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The Impact of Learning Organization Design on Corporate Performance Effectiveness: A Field Study

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Abstract

In recent years, academics have been debating the idea of organization design. The idea of learning organization design emerged as a result of the continual demand on organizations to innovate and compete effectively, in today's economic climate. However, few studies have examined the relationship between learning organization design and corporate performance effectiveness. The goal of this research was to add to the expanding body of knowledge by determining the impact of learning organization design on corporate performance effectiveness in Egyptian organizations. The data was collected from a sample of 337 employees from different organizational sectors by using a Likert scale questionnaire. Through analysis it was found that there is a strong impact between the learning organization design and corporate performance effectiveness.

1. Introduction

Knowledge is strength in today's organizations. Organizational Design has become a critical factor to consider when businesses compete for a competitive edge. It's difficult to spot organizations. A tall building, a computer workstation, or a friendly employee are visible, but 'the organization' is an abstract concept. It could be physically dispersed around many continents. We live in a world that is so densely populated with organizations that we often take them for granted. We barely recognize that we are born in a hospital, that our birth certificates are registered within a government department, that we are taught in schools and colleges, and that we feed on factory farm food. We are treated by doctors and nurses; who work together in a joint practice, purchase a home constructed by a construction firm, borrow money from a bank, and seek help from the police and fire departments when trouble arises, and so on. These organizations exist for a particular reason: to achieve specific goals and objectives. Unlike organization theory, organization design is a prescriptive body of knowledge. Its purpose is to help leaders who have been entrusted with the leadership of these organizations make the decisions on how to organize and maintain things. Learning organization should be addressed when designing organizations in the current economic climate, since knowledge is seen as one of the most valuable tools for achieving long-term competitive advantage. Organizational learning may be facilitated by regulating processes within the company's internal framework. In order to enhance organizations performance, businesses are looking for new approaches to handle learning and expertise. Therefore, the principle purpose of this research is to study the impact of learning organization design on corporate performance effectiveness, as there is a lack of theoretical and empirical knowledge regarding the design factor of learning organizations and its effect.

2. Research Importance

Learning allows a company to rejuvenate itself, innovate, and even gain a competitive advantage. This study will contribute to the current body of knowledge by proposing approaches to increase corporate performance effectiveness through the use of learning organization design. This study would provide insight to managers and leaders, about the importance of the learning organization design to performance effectiveness, and that there is more to learning organization than just an open system, and that the design factor has a direct impact on effectiveness, and nonetheless it describes how a learning organization functions.

The Role of Organizational Design

Organizational design is the process of choosing and implementing a structural configuration. Several aspects influence the selection of an effective organizational design, including the size of the company, its operations and information technology, its surroundings, and the growth and survival strategy it chooses. The structural and contextual settings of an organization represent too many obstacles and opportunities for many organizations. Thus, scholars of organizational design advocate that the design follow the firm's strategy and that the strategy take advantage of a mix of size, technology, and environment advantages.

The Practical Importance of The Study

The study will serve as a current reference for the impact of learning organization design on corporate performance effectiveness. According to various studies, the concept of a learning organization is a primary source of competitive advantage, and a learning organization is one that learns through its members individually and as a team to create competitive advantages by developing a collaborative system through the process of self-development and information sharing by empowering employees. The proposed model of this research will identify the relationship among learning organization design; both structural and contextual dimensions and corporate performance effectiveness indicators.

3. Research Variables

Learning organization Design

Many business leaders are reorganizing their organizations to become learning organizations, which have a horizontal structure, empowered people, shared information, a collaborative approach, and an adaptive culture. Based on daft, Looking at dimensions that characterize certain organization qualities is the first step in understanding any organization. These factors characterize organizations in the same manner as personality and physical features characterize individuals. Learning organization design can be explained through two dimensions, structural and contextual.

Structural dimension of learning organization

1- Formalization: According to Daft in his book organization theory and design, Formalization is the degree of written documentation, rules, manuals, and formal job

descriptions. A closely supervised staff who must obey certain rules and procedures in an organization are employees who work in a highly formalized organization.

In this study, the learning organization design is identified as an organization that has low formalization. Low formalization was defined in this study as an open system, where employees feel freedom to take initiatives, make decisions, and be creative when dealing with work issues.

2- Specialization: the extent to which organizational tasks can be broken down to separate jobs.

Low specialization is an identifying variable of learning organization, and it means that employees perform a wide range of activities in their jobs, not just a simple routine job that has no variation in the amount of work done.

3- Hierarchy of authority: the extent of hierarchy, chain of command, and the span of control. In the organization the amount of employees reporting to a supervisor is named span of control.

Learning organization has a horizontal structure which meant a wide span of control that allows managers to oversee a larger number of employee's effectively, and chain of command will be shorter.

4- Centralization: in a highly centralized organization only top management is concerned with decision making.

Learning organizations are decentralized, which meant everyone is involved in decision making, employees opinion matters, and the organization utilize the employees skills when deciding business strategies.

5- Professionalism: According to Daft, the degree of professionalism is the amount of education that an employee has, high school degree, college degree, or post graduate degree matters in the content of the job. Bounces, promotions, and raises are decided based on educational level and training courses.

Learning organizations value the application of skills and knowledge in the job, and allow their employees opportunities to learn and be creative. The more knowledgeable the employee the more valuable he/she is to the organization.

6- Personnel ratio: how much employees in a certain department relative to the total amount of employees in the organization.

Learning organizations value teamwork and groups, higher amount of employees can work together to complete a task more efficiently. All the organization work together as on entity and everyone is involved.

