A proposed educational vision to activate the dimensions of the

learning organization in Jordanian universities from the students'

point of view

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Abstract
The study aimed to present a proposed educational vision to activate the dimensions of the learning organization in Jordanian universities from the students' point of view. The study population consisted of all Jordanian university students, and the study sample was (583) male and female students, and the developmental survey method was used. The results of the study showed that the degree of availability of the dimensions of the learning organization in Jordanian universities from the viewpoint of its students in general was moderate. The results also indicated that there are no differences attributed to the scientific qualification variable, and the presence of statistically significant differences attributed to the gender variable and in favor of females in each of the following dimensions (after strategic leadership in support of learning, after sharing knowledge, and after linking the organization to the external environment). And based on the results of the study, the two researchers developed an educational vision to activate the dimensions of the learning organization in Jordanian universities.
Key words: the learning organization, an educational vision, Jordanian universities.

Introduction:
 Our societies are witnessing many, rapid and continuous changes in all economic, social and political fields, in information, means of modern technology, knowledge and methods of modern learning, as it has become called the knowledge revolution, in which information has exploded, and all individuals and societies have to develop and keep pace with progress in all information, as it has become the capacity of organizations and institutions It is rapidly measured in keeping pace with the information and technological revolution because it has a great impact on the development and improvement of production, and if these organizations do not keep pace with the new technology and knowledge and are accelerating in their work, they will lose a lot and will not remain in the competition race, so the concept of an educated organization appeared at the hands of thinker Peter Singh (peter senge), where The organizations that practice organized learning have been called the learning organization.

knowledge management is a source of wealth creation, it has become the focus of the work of organizations, and therefore it is necessary to shift to these educated organizations, which many meanings called it, including "the organization that developed the ability to adapt and continuously change because all its members play an effective role in identifying and resolving work-related issues." (Boussalem and Razia 2020) .Peter Singh also described the learning organization "the organization in which learning is a continuous and integrated strategic process linked to its main activities with the aim of achieving continuous and permanent improvement in performance and increasing its ability to achieve goals based on the capabilities, knowledge and perception of workers, and that the level of learning is one of the standards and criteria. Competition (senge, p. & Et al.2009.1-5). The importance of the learning organization as seen by Harb (2018) is that it supports creativity and leads to improving and reforming education, preparing the organization to accept change, improve training, deal with changes in work methods, invest knowledge, meet the requirements of rapid change and increase The motivation of the members of the organization and its importance as an entry point for the development of the organization.

One of the most prominent characteristics of the learning organization, as mentioned by Bousalem and Razia (2020), is that it is an organization characterized by flexibility and a high capacity for adaptation and change, an organization characterized by a cooperative environment and has confidence and encourages ideas and discussion, and an organization that adopts teamwork instead of individual work. It uses organizational thinking and an organization that is constantly learning, through past experiences and learning from others, and an organization that encourages the transfer and exchange of knowledge, which enables knowledge to be effectively spread throughout the organization and is distinguished as an organization that continuously establishes itself.

Wheelen & Hunger (2006) believe that a learning organization is characterized by four main activities: solving problems in an organized manner, experimenting with new approaches, learning from past experiences and history, and transferring knowledge efficiently and quickly throughout the organization.

In addition, there are many dimensions and features that must be available in the organization to become a learning organization, which is the strategic dimension of the learning organization, and it includes the common vision, i.e. the similar vision, and the follow-up of environmental changes to develop plans and adapt to them. It adopts formal and informal learning strategies. It is characterized by the organizational dimension of the learning organization, as it is related to the organic design of organization and work through work teams, and the horizontal and flexible organizational structure, and is characterized by the search for knowledge and its dissemination throughout the organization, and the provision of vertical and horizontal open communication channels in addition to incentives and rewards. It is concerned with the cultural dimension of the learning organization, as it is represented by providing a cover for the organizational culture, a supportive environment for learning and the administrative dimension of the learning organization, as it is related to providing management leadership supportive of learning, administrative support, training and empowerment (Bou Salem and Radhia, 2020).

Al-Kubaisi (2004) believes that learning organizations should be characterized by important characteristics, the most prominent of which is educational leadership, which encourages the exchange of ideas and information with others, and educational structuring to acquire and spread knowledge, and empowerment so that workers are able to act and move effectively, provide knowledge and access to information, and follow the strategy of participation in Strategic planning for all and an organizational culture that supports learning.

