



The role of organizational learning as a mediator between entrepreneurial orientation on organizational performance in Jordanian Universities, The period of digitization:

Audeh Alleimoun, University Malaysia Terengganu.

Al-Hussein Bin Talal University, odah.a.lemon@ahu.edu.jo

*Mohamad Rosni Othman, Mohamad saiful izwaan, University Malaysia
Terengganu. Malaysia.*

Faculty of maritime studies, Malaysia.

*Malaysian Maritime Logistic and Transport Centre, University Malaysia
Terengganu.*

Corresponding Authors: rosni@umt.edu.my,

Odah.a.lemon@ahu.edu.jo

Abstract.

Organizations need to strengthen their adaptability and capacity to operate in constantly changing marketplaces in today's fiercely competitive business environment. Organizations must use efficient tactics and procedures to rebuild the markets they serve and spot new opportunities, in addition to adjusting to changes in those markets. In the current uncertain business environment, organizational performance can be improved by taking into account concepts like entrepreneurial orientation and organizational learning. In order to better understand how organizational learning influences the performance of Jordan's public universities, this study will look at both the direct and indirect effects of entrepreneurially oriented aspects (innovation, proactivity, and risk taking).



In order to gather data, an online survey was sent to 305 professors at four public universities in southern Jordan (Mut'ah University, Tafila Technical University, Al-Hussein Bin Talal University, Al-Balqa' Applied University, and the University of Jordan-Aqaba), but only 275 valid responses were retrieved and examined. To carry out the statistical analysis and verify the study's hypotheses, both (SPSS.20) were used. According to the academics at the public institutions in southern Jordan, the results showed that innovation, proactiveness, and risk-taking have a favorable influence on organizational learning and have a significant beneficial impact on organizational performance. Additionally, the impact of initiative, risk-taking, and innovation on organizational success is slightly modified by organizational learning. The theoretical and managerial ramifications of the study, as well as its limitations, possible future research topics, and conclusions, are all covered.

features or the markets they service, not just educational institutions. Organizational performance (OP) is one topic that is most studied as a result within management (Hina et al., 2021; In order to achieve specific results, OP refers to "the translation of inputs into outputs" (Singh et al., 2016). It also represents the culmination of all managerial and employee efforts across all administrative divisions within the economic, social, and cultural context in which the company is situated and functions (Al-Rashaida, 2007). It shows an organization's capacity to meet its objectives, particularly long-

Keywords: entrepreneurial orientation, organizational learning, organizational performance, period of digitization:

Background of the Study

Introduction:

The speed of globalization, the intensity of competition in various global business sectors, and the rapid advancement of innovation in recent years have made development essential for any company (Teece, 2022).

Organizational performance is, in fact, a fundamental notion for all businesses, independent of their



has encouraged companies to adopt a variety of contemporary concepts and practices, such as entrepreneurial orientation (EO) and organizational learning (OL) (Allameh and Khalilakbar 2018; Narayanan, Rajithakumar, and Menon 2019). The resource-based view (RBV; for examples, see Barney, 1991, and 1986) of organizations encourages companies to focus on making valuable resources that are hard for competitors to copy (Jayaraman et al., 2018). This gives companies a long-lasting competitive advantage.

Additionally, there has been a recent surge in theoretical, empirical, and practical studies on the notion of entrepreneurial orientation (EO) to look at its potential effects on business success (Adam, 2022). To develop its goods, expand into new areas, and offer clients new services, a business uses EO, which is described as "an organizational process" (Khan, 2020). EO enables firms to benefit from opportunities as they arise in their environment by generating new information (Engelen et al., 2015). In

term one's like profit, survival, expansion, and adaptation, while utilizing its resources effectively and efficiently in a changing environment (Arokodare,2020). Because universities carry an important portion of the burden of society's overall development and provide the best services in the areas of education, training, community service, and collaboration with the private sector, it is crucial that they apply organizational performance efficiently and effectively. Universities must therefore maintain a continuous evaluation process of their performance in order to identify and amplify their strengths, address their weaknesses, and adopt the best practices of high-performing institutions if they are to achieve improved, sustainable organizational status in the global education industry and continue serving their societies (AL Hashem, F. (2022).

