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THE ROLE OF SUPPLY CHAIN OF THE LEARNING ON
ORGANIZATIONAL EVALUATION: AN EXPLORATORY
STUDY OF THE OPINIONS OF A SAMPLE OF ICT
TEACHERS

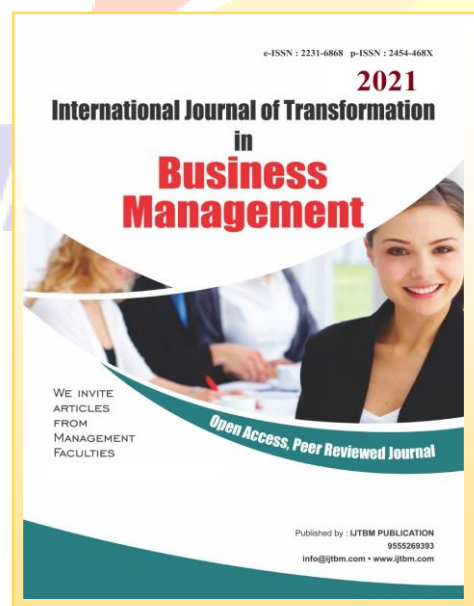
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ABSTRACT

The subject of the learning supply chain has gained great importance by researchers in the theoretical and applied fields of organizations in order to achieve competitive advantage. Through this importance, the research problem has been identified by raising questions about the knowledge of the dimensions of the learning supply chain and its appropriateness in the organization under study, as well as knowing the requirements for its success and its role in organizational evaluation.

The main objectives of the research are to identify the researchers' views on defining the concept of the learning supply chain, as well as diagnosing the nature of the influence relationship between the dimensions of the learning supply chain and organizational evaluation, and also used in the research the null hypothesis, Through the research, a number of conclusions were reached, the most important of which is that the learning supply chain has a significant impact on the organizational evaluation. aligns with its objectives.

INTRODUCTION

The business environment has witnessed rapid changes and great challenges represented in increasing rates of change in various fields and increasing competition in an unprecedented way. Organizations that possess the weapon of learning and knowledge will be able to walk the path of innovation and achieve excellence. Within the comprehensive cognitive development methodology that we live in at the present time, and the inclusion of this methodology in various fields, including the administrative field, and the resulting emergence of contemporary and unprecedented concepts. General, taking into account the organizational situation, the nature of the prevailing organizational culture, the management style, and the related behaviors in the workplace.

METHODOLOGY

Research methodology represents a series of organized steps undertaken by the researcher for the purpose of studying a specific topic and reaching results that contribute to solving problems. The methodology is the beacon that guides the researcher during his research and the roadmap that leads him. Towards satisfactory scientific results.

a. Research problem: The research problem focuses on the importance of the learning supply chain in the College of Information and Communication Technology and its role in organizational evaluation, which represents an important pattern of evaluation and evaluation patterns of administrative work in the studied organization.

b. The aim of the research: To highlight the reality and dimensions of learning by revealing the relationship of influence between the dimensions of learning and organizational Evaluation in the college in question. It revealed which dimensions are more influential in the organizational evaluation.

c. Research hypotheses: There is a significant effect and statistical significance of the learning supply chain and its dimensions in the organizational Evaluation of the College of Information and Communication Technology.

LITERATURE REVIEW

1. The concept of learning supply chain:

There are a number of definitions of the learning supply chain according to the available scientific sources, It has been defined as a group of people, things or events called actors, and actors, activities and resources are identified within the learning supply chain approach (Harland ,1996,67), It is also known as a system that relies on work with experience and expertise to enhance the behavior of creativity (Bessant&Lamming,2003), It is also defined as the process of generating, disseminating, exchanging and applying the value of knowledge among the members of the supply

chain (Chen, Genchev, Willis, Griffis, 2019:1019).