From the foregoing, it can be said that education represents an important sector in preparing individuals to become efficient in achieving the goals of learning organizations. The importance of applying the dimensions of the learning organization in universities comes to the fact that universities provide society with expertise and competence. Hence the importance of universities as important community institutions that are responsible for making many influencing decisions in society, in addition to their role in providing society with leaders of thought and business, and their research function, which is to provide solid scientific research, to discover various aspects of knowledge and technology and generate other knowledge, and because of the global variables that have led to The perception of the university has shifted from being a response and response to leading change, which pushes universities to take the initiative of development, renewal and shift towards the learning organization (Harb, 2018).

The transformation of universities into learning organizations represents a fundamental qualitative leap in their activities, especially after learning has become an inexhaustible source of sustainable competitive advantage, and the university is considered an organization distinguished in its characteristics, strategy, objectives and ability to solve problems in a systematic manner and enable its worker to work according to the principle of the interactive team in the demand for knowledge. And acquiring and generating them, and this requires a transformation from traditional organizations to learned organizations that differ from them in their basic elements (Najm, 2005). (Harb, 2018) also indicates that there are obstacles that prevent universities from transforming into the learning organization, including internal organizational obstacles: the preoccupation of universities and their workers in achieving easy education, rapid results and defensive patterns regarding sensitive topics and control of public discussions. And the wrong belief among some leaders that organizational learning consists in holding courses only. Universities are saturated with routine, and provide partial solutions. As for external organizational obstacles: they are represented by external obstacles imposed on universities, such as government policies, central processes, cultural differences between universities in terms of size and resources, and the lack of incentives to convert to the learning organization. There are obstacles that belong to individuals: the psychological factors that belong to individuals not to report cases of failure and the belief of some individuals that knowledge is an individual property, and the different ability to master some types of knowledge.

The learning organization produces many models according to the point of view of its creators and their way of thinking, including: Peter Singh's model, which is the innovator of the idea of the learning organization, as he laid down five foundations that the organization should adhere to be a learning organization, which are: systemic thinking, self-excellence, mental models, shared vision and collective learning. Mark and Watkins' model which is based on two basic elements of a learning organization are complementary and overlapping with each other in influencing the organization's ability to change and develop. And the Markwardt model, which consists of five subsystems necessary to achieve and maintain organizational learning, and it must work to develop and understand it, and the Al-Otaibi model, which is based on three subsystems of the learning organization, namely the organizational structure, the learning system and social culture, and in 2001 Mylonen proposed a model consisting of five dimensions, which are the motives. Animation, goal setting, reconnaissance, questioning, empowerment,

and evaluation.

Universities occupy an important role and a distinctive position in all countries of the world as a result of the functions they perform, including teaching, scientific research and community service, which are interrelated and integrated functions. Teaching contributes to the spread of knowledge, and scientific research contributes to the renewal and development of knowledge, and knowledge is applied in society to serve its members and solve its problems. Then society advanced (Al-Sagheer, 2005). According to the Jordanian Higher Education and Scientific Research Law No. (17) of 2018 and in Article (3), higher education aims to achieve the following goals: among them the preparation and qualification of human cadres specialized in the fields of knowledge to meet the needs of society in accordance with the goals of development and its comprehensive plans, and the consolidation of the Islamic faith and its values Moral and spiritual, enhancing national and national belonging, consolidating and strengthening the democratic approach in a way that guarantees the right of expression, respect for others and freedom of action, the use of scientific and critical thinking, working in a team spirit and bearing responsibility, providing an academic, psychological, research and social environment that supports excellence and creativity, refining leadership, talent and innovation, and encouraging diversity and differentiation among higher education institutions To be able to focus on scientific research, develop interest in national heritage, national culture and world cultures, adopt the Arabic language as an educational scientific language, consider other languages as support for it, develop knowledge in the fields of science and literature, build a national scientific nucleus linking the research community, generate knowledge, and technological and industrial production through scientific research and development Learners' ability to language A foreign unit in their fields of specialization, acquiring appropriate skills to use technology and information, encouraging scientific research and innovation, linking the public and private sectors on the one hand, and institutions of higher education on the other hand, and strengthening scientific, technical and cultural cooperation in the field of higher education and scientific research with international, Arab and Islamic educational institutions.

From the above, universities are one of the most important and fundamental organizations in the formation of knowledge. The development and progress of universities is necessary for local communities and individuals, as they have a great role in the formation of the integrated personality and keep pace with the times. For the benefit and development of other organizations.

