



The Role and Functions of Human Resource Management in Building a Learning Organization: An Empirical Study on a Sample of Employees in Public Industrial Organizations Operating in the City of Benghazi, Libya

Salma Muftah Almasrite ^{ID} *	Salah Mabruk Abdalsalam Dow ^{ID}
Salma.almasrite@uob.edu.ly	Salahmabruk009@gmail.com
Benghazi University .libya	University of Zintan.Libya

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Abstract:

The objective of this study was to investigate and assess the influence of certain human resource management functions (human resources planning, recruitment and selection, and human resource training) on building a learning organization among employees in the general industrial organizations operating in the city of Benghazi. The study included all employees in the general industrial organizations in Benghazi, encompassing a total of (5959) employees. A random sample of (361) individuals was selected for the study. Data relating to the study's subject were gathered through a questionnaire. The data analysis and hypothesis testing were performed using the Statistical Package for the Social Sciences (SPSS). Several statistical analyses were conducted, including frequency tables, means, and standard deviations. The impact was assessed through multiple regression analysis to explore the statistically significant influence of certain human resource management functions (human resource planning, recruitment and selection, and human resource training) on the construction of a learning organization in the industrial organizations under investigation. The study showed that the level of implementation and practice of these human resources functions among the employees in the studied industrial organizations is notably high, with an overall mean of (3.51), surpassing the average of the scale. This points to the importance of the role played by human resources in achieving excellence and success for these organizations. In conclusion, the study recommends that organizations pay greater attention to human resources management functions, particularly in the domain of human resources recruitment and selection. This involves appointing the most qualified human talents and implementing training programs to enhance the skills and capabilities of employees, fostering teamwork and team building.

Keywords: Human Resources Functions, Learning Organization, Public Industrial Organizations, Benghazi.

Jel Classification codes : O15, J53, M12, M54, L16,L3.

* Corresponding author

1. Preface:

Modern organizations face significant challenges that have asserted themselves on both internal and external work environments. These organizations cannot function effectively without a comprehensive understanding of the strengths and weaknesses within their internal setting, as well as a nuanced awareness of the opportunities and threats in their external landscape. Human resources management is recognized as a highly interactive department with both the internal and external environment. The human factor serves as the foundation for building and advancing organizations, and consequently, the success or failure of these organizations depends on it. As a result, human resources management plays a pivotal role in today's organizations, aiding them in gaining a competitive advantage through its activities and practices, including the attraction, development, and retention of qualified human resources to ensure the achievement of desired objectives.

In accordance with modern management principles, the role of human resources management has evolved beyond its traditional functions, taking on a strategic dimension. This strategic role involves ensuring that all decisions made by this management function, across its diverse activities, are coherent and do not conflict with each other or with the plans and activities of other departments. Moreover, there is an acknowledgment of the significance of organizational learning in building learning entities capable of sustaining and competing in an unstable environment.

For these organizations to endure and prosper, they must explore new methods and approaches by transitioning into learning organizations. Peter Senge, a management scholar, introduced the concept of "Learning Organization" in 1990. He defined it as an organization where individuals continually expand their capacities and capabilities to achieve desired results, create space for collective aspirations, enable people to learn from one another, and nurture new and comprehensive modes of thinking (Senge, 1990).

The concept of "Learning Organization" is becoming increasingly significant among researchers and intellectuals in the contemporary era. Organizations aspiring to learn are those that prioritize human resources, and treat them as intellectual and mental assets, sources of information and knowledge, and catalysts for creativity and innovation. This approach is essential for effective and efficient performance in an organization's structured environment. Therefore, this study delves into the examination of the role played by specific human resources management functions (human resources planning, recruitment and selection, and human resources training)

in constructing a learning organization among employees in the public industrial organizations situated in the city of Benghazi.

2. Problematic:

Recent advancements across various fields have compelled contemporary organizations to respond, adapt, and change in order to ensure their continuity and interaction with society and the environment, considering all the surrounding influential factors. All of this requires organizations to place special emphasis on their human workforce. The success of modern organizations in achieving their objectives relies on the efficiency and effectiveness of human resources. The crucial task of managing and developing these resources is paramount to enhance their efficiency, achieve heightened levels of productivity, secure increased profits, and deliver superior services. Consequently, this results in the satisfaction of human resources in their roles as well as the contentment of service recipients.

At the present time, industrial organizations are facing significant fundamental changes, new trends, and recent developments due to the conditions of globalization and the new global system. To ensure their survival and growth amid these dynamics, these organizations require a knowledgeable human resource base with the ability to adapt swiftly to environmental changes. Therefore, the principal question that arises in this study is:

To what extent do the practices of specific human resources management functions (human resources planning, recruitment and selection, and human resources training) influence the construction of a learning organization?

3. Study hypotheses:

The main hypothesis: There is no statistically significant impact of practicing certain human resources management functions (human resources planning, recruitment and selection, and human resources training) on building a learning organization among employees in the public industrial organizations under study.

The following sub-hypotheses stem from the main hypothesis:

The first sub-hypothesis: There is no statistically significant impact of practicing the human resources planning function on building a learning organization among employees in the public industrial organizations under study.

