THE DEGREE OF AVAILABILITY OF LEARNING ORGANIZATION CONTROLS FOR SENGE IN IRBID UNIVERSITY COLLEGE FROM THE POINT OF VIEW OF EMPLOYEES: OBSTACLES AND DEVELOPMENT PROPOSALS

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Abstract

This study aimed to identify the degree of availability of Senge's controls of the learning organization in Irbid University College from the employees' perspective, as well as to clarify the major obstacles and proposals that limit the degree of availability of such controls. The population of the study consisted of all staff in Irbid University College, the sample of the study consisted of (186) member, a questionnaire consisted of (56) items and two open questions were designed in order to achieve the objectives of the study. The conclousion of the study revealed that the degree of availability of Senge's controls of the learning organization in Irbid University College was medium, and there were not statistically significant differences attributed to gender variable, while there were statistically significant differences attributed to the variables of profession and years of experience. The most frequent obstacles are: lack of adequate infrastructure, lack of adequate financial support for the application of Senge's controls of the learning organization. While the most frequent recommendations are: the provision of financial support that commensurate with the practice of the controls of learning organization, and change of the traditional administrative styles to modern patterns that are consistent with the application of learning organization

Keywords: Degree, availability, learning, organization controls, Senge University College, employees, obstacles, development proposals

Introduction

With the spread of knowledge and technological development in various areas, and reaching a stage where accessing information have become affordable, it is extremely easy to

publish and circulate them. Organizations and individuals have no longer a reason for claiming ignorance and stagnation, or taking the traditional character and move away from competition and development, as there is no longer room for the survival of the vulnerable, these developments necessitated everybody to change his view about his job, and leaving the usual pattern to a pattern that is characterized with the ability to learn ,develop, and benefit from the knowledge and the experience around us in order to survive and compete, and another factor may enter specifically in the work of organizations, which is quality factor, where traditional productions no longer satisfy the audience, which looks to high specifications in various products and services, and this is the reason that the organizations have to change their nature of work, their cultural organization to be compatible with the current situation.

In this context (Senge, 1990) stresses that the organization that will succeed in the future is the organization that is capable of figuring out how to benefit from the learning power of all its members, and also stressed that the Organization practice of the various learning tools: such as elevate thinking, learning while working, constant evaluation and reflection because without using these tools organizational learning will not be and will not be sustainable.

Therefore, Al-Salem (2005) sees that the composition of the new organizational structures is to establish fundamental rules to guide and support the Organization and enhance its ability to adapt, create and accept, and enable it to achieve its goals and the goals of the beneficiaries and from that point of view sprang the interest in the concept of a learning organization as a way to achieve those purposes. Senge considered (Senge, 1995) learning organizations as places to develop and enhance through systematic thinking, and individual's creation is also released and their participation as a team, and a place where people work and learn together.

Learning organization does not depend on the individual but on the interactions of individuals in the groups through work regardless of the size of the enterprise, learning organization need a supportive environment and a model for adopting its plans, all team members should seek to practice mental logical thinking to reach to the common visions for work, to bring new ideas and new working methods, to find different alternatives, and to make well studied risks (Kelly, 2003).

Therefore Ayyub (2004) Taweel and Ababenh (2009) listed the factors that justify the attention of the organization in the current era of organizational learning which is consider the essence of the learning organization, that is represented by the shift in the relative

importance of the production factors of physical capital to intellectual capital, the growing conviction that knowledge is the primary source of : competitive advantage, increase the pace of change in the surrounding environment in organization, the increase of the dissatisfaction of the managers and employees of the traditional model of management, which is based on the orders and direct control of performance, increase the competition in an International environment business, and the need to know growing and changing customer needs and meet them by the businesses projects.

Many contemporary thinkers like (Leithwood & Louis, 1998) , (Senge 1990; 2000) (Pang, 2003; 2005) Altaweel and Ababenh(2009) and others also assume that the survival and the success of organizations in contemporary circumstances depends on its ability to become educated and a continuous practice of organizational learning, and that its cultural climate that is characterized by dynamism, flexibility and the ability to cope effectively with the variables, creating better opportunities for survival, progress and competition.

Senge et al. (2000) added that the union of the five controls developed by Senge is a long-term exercise program for individuals and groups and the Organization as a whole, if their aim was to improve their learning ability. They indicated that that the ideal organizational education is achieved when all staff in the organization continuously work to increase their ability in achieving the conclousion they wanted.