1.1. Importance and objectives of the Learning Supply Chain:

There is potential for challenging, critical, and structured thinking from different perspectives. These points of view can bring in new concepts (or bring old concepts but are new to the learner), where shared experiences can reduce risks and maximize opportunities to try new things, and shared experiences among chain members can provide support and open up new opportunities. New Inquiry and Exploration The Learning Processing Series provides an environment for making assumptions and exploring mental models outside the ordinary experience of organizations (170 New, Westbrook, 2004), It aims to exchange experiences and transfer best practices to obtain high performance of chain members (Jaworskiand and kohli, 1993, 19), The exchange of information for organizational cooperation and learning (Hult and Hurley, 1998, 3).

It may aim to capture customer data and share their views across the organization and respond to those ideas (Slater and Narver, 2000:28), as well as supply chain learning aiming to develop innovations to manage the flow of products and information that better

serve changing customer needs (Fleet et al. al, 2008, 258).

1.2. Learning Supply Chain Dimensions:

A. Behavioral change:

It includes the transformations that occur in the behavior of individuals through changes, whether in the field of increasing experience, dealing with new technology, adding new tasks, or the occurrence of creativity that leads to changes in processes, which leads to changing patterns of behavior in proportion to these changes (Umsot , 188,133), The process of behavioral change is based on the principles of functional conditioning (which involves changing behavior through its consequences). Behavioral change depends on (Tor Indyk's law of influence), and this law is that the individual tends to repeat behavior that is accompanied or followed by positive reinforcement (reward), while he tends to leave the behavior accompanied or followed by a punishment (Davis & Newstrom, 1985: 77-78). The researcher believes that the concept of behavioral change in organizations is a scientific approach that aims to promote a specific desirable behavior to achieve the goals of the organization and to exclude undesirable behaviors. The learning process influences behavior by acquiring

a new skill, additional experience, and the ability to handle modern technology.

B. Directions:

Attitudes represent a behavioral state that may sometimes reach stability, tendencies mean intellectual and practical pathways or specific responses (mental readiness, degree of response to a particular subject, desire that drives behavior) that leads workers' behavior towards a specific organizational path, for example the degree of acceptance of the individual who works from order of change, the degree of consensus among a group of workers towards a particular subject (Al-Salami, 1973: 161), and attitudes represent a willingness to act in a particular way and consist of many years of socialization and changes according to the circumstances in which the individual lives, experiences, learns and trains, and even through observation The behavior of others in many cases, so organizations are keen to know and determine the trends of working individuals because of their close relationship with important topics in organizational work, including the degree of loyalty, willingness to commit, desire to modernize, creativity and respect for work and management requirements. and workers at the same time.

C. Share:

It means participation (evaluation degree) for an individual or group by giving them the right to express their opinion on various issues that pertain to the organization. This degree of evaluation is related to the concepts of motives and incentives in the organization and the personality type and level of perception in addition to the trends of working individuals that were previously talked about in addition to their degree of satisfaction. There were theories associated with this aspect representing management's views on working individuals, the most famous of which is the theory of expectation (Froom & Lawler), which is based on the assumption that the individual's behavior is based on the degree of perception and trade-off between available organizational alternatives and the balance between cost and return, i.e. the degree of benefit from them. To achieve his personal goals and basic needs (McClelland, 1961:83), it must be noted that this theory is part of the cognitive theories and the cognitive approach in management that aims to provide an explanation of human behavior in organizations on the basis of his level of awareness, thinking, expectations and experiences.

D. Cultural style:

The cultural pattern prevailing in an organization, through language factors, beliefs, symbols, values, customs and traditions, expresses the causes of behavior in light of a specific environment and a certain organizational reality. It can be said that the cultural pattern is one of the strongest influences on behavior due to its connection to the self-consciousness of the employees and thus the degree of their willingness to do or reject a particular action. The cultural pattern is formed in response to two main types of issues that any organization faces, which are the problems of external adaptation (what exactly do we need to do), and the problems of internal integration (how organizations face the daily problems they face and tight coordination between different departments (Schein, 1985:50).