Given that organizations' ability to learn, adapt, and be proactive in changing business environments is one of their most valuable assets, this interest in organizational performance



for the success of businesses in the twenty-first century(Alerasou,2021). The learning process is one of the most important processes that organizations use today to achieve their objectives, and the better an organization is at managing this process at different organizational levels, the more successfully it will be able to accomplish its objectives (Hamza, 2021).

Statement of the Problem

Based on the researcher's 20 years of experience working in Jordanian universities' admission and registration departments, academic development offices, and quality assurance departments, there is a lack in universities' ability to gain competitive advantages through teaching, scientific research, and community service.

In the commercial sector, there has been a great deal of research on the impact of entrepreneurial orientation (EO) on organizational performance (OP), while the public sector has received less attention. Additionally, the research that has already been done

order to compete with other organizations and outperform them by putting innovative and fruitful ideas into practice, businesses have a tendency to seize and take advantage of chances, even when they are uncertain. This is reflected in EO. It involves putting the focus of the organization on innovation, initiative, adventure, and challenges, as well as making plans and systems to reach goals (Garcon, 2021).

Organizational learning, one of the administrative strategies that facilitate the achievement of strategic organizational goals, is a further element of critical relevance for enhancing organizational performance (Bhaskara, et al. (2021). When an organization efficiently manages its knowledge through a variety of processes such as knowledge acquisition, dissemination, and storage in organizational memory, this is referred to as organizational learning (Templeton, Lewis, & Snyder, 2002). Given the information and knowledge assistance it offers in all disciplines; this idea is one of the strategic options



as lack of social support, risk aversion, fear of failure, and reluctance to change.

The researcher noted many aspects that may lead to the weakness of the pioneering directives, including the lack of periodic review, updating the strategic objectives of the university, and the weak participation of the different administrative levels in preparing them in general (Al-Shawaheen, Ibrahim, 2017). Also, the bureaucratic model that is not compatible with the successive changes

The succession of new ideas and their lack of smooth acceptance, and the lack of administrative information and decision support systems at the university may lead to their inability to make the right decisions and not achieve their goals, as information and decision support systems are among the most important technological and administrative means that help organizations make correct and faster decisions. From competitors (Abu Qarn, Saeed, 2015).

For Jordanian institutions, the management of human resources suffers for the reasons outlined below,

on their effects on OP has yielded conflicting results (Ebadifar et al., 2022). For these reasons, this study looks into organizational learning as a potential mediating mechanism in the relationships between EO and OP. To the best of the researcher's knowledge, no prior research has been done to examine the interaction between EO and OL as a mediator of organizational performance (Nursal, 2022). The goal of this study is to add to what is known about OP by looking at how EO affects the performance of public universities in southern Jordan. Jordan is one of the Arab countries that hasn't been looked into as much as other Arab countries.

According to the study (Mohammed, 2013) the entrepreneurial orientation at the university level is negatively affected by the desire to maintain rather than change the current methods and methods of performance due to the associated costs, avoid conflict that may arise from differences between the current culture and the one that should be changed, and maintain on social status.

Happening now in the Arab world? According to the study (Mohammed, 2013), the entrepreneurial trend is surrounded by a number of issues, such



at the public universities in southern Jordan?

-How does innovation affect the organizational effectiveness of the public universities in southern Jordan?

-How does proactive behavior affect the organizational performance of Jordan's public universities in the south?

-How does taking risks affect the organizational performance of Jordan's public universities in the south?

-Is organizational learning a mediating factor in the relationship between entrepreneurial orientation and organizational performance?

The significance of the research

Scientific significance: To the best of the researcher's knowledge, this is the first investigation into the direct and indirect effects of organizational learning on organizational performance and entrepreneurial orientation. Even though organizational performance has been studied a lot around the world, Jordan and other Arab countries

which include Human resource management practices are being centrally managed, which is out of date with modern networks and information technology. Because of a dearth of skilled human skills, the worker pool has few options for workshops, conferences, and training sessions. Lack of university follow-up with insufficient knowledge cadres to keep them, low employee conviction in the sustainability of development There is no official definition of a job for employees at universities.