However, what is noticed in some local institutions seems to be like a traditional style, and look sluggish, especially in public institutions, and this what requires a new view of the nature of its work, and the extent to develop it, and Irbid University College as one of the faculties of Al-Balqua Applied University may need ongoing review for the public image of the nature of work in it , to see the reality of what is happening in it, and is similar with many other public institutions, as may tend to the traditional nature of the work and services provided to the society beneficiaries, so there were various calls by Al-Balqa University officials and the Ministry of higher education to develop these work mechanisms in colleges and improving its services.

The problem and questions of the study

Irbid University College is one of the faculties of Al-Balqua Applied University, and it is a college related to the public sector, because of the nature of the researcher's work at the College as a member of the teaching staff, he noticed that there are various invitations by the Ministry of higher education and various officials to develop work in university faculties to walk with the developments locally and globally, so there seems to be a relative stability in the nature of their work almost to a standstill and routine state, which kills development and

creativity, and this may be a significant impact on this educational institution, the researcher finds that there maybe a real need to implement Senge's model of learning organization in Irbid University College, because it might lack some elements of a learning organization that could serve the development of the College, and this model may develop different aspects of the work as it has been confirmed by different previous researches, it may even lead to excellence, creativity, competition, and the ability to survive, especially as there are many attempts by the Ministry of higher Education to get rid of the colleges because of the in futility of these colleges as it claims, therefore in order to develop the College there was a need to study the degree Singe's controls availability of learning organization in Irbid University College from the point of view of workers, obstacles and development proposals for the provision of such controls, which is the title of this study

The study tries to find answers for the following questions:

1. What is the degree controls availability of learning organization in Irbid University College from the point of view of its employees?
2. Are there any significant differences in the responses of the study sample members about the degree of availability of learning organization controls in Irbid University College attributed to (gender, job, years of experience) variables?
3. What are the obstacles the staff finds that they limit the provision of Senge's controls of learning organization in Irbid University College?
4. What are the developmental proposals that the staff considers in order to provide Senge's controls of learning organization in Irbid University College?

Objectives of the study

This study aimed to reveal the degree of availability of Senge's controls of learning organization in Irbid University College from the point of view of the workers, the study has tried to achieve the following objectives:

1. Identify the degree of availability of Senge's controls of learning organization in Irbid University College from the point of view of the workers, so as to clarify the strengths and weaknesses in these controls to the management.
2. Know the degree of availability of Senge's controls of learning organization in Irbid University College from the point of view of the workers according to the variables of the study, to indicate the categories that need to be followed up and developed.
3. Identify the major obstacles and development proposals that could develop the degree of availability of Senge's controls of learning organization in Irbid University College from the point of view of the workers.

The importance of the study

The importance of the study comes from the importance of the subject it dealt with which is related to Senge's controls of learning organization, and the obvious traces of these controls on changing theses organization into learning organizations able to confront its problem and evolve in line with different changes and updates, as well as the present need of Irbid University College for development, and what suggestions this study will give to the administrators of that could contribute to the development of a learning organization Senge's controls in Irbid University College to upgrade their operations if they were adopted.

The limits of the study

The study is limited by some factors that restrict the conclousion to its sample, and these limits are as follows:

1. Spatial boundaries: the study was limited to Irbid University College as a case study.
2. Temporal boundaries: the study was performed in the summer semester of the academic year 2011/2012
3. This study was limited to Senge's controls of learning organization.

Procedural definitions

The study involved the use of some procedural terminology as follows:

A learning organization

- Senge (Senge, 1990) sees that the learning organization is: the organization that individuals are continuously working in it to increase their abilities in achieving the conclousion they wanted, by making patterns of thinking and collective visions for adjustment with internal and external variables, integration with the environment, moving towards distinguishing, innovation and achieving maximum efficiency and effectiveness and is the Organization that is capable of continuous adjustment with situations and developments based on lessons and experiences they passed through and in order to achieve it combined efforts at all levels of the Organization and the commitment of all individuals are needed.
- The researcher believes that the learning organization is: an organization that works with a team through a shared vision, taking they style of team and continuous learning method as a method to transfer experiences and learning among its members, and works to change negative mental patterns of its members to create positive patterns by creating a common vision for all individuals, and give them the personal ability to experience what's new, depending on the systemic thinking in all its operations and in the education of their members and teams.

Senge's Controls of learning organization: is a set of principles developed by Peter Senge for describing the organization as learning and they are five controls represented by systematic thinking, personal mastery, mental models, shared vision, and team learning.

Irbid University College is one of Al-Balqua Applied University faculties located in northern Jordan, granting diploma and Bachelor's degree in various disciplines.

Irbid University College workers: all workers in Irbid University College represented by the academic faculty and the administrative staff.