Contextual dimension of learning organization

7-Organizational technology: the equipment, devices, machinery, and tools that an organization uses.

Learning organizations care about using the most newly up to date technology in their workplace, and train their employees on the newest technology.

8- The environment: the outside surroundings of any organization are considered its environment. The government regulations, political climate, the economy, and the intense of competition are an example of organization's environment.

Learning organizations operate in a highly dynamic environment with new trends of technology, continuous policies and regulations, and an unstable market.

The organization's goals and strategy: mission, vision, and goals, also how the organization set plans and take decisions.

Learning organizations have a collaborative strategy, where everyone is involved in planning and decisions making.

9- Organization's culture: the set of norms, beliefs, and values that distinguish the organization and all employees follow.

Adaptive culture is mainly the culture of learning organizations. Employees from different backgrounds can work together as a team the psychological health of the employee is very important.

Corporate performance effectiveness

Managers choose which indicators to track in order to assess their organizations' effectiveness. Many managers struggle with the concept of measuring effectiveness based on attributes that aren't subject to rigorous, quantitative measurement, according to studies and polls.

10- Goal approach: the goals that the organization intend to achieve and how well they achieve it.

Accordingly in a learning organization we can assess this variable through goal indicators, such as: profitability, market share, growth, product quality, or social responsibility indicators.

11- Resource base approach: the organization ability to allocate its resources efficiently.

In learning organization this variable was assessed through the organization bargaining position, decision making ability, managerial intelligence, and how the organization responds to changes.

12- Internal process approach: the organization insider environment, and how healthy the internal operations work.

Was measured in learning organization by the degree of flexibility, efficiency in resource utilization, the open communication channels, and the employees overall development.

4. Research Problem

Despite the increased study on learning organization, there is not much discussion of the learning organization design and the impact it has on corporate performance effectiveness. This hence increases the need of conducting the current study in order to determine the impact of the learning organization design on corporate performance effectiveness. Many organizations in Egypt own great resources but they lack knowledge on how to use and allocate their resources; therefore they suffer loss in profitability. The lack of a proper organization design wastes great opportunities on many organizations.

5. Research Objectives

The main objective of the study was to investigate the impact of Learning Organization design on the corporate performance effectiveness.

To determine the impact of structural dimensions of the learning organization design on the corporate effectiveness.

To determine the impact of contextual dimensions of the learning organization design on the corporate effectiveness.

6. Research Questions

The main research question is summed up in the following question:

To what extent does learning organization design influence the corporate performance effectiveness?

Emerges from the main question two more questions could be included:

To what extent does the structural dimension of the learning organization design influence the corporate performance effectiveness?

To what extent does the contextual dimension of the learning organization design influence the corporate performance effectiveness?

7. Research Methodology

The researcher used in this study the analytical approach to put the phenomenon under investigation in a quantitative way. The research uncovered the relationship between the different dimensions in order to arrive to a final conclusion that may help later in the future researches.

The research population and sample

This thesis focused on the design of the Egyptian organizations, to evaluate whether their design had an impact on their performance effectiveness, and whether this design contains the attributes of the learning organization design. In order to gather the research sample and who

will be the respondents of the questionnaire, different employees from different managerial levels were sampled from, these employees were selected from different organizational sectors in order to determine which sectors contains attributes of the learning organization design and how these attributes impact their performance effectiveness. The research population was all organizations public, private, governmental, non-governmental, charity, profit and non-profit organizations. This population was furtherly broken down into groups called strata, and a random sample will be extracted from each strata.

The appropriate sample size

In order to calculate the appropriate sample size, from an unknown population the researcher determined the confidence interval, confidence level, and the standard deviation. A 95% confidence level and 5% margin of error is considered by the majority of researchers to be the safest choice for a sufficient sample size. A standard deviation equals to 0.5 is also considered as the safest choice.

By applying the equation below:

$$\text{Sample size} = \frac{(z\text{-score})^2 \times \text{standard deviation} \times (1 - \text{standard deviation})}{(\text{confidence interval})^2}$$

Since a confidence interval of 95% is equivalent to 1.96 in the z-score, then by putting the values in the equation the researcher is going to get the appropriate sample size.

$$\text{Sample size} = \frac{(1.96)^2 \times 0.5 \times (1 - 0.05)}{(0.05)^2} = 384.16 \approx 385$$

Then the appropriate sample size used in this study was 385 sufficient to draw conclusions on the entire population. The total number of questionnaires that were collected was 337 which were considered 88% of the sample and this was according to statisticians an excellent response rate.

Measurement instrument:

The researcher used a questionnaire form prepared by the researcher to examine "**The Impact of Learning organization design on Corporate performance effectiveness: A Field Study**".

Questionnaire design:

To investigate the dimensions of the study, the questionnaire consists of (70) items about study variables. The researcher used The Likert model as following: (Strongly agree – Agree – Neutral – Disagree – Strongly disagree).