The study Problem:
 The world today is witnessing successive waves of changes, developments and rapid challenges at all levels, local, regional and global domains, as these developments, challenges and changes affect all sectors and political, economic, social, cultural and educational sectors and systems, and that decision-makers in the education sector must adopt a solid scientific approach to keep pace with these changes, challenges and developments , Because the education sector is the most powerful means to bring about any change in any system, whether it is economic, social, cultural or educational, and thus the importance of adopting the concept of the learning organization in universities as it is a community institution that provides society with experiences, competencies and educational leaders that in turn contribute to building and elevating society, and thus you see The two researchers, after reviewing the theoretical framework and previous studies that confirm the importance of adopting the policy of continuous learning in light of the tremendous knowledge revolution in order to achieve competitive advantage, creativity, innovation and renewal by adopting the dimensions of the learning organization in the policy, strategy and plans of Jordanian universities, and the recommendation of the study of Al-Sharifi, Al-Sarayra and Al-Nazer (2012) which Recommended further studies on ABBA D- The learning organization in Jordanian universities. The two researchers were convinced to conduct a study represented by a proposed educational vision to activate the dimensions of the learning organization in Jordanian universities from the viewpoint of its students.

Study questions:
 The study problem is determined in the following questions:
 1. What is the degree of availability of the dimensions of the learning organization in Jordanian universities from the viewpoint of its students?
 2. Are there statistically significant differences ($\alpha = 0.05$) between the arithmetic means of the estimates of the study sample to the degree of availability of the learning organization dimensions in Jordanian universities due to the variables of gender and academic qualification?
 3. What is the proposed educational vision to activate the dimensions of the learning organization in Jordanian universities from the viewpoint of its students?
 4. What is the degree of suitability of the proposed educational vision to activate the dimensions of the learning organization in Jordanian universities from the point of view of specialized experts?

Objectives of the study:
 This study aims to:
1.The degree of availability of the learning organization's dimensions in Jordanian universities is known from the viewpoint of its students.
 2. The extent of the existence of statistically significant differences at the level of significance (α = 0.05) between the arithmetic means of the responses of the study sample individuals to the extent of the availability of the learning organization dimensions in Jordanian universities due to the variables of gender and academic qualification.
 3. It also aims to develop a proposed educational vision to activate the dimensions of the learning organization in Jordanian universities.

Objectives of the study:
 This study aims to: The degree of availability of the learning organization's dimensions in Jordanian universities is known from the viewpoint of its students. 2. The extent of the existence of statistically significant differences at the level of significance (α = 0.05) between the arithmetic means of the responses of the study sample individuals to the extent of the availability of the learning organization dimensions in Jordanian universities due to the variables of gender and academic qualification. 3. It also aims to develop a proposed educational vision to activate the dimensions of the learning organization in Jordanian universities.

Terminology of study:
 Some terms of the study were defined as follows: The vision: "vision" is defined by the two researchers procedurally in this study as the goals that contribute to transforming Jordanian universities into learning organizations, and they are the goals measured by the study tool. Learning Organization: "The organization skilled in creating, acquiring and transferring knowledge, accompanied by a change in behavior to fit with new knowledge and visions" (Bousalem and Razia, 2020,32). Jordanian universities.

The limits of the study:
 The results of this study are determined as follows: Objective boundaries: a proposed educational vision to activate the dimensions of the learning organization in Jordanian universities from the viewpoint of its students. Human limits: This study was limited to Jordanian university students. Spatial boundaries: This study was limited to Jordanian universities. Temporal limits: This study was applied during the first semester of the 2020/2021 academic year.

Previous studies:
Al-Sharifi, Al-Sarayra and Al-Nazer (2012) conducted a study aimed at revealing the degree of availability of the dimensions of the learning organization in the universities of the Middle East from the point of view of the faculty members. The study used the survey approach, and the study used the questionnaire to collect data, and the research community consisted of all 128 members of the faculty in the Middle East University. The sample of the research is 90 members, and the results of the study were of a medium degree to the degree of availability of the dimensions of the learning organization, and the results showed that there are no differences in the degree of availability of the dimensions of the learning organization due to the variable of college, experience or academic rank.

Harb (2018) also conducted a study aimed at benefiting from the concept of a learning organization in developing the academic departments in Egyptian universities and improving the way they perform their work and tasks entrusted to them. The study used the descriptive approach, where the theoretical literature related to the subject of the study was collected and the previous studies surveyed and analyzed to extrapolate the concept of the learning organization. Among the results of the study is a proposal for a conception to develop the performance of academic departments in Egyptian universities in light of the concept of the learning organization, and among its results is the emphasis on the importance of the concept of the learning organization and its role in improving the performance of universities, the justifications for the universities' transformation of the learning organization and the most important pillars of building the learning organization.

Al-Borsaidi (2018) conducted a study aimed at identifying the degree of availability of the dimensions of the learning organization in the Sultan Qaboos College to teach Arabic to non-native speakers from the viewpoint of the college's employees, and the study used the descriptive approach, and the results showed that the degree of availability of the learning organization's dimensions in the college was average in general and medium in all The axes of the study and the absence of statistically significant differences in the degree of availability of the dimensions of the learning organization in Sultan Qaboos College due to the variables of gender, academic level and experience at the level of statistical significance (a = 0.05).

