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Dimensions of the Learning Organisation from an Open Systems Perspective An Exploratory Field Study at the Faculty of Social and Human Sciences, University of Khenchela

أبعاد المنظمة المتعلمة من منظور النسق المفتوح

دراسة ميدانية استكشافية بكلية العلوم الاجتماعية والإنسانية بجامعة خنشلة

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Abstract:

This study explores how the dimensions of the Learning Organisation, following Peter Senge's model, are embodied from an Open Systems Perspective among administrative employees of the Faculty of Social and Human Sciences, University of Khenchela. A descriptive exploratory approach was adopted, using a three-point Likert-scale questionnaire administered to 37 employees during May 2026 fieldwork. The findings show high levels with Personal Mastery, Shared Vision, Systems Thinking and Mental Models being the highest and Team Learning the lowest. Openness to the External Environment is uneven. The faculty shows early foundations for a Learning Organisation, requiring stronger Team Learning and Systems Thinking.

Key words: Learning Organisation, Open System, External Environment, Systems Thinking, Team Learning.
JEL classification codes: D83, I23, M10, D23

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1. Introduction

Contemporary organisations now operate in an environment characterised by constant change and complexity, making their capacity to adapt, learn, and respond to the demands of their External Environment one of the most critical conditions for their continuity and effectiveness. In this context, it is no longer appropriate to view the organisation as a closed entity relying solely on its internal resources; rather, it should be understood as an Open System that interacts continuously with its surrounding environment, receiving information, knowledge, experience, and feedback, and then drawing on these to develop its working practices and improve performance.

The concept of the Learning Organisation has likewise emerged as an organisational orientation grounded in the capacity of the organisation and its members for continuous learning, for acquiring and sharing knowledge, for revisiting ideas and practices, and for drawing on internal and external experience in order to respond to change.

Peter Senge's model has contributed to consolidating this concept through five core dimensions: Personal Mastery, Mental Models, Systems Thinking, Shared Vision, and Team Learning — interrelated dimensions that together help build an organisational capacity founded on learning and adaptation.

This topic takes on added importance in higher-education institutions, as knowledge-based organisations that interact with a rapidly changing scientific, social, and professional environment and face recurring demands related to performance improvement, knowledge sharing, and keeping pace with scientific and technological developments.

Accordingly, the subject of the Learning Organisation as an Open System falls within the broader interest in examining an organisation's capacity to build continuous learning and remain open to its environment, thereby enabling it to translate knowledge, information, and experience into organisational practices that support adaptation and responsiveness to change. This is precisely what the present study seeks to explore empirically among the administrative employees of the Faculty of Social and Human Sciences at the University of Khenchela.

1.1 Research Problem

On this basis, the research problem is formulated in the following main question:

- How are the dimensions of the Learning Organisation embodied, from an Open Systems Perspective, among administrative

employees at the Faculty of Social and Human Sciences at the University of Khenchela?

1.2 Objectives of the Study

General objective: This study aims to explore the extent to which the dimensions of the Learning Organisation are embodied, from an Open Systems Perspective, among administrative employees at the Faculty of Social and Human Sciences at the University of Khenchela, by examining the nature of Organisational Learning practices and their relationship to the faculty's interaction with its External Environment and its use of the information, experience, and feedback available within its surroundings.

Sub-objectives: The study seeks to achieve the following objectives:

- To explore the extent to which Personal Mastery is embodied among administrative employees from an Open Systems Perspective, by examining the extent of the faculty's interest in developing their knowledge and skills and encouraging them to learn and acquire experience related to the demands of the External Environment.
- To explore the extent to which Mental Models are embodied among administrative employees from an Open Systems Perspective, by examining their readiness to revisit prevailing ideas and assumptions and to draw on the new information and experience imposed by the External Environment.
- To explore the extent to which Systems Thinking is embodied among administrative employees from an Open Systems Perspective, by examining the extent to which they perceive the interdependence among the faculty's various units and the relationship between its activities and decisions and the changes and requirements imposed by the External Environment.
- To explore the extent to which Shared Vision is embodied among administrative employees from an Open Systems Perspective, by examining the extent to which the faculty's vision and objectives are linked to the changes and opportunities present in the External Environment, and the extent to which this vision directs administrative employees efforts towards responding to these changes.
- To explore the extent to which Team Learning is embodied among administrative employees from an Open Systems Perspective, by examining the extent of knowledge and experience sharing among them, and the collective benefit derived from experience and information acquired from within and outside the faculty.

1.3 Scope of the Study

This study is delimited by a set of thematics, spatial, human, and temporal boundaries, as follows:

- **Thematic scope:** The study is confined to exploring the dimensions of the Learning Organisation from an Open Systems Perspective, following Peter Senge's model, namely: Personal Mastery, Mental Models, Systems Thinking, Shared Vision, and Team Learning, linking these dimensions to the organisation's interaction with its External Environment.
- **Spatial scope:** The study was conducted at the Faculty of Social and Human Sciences at the University of Khenchela, as the organisational setting in which Learning Organisation practices and their relationship to the External Environment are explored.