Study Questions:

The study's primary research question is: from the perspective of faculty members at public universities in southern Jordan, what effects does entrepreneurial orientation have on organizational performance when organizational learning serves as a mediating variable?

This query can be further divided into the following questions:

-From the perspective of the professors, how much are the elements of an entrepreneurial orientation used



the public institutions in southern Jordan.

-To investigate how organizational learning, as seen from the perspective of the faculty, mediates the effect of entrepreneurial orientation on the organizational performance of the public institutions in southern Jordan.

Study hypotheses:

H1a -There is a statistically significant positive effect at the level of significance ($\alpha \leq 0.05$) for innovation on organizational performance at the public universities at the south of Jordan from the viewpoint of the faculty members.

H1b -There is a statistically significant positive effect at the significance level ($\alpha \leq 0.05$) of proactive on organizational performance at the public universities at the south of Jordan from the viewpoint of the faculty members.

H1c- There is a statistically significant positive effect at the level of significance ($\alpha \leq 0.05$) for risk taking on organizational performance at the

haven't paid much attention to this idea.

Importance in practice: The study is significant because it gives university administrators a clear picture of how an entrepreneurial approach affects organizational performance. So, it is expected that the results of this study will give decision-makers in Jordan's educational institutions detailed advice on how to improve the performance of their institutions in a tough market.

Objectives of the study:

The study aims to accomplish the following goals in order to address the effect of entrepreneurial orientation on organizational performance:

-To assess the extent to which the elements of entrepreneurial orientation are being applied at public universities in southern Jordan from the perspective of the faculty.

-To examine, from the perspective of the faculty, how each aspect of entrepreneurial orientation affects boosting organizational performance at

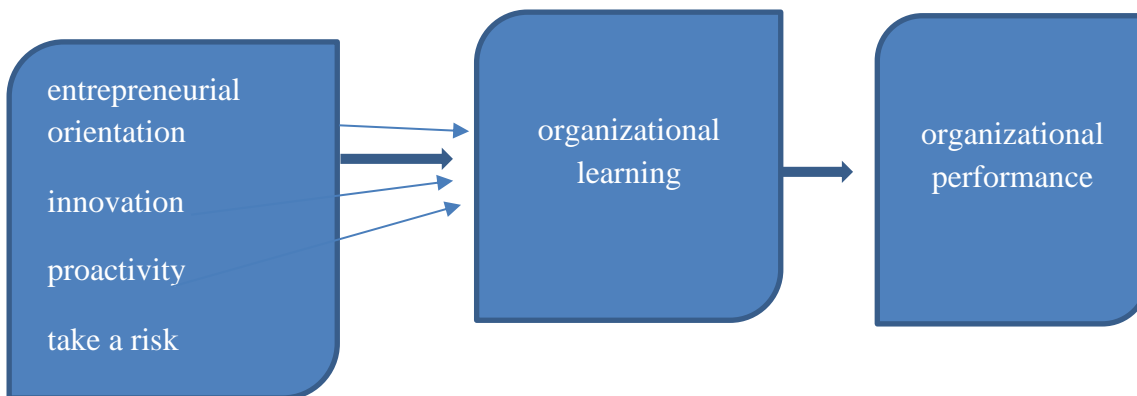


H3 - There is a statistically significant positive effect at the level of significance ($0.05 \geq \alpha$) for the innovation, proactivity, and take a risk on the organizational performance of the public universities at the south of Jordan from the viewpoint of the faculty members through organizational learning

public universities at the south of Jordan from the viewpoint of the faculty members.

H2 - There is a statistically significant positive effect at the level of significance ($\alpha \leq 0.05$) for organizational learning on the organizational performance of the public universities at the south of Jordan from the viewpoint of the faculty members.

Research Model:



(Allameh & Khalilakbar, 2018); (Real et al., 2012) (Jiménez-Jiménez & Sanz-Valle, 2011); (Allameh & Khalilakbar,2018)

Literature review and hypotheses development

crucial for placing this work in context and achieving the study's goals. A business plan on organizational

Reviewing recent studies on the connections between the problem area and specific relevant concepts is



the shared outcome of all efforts made by management and employees inside the framework of institutions (Al-Zatma, 2011). The contributions that employees make to their work, their interactions with others, and their adherence to rules and instructions are all examples of performance. It is shown by how well the task is done and how few mistakes there are, as well as by how much work is done in normal circumstances and how quickly it is done (Al-Nusour, 2012).

