

## The Impact of Organizational Learning on the Promotion of Organizational Loyalty of Human Capital: A field Research in University Professors in Algeria.

أثر التعلم التنظيمي على تعزيز الولاء التنظيمي لرأس المال البشري: بحث ميداني للأساتذة الجامعيين بالجزائر.

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### Abstract:

*The aim of this study is to identify any of the dimensions of organisational learning that are more influential in the organisational loyalty of the university professors. The current research dealt with organizational learning as an Independent variable, and Organisational loyalty as a dependent variable, To achieve this aim, the data was collected using an questionnaire It includes 48 university professors in Algeria. The collected data was analysed using SPSS.V22.*

*We found that impact of learning organisational on organisational loyalty among university professors. Also, the respondents' perceptions of the degree of organizational learning practice are medium, so the Algerian University must enhance these dimensions and use them in the organizational learning process to enhance organizational loyalty.*

**Key words:** Investment in human capital, Human capital, Organizational Learning, Organizational loyalty.

**JEL Classification :** O15,I21,M54.

### ملخص:

الهدف من هذه الدراسة هو تحديد أي من أبعاد التعلم التنظيمي الأكثر تأثيراً على الولاء التنظيمي للأساتذة الجامعيين في الجزائر، تناول البحث الحالي التعلم التنظيمي كمتغير مستقل في ثلاثة أبعاد (التعلم الفردي ، التعلم الجماعي ، التعلم التنظيمي) ، والولاء التنظيمي كمتغير تابع ، ويشمل ثلاثة أبعاد (الولاء العاطفي ، الولاء القياسي ، الولاء المستمر). ولتحقيق هذا الهدف تم جمع البيانات باستخدام استبيان يضم 48 أساتذة جامعي في الجزائر. تم تحليل البيانات التي تم جمعها باستخدام برنامج SPSS.

V22

واهم نتيجة توصلنا إليها أن التعلم التنظيمي له تأثير في تعزيز الولاء التنظيمي للأساتذة الجامعيين. كما أن تصورات المستجيبين لدرجة ممارسة التعلم التنظيمي هي متوسطة ، لذا يجب على الجامعة الجزائرية تعزيز هذه الأبعاد واستخدامها في عملية التعلم

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التنظيمي لتعزيز الولاء التنظيمي.

الكلمات المفتاحية: الاستثمار في رأس المال البشري، رأس المال البشري، التعلم التنظيمي، التعلم الفردي، التعلم الجماعي، الولاء التنظيمي.

تصنيف JEL : O15,I21,M5

## INTRODUCTION:

*The world is witnessing rapid developments in various fields, where management works in modern organizations to adopt strategies to meet the needs of employees and to develop an effective working environment that generates a sense of belonging of employees, an increase in their incentive to work, a sense of organizational stability and a lack of desire to leave work, a good investment must therefore be made in the human resource to achieve organizational loyalty that affects the quality of the work performed by workers, their behavior, their motivation and commitment to work, their colleagues and the organization in which they work.*

*Organizational learning is which helps the organization to make learning a realistic reality in organizations, it is one of the strategies that seeks to achieve organizational loyalty, through which the employee he is a subject of concern on the part of the organization he does his best to perform and the tasks assigned and to him and achieve the best performance.*

*Therefore, this research relies on the interest in human capital, its development and progress by linking it with organizational learning with the aim of creating organizational loyalty.*

### ➤ **Research questions:**

*What is the effect of organizational learning on organizational loyalty?*

### ➤ **The scientific importance of the study:**

*This lies in the subject addressed, because as organizational learning is one of the most important topics of the attention of management scholars still under study and its relationship to organizational loyalty, by defining the role of organizational learning in enhancing organizational flexibility.*

*-Practical importance: lies in the aspect that will be applied in Algerian university with the aim of exploring the relationship between organizational learning and organizational loyalty.*

### ➤ **Methodology research:**

To address the subject of our study and to answer the question that we relied on:

