Cognitive failure is one of the most serious types of failure that may affect business organizations and leave negative effects that may involve results that increase work risks. Cognitive failure can occur daily at home or even in the workplace. Thus, it can be described as the inability to successful performance of tasks that can be performed by the individual daily, such as forgetting dates, leaving the mail unanswered for days, and failing to notice street signals. These failures in daily activities are attributed to fundamental problems with general cognitive functions related to memory and thinking (Payne & Schnapp, 2014: 2) [27]. Cognitive failure, in the same sense, refers to faults that arise in mental processes while carrying out job duties that an individual is typically capable of performing successfully. Cognitive failure encompasses three distinct dimensions, specifically memory, attention, and task performance. Cognitive memory failures pertain to instances wherein an individual is unable to retrieve information pertaining to a given task. Conversely, cognitive attention failures denote an inability to concentrate on pertinent information associated with the task. Lastly, cognitive work failures pertain to an inability to execute the appropriate procedures necessary for the successful completion of a work task (Beck *et al*., 2022: 2) [7].

b) Structural failure

The organizational structure is one of the critical factors for the success or failure of business organizations. When the different roles are accurately defined and coordinated, this is critical to achieving the goals of the organization successfully. While structural failure leads to a deterioration

in communication and coordination between business units, causing poor overall performance of the organization and preventing it from investing its strengths. The failure of the organizational structure can destroy organizations even those that deserve to be successful (Kavale, 2012: 60) [18]. Organizations may sometimes fail because of their organizational structures or the poor design of those structures that prevent them from achieving success. Structural failure causes negative consequences that lead to weakening and declining the performance system, which reflects negatively on the organization as a whole (Al-Hamawandi, 2022: 158) [4]. One of the reasons for the failure of the organizational structure in organizations is the incompatibility between the structure and the strategy, as the organization's strategy must be in line with environmental developments. In addition, the administrative leadership of the organizations lack understanding of the nature of the relationship between the organization's structure, policies, processes, prevailing culture and ability to implement its strategies (Tran & Tian, 2013: 2) [35].

c) Information failure

Information failure is considered as the result of a lack of compatibility among management, technology and task (Gunawardhana, 2015: 209) [15]. This type of failure may occur due to the user's lack of acceptance or the low level of participation or degree of satisfaction with the information provided. In light of this, the concept of information failure refers to the inability of the information system to meet the expectations of a specific group of stakeholders (Mukherjee, 2008: 309) [25]. Information failure may negatively affect not only organization's operations, but also its external reputation. It can lead beneficiaries to question the organization's ability to achieve its goals of growth and success (Bharadwaj *et al*., 2009: 67) [9]. The lack of information or the failure of the information system to support decision-making centers with the required information in time is one of the critical factors causing organizational failure (Laudon & Laudon, 2022: 560) [19].

Section Four: Practical Framework of Study

The practical framework of the current study includes the following procedures:

1. Description of the Demographic Information of Research Sample

The initial section of the questionnaire provides an overview of the demographic characteristics of the research participants, encompassing variables such as gender, educational attainment, age, and years of professional experience. The statistical analysis findings are shown in Table (1) based on the following items:

a) **Gender:** The analysis results showed that the percentage of male participants represented by (65%) was higher than that of females (35%) in the organization studied. This reflects that this organization is mainly dependent on males more than females.

b) **Academic qualification:** The data shown in the table indicates that those with a bachelor's degree exhibited the greatest proportion, as it reached (60.5%), followed by holders of a master's degree, as their percentage reached (13.2%) of the total study sample. This indicates that most of the participants are holders of bachelor's degree or above.

c) **Age:** It is clear from the table below that the highest percentage of participants' age was for the age group of (31-40 years), reaching (51.4%), while the lowest percentage was for the age group of (51-over), reaching (6.8%) of the total sample surveyed.

d) **Years of service:** The analysis results revealed that the participants whose years of service was in the category of (10 years or less) recorded (45.3%), while those whose years of service ranged between (11-20 years) recorded (42.3%), while those whose years of service ranged between (21-30 years) recorded (10%). As for the lowest percentage, it was for participants whose service was in the category of (more than 31 years) by (2.8%). Table (1) shows these details.