Previous studies

Neefe (2001) held a study aimed to compare the levels of organizational learning practices at a number of colleges and universities. The study found a number of conclousion, the most important of which that all colleges and universities of the study sample exercise organizational learning processes and have got a degree higher than the average in their practice of organizational learning, but the accredited colleges and universities in accordance with the non-traditional method would have got a higher degree from those traditionally adopted accreditation depending on each area of learning organization: a shared vision, organizational culture, team learning, knowledge transfer and sharing it, systemic thinking and leadership. The conclousion of the study also confirmed that the technical colleges apply more the organizational learning than universities and community colleges.

(Moloi, Grobler & Gravett, 2002) conducted a study in South Africa aimed at revealing visualizations of educators about school as an organization in one of the provinces of South Africa. After the collection and analysis of the data among educators it was found that the properties of the shared vision, team work, mental patterns, and systematic thinking is the basics of transforming school to a learning organization, and that the first steps of this conversion must contain the school training for participatory action and promote the principles of continuous learning, and the use of a specific transition model for planning and its implementation according to a time plan.

The objective of (Park, 2008) study was to verify the five learning styles developed by Senge in (1990) in vocational schools in Seoul. The conclousion showed a strong evidence proved the model adopted, the conclousion supported the theory of learning organization and associated concepts that is similar to it in western organizations that can be applied to the Korean school and reflect Asian culture.

The objective of Kader (2008) study was to develop a model for the practice areas of learning organization as perceived by faculty members at the University of Jordan. Main conclousion of the study that the degree of faculty members practicing of learning

organization at the University of Jordan was medium and organized descending, personal mastery, mental models, team learning, systemic thinking,

Knowledge management, organizational learning, and finally a common vision.

Alawawdih(2009) study aimed at improving an educational administrative model to change Palestine university is to educational organizations. The study found that the result that the degree of Palestine university employee practicing to the controls of educational organization was medium for the tool as a whole, and that there are statistically differences between the mathematical averages to degree of Palestine university employee practicing to the controls of educational organization to the favor of the (university and job title) variables, and it was clear that there are no statically differences between the mathematical averages for the degree of employee in Palestine university practicing to the controls of educational organization related to(specialization, degree of education and experiences).

The Rifa'i (2010) a study aimed to determine the level of the application of learning organization and constraints as seen by employees in public institutions in Irbid governorate. Conclousion showed that the level of application of learning organization was moderately, and the conclousion showed that the level of constraints on the application of learning organization was moderately, and major obstacles: a following senior management and traditional management styles, and the conclousion showed a significant statistical differences attributable to gender variable, the social situation variable, age variable career level variable, and monthly income.

(Moloi, 2010) study was conducted in South Africa aimed at detecting what the school as a learning organization by revealing the perceptions of teachers in the province of Gwatng. The study showed teacher's commitment to professional growth to improve students and shared work is a step of transformation towards a learning organization. The teachers shoed that educated school is the one that dopt a common vision and work to lifelong learning and the one that follows the learning theories and management that meets the interests of all members of the school community.

The Al-arfaj (2011) a study aimed at identifying the reality of King Faisal University in terms of adopting the concept of student organizations. The number of members of the study sample was (112), and the researcher used the questionnaire as tool to gather information that was distributed to the study sample on (2010). The conclousion showed that King Faisal University adoption for the learning organizations is at a medium level, and with these result the search found the following dimensions of learning organizations: "creating systems to share knowledge and learning" and "linking the organization with external

environment" and "enable individuals to putting them towards a common vision" at lower levels than others.

(Abdollahi, Ma'atoofi and Katuli, 2011) conducted a study in Iran aimed to compare between universities as a required educational organization needed in the time towards knowledge. The conclousion showed that public and private universities have components of a learning organization moderately, while public universities differs form private universities in personal mastering and shared vision, the study showed the lack of specific criteria in the organizational culture of universities so it adopt all the criteria of a learning organization.

Previous studies addressed the concept of a learning organization in terms of the degree of its exercise in learning organizations, or its applicability in the various organizations; it also demonstrated the importance of applying it in different organizations, as some studies have aimed to design a new model corresponds to some organizations.

Study procedures

Study methodology: the researcher used the descriptive analytical method to answer the first and the second questions of the study while the a qualitative approach was used to ask two open questions to members of the study sample, and they are the third and fourth questions concerning impediments that staff finds that it challenge the providence of a learning organization controls by Senge in Irbid University College, as well as proposals for development.

Society and the study sample:

Study sample consisted of all the (263) employees in Irbid University College's, of whom (123) member of the teaching staff, and (140) administrative staff, all the members of the study society have been targeted to be a sample for this study, (220) questionnaire were disturbed, and (186) were retrieved, or (70.72%) of the total number of the members of the study community, table 1 shows the distribution of the study sample members according to the study variables.