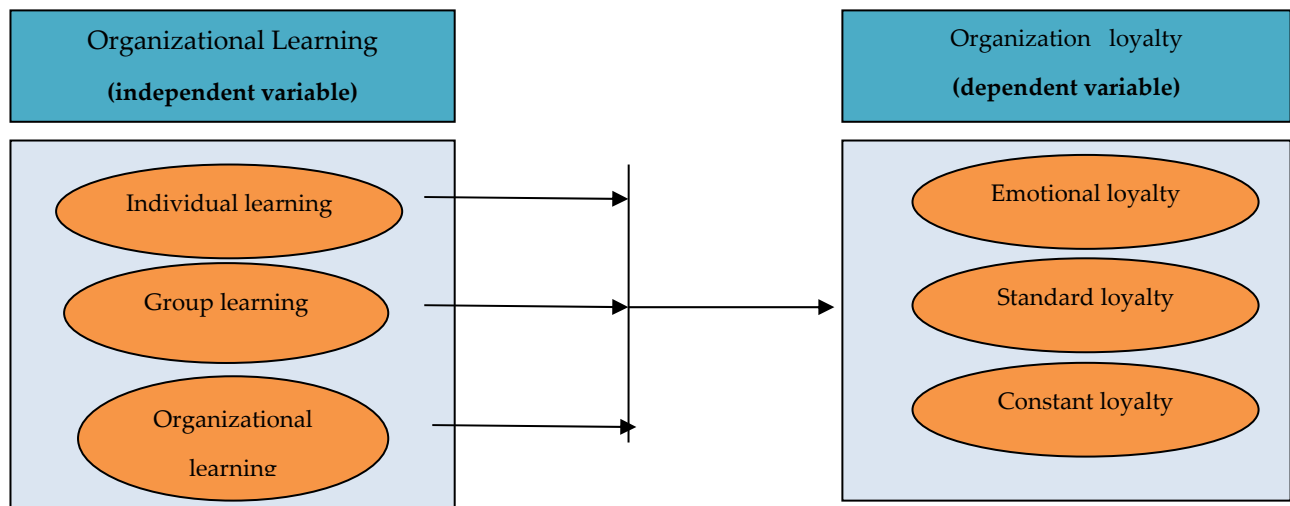
--Descriptive and analytical method: it allows us to collect the theoretical data and information that enables us to study organizational learning and loyalty in organization;

--A case study method: by exploiting field data and designing the form and attempting to demonstrate the hypotheses presented, the theory is dropped on the field side.

➤ **Mainhypothesis:**

- H<sub>0</sub>: There is no significant impact of organizational learnig on organizational loyalty among university professors.

**Figure 01: the scheme of Hypothesis search**



**Source: prepared by researchers**

1. **Organizational learning** : independent variable are includes three dimensions : Individual learning,group learning,organizational learning .
2. **Organizational loyalty** : dependent variable are includes three dimensions arestandard loyalty,emotional loyalty,constant loyalty.

## 1 LITERATURE REVIEW:

### 1.1 Investment in human capital:

Today in different countries in particular policy decisions are geared towards enhancing employee education and training over the life cycle. Similarly, with a view to extending human capital to include a broader concept of intangible capital, the study has helped us to witness a renewed interest in human capital today. (Dhaoui, 2013, p. 84). Human capital is increased there are often externalities that increase the productive capacity of others. Historically this essay discusses these concepts and focuses on two main components of human capital: education and training, and health. The institutions which promote investment in human capital are discussed, as is the role of human capital in economic growth. The belief that the study of human capital is historically intrinsic (Goldin, 2014, p. 23).

In addition, enterprises carry out educational activities for their current employees. We can employ "social learning" (Zhang & al, 2015, p. 809). Also enterprises are aware of the value of their employees' education and training (as one of the types of

investment in human capital) to business success. Of this reason, they concentrate on the job market of individuals with a higher education degree. (**Šafránková & Šiký, 2017, p. 590**). The impact of the development of human capital, expressed through health and education spending, on the competitiveness of the eu member states has been positive and important. This impact occurs with two years lag and lasts for two years in the case of expenditure on health, and after three times lag, it also lasts for two years in the case of expenditure on education. This helps us to argue that human capital is one of the drivers of improved productivity (**Alma & Kristina, 2018, p. 09**)

### **1.1.1 The interest and the strategic role of human capital:**

#### **1. Human capital:**

Human capital defined by the Organization for Economic Cooperation and Development (OECD): “ The knowledge, skills, competences and other attributes embodied in individual that are relevant to economic activity” (OECD, 1998, p. 07).

In labor economics, the set of skills of workers are considered to be a form of capital in which works that are responsible for variety of investments in a company and contributes "productivity" (Goldin, human capital., 2016, p. 75). “Human capital analysis starts with the assumption that individuals decide on their education, training medical care, and other addition to knowledge and health by weighing the benefits and costs” (Baloyi., 2019, p. 530)..

They are three types of training or education and learning organisational that are closely related to the return rate and human capital :

- 1- Education at school.
- 2- Training at the work place.
- 3- Learning organisational
- 4- Other knowledge.

