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Strategic alignment dimensions and structured practices of learning organizations: A case study of Wasit university

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Abstract

Learning organizations promote education by capitalizing on their 'strategic alignment'. However, an organizational strategy is a critical problem since it influences organizational efficiency and performance. This study aims to evaluate the strategic alignment dimensions' impact on the organization's learning practices. This research is quantitative, descriptive and explanatory. The confirmatory factor analysis (CFA) method was used to assess the research variables. The case under study is the Wasit University faculty giving access to a sample of 450 participants. A questionnaire was used to collect the data. Collected data were analyzed using SPSS V.25 and Amos.V.23 statistical programs. Research hypotheses were accepted and confirmed the statistical significance ($p < 5\%$) of the influence of the strategic alignment dimensions which include telecommunication, organizational value, governance, partnership and workforce skills on the learning organization practices at Wasit University. The constructs retained in the strategic alignment dimensions of organizational learning indicated the availability of telecommunication, organizational value, governance, partnership and faculty skills. Universities should increase their interest in and investment in the mechanisms of organizational learning to facilitate the process of obtaining knowledge. It is essential to involve instructors and consider their views and capabilities when making strategic decisions.

Keywords: Governance, Learning organization practices, Organizational value, Partnership, Strategic alignment, Telecommunications, Wasit university, Workforce skills.

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1. Introduction

Nowadays, organizations are facing rapid renovations and technological variations. Hence, organizations are interested in implementing strategic growth to sustain their competitive advantage. The human resources department's strategic goal is to promote and retain talented candidates. Talented employees are equipped with an excellent capability to guide and teach others effectively to achieve organizational excellence and creativity [1, 2]. Most of these concepts are strategically aligned, a prominent phenomenon that has emerged. Strategic alignment is a long-term function in the organization's vision to secure its survival and protect the continuity of organizational performance through achieving strategic goals [3]. It is considered a critical trend among contemporary strategic concepts helping organizations to face challenges and alterations in their work [4].

Strategic alignment benefits all sectors and activities; however, its contribution is remarkable for learning organizations. On the one hand, such a function spreads the spirit of cooperation, friendship and team cohesion.

Chtourou Ben Amar and Ben Romdhane [5] and Abanumay and Mezghani [6] claimed that strategic alignment accomplished harmony and transparency in communication with senior administrators. On the other hand, it ensures that the organization works together to achieve a unified goal through effective communication. Therefore, strategic alignment is a source of interest for organizations due to the provision of unique solutions to achieve compatibility and harmony at the organization's internal and external levels [7].

Learning organizations function as knowledge manufacturers. The subject of learning organizations has received increasing attention as it has become a priority in contemporary management. Learning is a primary source of an organization's resilience [8, 9]. It is a modern concept that increases organizational abilities, knowledge generation and acquisition [10, 11]. Therefore, it illustrates the significance of acquiring knowledge-related skills to improve performance leading to cost leadership.

The implementation of strategic alignment promotes and fosters education in learning organizations. The latter is a crucial aspect of the organization's strategy. Modern administration supports their employees by enhancing their skills through development plans [12]. These value-added strategies are the most effective practices for adjusting to rapid discrepancies in the business. Organizations are prioritizing learning and teaching to achieve success, distinction and survival in the competition circle. Subsequently, strategic alignment is an explanatory framework and a source to encourage organizations and motivate their efforts to implement strict regulations and reach creativity [13].

Aligning organizational strategies is considered one of the most critical problems facing leaders as it significantly impacts the efficiency of organizations and their orientation towards future profits [14]. Strategic alignment is one of the most significant challenges for organizations because they cannot compete without it while the growing interest in achieving strategic alignment is recognized, its implementation is often limited. Thus, organizations aimed to secure leadership in the market are constantly searching for excellent management practices to align their organizational strategies with innovative technological information systems [15]. Various studies have attempted to explore practical and theoretical constructs given the importance of strategic alignment in the success of organizations. Diab [16], Reese [17], and Kitsios and Kamariotou [18] described this concept through an extensive review and comparison of the literature. However, researchers have not reached an agreement about unified constructs until today. Hence, the multitude of definitions and the scarcity of conceptual frameworks enlarge the research gap. The exploratory nature of the research will attempt to fill and cross the gap theoretically and empirically [19].

Strategic alignment and its innovative dimensions constitute a critical aspect for learning organizations and the education sector as a field of study. The main objective is to analyze the correlation and influence of each measurement of strategic alignment on the efficiency of organizational learning.

This research illustrates a crystallized theoretical and intellectual framework aligning the two variables (strategic alignment and its dimensions with the learning organization) that should be re-tested and re-validated by future studies [20]. Wasit University applies Cresswell's framework.

1.1. Research Questions

There are three research questions in the current research reflecting the nature and dimensions of its variables as well as the influence among them.

1. What are the applied dimensions of strategic alignment in the faculties of Wasit University? How does this university perceive strategic alignment in its vision?
2. What are the instigated and executed basic practices of the faculties of Wasit University as a learning organization?
3. What is the degree of statistical influence between the strategic alignment dimensions and the practices of a learning organization?

1.2. Research Objectives

The research seeks to achieve four critical objectives.

1. To determine the applied dimensions of strategic alignment in the faculties of Wasit University.
2. To discover the requirements and highlight executed basic practices in the faculties of Wasit University as a learning organization.
3. To measure the extent of the influence of strategic alignment dimensions and the practices of a learning organization.
4. To discover and verify a novel conceptual framework promoting the influence of strategic alignment and learning organization practices.