E. take activity:

This axis represents the last topic in the learning processing chain, as it will necessarily express the degree of correlation between the aforementioned dimensions and thus actually direct a specific job task such as organizational evaluation. The issue of taking the activity is a vital process with a broad perspective as it relates to any individual or joint activity (Hersey & Blanchard, 1996: 4). Activity-taking in organizations

is related to several aspects, the most important of which is the prevailing leadership style, as it is primarily responsible for directing, coordinating efforts, providing the necessary resources, in addition to the quality of the decision-making process (Mullins, 1996:247).

2. Organizational Evaluation Concepts:

Evaluation is a ubiquitous process. It is a process that occurs, formally or informally, in all organizations. Derived evaluations may be true or false, objective or biased, but they are always present in formal organizations. We may think of evaluation as the process of evaluating the current or potential contributions of individuals as members of the organization. In a different way, valuation refers to the process by which an organization determines the value of its human resources (Cousins & Bourgeois, 2014: 143). The evaluation process in the organization is one of the most complex and important functions, especially as it faces any manager because it determines the level of performance of the working individuals and the various programs in any organization, which in turn affect the individual's self-perception and self-esteem in addition to the financial and non-financial rewards that the person is likely to obtain. Hudib, and the organization's reputation accordingly (2018: 10).

The concept of organizational evaluation stems from the synergy of various concepts in management (Engrete et.al, 2016, 822), such as development, change, strategy implementation and sustainability. It was considered a methodological tool as a way to solve organizational problems on the one hand and to overcome the complexities of the internal and external environment on the other hand (Baumgarther & Korhonen, 2010, 74).

2.1. The importance and objectives of organizational evaluation:

Evaluations have become an increasingly important tool in improving operations, as it helps in improving the appropriate recruitment process and selecting the best for the organization and this is due to the fact that organizational evaluation determines the value of the job, and therefore the individual will be selected according to the criteria determined by the evaluation (El-Hajji, 2015:9). It gives proper emphasis on organizational factors which are made after proper examination of the various factors determined by the job analysis and are given by job evaluation only after taking into account the various factors of the job (Datta, 2009: 37). And that evaluation plays a crucial role in controlling and controlling by influencing the behavior of individuals to achieve organizational goals and to motivate people. This in turn indicates that evaluation

is closely related to reward systems (Linnell, 2003: 23).

The most important objectives of the organizational evaluation are that it focuses on the expected and achieved achievements, studying the chain of results, processes, contextual and causal factors, in order to understand the achievements or their absence and determine the suitability, impact, effectiveness, efficiency and sustainability of the organization (Chaneta, 2014: 25), and provides existing information Evidence-based is credible, reliable and useful, allowing for timely incorporation of findings, recommendations and lessons learned into the organization's decision-making and management processes. It is an integral part of every stage of strategic planning and is a means of identifying organizational performance and needs for the purpose of increasing capacity and effectiveness (Hay, 2010). : 225), as well as supports quality by focusing on continuous improvement and developing organizational capabilities and comparing current performance with desired performance in order to obtain a competitive advantage and increase value (Chaneta, 2014: 25). The concept of the organizational evaluation system has been linked to sustainability, which represents conscious and vital creativity. At the same time, that is, it is constantly evolving according to

developments in the environment (Engert, 2016, 2833).

2.2. Stages of the organizational evaluation process:

The evaluation systems are generally based on specific stages, which are shown in the following (Thomas, 2010: 452):

- a. **The first stage:** This stage is represented by the need to raise the following questions before starting any organizational evaluation process: What are the reasons for carrying out the evaluation process? And what are the organizational aspects that should be evaluated? And who are the people or teams to whom the evaluation process is entrusted? What are the scientific tools that should be relied upon in the evaluation process?
- b. **The second stage:** defining the aspects of the evaluation in an accurate way, defining the objectives and setting priorities.
- c. **The third stage:** designing the evaluation program based on scientific bases, defining the evaluation criteria accurately, and preparing the evaluation team or teams.
- d. **Fourth stage:** the actual initiation of the evaluation currency and - the development of evaluation processes according to organizational

considerations, whether those related to within the organization or those related to the environment in which the organization operates.

