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Research Article

The Effect Of The Interaction Between The Requirements And Processes Of Knowledge Management On The Shift Towards The Learning Organization Field Study In A Set Of Economic Institutions In The Wilaya Of Msila

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ABSTRACT

This study sheds light on the reality of adopting and applying the knowledge management in the study institutions. Besides, it tackles the adoption of the concept of the learning organization as a necessary challenge for the institutions with their different competitive positions and economic activities, according to Peter SENGE perspective. To study the practical and theoretical aspects, we used the descriptive method that summarizes, describes, and analyzes the various phenomena. Besides, we used Smart PLS 3.

Findings of the field study in a set of economic companies in Msila show that the interest and application of the knowledge management as a mechanism to treat the various knows required for achieving the organizational purposes are acceptable. In addition, the awareness about the learning organization is totally low. In addition, there is no interaction between the processes and requirements of knowledge management. Therefore, the study recommends making clear institutional plans and programs that determine how to promote the roles of the knowledge management and the organizational learning in the study institutions to strengthen the continuous orientation towards the achievement of the concept of the learning organization.

Keywords: knowledge management processes; knowledge management requirements; learning organization.

1. Introduction:

The administrative scholars and practitioners are convinced that achieving the competitiveness requires smart mechanisms and techniques that have a continuous learning nature and contribute to managing the knows required for the decisions of the economic organizations. In this regard, the main goal of the economic organizations is achieving the competitiveness, which needs contemporary innovative methods that target the development and change using the knowledge as a strategic resource. This resource is generated, stored, shared, applied, evaluated, and then reused by the organizations in a repetitive and efficient way. The adoption of the continuous learning and the knowledge management process achieves the underlined goals and the real and field concept of the learning organization.

Based on what was said, we believe that the concept of the learning organization is not an option refused by the organizations; rather, it is a fatality to guarantee the persistence and survival in a complex, dynamic, and vague environment. In this context, the suitable knowledge is not enough for the environmental confrontation because we need producing strategic knows that help the competitiveness. Therefore, we need interaction between the requirements and processes of managing the organizational knowledge according to the underlined objectives. Moreover, the processes must be monitored and evaluated to generate feedback that identifies the gaps and the strengths to make the necessary changes in the future.

Based on the variables of the study model, we set the following hypotheses:

- There is a statistically significant positive effect at significance level 0.05 for the interaction between the requirements and processes of the knowledge management on the shift towards the learning organization in the study institutions.
- There is a statistically significant positive effect for the requirements of the knowledge management at significance level 0.05 on the shift towards the learning organization in the study institutions.
- There is a statistically significant positive effect for the processes of the knowledge management at significance level 0.05 on the shift towards the learning organization in the study institutions.

2. The study model:

It includes 03 variables, 02 are independent ones, namely:

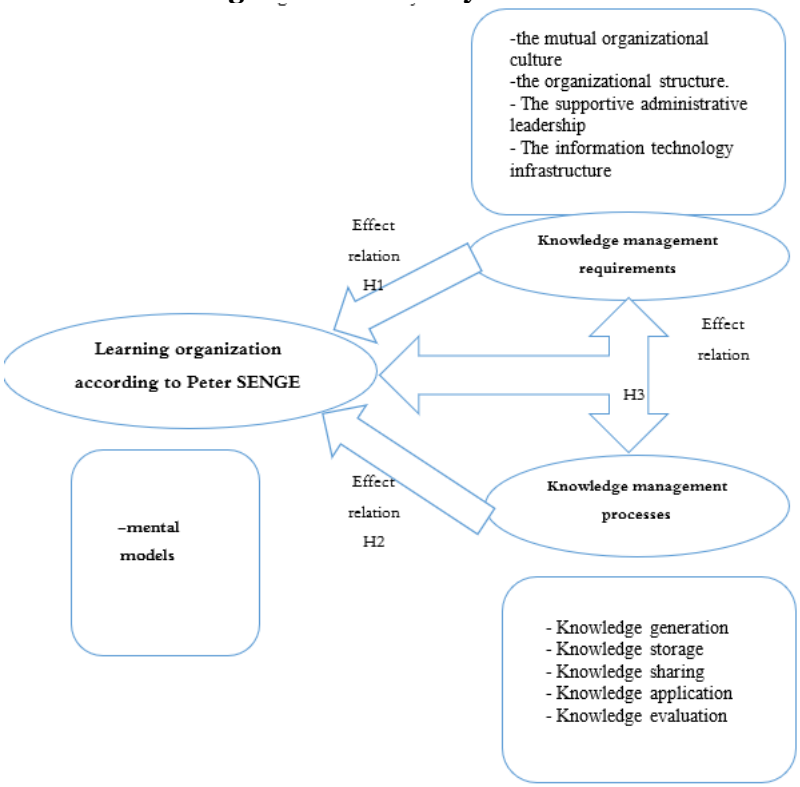
- the requirements of the knowledge management (the supportive mutual organizational culture, the supportive organizational structure, the supportive administrative leadership, the information technology, and the system);
- the process of knowledge management (the generation, storage, sharing, application, and evaluation of the knowledge).