A number of studies have examined OP and its antecedents in a variety of contexts. Alayoubi, Al Shobaki, and Abu-Naser (2020) randomly surveyed 117 supervisors at three universities in the Gaza Strip, Palestine, and concluded that OP had a positive impact on six strategic leadership practices—strategic orientation, investment of strategic capabilities and talents, development of human capital, strengthening organizational culture, emphasizing ethical practices, and implementation of balanced regulatory control—and improved the quality of the educational services (measured as

performance will help figure out how effective and important organizational learning is for the long-term success of an organization.

Organizational Performance (OP)

The institution is regarded as one of the key economic pillars of any nation because it contributes significantly to the growth of the national economy and to meeting all of society's requirements (Al Taweel, 2010). Over the years, the idea of performance has changed, and the focus of the discussion has shifted from personal performance to workplace performance to organizational performance. Singh, Darwish, and Potonik (2016) say that OP is "at the heart of a firm's existence" and that it has been studied a lot in business and management books. The fierce competition that today's businesses face forces them to always seek to increase their performance (Sivathanu and Pillai 2019). Organization performance is a key notion for organizations in general and a nearly all-encompassing phenomenon for all areas and fields of administrative knowledge as well. It is



organizational culture). Using data collected from employees at the Ministry of Regional Municipalities and Water Resources in Kurdistan, Iraq, Anwar and Abdullah (2021) explored the impact of human resource management practices on OP and determined that decentralized decision-making was positively associated with OP. Shahzad et al. (2020) disseminated an online questionnaire to employees at different Pakistani superstores and learned that three types of organizational compatibilities—namely technological, operational, and cultural compatibility—were utilized to promote organizational green supply chain management efforts, which consequently promoted OP measured in terms of operational and environmental performance; the researchers also concluded that formation and communication technologies positively influenced the two OP. Almatrooshi et al. (2016) developed a framework for the determinants of organizational performance. The researchers proposed that cognitive, emotional, and social

responsiveness, safety, and empathy) at all three universities. (Fitriastuti et al., 2020) have proposed that knowledge management system usage and organizational learning directly impact organizational performance and indirectly through innovation. Nugroho, Suharnomo, and Yuniawan Nugroho (2020) proposed and empirically validated a model using data from managers and formal learners at service training companies in Central Java and Yogyakarta, Indonesia and found that leadership commitment and training programs were both positively associated with creative knowledge internalization behavior and improved OP, which in turn directly impacted the leadership's commitment on OP. A quantitative study by Nafei (2016) assessed survey data from 300 employees at industrial companies in Egypt and observed a positive relationship between OP and talent management practices (i.e., planning, recruitment, compensation and rewards, performance management, employee empowerment, employee engagement, and



environment and generate new, distinctive skills by producing new knowledge, EO, first described by Miller and Friesen (1982), is a well-recognized predictor of company performance (Engelen et al., 2015; Real et al., 2012). Due to its significance in the volatile markets of today, EO has captured the attention of academics and practitioners alike. Al-Sayer (2017) asserts that EO provides the way for the organization to function in a methodical, organized, and scientific fashion. In particular, EO establishes an organizational culture that encourages knowledge creation and skill improvement and places a focus on the value of modernizing work procedures and utilizing efficient cutting-edge technologies (Li, 2012). Additionally, EO places a strong emphasis on creativity as a vital component of organizational success that improves performance (Kusumawardhani, 2013). One of the main EO concepts that improves performance both now and in the future is the adoption of new and creative ideas and methods in pursuing

intelligence competencies impact leadership competencies, which in turn impact employee performance and organizational learning. In addition, Hurduzeu (2015) conducted a literature review to propose the enhancing role of transformational leadership on organizational performance. Lastly, Al Khajeh (2018) used survey data from a sample of employees at twenty randomly selected banks to study the impact of leadership styles on organizational performance. The researcher discovered that charismatic, bureaucratic, and transactional leadership styles were detrimental to organizational performance, whereas transformational, autocratic, and democratic leadership styles were beneficial.