Table (1). The distribution of the study sample members according to its variables

Variable	level/category	number	percentage%
gender	Male	101	54.3
	Female	85	45.7
	Total	186	100.0
Job	Academic	99	53.2
	Administrative	87	46.8
	Total	186	100.0
Years of experience	less than 5 years	45	24.2
	Form - less than 10 years	82	44.1
	10 years and more	59	31.7
	Total	186	100.0

Study tools

To achieve the objectives of the study the researcher review the theoretical literature and previous studies on the learning organization, to design a tool that he can through it answer the study questions, the tool included the following:

First: explanatory information about the theme and purpose of the study, general instructions for the study sample members about how to answer the survey tool.

Second: the personal data of the study sample members, which include the study variables.

Third: the questionnaire paragraphs: several studies have been used to collect those paragraphs as a Alababenh (2007), Kader (2008), Mahmoud (2008) and Alhawagrh (2009) and others. The questionnaire consisted in its final image of (56) paragraph spread over five areas, the first area contains "personal mastery" (9) paragraph, and the second area contains "mental models" (10) paragraph, the third area contains "common vision" (9) paragraph, the fourth area contains "team learning" (14) paragraph, and finally the fifth area contains (14) paragraph.

To ensure the validity of the questionnaire it was displayed in its initial form to (6) arbitrators from undergraduate school with extensive experience at Yarmouk University, Jadara University and Irbid College University, they expressed their observations about the modification, deletion or addition of some paragraphs.

In terms of the tool stability, stability coefficient of the tool was calculated for the fields of study and the tool as a whole based on internal consistency reliability coefficient (Cronbach's alpha, table(2) shows that:

Table (2). Internal consistency reliability coefficients (Cronbach's alpha) and the tool as a whole

Domain	**Internal consistency reliability coefficient (Cronbach's alpha)**
Personal mastery	0.81
Mental models	0.88
Common vision	0.85
Team Learning	0.80
Systemic thinking	0.87
Provide a learning organization controls as a whole	0.91

Fourth: the two open questions, which are question 3 and question 4 of the study questions, and those questions were addressed by grouping similar paragraphs that carry the same meaning, and the formulation of a clear specific sentence to expresses it in specific totals for each group of similar paragraphs, and then placed in tables, extract frequencies and percentages of study answers of the sample members based on the number of individuals who have responded to these questions, and the paragraph which were repeated more (50%) were

considered Of the total number of individuals who have responded to these questions as a constraint or a proposal, as contained in the answers.

Study procedures

In order to achieve the objectives of the study the researcher did the following:

- Review the theoretical literature and previous studies on the subject of learning organization.
- Use of previous studies relevant to the subject of study to design first study tool represented by the questionnaire.
- Verify the validity of the tool through submitting it to a group with experience in the area of specialization.
- Verify the consistency of the tool through an exploratory sample distribution and redistributing it to the same individuals after three weeks, and then calculate the coefficient of internal consistency and reliability coefficient for the tool.
- Getting the official approvals for the distribution of the questionnaire and the interviews.
- Data collection and classifying it, and then processed it statistically to answer the study first and second questions.
- Report the conclousion and discussion, and make recommendations in the light of the conclousion.

Study variables

First: the independent variables

1. Gender and it has two categories (male, female).
2. Job and it has two categories (academic, administrative).
3. Years of experience and has three categories (1-less than 5 years, 5-less than 10 years, 10 years or more).

Second: the dependent variable

The dependent variable is represented by the study sample members' responses to the two tools of study questionnaire and interviews with those members.

Statistical treatment

To answer the questions of the study the following statistical test have been used:

Arithmetic averages and standard deviations.

(t-test) for two separate sets.

(One Way ANOVA).

(Scheffe's) test for multiple comparisons.

Conclusion

Conclusion And Discussion

Below is a presentation of the main conclousion of the study and discussion, depending on the study questions.

Conclousion on the first question, which stipulates: "the degree of availability of learning organization controls in Irbid University College from the point of view of their workers?".

To answer this question arithmetic means and standard deviations were calculated of the sample of the study on personnel estimates on each area of the tool and the tool as whole. Table (3) illustrates that.