And the 3rd is dependent:

- the learning organization according to Peter Senge model. Its bases include (the mental models, the personal mastery, the shared vision, the systems thinking, and the team learning).

The model is represented by this figure:

Figure 01 : the study model



Source: by the authors

3. Materials and methodology:

3.1 Methodology:

We shall show the steps of the method of the study and how to test the samples. In this regard, we used the analytical descriptive method that leads to the direct knowledge and description of the elements of the phenomenon in order to better understand and set the future policies and procedures. Besides, it provides data and facts about a given problem. This method studies and analyses the position and importance of knowledge management with its processes and requirements as an administrative practice and concept in the study institutions. In addition, it tackles the nature and importance of the learning organization. We conducted a bibliography research on the literature on the topic to develop a background, and a survey on the informants using a questionnaire. Then, the results were uploaded and analyzed by Smart PLS 3 and SPSS 26.

3.2 Materials:

Based on the nature of the data, method, time devoted, and material potentials, we used the questionnaire, interviews, and observation to collect data and confirm the findings.

- **The observation**: it is used by the researcher to unveil the details of the phenomena and the relations between them. It is a method for data collection that allows watching and monitoring a given phenomenon, and collecting data about its environment.
- **The interview**: we made interviews with the executives and owners of the companies to get exact data that support those of the questionnaire that was administered to the employees. The questions of the interview were different from those of the questionnaire to know more about the external and internal environments of the companies.
- **The questionnaire**: we designed it for all the employees of the 17 study companies in Msila. It was administered to 813 employees from different levels to know their views regarding the effect of the interaction between the requirements and processes of the knowledge management on the shift towards the learning organization.

We used SPSS 26 and Smart PLS 3. Besides, we used other tools, as follows:

- Reliability test using Cronbach's Alpha to check the correlation of the study domains and questionnaire.
- T Student test (T-test).
- Fisher test (F-test).
- The simple linear correlation coefficient.
- The simple linear regression coefficient.
- Structural equation modelling SEM.
- The standard deviations and arithmetic means.

4. Results and discussion:

4.1 The econometric evaluation of the model:

First, we tested the reliability and validity of the model. Then, we deleted 09 items, namely (Q14 .Q18 .A5 .A11 . A15 .A20 .Z5 .Z14 .Z18). Consequently, the composite reliability and AVE increase above the suggested value (Hair et al., 2014) because the outer loadings of the items are between (0, 0.4, and 0.7).

Table 01: the results of the outer loadings

Loadings	Indicators	Loadings	Indicators	Loadings	Indicators
0.878	Z4	0.849	Q25	0.861	Q1
deleted	Z5	0.889	A1	0.917	Q2
0.888	Z6	0.915	A2	0.905	Q3
0.890	Z7	0.886	A3	0.901	Q4
0.907	Z8	0.890	A4	0.834	Q5
0.858	Z9	deleted	A5	0.860	Q6
0.843	Z10	0.778	A6	0.888	Q7
0.869	Z11	0.875	A7	0.904	Q8
0.887	Z12	0.867	A8	0.882	Q9
0.885	Z13	0.871	A9	0.834	Q10
deleted	Z14	0.808	A10	0866	Q11
0.836	Z15	deleted	A11	0.888	Q12
0.837	Z16	0.883	A12	0.893	Q13
0.860	Z17	0.905	A13	deleted	Q14
deleted	Z18	0.883	A14	0.817	Q15
0.888	Z19	deleted	A15	0.847	Q16

