The Relative Contribution of Goal Orientations to Organizational Learning Among Faculty Members at Jadara University of Jordan

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Introduction

It can be said that different organizations and educational institutions learn and gain many experiences, knowledge, and skills, whether through systematic or non-systematic learning methods, but this does not necessarily mean that these methods lead to high effectiveness of organizational processes within the institution, on the contrary, insufficient learning processes may lead to misleading effects, so different organizations and institutions rely on organizational learning: OL) to achieve its various goals (Schneider et al., 2002).

Yang (2007) has asserted that organizational learning facilitates reflection on the consequences of individual and organizational behavior, helps achieve a better understanding of organizational environments, and improves decision-making. It is also a central element that "represents the essence of [organizations] (Real et al., 2014).

Despite its importance for performance, organizations still struggle to implement organizational learning, due to its abstract conceptual nature that contains little practical application (Taylor et al., 2010). There is also confusion about the concept as confirmed by Wei and Jin (Wu & Chen, 2014).

Organizational learning can be defined as the process by which organizations change or modify their mental models, rules, processes or knowledge, while maintaining or trying to improve their performance (Chiva et al., 2014). As Patky defines it (Patky, 2020) It is the process by which an organization improves itself over time by gaining experience, using that experience to create knowledge, and then transferring the knowledge created within the organization.

When looking at the definition of organizational learning, there must be three main actions to consider: Conceive, Act , and Reflect., where an idea or product is conceived, and the organization creates the idea or product, then it must reflect on that idea, and through this reflection of both the process and the result organizational learning will occur (Evenseth et al., 2022).

In addition to these procedures, there are three main processes that occur in organizational learning: knowledge creation, knowledge retention, and knowledge transfer.It is important for the organization to ensure that the knowledge gained from this process is retained within it and can be transferred, but that this retention is not at the level of one or several individuals, because the individual can transfer with him this knowledge, but the knowledge embedded within the organization can be retained and shared with all individuals (Obeso et al., 2020).

Universities that benefit from organizational learning are described as facilitating learning for all their members, constantly transforming themselves, engaging faculty and staff in the process of change that

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is made collaboratively, and collectively oriented towards shared values and principles, they are based on the principle that learning is valuable, continuous, and effective when shared, and that every experience is an opportunity for learning (Nakpodia, 2016).

Kerka, referred to in Prelipcean & Bejinaru, 2016, has confirmed the existence of characteristics of universities that activate the concept of organizational learning, namely: providing continuous learning opportunities, using learning to reach university goals, linking individual performance to organizational performance, promoting inquiry and dialogue, embracing creativity as a source of energy and innovation, recognizing the dimensions of the academic environment, and interaction. With her continuously.

Since organizational learning involves the process by which educational organizations and institutions acquire, share, and use knowledge to improve performance, goal setting and direction plays an important role in creating an environment that fosters continuous learning and adaptation.

Goal orientations are an individual tendency towards developing the ability of the individual or institution to achieve goals and accomplish work, and it can be said that goal orientations, whether at the level of the individual or the institution, are either mastery orientations, or performance orientations, depending on whether the goal of the individual or institution is to develop or demonstrate capabilities (Neuville et al., 2007).

Pulkka & Niemivirta (2015) defined goal orientations as mental representations of what an individual or organization wants to achieve, guide behavior, and determine the amount of energy expended in achieving a particular purpose. D'Amato & Baruch (2020) defined it as how success is recognized, how to reach it, and how the path or path is determined for it.

Goal orientations refer to how tasks are interpreted and interacted, leading to different patterns of perception, influence, and behavior, and the focus in goal orientations is on how different tasks, performance, and skills are thought about (Shatz, 2015).

One of the most prominent models that dealt with the goal orientations is the Elliot et al. model, which is widely used in the academic, economic, and administrative fields, where its model consists of three basic components: the mastery-approach.This approach focuses on developing competence for the benefit of the organization, when the organization has mastery goals it seeks to know the task at hand; it is motivated to learn in order to improve knowledge and abilities, and its focus is on learning and self-improvement.