- e. **The fifth stage:** determining the results that have been reached, analyzing the results, evaluating the data using quantitative analysis and announcing the results to serve as a working guide for the senior management and the rest of the working individuals.

2.3. Dimensions of organizational evaluation

In the current study, the researcher relied on the following dimensions:

A. Organizational Reality:

The organizational reality is shaped by several dimensions that represent the basic pillars of the organizational environment. These axes are represented by the organizational structure, organizational culture, work teams, and the general impression of the employees in the organization, according to which roles, responsibilities, powers and communication networks that determine the flow of information and knowledge between the different organizational levels, starting with the administration. upper levels down to lower executive levels (Owen et al, 2012: 2), The issue of organizational culture occupies an important axis in the organizational

process, as the highly skilled work team occupies the greatest importance in the organizational reality, as this team is supposed to possess deep experiences and bear the tasks of clarifying the organization's message and objectives and delivering them to all internal and external parties on the one hand and following up on the supervision and control processes The safety of choosing and implementing the strategy at all stages.

B. Available resources:

The internal survey process is called organizational analysis and is mainly concerned with diagnosing and developing the organization's resources, which are all assets, capabilities, skills, organizational processes, information, knowledge, organizational characteristics, and human resources. How and reputation Intangible resources are considered one of the most important resources of the organization and its strengths, and it refers to the company's ability to perform a vital activity or distinct tasks by employing its resources according to an integrated, purposeful coordination in an effective and efficient manner that increases the value achieved for the customer (David, 2011: 57).

It is evident the vital importance of the resource entry in marking and determining the capabilities of the organization and its strengths that push it towards investing more

opportunities for success and building a sustainable competitive advantage, or its weaknesses and gaps or gaps that require avoidance, caution, vigilance and avoiding threats to the future of the organization.

C. Cognitive capabilities:

Cognitive capabilities were defined as skills based on intelligence. When performing any task from the simple to the most complex, we need to do the mechanisms of how to learn and how to think to solve the problem, or it is the ability to think, acquire knowledge and use it (Ostolaza et al, 2016:4), and capabilities were defined as A firm's ability to perform a coordinated set of tasks using organizational resources to achieve specific outcomes (Evans et al, 2017:5), Firms with valuable, scarce, unique and irreplaceable resources will be able to achieve value creation strategies that cannot be easily replicated by competitors.

D. Planning knowledge:

This concept is characterized by administrative modernity and is distinguished by linking two important concepts, the first concept is the planning process, and the second concept is knowledge. The main basics of success in the sector in which organizations operate, and that planning knowledge leads to the focus of the organization's resources around achieving the competitive advantage that is able to

survive for the longest possible period (Gluck, et.al, 1982,21), Contextual schematic knowledge reflects a deep structural understanding of the field, but this higher context can also have a cost. It may place limitations on the availability of certain information and in some cases can lead to semi-transmission failure - the unexpected failure to transfer knowledge from one context to a similar context in the same domain (Birney et al, 2005: 346).

Based on what has been clarified, organizations must search for external opportunities and internal strengths, collect important information, process it, and transfer it to an organized knowledge that helps the manager to make the decision in an accurate and calculated manner and is linked to the capabilities of the organization to match the requirements of the market and the desires of all stakeholders in order to continue and grow for the long term.

3. Statistical aspect of research:

The current topic aims to identify the reality of the two research variables (learning processing series, organizational Evaluation) at the University of Information and Communication Technology in the light of the answers of the research sample (147) observations. The relative, as well as the relative importance, of each paragraph of the scale, and the main variables investigated, as

they were based on Likert's five-fold scores in the survey of the opinions of the sample.