The second sub-hypothesis: There is no statistically significant impact of practicing the human resources recruitment and selection function on building a learning organization among employees in the public industrial organizations under study.

The third sub-hypothesis: There is no statistically significant impact of practicing the human resources training function on building a learning organization among employees in the public industrial organizations under study.

4. Objectives of the study:

- Identifying the level of practice of certain human resources management functions in public organizations in Benghazi, specifically human resources planning, recruitment and selection, and human resources training.
- Assessing the impact of certain human resources management functions on building a learning organization in the public industrial organizations under study.
- Understanding the feasibility of applying the concept of the learning organization in the studied public industrial organizations.
- Achieving potential findings and recommendations that can be utilized in decision-making processes aimed at enhancing organizational development.

5. Importance of the study:

- Highlighting the significance of the studied variables, which include certain human resources management functions (human resources planning, recruitment and selection, training) and learning organization.
- Clarifying the extent of the impact of practicing certain human resources management functions on building a learning organization in public industrial organizations in Benghazi.
- This study may contribute to enriching Arabic literature with a novel subject that could capture the interest of researchers and serve as a starting point for further studies.

6. Methodology applied

This study employed a descriptive-analytical approach, which entails describing the studied variables through the collection, processing, and interpretation of relevant data. The aim is to derive conclusions that align with the study's hypothesis and objectives.

7. Study Population and Sample Selection

The study population consists of all personnel employed in Libyan industrial organizations situated within the boundaries of Benghazi, with a total count of (5959) workers. Table (1) illustrates the study population and sample.

Table No. (01): The number of employees in industrial organizations

Number	Company name	Number of employees	Ratio	Sample
1	Libyan Cement Joint Stock Company	2056	35%	126
2	Al-Enmaa Pipes Company	1100	18%	65
3	Al-Jouf Company for Oil Technology	1055	18%	65
4	Abu Atani Beverage Industry Joint Stock Company	858	14%	51
5	Al-Enmaa Cables Joint Stock Company	820	14%	51
6	National Mills Company	70	1%	2
Total		5959	100%	361

Source: The sample size is 361 individuals, based on the table of (Sikaran, 2006).

8. **Previous studies:** There are numerous studies that have explored aspects related to the study topic, including functions of human resource management and the learning organization. Some of these include:

- Abu Doleh and Salehiah’s study (2005) aimed to investigate and understand the reality of practices in Jordanian public and private sector organizations concerning human resources management functions based on modern managerial approaches. These functions include human resources planning, job analysis, recruitment processes (attraction, selection, and placement), training and development processes, performance evaluation systems, compensation and incentive systems, promotion systems, as well as health and safety policies and instructions. This study also attempted to identify the extent of statistically significant differences in the practice of human resources management functions between Jordanian public and private sector organizations. A total of (52) questionnaires were distributed, with (29) targeting the public sector and (23) for the private sector. The findings of the study revealed several key results, including that the majority of Human Resources Management activities are practiced by the surveyed organizations to a low extent. These activities include human resources planning, job analysis, recruitment, training and development, performance evaluation, compensation, incentives, and promotion systems. Activities related to health and safety were found to be practiced to a moderate extent. The study also showed that there were no statistically significant differences between organizations in the public and private sectors.
- The study conducted by Al-Hayassat (2007) aimed to assess the efficiency and effectiveness of human resources management strategies in Jordanian journalistic institutions. These strategies encompass human resource planning, selection and appointment, performance evaluation, and employee training, and their correlation

with organizational performance. The study included a sample of (21) journalistic institutions employing (50) workers. Among the key findings of the study is the identification of a positive relationship between the efficiency and effectiveness of selection and appointment strategies, performance evaluation, employee training, and organizational performance.

- The study conducted by Al-Fara and Al-Zatoun (2008) aimed to assess the state of selection and appointment policies for administrative positions in the ministries of the Palestinian National Authority in the Gaza Strip. The study had a sample size of (500) employees, and its findings highlighted several key points. One of the notable results indicates that the Palestinian do not follow effective selection and appointment policies based on sound scientific principles and criteria to regulate the process. The researcher recommended the need to establish sound scientific foundations and criteria to ensure a suitable framework for the success of selection and appointment policies in selecting the best human competencies for administrative roles. Moreover, the study emphasized the importance of considering other human resources management functions within these ministries.
- The study by Al-Kassasbah et al. (2009) aimed to investigate the degree of influence of the empowerment culture (technical and administrative empowerment) and transformational leadership (material and moral requirements for transformation) on the learning organization within the Talal Abu Ghazala Group in Jordan. The study, conducted on a sample of (290) employees, revealed significant findings, indicating a positive impact of the empowerment culture and transformational leadership on the learning organization.
- Harrim's study (2010) sought to explore the relationship between the learning organization and organizational performance within the pharmaceutical industry in Jordan. The study included a sample of (400) employees, representing five pharmaceutical companies. The key findings revealed a strong positive correlation between the learning organization and organizational performance.
- Mallory's study (2010) was conducted to assess the relationship between dimensions of the learning organization and several performance measures. The study involved a random sample of (603) executives from non-profit organizations in the United States. The study results revealed a positive impact between the dimensions of the learning organization and various financial and cognitive performance measures for the organizations.