#### **2. Growing interest in human capital:**

It is necessary to invest in human capital, and the forms of investment are different. The growth of gross domestic product has been raised, employees training level has directly increased their working life. Most social benefits, derived from the accumulation of human capital, Such a good health, more urban employment, increase in social correlation will affect the economy growth in the long term .Employing and keeping the best employees in the organization, provide an atmosphere where knowledge is created shared and applied and learning becomes a habit (**Mohammad & Nojedah, 2016, p. 251**).

Investment in human capital is at the heart of strategies in OECD countries to promote economic prosperity, fuller employment and social cohesion, The OECD jobs

study placed particular emphasis on investment in people, in a framework that seeks to extend lifelong learning to all (OECD, 1994, p. 08).

## **1.2 Organizational learning:**

Human capital presents the picture of the context knowledge of individuals clustered in the organizations composite capacity to reveal the optimum solution from its distinct employees. The amount of employee's talent, talents, experience and expertise is known as Human Capital. The homogeneity between human capital and miscellaneous defined variables can be followed back to several courses of study, including organizational learning by Bontis in 2002, the economic human capital theory by Schultz in 1961 & Ducharme in 1998 (Muhammad & Naintara, 2013, p. 77).

Organizational learning has been recognized as a significant element enabling businesses to achieve competitive advantages and enhance the efficiency of their organisations. (Noruzy & al, 2013, p. 1066). Organizational learning can expand the organizational knowledge base and develop capabilities and skills, which encourages new ideas and behaviors (Noruzy & al, 2013, p. 1080). Organizational learning originates in organizational attitudes, processes and management activities, happens by organizational patterns and acts on information or expertise and ultimately modifies future organizational actions and efficiency Integrating (Chunling & Al, 2019, p. 03).

The development of a learning culture in an organization involves the continuous education of its members. This process takes place by converting individual memory, which is the accumulated knowledge of an individual, into organizational memory, which takes the form of goals, or standard procedures (Wu & al, 2019, p. 7820).

Organizational learning is a series of dynamic, complex and integrated processes that are focused on current organizational knowledge and experience. It helps establish fundamental skills and alignments with shared experience, and reduces challenges, and also improves possible solutions among employees in achieving organizational objectives. (Belle, 2016, p. 34). It is well documented that competent employees can achieve the organization's productivity and benefit. Organizational ownership affects organizational learning culture and ultimately impacts the success of the top management team. It is necessary to institutionalize individual learning to improve organizational learning (Kivipõld & Hoffman, 2016, p. 54).

A two-year research by Wilson and Hartang studied leaders of non-competing multinational firms and found that organizational learning only controlled 35 % of the overall scenario. At the individual stage, however, 13 % of the learning took place through the community and 11 %. Operational and empirical learning was 29 % efficient whereas knowledge-based research was just 12 % efficient (Wilson, 2015, p. 599).

On the other hand, Learning takes place in two cycles. First is individual learning, which is the basis of learning in organisations (Santos & Steil, 2015, p. 17) . Secondly,

the social phases of individual learning, combined with group learning to occur in organizational learning, are referred to. This cycle involves direct comprehension (in individual learning), interpreting and converging (in group learning), and formalization (in organizational learning); (Campbell & Armstrong, 2013, p. 43).

Through the learning cycle, organizations can extend their knowledge base, strengthen the ability to use information and establish effective strategies and processes for managing change in challenging environments (Fernández-Mesa & Alegre, 2015, p. 150).

### **1.3 Organizational loyalty:**

Organizational loyalty is an important development principle that has been largely ingotten by neo-classical economics. It is a concept identified in terms of the identification of a person with a group, in particular the identification of an individual worker with his or her firm or company Organizing. An person can be recognized as identifying with a group when he considers the possible alternatives of choice in terms of their effect on the group, rather than in terms of his own self-interest in making a decision. It is also important that the person internalizes the priorities of the organisation. This should be remembered that loyalty to the organization does not mean blindly following all members of the same organisation. Organizational loyalty is founded on a 'we' and 'They' distinction. (KAZUHIRO & ARAI, 1995, p. 21).

Identification with the 'we,' which may be a family, a company, a city, or a nation, allows individuals to experience satisfaction (gain utility) from successes of the unit thus selected. Thus organizational identification becomes a motivation for employees to work actively for organizational goals. (Simon, 1991, p. 28). Further, health problems, emotional exhaustion, and job burnout that are the consequences of high levels of work stress have been found to be negatively related to employees' organizational loyalty (Chen & Al, 2003, p. 75) .