3.1. Describing and diagnosing the independent variable influencing the learning processing chain:

The independent variable influencing is represented by the learning supply chain, and it was measured through five dimensions (behavioral change, trends, participation, cultural pattern, activity adoption) at the University of Information and Communication Technology. The descriptive statistical analysis of the dimensions of the learning processing chain was concluded as follows:

It is clear from the outputs of Table (1) that the independent variable, the learning processing chain, as an influential variable, obtained a high-level mean (3.56), and was practiced with good relative interest (71.2%) by the University of Information and Communication Technology, and with a standard deviation (0.593) at the general level, And with a relative coefficient of difference (15.66%) to indicate the homogeneity of the sample's opinions and their agreement to adopt a concept emerging from the learning theory of internal organization, as they tend to work jointly to generate, share and store knowledge and what is reflected in their performance, and the dimension obtained the calculated (T)

value (8.143), which is It exceeds its tabulated value at the level of significance (0.05) so that its calculated mean outweighs availability, practice and interest over its hypothetical mean. Its five dimensions were arranged according to the coefficient of variation and according to the following:

The data in Table (1) appear after the cultural pattern in the first place among the five dimensions in which the learning processing series was measured, with a relative coefficient of variation (15.71%), availability with mean (3.77) high, and with a relative interest (75.4%) good by owning the university A fabric of language, customs, traditions, values, symbols, beliefs and customs, which constitute causes for the individual, group and organizational behavior of its members in light of an organized environment and reality that it defines accurately and seeks to maintain it on a regular basis. And a relative coefficient of difference (37.57%-23.87%) on the university's focus on the achievement values of its members, and in what constitutes a culture in which the character of cooperation prevails among them, and in what increases social activities among them, which made its fabric dominated by habits that make them adhere to it, but it suffers from Limited encouragement rituals that increase creativity.

While the second rank was for the participation dimension, with a relative coefficient of difference (16.56%), and with a relative interest (75%) good by granting university members the right to participate, and to express an opinion regarding decisions concerning their fate and the mechanisms for continuing with the same pattern of successful positive behavior. mean (3.75) is high, with a standard deviation of (0.621) indicating convergence and high agreement in opinions, and with a relative coefficient of difference (41.50%-17.87%) indicating that the university takes its decisions mostly with the participation of its members, in light of the continuous contacts between it and them, especially since it You value their positions, as you prepare them as valuable human capital, to take their opinion in a way that supports the various organizational positions, but it tends to hold meetings with them, listen to their opinions and consult with them in a limited way.

Referring to the outputs of Table (1), the researcher finds the adoption of the activity in the third order, with a relative coefficient of variation (17.85%), at the general level, as the University of Information and Communication Technology showed its relative interest (68.80%) in the actual engagement with a task and a job that includes the expression of the goal of a higher organizer As the achievement of the

university's organizational evaluation, the dimension overall scored a high arithmetic mean (3.44), and a standard deviation (0.614) at the general level indicates harmony and convergence in the agreement on availability, interest and adoption. Their achievements, as they are entrusted with job tasks that are almost free of risk, but it allocates to them a system of rewards and evaluation based on achievement, and its activities are implemented by them in a limited way.

The dimension of behavioral change was resolved in the fourth order, with a relative coefficient of difference (19.68%), about its availability with a high-level arithmetic mean (3.65), and a standard deviation (0.718) at the general level, to indicate the convergence of opinions and the consistency of the sample answers about the university's relative interest (73%) Encouraging the transformations that occur in the behavior of its members by making changes, whether in the field of increasing experience, or dealing with new technology, as well as adding new tasks, and what creates creativity in their performance, and leads to changes in university operations and activities, and changes patterns of behavior to suit These acceptable changes are about its ability to provide its members with modern technology and to enhance their diverse activities, especially when it tends to judge their organizational behavior through its laws,

instructions and official regulations, especially as it works to assign new tasks to them periodically, which leads to enhancing creative cases among them and including It ensures its distinction from other universities, so I have endeavored to raise the level of expertise among them and to increase their learning curve in a limited way.