Entrepreneurial Orientation(EO)

One of the fundamental ideas in the business world today, as businesses attempt to prosper in volatile marketplaces, is the entrepreneurial orientation. Because it enables businesses to take advantage of opportunities as they arise in their



(2007) and Nez Pomar et al. (2016) claim that this research builds on Miller's work by using the three-dimensional operationalization, which includes taking risks, being creative, and being proactive (1983).

Academics and practitioners are both focusing more and more on how EO affects OP. Li et al. (2021) asserted that EO is an efficient strategy to deal with company failures in both emerging and developed economies, particularly during and after pandemics. Additionally, they found that EO had both direct and indirect beneficial effects on the intellectual property (trade secrets, patents, trademarks, and copyrights) and innovation types (i.e., incremental, radical, disruptive, and architectural innovation) of Ghanaian SMEs in the food processing sector. According to Bui et al., franchisee EO should have a significant positive effect on franchisee performance during the COVID-19 pandemic (2021).

Organizational Learning (OL)

opportunities while improving the ability to bear risks (Ambad&Wahad, 2013; Kusumawardhani, 2013). This could be accomplished by utilizing the workforce's skills and talents; fostering an environment where performance is continuously improved; filling in managerial knowledge gaps regarding the connection between the idea of leadership and competition in organizations; and improving the capacity of organizations to deal with threats and risks in their hypercompetitive environments (Shah & Bhutta, 2013).

There are several different EO conceptualizations that researchers have used (Isichei et al., 2020). According to some studies, it has been assessed as a multidimensional variable with three dimensions (namely, inventiveness, proactiveness, and risk-taking) [22, 23] or five dimensions by adding autonomy and competitive aggression [12, 25]. (Abu-Rumman et al., 2021). Generally speaking, the situation determines how many dimensions there are (Abu-Rumman et al., 2021). Keh et al.



learning is seen as a dynamic, ongoing process that aims to improve an organization's adaptability and capacity to thrive in a constantly changing business environment as well as by fostering a culture where its members share a common vision for continuous learning, collective development, and performance excellence (Kurland, 2010). OL was defined as "the capability of an organization to process knowledge" (i.e., to produce, acquire, transfer, and integrate knowledge) by Jerez Gómez et al. (2005, p. 716) as well as "to adapt its behavior to reflect the new cognitive environment, with the view to improving its performance." This procedure helps businesses create new knowledge and gain understanding from workers' day-to-day experiences (Alonazi, 2021). OL is a collection of knowledge management strategies that encourage knowledge development, application, storage, sharing, and acquisition at all organizational levels (Kordab et al., 2020). It can actually help organizations identify and adapt to changes in their environments, giving

A wide definition of organizational learning (OL) is a learning process that takes place within organizations and involves the interaction of individual and group (individual, organizational, and inter-organizational) levels of analysis and leads to the accomplishment of organizational goals (Popova-Nowak & Cseh, 2015). The ability of an organization to endure or enhance its performance based on experience is referred to as organizational learning. This process entails obtaining knowledge—both explicit and tacit—and then employing it (Sabah, 2018). It is also the process of enhancing the institution's skills and capacities in order to maintain its distinction and adapt to environmental changes through the application of cutting-edge knowledge and technologies, explicit and implicit renewable knowledge, and collective action within the framework of a shared vision, employee empowerment, and an organizational culture that fosters learning, creativity, and knowledge innovation (Al-Janabi, 2014). Additionally, organizational



improve operational efficacy, institutional performance, and services (Priscila,2022). It communicates with clients and the public to improve services and make them more accessible, which saves time and resources. It also helps the institution's workflow across all departments. (Jamal Al-Dahshan (2020).

As the information economy and communication technologies expanded swiftly, new strategies for promoting development were developed (Akad, 2022). The most important of these is called "digital transformation," and it involves researching, developing, processing, and sharing helpful and sensitive information with the different people involved in the digital process (Vermesan, et al ,2022). This has been made possible by the fast development of information and communication technology and the rise of the "knowledge economy" (Chaniasa, 2019).