Al-Adwan, Tanash and Yattah (2020) conducted a study aimed at identifying the role of knowledge management in building the learning organization at the University of Jordan from the viewpoint of academic leaders and faculty members, as the study sample consisted of (336) academic leaders and faculty members at the University of Jordan, and the researcher used The descriptive approach, and the results showed that the reality of the role of knowledge management in building the learning organization was high, the existence of differences attributed to the variable of faculties and in favor of the human and scientific faculties, and the absence of differences in the role of knowledge management in building the learning organization at the significance level a = 0.05 attributed to the variable of gender, experience, university and academic rank .

Foreign Studies:
 Gary (2010) conducted a study aimed at discovering the way in which schools represent the introduction of literary materials in the core curriculum better when a learning organization works, and applied the study tool to teachers of (28) secondary schools in Alabama state, and interviews were conducted with five prominent educators who provided information Linguistic, and the results indicated that mixing literary and academic subjects can improve student achievement and class participation, and reduce student dropout rates from all social and economic levels when leaders apply systemic thinking to improve the school.

Miller (2014) conducted a study that revealed the impact of the organizational learning culture on the cognitive and emotional readiness of individuals for organizational calibration and testing of the moderate effects of self-learning for workers, and the effect of education ambition on the relationships between the dimension of creating continuous education opportunities and the cognitive and emotional readiness of individuals for organizational change.

The study sample of (130) teachers from public schools in the Bahamas who are involved in a major initiative on educational change, and used the descriptive analytical approach, and the results of the study showed a statistically significant relationship between emotional readiness for organizational change and the seventh dimension of the educational learning culture and the presence of a clear effect of age On the individual perception of the organizational learning culture and emotional readiness for change, the absence of a relationship between the level of education and the intellectual or emotional readiness for change, and the absence of a causal relationship between them. (Julie, Marie, 2015) conducted a study entitled The Learning Organization in the Service of Knowledge Management among Female Employees: A case study aimed at analyzing the effects of the learning organization on the continuous professional development of female employees, on knowledge management and on the continuity of the Health and Social Services Center in Canada. The two researchers used the case study method and the use of the interview as a study tool, and the study community consists of 10 owners of information, and the results of the study were that the learning process is easier when using the learned structured strategies.

Commenting on studies:
The previous studies agreed in dealing with the issue of the learning organization, as the study of Al-Sharifi and Al-Sarayra aimed at revealing the dimensions of the learning organization in the Middle East University (2012) as well as the study of Port Said (2018) while the study of Harb (2018) dealt with the concept of the learning organization in developing performance in Egyptian universities and the study of aggression (2020) Knowledge of the role of knowledge management in building the learning organization in Jordanian universities, and the study of Running (2012) in the introduction of the learning organization in literary subjects in the pivotal curriculum. The method used in studies differed from a descriptive approach to an analytical approach and a survey approach, and samples varied.

Studies by faculty members for students, academics and educators. This study is distinguished from other previous studies by dealing with the degree of activating the dimensions of the learning organization in Jordanian universities from the point of view of its students, and then coming out of it with a proposed educational vision to activate the dimensions of the learning organization in Jordanian universities from the point of view of its students. So that the study is a reference to be used in the development of the educational process.

Method and procedures:
Study curriculum:
 The descriptive developmental survey approach was used to identify the reality of activating the dimensions of the learning organization in Jordanian universities from the students' point of view.

Study population:
The study population consisted of all Jordanian university students. Study sample: The study sample was chosen

by a simple random method, consisting of (583) male and female students.

Study Instrument:

After reviewing the theoretical literature and previous studies that dealt with the dimensions of the learning organization, such as the study of Al-Sharifi and Al-Sarayra (2012) and consulting some specialists in the fundamentals of education and educational administration, the two researchers designed the study tool that consisted of (37) paragraphs, which dealt with the scale of activating the dimensions of the learning organization in Jordanian universities from the point of view of their students. The method for answering the articles of the tool is designed according to a graded Likert scale of five degrees of approval, arranged in descending order as follows: five degrees for the alternative (always), four degrees for the alternative (often), three degrees for the alternative (sometimes), and two degrees. For alternative (rarely), one degree for alternative (never). For the purposes of judging the degree of the role, the criterion for judging the averages of the study tool was determined by dividing it into three levels: low, medium, and high, according to the following equation: the upper value of the alternative (5 marks), minus the minimum value of the alternative (1 degree), divided by the number of Levels (3), so the result is: 1.33 = 3/4 = 1-5, which is the length of the category.