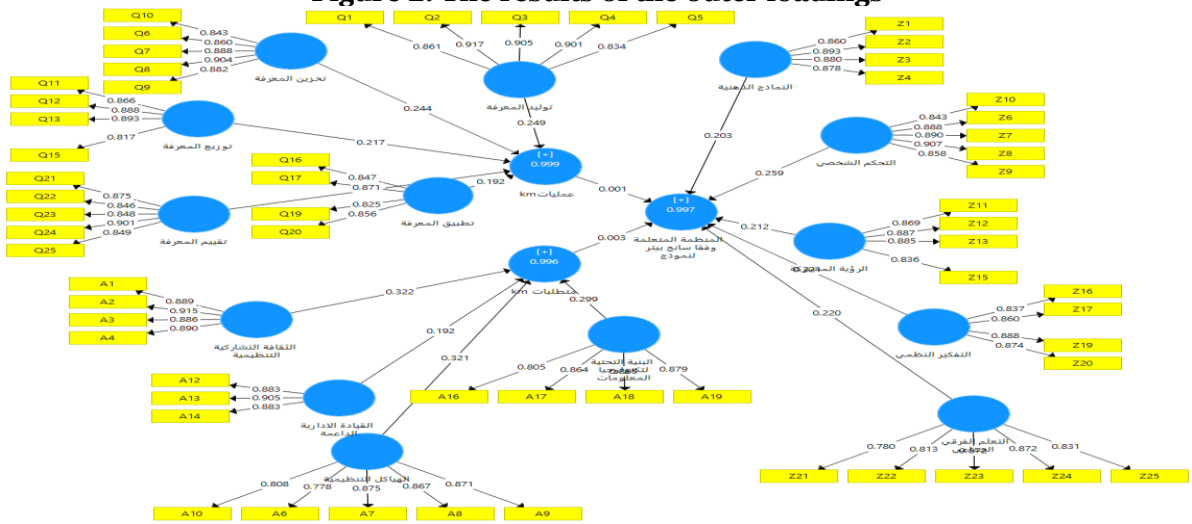
0.874	**Z20**	**0.805**	**A16**	**0.871**	**Q17**
0.780	**Z21**	**0.864**	**A17**	**deleted**	**Q18**
0.813	**Z22**	**0.885**	**A18**	**0.825**	**Q19**
0.872	**Z23**	**0.879**	**A19**	**0.856**	**Q20**
0.872	**Z24**	**deleted**	**A20**	**0.875**	**Q21**
0.831	**Z25**	**0.860**	**Z1**	**0.846**	**Q22**
		0.893	**Z2**	**0.848**	**Q23**
		0.880	**Z3**	**0.901**	**Q24**

Source: by the authors based on the outputs of Smart PLS 3

4.2 The squared loading:

The AVE is 0>-5.

Figure 2: The results of the outer loadings



Source: by the authors based on the outputs of Smart PLS 3

Figure 02 shows 03 variables (knowledge management requirements, knowledge management processes, and the learning organization according to Peter Senge model). Each one is related to a set of manifests that express the items of the questionnaire in a reflective schema; which means that each variable is measured from the set of its measured variables.

4.3 The indices of the model quality:

The model quality is evaluated using these indices:

- Evaluating the measurement model:

Reaching more usable and appropriate models means that they are so valid and reliable that the future studies can use them. Here, the importance of the composite and discriminate validities manifests. Therefore, our study uses them to test the validity of the used measures.

- The reliability of the internal consistency:

- **The convergent validity.**
- **The composite reliability.**

To test the convergent reliability in the reflexive model, the authors prefer the composite reliability in the researches that use PLS. Its accepted value is less than 0.70 (Hair, et al., 2017).

Table 02: the indices of the convergent validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Learning environment according to Peter Senge model	**0,966**	**0,969**	**0,969**	**0,556**
The team learning	**0,890**	**0,891**	**0,920**	**0,696**
The personal mastery	**0,925**	**0,927**	**0,944**	**0,770**
The mental models	**0,901**	**0,902**	**0,931**	**0,771**
The shared vision	**0,892**	**0,893**	**0,925**	**0,756**
The systems thinking	**0,888**	**0,890**	**0,922**	**0,748**
Knowledge management requirements	**0,953**	**0,955**	**0,958**	**0,558**
The supportive administrative leadership	**0,869**	**0,870**	**0,920**	**0,793**
The information technology infrastructure	**0,881**	**0,882**	**0,918**	**0,738**
The mutual organizational leadership	**0,917**	**0,918**	**0,942**	**0,801**
The organizational structures	**0,896**	**0,898**	**0,923**	**0,707**
Knowledge management processes	**0,967**	**0,968**	**0,970**	**0,572**
Knowledge storage	**0,924**	**0,925**	**0,943**	**0,767**
Knowledge application	**0,872**	**0,873**	**0,912**	**0,723**
Knowledge evaluation	**0,915**	**0,916**	**0,937**	**0,747**
Knowledge distribution	**0,889**	**0,890**	**0,923**	**0,751**
Knowledge generation	**0,930**	**0,931**	**0,947**	**0,782**

Source: by the authors based on the outputs of Smart PLS 3

Table 02 shows that the composite reliability of the construct is higher than the required value (0.70) (Hair et al., 2011). In addition, AVE is more than 0.50, as the mutual organizational culture reached 0.801 and the learning organizations reached 0.556. Thus, all the axes achieved acceptable averages. According to the results of (Hair et al, 2011), all the composite reliability coefficients are accepted and significant if they exceed 0.70. In our case, they are between 0.970 (for the knowledge management processes) and 0.912 (for the knowledge application). Besides, all the coefficients of Cronbach's Alpha and of rho-A are statistically significant and accepted because they exceed 0.70. This confirms the existence of an internal consistency between the variables. Moreover, the factor loadings were more than 0.70. Consequently, we can say there is a convergent reliability that proves the quality of the measurement model.