From a managerial standpoint, it refers to the transition a company makes to a business model that relies on digital technology to produce goods and services as well as to provide new income streams and commercial prospects that increase the value of their products. (Mohammed ,2021)

them a long-term competitive advantage (Jiménez Jiménez & Sanz Valle, 2011). This is accomplished through knowledge acquisition, distribution, interpretation, and organizational memory. Additionally, OL improves staff competencies for successful issue solving and decision making, knowledge strategy execution, and local and global leadership (Kordab et al., 2020), as well as organizational self-evaluation to prevent failures and mistakes from being made again (Fitriastuti et al., 2020). Businesses can achieve OL (Park & Kim, 2018) by setting up and supporting a variety of activities that help people learn on their own.

The period of digitization:

Digital transformation can be characterized as the application of information and communication technology within institutions and organizations (Santos, et al ,2019)., whether they be governmental or private. However, there is no consensus on a definition because the phrase is used in so many different contexts (such as network wide information, the Internet, and mobile communication technologies) to



require that respondents be faculty members at the time of the survey. As a result, all respondents were disqualified after being prescreened to see if they were faculty members. As a result, it is determined that 307 faculty members are qualified to take part in this study. Despite this, only 275 completed questionnaires—with an overall response rate of 89.58%—were discovered and used for data analysis. Information on the response rate was also included in Table.1. The amount of missing data, normality, common method variation, and demographic information about the respondents are covered in the sections that follow.

Data Analysis and Discussion of the Results

This essay focuses on examining how organizational learning mediates the link between an Entrepreneurial Orientation and organizational performance. The study's hypotheses were then examined using the statistical program for social sciences, and the results are presented below. In order to get the data, a well-designed 44-item questionnaire was given to a sample of 307 faculty members from southern public Jordanian universities.

Response Rate

The sample conditions for this study

Table.1: Response Rate

Total Number of Distributed Questionnaire Sets	Total Number of Received Questionnaire Sets	Response Rate
307	275	89.58%

Respondents' Personal Information



39.3% are between the ages of 51 and over. According to their experiences, the table showed that 62.2% of respondents had 11 or more years of experience, 32.0% had 6–10 years, and 5.8% had less than five years. Also, it turns out that 8.4% of the people who answered are assistant professors, while 39.3% are associate professors and 52.3% are professors.

The respondents were questioned about their gender, age group, experience, and academic standing based on this study. As a result, as shown in table.2 below, 72.0% of respondents are men and 28.0% are women. In terms of age, it turns out that 16.7% of respondents are between the ages of 31 and 40, while 44.0% of respondents are between the ages of 41 and 50, and

Table 2. Socio-Economic Characteristics of the Respondents

Elements (n=275)		Freq.	Percentage (%)
Gender			
	Female	77	28.0
	Male	198	72.0
Age Group			
	20 and below	0	0.0
	31-40	46	16.7
	41-50	121	44.0
	51>	108	39.3
Experience			
	5 Years	16	5.8



	6-10 Years	88	32.0
	11 and above Years	171	62.2
Academic Rank			
	Assistant Professor	23	8.4
	Associate Professor	108	39.3
	Professor	144	52.3

Collinearity Assessment

problem of collinearity between the items in the structural model is not existed.

In order to assess collinearity, the VIF was applied, and subsequently, since the VIF values should be lower than 5; the following table.3 proves that the

Table.3. Collinearity Test

	Tolerance	VIF
Entrepreneurial Orientation	0.317	3.152
Organizational Learning	0.410	2.440

The Normality Test

and 4.0 respectively which indicate that the data is normally distributed as recommended by the rule of statistics. This reflects that the data has satisfied the cut-off value of multivariate normality distribution. Therefore, the study can proceed for further analysis.