Table 1: frequency distribution and percentages of demographic information of the research sample

Demographic variable	Items	Frequencies	Percentages
Gender	Male	143	65%
	Female	77	35%
	Total	220	100%
Age	30 years and less	59	26.8%
	31-40 years	113	51.4%
	41-50 years	33	15%
	51 years and more	15	6.8%
	Total	220	100%
Years of service	Less than 10 years	99	45%
	11-20 years	93	42.3%
	21-30 years	22	10%
	31 years and more	6	2.8%
	Total	220	100%
Qualification	Higher certificate	29	13.2%
	Bachelor	133	60.5%
	Diploma	33	15.0%
	Secondary	14	6.4%
	Intermediate	11	5%
	Total	220	100%

2. Testing the Confirmatory Construct Validity

Confirmatory factor analysis (CFA) is the tool used to asses the validity of the proposed research model. This helps to mitigate issues such as reliability and possibly invalidity of the model. The reliable testing tool of CFA with the CFA testing helps in the development of structural equation models which are extensively used by scientists all over the globe in different spheres of scientific research. It is very much a useful in the construction and evaluation of measuring tools. Also, it is applied in determining instruments' reliability and validity. Additionally, it allows for the comparison of response patterns and structural models, and the assessment of the theoretical construct validity of study variables (Alavi et al., 2020: [2] He was able to take us from his distant ancestors to the Romans in the time it takes to read this statement (2209). To validate the findings of the variable analysis in the present study, the assessment is conducted based on the following two criteria (Hair et al., 2014 [16]: He finishes by stating that he considers love as the sole motivation for this act of suicide: "nuisance, egregious confusion, and hatred" (115).

a) **Standard saturation ratios:** Therefore, the ratios should be above (0.40) to be considered but it should be (0.40) for them to be omitted from further analysis.

b) **Criteria of fit quality:** These indicators determine the fit quality of the scale used in the study. These indicators are acceptable if they conform to Table (2) below (Bentler, 1990; Hair et al., 2006; Hooper et al., 2008) [8, 16, 17].

Table 2: criteria of fit quality of model

No.	Indicators	Percentage of quality of fit
1.	The X^2 values and freedom degrees (DF)	Less than 5
2.	Goodness of Fit Index (GFI)	More than 0.90
3.	Tucker-Lewis Index (TLI)	More than 0.90
4.	Incremental Fit Indices (IFI)	More than 0.90
5.	Comparative Fit Indices (CFI)	More than 0.95
6.	Root Mean Square Error of Approximation (RMSEA)	0.05-0.08

Source: Prepared by the researchers based on the references above.