4.4 The discriminate validity:

It aims at knowing the dispersion of the questions logically. We must make sure the questions are neither repeated nor interfered.

- Cross loadings: it checks whether the question belongs to the (latent) variable.

- AVE root: it aims at knowing the interference of the latent variables, and at showing that each variable is not the reformulation of another.

- Fornell-Larcker: the square root of AVE of each construct must be more than the latent variables correlations LVS. The strength of the correlation between the variables is confirmed if the correlation of the variable with itself is more than with the other variables in the same column and line. This confirms that the variable is independent and is totally different from the other variables. In our case, all the discriminate validity coefficients are statistically accepted and significant.

4.5 Evaluation of the structural model:

The model's Good of Fit GoF is evaluated using a set of criteria, namely the coefficient of determination R^2 and the coefficient of the predictive relation Q^2.

- R^2: adding predictions to the regression model increases R^2 even if the independent variables have a simple relation with the internal variable. To avoid this bias, we use adjusted R^2 that is calculated using Smart PLS as follows:

$$adjustedR^2 = R2 - \frac{k(1-R^2)}{n-k-1} = 1 - \frac{(1-R^2)(n-1)}{n-k-1}$$

Table 03: R^2 coefficient

Variables	R Square	Adjusted R Square
Knowledge management processes	0,999	0,999
Knowledge management requirements	0,996	0,996
The learning organization according to Peter Senge model	0,997	0,997

Source: by the authors based on the outputs of Smart PLS 3

The strength of the model can be low if its values are less than 0.33, average if the values are between 0.33 and 0.66, and strong if they exceed 0.66. Table 03 shows that the value of R^2 is 0.99 for the variables of the processes and of the requirements of knowledge management, and of the learning organization. Therefore, we confirm the GoF of the suggested model and the strength of the results.

- Q^2: It allows measuring the ability to predict. If it is more than 0, the model has a predictive link, while if it is less than 0, it lacks the predictive importance according to (Stone, 1974) and (Geisser, 1975). The predictive measurement relies on:

- The effect size f^2: it measures the strength of each predictive variable in explaining the internal variables. The values that reach 0.02, 0.15, and 0.35 for the significant independent variables have low, moderate, and high effects, respectively.

- GoF: it is defined as follows: $Gof = \sqrt{\overline{AVE} \times \overline{R^2}}$. It measures the reliability of the model. If the value is less than 0.1, the model is not reliable. If it is between 0.1 and 0.25, the reliability is low. If it is between 0.25 and 0.36, it is average. Finally, if it is more than that, the reliability is high (Mohamed Beddaoui, et al., p. 245).

Table 04: Q^2

	SSO	SSE	Q2 (=1-SSE /SSO)
Knowledge management processes	,19512 000	8442 ,841	0 ,567
The team learning	,4065 000	4065 ,000	
Knowledge management requirements	,14634 000	6560 ,000	0 ,552
The supportive administrative leadership	,2439 000	2439 ,000	
The information technology infrastructure	3252 ,000	3252 ,000	
The mutual organizational leadership	3252 ,000	3252 ,000	
The organizational structures	4065 ,000	4065 ,000	
The mental models	3252 ,000	3252 ,000	
The personal mastery	4065 ,000	4065 ,000	
Learning environment according to Peter Senge model	20325 ,000	9142 ,285	0 ,550
The shared vision	3252 ,000	3252 ,000	
Knowledge storage	4065 ,000	4065 ,000	
Knowledge application	3252,000	3252 ,000	
Knowledge evaluation	4065 ,000	4065 ,000	
Knowledge distribution	3252 ,000	3252 ,000	
Knowledge generation	4065 ,000	4065 ,000	
The systems thinking	3252 ,000	3252 ,000	