The questionnaire contains three **Sections**. **First Section:** The Independent variable: Learning organization design (55) items, **Second Section:** The dependent Variable: Corporate performance effectiveness (15) items. **Third Section: The Demographic Data:**

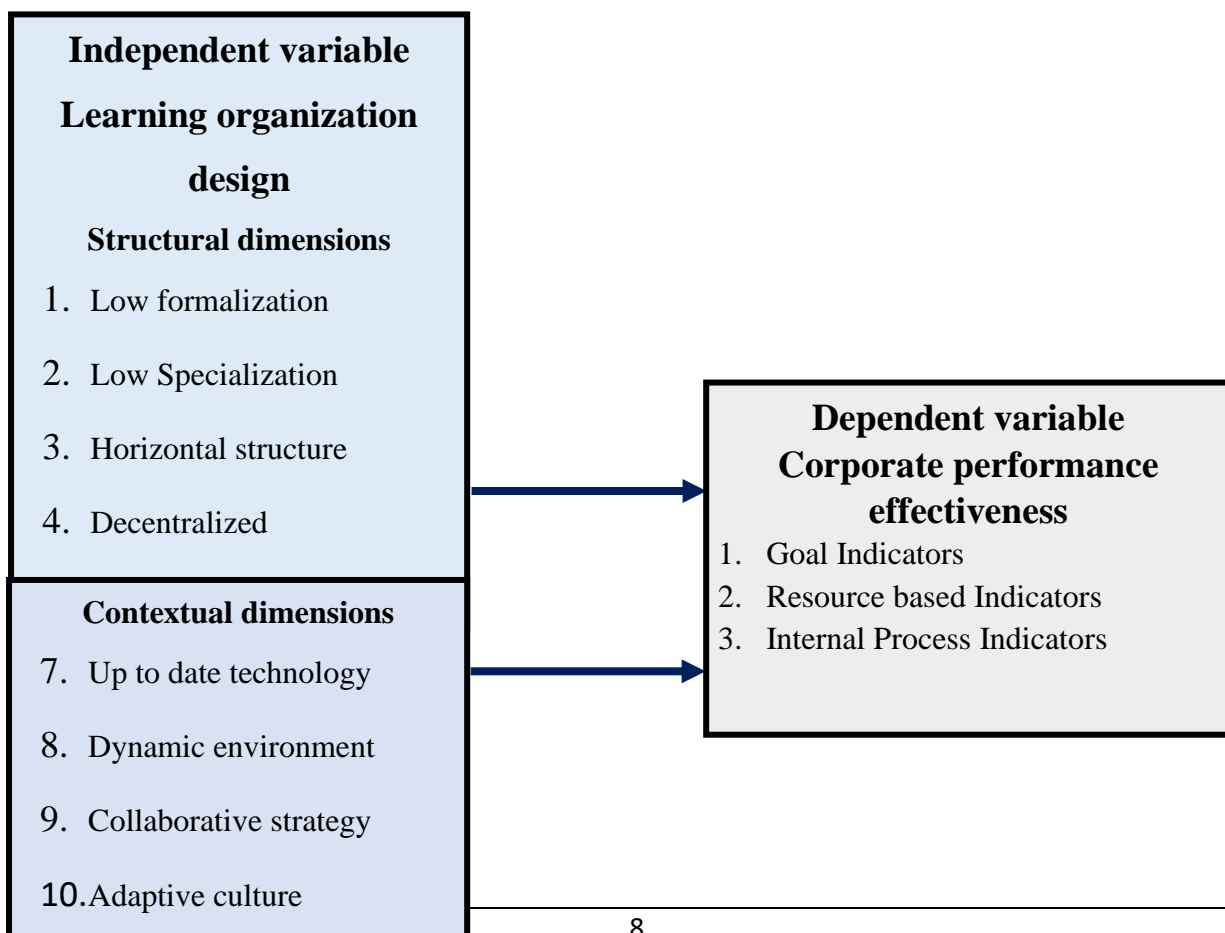
includes (gender – working for this organization - Number of employees in the organization - Organization's ownership - The position in the organization - business type - Type of organization - Operating Years).

Statistical methods used

Data were unloaded through a statistical package for Social Sciences SPSS V. 25 and through it was using the following tests:

1. Testing reliability through Cronbach's alpha coefficient to test the stability of the questionnaire.
2. Test the validity through the Pearson correlation coefficient to the dimensions of questionnaire.
3. Descriptive statistics of the data through the tabulating results in the form of (Numbers, Percentage, mean, standard deviation and the weight percentile) for variables questionnaire.
4. Correlation by Pearson coefficient to prove the validity study hypotheses.
5. Simple and multiple regressions to study the impact of independent variables on the dependent variable to prove the validity study hypotheses.

Research Model



Source: by the researcher

Figure (1) Model of the study's Variables

8. Research Results

Reliability

To check the stability of the questionnaire, the researcher used Cronbach's alpha equation and the following tables show the reliability coefficients by using this equation

The Independent variable: Learning organization design:

Table (1): The reliability of Structural dimension

Variables	Cronbach's Alpha	N of Items
Formalization	0.615	5
Specialization	0.603	5
Horizontal structure	0.681	5
Decentralized	0.869	5
professionalism	0.823	8
personnel ratio	0.747	5

From the above table illustrate that, the reliability coefficients of the Structural dimension were good values where reliability coefficient values were (0.615, 0.603, 0.681, 0.869, 0.823 and 0.747) for (Formalization, Specialization, Horizontal structure, Decentralized, professionalism and personnel ratio) consecutively that indicate the values of reliability coefficients to the reliability of Structural dimension statements for the application and the reliability of the results.

Table (2): The reliability of Contextual dimension

Variables	Cronbach's Alpha	N of Items
Organizational technology	0.766	5
Dynamic environment	0.824	7
The organization's strategy	0.895	5
The organization's culture	0.790	4

From the above table illustrate that, the reliability coefficients of the Contextual dimension were good values where reliability coefficient values were (0.615, 0.603, 0.681, 0.869, 0.823 and 0.747) for (Organizational technology, Dynamic environment, The organization's strategy and The organization's culture) consecutively that indicate the values of reliability

coefficients to the reliability of Contextual dimension statements for the application and the reliability of the results.