a) **Analysis of confirmatory construct validity of the independent variable (Learning Organization):** The variable of the characteristics of learning organization has (20) items distributed equally to its four dimensions: creating opportunities for continuous learning (consisting of (5) items), group learning practice (consisting of (5) items), creating systems for acquiring and sharing learning (consisting of (5) items), and providing strategic leadership for learning (consisting of (5) items). Figure (2) shows that the saturation ratios of each item exceeded (0.40), and all of them were of high significance. As for the criteria of fit quality, some amendments were processed to make all results conform to these criteria shown in the top left of the figure. This reflects that the study model achieved an excellent level of construction and validity.
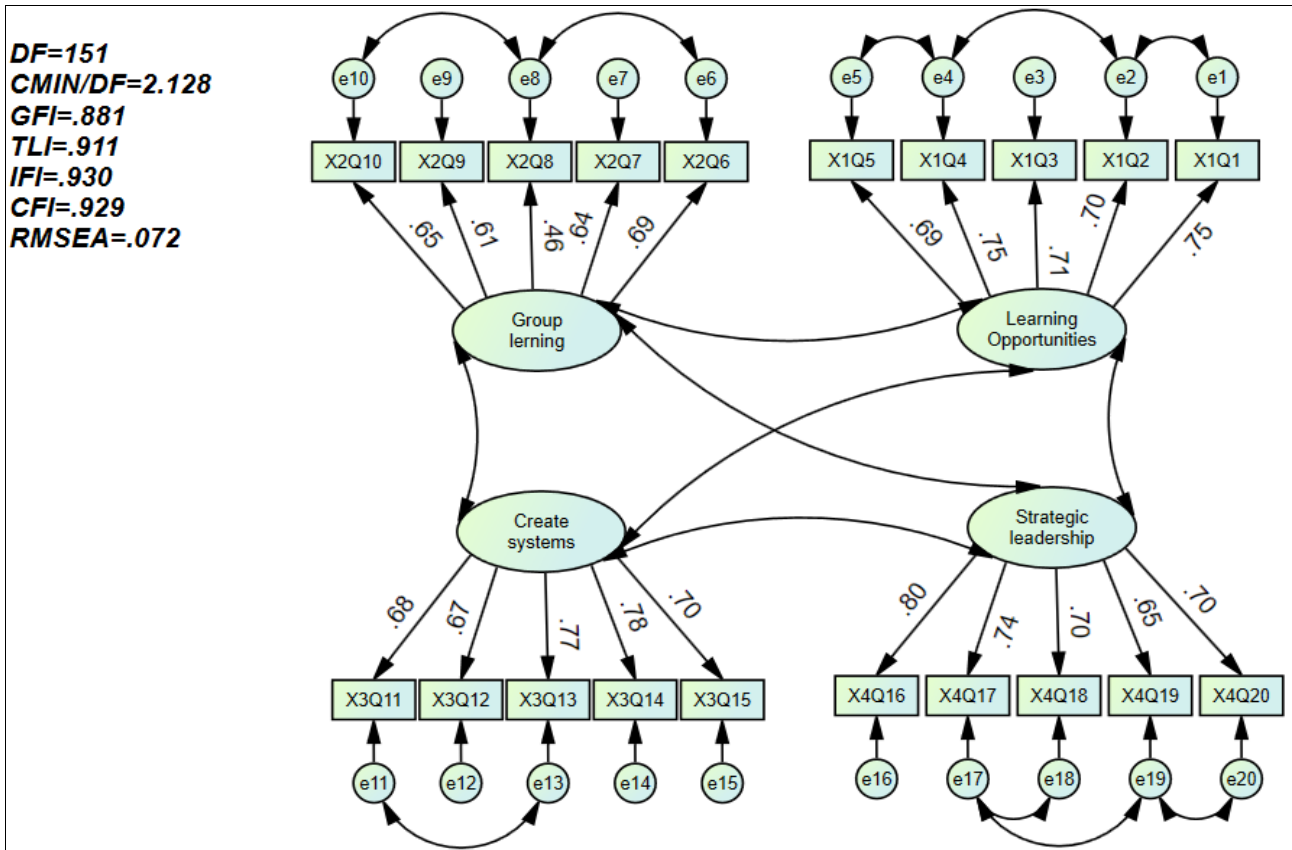
Source: This figure is designed by the researchers based on the outputs of the program (AMOSV.23)

Fig 2: Analysis of confirmatory construct validity of the characteristics of learning organization variable

b) Analysis of confirmatory construct validity of the organizational failure variable: This variable has (15) items distributed equally to its three dimensions: cognitive failure (consisting of (5) items), structural failure (consisting of (5) items), and information failure (consisting of (5) items). Figure (3) shows that the saturation ratios of each item exceeded (0.40) and all of