Table (3). Arithmetic averages and standard deviations for the study sample member's estimation on each area of the tool and the tool as a whole ranked in descending order according to the arithmetic mean

Domain No.	Level	domain	arithmetic mean	standard deviation*	rating
1	1	personal mastery	3.64	0.42	high
3	2	common vision	3.25	0.81	medium
5	3	systemic thinking	3.22	0.56	medium
4	4	team learning	3.05	0.65	medium
2	5	mental models	2.90	0.60	medium
Provide a learning organization controls as a whole			3.19	0.50	medium

* Minimal (1) and maximum (5)

It can be seen from table (3), that the average estimates of the sample members on the tool as a whole related to the availability of learning organization controls in Irbid University College from the point of view of staff was (3.19) with(0.50) standard deviation and a medium evaluation. It also can be seen that the first area (personal mastery) came the first with (3.64) arithmetic mean and (0.42) standard deviation with a high estimation. The third area (shared vision) came in second place with (3.25) arithmetic mean and (0.81) standard deviation with a high estimation. The second area (mental model) came fifth and last with (2.90) arithmetic mean and (0.60) standard deviation and with a medium estimation.

These conclousion may attributed to the idea that personal mastery area reflects the possibilities that enjoyed by individuals within the school of Irbid University, and it is what the individuals have of skills and capabilities, and what the laws and regulations of different powers give them, and these potential profile necessary for the conduct of work, because all the main and sub decisions must not be in the hand of the management, but the staff must be given a good scope for decisions at the level of organizational units in the College or in the level of his single job, so there is a rises to this control from the viewpoint of the staff in Irbid University College, and may increase the proportion of personal mastery and is the study sample members about their potential, which they acquired personlay, the process of personal

development for staff may be mostly subjective, and that's what gives people a greater sense of personal mastery in their jobs.

As for the areas of shared vision, systemic thinking, team learning, and mental models that came medium, this may be due to lack of awareness of the importance of these areas, and that individuals or college don't work to raise these areas, and that's what make these areas take a medium level, demonstrating the need to reconsider how to upgrade these areas, and giving more interest in creating a common vision, and to pursue the individuals and group learning on college level as a whole, as well as to change mental models to get rid of Traditional negative models that may affect the work, and lead to hindering the work if any individuals have them.

These conclousion coincided with a study of (Moloi, Grobler & Gravett, 2002), and Kader (2008) which reached that the degree of faculty members at the University of Jordan practicing areas of learning organization was medium, and it agrees in the place of personal mastery in the first place, El-awawdeh (2009) study that found that the degree of Palestinian universities workers application to the dimensions of a learning organization was medium, Rifai (2010) which showed that the level of application of learning organization in Jordan General enterprises in Irbid governorate was medium, and (Moloi, 2010), Al-arfaj (2011) which indicated that King Faisal University adaption of learning organizations was at medium level, and the study of both (Abdollahi, Ma'atoofi and Katuli, 2011) which concluded that Government and private universities have components of a learning organization moderately.

While those conclousion weren't consistent with the conclousion of a (Neefe, 2001) which concluded that the degree of organizational learning was higher than the average for all colleges and universities of the study sample, (Park, 2008), and Al-Hawajreh (2009), which reached high in a learning organization controls.

Arithmetic averages and standard deviations were calculated of the estimation of the sample of the study on each paragraph of a study, it was found that the arithmetic mean of the tool as a whole reached (3.19) with (0.50) standard deviation with a medium estimation. Paragraph (4) which state "I try to have everything new in my field of work" in first place with (4.46) arithmetic mean (0.82) standard deviation and a very high estimate. Paragraph (10) which states "I may have some misconceptions about employment issues" came last with (2.55) arithmetic mean (0.84) standard deviation and a low estimate.

These conclousion may attributed to the idea that individuals see themselves tending to learn, as they try to gain new experiences in their field, and this may be an indication of the

applicability of learning group in Irbid University College, as the need to learning is clear through their answers that they seek to own what's new. And the low level of individual answers on the paragraph "I may have some misconceptions about employment issues" that individuals do not recognize the mental models that some may have, and it might be negative about some things, although it could be reversed if declared by individuals, this may indicate the clear need to change ways of thinking among individuals, to share ideas and Exchange conversations about all issues, leaving them open to each other, this creates a mental models for all individuals and work to change it, and enriching ideas.

1. **Conclousion on the second question, which stipulates: " Are there any significant differences in the responses of the study sample members about the degree of availability of learning organization controls in Irbid University College attributed to (gender, job, years of experience) variables?"**

For the first variable: job

Arithmetic averages, standard deviations and (t-test) have been used for the employee's estimation on each area of the tool and the tool as a whole and for the (job) variable, table (4) shows.