Accordingly, the following criterion was used for the purpose of judging the degree of activation of the dimensions of the learning organization in Jordanian universities from the viewpoint of its students: The low level: (2.33 = 1.33 + 1), i.e. (2.33. Or less). Intermediate level: (2.34-3.67). High level: (3.68 or more).

Validity of the study Instrument:

To ensure the validity of the instrument, Content Validity was used by presenting it to (15) experienced and competent judges in Jordanian universities in the fundamentals of education and educational administration, in order to ensure the clarity of the wording of the paragraphs, and their suitability to measure Designed to measure it, and any observations the tool provides. The researchers adopted the approval of the arbitrators on the content of each of the paragraphs at a rate of (80%) or more, indicating the veracity of the paragraph, and accordingly, the paragraph that obtained the consensus of (8) arbitrators was approved. Taking into account the benefit from the comments and suggestions of the arbitrators, the paragraphs were amended in light of them, and accordingly, the number of paragraphs (37) has become a paragraph. Stability of the study tool: To verify the stability of the instrument, the two researchers calculated the reliability coefficient using Cronbach's Alpha equation to extract the internal consistency coefficient for each field of study, on a sample consisting of (30) Jordanian university students from outside the study sample. As the values of the stability coefficients ranged between (0.95 - 96.0), and these coefficients are appropriate for the purposes of the study.

Study variables:

The study included the following variables:

1. **The independent variable:**

   The reality of activating the dimensions of the educated organization in Jordanian universities.

2. **The intermediate independent variables, which are represented in the following:**

a. Gender, and it has two categories: (male, female).

B. The academic qualification has two categories: (Bachelor's, Postgraduate Studies).

3. **The dependent variable:**

Perceptions of the study sample individuals of the reality of activating the dimensions of the learning organization in Jordanian universities.

Study results and discussion:

The first question:

What is the degree of activation of the learning organization's dimensions in Jordanian universities from the students 'point of view?

To answer this question, arithmetic averages and standard deviations were calculated for the level of activation of the learning organization's dimensions in Jordanian universities from the students' point of view, and Table (1) shows the results:

Table (1) Arithmetic mean and standard deviations of the study sample responses to the level of activation of the learning organization dimensions in Jordanian universities from the students' point of view

Field	Rank	Paragraph	mean	Standard deviations	Rate
The degree provides after encouraging dialogue and inquiry	5	1	2.41	0.93	Moderate
	1	2	3.04	1.03	Moderate
	2	3	2.93	0.93	Moderate
	3	4	2.87	1.09	Moderate
	4	5	2.71	0.99	Moderate
	Total		2.77	0.85	Moderate
The degree provides yet encouraging team learning	6	1	2.49	1.01	Moderate
	2	2	2.87	1.03	Moderate
	3	3	2.80	0.96	Moderate
	4	4	2.75	0.95	Moderate
	5	5	2.69	0.95	Moderate
	1	6	2.90	1.08	Moderate
	Total		2.75	0.84	Moderate
The degree provides yet encouraging continuous learning	3	1	2.52	0.96	Moderate
	2	2	2.61	0.94	Moderate
	1	3	2.73	0.97	Moderate
	4	4	2.30	0.88	Low
	5	5	2.22	0.94	Low
	Total		2.47	0.77	Moderate
The degree to which there is a shared vision dimension	1	1	2.82	1.04	Moderate
	3	2	2.66	1.10	Moderate
	2	3	2.70	0.97	Moderate
	4	4	2.65	0.94	Moderate
	5	5	2.01	0.75	Low
	Total		2.50	0.75	Moderate

Field	Rank	Paragraph	mean	Standard deviations	Rate
A degree that provides a dimension of strategic leadership in support of learning	5	1	1.90	0.75	Low
	4	2	2.50	0.95	Moderate
	1	3	2.86	1.02	Moderate
	2	4	2.80	0.97	Moderate
	3	5	2.81	1.06	Moderate
	Total		2.56	0.73	Moderate
The degree of availability after sharing knowledge	4	1	2.60	0.94	Moderate
	5	2	2.45	0.99	Moderate
	1	3	2.69	0.99	Moderate
	3	4	2.63	0.97	Moderate
	2	5	2.66	0.94	Moderate
	Total		2.60	0.81	Moderate
After linking the organization to the external environment	3	1	2.57	0.95	Moderate
	1	2	2.82	1.03	Moderate
	3	3	2.57	0.98	Moderate
	3	4	2.57	0.95	Moderate
	2	5	2.71	0.96	Moderate
	6	6	2.38	0.93	Moderate
	Total		2.60	0.79	Moderate
The level of activating the learning organization's dimensions in Jordanian universities			**2.59**	**0.69**	**Moderate**