After reviewing previous studies, it is evident that this study aligns with some of the earlier research that explored topics related to human resources management and learning organization, examining various variables and dimensions. However, what

sets it apart from other studies is its focus on investigating the impact of human resources management functions on the learning organization. According to the researchers, this study represents a pioneering effort as the first of its kind to probe into the relationship between these variables in the Libyan context. Based on the foregoing studies, the current study aims to fill the existing gap in this field.

9. Theoretical framework:

1.9 Understanding human resources management: Objectives and significance

Human Resources Management (HRM) in administrative structures is the cornerstone of the administrative process. Its effectiveness in fulfilling its mission largely depends on its human resources. Management scholars have used various terms to describe this administrative unit within organizations, which focuses on the human element. It has been referred to as Personnel Management, Human Resources Management, People Management, Workforce Management, or Employee Affairs Management (Rababah, 2003). Despite the diversity in nomenclature, the central focus of this management is the human workforce across different departments within the organization. Consequently, this administrative unit holds a significant position among other departments, influencing all aspects of their activities (Shahada et al., 2000). Therefore, the concept of human resources management takes on various meanings in the literature related to the field of human resources management. Dessler (2003) defined human resources management as "a set of practices and policies necessary for executing various activities related to the aspects required for management to carry out its functions effectively." Abdel Baqi (2004) further characterized it as "one of the crucial and central departments in all organizations, be they service-oriented, industrial, or commercial. Its role is to efficiently harness the human element within these organizations." On the other hand, Aqeeli views human resources management as "a fundamental management and organizational function that strives for the optimal utilization of human resources within an organization through a strategy encompassing a variety of policies and practices aligned with the organization's strategy and mission, contributing to their achievement" (Aqeeli, 2005). Cashway (2006) emphasized that human resources management is "a set of strategies, processes, and activities designed to support common goals by creating integration between the organization's needs and the individuals working within it." Al-Maghrabi clarified that it encompasses "all administrative activities related to identifying the organization's needs for human resources, developing their capabilities, and enhancing their efficiency. This includes compensation, motivation, and comprehensive care, with the aim of maximizing their effort and intellect to achieve the organization's objectives" (Al-Maghrabi, 2009).

In light of the preceding definitions, human resources management can be defined as those procedures, policies, and activities encompassing planning, organizing, staffing, leading, and controlling. These are carried out by the specialized administrative unit responsible for employee affairs within the organization. The aim is to ensure the continuous provision of the workforce and empower the organization to efficiently and effectively achieve its goals, as well as the goals of its employees and the community.

9.1.1 The objectives of human resources management:

The main objective of human resources management is to provide the organization with efficient human resources and to develop individuals in a way that meets their desires and the organization's needs. Arising from this central aim are several specific objectives, this includes:

1. **Functional objectives:** These involve the specific functions undertaken by human resources management concerning the organization's workforce, tailored to meet its needs (Rababah, 2003). This includes:
 - a- Ensure the consistent flow of human resources to the organization through effective recruitment, selection, and hiring processes.
 - b- Maximize the utilization of human efforts by investing in their training, development, and providing opportunities for acquiring knowledge, experience, and skills.
 - c- Maintain the ongoing desire of employees to work, achieved by aligning the goals of the organization with the goals of the employees. To accomplish this, it is essential to provide a comprehensive compensation system.
2. **Organizational objectives:** Human resources management is designed to perform its functions in collaboration with other departments in the organization, providing advice and guidance on personnel matters. In doing so, human resources management empowers the top management of the organization to achieve organizational goals through the workforce (Armstrong, 2005).
3. **Individual objectives:** Human resources management aims to satisfy the desires and needs of employees, recognizing them as crucial participants in the production process (Bosnia and Al-Farsi, 2003). Some of these objectives include:
 - a. Create favorable opportunities for individual employment and provide working conditions that enable them to foster effective collaboration, increasing their productivity and consequently enhancing their income.
 - b. Enhance the morale of employees and increase their sense of happiness by implementing objective policies in determining wages, rewards, incentives,

and promotions based on the quantity and quality of their efforts. This approach ensures the realization of principles of equality and fairness among them.

- c. Provide health conditions and requirements during work, avoiding tasks and activities that expose individuals to serious physical and psychological risks, in line with human dignity, to ensure work stability and preserve their strength.
 - d. Rehabilitate and train individuals to perform tasks that qualify them to adapt to changes occurring in the restructuring of the national economy or the organization's structure.
4. **Social Objectives:** Achieve societal goals through employment opportunities for individuals based on their capabilities and in accordance with labor laws and regulations. This includes protecting them from hazards (Zawilf, 2003). Some of these objectives are:
- a. Improve the standard of living by providing equal opportunities and utilizing the human potential of the community, placing the right person in the right position.
 - b. Assist individuals in choosing the most suitable jobs for them, boosting their morale and enthusiasm for work.
 - c. Provide protection and preserve the workforce in the community.