Table (3): The reliability of corporate performance effectiveness

Variables	Cronbach's Alpha	N of Items
Goal Indicators	0.765	6
Resource based indicators	0.764	5
Internal process indicators	0.785	5

From the above table illustrate that, the reliability coefficients of corporate performance effectiveness indicators were high values where reliability coefficient values were (0.765, 0.764 and 0.785) for (Goal Indicators, Resource based indicators and Internal process indicators) consecutively that indicate the values of reliability coefficients to the stability of corporate performance effectiveness indicators statements for the application and the reliability of the results.

Table (4): The reliability of questionnaire dimensions

Variables	Cronbach's Alpha	N of Items
Structural indicators	0.850	33
Contextual indicators	0.909	21
The independent variable: learning organization design	0.925	54
The dependent variable: Corporate performance effectiveness	0.907	16

From the above table illustrate that, the reliability coefficients of questionnaire dimensions were high values where reliability coefficient values were (0.850, 0.909, 0.925 and 0.907) for (Structural indicators, Contextual indicators, The independent variable: learning organization design and The dependent variable: Corporate performance effectiveness) consecutively that indicate the values of reliability coefficients to the stability of questionnaire dimensions' statements for the application and the reliability of the results.

Test of the validity:

The researcher calculates the validity of the correlation coefficient for each dimension of the questionnaire to calculate the validity as follows:

The Independent variable: Learning organization design validity:

Table (5): Correlations to calculate the internal consistency coefficient of the Structural indicators

Variables	r	P-value
Formalization	0.704 (**)	0.000
Specialization	0.524 (**)	0.000

Horizontal structure	0.723 (**)	0.000
Decentralized	0.954 (**)	0.000
professionalism	0.940 (**)	0.000
personnel ratio	0.786 (**)	0.000

** P-value significant at (0.01)

From the above table the validity of Structural indicators, we find that the correlation coefficient values are statistically significant at p-value <0.01 between Structural indicators and total Structural indicators, Pearson correlation coefficient (r) values were (0.704, 0.524, 0.723, 0.954, 0.940 and 0.786) for (Formalization, Specialization, Horizontal structure, Decentralized, professionalism and personnel ratio) consecutively.

Table (6): Correlations to calculate the internal consistency coefficient of the Contextual indicators

Variables	r	P-value
Organizational technology	0.519 (**)	0.000
Dynamic environment	0.935 (**)	0.000
The organization's strategy	0.881 (**)	0.000
The organization's culture	0.914 (**)	0.000

** P-value significant at (0.01)

From the above table the validity of Contextual indicators, we find that the correlation coefficient values are statistically significant at p-value <0.01 between Contextual indicators and total Contextual, Pearson correlation coefficient (r) were (0.519, 0.935, 0.881 and 0.914) for (Organizational technology, Dynamic environment, The organization's strategy and The organization's culture) consecutively.

Table (7): Correlations to calculate the internal consistency coefficient of the Learning organization design variable

Variables	r	P-value
Structural	0.962 (**)	0.000
Contextual	0.968 (**)	0.000

** P-value significant at (0.01)

From the above table the validity of the Learning organization design variable, we find that the correlation coefficient values are statistically significant at p-value <0.01 between of the Learning organization design indicators and total of the Learning organization design variable, Pearson correlation coefficient (r) were (0.962 and 0.968) for (Structural and Contextual) consecutively.

The dependent variable: The Corporate performance effectiveness validity:

Table (8): Correlations to calculate the internal consistency coefficient of the corporate performance effectiveness

Variables	r	P-value
Goal Indicators	0.924 (**)	0.000
Resource based indicators	0.938 (**)	0.000
Internal process indicators	0.892 (**)	0.000

** p-value significant at (0.01)

From the above table the validity of the corporate performance effectiveness indicators, we find that the correlation coefficient values are statistically significant at p-value <0.01 between the corporate performance effectiveness indicators and total corporate performance effectiveness, Pearson correlation coefficient (r) were (0.924, 0.938 and 0.892) for (Goal Indicators, Resource based indicators and Internal process indicators) consecutively.

Table (9): Table Correlations to calculate the internal consistency coefficient of the questionnaire dimension

Variables	r	P-value
The Learning organization design (Independent variable)	0.973 (**)	0.000
The Corporate performance effectiveness (Dependent Variable)	0.978 (**)	0.000

** p-value significant at (0.01)

From the above table the validity of questionnaire dimension, we find that the correlation coefficient values are statistically significant at (0.01) between questionnaire dimensions and total questionnaire, which confirms the Pearson correlation coefficient values were (0.973 and 0.978) for (The Learning organization design and The Corporate performance effectiveness) consecutively.

The Learning organization design (Independent Variable):

To find out the agreement of the study sample to the statements The Learning organization design dimension the research calculated the mean, standard deviation and weight Percentile as in the following tables:

1- Structural Indicators:

Table (10) illustrate Means, standard deviations and weight percentile of Formalization Item's dimension

Item	Mean	SD	Weight Percentile	Degree Agree	Order
Employees in my workplace have the impression that they are constantly being monitored.	4.18	0.90	83.60	Agree	1

Item	Mean	SD	Weight Percentile	Degree Agree	Order
Employees are encouraged to make their own decisions.	1.82	0.90	36.40	Disagree	5
Certain procedures must be followed when situation arises.	4.09	0.82	81.80	Agree	2
Employees are meant to go to the same individual for help whenever an issue arises.	3.43	1.33	68.60	Agree	3
Permission from the supervisor is always needed before anything is done.	2.57	1.33	51.40	Agree	4
Formalization	3.22	0.16	64.37	Neutral	