it is clear from Table (1) that the level of activation of the learning organization's dimensions in Jordanian universities as a whole is "average", where the arithmetic average is (2.95), and the arithmetic averages of the items ranged between (1.90-3.04). The Jordanian dimension ranged between (2.47-2.77), and its level was "medium." The third is a degree of availability after encouraging continuous learning, with an average of (2.47). This result is consistent with the study of both Al-Sharifi, Sarayra and Al-Nazer (2012), a study aimed at revealing the degree of availability of the dimensions of the learning organization in Middle Eastern universities from the viewpoint of the faculty members. Port Said result (2018). It disagreed with the study of aggression, Tanash and Batah (2020), which came with a high degree. This may be attributed to the lack of clear plans and policies due to the lack of job stability for educational leaders, and this may also be due to the fact that the organizational culture followed in Jordanian universities is not sufficiently followed by a solid educational policy in the number of plans and coordination in support of the learner culture that calls for the existence of initiative Creativity, continuous learning, group learning and teamwork, and this may also be attributed to the lack of material resources allocated to raising the level of Jordanian universities that enable them to conduct initiatives and training courses specialized

in activating the learning organization among individuals in Jordanian universities.

The second question: Are there differences in the level of activating the dimensions of the learning organization in Jordanian universities from the students 'point of view, attributable to gender and academic qualification?
To answer this question, the arithmetic averages and standard deviations were extracted, the level of activation of the learning organization dimensions in Jordanian universities, from the students' point of view, according to the variables of gender and academic qualification, and Table (2) shows the results.

Table (2) Arithmetic mean and standard deviations The level of activating the dimensions of the learning organization in Jordanian universities from the students' point of view according to the variables of sex and academic qualification

Field	qualification	Bachelor			Master			Total		
	gender	male	female	total	male	female	total	male	female	total
The degree provides after encouraging dialogue and inquiry	mean	2.93	2.63	2.76	2.82	2.75	2.78	2.85	2.72	2.77
	standard deviations	0.69	0.93	0.84	0.82	0.88	0.85	0.78	0.89	0.85
The degree provides yet encouraging team learning	mean	2.83	2.74	2.78	2.67	2.77	2.74	2.72	2.77	2.75
	standard deviations	0.66	0.93	0.82	0.59	0.98	0.85	0.61	0.96	0.84
The degree provides yet encouraging continuous learning	mean	2.33	2.29	2.31	2.58	2.50	2.53	2.51	2.45	2.47
	standard deviations	0.49	0.96	0.78	0.74	0.78	0.76	0.68	0.83	0.77
The degree to which there is a shared vision dimension	Mean	2.45	2.71	2.60	2.56	2.79	2.70	2.53	2.77	2.68
	standard deviations	0.86	0.95	0.91	0.66	0.92	0.84	0.72	0.93	0.86
A degree that provides a dimension of strategic leadership in support of learning	mean	2.22	2.33	2.28	2.66	2.69	2.68	2.53	2.60	2.57
	standard deviations	0.70	1.08	0.92	0.56	0.87	0.76	0.63	0.93	0.82
The degree of availability after sharing knowledge	mean	2.15	2.13	2.14	2.47	2.42	2.44	2.38	2.35	2.36
	standard deviations	0.69	0.81	0.75	0.56	0.76	0.69	0.61	0.78	0.72
After linking the organization to the external environment	mean	2.26	2.35	2.31	2.66	2.64	2.64	2.54	2.57	2.56
	standard deviations	0.71	0.87	0.80	0.69	0.90	0.82	0.71	0.90	0.83

Table (2) shows the existence of apparent differences in the level of activating the dimensions of the learning organization in Jordanian universities from the students 'viewpoint according to the variables of sex and academic qualification, and to find out whether these apparent differences are statistically significant, multiple variance analysis (MANOVA) was used, and Table (3) Shows the results. Table (3) Multiple analysis of variance (MANOVA) for differences in the level of activating the dimensions of the learning organization in Jordanian universities from the viewpoint of students according to the variables of sex and academic qualification

source	Field	Total	Degrees of freedom	total	F value	Indication level	ETA box
Gender	The degree provides after encouraging dialogue and inquiry	0.003	1	0.003	0.004	0.951	0.000
	The degree provides yet encouraging team learning	0.151	1	0.151	0.211	0.646	0.001
	The degree provides yet encouraging continuous learning	1.909	1	1.909	3.204	0.075	0.017
	The degree to which there is a shared vision dimension	0.295	1	0.295	0.403	0.527	0.002
	A degree that provides a dimension of strategic leadership in support of learning	5.743	1	5.743	8.734	0.004	0.044
	The degree of availability after sharing knowledge	3.455	1	3.455	6.861	0.010	0.035
	After linking the organization to the external environment	4.308	1	4.308	6.399	0.012	0.033
Qualification	The degree provides after encouraging dialogue and inquiry	1.234	1	1.234	1.713	0.192	0.009
	The degree provides yet encouraging team learning	0.001	1	0.001	0.001	0.970	0.000
	The degree provides yet encouraging continuous learning	0.109	1	0.109	0.183	0.669	0.001