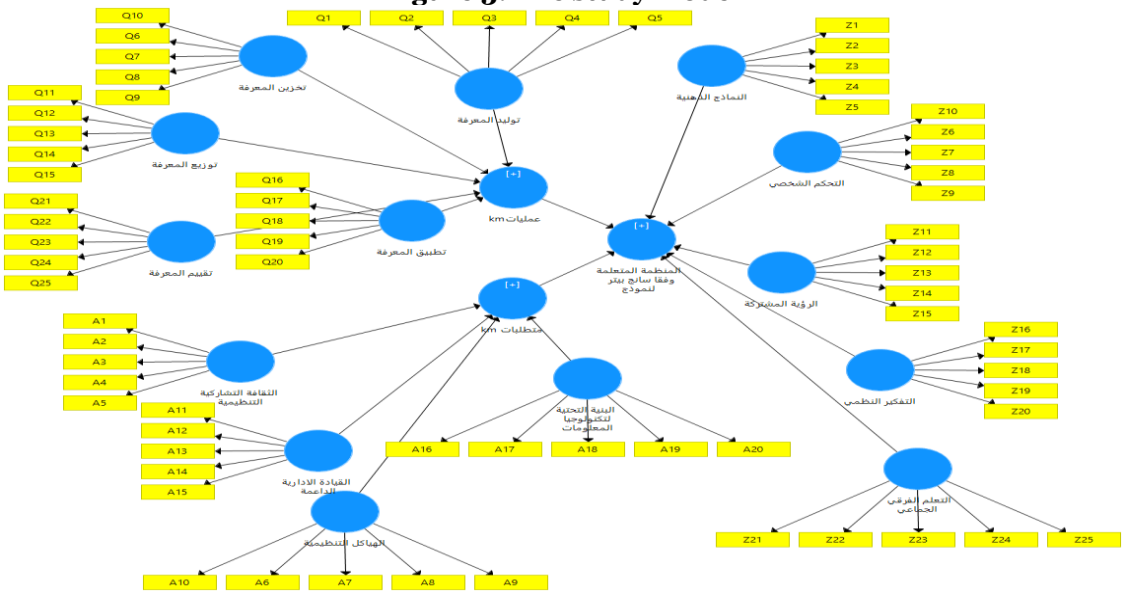
Source: by the authors based on the outputs of Smart PLS 3

Table 04 shows that the values of Q^2 are more than 0, as the knowledge management processes reached 0.56 and the knowledge management requirements and the learning organization reached 0.55. Therefore, the results are accepted according to (Stone, 1974) and (Geisser, 1975).

4.6 The structural model:

The general model of our study has 03 variables, namely the knowledge management processes, the knowledge management requirements, and the learning organization. Each has its dimensions and set of questions. Figure 03 shows the causal relation between the variables of the model:

Figure 3: The study model



Source: by the authors based on the outputs of Smart PLS 3

To test the hypotheses, we used Bootsrapping and path coefficients, and extracted the results from Smart PLS.

4.6.1 Hypothesis 01:

It there is a statistically significant positive effect at significance level 0.05 for the interaction between the requirements and processes of the knowledge management on the shift towards the learning organization in the study institutions.

Table 05: path coefficients:

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
The knowledge management requirements <- the learning organization according to Peter Senge model	0,003	0,005	0,004	0,747	**0,455**

Source: by the authors based on the outputs of Smart PLS 3

Table 05 shows that the variable of the knowledge management requirements is statistically insignificant towards the learning organization because the probabilistic value is more than the significance level 5%, as it reached 0.455. Moreover, the statistical value of T is positive and less than 1.96, as it reached 0.747. Hence, there is no statistically significant positive effect at significance level 0.05 for the interaction between the requirements and processes of the knowledge management on the shift towards the learning organization in the study institutions. We can interpret this with the absence of the supportive mutual culture because the study companies are private and subject to the rule of the owner and the principle of the private interest that requires following his commands. Therefore, a gap between the owners and the employees emerges and the loyalty of the employees decrease. In this regard, they just commit to their professional duties. As for the organizational structures, they vary from one company to another according to the type of activity, size of investment, and interest of the companies in organizing the tasks of the employees to end chaos. However, this does not mean that the final decision is not by the owner based on his thoughts, inclinations, outlook, and appreciation. Besides, the administrative leadership in these companies supports the private interests and shows different degrees of interest in the rights and advantages of the employees in exceptional cases (religious and days days). Its first role is orienting the companies, estimating the costs, and making decisions.

The infrastructure of the information technology in the study companies is relatively old because it does not exceed the traditional devices such as the computers and the various storage techniques that store and retrieve information. As for the productive process, the machines are imported from European states and installed by the foreign after sale engineers. Furthermore, these services provide the manual of the use. These machines are

part of repetitive routine processes for a known product that does not need new techniques or machines that give new specifications.

4.6.2 Hypothesis 02:

It states that there is a statistically significant positive effect for the requirements of the knowledge management at significance level 0.05 on the shift towards the learning organization in the study institutions.