1.3. Research Significance

The importance of the research emerges from several aspects. First, this research clarifies the theoretical stance of strategic alignment and learning organizations as studied variables. The aforementioned are among the most significant variables due to their contribution to modern managerial theories. This study polishes the cognitive facets of the literature. Second, its practical importance is manifested by its applied framework on the applied reality of organizations. Strategic alignment constitutes one of the necessities for the success of organizations. Empirical interpretations and inferred recommendations include practical guidelines for learning organizations to promote success, excellence and the achievement of efficient organizational goals. The latter establishes functional pillars to accomplish the university's aspirational vision, mission, and strategies.

2. Literature Review

Strategic alignment in learning organizations is one of the most widely circulated concepts. This concept embraces two fundamental perspectives: linguistic and idiomatic. First, linguistically, strategic alignment is derived from the verb (pave) [21]. Alignment is the process of combining and organizing individuals or people. Linguistically, alignment is defined as the state of cooperation and agreement. Both the Webster and Oxford dictionaries refer to alignment as being arranged in a straight line [22]. Alignment refers to different jargon according to theoretical and practical studies.

The concept of alignment corresponds with vocabulary such as integration, interdependence, integration, harmony and cohesion [23, 24].

Second, idiomatically, strategic alignment can be defined as the implementation of information technology in an auspicious, appropriate and adequate manner. At the same time, Tafti, et al. [25] and Écuyer, et al. [26] described strategic alignment as the continuous, consistent and conscious process that management undertakes to link all parts of the organization to improve performance. In other words, it implies that implementation methods should be adequate (aligned) with the organization's strategy, objectives, and operational needs [27].

2.1. Strategic Alignment

1. The efficient alignment of strategies is critical to organizational success and prosperity [28-30]. Linking the vision to the organization ensures compatibility by associating the organization's strategy with the guidelines and policies of information technology. Garo and Guimarães [31] and Gonyora, et al. [32] stressed the importance of alignment between organizational design and information technology. Strategic alignment is an effective method to measure the effectiveness of organizations. According to Ayoup, et al. [1], Jorfi, et al. [2], and Sha, et al. [3], strategic alignment has the following implications and significance: It allows organizations to develop plans and strategies in search of change and empowers individuals to plan, schedule and implement activities.
2. It helps to deal with current and future obstacles by relying on strategic analysis and planning based on strategic thinking.
3. It allocates and invests the organization's resources optimally, identifies the relative gaps, recognizes internal capabilities and acknowledges the expected changes according to competitors.
4. It helps organizations seize environmental opportunities and underline the expected value of achieving established goals.
5. It secures strategic compatibility with internal capabilities, elements of strength and weakness and external factors represented in opportunities and threats.
6. It assists in managing the organization's funds to ensure compatibility between profitability and liquidity.

2.2. Dimensions of Strategic Alignment

Kindermann, et al. [33] have determined the advanced dimensions of strategic alignment. These dimensions are: communication, value, governance, partnership, infrastructure and skills. These dimensions fit with the nature of a learning organization. Moreover, researchers have adopted and studied these dimensions [34-39]. These studies are significant and considered reliable since most are meta-analysis research. The results of these studies validated the dimensions of strategic alignment.

The validity and accuracy of these dimensions were asserted by the previously mentioned studies which covered more than (16) different industries, five regions of the world and (18) different countries over a period of (13) years. Hence, the generalization of results is a motivator to adopt these dimensions. Figure 1 illustrates selected dimensions of strategic alignment.

2.2.1. Telecommunications

Communication involves effectively exchanging ideas, knowledge and information between the organization and its environment. It assesses the common understanding of organizations' goals, strategies and plans [41] and awareness of mutual capabilities. Adnan and Jambari [42]. Jöhnk, et al. [43] described effective communication between departments as vital for establishing relationships between employees and senior managers. Effectively aligned communication facilitates employees' tasks through information technologies. Slim, et al. [44] and Müller and Braun [45] asserted that communication is aligned with exchanged ideas. The latter facilitates a successful planning process. There is often insufficient awareness of Information Technology (IT), knowledge sharing is a crucial success factor in this method [46].

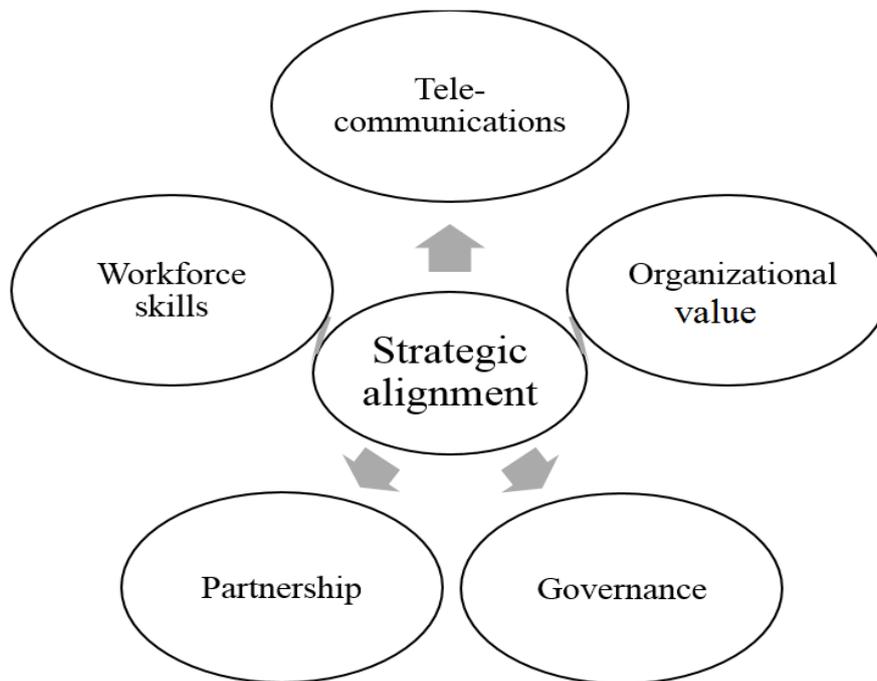


Figure 1.
Dimensions of strategic alignment.
Source: Dairo, et al. [29]; Kim, et al.[30]; Gonyora, et al. [32]; Kindermann, et al. [33] and Isal, et al. [40].