them were of high significance. As for the criteria of fit quality, all of them were excellent without processing so that all results conformed to these criteria shown in the top left of the figure. This reflects that the study model achieved an excellent level of construction and validity.
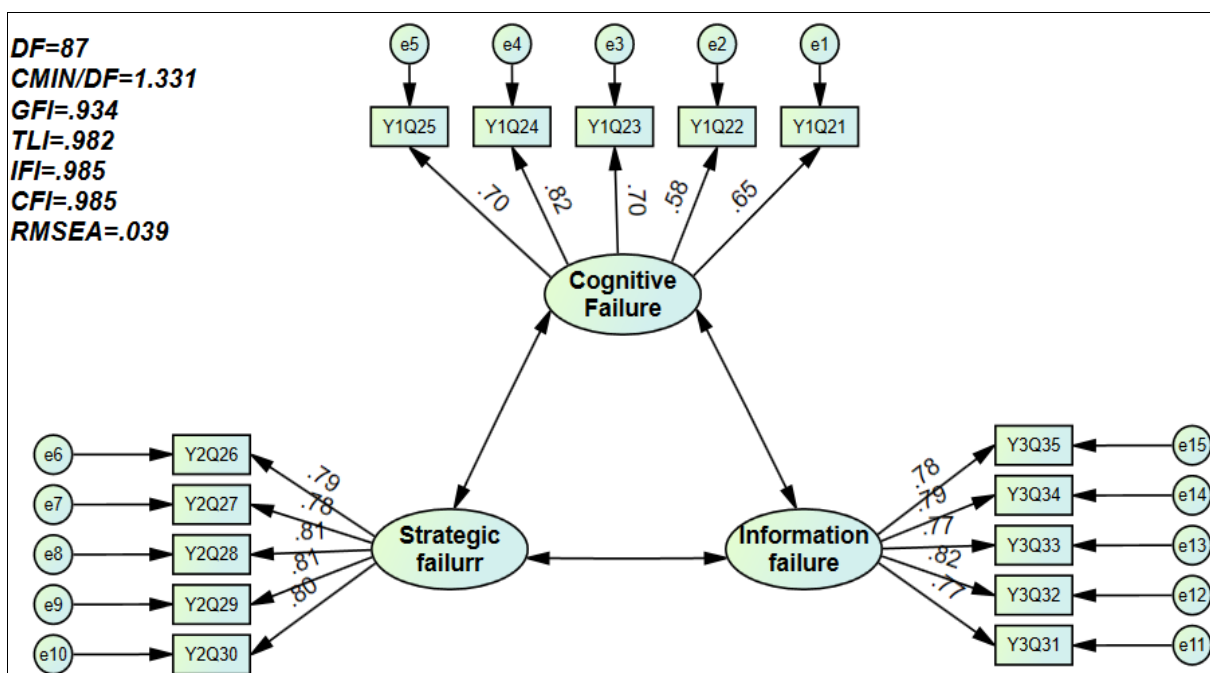

Source: This figure is designed by the researchers based on the outputs of the program (AMOSV.23)

Fig 3: Analysis of confirmatory construct validity of the organizational failure variable

3. The Descriptive Results of Research Variables

This section includes the following items**:**

a) The descriptive results of the variable of the characteristics of learning organization

The independent research variable (The characteristics of learning organization) included four sub-dimensions that were measured to meet the requirements of the study. The data obtained from the participants' answers to the research questionnaire was analyzed, as shown in table (3).

Table 3: The results of participants' opinions on the characteristics and dimensions of learning organization (n=220)

No.	Variable and its dimensions	Arithmetic mean	Standard deviation	Relative importance	Order according to importance	Variance coefficient	Level of practice
1.	Creating learning opportunities	3.718	0.896	0.7436	1	0.241	High
2.	Group learning practice	3.497	0.819	0.6994	3	0.234	High
3.	Learning acquisition and sharing systems	3.479	0.888	0.6958	4	0.255	High
4.	Providing strategic leadership for learning	3.567	0.905	0.7134	2	0.254	High
	Learning organization	3.565	0.769	0.713	---	0.215	High

Source: Prepared by the researchers based on the outputs of the program (SPSS v.22)

The results shown in Table (3) clarify that the arithmetic mean of the responses to the dimensions of learning organization ranged between (3.718-3.479), with a total arithmetic mean of (3.567) and a relative importance of (71.3%) greater than (70%) at a high level of practice. This means that there is convergence and consistency in participants' views on the application of the elements of learning organization in the field under study. With regard to the application of sub-dimensions, creating learning opportunities ranked the first, followed by providing strategic leadership in the second place, then group learning practice in the third place, and finally acquiring and sharing learning systems in the fourth place. These results indicate that the administrative leaders in Salah Al-Din Health Directorate are interested in applying the characteristics of learning organization as a modern input to enable employees to increase their skills at work, apply the elements of development and modernity towards learning at the highest levels and in all activities related to the work environment, encourage them to be creative and work to develop their academic and scientific abilities, making it a requirement of the work that is characterized by the motivation sought to be adopted by the leaders. These results are confirmed by that all dimensions obtain a variance coefficient of less than (50%). This indicates a small percentage of dispersion in participants' answers, reflecting the convergence and consistency in their views and their agreement on arranging the importance of applying the dimensions of learning organization.