Finally, the dimension resolved the trends in the fifth order, with a relative coefficient of variation (27.54%), about its availability with

mean (3.16) of a moderate level, and a standard deviation (0.870) at the general level, to indicate the convergence of opinions and the consistency of their answers about the university's relative interest (63.2%) average, However, the calculated T value (1.617) for the dimension as a whole is less than its scheduled value, which indicates the weakness of the university's resort to adopting new intellectual paths that lead its members' behavior towards a specific organizational path such as acceptance of change and renewal.

Table (1) Analysis and discussion of the learning processing chain (n = 147)

| coefficient of variation % | T test | Relative importance % | standard deviation | mean | Paragraphs |
|----------------------------|--------|-----------------------|--------------------|------|-----------------------|
| 19.68 | 7.828 | 73 | 0.718 | 3.65 | behavioral change |
| 27.54 | 1.617 | 63.2 | 0.870 | 3.16 | directions |
| 16.56 | 10.512 | 75 | 0.621 | 3.75 | Share |
| 15.71 | 11.338 | 75.4 | 0.592 | 3.77 | cultural style |
| 17.85 | 6.274 | 68.8 | 0.614 | 3.44 | activity adoption |
| 15.66 | 8.143 | 71.2 | 0.593 | 3.56 | learning supply chain |

3.2. Description and Diagnosis of Organizational Evaluation:

The dependent variable (affected) is the organizational evaluation that the researcher is trying to improve. It was measured through four dimensions (organizational reality, available resources, cognitive

capabilities, planning knowledge) at the University of Information and Communication Technology. The descriptive statistical analysis of organizational evaluation dimensions concluded as follows:

The organizational evaluation obtained mean (3.29) of moderate level at the general level

of the dependent variable, and it received a relative interest (65.8%) average, with a relative coefficient of variation (21.98%), and with a standard deviation (0.723) to indicate the agreement of the sample and the homogeneity of its opinions and convergence on the adoption of all the university Cognitive procedures that express a systematic process aimed at choosing the best alternatives for its university operations, to take into account the time factor, cost and optimal use of resources, and the variable in total obtained the calculated T value (4.016), which is more than its scheduled value at the level of significance (0.05), either At the level of dimensions in which the dimension was measured, it was arranged by descriptive statistical analysis according to the relative difference coefficient from the least difference to the most difference and according to the following:

The cognitive capabilities ranked first, with a relative coefficient of difference (15.60%) the lowest among the four dimensions of the organizational evaluation, so it won the university's relative interest (67.6%) in possessing human cognitive capabilities, and the rare and available technology with efficiency that the competitor may not possess or difficult He must possess it or simulate it, so the dimension obtained as a result of this interest on mean (3.38) of moderate level, and with a standard deviation

of (0.527) indicating high agreement and homogeneity in the opinions of the sample.

In the second rank, the solution of planning knowledge with a relative coefficient of variation (24.69%), and with mean (3.35) of moderate level, and the university's relative interest (67%) is average through the ability to complete planning based on the actual documented knowledge that includes the various levels of the university, for the purpose of scheduling resources And revealing the difference between what is requested to be implemented and what has been actually accomplished, which indicates the likely tendency of the university to adhere to the planning approach based on reality and approved by its staff when they complete the tasks entrusted to them, as well as its tendency to support research and development efforts and what contributes to developing and improving Their performance, in light of its comprehensive vision of their needs at work, these paragraphs receive the university's relative good attention (69.6%-64.4%), While the researcher finds the available resources in the third rank and with a relative coefficient of variation (26.41%), the university has received the average relative interest (64.6%) in providing the best resources, especially the rare ones, and working to distribute them according to the requirements of operational processes and administrative activities in a

manner that ensures that there is no waste in them. In total, on mean (3.23) of moderate level, with a standard deviation of (0.853) and a calculated value of (T) (2.702) to outweigh availability and practice over its weakness and limitations, which indicates the university's tendency to realize the need of its staff for various programs for modern technology, and to provide them with organizational resources and what they can of getting the work done.