2.2.2. Organizational Value

Organizational "value" capitalizes on technological advantages. Values can be referred to as standardized products or through financial indicators. Senior management analyzes these assessments to improve IT processes [47] and business relationships. The organization's competitive alignment with the business process is determined by the value generated by the IT department and other subdivisions and business units [48].

The characteristics of the value measures are evaluation, formal review, service level agreement, balanced indicators and benchmarks, comparison and continuous improvement. Nassani and Aldakhil [49]. Winkler and Wulf [50] demonstrated a set of benchmark values to measure performance. However, organizations are neglecting these metrics and are focusing on the return on investment. Values are excluded from goal analysis in these organizations.

2.2.3. Governance

"Governance" means to direct or control a group of individuals. It refers to the practical manifestations of the establishment's adaptation to its peripheral environment. On the other hand, governance denotes theories of social system coordination. The critical aspect of this procedure is the government's role. Governance is defined as the organization's ability to deliver services or goods and additional requirements to meet demand effectively and transparently [51]. Governance is an imperative dimension of strategic alignment. A developed organization is characterized by its effective strategic alignment guided by the governance of hierarchical structures [52].

2.2.4. Partnership

A partnership is a process that establishes boundaries for information exchange and requires cooperation and trust based on sharing common business goals and defining common production strategies. It is a strategy that allows partners to make mutual decisions, achieve outstanding profitability, and minimize risks [51]. A partnership is one of the main challenges for developing managerial capacities; it is an adaptation strategy to unsettle and uncertain environmental changes. A partnership provokes cooperation between organizations, especially those with scarce resources. It is a contingent strategy to reduce or eliminate organizational risks [53].

2.2.5. Workforce Skills

Skills associated competencies and personal characteristics progress and enhance mental and intellectual procedures to deal with work problems in the organizational business environment [54]. Skills are defined as providing individual abilities to employees so that they can do a job effectively. Accordingly, skills require qualifications for adequate performance. Skills exemplify adaptability enabling managers to leverage tasks to be performed distinctly [55].

2.3. Learning Organization

In learning organizations, individuals are distinguished based on their abilities to achieve results. They are encouraged to achieve collective goals. Employees analyze and solve problems making the organization capable of constantly experimenting, changing and improving the process. Alerasoul, et al. [56] and Vince [57] indicated that the learning organization notion is dynamic and continuous. Those establishments are organizations that teach and encourage learning

among their members. It promotes information exchange among workers and creates a more efficient workforce. A learning organization is managed according to its vision as well as in its daily operations and evaluation [58].

The learning organization's motto is educating everyone. It is a system supported by learning strategies developed proactively to face competition and secure its position in the future. Jørgensen, et al. [59] explained that an educational organization could enable employees to learn continuously whether in the team or the organization. A learning organization facilitates and contributes to the process of learning at all levels.

This learning is supported by a clear strategic vision and a flexible organizational structure based on the latest technology.

Shell Oil Company is a pioneer in the oil field and a learning organization. According to Peter Senge who cited the work of Jackson [60] and Hansen, et al. [61], learning organizations are those where individuals constantly develop their capabilities to generate the desired outcomes. In learning organizations, people are encouraged towards continuous learning where new and expanded thinking patterns are fostered and collective ambition is unleashed. Kareem [62] and Hansen, et al. [61] indicated that learning organizations are grounded on the constant provision of lifelong learning opportunities. The latter is used to achieve goals. Learning organizations link individual performance with organizational performance encouraging research, participation, and creativity.

Nevertheless, other researchers such as Dochy and Laurijssen [63] and Senge and von Ameln [64] believe that organizations carry out their activities as part of their ongoing cognitive processes resulting from an obligation to change management due to economic and technological instability. According to Reese and Sidani [65], a successful organization constantly changing. Adaptation increases the organizational ability to grow, learn and achieve its goals. Adapting to change is a continuous process of generating new knowledge in the first place and continually refining and integrating that knowledge in response to the changes in the second place [66, 67]. Learning is the process of acquiring knowledge or skills through study, training or experience.

2.3.1. Learning Organization Dimensions

Most learning organization concepts emphasize the importance of acquiring, developing and transferring knowledge, facilitating individual and group learning. Ideas are manifested through organizational behavior and practices. Jørgensen, et al. [59], Jackson [60], and Hansen, et al. [61] emphasized that dimensions forming this concept are: lifelong learning, inquiry and dialogue, group learning, establishing systems to exchange learning, empowerment, organization environment and strategic leadership. Sholihah, et al. [68] have confirmed the correlation between those dimensions and the practices of learning organizations. Authors such as and not limited to Odeh, et al. [69], Bratianu, et al. [70], Al-Surmi, et al. [71], and Thorpe [72] confirmed the same. Dimensions are listed in detail in Table 1.

Table 1.
Learning organization dimensions.