It was originally established as an institute in 2004, before being converted into a faculty pursuant to Executive Decree No. 12-246 of 4 June 2012 establishing the University of Khenchela, supplemented by Decision No. 356 of 18 May 2013 establishing the departments comprising the Faculty of Social and Human Sciences, namely the Department of Social Sciences and the Department of Human Sciences.

- **Human scope:** The study was confined to the administrative administrative employees of the Faculty of Social and Human Sciences at the University of Khenchela, as an active category within the faculty's organisational processes and learning and knowledge-sharing practices, numbering 37 employees.
- **Temporal scope:** The field study was conducted during May 2026, and data were collected from the members of the study population.

1.4 Study Methodology

This study belongs to the category of descriptive research with an exploratory character, given the nature of the research topic and its aim of exploring the dimensions of the Learning Organisation from an Open Systems Perspective. The Descriptive Approach was adopted as the most suitable for identifying the actual state of the dimensions of the Learning Organisation and their relationship to the faculty's interaction with its External Environment, without presupposing causal relationships among the study variables.

A Questionnaire was also adopted as the main instrument for collecting data from the members of the Research Population, and it was designed on the basis of a Three-Point Likert Scale.

1.5. Previous Studies

Study: Andreas Budihardjo and Franky Supriyadi
Title: *Learning Culture and Organisational Effectiveness in an Emerging Market: An Exploratory Study in the Logistics Industry (2025)*

The results showed that applying learning organisation practices supported companies in achieving their sales and

operational goals. However, it turned out that basic practices such as knowledge management, training, and technology use were not managed from a long-term strategic perspective but focused only on immediate needs.

Study by Marianne Jaakkola et al.

Title:*Organisational Learning Outcomes and Presuppositions: A Case Study from the Department of Surgery in a Hospital in Finland was published (2024)*

This research revealed that organisational learning in a healthcare context is not confined to formal training but occurs continuously through everyday experiences, problems and contexts, and the interaction between individual endeavours and organisational demands. The transformation of these individual experiences into collective practices and then institutional actions is key to improving a health organisation´s capability to learn, adapt, and improve in the quality of both work and healthcare.

Study by María Luisa Sierra-Huedo, Ana C. Romea and Marina Aguareles

Titled: *Are Schools Learning Organisations? An Empirical Study in Spain, Bulgaria, Italy and Turkey (2023)*

The results indicated that a learning organisation in school needs shared vision, capacity to learn continuously, high levels of collaboration and teamwork, Culture of innovation, Knowledge management systems and Learning from the External Environment.

The study also revealed that school leadership is a decisive element in building a school culture capable of change and continuous learning, whereas curricular rigidity and an individualistic teaching culture stand out as the main obstacles to a school's transformation into a Learning Organisation.

The study confirms that schools in these countries face difficulty applying comprehensive Systems Thinking, because the constraints imposed on them by external systems, strict centralization, laws, and curricula, limit their internal flexibility and bring them closer to administratively closed systems, despite teachers' and administrators' attempts at openness and innovation through local initiatives.

Study by Morteza Eslahchi

Title:*Leadership and Collective Learning: A Case Study of a Social Entrepreneurial Organisation in Sweden (2023)*

The study reached the following findings:

● Leadership changed from directive management by the founders to the leadership of a new CEO whose style was very different. The study calls for considering leadership not as an individual trait, but rather as a social process that interacts with and takes place on a day-to-day basis.

● Establishing trust: Trust between the CEO and his team was found to be one of the key pillars of team learning.
● Removing controls: eliminating tight time-keeping systems and hiring externalconsultants strengthens employees' confidence in themselves.
● Making use of the pandemic: The organisation used the pandemic to inspire learning and generate new project ideas.
● Empowerment and participation: Self-managed teams encouraged innovation and the transfer of tacit knowledge among employees.

Study by Karima Al-Mabrouk Al-Ruqay'i

Title: ***The Practicing of a Learning Organisation in the Education Supervision Office in the City of Derna from the Perspective of Unit Heads, Department Heads and Directors (2025)***

The study concluded that the degree of application of the dimensions of the learning organisation in educational supervision in Derna was high.There were no statistically significant differences between the opinions of the sample members due to variables (gender, educational level, administrative position, or years of service), which reflects a unanimous agreement among the leaders on the organisation's awareness of the importance of learning.

Study by Manahil Ahmad Al-Anqari

Titled: The Degree of Availability of the Dimensions of the Learning Organisation at the Deanship of Skills Development at King Saud University and Its Obstacles, from the Employees' Perspective (2017)

It arrived at the following findings: the dimensions of the Learning Organisation were available to a High Degree, specifically Personal Mastery first, followed by System thinking, then Team Learning third, Shared Vision fourth, while Mental Models ranked last.
No Statistical Differences were found attributable to gender or experience.

Study by Hafiza Laaraj Mujahid and Nasreddine Achouri

Titled*: Measuring the Availability of the Dimensions of the Learning Organisation in the Algerian Enterprise (A Case Study of Algérie Télécom, Chlef Directorate) (2023)*

The results of the t-test confirmed the presence of the seven dimensions of the Learning Organisation within the enterprise, but at a Low Degree approaching Moderate availability.