Table (10) shows the following: The Item (Employees in my workplace have the impression that they are constantly being monitored) came in the first rank in terms of members of the study in response to a degree (agree) with a mean (4.18) and the Weight percentile was (83.60%). The Item (Certain procedures must be followed when situation arises) came in second place in terms of members study the response degree (agree) that a mean (4.09) and the Weight percentile was (82.0%). The Item came (Employees are meant to go to the same individual for help whenever an issue arises) ranked third in terms of members study the response degree (agree) with a mean (3.43) and the weight percentile was (80.6%). (Permission from the supervisor is always needed before anything is done) at fourth rank in terms of members of the study in response to the degree (agree) that with a mean (2.57) and the weight percentile was (51.4%). (Employees are encouraged to make their own decisions) at fifth rank in terms of members of the study in response to the degree (disagree) that with a mean (1.82) and the weight percentile was (36.4%). As can be seen from the table that the average of all the study sample of participants in the survey for the whole items' variable (Formalization) was (3.22), indicating in response to the degree (neutral) with weight percentile was (64.37%).

Table (11) illustrate Means, standard deviations and weight percentile of Specialization Item's dimension

Item	Mean	SD	Weight Percentile	Degree Agree	Order
Employees have only one specific job to do.	3.27	1.44	65.40	Agree	3
A wide range of tasks is required from employees when doing their job.	2.73	1.44	54.60	Neutral	4
In my profession, there is something new to accomplish every day.	3.39	1.20	67.80	Agree	2
Employees provide far more to the business than is required under their job contract.	2.61	1.20	52.20	Neutral	5
Employees search for learning opportunities that will increase their contribution to the business	4.10	1.05	82.00	Agree	1
Specialization	3.22	0.21	64.42	Neutral	

Table (11) shows the following: The Item (Employees search for learning opportunities that will increase their contribution to the business) came in the first rank in terms of members of the study in response to a degree (agree) with mean (4.10) and the Weight percentile was (82.0%). The Item (In my profession, there is something new to accomplish every day) came in second place in terms of members study the response degree (agree) that a mean (3.39) and the Weight percentile was (67.8%). The Item (Employees have only one specific job to do) ranked third in terms of members study the response degree (neutral) with a mean (3.27) and

the weight percentile was (65.4%). (A wide range of tasks is required from employees when doing their job) at fourth rank in terms of members of the study in response to the degree (neutral) that with a mean (2.73) and the weight percentile was (54.6%). (Employees provide far more to the business than is required under their job contract) at fifth rank in terms of members of the study in response to the degree (neutral) that with a mean (2.61) and the weight percentile was (52.2%). As can be seen from the table that the average of all the study sample of participants in the survey for the whole items' variable (Specialization) was (3.22), indicating in response to the degree (neutral) with weight percentile was (64.42%).

Table (12) illustrate Means, standard deviations and weight percentile of Hierarchy of authority Item's dimension

Item	Mean	SD	Weight Percentile	Degree Agree	Order
Knowledge is exchanged easily between units in my organization.	1.90	1.05	38.00	Disagree	4
Employees are regularly involved in decisions about the implementation of new strategies.	4.15	0.71	83.00	Agree	2
Supervisors constantly share expertise with their subordinates.	3.99	1.08	79.80	Agree	3
The organization's administration has a wide span of control.	3.99	1.18	79.80	Agree	3
Two-way communication is encouraged among employees.	4.41	0.78	88.20	Agree	1
Hierarchy of authority	3.69	0.50	73.79	Agree	

Table (12) shows the following: The Item (Two-way communication is encouraged among employees) came in the first rank in terms of members of the study in response to a degree (agree) with a mean (4.41) and the Weight percentile was (88.2%). The Item (Employees are regularly involved in decisions about the implementation of new strategies) came in second place in terms of members study the response degree (agree) that a mean (4.15) and the Weight percentile was (83.0%). The Items (Supervisors constantly share expertise with their subordinates) and (The organization's administration has a wide span of control) ranked third in terms of members study the response degree (agree) with a mean (3.99) and the weight percentile was (79.8%). (Knowledge is exchanged easily between units in my organization) came in fourth rank in terms of members of the study in response to the degree (disagree) that with a mean (1.90) and the weight percentile was (38.00 %). As can be seen from the table that the average of all the study sample of participants in the survey for the whole items' variable (Hierarchy of authority) was (3.69), indicating in response to the degree (agree) with weight percentile was (73.79%).

Table (13) means, standard deviations, and the weight percentile of Centralization Item's dimension

Item	Mean	SD	Weight Percentile	Degree Agree	Order
Nothing can be done until a supervisor approves a decision.	4.19	1.01	83.80	Agree	4

My organization permits employees to utilize their own judgement while carrying out job tasks.	3.66	1.24	73.20	Agree	5
Participative decision making is encouraged in my workplace.	4.24	0.82	84.80	Agree	2
The organization considers the effect of management decisions on job satisfaction.	4.41	0.84	88.20	Agree	1
As a consequence of group discussions decisions are improved.	4.22	0.92	84.40	Agree	3
Centralization	3.87	0.74	77.40	Agree	

Table (13) shows the following: The Item (The organization considers the effect of management decisions on job satisfaction) came in the first rank in terms of members of the study in response to a degree (agree) with a mean (4.41) and the weight percentile was (88.2%). The Item (Participative decision making is encouraged in my workplace) came in second place in terms of members study the response degree (agree) with a mean (4.22) and the weight percentile was (84.4%). The Item came (As a consequence of group discussions decisions are improved) ranked third in terms of members study the response degree (agree) with a mean (3.96) and the weight percentile was (79.2%). The Item (Nothing can be done until a supervisor approves a decision) came fourth ranked in terms of members study the response degree (Agree) with a mean (4.19) and the weight percentile was (83.8%). (My organization permits employees to utilize their own judgement while carrying out job tasks) at fifth rank in terms of members of the study in response to the degree (Agree) that with a mean (3.66) and the weight percentile was (73.2%). As can be seen from the table that the average of all the study sample of participants in the survey for the whole items' variable (Centralization) was (3.87), indicating in response to the degree (agree) with weight percentile was (77.4%).