Continuous learning	Lifelong learning consists of all learning activities throughout life. It aims to improve knowledge, skills, and abilities collectively and individually Khunsoonthornkit and Panjakajornsak [58]. Alsharif, et al. [54] described it as a functional design to provide continuous education, learning, and growth opportunities. Lifelong learning is a planned model of activities not limited by time boundaries and aiming to apply and transfer knowledge for career development.
Collaboration and team learning	Learning in teams and the collaboration between members furnish benefits to organizations and enhance their strategies' effectiveness. Collaboration empowers teams to generate knowledge and interact with the environment to facilitate adaptation. Team learning leads to improve performance within the team which translates into organizational performance. Thorpe [72] believes that group learning is the sum of individual activities on which each individual relies so that they are shared, discussed, integrated and organized [73].
Creative learning systems	Systems are developed to participate in the learning process, sustain these systems, improve them and integrate them into work. People working in the organization can access these systems using different technologies [74]. This dimension is related to the organizational structure. It is the creation of systems that seek learning, two-way communication opportunities and the widespread dissemination of information. It uses knowledge management tools and aspirations to create knowledge. Network information is systematically collected to bridge the gaps between current and expected results [75].
Empowerment	Empowerment is to motivate employees to overcome challenges by leveraging their feelings of power and control. It associates employees with organizational goals [76]. The empowerment effect is the initiation and continuation of behavior by empowered individuals in action to achieve goals [61, 62].

2.4. Research Hypotheses

This research highlights the statistical relationship between the strategic alignment (independent variable) and the dependent variable (learning organization). The research model is an illustration of the type of plan the researchers aim to test in [Figure 2](#). The following factors were considered when developing the study hypotheses:

H 1: Strategic alignment and its dimensions significantly affect the organization's learning and practices.

Five (5) sub-hypotheses emerge from the main hypothesis:

H1.1: Telecommunication has a significant effect (statistical influence) on the organization's learning practices.

H1.2: Organizational value alignment has a significant effect (statistical influence) on the organization's learning practices.

H1.3: Governance has a significant effect (statistical influence) on the organization's learning practices.

H1.4: Partnership has a significant effect (statistical influence) on the organization's learning practices.

H1.5: Workforce skills have a significant effect (statistical influence) on the organization's learning practices.

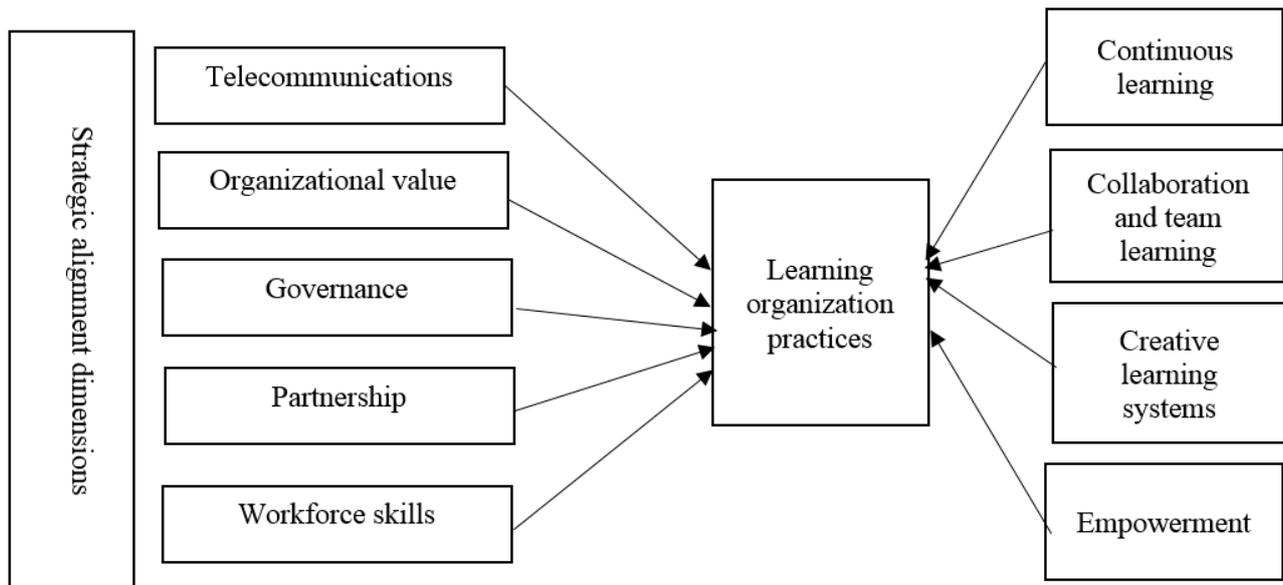


Figure 2.

Conceptual framework.

Source: Hansen, et al. [61]; Kareem [62]; Dochy and Laurijssen [63] and Senge and von Ameln [64].

3. Research Methodology

The University of Wasit is a cultural, intellectual and scientific center in the Wasit Governorate. It is an essential source for spreading the light of knowledge, science, and culture in parts of the AI-Wasit Governorate. It is considered a scientific organization and intellectuals and knowledge seekers have always dreamed of joining these learning organizations. Hence, positivism as a philosophy suits the scientific approaches of the study [77] and provides a rational understanding of the influence of strategic alignment in learning organizations.

This research is based on the case study as a research strategy and is descriptive and explanatory. This study emphasizes Wasit University as a case study. The latter explains the presumed causal links between the strategic alignment dimensions and organizational learning as a contemporary phenomenon in organizational behavior.

This study is based on a predefined problem and describes the context for discovering new causalities and results. The instrument chosen for the quantitative research is the "questionnaire." It is the best instrument for the problem. It starts with integrated questions and a range of hypotheses as answers. This cross-sectional survey questionnaire was administered to a sample of 450 participants. The hypothetico-deductive method is suited for this research. It consists of developing hypothesis H1 through hypothetical reasoning and then testing it by comparing the consequences to the results. Hypothetico-deductive logic derives conclusion from hypotheses.

Data were analyzed using the "Statistical Product and Service Solutions" [78], International Business Machines Corporation (IBM) SPSS V.25 [78] and Amos V.23 statistical programs. Tests and fit indices were applied to analyze the collected answers. The validation of the model and its degree of fitness were assessed by the application of confirmatory factor analysis (CFA). The internal validity and reliability were tested and retested for statistical analysis.