The dimensions available to a Moderate Degree were dialogue among members of the organisation, the organisation's relationship with the External Environment, Employee Empowerment, and teamwork.

The dimensions available to a Low Degree were knowledge- and education-sharing systems, Continuous Learning, and Strategic Leadership Supportive of Learning.

Study by Salma Zaghmar and Abdelkader Dabbouche

Title: ***The Role of Organisational Learning in Achieving Strategic Agility: A Case Study of Saidal Group – Constantine Branch (2022)***

The results confirmed a strong, positive, statistically significant impact for organisational learning in achieving strategic agility in the Saidal complex (the model explained 40% of the variance).

Study by Bilal Qariqa and Fares Fadil

Titled: ***Dimensions of the learning organisation and its impact on developing collective competencies: a case study: Sonatrach Foundation - Regional Industrial Directorate of Skikda (2021)***

The findings showed a strong relationship between the dimensions of the Learning Organisation and the development of Collective Competencies and suggest that it is essential for organisations to transform into Learning Organisations in order to develop their Collective Competencies as a resource for achieving success and excellence.

Although numerous studies have addressed the Learning Organisation and its relationship to Organisational Learning, leadership, Knowledge Management, Strategic Agility, and Organisational Effectiveness, the Literature Review reveals a scarcity of studies examining the Learning Organisation from an Open Systems Perspective, particularly within the Algerian context.

Most studies have focused on the internal dimensions of the Learning Organisation or on its organisational outcomes, while insufficient attention has been paid to the mechanisms of Dynamic Interaction between the organisation and its External Environment, and to how environmental changes and information are received and transformed into knowledge and Team Learning and subsequently into organisational practices and decisions.

Moreover, the available Algerian studies have focused mainly on measuring the degree of availability of the dimensions of the Learning Organisation or examining their effect on variables such as Strategic Agility and Collective Competencies, without constructing an Integrated Conceptualisation of the organisation as an Open System whose continuity and adaptation depend on continuous exchange with the environment.

The Research Gap therefore lies in the need to study the Learning Organisation as an Open System, and to uncover the nature of its relationships with the External Environment and the mechanisms of interaction, learning, and adaptation that enable it to

respond to environmental changes and convert them into opportunities for development, Innovation, and performance improvement.

2. Literature on the Learning Organisation

2.1 The Concept of the Learning Organisation

P. Senge describes the Learning Organisation as one in which members continuously build their capacity to achieve the outcomes they seek, in which new and broad ways of thinking are cultivated, collective aspirations are given free rein, and members keep learning, together, how to learn (Senge, 1990, p. 3).

D. Garvin regards the Learning Organisation as one that is skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights (Garvin, 1993, p. 80).

It has also been described as an organisation that facilitates the learning of all its members and continuously transforms and develops itself (Pedler, Burgoyne, & Boydell, 1991, p. 1).

Watkins and Marsick describe the Learning Organisation as one that learns continuously and transforms itself. Learning occurs at the level of individuals, teams, and the organisation, and even among the communities with which the organisation interacts. Learning is a continuous, strategically used process that is integrated with, and runs alongside, work, and it produces changes in knowledge, beliefs, and behaviours. Learning also enhances organisational capability and growth, and the Learning Organisation possesses embedded systems for capturing and sharing learning(Watkins, & Marsick, 1993, pp. 8-10).

These definitions collectively show that the Learning Organisation is one that embraces continuous learning as an essential part of its work, seeks to create, acquire, transfer, and utilise knowledge, encourages Individual Learning and Team Learning as well as the exchange of experience, and adjusts its Work Practices and Organisational Behaviour in response to new knowledge and environmental change, thereby enabling it to achieve its objectives and continuously improve its performance.

2.2. Senge's Five Disciplines of the Learning Organisation

Senge holds that the Learning Organisation is not built through a single procedure, but through mastery of five core practices or disciplines: Systems Thinking, Personal Mastery, Mental Models, Building Shared Vision, and Team Learning (Senge, 1990).

Systems Thinking is the discipline that connects the other four disciplines and enables them to function in an integrated manner.

- Systems Thinking: By Systems Thinking, Senge means viewing the organisation as an integrated system of interrelated parts and relationships, focusing on the relationships and interactions among the organisation's elements, seeking the Root Causes of problems rather than merely their symptoms, understanding the Mutual Effects and long-term consequences of decisions, and moving from simple Linear Thinking to Thinking in Terms of Feedback Loops and mutual relationships. For Senge, Systems Thinking is the fifth discipline because it links the other dimensions, Personal Mastery, Mental Models, Shared Vision, and Team Learning, within a single framework.

- Personal Mastery: Personal Mastery refers to the individual's continuous learning and growth, clarifying one's Personal Vision and directing one's energy towards achieving it, together with the capacity to see reality objectively. Senge regards Personal Mastery as an important foundation for Organisational Learning, since the organisation's learning begins with the learning and development of its members.

- Mental Models : Mental Models refer to the deep-seated assumptions, images, and beliefs that individuals hold in their minds about themselves and about others, and which influence the way individuals understand reality, make decisions, and act.