9.2.1. The importance of human resources management:

The importance of human resources management (HRM) can be clarified through its direct impact on the working individuals, as highlighted by Al-Sarairah and Al-Ghareeb (2010):

1. Being a significant attraction center in the organization by determining the quality of human resources in the functional activities of the organization.
2. Dealing with the unique resource that cannot be replicated by competitors.
3. Reducing human resource costs, this can be achieved by improving quality and increasing productivity.
4. Addressing errors in human resource management practices with lower costs compared to other functional departments.

9.2 Functions of human resource management covered in the study:

- **The initial function: Human resources planning**

The process of human resources planning is considered one of the most important functions in human resources management due to its significant connection to the

organization's overall goals and its future vision. It serves as a means to achieve optimal utilization of the human element and mitigate workforce-related issues (Abu Doleh, Salehiah 2005). There are various definitions for the concept of human resources planning, including Dessler's definition, which states that it is "the process of preparing the plans necessary to fill expected job vacancies" (Dessler, 2003). Meanwhile, Al-Sayrafi defines human resource planning as "the stage of future thinking to identify the types of jobs required for the organization over a certain period in the future and determine the required numbers for each job type. In other words, it entails specifying the workforce requirements for each position" (Al-Sayrafi, 2007).

The process of human resources planning consists of four key steps (Abdel Baki et al., 2007):

1. Identifying the impact of organizational goals on specific organizational units.
2. Determining the skills, experiences, and the total number of individuals (demand for human resources) required to achieve or accomplish goals at the organizational and departmental levels.
3. Identifying additional human resources required in light of the organization's current human resources.
4. Developing feasible and actionable plans to address the anticipated human resources needs.

- **The second function: Attracting human resources**

There are several definitions related to human resources recruitment, including the following:

Bilal defined recruitment as "the search, attraction, and persuasion of individuals to join work in the organization" (Bilal, 2004). Maher described recruitment as "the various stages and integrated processes of searching for suitable candidates to fill vacant positions in the organization" (Maher, 2005). Barbar defined it as "the process of discovering potential candidates from human resources to fill current or expected vacant positions in the organization" (Barbar, 2008). Based on this, we can say that recruitment focuses on the following activities (www.economics.kaau.edu.sa):

1. Identifying and attracting potential candidates for open positions.
2. Targeting and analyzing the labor market.
3. Preparing and conditioning candidates for the selection process.

Therefore, recruitment serves as the link between human resource planning and the employee selection stage.

- **The third function: selection and appointment.**

The process of selecting and appointing human resources in an organization is the natural extension of the search and attraction process for suitable human resources. The selection process can be defined as follows:

Zawilef views the selection process as “the administrative process through which candidates are divided into two teams: a team accepted by the organization for appointment to the vacant position, and a team rejected, which includes the organization’s processes to choose the best candidates for the job. This selection is based on the selection criteria applied by the organization” (Zawilef, 2003). As per the analysis of Hamoud and Al-Kharsha, selection represents “all the activities through which the organization is able to choose the most suitable human resources from candidates for available positions, who possess functional qualifications, capabilities, intellectual, technical, and human abilities” (Hamoud et al., 2007).

Therefore, it can be said that the selection process is the one through which the best and most suitable applicants are chosen to fill the vacant position, achieving a balance between their qualifications, skills, abilities, inclinations, and the requirements of the vacant position through a series of sequential procedures.

- **The fourth function: training**

The conceptual and philosophical perspectives on defining training have shown variations. Here are some of them:

According to Mentally, training is “a deliberate action consisting of a set of programs designed to teach human resources how to perform their current tasks at a high level of competence, by developing and refining their performance” (Aqeeli, 2005). On the other hand, Abdel Baki perceives training as “a planned activity aimed at providing individuals with a range of information and skills that lead to an increase in individuals’ performance in their work” (Abdel Baki, 2005). Cashway defines training as “the process through which individuals acquire skills and receive the necessary knowledge or behavior enabling them to fulfill their responsibilities according to the required standards” (Cashway, 2006).

The training process is a continuous and integrated operation that involves various parts and distinct elements, each playing a crucial role. However, the ultimate effectiveness and efficiency of training in achieving its objectives rely on the integration and interconnection among its components. Therefore, the training process encompasses essential steps in developing an effective training program, including:

1. Identifying training needs within the organization.
2. Training objectives.
3. Determining the content of the training program.
4. Training methods.

9.3 The concept of the learning organization and its importance

The definitions offered by researchers and thinkers for the learning organizations have varied due to differences in their philosophies, diverse experiences, and specializations. Senge perceives learning organizations as those “where individuals constantly enhance their capacity to achieve the results they desire and where new and comprehensive patterns of thinking are encouraged, with the presence of models that aid and stimulate such thinking” (Senge, 1990). In contrast, Abu Bakr (2001) defines a learning organization as one that “possesses organizational skills enabling it to acquire and transfer new knowledge.” As for Al-Sarhan (2002), he defines the learning organization as “an effective mechanism that enables all employees in the institution to understand and comprehend the values and ideas that make the organization active, allowing the organization to interact highly with its environment.” According to Peter, the learning organization is described as “one that utilizes available knowledge and expertise so that it can generate continuous development that yields profit” (Peter, 2008). Al-Hawajeh sees the learning organization as one “that meets the conditions distinguishing it from other traditional organizations in terms of educational leadership, enabling employees to participate and move with flexibility and effectiveness. It adopts a participation strategy, provides opportunities for the exchange of knowledge and information, and continues to learn” (Al-Hawajeh 2010).