CFA is a structural equation modeling (SEM) technique used to verify the validity of the structure of the internal factors of the study measures following an Exploratory Factor Analysis (EFA). The CFA is adopted to provide evidence of the validity of constructed hypotheses. The confirmatory factor analysis determines the measurement construct through a path analysis known as the factorial structures. Descriptive statistics including the standard deviation and the mean for each variable and its dimensions were calculated. Besides, the Chi-Square (X^2), the testing Goodness-of-Fit Index (GFI), Tucker-Lewis Index (TLI), and the Root Mean Square Error of Approximation (RMSEA) fit index form; these are the primary indices of the model goodness of fit. In all cases, the significance level was $p < 0.05$.

Two types of variables (independent and dependent) were incorporated into this research. Table 2 describes and codes sub-dimensions following the statistical analysis process. It also has the number of constructs measuring each dimension.

Table 2.
Variable coding.

Source	Items	Dimension	Variable
Oehlhorn, et al. [34]; Vasconcellos, et al. [35]; Bhattacharya [36]	5	Telecommunications	Strategic alignment
	5	Organizational value	
	5	Governance	
	5	Partnership	
	5	Workforce skills	
Alerasoul, et al. [56]; Vince [57]; Majhi, et al. [79]; Sardana, et al. [80]	7	Continuous learning	Learning organization
	6	Collaboration and team learning	
	6	Creative learning systems	
	6	Empowerment	

4. Research Findings and Interpretations

The description and diagnosis of the strategic alignment dimensions are included for the dimensions and the overall variable respectively. A descriptive analysis focusing on the mean and the standard deviation of answers is shown in Table 3.

Table 3.
Descriptive statistic (Strategic alignment variable dimensions).

Main dimension	Ordinal sig.	Std. dev.	Mean
Telecommunications	Fifth	0.933	3.81
Organizational value	Fourth	0.881	3.94
Governance	Third	0.845	4.06
Partnership	Second	0.871	4.07
Workforce skills	First	0.768	4.11
Strategic alignment	-	0.855	4.01

The description and diagnosis of the learning organization variable and its dimensions are shown in Table 4.

Table 4.
Descriptive statistic (Learning organization practices).

Main dimension	Std. dev.	Mean
Continuous learning	0.769	4.10
Collaboration and team learning	0.826	4.17
Creative learning systems	0.891	3.96
Empowerment	1.078	3.31
Learning organization practices	0.918	3.90

4.1. Coefficient Test of the Validity and Reliability

Coefficient tests represent the degree to which individual differences can be measured in harmony and homogeneity when answering a specific scale. The scale is valid when estimated. The study adopted Cronbach's alpha to verify the measurement tool's reliability. Its value is reliable whenever it exceeds the ratio of 0.60 [78]. Table 5 shows the importance of the Cronbach alpha and the Kaiser-Meyer-Olkin (KMO) coefficients. The range of results varies between 0.94 and 0.70 [81].

Table 5.
Validity and reliability measurement tool (SPSS.V.25).

KMO Coefficient	Cronbach's alpha coefficient	Dimensions
0.85	0.92	Strategic alignment (Independent variables)
0.72	0.70	Telecommunications
	0.70	Organizational value
	0.72	Governance
	0.75	Partnership
	0.70	Workforce skills
0.81	0.94	Learning organization (Dependent variable)
0.80	0.80	Continuous learning
	0.88	Collaboration and team learning
	0.80	Creative learning systems
	0.93	Empowerment

4.2. Confirmative Constructive Validity Test

Reese and Sidani [65], Bui [66], and Sheng, et al. [67] elaborated that the confirmative factor analysis describes how elements are represented and related to a specific construct. The CFA tools confirm the fitness of the global model. It ensures that the measured models represent the essential dimension of the studied field. There are two criteria for verifying the structural model resulting from the outputs of the CFA analysis. They are known as modification indices and normality assessment tests. Moreover, the CFA relies on incremental and absolute indices to reach standard estimates (SE) and critical ratio (CR) coefficients. The assumed model by structural modeling follows the indicator in Table 6.

Table 6. Structural modeling equation indicators.

Indicator	Matching quality ratio
The ratio between x2 values and df degrees of freedom	Less than 5
The goodness of fit index (G.F.I.)	Greater than 0.90
Tucker-Lewis index (TLI)	Greater than 0.90
Comparative fit index (CFI)	Greater than 0.90
Approximate root mean square error	Between 0.08-0.05

Source: Singh and Sharma [82].

A confirmatory validity test for the variables is completed after exploring the path analysis constructive, affirmative validity of strategic alignment and the learning organization scales.

4.3. Confirmative Factor Analysis

The strategic alignment variable was measured based on five (5) sub-dimensions. Figure 3 highlights the standard estimates with a saturation of less than the specified standard (0.40). The removal of these items telecommunications factor 5 (CU5), partnership factor 2 (PR2) and work force skills factor 4 (SK4) is illustrated.