Table (14) means, standard deviations, and the weight percentile of Professionalism Items

Item	Mean	SD	Weight Percentile	Degree Agree	Order
Employees are given funds to help with their career path development.	3.39	0.94	67.80	Neutral	7
Employees are encouraged to pursue additional education.	2.61	0.94	52.20	Neutral	8
Employees are rewarded with bounces for additional degrees earned.	4.12	1.07	82.40	Agree	3
Employees are encouraged to take training courses.	4.09	1.12	81.80	Agree	4
Employees are always searching for opportunities to learn new skills.	3.86	1.29	77.20	Agree	5
New possibilities for employee promotion are available as a result of new skills obtained.	3.79	0.90	75.80	Agree	6
The organization promotes its employees based on their seniority.	4.13	1.01	82.60	Agree	2
The promotions are based on the employment period in the organization.	4.22	0.98	84.40	Agree	1
Professionalism	3.80	0.69	75.91	Agree	

Table (14) shows the following: The item (The promotions are based on the employment period in the organization) came in the first rank in terms of members of the study in response to a degree (agree) with a mean (4.22) and the weight percentile was (84.4%). The item (The organization promotes its employees based on their seniority) came in second place

in terms of members study the response degree (agree) with a mean (4.13) and the weight percentile was (82.6%). The item came (Employees are rewarded with bounces for additional degrees earned) ranked third in terms of members study the response degree (agree) with a mean (4.12) and the weight percentile was (82.4%). The item (Employees are encouraged to take training courses) came fourth ranked in terms of members study the response degree (Agree) with a mean (3.99) and the weight percentile was (79.8%). (Employees are always searching for opportunities to learn new skills) at fifth rank in terms of members of the study in response to the degree (Agree) that with a mean (3.86) and the weight percentile was (77.2%). (New possibilities for employee promotion are available as a result of new skills obtained) at sixth rank in terms of members of the study in response to the degree (agree) that with a mean (3.79) and the weight percentile was (75.8%). (Employees are given funds to help with their career path development) at seventh rank in terms of members of the study in response to the degree (neutral) that with a mean (3.39) and the weight percentile was (67.8%). (Employees are encouraged to pursue additional education) at eighth rank in terms of members of the study in response to the degree (neutral) that with a mean (2.61) and the weight percentile was (52.2%). As can be seen from the table that the average of all the study sample of participants in the survey for the whole items' variable (Professionalism) was (3.80), indicating in response to the degree (agree) with weight percentile was (75.91%).

Table (15) means, standard deviations, and the weight percentile of Personnel ratio Items

Item	Mean	SD	Weight Percentile	Degree Agree	Order
To obtain better outcomes, large groups of personnel are assigned to specific projects.	3.99	0.90	79.80	Agree	5
Through a regular workforce planning process, managers can guarantee that future staffing requirements are correctly predicted.	4.36	0.73	87.20	Agree	2
The amount of employees in my department is adequate to organization needs.	4.30	0.61	86.00	Agree	4
The assigned workload is more appropriate because there are more employees to perform jobs.	4.32	0.78	86.40	Agree	3
The appropriate ratio of employees in each department contributes to organizational productivity.	4.47	0.65	89.40	Agree	1
Personnel ratio	4.29	0.52	85.78	Agree	
Structural Indicators	3.73	0.40	74.60	Agree	

Table (15) shows the following: The item (The appropriate ratio of employees in each department contributes to organizational productivity) came in the first rank in terms of members of the study in response to a degree (agree) with a mean (4.47) and the Weight percentile was (89.4%). The item (Through a regular workforce planning process, managers can guarantee that future staffing requirements are correctly predicted) came in second place in terms of members study the response degree (agree) that a mean (4.36) and the Weight percentile was (87.2%). The item (The assigned workload is more appropriate because there are more employees to perform jobs) came in third place in terms of members study the response degree (agree) that a mean (4.32) and the Weight percentile was (86.4%). The item (The amount of employees in my department is adequate to organization needs) came in the

fourth rank in terms of members of the study in response to a degree (agree) with a mean (4.30) and the Weight percentile was (86.0%). The item (To obtain better outcomes, large groups of personnel are assigned to specific projects) came in the fifth rank in terms of members of the study in response to a degree (agree) with a mean (3.99) and the Weight percentile was (79.8%). As can be seen from the table that the average of all the study sample of participants in the survey for the whole phrases' dimension (Personnel ratio) was (4.29), indicating in response to the degree (agree) with weight percentile was (85.78%). As can be seen from the table that the average of all the study sample of participants in the survey for the whole items of (Structural Indicators) was (3.73), indicating in response to the degree (agree) with weight percentile was (74.6%)

2- Contextual Indicators:

To find out the agreement of the study sample to the statements of the Contextual Indicators the research calculated the mean, standard deviation and weight Percentile as in the following table:

Table (16) means, standard deviations, and the weight percentile of Organizational technology Items