Table 06: Path coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
The knowledge management processes <- the learning organization according to Peter Senge model	0,001	0,002	0,004	0,263	**0,793**

Source: by the authors based on the outputs of Smart PLS 3

Table 06 shows that the hypothesis is not confirmed because the probabilistic value is 0.793, which is more than 5%. Besides, the statistical value of T is 0.263 and is less than 1.96 (insignificant). Therefore, there is no statistically significant positive effect for the requirements of the knowledge management at significance level 0.05 on the shift towards the learning organization in the study institutions. We can interpret this because of the absence of a positive effect for the knowledge generation because the daily processes are repetitive administrative routine procedures that do not need any intellectual or creative effort. Furthermore, the nature of the companies activities are productive and typical with known features for the employees and customers. Hence, they are meant for consumption and direct use and need no innovation. In this regard, the experience can be gained by observation and repetition. In addition, the knowledge storage and application is routine because the productive processes are repetitive and the work techniques are stored in the minds because of the repetition. As for sharing the knowledge, it takes place through the direct oral communications between the employees during the productive or administrative processes, and through the orientations of the workshop heads during the control and evaluation processes through observations or meetings.

4.6.3 Hypothesis 03:

It states that there is a statistically significant positive effect for the processes of the knowledge management at significance level 0.05 on the shift towards the learning organization in the study institutions.

Table 07: Path coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Knowledge management processes <- knowledge generation					
Knowledge management processes <- knowledge storage	0,249	0,249	0,006	39,368	**0,000**
Knowledge management processes <- knowledge sharing	0,244	0,244	0,006	42,132	**0,000**
Knowledge management processes <- knowledge application	0,217	0,217	0,006	38,306	**0,000**
Knowledge management processes <- knowledge evaluation	0,192	0,192	0,005	40,525	**0,000**
Knowledge management processes	0,241	0,241	0,006	39,705	**0,000**
Knowledge management requirements -< the supportive administrative leadership	0,192	0,192	0,006	31,266	**0,000**
Knowledge management requirements -< the information technology infrastructure	0,299	0,297	0,010	28,680	**0,000**
Knowledge management requirements -< the mutual organizational culture	0,322	0,325	0,011	29,049	**0,000**
Knowledge management requirements -< the organizational structures	0,321	0,320	0,007	44,173	**0,000**
The learning organization according to Peter Senge model					
The learning organization <- the team learning	0,220	0,218	0,007	33,526	**0,000**

The learning organization <- the mental models	0,203	0,204	0,007	28,073	**0,000**
The learning organization <- the personal mastery	0,259	0,256	0,008	30,526	**0,000**
The learning organization <- the shared vision	0,212	0,216	0,011	18,806	**0,000**
The learning organization <- the systems thinking	0,221	0,219	0,013	16,833	**0,000**
The interaction between the processes and requirements of the knowledge management					
the learning organization <- the knowledge management processes	0,001	0,002	0,004	0,263	**0,793**
the learning organization <-the knowledge management requirements	0,003	0,005	0,004	0,747	**0,455**

Source: by the authors based on the outputs of Smart PLS 3

The table shows that the knowledge management processes is statistically significant (knowledge storage, application, evaluation, sharing, and generation) because the probabilistic value of P and the statistical value of T are acceptable. The variable of the knowledge management requirements is statistically significant (the administrative leadership, the information technology infrastructure, the organizational culture, and the organizational structures) because the probabilistic value of P and the statistical value of T are acceptable. Besides, the variable of the learning organization is statistically significant (the team learning, the mental models, the personal mastery, the shared vision, and the systems thinking), as the probabilistic value of P is less than 5% and the statistical value of T is less than 1.96.

Based on this, we can say that the interaction (correlation) between the knowledge management requirements and the knowledge management processes has no statistically significant effect towards the learning organization, as confirmed by F^2. In this regard, the determinants of this index confirm that if f^2 is more than 0.35, the effect is big, if it is between 0.15 and 0.35 or between 0.20 and 0.35, the effect is average, and if it is less than 0.02, the effect is low. As for our case, the table shows that the effect of the knowledge management processes and knowledge management requirements on the learning organization is less than 0.02, as the values are 0.000 and 0.001, respectively. Hence, the effect is low. As a result, we disconfirm the hypothesis that states that there is a statistically significant positive effect for the processes of the knowledge management at significance level 0.05 on the shift towards the learning organization in the study institutions.

We can interpret this saying that the mental models in their interaction with the outcomes of the interaction between the knowledge management processes and requirements are not confirmed. Besides, the existence of "agree" and "strongly agree" answers does not necessarily represent the truth in the study companies, as they may be mere aspirations by the individuals for what they want in their workplaces. As for the interaction between the personal mastery and the outcome of the interaction of the processes and requirements of the knowledge management, we must say that the personal mastery takes place at the level of the individual and the team in the light of commitment to the work conditions. Therefore, any efforts shall increase the value of the worker, but shall not promote or improve him, except in some cases where he shall be thanked without material reward that encourages more creativity and efforts.