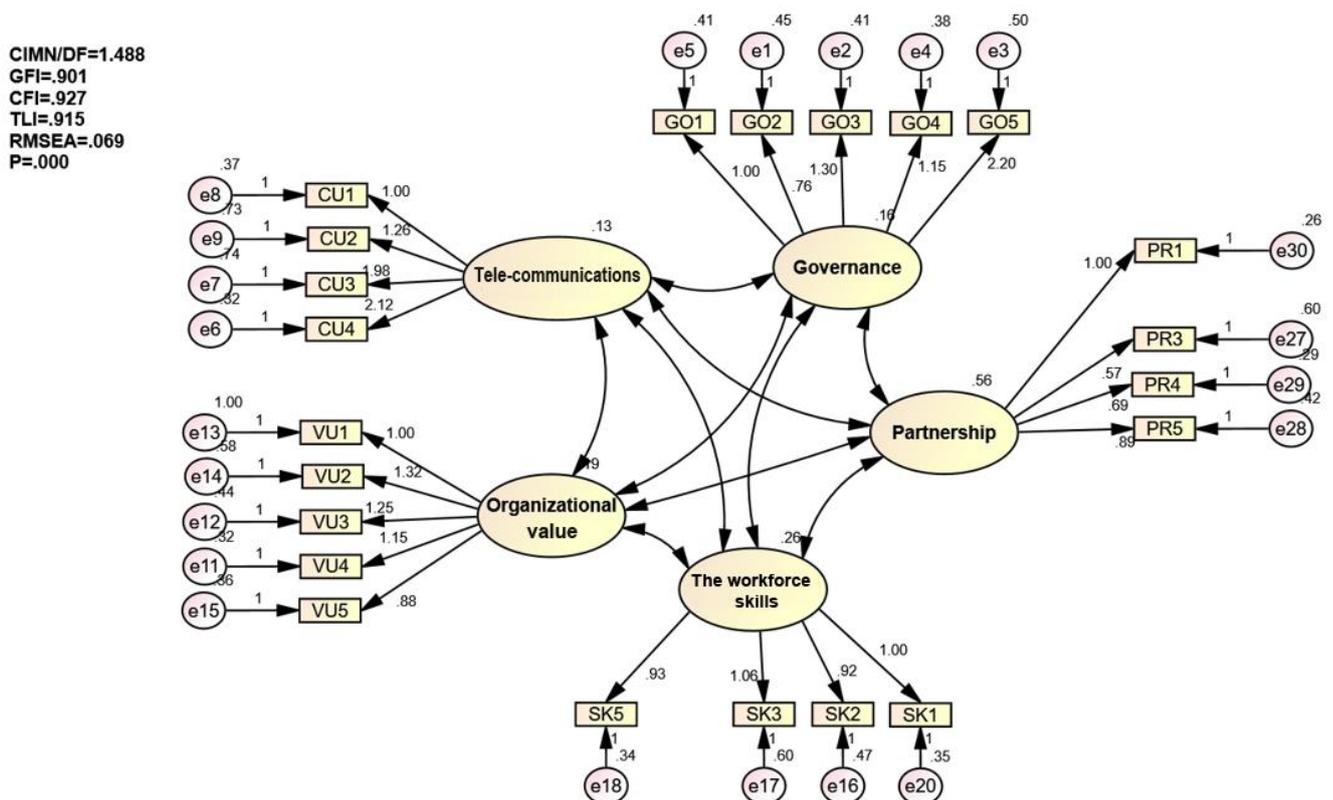


Figure 3. The strategic alignment dimensions and scale (Path analysis).

Statements with saturation less than the specified criterion have to be deleted and the modification indicators should be checked to see if they are higher than the accepted thresholds. An alternative is to add new paths to link the standard errors of the unmeasured variables or to link between the latent and the standard errors of the unmeasured variables. Paths are the covariance relationships between the errors. Hence, a re-analysis is mandatory.

Figure 4 shows that the (22) statements are measures assessing the strategic alignment construct (multidimensional variable). The saturation levels of those statements exceeded the criterion specified for their acceptance, summing to (40%). Indices exceeded the fitness indicators' statistically acceptable standards (thresholds). Table 7 shows a summary of

the model estimates which are significant at (P<.001), the critical ratio was more effective than (1.96), and it fulfills the necessary condition. Accordingly, these results indicate that the tested data fit the model.

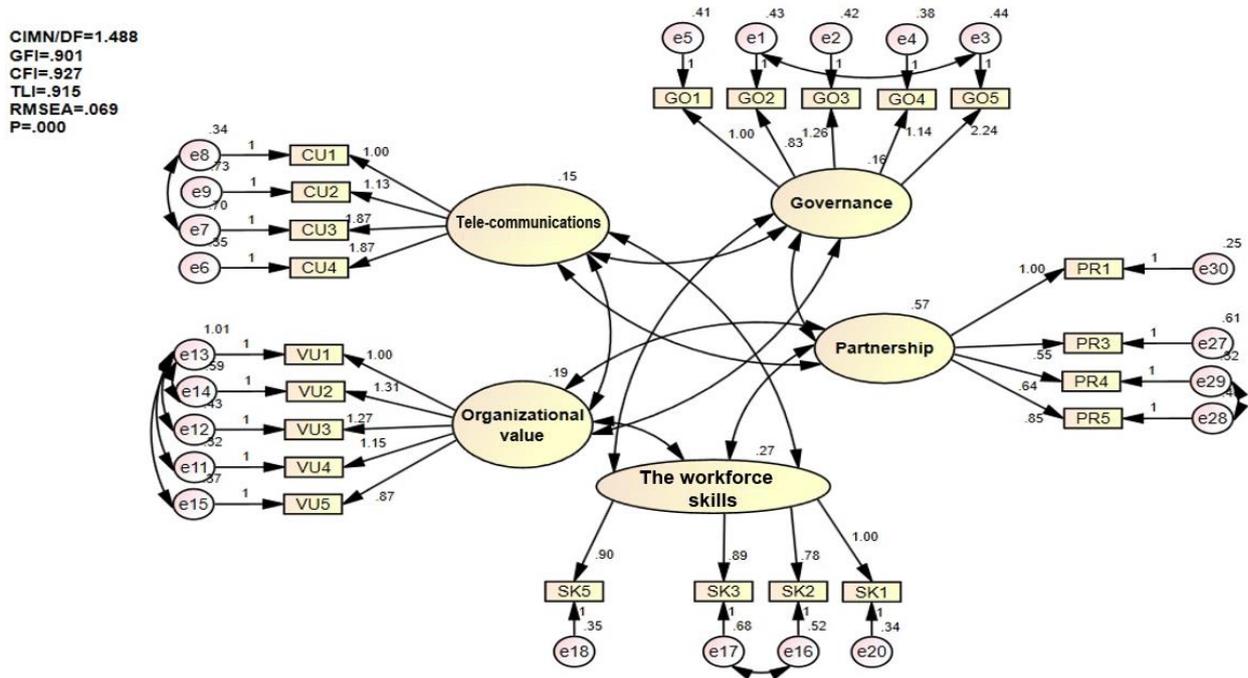


Figure 4. The path analysis of the strategic alignment scale (after modification).