Therefore, having an essential trait of corporate loyalty is indeed a basic practice of organisation. The behaviors of some employees that indicate loyalty are described in the written job description of the employee (such as following orders, working safely, enforcing rules, maintaining the quality of the production and caring for the assets of the company), but some of these behaviors are not written in job descriptions (such as working late to complete a project, engaging in extracurricular activities) (Mehdad & Atefe, 2016, p. 04).

Furthermore, the purpose of attracting, helping and retaining employees was to establish learning strategies that centered on the concept of information that existed "Just in time, just enough, and just for me." Satisfaction and performance desirability will be low in the organization if its structure does not encourage learning (Marie-Pierre & Al, 2015, p. 638). Satisfaction and performance desirability will be low in the organization if its structure does not encourage learning (Hasson & Al, 2013, p. 66).

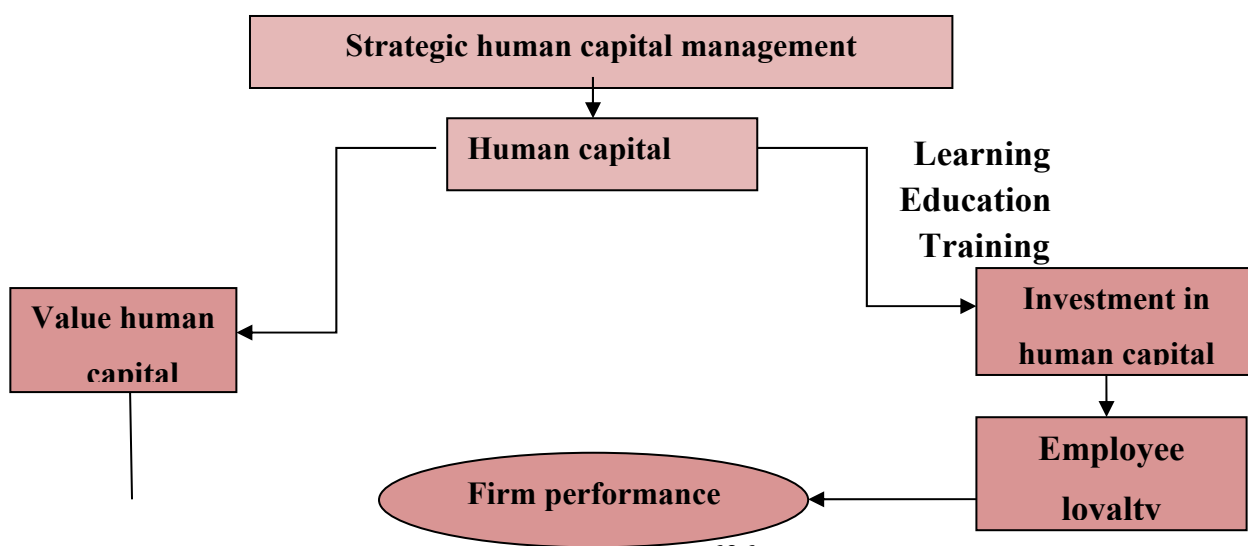
Lim studied the relationships among organizational loyalty, job satisfaction, and learning organization culture in one Korean private organization (Lim, 2010, p. 12), the study results showed that there was a substantial gap between the rates of organizational learning, measured on the basis of hospital ownership forms. In private hospitals, the level of adult, group and organizational learning is higher across all forms of ownership styles assessed (Ghahraman & Al, 2018, p. 306). A learning organisation and improving training programs are some of the critical factors required to enhance learning, strengthen knowledge management, increase individual and organizational performance and retain a competitive edge. This means that organizational learning can increase the degree of organizational loyalty between employees and can produce positive results in the work. Based on the above topic, (Hanaysha, 2016, p. 292).

Although a variety of literature has identified basic aspects of organizational learning, a more comprehensive understanding of the mechanism for its effects is required. So we use the positive impact between organizational learning and organizational loyalty as our basic model in this paper to further refine the moderated mediation model.

#### 1.4 The relationship between investment in human capital and job satisfaction on employees:

At present, if enterprises strive for begging successful, it is a high time for them to move the item of human capital to right side. To be able to increase their performance and competitiveness in the market it is required for the organisations to invest in human capital because is very important and to measure its effectiveness in two aspects (the effectiveness of the utilisation of human capital and the effectiveness of investment in human capital) within the implementation of human capital management (Figure 1)(Alzbeta & al, 2018, p. 07).