	The degree to which there is a shared vision dimension	2.109	1	2.109	2.878	0.091	0.015
	A degree that provides a dimension of strategic	0.186	1	0.186	0.284	0.595	0.001
	leadership in support of learning	0.038	1	0.038	0.076	0.783	0.000
	The degree of availability after sharing knowledge After linking the organization to the external environment	0.040	1	0.040	0.059	0.808	0.000
Gender Qualification	The degree provides after encouraging dialogue and inquiry	0.467	1	0.467	0.649	0.422	0.003
	The degree provides yet encouraging team learning	0.332	1	0.332	0.465	0.496	0.002
	The degree provides yet encouraging continuous learning	0.015	1	0.015	0.026	0.873	0.000
	The degree to which there is a shared vision dimension	0.012	1	0.012	0.016	0.899	0.000
	A degree that provides a dimension of strategic leadership in support of learning	0.054	1	0.054	0.082	0.776	0.000
	The degree of availability after sharing knowledge	0.013	1	0.013	0.027	0.871	0.000
	After linking the organization to the external environment	0.107	1	0.107	0.159	0.691	0.001
Error	The degree provides after encouraging dialogue and inquiry	136.939	190	0.721			

	The degree provides yet encouraging team learning	135.562	190	0.713			
	The degree provides yet encouraging continuous learning	113.175	190	0.596			
	The degree to which there is a shared vision dimension	139.239	190	0.733			
	A degree that provides a dimension of strategic leadership in support of learning	124.932	190	0.658			
	The degree of availability after sharing knowledge After linking the organization to the external environment	95.670	190	0.504			
	The degree provides after encouraging dialogue and inquiry	127.923	190	0.673			
Total	The degree provides yet encouraging team learning	138.221	193				
	The degree provides yet encouraging continuous learning	136.089	193				
	The degree to which the shared vision is provided	115.221	193				
	A degree that provides a dimension of strategic	142.151	193				
	leadership in support of learning	130.951	193				
	The degree of availability after sharing knowledge	99.185	193				

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	After linking the organization to the external environment	132.262	193				

Table (3) shows that there are no statistically significant differences in the level of all areas of activating the dimensions of the learning organization in Jordanian universities from the viewpoint of students due to the scientific qualification variable or the interaction between gender and academic qualification, as the q values were not statistically significant at the level of significance (0.05) The absence of statistically significant differences in the level of the first four areas (degree of availability after encouraging dialogue and inquiry, degree of availability after encouraging team learning, degree of availability after encouraging continuous learning, degree of availability of a dimension of shared vision) of the areas of activating the dimensions of the learning organization in Jordanian universities from The students 'viewpoint was attributed to the gender variable, as the q values were not statistically significant at the level of significance (0.05).

This result is consistent with the study of aggression, Tanash and Batah (2020), and the existence of statistically significant differences in the level of the last three areas (the degree of availability of the dimension of strategic leadership in support of learning, the degree of availability after sharing knowledge, after linking the organization with the external environment) of the areas of activating the dimensions of the learning organization in Jordanian universities, from the students' point of view, are attributed to the variable of gender and in favor of females, as the values of p were statistically significant at a level of significance (0.05), and the value of P for the field "Degree of availability of the dimension of strategic leadership in support of learning" was (8.734), while the ETA square (4.4%) The value of P for the field "Degree of availability after knowledge sharing" (6.861), and ETA box (3.5%), and the value of P for "After linking the organization with the external environment" (6.399), and for ETA (3.3%). This is due to the fact that the Jordanian society has its culture stemming from Islamic thought that encourages the importance of activating the role of women in society, and because the Jordanian Muslim community supports and grants women the right to education, the right to lead and the right to community participation, the result was in favor of females.

To answer the third question: What is the proposed educational vision to activate the dimensions of the learning organization in Jordanian universities from the viewpoint of its students?

The vision: future perceptions and aspirations to transform Jordanian universities into learning organizations.