Table 7. Strategic alignment dimensions (Estimates and critical ratio).

Items	Path	Dimension	S.R.W	Estimate	S.E.	C.R.	P
CU1	<---	Telecommunications	0.604	1.000			
CU2	<---	Telecommunications	0.468	1.062	0.262	4.052	***
CU3	<---	Telecommunications	0.653	1.709	0.379	4.512	***
CU4	<---	Telecommunications	0.747	1.654	0.287	5.754	***
VU1	<---	Organizational value	0.398	1.000			
VU2	<---	Organizational value	0.595	1.311	0.343	3.818	***
VU3	<---	Organizational value	0.648	1.278	0.348	3.668	***
VU4	<---	Organizational value	0.666	1.159	0.316	3.668	***
VU5	<---	Organizational value	0.530	0.872	0.238	3.665	***
GO1	<---	Governance	0.540	1.000			
GO2	<---	Governance	0.453	0.819	0.219	3.738	***
GO3	<---	Governance	0.612	1.235	0.263	4.698	***
GO4	<---	Governance	0.594	1.114	0.242	4.610	***
GO5	<---	Governance	0.801	2.198	0.403	5.451	***
PR1	<---	Partnership	0.829	1.000			
PR3	<---	Partnership	0.476	0.560	0.116	4.824	***
PR4	<---	Partnership	0.646	0.642	0.093	6.882	***
PR5	<---	Partnership	0.690	0.856	0.114	7.480	***
SK1	<---	Workforce skills	0.686	1.000			
SK2	<---	Workforce skills	0.501	0.773	0.165	4.694	***
SK3	<---	Workforce skills	0.511	0.898	0.187	4.792	***
SK5	<---	Workforce skills	0.579	0.810	0.150	5.393	***

Note: Telecommunications factor (CU), Organizational value factors (VU), Governance factors (GO), Partnership factor 2 (PR), and Work Force Skills factor (SK)
 *** Statistical significance at a standard error of 1% or less.

4.4. Hypothesis Testing

The simple correlation method (Pearson) is adopted to test the primary hypothesis related to the correlations between the study variables (strategic alignment, the learning organization). Table 8 shows the simple correlation coefficients

(Pearson’s) between the variables and the level of significance (Sig.) that indicates the significance correlation coefficient test.

Table 8 verifies the significant and positive influence of the strategic alignment variable on the level of the learning organization. The standard regression coefficient has reached (0.835). Consequently, strategic alignment positively affects learning organizations' practices by (83.5%).

In other words, changing one (1) unit deviation from the strategic alignment will lead to a direct change in learning organizations' practices by (83.5%). The critical ratio (CR) is also significant. 15,318 represents attained coupled with a (P-value = 0.01). This value denotes that strategic alignment explains the variations arising in the learning organization.

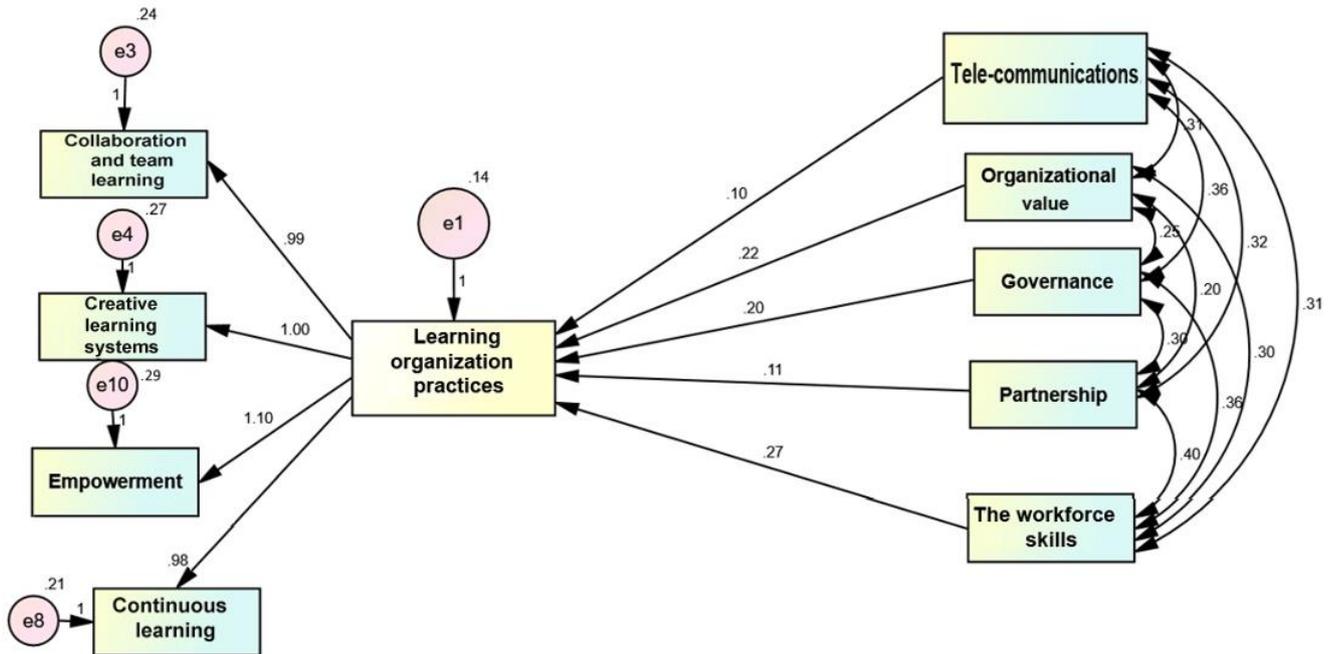


Figure 5. Global model verification (Structural equation modeling - SEM method).