**Figure 2 :** The framework of the human capital management implementation in the business practice own elaboration.



→

**Source:** Alzbeta Kucharcikova, Martin Miciak, and Milos Hitka(2018), p 07.

It is important to interconnect Human Capital Management with the key performance indicators of the enterprise and to identify the key human capital components for them. After performing and evaluating the measurements that to identify the key human capital components for them. After performing and evaluating the measurements that are needed and after the benchmarking, it is needed to identify the shortcomings in the area of human capital management.

Different from private investment in human capital it is factors influencing organizational loyalty the employees because training, education and learning organizational they are motivation the employees in their jobs.

## **2 Data collection and measurement scale:**

The Study was based on university professors Algerian. The main purpose of the study was to see the impact of organisational learning on organisational loyalty among academicians. For this purpose data was collected from the university professors in various colleges and institutes. The research was based on primary data. The instrument for data collection was a self-designed questionnaire which was administered personally to the employees working to collect data. The questionnaire was based on 5.point (Likert) scale ranging from 1= Strongly Disagree to 5= strongly agree.

In this study, Judgmental (non-probability) sampling technique was used. A random sample of 48 university professors from some Algerian universities was selected through an electronic questionnaire for the purpose of this study.

## **3 Analysis and interpretation of data:**

Statistical Software SPSS version 22 was used for data analysis. The item to the total correlation was used to determine the internal consistency of the questionnaire; Cronbach's alpha was used to measure their responsibility for the measurement scale. Factor analysis was used to determine the factors underlying organizational learning and organisational loyalty. Regression Analysis was used to determine the impact of Organizational learning (independent variable) on organizational loyalty (dependent variable)

## **4 Results and duscusion:**

After studying the data of 48 university professors by applying the following statistical tools were found: Constancy measure the consistency of all factors in the questionnaire was checked for total correlation by item.

This correlation of each item with the total was measured and the computed value was compared to the standard value. Only those factors /statements have been accepted the value of which was more than the standard value.

**Table 01 : Observation processing summary**

	N	%
Observations Valid	47	97,9
Excluded <sup>a</sup>	1	2,1
Total	48	100,0

a. Suppression par liste basée sur toutes les variables de la procédure.

**Source: Prepared by researchers based on the outputs of SPSS program.**

**Table 02 : AlphaKronbach Stability Test.**

**Reliability statistics**

Alpha Kronbach	Number of elements
,854	21

**Source: Prepared by researchers based on the outputs of SPSS program.**

- The measure's reliability total: was tested using SPSS software and the Alpha value of the Cronbach was found to be 0.857 The validity of the face was tested, and it was found high.

**Table 03 : AlphaKronbach Stability Test to erase organizational learning**

**Reliability statistics**

Alpha Kronbach	Number of elements
,883	9

**Source: Prepared by researchers based on the outputs of SPSS program.**

- Organizational learning: The measure's reliability was tested using SPSS software and the Alpha value of the Cronbach was found to be 0.883 The validity of the face was tested, and it was found high.

**Table 04 : Alpha cronbach Stability Test to erase organizational loyalty**

**Reliability statistics**

Alpha Kronbach	Number of elements
,804	9

**Source: Prepared by researchers based on the outputs of SPSS program.**

- Organisational Loyalty: The measure's reliability was tested using SPSS software and the Alpha value of the Cronbach was found to be 0.804. The validity of the face was tested, and it was found high.

## 5 Hypothesis testing:

H0: organizational learning has no significant impact on organizational loyalty of university professor.

**Table 05: Regression analysis was applied between independent variable and dependent variable**  
**Coefficients<sup>a</sup>**

Model	Non-standardized coefficients		Coefficients standardized	t	Sig.
	B	Ecart standard	Bêta		
1 (Constant)	,829	,465		1,783	,081
axis2	,595	,138	,542	4,322	,000

a. Variable dépendante : axel

**Source: Prepared by researchers based on the outputs of SPSS program.**

- Regression analysis was applied between organisational learning (independent variable) and organizational loyalty (dependent variable) among university professors. The results of regression indicate that independent variable (organizational learning ) has significant relationship with dependent variable (organizational loyalty) signified by the coefficient of Beta factor of organisational learning is 0.542 and T value is 4.322 is significant at 0.0 significant level hence it can be said that organisational learning is having significant impact on organisational loyalty.
- The null hypothesis that there is no significant impact of organisational learning on organisational loyalty is not accepted which means that there is significant impact of organisational learning on organisational loyalty among university professors.