Table (4). Arithmetic averages, standard deviations and (t-test) estimation for employees (members of the sample) to each area of the tool and the tool as a whole and according to (job type) variable

dimension	Job	number	arithmetic mean	Standard deviation	t value	Freedom degree	Statistical significance
Personal mastery	Academy	99	3.48	.35	*-5.998*	184	.000
	Administrative	87	3.82	.42			
Mental models	Academy	99	2.69	.54	*-5.424*	184	.000
	Administrative	87	3.14	.58			
Common vision	Academy	99	2.86	.69	*-8.428*	184	.000
	Administrative	87	3.71	.69			
team Learning	Academy	99	2.74	.48	*-8.236*	184	.000
	Administrative	87	3.41	.64			
Systemic thinking	Academy	99	3.06	.53	*-4.590*	184	.000
	Administrative	87	3.42	.54			
Tool as a whole	Academy	99	2.95	.38	*-8.521*	184	.000
	Administrative	87	3.48	.47			

It can be seen from table (4) there is a statistically significant difference at the level of statistical significance ($\alpha = 0.05$) between the estimates of the employee on all areas of study tool and the tool as a whole due to a (job type) variable in favor to the administrative job type. The observed statistical significance values were less than the level of statistical significance ($\alpha = 0.05$).

This result may due to the nature of administrative functions which clearly vary depending on the degree of academic posts, they are continuously together in their offices, they work together throughout the day (8 hours) per day, and they are doing their jobs together in the same place, this may give them many opportunities to build a learning

organization controls more than teachers, administrative staff share talks, and exposed to the problems collectively, they try to consolidate their goals during their work because they are in the same posts and places, So they don't have differences, and their talks may be a cause to changing negative mental models, and they may share experiences spontaneously, and may have a good personal mastery for the requirement of their administrative jobs, and this may leads to the use of systemic thinking in resolving various issues and problems due to sharing of talks which may not be available for teachers, who work separately, they don't meet continuously, and their offices are separate and apart, so the opportunities for exchanging ideas and controls of learning organization is less.

This result is consistent with El-Awawdeh (2009), Al-Refai (2010).

For the second variable: Gender

Arithmetic averages, standard deviations and (t-test) estimates for the employees on each area of the tool and the tool as a whole and according to the (gender) variable, as shown in table (5).

Table (5). Arithmetic averages standard deviations and (t-test) for the employees estimates (members of the sample) to each area of the tool and the tool as a whole and for (gender) variable

Dimension	Gender	Number	arithmetic mean	Standard deviation	t value	Freedom degree	Statistical significance
Personal mastery	Male	101	3.61	.42	-1.070	184	.286
	Female	85	3.68	.42			
Mental models	Male	101	2.94	.57	1.011	184	.314
	Female	85	2.85	.64			
Common vision	Male	101	3.23	.81	-.430	184	.668
	Female	85	3.28	.82			
team Learning	Male	101	3.06	.65	.175	184	.861
	Female	85	3.04	.65			
Systematic thinking	Male	101	3.21	.56	-.505	184	.614
	Female	85	3.25	.57			
Tool as a whole	Male	101	3.19	.47	-.125	184	.900
	Female	85	3.20	.53			

Table (5) shows that there is no statistically significant difference at ($\alpha = 0.05$) between the average employee estimates on all areas of study tool and the tool as a whole due to Gender variable. Where the values of statistical significance is greater than the level of statistical significance ($\alpha = 0.05$).

This may be attributed to both genders interest in learning organization controls are similar, the need for such controls may not differ between male and female, both males and females require a shared vision at work, and the both require

Personal control, mental models, team learning and systematic thinking, all the controls interest both sides, and need them in their work to promote college-level, and changing it into an educational organization, and consequently bringing closer the level of learning organization controls application in Irbid University College for males and females.

However, this result was not consistent with the conclousion of the study of Al-Hawajreh (2009), Al-Refai (2010).

For the third variable: years of experience

Arithmetic averages and standard deviations were calculated for the employee estimation in Irbid College University, of the tool as a whole related to the availability of a learning organization controls of them and according to the (number of years of experience) variable, as shown in table (6).

Table (6). Arithmetic averages and standard deviations for employee estimates in Irbid University College on the tool as a whole and on the availability of a learning organization controls and according to the (number of years of experience) variable

dimension	Year of experience	Number	arithmetic mean	Standard deviation
Personal mastery	Less than 5 years	45	3.39	.30
	5- less than 10	82	3.54	.34
	10 years and above	59	3.98	.39
	Total	186	3.64	.42
Mental models	Less than 5 years	45	2.40	.44
	5- less than 10	82	2.90	.58
	10 years and above	59	3.29	.42
	Total	186	2.90	.60
Common vision	Less than 5 years	45	2.50	.40
	5- less than 10	82	3.23	.73
	10 years and above	59	3.87	.63
	Total	186	3.25	.81
team Learning	Less than 5 years	45	2.51	.28
	5- less than 10	82	2.92	.45
	10 years and above	59	3.65	.62
	Total	186	3.05	.65
Systemic thinking	Less than 5 years	45	3.01	.40
	5- less than 10	82	3.08	.43
	10 years and above	59	3.60	.65
	Total	186	3.22	.56
Tool as a whole	Less than 5 years	45	2.75	.14
	5- less than 10	82	3.10	.38
	10 years and above	59	3.66	.43
	Total	186	3.19	.50

It can be seen from table (6) the availability of virtual differences in average estimates of workers at Irbid university collage on each area of the tool and the tool as a whole related to the availability of a learning organization controls as a (number of years of experience) variable, and to know the statistical significance for those differences; (One Way ANOVA) test was used, as shown in table (7).