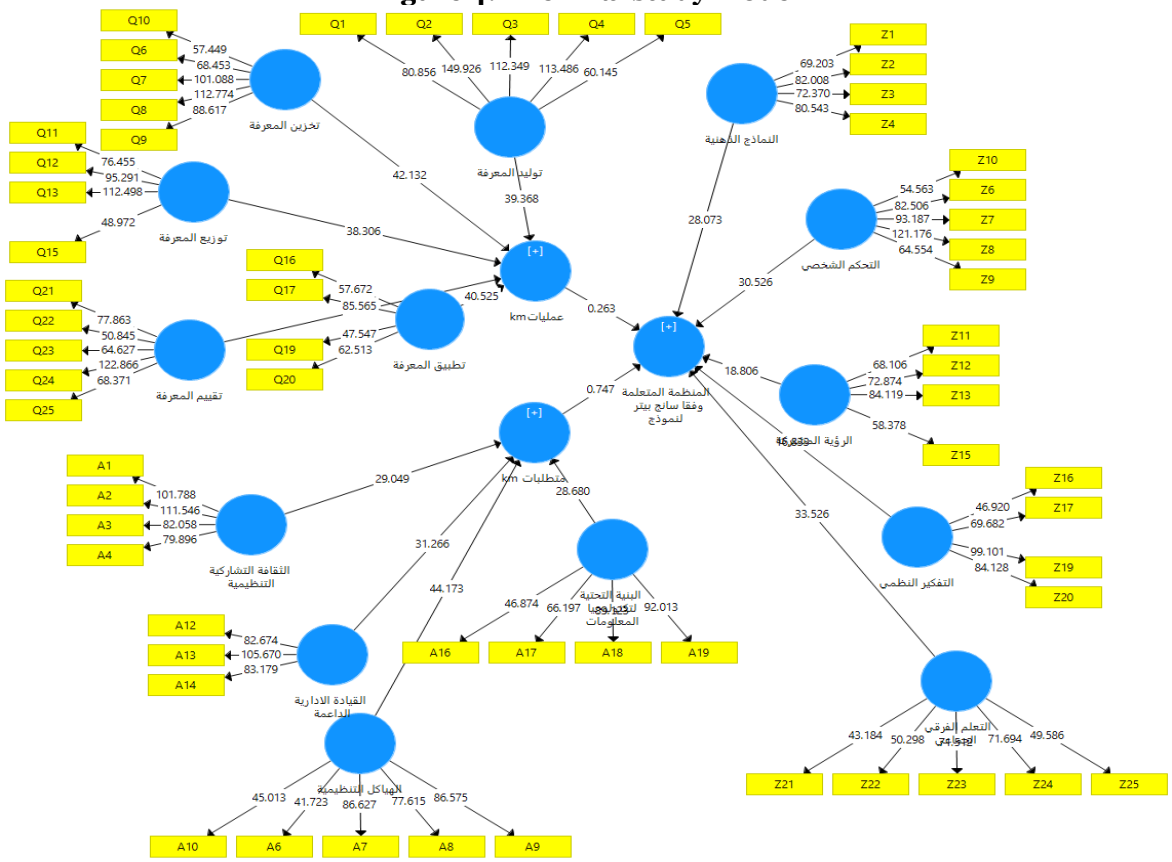
Regarding the shared vision in the study companies, the vision of the leader remains in the process of the interaction with the outcomes of the mutual interaction between the processes and requirements of the knowledge management. The shared vision refers to the notion that is collectively perceived by the workers and their leaders towards the future of the companies. It reflects the efforts, creativity, and individual and collective initiatives in a creative environment. However, the study companies are subject to the vision of the leader, the budget, the limited aspirations, and the potentials.

As for the systems thinking, the interaction with the components of the system cannot be managed in the study companies because it is absent in them. Besides, it is an implicit concept in the mentality of the leader through managing the whole company, or the interaction between the organization parts and his decisions. This applies to the companies whose parts include the departments or units. The systems thinking requires secondary leaders who make decisions based on coordination to have a consensual decision. In addition, the concept of the team learning in the study companies is highly achieved because most of the tasks take place in group or in shifts in determined times, where each party exercises its planned tasks.

Generally, we can interpret the disconfirmation of the relation in the interaction between the processes and requirements and their effect on strengthening the orientation towards the learning organizations saying that the companies aim at making the maximum profits with the minimum costs. This means that their orientations depend on the quantity, not the quality. The field visits and the obtained data show that most of the employees in the study companies are technical in the 1st place, followed by the command workers, and then by the high cadres. This translates that the nature of the activities in these companies does not need knowledge management as much as it needs operational technical efforts and command processes such as transportation, maintenance, and operation of the machinery.