**Table 06 :Coefficient of determination R of the interpreted variable**  
**Model summary**

Model	R	R-deux	R-two adjusted	Standard error of estimate
1	,626 <sup>a</sup>	,392	,350	,60775

a. Predictors: (Constant), organizational, group, individual

**Source: Prepared by researchers based on the outputs of SPSS program.**

- It is clear from the table that the effect value of the independent variable explains 39.2 % of the variance in the dependent variable, the remaining percentage 60.8% represents the rest of the element that are not included in the model, and since the correlation coefficient is 62.6%, this indicates that the relationship between the independent and dependent variable is Fairly medium .

**Table 07 : Analysis of variance in the multi-direction ANOVA.**  
ANOVA<sup>a</sup>

Model	Sum of squares	ddl	Medium square	F	Sig.
1 Régression	10,250	3	3,417	9,250	,000 <sup>b</sup>
Résidus	15,883	43	,369		
Total	26,132	46			

a. Dependant variable: axis2

b. Predictors : (Constant), organisational, group, individual

**Source: Prepared by researchers based on the outputs of SPSS program.**

- We note from the table that the value of Fisher is 9.250; with a probability Sig of 0.00, less than 5%, the hypothesis H0 is rejected. And we say that there are no statistically significant differences in the mean levels of organizational learning for the sample members according to the dimensions of organizational loyalty at the level of significance.
- It is clear from the table that the impact between independent variable (lorganisational learning ) and the dependent variable (organisational loyalty).

### 5.1 Factor analysis (personal data):

The raw scores of 03 items were subjected to factor analysis to find out the factors that contributed towards personal data after factor analysis, three factors are identified.

1. Age group (2.44): This factor has emerged as the most important determinant of employee loyalty with 71% of variance.From the analysis; it appears that the university professors are mostly middle-aged. Because the highest age ratio between (30-year 39) is 47.9% and through the data the age variable appears on the age diversity in the members of the study sample, and this is explained by the extent of the university's dependence on the average age group, in which the individual has the element of experience that he needs In the institution and benefit him.

2. Years of Experience (2.42): This factor has emerged as the most important determinant of employee loyalty with 31% of variance. we find 29.2 % of them less than 5 years, while we find that 25% of the respondents have their experience within the field (05 -10), but for individuals whose experience reached between (10 -15) their percentage was set at 22.9% of the total sample population, while the percentage of respondents ranged from 22.9% with more than 15 years of experience, and therefore most university professors have less than 5 years of experience.
3. Gender (1.40): This factor has emerged as the most important determinant of employee loyalty with 21% of variance through the analysis, 60.4% of the study sample are male, and 39.6% the study sample are female. An increase in the percentage of male workers in the Algerian University in exchange for a decrease in the proportion of female workers.

## 5.2 Factor analysis (organizational learning):

The raw scores of 09 items were subjected to factor analysis to find out the factors that contributed towards organisational learning After factor analysis, three factors are identified.

The factors were Individual learning, group learning, organizational learning :

1. Group learning (2.787): This factor has emerged as the most important determinant of employee loyalty with 94.2% of variance. The major elements constituting this factor include ;take your decisions into consideration when participating in the performance of task forces in your organization (3.404) , the university is working on developing successful work teams (2.829) ,Mutual and honest discussion helps team members to learn and benefit from the experience of others at the university(2.808).it also appears from the table that the arithmetic averages came with a high degree, which confirms the university's dependence on group learning.
2. Individual learning(2.773): This factor has emerged as an important determinant of employee loyalty with 60% of variance. The major elements constituting this factor include; university-level dealings rely on the concept of mutual confidence (3.212), the university is working to update programs to develop the skills of professors(2.617),the University devotes time to individual learning in order to support the efforts of individuals to reach the best and the best performance(2.489).
3. Organizational learning (2.574): This factor has emerged as an important determinant of employee loyalty with 14.5% of variance. The major elements constituting this factor include; the University seeks to develop its competenciesand to rely on new administrative methods(2.701),the university maintains methods to solve the problems it has previously encountered(2.617),

the university has systems which measure the difference between actual and expected performance(2.404).