b) The descriptive results of the variable of organizational failure

The dependent research variable (organizational failure) included three sub-dimensions that were measured to meet the requirements of the study. The data obtained from the participants' answers to the research questionnaire was analyzed, as shown in table (4):

Table 4: The results of participants' opinions on organizational failure and its dimensions (n=220)

No.	Variable and its dimensions	Arithmetic mean	Standard deviation	Relative importance	Order according to importance	Variance coefficient	Level of practice
1.	Cognitive failure	2.584	0.826	0.517	1	0.320	Low
2.	Structural failure	2.457	0.828	0.491	3	0.337	Low
3.	Information failure	2.483	0.808	0.497	2	0.325	Low
	Organizational failure	2.508	0.600	0.502	---	0.239	Low

Source: Prepared by the researchers based on the outputs of the program (SPSS v.22)

The results shown in Table (4) demonstrate that that the arithmetic mean of the responses to the dimensions of organizational failure ranged between (2.584-2.457), with a total arithmetic mean of (2.508) and a relative importance of (50.2%) greater than (50%) at a low level of practice. This means that there is convergence and consistency in participants' views on the application of the elements of organizational failure. With regard to the application of sub-dimensions, cognitive failure ranked the first, followed by information failure in the second place, then structural failure in the third place. These results indicate that the administrative leaders in Salah Al-Din Health Directorate are interested in taking the necessary measures to reduce organizational failure with all of its dimensions, by possessing a clear and logical work method characterized by flexibility and the ability to adapt to environmental developments, as well as having an effective organizational structure and consistent and coherent work teams in performing their job tasks. These results are confirmed by that all dimensions obtain a variance coefficient of less than (50%). This indicates a small percentage of dispersion in participants' answers, reflecting the convergence and consistency in their views and their agreement on arranging the importance of applying the dimensions of organizational failure.

Testing Research Hypotheses

This section includes testing the two main hypotheses, as follows:

a) Testing the validity of the first hypothesis: There is a significant correlation between the characteristics of learning organization at the macro and micro levels and organizational failure with its dimensions in the organization under study.

The results shown in Table (5) indicate that there is a high

significant and negative correlation between the characteristics of learning organization and organizational failure among participants. The value of the correlation coefficient between the two variables for the research sample (-0.683**). This result supports that the more the management of the organization studied is interested in practicing the characteristics of learning organization and working to apply them within the context of its work, the more this leads to reducing its organizational failure.

This result reflects a correspondence with the theoretical background of the research. Hence, the first main hypothesis is accepted at the macro level.

Table 5: Results of the correlation between variables and dimensions of research

Interpretive variable	Learning organization				Total index
Responsive variable	Creating continuous learning opportunities	Group learning practice	Creating learning acquisition and sharing systems	Providing strategic leadership for learning	
Organizational failure	-0.675**	-0.523**	-0.530**	-0.806**	-0.683**

Source: Prepared by the researchers based on the outputs of the electronic calculator $p<0.01$

The results shown in Table (5) also clarify the correlation between each dimension of the learning organization and organizational failure among participants. The four sub-hypotheses derived from the first main hypothesis will be tested as follows:

The relationship between creating continuous learning opportunities and organizational failure: The value of the correlation coefficient between the two dimensions was (-0675**). This result supports that the more the directorate management pays attention to the practice of creating continuous learning opportunities and working to implement them, the more this leads to reducing organizational failure at Salah al-Din Health Directorate.

The relationship between group learning practice and organizational failure: The value of the correlation coefficient between the two dimensions was (-0.523**). This result supports that the more the directorate management pays attention to the practice of group learning and working to implement it, the more this leads to reducing organizational failure at Salah al-Din Health Directorate.

The relationship between creating acquisition systems and organizational failure: The value of the correlation coefficient between the two dimensions was (-0.530**). This result supports that the more the directorate management pays attention to the practice of creating acquisition systems and working to implement them, the more this leads to reducing the organizational failure at Salah Al-Din Health Directorate.