Table 8. Strategic Alignment and the learning organization practices (Critical ratio).

Variable	Path	Variables	SRW	Estimate	SE	CR	P
Learning organization practices	<---	Strategic alignment	0.835	0.914	0.060	15.318	***

Note: *** Statistical significance at a standard error of 1% or less.

Based on the above data, it is possible to accept the first hypothesis.

H1: Strategic alignment and its dimensions significantly affect the organization’s learning and practices.

Table 9. Influence of each strategic alignment dimension on learning organization practices.

Influence direction	SRW	Estimate	SE	CR	P
Organization learning <--- Telecommunications	0.700	0.061	0.066	5.935	***
Organization learning <--- Organizational value	0.237	0.212	0.059	3.575	***
Organization learning <--- Governance	0.250	0.196	0.052	3.735	***
Organization learning <--- Partnership	0.239	0.033	0.065	2.509	***
Organization learning <--- The workforce skills	0.226	0.188	0.068	2.772	***

Note: *** Statistical significance at a standard error of 1% or less.

4.5. Telecommunication and Organizational Learning Practices

Figure 5 supports the fact that communication influences positively learning organizations. The critical ratio value (CR) attained (5.935) is significant with a (P-value = 0.05, 0.01) as shown in Table 9. In the same table, the coefficient (R²) for the tested model was (0.70) which means that the strategic alignment dimensions can explain (70%) of the variations that occur in the learning organization in the faculties of Wasit University. Therefore, the first sub-hypothesis H1.1 is accepted.

H1.1: Telecommunication has a significant effect (statistical influence) on the organization’s learning practices.

4.6. Organizational Value and Organizations Learning Practices

Figure 5 proves the value's positive and statistically significant effect on the organization's learning. The standard coefficient attained (0.237). This value is considered an expression of the learning impact. The critical ratio (CR) shown in

Table 9 accounted for (3.575) is significant (P-value = 0.01) in the same Table. Hence, the second sub-hypothesis H1.2 is accepted.

H1.2: Organizational value alignment has a significant effect (statistical influence) on the organization's learning practices.

4.7. The Governance

The third sub-hypothesis H1.3 is accepted. Table 9 supports governance's positive and significant effect on organizational learning. The critical ratio (CR) value amounted to (3.735). The latter is statistically significant at (P-value = 0.01).

H1.3: Governance has a significant effect (statistical influence) on the organization's learning practices.

4.8. The Partnership

The fourth sub-hypothesis H1.4 is proved. The above data show that there is no significant effect on the partnership and the organization's learning. The standard coefficient has reached (0.239). The critical ratio (CR) shown in Table 9 amounting to (2.509) is significant (P-value = 0.00) shown in the same Table.

H1.4: The partnership has a significant effect (statistical influence) on the organization's learning practices.

4.9. The Workforce Skills

The skills' positive and significant effect on the organization's learning is proven. The standard impact coefficient has reached a moderate index of (0.226). The critical ratio (CR) amounted to (2.772) and is considered a statistically significant value (P-value = 0.01). The sub-hypothesis H1.5 is accepted.

H1.5: Workforce skills have a significant effect (statistical influence) on the organization's learning practices.

5. Conclusion and Recommendations

The influence of the strategic alignment dimensions on organizational learning indicates the availability of telecommunication, organizational value, governance, partnership, and workforce skills in the colleges of Wasit University. Various practices enhance the learning process as a result of strategic alignment. These practices fulfill educational needs and prove a learning system for developing individual and collective skills. It enhances the creativity and competencies of outsiders by allowing them to benefit from the university's creative capabilities through an effective communication system. The results address the university's problems.

Instructors have a high capacity and have the authority to decide tasks differently to meet work requirements. It means that instructors are not limited to practicing specific tasks. They can provide creative ideas and implement them to perform educational tasks. Instructors contribute with their creativity when performing functional tasks. The fundamental capabilities contribute to explain and enhance the level of the learning organization. Hence, the university works effectively to stabilize and direct its organizational and human capabilities and provide sufficient space for the instructors to manage discussions and interactions. Universities are consolidating the foundations of strategic alignment to achieve organizational learning.

Universities should increase their interest in and investment in the mechanisms of organizational learning to facilitate the process of obtaining knowledge. They should consolidate and disseminate learning by encouraging instructors to generate ideas characterized by creativity by holding seminars and conferences for innovative ideas and rewarding the creators.

It is essential to engage instructors and consider their views and capabilities when making strategic decisions. Moreover, increasing the administrative leaders' skills in practicing the organizational learning process is obligatory. They should be trained on how to process considerable amounts of information. Discussion between academic staff and senior management regarding daily problems is beneficial. Brainstorming sessions allow for the preparation of methodological methods to present the tacit knowledge possessed by the team and reward them for it.

Time limitations restricted this research. The objectives were achieved despite the time limitation of conducting the research in only four months. Furthermore, this study focused on Wasit University as a case study due to access restrictions. This university was the only learning organization that believed in empirical surveys. Management was collaborative and helped in filling out the questionnaire. Future researchers should try their best to enlarge the sample by adding other learning organizations to ensure the generalization of results. Finally, studying the influence of organizational practice is beneficial. It is necessary to examine the practices of learning organizations as a multi-dimensional construct to extend the perspective to future research.

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