Returning to the results of the table (2), the researcher finds the organizational reality in the fourth order with a relative difference coefficient (31%), to obtain the average relative interest (64.2%) in the university's

ability to diagnose strengths and weaknesses within it, and the extent of its need to conduct a new administrative activity that will provide the ability to accurately determine. Because of the positive adoption of new tasks or projects that move the university to a more powerful competitive reality, the organizational reality overall won mean (3.21) of moderate level, with a standard deviation (0.995) and a calculated T value (2.111) to outweigh availability and practice on its weakness and limitations, which indicates weakness. The university encourages the distinct capabilities of its members when carrying out their tasks efficiently, which has clearly limited their understanding of its strategy.

Table (2) Analysis and Discussion of Organizational Evaluation (n=147)

| coefficient of variation % | T test | Relative importance % | standard deviation | mean | Paragraphs |
|----------------------------|--------|-----------------------|--------------------|------|---------------------------|
| 31 | 2.111 | 64.2 | 0.995 | 3.21 | organizational reality |
| 26.41 | 2.702 | 64.6 | 0.853 | 3.23 | Available resources |
| 15.60 | 7.219 | 67.6 | 0.527 | 3.38 | Cognitive capabilities |
| 24.69 | 4.235 | 67 | 0.827 | 3.35 | Schematic knowledge |
| 21.98 | 4.016 | 65.8 | 0.723 | 3.29 | Organizational evaluation |

3.3. Description and Diagnosis of Organizational Evaluation:

The dependent variable (affected) is the organizational evaluation, which the researcher is trying to improve, at the University of Information and Communication Technology. The descriptive statistical analysis concluded as follows:

The organizational evaluation obtained mean (3.29) of moderate level at the general level of the dependent variable, and it received a relative attention (65.8%) average, with a relative coefficient of variation (21.98%), and a standard deviation (0.723) to indicate the agreement of the sample and the homogeneity of its opinions and convergence on the adoption of all Cognitive procedures that express a systematic process aimed at choosing the best alternatives for their university operations, to take into consideration the time factor, cost and optimal use of resources, and the variable in total obtained the calculated (T) value (4.016), which is more than its scheduled value at the level of significance (0.05),

From reviewing the previous tables, the researcher finds that the learning supply chain is available with a high-level arithmetic mean (3.65) and a relative coefficient of difference (15.66%), which indicates a high agreement on the university's interest in the learning supply chain and this is consistent with its research and academic orientation and the acquisition of its members and clients, while the average was The arithmetic of the organizational evaluation (3.29) is of moderate level and with a relative coefficient of difference (21.98%), as the dependent variable received the lowest arithmetic circles, and the sample was the most different on it, as an agreement was generated on the availability of the learning processing chain in the first order, while the second order was for the organizational Evaluation, and as shown With the results of Table (3), and thus, the researcher has answered some of the questions of the research problem, which are concerned with the interest and availability of the research variables and their dimensions.

Table (3) arrange the variables according to the relative coefficient of variation

| <i>ranking</i> | <i>Relative importance %</i> | <i>coefficient of variation %</i> | <i>standard deviation</i> | <i>mean</i> | <i>Variables</i> |
|----------------|------------------------------|-----------------------------------|---------------------------|-------------|---------------------------|
| first | 71.2 | 15.66 | 0.593 | 3.56 | learning supply chain |
| second | 65.8 | 21.98 | 0.723 | 3.29 | Organizational evaluation |