The relationship between providing strategic leadership for learning and organizational failure

The value of the correlation coefficient between the two dimensions was (-0.806**). This result supports the fact that the more the directorate management pays attention to the practice of providing strategic leadership for learning and working to implement it, the more this leads to reducing organizational failure at Salah Al-Din Health Directorate. With these results, the sub-hypotheses derived from the first main hypothesis are accepted.

b) Testing the validity of the second hypothesis: The characteristics of learning organization at the macro and micro levels have a significant effect on organizational failure with its dimensions in the organization under study.

A basic linear regression analysis was performed to assess the impact of the independent variable and its statistical significance on the dependent variable in order to validate the hypothesis. The findings shown in Table 6 provide clarification that the implementation of a learning organization has a statistically significant negative impact on the reduction of organizational failure among the participants. In this context, the computed F-value was determined to be 79.868 at a significance level of $p<0.01$, indicating statistical significance at a significance level of 0.05. Based on the coefficient of determination (0.467), it can be concluded that the variable of learning organization has a statistically significant impact on mitigating organizational failure by a substantial margin of 467%. The modified coefficient of determination, which stands at 0.462, indicates the net interest in the independent variable after eliminating the irregular values caused by the dependent variable. When examining the regression coefficients, it was seen that the degree of effect (β) was statistically significant at -0.670, as shown by the estimated T-value for the independent variable (8.937). The F-value indicated above confirms that any increase in the features of a learning organization would result in a reduction of organizational failure by (-0.670). The second primary hypothesis is confirmed based on these findings.

Table 6: The effect of the learning organization on organizational failure among participants

Dependent variable	Model summary			ANOVA analysis		Regression coefficients		
	R²	Adjusted R²	Calculated F-value	Level of Sig.	Independent variable	β	Calculated T-value	Sig.*
Organizational failure	0.467	0.462	79.868	0.000	Learning organization	-0.670	8.937	0.000

Source: prepared by the researchers based on the outputs of the electronic calculator $p<0.01$

This section further encompasses the examination of the impact of each component of a learning organization on organizational failure, by assessing the validity of the sub-hypotheses produced from the second major hypothesis, across all dimensions, among the participants. To address this issue, a basic linear regression analysis was performed to ascertain the impact and its statistical significance on the variables under investigation. The findings of this test are presented in Table 7.

a) The effect of creating continuous learning opportunities on organizational failure

The results shown in Table (7) illustrate that creating continuous learning opportunities has a negative significant effect on reducing the organizational failure among participants. The calculated F-value was (76.486) at the

level of significance ($p<0.01$), which is less than (0.05).

The coefficient of determination (0.456) means that creating continuous learning opportunities has a significant effect on reducing the organizational failure by (456%).

It is worth noting that the adjusted coefficient of determination was (0.451), reflecting the net interest in the independent variable after removing the irregular values that resulted from the dependent variable. When considering the regression coefficients, the degree of influence (β) was (-0.484) as confirmed by the calculated T-value for the independent variable (8.745), which is significant at ($P<0.01$). This explains that any increase that may occur in the dimension of continuous learning opportunities will lead to reducing the organizational failure by (-0.484) as confirmed by the F-value mentioned above. Based on these results, the first sub-hypothesis derived from the second main hypothesis is accepted.

b) The effect of group learning practice on organizational failure

It is clear from the data shown in Table (7) that group learning practice has a negative significant effect on reducing the organizational failure among participants. The calculated F-value was (34.682) at the level of significance ($p<0.01$), which is less than (0.05). The coefficient of determination (R^2) means that (27.4%) of the effect on reducing the organizational failure is caused by group learning practice. It is worth noting that the adjusted coefficient of determination was (0.268), reflecting the net interest in the independent variable after removing the irregular values that resulted from the dependent variable. When considering the regression coefficients, the degree of influence (β) was (-0.357) as confirmed by the calculated T-value for the independent variable (5.888), which is significant at ($p<0.01$). This explains that any increase that may occur in the dimension of group learning practice will lead to reducing the organizational failure by (-0.357) as confirmed by the F-value mentioned above. Based on these results, the second sub-hypothesis derived from the second main hypothesis is accepted.