Table (7). The conclousion of One Way ANOVA of the averages of employee estimations in Irbid College University on each area of the tool and the tool as a whole related to availability of learning organizational controls for them according to (number of years of experience) variable

Dimension	The source of variance	Square sum	Freedom degree	Square average	t value	statistical Significance
Personal mastery	Between groups	10.614	2	5.307	43.595	.000
	Within groups	22.277	183	.122		
	Total	32.890	185			
Mental models	Between groups	20.651	2	10.326	40.849	.000

	Within groups	46.257	183	.253		
	Total	66.909	185			
Shared vision	Between groups	48.142	2	24.071	60.344	.000
	Within groups	72.998	183	.399		
	Total	121.140	185			
Team Learning	Between groups	35.610	2	17.805	76.820	.000
	Within groups	42.415	183	.232		
	Total	78.024	185			
Systemic thinking	Between groups	12.061	2	6.030	23.695	.000
	Within groups	46.574	183	.255		
	Total	58.635	185			
Tool as a whole	Between groups	22.290	2	11.145	85.982	.000
	Within groups	23.720	183	.130		
	Total	46.010	185			

Table (7) shows that there are significant statistical differences at ($\alpha = 0.05$) between the averages of employee estimates in Irbid University College on every area of the tool and the tool as a whole related to the provision of a learning organizational controls for them attributed to a number of years of experience variable. And to know to whom favor are these differences (Scheffe ') test for after comparison was used, as shown in table (8).

Table (8). Scheffe's test conclousion for comparison the averages of workers estimates at Irbid Collage University on each area of the tool and the tool as a whole and according to the number of years of experience a variable

Dimension	The number of the years of experience	Arithmetic mean	5-less than 10 years	10 years and more
Personal mastery	Less than 5 years	3.39	-	*
	5-less than 10 years	3.54		-
	10 years and more	3.98		
Mental models	Less than 5 years	2.40	-	*
	5-less than 10 years	2.90		-
	10 years and more	3.29		
Shared vision	Less than 5 years	2.50	-	*
	5-less than 10 years	3.23		-
	10 years and more	3.87		
Team Learning	Less than 5 years	2.51	-	*
	5-less than 10 years	2.92		-
	10 years and more	3.65		
Systemic thinking	Less than 5 years	3.01	-	*
	5-less than 10 years	3.08		-
	10 years and more	3.60		
Tool as a whole	Less than 5 years	2.75	-	*
	5-less than 10 years	3.10		-
	10 years and more	3.66		

* Statistically significant at the level of statistical significance ($\alpha = 0.05$)

It can be seen from table (8)

- There is no statistically significant differences at ($\alpha = 0.05$) between members of the sample averages estimates on all areas of the tool and the tool as a whole with years of experience (less than 5 years) and those with years of experience from (5-10 years).

- There is no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between members of the sample averages estimates on all areas of the tool and the

tool as a whole with years of experience (5-10 years) and those with years of experience (10 years and over).

- There is statistically significant differences at the ($\alpha = 0.05$) between members of the sample averages estimates on all areas of the tool and the tool as a whole with years of experience (10 years and over) with years of experience (less than 5 years) and with (10 years and over).

These conclousion were attributed to the great experiences may give individuals advanced capabilities in controls learning organization, therefore the study estimates sample members with years of experience (10 years and over) with higher estimates from other peers with years of experience (less than 5 years) and statistical significance, but their similar level with people estimates with years of experience (5-10 years) that this category also have formed a good working experience, and are at the stage of personal configuration as employee of University nature differs from the other, as the try to prove themselves, long experience in work make these individuals enjoy great experience they can understand the different positions and dealt with them systematically better than others, as they are experienced and are aware of the laws and regulations more than there colleges with years of experience (less than 5 years), and may have a common vision on the better long spent working together in College, may be more understanding of mental models, officer of what they learned from the long period that had to deal with different mental models may be made aware of the negative images and how to change or dissolve them Or others, and is the category (10 years and over) are at the stage of composition expert personality at work, making them more aware of the different relationships between parties in College, they are able to systemic thinking profoundly more than peers