The significance of the learning organization concept is underscored by the necessity to apply the principles advocated by Senge in 1990 to transform traditional organizations into learning organizations that benefit from their mistakes. This transformation is attributed to the evolution of managerial expertise in dealing with the capacities of workers. In traditional organizations, the managerial relationship was conventionally hierarchical, with the manager-worker structure. However, the learning organization is based on an open view of the worker and their capabilities in contributing to the development of the organization. It emphasizes that management alone is not responsible for this development (Najm, 2005). Al-Harbi (2010) highlighted the significance of implementing the learning organization concept by undertaking the following actions:

1. The necessity for swift adaptation to changes in the external environment.

2. Working to enhance its capacity for change and adaptation.
3. Focusing on the development of both collective and individual learning.
4. Utilizing the outcomes of learning to achieve better results.
5. Working on increasing the capabilities of its workforce and empowering them.
6. Leveraging technology to maximize productivity and learning.

• **Characteristics of the learning organization.**

Numerous characteristics set the learning organization apart from others, with some of the most significant ones outlined by Saqer (2003):

1. Providing continuous learning opportunities.
2. Utilizing education to attain its objectives.
3. Linking individual performance to organizational performance.
4. Promoting a culture of dialogue, participation, and the exchange of opinions among employees.
5. Paying attention to continuous interaction with its environment.

While opinions may vary on the primary elements distinguishing the learning organization from traditional ones, the following table, as presented by Tahir (2011), illustrates the comparison between the characteristics of the learning organization and those of the traditional organization.

Table No. (02): Comparison between the characteristics of the learning organization and the traditional organization.

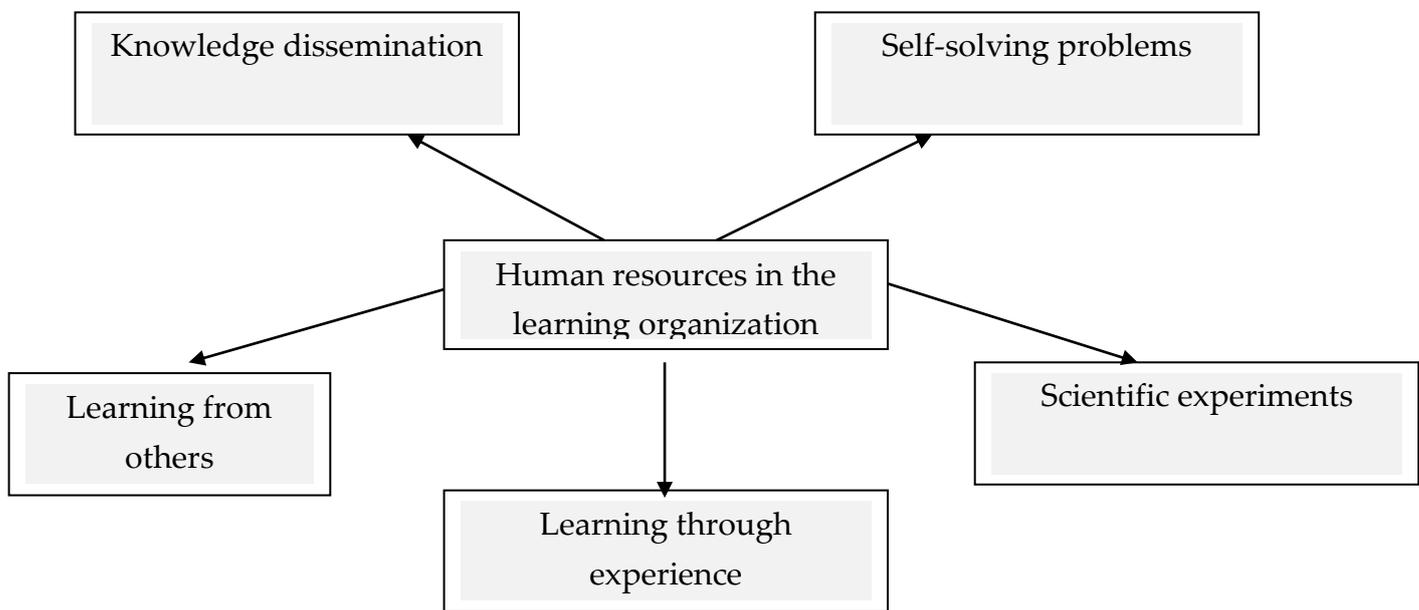
Learning organization	Traditional organization
Has a horizontal organizational structure.	Has a vertical organizational structure.
Performs tasks according to role delegation and empowers employees.	Performs tasks based on highly complex routine procedures.
Relies on a motivational approach to encourage employees to engage in organizational learning, aiming to enhance their performance levels and creativity.	Relies on traditional training methods and conventional learning to enhance the skills of its employees.
Relies on a delegation of authority and participation in decision-making approach.	Relies on a centralized decision-making approach.
Adopts an information-sharing approach to accomplish tasks.	Relies on the formal systems approach to accomplish tasks.
Relies on the scientific research method to address challenges, employing innovative and creative scientific methods.	Relies on traditional methods to address the challenges it continually encounters.