As stated by Kaplan & Maehr (2007), goal-oriented individuals focused on mastery develop their skills, improve themselves, and develop aspects that guide achievement-related behavior, and commitment to tasks, and these goals illustrate the degree to which an individual tries to build their abilities by acquiring new abilities and keeping pace with new circumstances (VandeWalle et al., 2019).. Individuals with a high proficiency orientation are also characterized by authority, and constant movement towards new and experimental goals (Watson et al., 2007).

The second component of the model is the performance-approach, which focuses on demonstrating efficiency relative to other organizations, when an organization has performance goals, it is not necessarily interested in mastering the task, but rather focuses on doing better than other organizations (Akin & Arslan, 2014).

Within this approach, individuals are also keen to demonstrate their abilities to avoid difficult tasks due to anxiety about failure, and the orientation towards the performance goal is depicted as the degree to which the person tries to show and agree on the adequacy of their abilities by seeking positive decisions and maintaining a strategic distance from negative decisions (Dweck & Elliott, 2011).

High-performing individuals deliberately focus on goal-oriented exercises and tasks that are sure to

increase levels of motivation for achievement, and they are not influenced by criticism from others because they only demonstrate abilities that they are sure to succeed in (VandeWalle et al., 2019).

The third component is performance-avoidance goals, where the organization is concerned with avoiding failure in front of others, and is externally driven by fear of poor performance (Elliot et al., 2001).

To emphasize the impact of goal orientation on organizational learning, Joo & Park (2010) conducted a study aimed at revealing the impact of goal-oriented and organizational learning culture on job satisfaction, where individuals were selected from four companies in Korea. The results indicated that job satisfaction is predicted through a culture of organizational learning and performance goal orientation.

In a study by Chen & Liu (2018), it aimed to reveal direct and indirect relationships between goal orientations and organizational learning, and a sample of (195) Chinese companies working in technology industries was selected. The results showed that group learning goals have a statistically significant positive relationship with organizational learning.

Li & Tsai (2020) conducted a study aimed at determining the impact of target orientations on the organizational learning environment, and the participants were employees of small and medium enterprises, and a special scale was applied to them. The results indicated that the adoption of mastery orientation goals and good performance orientation goals predict a good organizational learning environment.

Chen et al. (2022) emphasized in their study how the potential interaction of goal orientations affects the organizational learning climate, where a sample of (398) employees in several Chinese companies was selected, the results showed that goal-oriented goals and goal-oriented proof have a positive impact on the organizational learning behavior of employees, and there is a negative impact of goal-oriented avoidance on organizational learning behavior.

Problem Statement

The study problem emerged from the results of some studies (Chen & Liu, 2018; Li & Tsai, 2020; Zhen et al., 2022), which emphasized that objective orientations affect organizational learning through the learning climate of the educational institution, motivating educationally oriented individuals to share their knowledge and experiences with others, and facilitating processes and behaviors that are essential for effective organizational learning, including knowledge sharing, experimentation, feedback, and alignment with strategic goals. It can be said that the absence of objective directions for the university and faculty members alike may affect the organizational learning of the university through the absence of guidance and focus, without goal orientations, universities may lack a specific direction or purpose for their educational initiatives, and therefore; the inability to set priorities and allocate resources effectively, to achieve common educational goals, and the lack of goal directions may lead to difficulty in developing effective strategic plans, missing opportunities for improvement and developing a strategic roadmap, and failing to respond in a way Suitable for the changing educational landscape, fighting for competition in the:

Research Questions

The objective of the study can be achieved by answering the following questions:

1 - Are there statistically significant differences at ((=0.05) in the responses of the study sample on the organizational learning scale due to the gender variables and the number of years of experience among faculty members at Jadara University of Jordan?
2 - What is the relative contribution of goal orientations to organizational learning among faculty

members at Jadara University of Jordan?