3.3. Testing the influence relationships between the research variables:

The current topic focuses on testing direct influence relationships between the main variables, as well as verifying the hypotheses of the influence of the independent research variable (learning processing chain and its dimensions), in the systematic evaluation at the macro level, using statistical methods and methods represented by multiple linear regression analysis, and through the main hypothesis and according to the equation the following regression:

$$Y = a + \beta_1 (x_1) + \beta_2 (x_2) + \dots + e_i$$

(a) represents the value of the constant, which is the value of the dependent variable (Y) when the value of the independent variable is zero, while the value of the marginal slope (β) indicates that the deviation in the independent variable by one will increase the value of the dependent

variable by the factorial of the standard deviation For the dependent variable, the estimation of values and their statistical indicators was tested according to the opinions of the research sample (94) observations, and the researcher adopted the simple regression equation and statistical indicators ($P = 0.05$), ($T = 1.96$), ($F = 3.841$) tabular, to accept or reject the above hypothesis and as Come :

❖ Check the effect hypothesis: The researcher directed to test the validity of the main hypothesis (the learning supply chain with its dimensions does not significantly affect the organizational Evaluation):

The tested model of the learning supply chain embodied in its dimensions (behavioral change, directions, share, cultural pattern, activity adoption) explained (68.4%) of the changes that occur in the organizational Evaluation, as the value of the corrected interpretation coefficient was ($AR^2 = 0.684$),

while the The remaining percentage of the model (31.6%) for other variables that were not included in the tested research model, while the value of the interpretation coefficient was ($R^2 = 0.705$), while the calculated (F) value was (32.985) for the model at the significance level (0.000), which is greater than its value. Tabular (3.841), at the significance level (0.05) and from all of the above, the alternative hypothesis is accepted (the learning supply chain with its combined dimensions has a significant effect on the organizational Evaluation) and the null hypothesis is rejected, as there was an effect of the trend

dimension (0.408) at the significance level (0.001) with a value of (T) calculated (3.431) in (organizational evaluation), while the value of the constant was (-0.049), that is, when the value of the marginal slope is zero, or the value of the learning supply chain with its combined dimensions is zero, the value of the organizational evaluation at the University of Information and Communication Technology equal to the value of the constant, as shown by the results of Table (4) According to the following prediction equation:

$$\text{Organizational Evaluation) } Y = ((-0.049) + 0.408) * \text{directions ($$

Table (4) The effect of the overall learning supply chain dimensions on organizational Evaluation (n = 147)

| Organizational Evaluation | | | | | | | | Dimensions |
|---------------------------|--------|-------|-------|-----------------|----------------|-------|--------|-------------------|
| Sig. | F | Tβ | Sig | AR ² | R ² | β | α | |
| 0.148 | 32.985 | 1.471 | 0.000 | 0.684 | 0.705 | 0.184 | -0.049 | behavioral change |
| 0.001 | | 3.431 | | | | 0.408 | | directions |
| 0.151 | | 1.450 | | | | 0.185 | | Share |
| 0.913 | | 0.110 | | | | 0.012 | | cultural style |
| 0.172 | | 1.381 | | | | 0.151 | | activity adoption |

Source: SPSS V.26 program output.

CONCLUSIONS

The results showed that the work force owned by the University of Information and Communication Technology is socially diverse in which it is based on males more than females in light of a variety of age groups that have high academic qualifications, experience and skill in the field of specialization, and that the university has the ability to adopt behavioral change in a manner that contributes to improving the learning supply chain as a result of providing its teaching and functional staff with modern technology, which enhances their various activities, as well as its interest in raising the level of their experience and increasing their learning curve. Ltd. in making improvements in the activities of its staff and working to change their goals in line with its goals, as well as the university showed its commitment to participation, through which

it proceeded to improve the learning supply chain, by taking decisions with its staff in partnership, as well as its limited tendency to hold meetings between them to express opinion and consultation in various Organizational issues that pertain to its academic future, and the university has proven to rely on the cultural pattern when promoting the learning supply chain, n As a result of its focus on the achievement values of its teaching and professional staff, as well as its limited tendency to encourage creativity rituals for them, especially material and moral stimuli, the University of Information Technology resorted to adopting the activity, which contributes to improving the level of the learning processing chain, as a result of the high desire by its teaching and functional staff to accomplish tasks The job entrusted to them to the fullest extent, through the qualified of them.

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