Source: Tahir, F. J. (2011). The Impact of Organizational Learning Dimensions on the Availability of Learning Organization Dimensions. *Al-Qadisiya Journal for Administrative and Economic Sciences*, 10(1), 118-142.

9.4 The role of human resources in the learning organization:

The concept of the learning organization describes the important organizational philosophy that gives the organization the ability for continuous change and adaptation because all its members play an active role in identifying and solving work-related problems. Dessert proposed the necessity of following five types of activities in which human resources play a crucial role in each activity with the aim of building the learning organization (Hussein, 2004). The following figure illustrates the role of human resources in the learning organization.

Figure No. (01): Human resources in the learning organization



Source: Hussein, L. S. (2004). The Role of Human Resources in Building the Responsive Learning Organization. In Proceedings of the Knowledge Management Conference in the Arab World, University of Zaytoun, Jordan, p. 14.

The information presented in the figure above indicates:

- The learning organization employs scientific methods for self-solving problems, utilizing data held by managers to address and transform them into information through the use of simple statistical tools. To reinforce this, engaging in training activities and developing employees, particularly in self-solving problem-solving training, is imperative.
- The learning organization depends on scientific expertise and experiments, involving the systematic and scientific search for new knowledge. The human resource plays a vital role in developing directions based on scientific experiments.

- The learning organization relies on experiential learning and learning from others, with an outward perspective (toward the environment) that allows it to gain new perspectives.
- The learning organization depends on the swift and effective dissemination of knowledge throughout all parts of the organization.
- By engaging in these practices, the learning organization is built through the interaction of employees with managers, transforming organizations into empowered entities. In such organizations, frontline workers play a pivotal role, recognizing new opportunities, diagnosing problems, and reacting swiftly for analysis and implementation. Therefore, it is imperative for organizations to persist and evolve.

In this context, Hussein (2004) identified the role, practices, and characteristics of the human resource in building learning organizations, this includes:

1. Encouraging individuals to build a new life in learning through continuous and comprehensive training on essential skills, including the skills to use decision-making techniques.
2. Individuals in the learning organization contribute to intellectual capital.
3. Contributing to the construction and sustainability of a competitive advantage.
4. Knowledge is reflected in job performance, which, in turn, influences continuous learning.
5. Adopting a learning approach in learning organizations that ensures harmony between individual requirements and organizational needs.
6. Providing technical and specialized support to the required workforce.
7. Individuals in a learning organization do not stay in the same position for long, show a readiness to take on professional roles and specialized positions.

10. The practical aspect

10.1 Data collection tool

A survey questionnaire was developed by drawing on several prior studies (Al-Kassasbah et al., 2010), (Al-Ghamdi, 2009), and Al-Hawajeh (2010). The first section encompassed data regarding the characteristics of the sample individuals, such as gender, age, educational qualifications, service duration, and their respective managerial levels. Meanwhile, the second section focused on collecting data pertaining to the measurement of certain human resource management functions. The statements used for measurement were formulated with some modifications. The third section was dedicated to gathering data related to the learning organization.

10.2 Methods of Data Analysis

To analyze the research data that was collected, the following statistical methods were employed:

1. Descriptive statistical methods: Mean, standard deviations, and percentages.
2. One-sample t-test.
3. Multiple regression analysis with the selection of (f) using the Analysis of Variance (ANOVA) table.

10.3 The validity and reliability of the tool

The concepts of reliability and validity are fundamental considerations when evaluating the quality of a test. The Cronbach's alpha equation was utilized to ensure the reliability of the study's measures. To verify the validity of the study's measures, the statistical or self-validity method was employed, which is considered one of the straightforward methods for this purpose. It involves taking the square root of the reliability coefficient, as illustrated in the table:

Table No. (03): The results of the reliability and self-validity test for the study variables

Variables	Cronbach's Alpha reliability coefficient	Self-validity coefficient
Functions of human resources	0.97	0.98
The learning organization	0.96	0.97

The table reveals that the coefficients of Cronbach's Alpha for internal consistency of the study variables and the coefficients of self-validity are high. Thus, this scale is considered valid for its intended purpose and demonstrates a high level of reliability compared to the acceptable threshold (0.75), which is the acknowledged level for the stability of any measure in the field of management sciences. Consequently, it can be relied upon in field applications, making the survey questionnaire an acceptable tool for collecting the necessary data for the study.

10.4 Analysis Scale

The study utilized a five-point Likert scale to assign scores to each response on the scale: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). To assess the level of each variable, the weighted average was calculated. Variables with a

weighted average below 1.80 were categorized as very low, those between 1.80 and less than 2.60 were classified as low, those between 2.60 and less than 3.40 were considered average, those between 3.40 and less than 4.20 were labeled as high, and those between 4.20 and 5 were considered very high (Abdel Fattah, 2008).