As for those with years of experience (less than 5 years) and those with years of experience (5-less than 10 years) their estimates have been closer to each other more than those of (10 years and over) of experience because they are near in the years of experience, the experience may have a clear impact on the degree of learning organization controls by Senge in Irbid University College, estimates with the number of years (5-10 years) were near with those with years of experience (10 years and over) so there was no Statistically significant differences among them, because of the mediate estimates of the category with years of experience (5-10 years), and this is possibly because of the high number of years of experience at this category, making them rise on their estimates, so there may be a learning

organization controls by Senge in degrees approaching with years of experience (10 years and over).

This result wasn't consistent with the study of Al-Hawajreh (2009), El-Awawdeh (2009).

Conclousion of the third question, which stipulates: "what are the obstacles the staff finds that they limit the provision of Senge's controls of learning organization in Irbid University College?"

After collecting the answers of study sample members to this question it was clear that the number of people who answered this question was (94), and after the classification of similar paragraphs which bear the same meaning, and putting them into groups for each of them, frequencies and percentages were extracted for every one of them, and the considered paragraphs are those whose frequencies exceeds (50%) of the total number of individuals who responded to question 4, as in table (9):

Table (9). Frequencies and percentages of study sample members' answers with regard to the obstacles that the staff finds it challenging to provide a learning organization controls by Senge in Irbid University College

Number	Paragraph	Frequency	percentage
1.	the lack of appropriate infrastructure	71	0.76
2.	the lack of adequate financial support for Senge controls learning organization application	69	0.73
3.	Management methods do not promote a learning organization controls.	66	0.70
4	Senior management is not convinced of the learning organization controls.	64	0.68
5	Current mental models of staff are not consistent with the principles of a learning organization.	57	0.61
6	The lack of sound and clear mechanism that enable employees to exchange information and knowledge on an ongoing basis.	50	0.53

It can be seen from table (9) that there are six obstacles most of the views of the members of the study sample agreed on, the first of these obstacles is the lack of proper infrastructure "frequency (17) a percentage (0.76), and the second obstacle is the lack of adequate financial support for Senge controls learning organization" "frequency (69) percentage (0.73)".

Conclousion for question 4 which states: "What are the developmental proposals that the staff considers in order to provide Senge's controls of learning organization in Irbid University College?"

After collecting the answers of the study sample members to this question, it was clear that the number of people who answered this question was (72), and after the classification of similar paragraphs which bear the same meaning, and put them into groups for each of them, frequencies and percentages were extracted for each one of them, and the

considered paragraphs are those whose frequencies exceeds (50%) of the total number of individuals who responded to question 4, as in table (10):

Table (10). Frequencies and percentages of study sample members' answers with regard to the developmental proposals that the staff considers in order to provide Senge's controls of learning organization in Irbid University College

Number	Paragraph	Frequency	percentage
1.	The provision of financial support commensurate with the practice of the learning organization controls.	49	0.68
2.	Changing the traditional management styles to modern patterns that are consistent with the application of learning organization.	47	0.65
3.	Infrastructure development that provides the appropriate environment which allows staff to exercise controls of learning organization.	46	0.64
4.	Staff and management awareness of the importance of management controls exercise in learning organization in college.	45	0.63
5.	Finding an appropriate mechanism for ongoing staff meetings to share experiences and knowledge to become part of the overall organizational culture.	43	0.60
6.	Providing moral and material incentives for employees who succeed in applying learning organization controls	41	0.57
7.	Adoption of the idea of a learning organization by educating and training individuals to apply them and follow them up.	37	0.52
8.	Involve all staff in the College's vision-building and decision-making.	36	0.50

It can be seen from table (10) that there are eight proposals according to the point of view of the members of the sample, the first of these proposals is to "provide financial support commensurate with the practice of the learning organization" frequency (49) percentage (0.68)", and the second is "changing the traditional administrative styles to modern patterns that are consistent with the application of learning organization" frequency (47) percentage (0.65)".

Recommendations

In the light of the conclousion of the study the researcher recommends the following:

1. Following methods and administrative roles that coincides with the learning organization controls.
2. Providing the necessary financial support to the provision of a learning organization controls.
3. Making programs and timetables to specify the times, required by all staff to meet to exchange information and experiences.
4. Developing of the overall infrastructure of the college that supports learning organization controls.
5. Involving all staff in decision-making if possible, and urged them to take responsibility.

6. Providing an electronic communications network for the exchange of communications among staff.
7. Making a specialized team to study the application of Senge's controls of the learning organization in Irbid University College and the development of this application.

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