- Shared Vision (Building Shared Vision): Shared Vision refers to the existence of a Collective Vision of the Future that the organisation and its members wish to achieve. It is not confined to a vision formulated by management alone but requires the Participation in Shaping the Vision by individuals, together with their conviction in it and Commitment to the Vision. Senge stresses that Shared Vision provides the focus and energy necessary for learning within the organisation.

- Team Learning: Team Learning refers to developing the team's capacity to learn and work in an integrated manner in order to achieve the results its members wish to attain. It rests on dialogue, the Exchange of Ideas, and the revision of assumptions, so that the team becomes able to arrive at knowledge and insights that its individual members could not reach alone. Senge defines Team Learning as the process of aligning and developing the team's capabilities to achieve desired results.

In sum, Senge views the Learning Organisation as one capable of continuous learning through developing its members, revisiting their patterns of thinking, unifying their vision, strengthening their Team Learning, and understanding the organisation as an Interconnected System.

These five disciplines work together to form an organisational environment that is more capable of adaptation, Innovation, and continuous improvement.

3. Open System Literature

3.1 The Concept of the Open System

Talcott Parsons defines the social system as an Open System that exchanges influence with the systems surrounding it, while its Subsystems likewise exchange influence among themselves, all the while retaining the System Boundaries that distinguish it from its environment (Parsons, 1961, p. 36).

Anatol Rapoport holds that a system is a whole composed of a set of entities, finite or infinite, among which a defined set of relationships exists, such that some relationships can be inferred from others, or the system's behaviour or history can be inferred from the relationships existing among its entities(Rapoport, 1968, p. 453).

Accordingly, the mere existence of a set of elements is not sufficient for them to be regarded as a system; rather, there must exist organised relationships among them that allow the system's behaviour and development to be understood.

Bertalanffy holds that an Open System is one that engages in an exchange of matter with its environment, through processes of import and export, and the building up and breaking down of its material components (Bertalanffy, 1968, p. 141).

Daniel Katz and Robert Kahn regard social organisations as Open Systems, because their survival depends on continuous exchange with their surrounding environment, through receiving Inputs, converting them into Outputs, and then re-engaging in interaction with the environment (Katz, 1978, p. 20).

W. Richard Scott, for his part, applies the Open Systems Perspective clearly to organisations, viewing the organisation as an Open System linked to its environment through relations of exchange and Interdependence: the organisation receives Inputs from the environment, works to transform them, and then produces Outputs that return to the environment (Scott, 1987, pp. 76-92).

An Open System is therefore an organised whole composed of interrelated elements that interact continuously with its environment through the exchange of Inputs and Outputs, thereby ensuring its continuity, adaptation, and development.

For operational purposes, the Learning Organisation as an Open System refers to the organisation's capacity for continuous interaction with its environment through Inputs consisting of information, knowledge, experience, and resources; Transformation

Processes based on learning, knowledge sharing, decision-making, and Innovation; leading to Outputs consisting of improved performance, adaptation, and Organisational Renewal; while relying on Feedback to correct course and continuously improve its learning processes.

3.2Characteristics and Elements of the Open System

Katz and Kahn argue that an Open System is characterized by the importation of energy from the External Environment, its transformation within the system, and then exporting it in the form of Outputs. It operates through Cycles of Events, Feedback, and Negative Entropy, ensuring the maintenance of a Steady State and the continuity of the system. It is also characterized by Differentiation and Equifinality, as its components develop and specialize, with the possibility of achieving the same result through different pathways and means.

The Open System is based on interaction between itself and its surrounding environment: it draws its essential resources from the environment, supplies it with its Outputs, and receives from its responses and reactions in the form of corrective or preventive Feedback, which then serves as new Inputs for the system. These elements have been identified as follows(Al-Masri, 1999, pp. 139-162; Al-Obaidi, 1997, pp. 111-122; Al-Shamma', 2000, pp. 83-88; Al-Qarioti, 2000, pp. 44-50; Al-Sulami, 1980, pp. 204-215):

- **Inputs:** the resources necessary for the system's survival, its continued performance of its functions, and its movement towards achieving its objectives; these may take the form of material resources, Human Resources, or information.
- **Processes:** the activities through which Inputs are converted into Outputs and products that are exported to the external surroundings; this stage is termed the "black box," since it is impossible to describe fully all the activities, relationships, and interactions involved in converting Inputs into Outputs.
- **Outputs:** the results generated by the Transformation Processes performed on the Inputs, determined by the system's objectives and functions; they are a function of Input quality and process level (instrumental measures of their performance) and are an indication of how well the system is doing in relation to its surroundings.
- **Feedback: ,**consists of all the information flowing through the system and its outcomes, which exert an effect on the direction of its processes, in addition to forming a degree of acceptance or rejection of the Outputs from their positive and negative facets; the system reacts to this feedback as it orients itself correcting deviations strengthening positive aspects, and preventing disadvantages, thereby improving overall performance.
- **External Environment**: All that is beyond the System

Boundariesand can impact, or be impacted by, the system; an Open System has boundaries that allow interaction and exchange with its environment.