In order to check for data normality, the study relied upon the Skewness and Kurtosis measures, as a result the following table.4 showed that the measures of Skewness and Kurtosis on all the items involved in the measurement model are less than -2.0



Table.4 Normality Test

Variables	Skewness	Kurtosis
Entrepreneurial Orientation	-0.337	-0.791
Organizational Performance	-0.216	-0.635
Organizational Learning	-0.084	-0.892

Findings Discussion

statistics confirmed that the entrepreneurial orientation has a significant positive effect in the organizational performance. Which in other words mean that the null hypothesis was replaced by the alternative one.

3. Table.5 Effect of Entrepreneurial Orientation on Enhancing the Organizational Performance

1. H01: There is no statistical impact for entrepreneurial orientation in the organizational performance of the public universities at the south of Jordan from the viewpoint of the faculty members.
2. The regression model is used to examine the above hypothesis, as a result the following

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	1.763	0.184		9.587	0.000
	Entrepreneurial Orientation	0.337	0.073	0.366	4.598	0.000



a Dependent Variable: Organizational Performance									
Model Summary									
Model	R	R ²	Adj R ²	Std. Error	Change Statistics				
1					R ² Change	F Change	df1	df2	Sig. F Change
1	0.652	0.425	0.421	0.363	0.425	100.515	2	272	0.000
a Predictors: (Constant), Entrepreneurial Orientation.									

increases in organizational performance. Thus, based on this outcome, it can be deduced that entrepreneurial orientation has a direct effect on the organizational performance among the public universities in the south of Jordan from the viewpoint of the faculty members.

H04- There is no statistical impact for the entrepreneurial orientation's dimensions in the organizational performance of the public universities at the south of Jordan from the viewpoint of the faculty members through organizational learning.

H02: There is no statistical impact of entrepreneurial orientation with its dimensions (innovation, proactivity, and risk-taking) on the organizational performance of the public universities in the south of Jordan from the viewpoint of the faculty members.

Results from the regression test showed that the entrepreneurial orientation has a positive and important impact on the organizational performance with a path coefficient (Beta) = 0.337, p = 0.000). The result showed that for every unit increase in entrepreneurial orientation, there would be corresponding 0.337



mediation effect have been adapted (MacKinnon et al., 2002). In order to prove that the independent variable causes the dependent variable, the mediation idea presents a set of interactions in which the independent variable influences a mediating variable that influences the dependent variable (MacKinnon et al., 2002). (Holmbeck, 1997). The Causal Steps it used Approach in this study to examine whether the mediated effect existed. Baron and Kenny used this strategy in 1986. The Causal Steps Method calculates

Table 6 Effect of Talent Management Strategies and Entrepreneurial Orientation on Enhancing the Organizational Learning

Prior studies used multiple regression analysis to examine direct effects. Therefore, the prospect of more complex effect types among the factors was not addressed by earlier studies. The current study analyzes a different impact type, the mediation effect, to fill this apparent gap in the literature. It is proposed that, from the perspective of the faculty members, organizational learning serves as a mediator in the relationship between the effects of entrepreneurial orientation on the organizational performance of the public universities in the south of Jordan. In other domains of the social sciences, where this kind of effect is routinely investigated, the statistical techniques used to evaluate the

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.446	0.152		9.497	0.000
	Entrepreneurial Orientation	0.223	0.061	0.247	3.672	0.000



a Dependent Variable: Organizational Learning		
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Table.7. Effect of Entrepreneurial Orientation, and Organizational Learning on Enhancing the Organizational Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.821	0.179		4.585	0.000
	Entrepreneurial Orientation	0.192	0.063	0.209	3.028	0.003
	Organizational Learning	0.652	0.062	0.639	10.55	0.000
a Dependent Variable: Organizational Performance						

above reveal that, from the perspective of the faculty members, organizational learning fully mediates the impact of entrepreneurial orientation on the organizational performance of the public universities in the south of Jordan. teps Three regression models are estimated using the method, as shown in

The study moved forward to determine the function of organizational learning to mediate the impact of entrepreneurial orientation on organizational performance because regression analysis results showed a substantial impact of entrepreneurial orientation on organizational learning. Results from table 7



This study contributes to the body of knowledge by using resource-based theory to explain how organizational learning mediates these relationships. It begins with an evaluation of the direct and indirect relationships between entrepreneurial orientation and organizational performance of public universities in southern Jordan from the viewpoint of faculty members. In earlier publications, this notion has been used to study the resource foundation view in great detail. Using this paradigm has led to a deeper understanding of resource base theory in Jordan in terms of entrepreneurial orientation, organizational learning, and organizational performance of Jordan's public institutions in the south. In certain studies, these theories have been used independently or in combination with others. This approach is likely to produce a consistent flow of

Table 4. (Baron & Kenny, 1986; Muller, Judd, & Yzerbyt, 2005).