### 5.3 Factor analysis organizational loyalty:

The raw scores of 9 items were subjected to factor analysis to find out the factors that contributed towards organisational Loyalty. After factor analysis, three factors are identified. The factors were standard loyalty, emotional loyalty, constant loyalty:

1. **Standard loyalty** (3.517): This factor has emerged as the most important determinant of employee loyalty with 97% of variance. The major elements constituting this factor include; if i get a job offer that is better than my job, i won't leave the current university(3.891), this University deserves my fidelity and loyalty to it(3.446), i'm going to feel job alienation if i leave this university (3.195).
2. **Emotional loyalty** (3.384): This factor has emerged as an important determinant of employee loyalty with 59% of variance. The major elements constituting this factor include; i' am interested in changing the negative feelings of other people about the university inside and outside it(3.717), If I get a job offer that is better than my job, i won't leave the current university(3.217), I feel that the university where i work is part of my life and it is difficult to get away from it(3.217).
3. **Constant loyalty** (2.971): This factor has emerged as an important determinant of employee loyalty with 28% of variance. The major elements constituting this factor include; i 'm afraid I'm leaving university because of the difficulty in finding another job(3.276), my stay in university is a very necessary matter(3.148), the most important reason for my continued work in this university is that it offers benefits that are not available in other universities(2.489).

Accordingly, investing in human capital, especially in the field of organizational learning , means the method or mechanism by which the organization can allocate a certain amount in order to form its human system in a scientific, expert, efficient and sound manner, which contributes to achieving its goals during the period of the plan and this requires the existence of the elements of investment in these resources and knowing the rationale and how to use them also requires an advance plan that determines the purpose of the investment. From the above, the most important results can be clarified as follows:

- The highest age ratio between (30-year 39) is 57.4% and through the data the age variable appears on the age diversity in the members of the study sample,

and this is explained by the extent of the university dependence on the average age group, in which the individual has the element of experience that he needs in the institution and benefit him.

- While we find that 32.4% of the respondents have experience in the field (05-10), and therefore most of the university employees have more than 5 years of experience, and this indicates that the university seeks to attract new competencies with experience.
- An increase in the percentage of male workers in the university in exchange for a decrease in the proportion of female workers. This is due to the nature of the activity.
- The university seeks to develop its competencies and adopt new management methods, maintains methods to solve the problems it has previously encountered, and this indicates the university reliance on organizational learning.

## 6 CONCLUSION:

The objectives of the study were to find out the impact of organizational learning on organizational loyalty among university professors and to find out the various factors underlying organizational learning and organizational loyalty. And the respondents' perceptions of the degree of organizational learning practice and organizational loyalty are medium. The findings of the research conclude that there is a significant impact of organizational learning on organizational loyalty among university professors.

The underlying factors of organisational learning emerged from this study are group learning, individual learning, and organizational learning.

The underlying factors of organisational loyalty emerged from this study are standard loyalty, emotional loyalty, constant loyalty.

Based on the findings of the study, it recommends the following:

1-The results related to the respondents' perceptions of the degree of organizational learning practice is as medium, therefore, the Algerian University must reinforce these dimensions, use them in the process of organizational learning and create a healthy regulatory environment that is established to build learningable organizations.  
2 -In view of recent global changes, such as: - The phenomenon of globalization and specialization, the Algerian University has become facing an internal and external challenge, and it is subject to rapid changes, and for these institutions to align with Variables, they must adopt modern and developed management concepts to keep up with these Changes, and among these concepts is the concept of the organizational learning process; Even These organizations are becoming more able to adapt rapidly to global variables.

3- The necessity of reviewing laws, regulations and legislations capable of inducing changes Organizational, social, cultural, and educational impact on the behavior of individuals And groups within institutions, which hinder the introduction of models and administrative methods Cutting edge.

4- The necessity of seeking to encourage openness and flexibility in organizational and human relations between management and workers, by holding regular meetings, seminars, and self-constructive criticism and reward the distinguished and creative, in order to promotion organizational loyalty.

### **Limitations:**

-The paper studies the effects of organizational learning on the promotion of organizational loyalty of human capital which is a broad topic.

- The study did not review the literature in Algeria

- However due to shortage of budget the sample of the paper is kept low and only in the algeria uiversities.

- The numbers of questionnaire were limited. Also the results from the research paper are limited to the professor in university of algeria only so the ability of generalization of this research paper is limited.

- It is recommended that a bigger sample size, with a more wider.

Area of research (include more sectors of the market) for the next research to make the results more generalized.

**Recommendations:**

From the research paper it is recommended that organizations should pursue to invest in organizational learning of their employees which will help them not only maintain their core competences and uour loyalty and also enhance their productivity and level of performance.

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## 8 Appendices:

### Appendice 01 :A questionnaire

#### A questionnaire

In the context of the completion of scientific research on the subject of "the impact of organizational learning in enhancing organizational loyalty to university professors" through the study of the dimensions of addressing the variables of this research, please ask that you reply to the phrases of the questionnaire to help us obtain objective results that will allow us to achieve the objectives of the study.

Prepared by researchers at University Abou Bakr Belkaid Tlemcen.