Significance of the Study

The importance of the study is represented in two aspects:

First, Theoretical Importance

This study adds a new type of studies related to determining the structure of the relationship between goal orientations and organizational learning, as this study is considered one of the rare studies that linked these variables in the university learning environment, and the theoretical importance of the current study emerged from the scarcity of variables that it dealt with collectively, and it will also provide the members of the study sample with the level of organizational learning, and the extent to which the goal orientations contribute within its three dimensions to increase or decrease organizational learning, and this study will also provide researchers and graduate students with literature Theory, metrics, and various research recommendations.

Second, Practical Importance

The current study sought to help the competent authorities in higher education institutions represented by universities in adopting objective directions that increase the levels of organizational learning within the various colleges and departments, and it also pushes faculty members, heads of departments, deans of colleges, and those in charge of the decision-making process at the university to acquire the necessary experience, and use that experience to create knowledge, and then transfer the knowledge created within the university, not to mention what this study will provide of measurement tools that are used in collecting various data.

Terminologies

- Target orientations: Köksoy & Uygun (2018) defined it as a pattern or whole style of attribution and emotion that ultimately leads to the achievement of the desired goal. It is defined procedurally as the score obtained by an individual on the scale used.

- Organizational learning: Chin et al. (2022) defined it as improving an organization's work through several processes: experimentation, risk tolerance, interaction with the external environment, dialogue, and participatory decision-making. It is defined procedurally as the score obtained by an individual on the scale used.

Study Limits and Limitations

Limitations of the Study

- Objective limits: The study was limited to revealing the relative contribution of objective orientations to organizational learning.
- Human Limits: This study was applied to Jadara University faculty.
- Spatial boundaries: Jadara University of Jordan.
- Time limits: The study was applied during the first semester of the year 2023-2024.

Method and procedure

Study Methodology

The study uses the descriptive predictive approach because it is suitable for the purposes of the study.

Study Population

The study population consisted of all faculty members in all faculties at Jadara University, where their number

reached (650) faculty members, according to university statistics for the academic year 2023-2024.

Study Sample

The study sample consisted of (43) faculty members in the Faculty of Educational Sciences, within the first semester of the academic year 2023/2024, and the sample was selected in the available way, given that the researcher works as a faculty member within the faculty staff.

Study scales

To achieve the objectives of the study, two scales were used:

First: Target Orientations Scale

The researcher used the Köksoy & Uygun Target Orientation Scale (2018), scale consisted of (18) items distributed over three dimensions: the goals of the task orientation, which consists of (6) items, the objectives of the orientation towards ability, which consists of (6) paragraphs, and the goals of avoiding ability, which consists of (6) paragraphs.

Validity and Stability of the Scale Within the Current Study

Virtual Honesty

To verify the authenticity of the content of the Target Orientations Scale, it was presented to a group of (10) arbitrators in the fields of (educational psychology, measurement and evaluation, Arabic language curricula, and English) at Yarmouk University, Jordan Science and Technology, and Jadara University, where they were asked to express their opinions on the scale in terms of linguistic wording, clarity, and any amendments they deem appropriate. The researcher adopted the paragraph on which (8) arbitrators or more, i.e. (80%) of the arbitrators. Thus, the scale remained composed of 18 Paragraph.

Construction Honesty

The study tool was applied to an exploratory sample consisting of (20) faculty members, from outside the target study sample, in order to calculate the correlation coefficients corrected for the relationship of paragraphs with the scale of target orientations, as the values of the correlation coefficients corrected for the relationship of paragraphs with the scale of target orientations have ranged from (0.65) to (0.21), all of which are higher than the criterion of return (2010) of (0.20).

Scale Stability

For the purposes of calculating the stability of the internal consistency) of the target orientation scale, Cronbach's α equation was used based on the data of the first application of the survey sample, and for the purposes of calculating the stability of repetition, the application was reapplied to the survey sample by the test method and returned (Test-Retest). With an interval of two weeks between the first and second applications, where Pearson's correlation coefficient was used for the relationship of the first application with the second application of the survey sample, as shown in Table 1.