- Boundaries: Boundaries - an open system has boundaries that are comparatively permeable, which means they allow information, resources and energy to pass between the environment and the system.

This is represented in the following diagram:

External Environment → Inputs → Processes → Outputs → Feedback → renewed adjustment of Inputs and Processes

4. Study Methodology

4.1 Nature of Study and Methodology

This study belongs to the category of descriptive research with an exploratory character, given the nature of the research topic and its aim of exploring the dimensions of the Learning Organisation from an Open Systems Perspective. The Descriptive Approach was adopted as the most suitable for identifying the actual state of the dimensions of the Learning Organisation and their relationship to the faculty's interaction with its External Environment, without presupposing causal relationships among the study variables.

4.2 Study Instrument

The study relied on a Questionnaire as the main instrument for collecting field data, given its suitability to the nature and objectives of the study. It was designed in light of the theoretical literature relating to the Learning Organisation and on the basis of the five dimensions identified by P. Senge, namely: Personal Mastery, Mental Models, Systems Thinking, Shared Vision, and Team Learning. In formulating the Questionnaire Items, care was taken to link each of these dimensions to the Open Systems Perspective, so as to allow exploration of the extent of the faculty's interaction with its External Environment and its use of information, knowledge, experience, and Feedback in developing its organisational practices.

A Three-Point Likert Scale was also adopted to measure the Response Level of the Research Population, with a value assigned to each level of the scale, and the Arithmetic Mean ranges for interpreting response scores were defined as follows:

Table 1. Represents the areas of interpretation of the arithmetic mean according to Three-Point Likert Scale

Classification	Score	Arithmetic Mean Range
Low Level	1	1,66 -1
Moderate Level	2	2,33 -1,67
High Level	3	3 -2,34

Source: Prepared by theauthor'

The questionnaire statements were distributed over five dimensions, with each dimension measuring a set of practices related to organisational learning and openness to the external environment. The following table shows the stability of the questionnaire:

Table 2: Represents the stability of the questionnaire using Cronbach's alpha coefficient

Dimensions	Number of Items	Reliability Coefficient
Personal Mastery	07	0.82
Team Learning	06	0.86
Mental Models	06	0.80
Shared Vision	06	0.78
Systems Thinking	06	0.83
Overall Questionnaire	**31**	**0.85**

Source: Prepared by the researcher based on SPSS outputs.

Consistency coefficients show that all dimensions of the questionnaire have a good degree of stability, with reliability coefficients ranging from 0.78 to 0.86. Team Learning recorded the highest stability coefficient at 0.86, followed by systems thinking at 0.83, then personal mastery at 0.82, and mental models at 0.80, while Shared Vision recorded the lowest stability coefficient at 0.78. The overall stability coefficient of the questionnaire was 0.85, which indicates a good level of internal consistency, which supports the use of the questionnaire to measure the target dimensions.37 questionnaires were distributed, of which 34 were retrieved and included in the analysis, with a retrieval rate of 91.89%.

4.3. Research Population

Depending on the subject area of the study, which is the Learning Organisation from the perspective of the Open System among employees at the Faculty of Social Sciences and Humanities at the University of Khenchela, the research community is determined by the administrative employees who were actively working during the field study period (May 2026), comprising 37 administrative employees. The Census Sampling was used for the research community due to its small size.

4. 4. Statistical Methods Used

The Statistical Packages for the Social Sciences (SPSS) was relied upon to process and analyze the data and responses of members of the research population to the questionnaire adopted in the study and through the program outputs and in line with the objectives of the study, and in order to answer the study questions, the nature of the topic and the data collected dictated the use of the following statistical methods:

- Frequencies and percentages: To identify the demographic and functional characteristics of the research community.
- Arithmetic means: To determine the general level of responses of members of the research community to questionnaire items.
-Standard deviation: To measure the extent of dispersion or consistency of the responses of members of the research community to questionnaire items.
- Cronbach's alpha coefficient measures the reliabilityof the study instrument.

5. Presentation and analysis of the results of the field study

5. 1 Characteristics of the Research Population

Table3: Demographic and Occupational Characteristics of the Research Population

Characteristic	Category	Frequency	Percentage (%)
Gender	Male	09	26.47
	Female	25	73.53
Total		**34**	**100**
Age (Years)	[30-40 [	08	23.53
	[40-50 [	25	73,53
	[50-60 [	01	2,94
Total		**34**	**100**
Educational Qualification	University Degree	31	91,18
	Higher Technician	03	8,82
Total		**34**	**100**
Job Rank	Administrator Officer	16	47,06
	Assistant Administrator	02	5,88
	State Engineer	02	5,88
	Assistant Engineer	02	5,88
	University Bursar	01	2,94
	Administrative Attaché	05	14,71
	Administrative Agent	03	8,82
	Senior IT Technician	01	2,94
	University Library Attaché	02	5,88
Total		**34**	**100**
Tenure in the Position (years)	[5-10[	07	20.59
	[10–15[	14	41.18
	[15–20[	11	32.35
	[20–25[	02	5.88
Total		**34**	**100**

Source: Prepared by the researcher based on SPSS outputs.