Vision Implementation Objectives: The educational vision proposed in the current study seeks to assist Jordanian universities in transforming into learning organizations, by presenting a number of proposals that it is hoped will contribute to achieving the following goals:

1. Improving university outcomes so that universities become more efficient and achieve a higher degree of teacher and community satisfaction.

2. Achieving competitive advantage in universities and improving their position among other universities at the international and global level.

3. Spreading an organizational culture among faculty members and workers to become a culture that supports quality, creativity, innovation and continuous learning.

4. Achieving the principle of teamwork and team learning among faculty members, which is reflected in the quality of their academic and career performance.

5. Balancing the university's interest and the interest of its beneficiaries, by linking scientific research with community service.

6. Development of educational platforms for disseminating and exchanging frank knowledge inside and outside TVET institutions.

7. Raise the level and quality of the training process by preparing qualified training staff members. The foundations on which the proposed educational vision should be based, and which Jordanian universities should adhere to in order to transform into learning organizations based on the Peter Senge model:

1. Activating systems thinking by following a curriculum and framework in Jordanian universities based on seeing the whole instead of the part and seeing the inter-relationships that link the parts of the system in Jordanian universities as well as focusing on the parts themselves.

2. Adopting the principle of self-excellence by constantly working on clarifying and defining the personal vision of universities with the highest efficiency, accuracy, clarity and reality vision for Jordanian universities objectively, which helps focus the efforts of universities to achieve individual and collective goals to be achieved and thus achieve the public interest and the competitive advantage between other universities at the level International and global.

3. Adopting mental models that achieve the greatest quality in highlighting the mental image of the assumptions and generalizations that explain to individuals the events in the world and how to deal with them

inside and outside Jordanian universities.

4. A shared vision There must be a common vision that brings individuals together within Jordanian universities to achieve the desired goals in the future.

5- Group learning through planning, organizing, arranging, and team work within Jordanian universities to unify the efforts made by individuals in Jordanian universities to achieve the desired results to achieve the goals of the learning organization.

Method and procedures:

Represented by the educational methods used to transform Jordanian universities into educated organizations, and among those methods are the following actions:

1. Providing a stimulating climate within Jordanian universities in terms of administrators with experience and competence in strategic planning.

2. Finding a job description for the planning stage for each of the upper, middle and executive departments.

3. Providing a work team with specialization and experience for the planning stage of the ability to organize and prepare the fertile environment for the learning organization.

4. Working on strategic analysis of Jordanian universities with all the elements they contain, by applying the SWOT model. Highlighting the strengths inherent in the internal environment of Jordanian universities and working to strengthen them.

• Finding weaknesses in the internal environment of Jordanian universities and working to address them.

• Investing opportunities from the external environment and adapting them for the benefit of Jordanian universities.

• Confronting threats from the external environment and mitigating the effects of those threats with good effective management.

5. Finding the gap between reality and expectations to reach Jordanian universities with the characteristic of an educated organization.

6. Application of the educational vision by translating those perceptions and aspirations related to the dimensions of the learning organization into reality.

7. Following up the implementation of the strategy concerned with the desired vision by following it up, evaluating it, and continually monitoring the extent of its conformity with the desired goals and the specified timetable and its conformity with the culture and dimensions of the learning organization.

8. Concluding partnership and cooperation agreements and exchanging experiences in scientific and technological research with distinguished universities at the international and global level.

9. Making decisions with the participation of leaders and workers through the activation of brainstorming in meetings, meetings and conferences.

10. Following a clear and distinct policy in human resources management in terms of recruitment and attraction of competencies and continuous evaluation.

The fourth question, which states: What is the degree of suitability of the proposed educational vision to activate the dimensions of the learning organization in Jordanian universities from the point of view of specialized experts?

To answer this question, the vision was presented in its initial form to a group of experts in pedagogy and educational administration, to ascertain the degree of effectiveness of the proposed educational vision from their point of view. After making the amendments recommended by the experts, such as amending some spelling and grammatical errors, this vision was adopted.

Recommendations:

In light of the results of the current study, the two researchers recommend the following:

1. Adopting the proposed vision in Jordanian universities.

2. Including the national curricula in Jordanian universities with decisions on the importance of the mechanism for activating the learning organization.

3. Building specific criteria and indicators to evaluate the performance of Jordanian universities in light of the dimensions of the learning organization.

4. Activating the dimension of the culture of dialogue and inquiry within Jordanian universities, due to its great importance in achieving the goals of the learning organization.

5. Finding suitable modern technical means to disseminate and exchange knowledge of the highest possible quality within Jordanian universities, and thus achieve competitive advantage.

6. Conducting more studies applied to other societies and study samples, and comparing their results with the results of the current study.

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