On the other hand, the adoption of learning and knowledge management to strengthen the orientation towards the learning environment requires coping with the knowledge and its persistent adoption. Therefore, these companies do not need learning because the administrative tasks are repetitive and typical in a similar administrative frame. Moreover, the achievement of the concept of the learning organization in the interaction between the processes and requirements of the knowledge management is theoretically achieved and is relatively achieved at another geographical level and other circumstances and potentials. However, it is not achieved in the study companies due to the nature of the activities and the consumption culture that requires the availability of the affordable used product. Nevertheless, the learning efforts are required by the bosses and their relatives, as they fear the job drop out and the transfer of knowledge to other competitive companies.
Despite the achievement of the processes and requirements of the knowledge management in the study companies, based on the statistical significance, they are not promoted in a way that achieves the study objective. Therefore, the companies must review this point if they want to improve, develop, or change. We tried to test the hypotheses of the study model after we presented the results of the statistical analysis that allowed us to exclude the unmeasurable items. The results were generally good. Then, we moved to Smart PLS for the factor analysis and to SEM to see how the processes and requirements of the knowledge management interact in the shift towards the learning organization. The tested model showed its strength in measuring, its consistency, and its predictive force. As for the study hypotheses, we confirmed them and found out that the dimensions of the knowledge management requirements and processes have no effect on the achievement of the learning organization in the study companies. The figure shows the final shape:

Figure 4: The final study model



Source: by the authors based on the outputs of Smart PLS 3

5. Conclusion and suggestions:

The various environmental challenges pushed the contemporary economic organizations to situations that need continuous behaviors that go with the nature of each strategic challenge. This study shed light on the main behaviors and mechanisms that determine the method of confrontation and adaptation, mainly when linking this study to the organizational learning and the knowledge management as two introductions to study and analyze the exact interaction relations and the correlation between the economic organizations and the repercussions of the orientation towards the incarnation of the concept of the learning environment. The study tackled the knowledge management through the processes, which are successive and complementary phases to treat the information. They are retained in an easy way. As for the requirements, they make the frame that supports the survival of the knowledge management and the good performance. In addition, knowledge management provides various factors that complement its tasks. We focused on the active role of the

organizational learning as an introduction and precondition to achieve the theoretical and practical learning organization because it is the source of knowledge and the link between the organization and the external environmental requirements.

The deep focus on the concept of the organizational learning, its role, and its relation with the knowledge management as mechanisms to strengthen the orientation towards the learning organization led us to studying the learning organization in a sequenced scientific methodology that found out correlation, cointegration, and reliability that valorize the role of knowledge as a common factor and raw material; thus, it is a tool for influence. The organizational learning is a source for the required knowledge that is systemically treated in the knowledge management that allows, later, producing the suitable knowledge to the various goals. In addition, it leads to a competitive situation that may have two aspects, the 1st incarnates the concept of the learning organization while the second achieves the competitiveness with the intangible material. Hence, knowledge is a basis for the organizational learning, learning organization, competitiveness, and survival. Based on the statistical findings and the field observations, we can give many recommendations that help the study companies, and the Algerian companies in general, grow and achieve their organizational goals.

5.1 Recommendations on the knowledge management processes and requirements:

- It is necessary to provide the lessons inspired from the experience of the organization, individuals, and the previous groups (successful and failing) through the knowledge systems, and to encourage the use of review after action to learn from the experiences and develop the processes.
- It is necessary to encourage the individuals to share knowledge and set supporting systems, such as linking them to the job performance evaluation and obliging each individual to train and get a certificate.
- It is necessary to set online training systems for the employees.
- It is necessary to develop a system for suggestions in the company managed by ad hoc committees.
- It is necessary to foster the culture of the multiple sources to get knowledge on the organizational work.
- It is necessary to promote and devote special departments for the knowledge management in the organizations.
- It is necessary to raise the leaders' awareness about the concept of the learning organization through special training workshops to foster the beliefs and affect the behavior of the workers.
- It is necessary to build and set the concept of the learning organization as a strategic goal to measure the leaders' performance.
- It is necessary for the leaders and executives to meet the executives of other companies in the same field to share experience.
- It is necessary to cope with the fast changes in the modern information and administration systems.

5.1 Recommendations on the learning organization:

- It is necessary to reduce the financial and administrative prerogatives to lower levels to shift towards decentralization.
- It is necessary to consider the recommendations of the work teams, discuss their thoughts, and provide justification when refusing them.
- It is necessary to set a training schedule for each employee and issue some training programs to develop the skills and potentials of the employees to learn.
- It is necessary to collaborate with the university to support and encourage the researches (materially and morally).

5.3 The future horizons:

Based on the findings and the importance of the learning organization as an important administrative trend in the contemporary world, we suggest making future studies, such as:

- A comparative study on the availability of the dimensions of the learning organization in the economic organizations.
- The status-quo of incarnating the learning organizations in the economic organizations.
- The role of knowledge management in achieving the aims of the learning organization.
- The status-quo of the organizational learning in developing the economic organizations.

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