#### personal data :

- . Gender : ☐ Male ☐ Female
- . Age group : ☐ Less than 30 years ☐ Between 30 and 39 years  
☐ Between 40 and 49 years old ☐ More than 50 years old
- . Years of Experience: ☐ Less than 5 years ☐ Between 5 and 10 years  
☐ Between 10 and 15 years ☐ More than 15 years

**The first axis: organizational learning**

Phrase number	Phrase	Strongly Disagree	Disagree	neutral	agree	strongly agree
<b>Individual learning</b>						
A1	University-level dealings rely on the concept of mutual confidence					
A2	The university is working to update programs to develop the skills of professors					
A3	The University devotes time to individual learning in order to support the efforts of individuals to reach the best and the best performance					
<b>Group learning</b>						
B1	The university is working on developing successful work teams					
B2	Mutual and honest discussion helps team members to learn and benefit from the experience of others at the university.					
B3	Take your decisions into consideration when participating in the performance of task forces in your organization					
<b>Organizational learning</b>						
C1	The university has systems which measure the difference between actual and expected performance					
C2	The university maintains methods to solve the problems it has previously encountered					
C3	The University seeks to develop its competencies and to rely on new administrative methods					

**The second axis : organizational loyalty**

Emotional loyalty						
D1	I feel that the university where I work is part of my life and it is difficult to get away from it					
D2	If I get a job offer that is better than my job, I won't leave the current university					
D3	I am interested in changing the negative feelings of other people about the university inside and outside it					
Standard loyalty						
E1	I'm going to feel job alienation if I leave this university					
E2	My commitment is very big towards my work and my colleagues at the university					
E3	This University deserves my fidelity and loyalty to it .					
Constant loyalty						
F1	The most important reason for my continued work in this university is that it offers benefits that are not available in other universities					
F2	My stay in university is a very necessary matter.					
F3	I 'm afraid I'm leaving university because of the difficulty in finding another job.					

## Appendice 02 : Statistiques descriptives

### Statistiques descriptives

	N	Minimum	Maximum	Moyenne	Ecart type	Variance
gendre the professors	48	1	2	1,40	,494	,244
age group the professors	48	1	4	2,44	,848	,719
experience the professors	48	1	4	2,42	1,145	1,312
University-level dealings						
rely on the concept of	48	1,00	5,00	3,2083	1,18426	1,402
mutual confidence						
The university is working to						
update programs to develop	48	1,00	5,00	2,6042	1,02604	1,053
the skills of professors						
The University devotes time						
to individual learning in						
order to support the efforts	48	1,00	4,00	2,4792	1,01036	1,021
of individuals to reach the						
best and the best						
performance						
The university is working						
on developing successful	48	1,00	5,00	2,8125	1,04487	1,092
work teams						
Mutual and honest						
discussion helps team						
members to learn and	48	1,00	5,00	3,4167	1,28549	1,652
benefit from the experience						
of others at the university.						
Take your decisions into						
consideration when						
participating in the	48	1,00	5,00	2,8125	1,24894	1,560
performance of task forces						
in your organization						
The university has systems						
which measure the	48	1,00	5,00	2,3958	1,08647	1,180
difference between actual						
and expected performance						
The university maintains						
methods to solve the	48	1,00	5,00	2,6042	1,16216	1,351
problems it has previously						
encountered						
The University seeks to						
develop its competencies	48	1,00	5,00	2,6875	1,18781	1,411
and to rely on new						
administrative methods						
I feel that the university						
where I work is part of my	47	1,00	5,00	3,2128	1,14086	1,302
life and it is difficult to get						
away from it						
If I get a job offer that is						
betterthan my job, I won't	47	1,00	5,00	3,2128	1,39776	1,954
leave the current university						

I am interested in changing the negative feelings of other people about the university inside and outside it	47	1,00	5,00	3,7021	,97613	,953
I'm going to feel job alienation if I leave this university	47	1,00	5,00	3,2128	1,38212	1,910
My commitment is very big towards my work and my colleagues at the university	47	1,00	5,00	3,8936	1,08816	1,184
This University deserves my fidelity and loyalty to it	48	1,00	5,00	3,4583	1,11008	1,232
The most important reason for my continued work in this university is that it offers benefits that are not available in other universities	48	1,00	5,00	2,5000	1,18501	1,404
My stay in university is a very necessary matter.	48	1,00	5,00	3,1458	1,20265	1,446
I 'm afraid I'm leaving university because of the difficulty in finding another job.	48	1,00	5,00	3,2917	1,27092	1,615
N valide (liste)	47					