c) The effect of creating learning acquisition systems on organizational failure

It is clear from the data shown in Table (7) that creating learning acquisition systems has a negative significant effect on reducing the organizational failure among participants. The calculated F-value was (35.835) at the level of significance ($p<0.01$), which is less than (0.05). The coefficient of determination (R^2) means that (28.1%) of the effect on reducing the organizational failure is caused by creating learning acquisition systems. It is worth noting that the adjusted coefficient of determination was (0.275), reflecting the net interest in the independent variable after removing the irregular values that resulted from the dependent variable. When considering the regression coefficients, the degree of influence (β) was (-0.487) as confirmed by the calculated T-value for the independent variable (5.985), which is significant at ($p<0.01$). This explains that any increase that may occur in the dimension of creating learning acquisition systems will lead to reducing the organizational failure by (-0.487) as confirmed by the F-value mentioned above. Based on these results, the third sub-hypothesis derived from the second main hypothesis is accepted.

d) The effect of providing strategic leadership for learning on organizational failure

It is clear from the data shown in Table (6) that providing strategic leadership for learning has a negative significant effect on reducing the organizational failure among participants. The calculated F-value was (144.426) at the level of significance ($p<0.01$), which is less than (0.05). The coefficient of determination (R^2) means that (65.1%) of the effect on reducing the organizational failure is caused by providing strategic leadership for learning. It is worth noting that the adjusted coefficient of determination was (0.645), reflecting the net interest in the independent variable after removing the irregular values that resulted from the dependent variable. When considering the regression coefficients, the degree of influence (β) was (-0.824) as confirmed by the calculated T-value for the independent variable (14.941), which is significant at ($p<0.01$). This explains that any increase that may occur in the dimension of providing strategic leadership for learning will lead to reducing the organizational failure by (-0.824) as confirmed by the F-value mentioned above. Based on these results, the fourth sub-hypothesis derived from the second main hypothesis is accepted.

Table 7: The effect of learning organization dimensions on organizational failure

Dependent variable	Model summary			ANOVA analysis		Regression coefficients		
	R^2	Adjusted R^2	Calculated F-value	Level of Sig.	Independent variable	β	Calculated T-value	Sig.*
Organizational failure	0.456	0.451	76.486	0.000	Creating learning opportunities	-0.484	8.745	0.000
	0.274	0.268	34.682	0.000	Group learning practice	-0.357	5.888	0.000
	0.281	0.275	35.835	0.000	Learning acquisition and sharing systems	-0.487	5.985	0.000
	0.651	0.645	144.426	0.000	Providing strategic leadership for learning	-0.824	14.941	0.000

Source: Prepared by the researchers based on the outputs of the electronic calculator $p<0.01$

Section Five: Conclusions and Suggestions

1. Conclusions

a) The results of statistical analysis show that Salah Al-Din Health Directorate is interested in the characteristics of learning organization, as the dimension of creating continuous learning opportunities obtained the highest percentage of interest among participants, with a decrease in the rate of organizational failure.

b) There is a negative significant correlation between the characteristics of learning organization at the macro and micro levels and the dimensions of organizational

failure.

c) The characteristics of learning organization have a negative significant effect on organizational failure with all of its dimensions.

d) The participants have a sufficient level of awareness of the characteristics of learning organization, as demonstrated by the overall average of answers to the questionnaire items as being high.

2. Suggestions

a) Administrative leaders in Salah Al-Din Health Directorate should support the availability of the characteristics of learning organization by encouraging learning behaviors of all forms, creating appropriate opportunities for employees to learn and develop, and encouraging them to collaborate and share their knowledge as a means to reduce the organizational failure.

Implementation mechanism: Granting the employees the opportunity to explore their skills and potential and encouraging them to utilize these skills, in addition to subjecting them to training and development courses in technology to ensure that their information is constantly updated and to avoid making mistakes that lead to failure to perform tasks.

b) There is a need to increase the awareness of administrative leaders and employees of the importance of the characteristics of learning organization in reducing the organizational failure and preventing its spread.

Implementation mechanism: Holding awareness seminars and lectures that motivate leaders and employees to possess and share knowledge, in order to perform their job tasks more efficiently.

c) Salah Al-Din Health Directorate has to utilize the characteristics of learning organization because of their effect on organizational failure, as well as adopting them as a basic method in managing its daily business by encouraging and organizing knowledge efficiently.

Implementation mechanism: Motivating employees to collaborate and engage in group learning practices, as well as providing high-level technology systems to share information and integrate it with the basics of work.

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