The data in the table on the demographic and occupational characteristics of the 34 members of the study population show the following: In terms of gender, female respondents predominates,

with women representing approximately three-quarters of the total number of respondents.

With respect to age, most sample members belong to the 40–50 age bracket, reflecting a population dominated by individuals with relatively advanced age and professional experience.

Regarding Educational Qualification, the results show a high level of academic attainment among the members of the Research Population, the high proportion of respondents with a university-level qualification. This indicates that the majority of respondents possess an academic background that can help them understand the study topic and answer the Questionnaire Items more accurately.

As for Job Rank, there is clear diversity among the professional ranks of the Research Population's members, with a notable concentration in the rank of administrator; this diversity reflects differences in the nature of Job Tasks and Job Responsibilities.

With regard to Tenure in the Position, the results indicate that the most represented category is 10–15 years, suggesting that most members of the Research Population possess considerable Professional Experience, since 73.53% of them have a tenure ranging between 10 and 20 years.

These characteristics may therefore constitute an important frame of reference for interpreting the findings related to the study topic, given the potential influence of these variables on the attitudes and views of the members of the Research Population.

5.2. Personal Mastery and the Open System

Table 4: Arithmetic Means and Standard Deviations of the Responses of the Members of the Research Population to the Items of the Personal Mastery Dimension

Items	Arithmetic Mean	Standard Deviation	Response Level	Rank
1. The organisation continuously seeks to develop employees' knowledge and skills in line with the demands of the External Environment.	2.94	0.25	High Degree	1
2. The organisation encourages employees to engage in self-directed learning and develop their professional capabilities.	2.74	0.45	High Degree	5
3. The organisation is keen for employees to acquire new experience through interaction with the External Environment.	2.84	0.37	High Degree	2
4. The organisation makes use of Feedback to improve employee performance.	2.74	0.51	High Degree	7
5. The organisation invests in employee training to enhance its capacity to adapt to changes in the field of work.	2.81	0.40	High Degree	3

6. The organisation provides opportunities for training and Continuous Learning in order to adapt to its surroundings.	2.74	0.45	High Degree	5
7. Employees seek learning opportunities outside the organisation, such as training courses and workshops...	2.77	0.43	High Degree	4
Personal Mastery (overall)	**2.80**	**0.41**	**High Degree**	

Source: Prepared by the researcher based on SPSS outputs.

The results of the table indicate that the Personal Mastery dimension was rated at a high level, with an overall arithmetic mean of 2.80 and a standard deviation of 0.41, and the first statement ranked first, with a high arithmetic mean of 2.94 and a standard deviation of 0.25. The second, fourth, and sixth statements also came in subsequent ranks, with a uniform arithmetic mean of 2.74, with slight differences in standard deviation.Accordingly, it can be said that the results of this dimension reflect a high level of Personal Mastery among employees, demonstrating the organisation's interest in developing their skills, encouraging learning and the acquisition of experience, and investing in training to help them adapt to work requirements and changes in the External Environment.

5.3. Mental Models and the Open System

Table 5: Arithmetic Means and Standard Deviations of the Responses of the Members of the Research Population to the Items of the Mental Models Dimension

Items	Arithmetic Mean	Standard Deviation	Response Level	Rank
1. The organisation encourages employees to revisit traditional assumptions in light of changes in the External Environment.	2.26	0.62	Moderate Degree	5
2. Management makes use of Feedback to develop Work Practices.	2.50	0.66	High Degree	2
3. Employees reorganise their thinking when new information or experience emerges from the External Environment.	2.41	0.78	High Degree	3
4. The work climate encourages Critical Thinking and discussion of ideas when new developments arise.	2.03	0.76	Moderate Degree	6
5. The organisation accepts differing opinions when making decisions.	2.32	0.64	Moderate Degree	4
6. The organisation draws on the successful experiences of other institutions to develop its Work Practices.	2.68	0.59	High Degree	1
Mental Models (overall)	**2.37**	**0.68**	**High Degree**	

Source: Prepared by the researcher based on SPSS outputs

The results showed that the level of availability of Mental Models among members of the research community was high, with an arithmetic mean of 2.37 and a standard deviation of 0.68. The sixth statement ranked first, with an arithmetic mean of 2.68 and a standard deviation of 0.59, indicating a high level, while the fourth statement ranked last, with an average of 2.03 and a standard deviation of 0.76, indicating a moderate level. Overall, these findings indicate that Mental Models represent a positive aspect of the organisation, particularly in terms of learning from the experiences of others and benefiting from Feedback and new information. However, there appears to be a greater need to promote the revision of traditional assumptions, acceptance of different opinions, and encourage Critical Thinking and discussion of ideas to support the organisation's ability to adapt to changes in the External Environment.