Table 1: Values of Internal Consistency Stability Coefficients and Repetition of the Target Orientation Scale.

Dimensions	Coefficients		N. Item
	Internal Consistency A	Test-Retest	
Task goal orientation	0.67	0.81	6
Ability-approach goal orientation	0.70	0.80	6
Ability-avoidance goal orientation	0.74	0.80	6

It can be seen from Table 1 that the value of the internal consistency stability of the dimensions is (0.67, 0.70, 0.74) respectively, and the stability of the repetition (0.81, 0.80, 0.80) respectively.

Scale Correction Standard

The scale of target orientations in its final form included (18) items, answered in a five-gradation that includes alternatives [always and given when correcting the scale score (5), often and given when correcting the scale score (4), sometimes and given when correcting the scale score (3), rarely and given when correcting the scale score (2), never and given when correcting the scale score (1)], thus reaching the upper score of the dimensions (30), has been adopted statistical model with relative scale for the purpose of classifying the arithmetic means of responses The members of the study sample on the scale of target orientations to three levels as follows: high and given to those with a score greater than (3.66), medium and given to those with a score ranging from (2.34) to (3.65), low and given to those with a score less than (2.33).

Second: Organizational Learning Scale

In this study, the Organizational Learning Scale of Chin et al. (2022) was used, which consists of (14) items distributed over five dimensions: experimentation with two paragraphs, risk-takin with two items, and interaction with the environment Interaction with the external environment with (3) paragraphs, dialogue with 4 paragraphs, participative decision-making with 3 paragraphs.

Validity And Stability of the Scale Within the Current Study

Virtual Honesty

To verify the authenticity of the content of the Target Orientations Scale, it was presented to a group of (10) arbitrators in the fields of (educational psychology, measurement and evaluation, Arabic language curricula, and English) at Yarmouk University, Jordan Science and Technology, and Jadara University, where they were asked to express their opinions on the scale in terms of linguistic wording, clarity, and any amendments they deem appropriate. The researcher adopted the paragraph on which (8) arbitrators or more, i.e. (80%) of the arbitrators. Thus, the scale remained composed of 14 Paragraph.

Construction Honesty

The study tool was applied to an exploratory sample consisting of (20) faculty members, from outside the target study sample, in order to calculate the corrected correlation coefficients for the relationship of paragraphs with the organizational learning scale, as the values of the corrected correlation coefficients for the relationship of paragraphs with the organizational learning scale ranged from (0.33) to (0.67), all of which are higher than the return criterion (2010) of (0.20).

Scale Stability

For the purposes of calculating the stability of the internal consistency of the organizational learning scale, Cronbach's α equation was used based on the data of the first application of the survey sample, and for the purposes of calculating the stability of repetition, the application was reapplied to the survey sample by the test method and returned (Test-Retest). With an interval of two weeks between the first and second applications, where the Pearson correlation coefficient was used for the relationship of the first application with the second application of the survey sample, as shown in Table 2.

Table 2: Values of Internal Consistency Stability Coefficients and Repetition of the Organizational Learning Scale.

Dimensions	Coefficients		N. Item
	Internal Consistency A	Test-Retest	
Experimentation	0.78	0.72	2
Risk-takin	0.7	0.74	2

Interaction with the external environment	0.74	0.73	3
Dialogue	0.79	0.71	4
Participative decision-making	0.74	0.74	3
Organizational learning	0.78	0.74	14

It is noted from Table 2 that the value of the internal consistency stability of the scale as a whole is (0.78), and the value of the repetition stability of the scale as a whole was (0.74), while the values of the internal consistency stability of the dimensions ranged between (0.70-0.79), and the repetition stability between (0.71-0.74).

Scale Correction Standard

The organizational learning scale in its final form included (14) items, thus reaching the upper score of the scale (70), and the statistical model with relative gradation was adopted for the purpose of classifying the arithmetic means of the responses of the study sample members on the scale of target orientations to three levels as follows: High and given to those with a score greater than (3.66), medium and given to those with a score ranging from (2.34) to (3.65), low and given to those with a score less than (2.33).