10. 5 The analysis of study data and hypothesis testing

1. **Sample Characteristics:** As evident from the table, the majority of the research community consists of males, constituting a percentage of 67.04%, while the female population accounts for 32.6%. This indicates a higher proportion of males compared to females, possibly attributable to the nature of work within these organizations. The age group (35 to less than 45 years) represents the highest percentage in the sample at 40.4%, suggesting that the workforce is characterized by maturity and scientific experience, as work in industrial organizations typically demands previous experience. The research variables also show distribution according to educational qualification, with the highest percentage for those holding a secondary diploma at 36.5%. The table below illustrates the distribution of general characteristics of the research variables.

Table No. (04): General characteristics of the research variables

Variable	Variable category	Number	Percentage
Gender	Male	225	67.4%
	Female	109	32.6%
	Total	334	100%
Age	Less than 25 years old	7	2.1%
	From 25 to 35 years old	74	22.2 %
	From 35 to 45 years old	135	40.4%
	From 45 to 55 years old	88	28.3%
	55 years old and above	30	9.0%
	Total	334	100%
Educational qualification	Intermediate Diploma	122	36.5%
	Higher Diploma	85	25.4%
	Bachelor's degree	88	26.3%
	Magister/Master's degree	10	3.1%
	Ph.D.	9	8.7%
	Total	334	100%
Duration of service	Less than 5 years	30	9.0%
	From 5 to 10 years	38	11.4%
	From 10 to 15 years	63	18.9%
	From 15 to 20 years	89	26.6%
	20 years or more	114	34.1%
	Total	334	100%

2. Description of study variables:

First: Functions of human resources management: This aspect covers the description of the human resources functions axis. The calculated averages and standard deviations for the human resources functions among the individuals in the study sample are as follows:

Table No. (05): The arithmetic means and standard deviations of the axis of human resources management functions

Human resources management functions	Mean	Standard deviation	Statistical value (t)	p-Value	Decision	Ranking
Human resources planning	3.53	0.863	11.347	0.000	Significant	2
Recruitment and selection of human resources	3.44	0.880	9.323	0.000	Significant	3
Human resources training	3.57	0.834	12.546	0.000	Significant	1
Degree of freedom=333	statistically significant ($\alpha = 0.05$)					

Table number (5) indicates that there are practices related to human resource management functions within the studied industrial organizations. This is evidenced by the elevated arithmetic means. The training function for human resources ranked first, with an average of (3.57) and a (t = 12.546) value. This result suggests that the training function for human resources is the most extensively practiced within the industrial organizations under investigation. Following it is the human resource planning function, ranking second with an average of (3.53) and a (t = 11.347) value. This outcome implies that the planning function is implemented at a slightly lower level compared to the preceding function in the industrial organizations being studied. Finally, in the last position, is the function of recruiting and selecting human resources, with an average of (3.44) and a (t = 9.323) value. This indicates that this particular function is practiced to a lesser extent within the industrial organizations under investigation. Consequently, organizations should focus on the recruitment and selection process to identify and appoint the most qualified individuals.

Secondly: The learning organization: According to Table (6), the results of statistical analysis suggest the potential application of the concept of the learning organization among workers in the studied industrial organizations. This is evident from the higher

arithmetic mean, reaching (3.32), compared to the assumed benchmark of (3). The statistical value (t) was (6.87), indicating the existence of some good practices in implementing the concept of the learning organization among employees in the industrial organizations under study.

Table No. (06): Mean and standard deviation for the learning organization axis.

Learning organization axis	Arithmetic mean	Standard deviation	Statistical value (t)	p-Value	Decision
Learning organization	3.32	0.870	6.876	0.000	Significant

Hypothesis testing: This phase involves testing the main and subsidiary hypotheses of the study. The acceptance or rejection of these hypotheses is determined using multiple regression analysis, along with the (F) test, employing the Analysis of Variance (ANOVA) table.

Primary hypothesis: There is no statistically significant effect of practicing certain functions of human resources management (human resources planning, recruitment and selection, training) on the development of the learning organization among employees in the studied public industrial organizations. The validity of the main hypothesis was tested using multiple regression analysis, as shown in Table (7).

Table No. (07): Results of the analysis of variance for the multiple regression model

Source	Sum of squares	Degrees of freedom	Mean squares	Calculated (F) value	(p-value) of (F)	Coefficient of determination (R ²)
Regression	152.414	3	50.805	167.587	0.000	0.604
Error	100.041	330	0.303			
Total	252.454	333				

Statistically significant at the level ($\alpha = 0.05$). Degrees of freedom = 333

The data in Table (7) illustrates the significant impact of the regression model on human resource management functions in building a learning organization. The calculated (f) value is (167.587) with a probability value of (0.000), which is lower than the significance level ($\alpha=0.05$)