5.4. Systems Thinking and the Open System

Table 6: Arithmetic Means and Standard Deviations of the Responses of the Members of the Research Population to the Items of the Systems Thinking Dimension

Items	Arithmetic Mean	Standard Deviation	Response Level	Rank
1. The organisation is an Interconnected System in which all unit interests are integrated and which interacts continuously with the External Environment.	2.35	0.74	High Degree	5
2. Decisions are made according to their impact on the organisation and on relevant external parties.	2.36	0.82	High Degree	4
3. Problems are analysed from a Holistic Perspective that takes internal and external factors into account.	2.47	0.75	High Degree	3
4. The organisation relies on information received from the External Environment to improve its processes.	2.00	0.78	Moderate Degree	6
5. Coordination takes place among the various units to achieve objectives.	2.62	0.65	High Degree	1
6. The organisation relies on Feedback to develop its performance.	2.50	0.63	High Degree	2
Systems Thinking (overall)	2.38	0.73	**High Degree**	

Source: Prepared by the researcher based on SPSS outputs

The results of the table indicate that the level of Systems Thinking among members of the research population was high, with an overall arithmetic mean of 2.38 and a standard deviation 0.73.

The fifth statement ranked first with an arithmetic mean of 2.62 and a standard deviation of 0.65, indicating a high level, while the fourth statement ranked last with a mean of 2.00 and a standard deviation of 0.78, indicating a moderate level. Therefore, it is clear that the organisation has a relatively high level of Systems Thinking, particularly with regard to coordination between units, benefiting from Feedback, and adopting a comprehensive perspective when addressing problems. On the other hand, there is a need to strengthen mechanisms for monitoring information derived from the External Environment and making greater use of it to improve organisational processes and decision-making.

5.5. Shared Vision and the Open System

Table 7: Arithmetic Means and Standard Deviations of the Responses of the Members of the Research Population to the Items of the Shared Vision Dimension

Items	Arithmetic Mean	Standard Deviation	Response Level	Rank
1. The organisation's vision reflects the changes and opportunities present in the External Environment.	2.68	0.59	High Degree	1
2. Employees' objectives are aligned with the Shared Vision that reflects the organisation's orientation towards its environment.	2.65	0.60	High Degree	2
3. The Shared Vision helps employees understand their role in achieving excellence and adapting to the External Environment.	2.50	0.71	High Degree	3
4. Employees participate in realising a Shared Vision that responds to environmental changes.	2.36	0.68	High Degree	6
5. The Shared Vision helps guide the organisation's decisions in a way that balances its objectives with the demands of the External Environment.	2.41	0.78	High Degree	5
6. The organisation's strategic plans are linked to its future vision.	2.47	0.75	High Degree	4
Shared Vision (overall)	**2.50**	**0.68**	**High Degree**	

Source: Prepared by the researcher based on SPSS outputs

The results of the table indicate that the level of Shared Vision dimension was high, with an overall arithmetic mean of 2.50 and a standard deviation of 0.68. The first statement ranked first with an arithmetic mean of 2.68 and a standard deviation of 0.59, while the fourth statement ranked sixth and last, with an arithmetic mean of 2.36 and a standard deviation of 0.68. Accordingly, the results reflect a positive awareness of the importance of a Shared Vision in guiding the organisation and adapting to environmental changes, with a need to enhance Employee Participation in achieving it in a way that increases its level of activation.

5.6. Team Learning and the Open System

Table 8: Arithmetic Means and Standard Deviations of the Responses of the Members of the Research Population to the Items of the Team Learning Dimension

Items	Arithmetic Mean	Standard Deviation	Response Level	Rank
1. The organisation encourages Knowledge Sharing and the exchange of experience among employees.	2.26	0.75	Moderate Degree	4
2. Collective discussions among employees contribute to devising solutions suited to environmental changes.	2.24	0.74	Moderate Degree	5
3. Employees share the knowledge gained through external training courses with their colleagues.	2.21	0.69	Moderate Degree	6
4. The organisation encourages learning from the successful experiences of other institutions.	2.47	0.75	High Degree	2
5. Work Teams exchange information relating to changes in the External Environment.	2.32	0.81	Moderate Degree	3
6. Team Learning helps strengthen the organisation's capacity to adapt to changes in its External Environment.	2.63	0.65	High Degree	1
Team Learning (overall)	**2.35**	**0.72**	**High Degree**	

Source: prepared by the researcher based on SPSS output.

The table shows that the level of TeamLearning in the organisation was high, with an arithmetic mean of 2.35 and a standard deviation of 0.72. The sixth statement ranked first with an arithmetic mean of 2.63 and a standard deviation of 0.65, indicating a high degree of response, while the third statement ranked sixth and last with an arithmetic mean of 2.21 and a standard deviation of 0.69, indicating a medium degree. Accordingly, the results reveal that the organisation enjoys a high level of group learning Generally, but there is a disparity among its components. Group learning emerges as a mechanism for adapting to changes and benefiting from the

experiences of other institutions, while practices related to exchanging knowledge and experiences, group discussions, and transferring knowledge gained from external training appear to be at a lower level. This calls for strengthening mechanisms for knowledge sharing and collaborative learning within the organisation.