Item	Mean	SD	Weight Percentile	Degree Agree	Order
The organization uses up to date technology.	1.53	0.65	30.60	Disagree	4
The devices we use are new and up to date.	4.51	0.61	90.20	Agree	1
Regular maintenance on equipment is regularly done.	1.49	0.61	29.80	Disagree	5
Quality is important to our organization.	4.20	0.61	84.00	Agree	3
Organization obtains new technology from its business partners.	4.39	0.61	87.80	Agree	2
Organizational technology	3.22	0.22	64.47	Neutral	

Table (16) shows the following: The Item (The devices we use are new and up to date) came in the first rank in terms of members of the study in response to a degree (agree) with a mean (4.51) and the weight percentile was (90.2%). The Item (Organization obtains new technology from its business partners) came in second place in terms of members study the response degree (agree) with a mean (4.39) and the weight percentile was (87.8%). The item (Quality is important to our organization) came in third place in terms of members study the response degree (agree) that a mean (4.2) and the Weight percentile was (84.0%). The item (The organization uses up to date technology) came in the fourth rank in terms of members of the study in response to a degree (disagree) with a mean (1.53) and the Weight percentile was (30.6%). The item (Regular maintenance on equipment is regularly done) came in the fifth rank in terms of members of the study in response to a degree (disagree) with a mean (1.49) and the Weight percentile was (29.8%). As can be seen from the table that the average of all the study sample of participants in the survey for the whole items of (Organizational technology) was (3.22), indicating in response to the degree (neutral) with weight percentile was (64.47%).

Table (17) means, standard deviations, and the weight percentile of the environment Items

Item	Mean	SD	Weight Percentile	Degree Agree	Order
The environment surrounding the organization changes rapidly.	4.18	0.93	83.60	Agree	5
To stay relevant, the organization reacts fast to changes by developing new products.	4.37	0.73	87.40	Agree	3
Managers are constantly updating their skills.	4.02	0.90	80.40	Agree	6
Managers search for ways to expand their knowledge.	4.20	0.92	84.00	Agree	4
Managerial abilities are high in my organization	4.18	0.85	83.60	Agree	5
Assessing external environment is very important to organization's strategy formulation.	4.48	0.68	89.60	Agree	1
Collecting information on consumer preferences is important to the organization success.	4.41	0.58	88.20	Agree	2
The environment	4.25	0.57	85.10	Agree	

Table (17) shows the following: The Item (Assessing external environment is very important to organization's strategy formulation) came in the first rank in terms of members of the study in response to a degree (agree) with a mean (4.48) and the weight percentile was (89.6%). The Item (Collecting information on consumer preferences is important to the organization success) came in second place in terms of members study the response degree (agree) with a mean (4.41) and the weight percentile was (88.2%). The Item (To stay relevant, the organization reacts fast to changes by developing new products) ranked third in terms of members study the response degree (agree) with a mean (4.37) and the weight percentile was (87.4%). The Item (Managers search for ways to expand their knowledge Managers search for ways to expand their knowledge) came in fourth ranked in terms of members study the response degree (agree) with a mean (4.20) and the weight percentile was (84.0%). The items (The environment surrounding the organization changes rapidly) and (Managerial abilities are high in my organization) came in the fifth rank in terms of members of the study in response to a degree (agree) with a mean (4.18) and the Weight percentile was (83.6%). As can be seen from the table that the average of all the study sample of participants in the survey for the whole items' variable (The environment) was (4.25), indicating in response to the degree (agree) with weight percentile was (85.1%).

Table (18) means, standard deviations, and the weight percentile of the organization's strategy items

Item	Mean	SD	Weight Percentile	Degree Agree	Order
Management motivates employees to adopt the organization's vision.	4.26	0.84	85.20	Agree	2
Managers inform employees about the organization's strategic goals.	4.16	0.63	83.20	Agree	4
Our strategies help the organization improve the way it operates.	4.02	0.82	80.40	Agree	5
Management ensures that the organization's practices are consistent with its values.	4.36	0.90	87.20	Agree	1

Mentoring is provided by organizational leaders to their subordinates.	4.25	0.89	85.00	Agree	3
The organization's strategy	4.21	0.69	84.21	Agree	

Table (18) shows the following: The Item (Management ensures that the organization's practices are consistent with its values) came in the first rank in terms of members of the study in response to a degree (agree) with a mean (4.36) and the weight percentile was (87.2%). The Item (Management motivates employees to adopt the organization's vision) came in second place in terms of members study the response degree (agree) with a mean (4.26) and the weight percentile was (85.2%). The Item (Mentoring is provided by organizational leaders to their subordinates) ranked third in terms of members study the response degree (agree) with a mean (4.25) and the weight percentile was (85.0%). The Item (Managers inform employees about the organization's strategic goals) came in fourth ranked in terms of members study the response degree (agree) with a mean (4.16) and the weight percentile was (83.2%). The item (Our strategies help the organization improve the way it operates) came in the fifth rank in terms of members of the study in response to a degree (agree) with a mean (4.02) and the Weight percentile was (80.4%). As can be seen from the table that the average of all the study sample of participants in the survey for the whole items' variable (The organization's strategy) was (4.21), indicating in response to the degree (agree) with weight percentile was (84.21%).