As for the interpretive power, it amounted to (R² = 0.604), indicating a relatively high explanatory strength. This implies that the independent variables (human resources

planning, recruitment and selection of human resources, human resources training) account for approximately (60.4%) of the variance in the dependent variable (the learning organization). This suggests a statistically significant and meaningful influence of implementing certain human resources management functions on the construction of a learning organization. Consequently, the hypothesis which states that “there is no statistically significant impact of practicing certain human resources management functions (human resources planning, recruitment and selection of human resources, human resources training) on building a learning organization among employees in the studied public industrial organizations” is refuted. To ascertain the influence of each human resource management function on constructing a learning organization among employees in the studied industrial organizations, the main hypothesis was divided into three sub-hypotheses. Multiple regression analysis was applied to test each sub-hypothesis. The results of the analysis are presented in Table (8), demonstrating the impact of the independent variables (human resources planning, recruitment and selection of human resources, human resource training) on the construction of a learning organization as follows:

Table No. (08): Results of multiple regression analysis to measure the impact of independent variables on the dependent variable.

Statement	Regression coefficient B	Standard error	Statistical (F) value	Significance level Sig* (t)
Constant	0.350	0.139	2.517	0.012*
Human resource Planning	0.204	0.059	3.451	0.001*
Human resource recruitment and selection	0.355	0.065	5.439	0.000*
Human resources training	0.288	0.064	4.503	0.000*

Statistically significant ($\alpha= 0.05$)

Sub-hypothesis 1: There is no statistically significant effect of implementing the human resources planning function on constructing a learning organization among employees in the surveyed public industrial organizations.

The statistical findings in table (8) demonstrate a statistically significant impact of the human resources planning function on the development of a learning organization. This is evident through the notable increase in the regression coefficient, which is (0.204). Furthermore, the statistical value (f) reached (3.451), accompanied by a probability

value of (0.001), which is lower than the significance threshold ($\alpha= 0.05$). As a result, we reject the hypothesis. This signifies a meaningful and positive influence of the human resource planning function on the establishment of a learning organization.

Sub-hypothesis 2: There is no statistically significant effect of practicing the human resource recruitment and selection function on building a learning organization among employees in the surveyed public industrial organizations.

Analyzing the data from the previous table, it is evident that there is a statistically significant impact of the human resources recruitment and selection function on the construction of a learning organization. This is indicated by the notable increase in the regression coefficient, reaching a value of (0.355). Moreover, there is an increase in the statistical value (t) to (5.439), with a probability value of (0.000), which is less than the significance level. Therefore, the hypothesis is rejected. This suggests a significant and positive influence of the human resources recruitment and selection function on the development of a learning organization.

Sub-hypothesis 3: There is no statistically significant effect of practicing the human resources training function on constructing a learning organization among employees in the studied public industrial organizations.

The statistical outcomes from the same table elucidate that there is indeed a statistically significant impact of the human resource training function on the development of a learning organization. This is evident through the notable increase in the regression coefficient (0.288), along with the elevation of the statistical value (t) to (4.503). The associated probability value is (0.000), which is also less than the significance level (0.05=). And therefore, the hypothesis is rejected. This also suggests a substantial and positive effect of the human resources training function on the establishment of a learning organization.

11. Study results:

The study has yielded several findings, which can be summarized in the following points:

- 1- The level of application and implementation of certain human resources management functions (human resources planning, recruitment and selection of human resources, human resources training) among employees in the studied industrial organizations is high. The overall average was (3.51), surpassing the

scale average. This highlights the importance of the role played by human resources in achieving excellence and success for these organizations.

- 2- The level of implementation for certain human resources management functions is arranged from the most to the least practiced as follows: human resources training function (3.57) is the highest, followed by human resource planning function (3.53), with the lowest practice observed in the human resource recruitment and selection function (3.44).
- 3- The presence of a statistically significant effect of practicing the human resources planning function on building a learning organization among employees in the studied industrial organizations at a significance level of (0.05).
- 4- The presence of a statistically significant effect of implementing the human resources recruitment and selection function on building a learning organization among employees in the studied industrial organizations at a significance level of (0.05).
- 5- The presence of a statistically significant effect of implementing the human resources training function on building a learning organization among employees in the studied industrial organizations at a significance level of (0.05).
- 6- The presence of a statistically significant effect of implementing some human resources management functions (human resources planning, recruitment and selection of human resources, human resources training) on building a learning organization among employees in the studied industrial organizations at a significance level of (0.05).
- 7- The level of application and implementation of the concept of a learning organization in the studied industrial organizations among employees is slightly higher than the assumed average. The calculated average value for the learning organization is (3.32). This suggests the potential adoption of the concept of a learning organization by these organizations.

12. Recommendations:

1. The necessity for organizations to pay greater attention to human resources management functions, with particular emphasis on human resources recruitment and selection, to ensure the selection of the most qualified personnel.
2. Implementing training programs to develop the skills and capabilities of employees in working collaboratively and building effective teams.
3. Adopting a decentralized decision-making approach by delegating authority to lower managerial levels.

4. Increasing managerial awareness of the concept of a learning organization through conferences and courses that contribute to reinforcing the understanding of a learning organization.
5. Placing importance on academic qualifications and the promotion of an innovative and creative spirit among employees in these organizations.

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