5.7 Dimensions of the Learning Organisation from an Open Systems Perspective

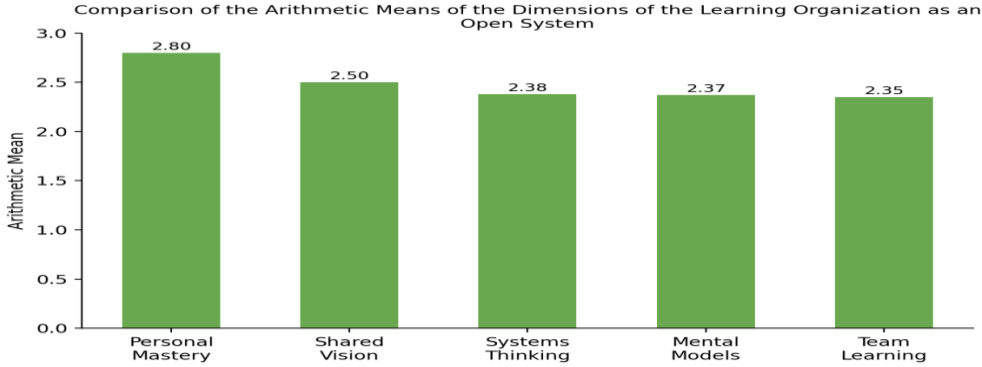
In order to determine the level of availability of the dimensions of the Learning Organisation from a systems perspective among the members of the study population, and to answer the study's research questions, the Arithmetic Means of the dimensions of the Learning Organisation were compared:

Table 9: Arithmetic Means of the Study Dimensions

Dimension	Arithmetic Mean
Personal Mastery	2.80
Shared Vision	2.50
Systems Thinking	2.38
Mental Models	2.37
Team Learning	2.35

Source: Prepared by the Author based on SPSS output.

Figure 1: Arithmetic Means of the Study Dimensions



Source: Prepared by the Author based on SPSS output.

The results show personal mastery ranking first with an arithmetic mean (2.80), followed by shared vision (2.50), followed by systems thinking (2.38) and mental models (2.37), while group learning ranked last (2.35). Overall, the results suggest a relatively greater interest in developing individual abilities, while there is a greater need to promote shared vision, systems thinking, reviewing mental models, and supporting group learning practices and knowledge exchange.

The characteristics of the Research Population indicate a high educational level, considerable Professional Experience, a relatively advanced age structure, and diversity in Job Rank.

These characteristics help explain why Personal Mastery obtained the highest mean, as a dimension closely tied to individuals' abilities, experience, and readiness to learn and develop. By contrast, the lower levels of Team Learning, Systems Thinking, and Mental Models may reflect the fact that individuals' possession of knowledge and experience does not automatically translate into shared Organisational Knowledge or an Integrated Conceptualisation of the organisation.

The results of the present study are consistent with a number of previous studies regarding the importance of Personal Mastery and Shared Vision as two fundamental inputs for building the Learning Organisation; Personal Mastery ranked first, which is consistent with the study by(Al-Anqari, 2017). The result on Team Learning has corroborated and confirmed low levels following the findings of previous research(Laredj H, 2023), which indicated poor continuing learning processes and knowledge-sharing systems. This finding is also consistent with previous research (Jaakkola, et al., 2024), which discussed the immediate challenge of shifting from individual learning into team/organisational learning.

When these low levels for Systems Thinking and Mental Models are considered alongside the challenges of practicing systems thinking under constraints imposed by organisations and their environments(Sierra-Huedo, M. L., Romea, A. C., & Aguareles, M, 2023) and the argue that where hierarchies exist, they do not engender innovation, or, in turn, facilitate an adaptive response to environmental change(Budihardjo, A., & Supriyadi, F, 2025).

Overall, the outcomes show a gap between Individual Learning, which appears stronger, and group learning and systems thinking, which are the lowest ranked, implying that there is room to transform individual knowledge into collective and institutional learning enabling the organisation to interact more effectively with the external environment when viewed a learning perspective as an open system.

7. Conclusion

In light of the findings obtained, it is evident that the dimensions of the Learning Organisation from an Open Systems Perspective among administrative employees at the Faculty of Social and Human Sciences at the University of Khenchela vary in their levels of presence, with Personal Mastery emerging as the strongest dimension, while Team Learning, Mental Models, and Systems Thinking recorded relatively lower levels. This variation reflects a limited degree of Integration among the components of Organisational Learning, particularly with regard to the organisation's capacity to convert individual learning into Team Learning and systemic learning linked to its continuous interaction with its Internal Environment and External Environment.

From an Open Systems Perspective, the effectiveness of the Learning Organisation is determined not only by the development of its members' capabilities, but also by its capacity to apply the knowledge and experience generated through its interaction with the environment, and to reorganise and circulate them within the system in ways that allow for continuous adaptation and renewal.

In light of the findings obtained, the following recommendations can be made:

- Strengthening Team Learning by supporting Collaborative Work and the exchange of experience and knowledge among employees.
- Developing Systems Thinking so as to help employees recognise the interdependence and interaction among the various components of the organisation and its External Environment.
- Revising normative mental models and enabling conversations, diversity of thought, and receptivity to new ideas and practices.
- This drives the shared vision, engaging employees in setting objectives and directions, linking these with day-to-day practices.

Building on Personal Mastery and converting individual learning into Sustainable Team Learning and Organisational Learning, thereby strengthening the organisation's capacity for adaptation and renewal as an Open System.

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