Results and Discussion

The results related to the first question "Are there statistically significant differences at (a = 0.05) in the responses of the study sample members on the organizational learning scale attributed to the gender variables and the number of years of experience among faculty members at Jadara University of Jordan?"

To answer the first question, the arithmetic means and standard deviations of the responses of the study sample members were calculated on the organizational learning scale according to the variables of academic qualification and the number of years of teaching experience, as shown in Table (3).

Table 3: Arithmetic Means and Standard Deviations of the Responses of the Study Sample Members on the Organizational Learning Scale According to the Variables of Academic Qualification and Teaching Experience.

Gender	Experience	Mean	Std. Deviation
Mali	Less than 5 years	4.71	0.27
	From 5 to less than 10 years	4.37	0.94
	10 years and more	4.16	0.42
	Total	4.3	0.57
female	Less than 5 years	4.57	0.32
	From 5 to less than 10 years	4.64	0.56
	10 years and more	4.25	0.37
	Total	4.38	0.41
Total	Less than 5 years	4.64	0.29
	From 5 to less than 10 years	4.47	0.79
	10 years and more	4.21	0.39
	Total	4.34	0.5

It is noted from Table (3) that there are apparent differences in the responses of the study sample members on the organizational learning scale according to the variables of academic qualification and the number of years of experience, and to find out the statistical significance of these differences, the analysis of bilateral variance without interaction (Tow-way ANOVA without interaction) was used, and Table (4) shows that:

Table 4: The Results of the Analysis of Binary Variance for the Responses of the Study Sample Members on the Organizational Learning Scale According to the Variables of Gender and Experience.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
gender	0.064	1	0.064	0.282	0.598

Years of Experience	1.369	2	0.684	3.003	0.061
Error	8.887	39	0.228		
Total	10.309	42			

Table (4) shows that there were no statistically significant differences at ($\alpha = 0.05$) in the responses of the study sample members on the organizational learning scale attributed to the variables of gender and years of experience, and this result can be attributed to the fact that the university has a strong commitment to promoting a culture of inclusivity, equal opportunities, and continuous learning, there may be efforts to ensure that organizational learning opportunities are available to all faculty members regardless of gender or experience, and the university offers comprehensive professional development programs that meet the diverse needs of members of Faculty to support an organizational learning environment, as they contribute to a more equitable distribution of learning opportunities, and programs may be designed to meet the specific needs of faculty at different professional stages.

The researcher also attributes this result to the fact that the university conducts the evaluation and promotion process on the basis of the achievements of faculty members, not on gender or experience, and this would enhance organizational learning, because it is basically not affected by these factors, and it can be said that the leadership at Jadara University is supportive of the organizational learning environment, as it actively supports diversity and inclusion initiatives, and focuses heavily on the professional growth of all faculty members, as it contributes to an environment where gender or Experience is an obstacle to access to various organizational learning opportunities, in addition to that the university values faculty members, and rewards them on the basis of excellence in research and teaching rather than gender or experience, which in turn contributes to a sense of justice and equal opportunities in access to learning resources, and achieving organizational learning opportunities.

Results related to the second question "What is the relative contribution of objective orientations to organizational learning among faculty members at Jadara University of Jordan"?

To answer this question, Pearson's correlation coefficient was calculated between the five greatest personality factors and goal orientations, as shown in Table 5.

Table 5: Pearson's Correlation Coefficient Between Goal Orientations and Organizational Learning.