Conceptual Engagement

This study contributes to the body of literature on organizational performance by putting forth an integrative model of entrepreneurial orientation on an examination of organizational learning and the organizational performance of public universities in the south of Jordan from the perspective of faculty members. This is justified because service organizations' organizational learning and entrepreneurial orientation are most likely the reasons they perform differently. Evidence supports the idea that entrepreneurial orientation and organizational learning have a significant impact on organizational performance and the credibility of service organizations. The findings of this research have many theoretical ramifications.



independently or in
combination with others. This
approach is likely to produce a
consistent flow of theories.

Conclusion

The goal of this study is to learn more
about how organizational learning
affects both how well an organization
does its job and how entrepreneurial it
is.

For this objective, the study
established four assumptions:

The first hypothesis states that there is
no statistically significant connection
between entrepreneurial orientation
and its components (innovation,
proactivity, and risk-taking) and the
organizational performance of the
public universities in the southern part
of Jordan from the viewpoint of the
faculty members.

The second premise says that, from the
faculty members' point of view,
organizational learning shows that
talent management strategies have no
statistically significant effect on the
performance of public universities in

theories. Findings of this research
have numerous theoretical
ramifications. This study
contributes to the body of
knowledge by using resource-
based theory to explain how
organizational learning
mediates these relationships. It
begins with an evaluation of the
direct and indirect relationships
between entrepreneurial
orientation and organizational
performance of public
universities in southern Jordan
from the viewpoint of faculty
members. In earlier
publications, this notion has
been used to study the resource
foundation view in great detail.
The use of this paradigm has
led to a deeper understanding
of resource base theory in
Jordan in terms of
entrepreneurial orientation,
organizational learning, and
organizational performance of
Jordan's public institutions in
the south. In certain studies,
these theories have been used



The research confirmed the faculty members' premise that organizational learning significantly mediates the impact of entrepreneurial orientation on organizational performance at southern Jordan's public universities. (2017) Al-Hawary and Al- Namlan's research showed that organizational learning was always the link between management practices and how well an organization did.

Limitations and Recommendations

The study concludes that businesses should provide enough work for their staff members because the best entrepreneurial employees who contribute to strong organizational performance will be drawn to work for businesses that can better meet their needs by providing job security, a competitive salary package, and opportunities for career advancement. Universities are urged to keep up their creative programs in order to reenergize their initiatives by adhering to modern administrative practices, cutting-edge technical breakthroughs, and effective leadership tactics in order to become innovative universities and

the south of Jordan.

The fourth hypothesis says that, from the point of view of faculty members who take part in organizational learning, there is no statistically significant effect of entrepreneurial orientation on the organizational performance of public institutions in southern Jordan.

In order to test these hypotheses, the study distributed a well-designed questionnaire with 44 items to a sample of 307 faculty members from southern public Jordanian universities. However, only 275 completed questionnaires, with a response rate of 89.58%, were recovered; these completed questionnaires were used for data analysis. Then, these data were examined utilizing methods like the descriptive and multiple regression tests in the SPSS 25 program. According to the data, the majority of responders were men, according to the data, although regression test results showed that, in the faculty's opinion, entrepreneurial orientation had a significant impact on organizational success.



provide remarkable
performance. Another restriction is the
travel time

and distance to universities, but this
was overcome by receiving a letter
from the universities assuring the
faculty that the data they provided
would be kept private and used solely
for academic purposes.

In order to achieve comprehensive
digitization of all transactions and
correspondence in those universities,
which is reflected in their performance
and quality of life, it is necessary for
them to develop their infrastructure
and technology to be helpful and
appropriate for digital transformation,
whether physical or technical, through
the development of their websites as an
entry point for that transformation.

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