	Task goal orientation	Ability-approach goal orientation	Ability-avoidance goal orientation	Experimentation	Risk-takin	Interaction with the external environment	Dialogue	Participative decision-making
Ability-approach goal orientation	.935**							
Ability-avoidance goal orientation	.911**	.929**						
Experimentation	.747**	.802**	.714**					
Risk-takin	.727**	.629**	.696**	.587**				
Interaction with the external environment	.709**	.690**	.683**	.729**	.739**			
Dialogue	.612**	.684**	.633**	.674**	.492**	.877**		
Participative decision-making	.699**	.797**	.703**	.731**	.437**	.663**	.797**	
Organizational learning	.801**	.828**	.790**	.842**	.746**	.939**	.914**	.847**

It is noted from Table (5) that there are statistically significant relationships at the level of significance ($\alpha = 0.05$),

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and their number is (36) relationships, and in order to reveal the relative contribution of objective orientations to organizational learning among faculty members, multiple linear regression analysis was used according to the step method (Stepwise) in introducing forecasters into the predictive model, as in Table (6).

Table 6: The Results of Testing Regression Hypotheses According to the Step Method in Introducing Predictors Into the Predictive Model And their Multiple Correlation Coefficients and the Amount of Explained Variance they Contributed.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	(ΔR2)	F	df n	df d	Sig.
Ability-approach goal orientation									
1	.828[a]	0.685	0.678	0.28123	0.685	89.350	1	7.067	.000[b]
a. Predictors: (Constant), Ability-approach goal orientation									

The values of standard regression coefficients, non-standard regression coefficients of the predictive variables, in addition to the test values (t), and statistical significance were also calculated, and Table (7) shows the results of predicting the target directions of organizational learning (for the final model).

Table 7: Results of Standard Regression Coefficients, Non-Standard Regression Coefficients of Predictive Variables, Test Values (T), And Statistical Significance.

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.126	0.238		8.939	0.000
Ability approach goal orientation	0.532	0.056	0.828	9.453	0.000
a. Dependent Variable: Organizational learning					

It is noted from the table that the higher the objectives of the orientation towards ability by a standard unit, the organizational learning increases by (0.83). This finding can be attributed to the fact that capability-oriented goals develop and enhance specific skills or competencies among faculty members, when individuals improve their abilities, this can lead to the acquisition of new knowledge and experience, Chen et al. (2022) have emphasized that capability-orientation goals encourage faculty members to engage in continuous professional development, which in turn promotes a culture of learning within the organization, where faculty members are motivated to stay Keeping abreast of the latest research, teaching methodologies, and technological advancements, and the pursuit of capability-oriented goals may include collaboration among faculty; when individuals work together to achieve common goals, they are more likely to share their knowledge, experience, and best practices, thereby contributing to the development of organizational learning for the university.

Li & Tsai (2020) have emphasized the goals of adaptability to change, as the goals of the ability orientation often require individuals to adapt to changes in their area of expertise, as this adaptability is critical in higher education, where disciplines and methodologies can evolve rapidly, and faculty focused on enhancing their abilities are likely to be proactive in adapting to changes, contributing to flexibility. Organizational and learning.

Capability-orientation goals may also include elements related to innovation and research, and this makes faculty members who strive to improve their research and innovation capabilities to generate new knowledge within the organization. This, in turn, supports and develops organizational learning.

The outcome of this study partially agreed with the result of a study (Joo & Park, 2010; Chen & Liu, 2018; Li & Tsai, 2020; Zhen et al., 2022), which showed that the patterns of target orientation, orientation towards mastery goals, and orientation towards performance goals, had a positive impact with organizational learning, and predicted it clearly.

Results and Recommendations

First: Results

- There were no statistically significant differences at ($\alpha = 0.05$) in the responses of the study sample members on the organizational learning scale attributed to the gender and years of experience variables.

- The objectives of the ability orientation positively predicted organizational learning, and explained the percentage (0.69) of variation in it.

Second: Recommendations

Based on the findings of the current study, it recommends the following:
- Urging faculty members at the university to adopt the objectives of the ability orientation because of their importance in developing organizational learning levels within the university institution.
- Emphasize on faculty members to adopt the concept of organizational learning through the creation, retention, and transfer of knowledge.
- Conducting more studies on the concept of organizational learning within educational institutions, due to the scarcity of studies on this topic within academic environments.
- Conducting a study entitled The relationship between achievement motivation and organizational learning among faculty members.

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