Table (19) means, standard deviations, and the weight percentile of the organization's culture items

Item	Mean	SD	Weight Percentile	Degree Agree	Order
Employees who take initiative are rewarded in our organization's culture.	4.18	0.80	83.60	Agree	4
The organizational culture influences employee commitment.	4.43	0.57	88.60	Agree	1
Cooperative teamwork is highly encouraged in the organization.	4.28	0.59	85.60	Agree	3
Our culture allows the organization to adapt to changes easily.	4.34	0.85	86.80	Agree	2
The organization's culture	4.32	0.56	86.37	Agree	
Contextual Indicator	4.00	0.45	80.00	Agree	
Learning Organization Design	3.84	0.40	76.73	Agree	

Table (19) shows the following: The Item (The organizational culture influences employee commitment) came in the first rank in terms of members of the study in response to a degree (agree) with a mean (4.43) and the weight percentile was (88.6%). The Item (Our culture allows the organization to adapt to changes easily) came in second place in terms of members study the response degree (agree) with a mean (4.34) and the weight percentile was (86.8%). The Item (Cooperative teamwork is highly encouraged in the organization) ranked third in terms of members study the response degree (agree) with a mean (4.28) and the weight percentile was (85.6%). The Item (Employees who take initiative are rewarded in our organization's culture) came in fourth ranked in terms of members study the response degree (agree) with a mean (4.18) and the weight percentile was (83.6%). As can be seen from the table that the average of all the study sample of participants in the survey for the whole items' variable (The organization's **culture**) was (4.32), indicating in response to the degree (agree) with weight percentile was (86.37%). As can be seen from the table that the average of all the study

sample of participants in the survey for the whole items of (Contextual Indicators) was (4.00), indicating in response to the degree (agree) with weight percentile was (80.0%) As can be seen from the table that the average of all the study sample of participants in the survey for the whole items of (Learning Organization Design) was (3.84), indicating in response to the degree (agree) with weight percentile was (76.73%)

The Corporate performance effectiveness (dependent variable):

To find out the agreement of the study sample to the statements of the Corporate performance effectiveness the researcher calculated the mean, standard deviation and weight Percentile as in the following table:

Table (20) means, standard deviations, and the weight percentile of The Goal Items

Item	Mean	SD	Weight Percentile	Degree Agree	Order
measure learning organization design dimensions	3.84	0.40	76.73	Agree	7
Our culture encourages transparency between managers and employees.	4.35	0.90	87.00	Agree	4
Over the past five years my organization was able to meet its debts.	4.45	0.71	89.00	Agree	1
My organization adheres to ethical business practices towards society.	4.23	0.60	84.60	Agree	6
Over the last five years, my business has attracted new customers.	4.42	0.74	88.40	Agree	2
Our products satisfy customer needs.	4.34	0.64	86.80	Agree	5
Products introduced by the organization meet the global quality standards.	4.36	0.65	87.20	Agree	3
Goal Indicators	4.36	0.48	87.28	Agree	

Table (20) shows the following: The Item (Over the past five years my organization was able to meet its debts) came in the first rank in terms of members of the study in response to a degree (agree) with a mean (4.45) and the Weight percentile was (89.0%). The Item (Over the last five years, my business has attracted new customers) came in second place in terms of members study the response degree (agree) that a mean (4.42) and the Weight percentile was (88.4%). Item (Products introduced by the organization meet the global quality standards) ranked third in terms of members study the response degree (agree) with a mean (4.36) and the weight percentile was (87.2%). The Item (Our culture encourages transparency between managers and employees) came in fourth ranked in terms of members study the response degree (agree) with a mean (4.35) and the weight percentile was (87.0%). The item (Our products satisfy customer needs) came in the fifth rank in terms of members of the study in response to a degree (agree) with a mean (4.34) and the Weight percentile was (86.80%). As can be seen from the table that the

average of all the study sample of participants in the survey for the whole items of (Goal Indicators) was (4.36), indicating in response to the degree (agree) with weight percentile was (87.28%).

Table (21) means, standard deviations, and the weight percentile of Resource based indicators Items

Item	Mean	SD	Weight Percentile	Degree Agree	Order
New products are developed by utilizing knowledge from research and development.	4.39	0.80	87.80	Agree	3
Products are upgraded in response to competitors' influence.	4.12	1.00	82.40	Agree	5
The organization scans the external environment for new resources.	4.32	0.70	86.40	Agree	4
Employee expertise is used by the organization to handle operational problems more directly.	4.57	0.57	91.40	Agree	1
The organization effectively handles all resources to achieve exceptional performance.	4.54	0.56	90.86	Agree	2
Resource based indicators	4.39	0.53	87.80	Agree	

Table (21) shows the following: The item (Employee expertise is used by the organization to handle operational problems more directly) came in the first rank in terms of members of the study in response to a degree (agree) with a mean (4.57) and the weight percentile was (91.4%). The item (The organization effectively handles all resources to achieve exceptional performance) came in the second rank in terms of members of the study in response to a degree (agree) with a mean (4.54) and the weight percentile was (90.86%). The item (New products are developed by utilizing knowledge from research and development) came in the third rank in terms of members of the study in response to a degree (agree) with a mean (4.39) and the weight percentile was (87.8%). The Item (The organization scans the external environment for new resources) came in fourth ranked in terms of members study the response degree (agree) with a mean (4.32) and the weight percentile was (86.4%). The item (Products are upgraded in response to competitors' influence) came in the fifth rank in terms of members of the study in response to a degree (agree) with a mean (4.12) and the Weight percentile was (82.4%). As can be seen from the table that the average of all the study sample of participants in the survey for the whole items (Resource based indicators) was (4.39), indicating in response to the degree (agree) with weight percentile was (87.8%).

Table (22) means, standard deviations, and the weight percentile of Internal process

indicators Items

Item	Mean	SD	Weight Percentile	Degree Agree	Order
Cooperation with stakeholders is not just social responsibility but a way to gain competitive advantage.	4.49	0.54	89.80	Agree	3
The organization can respond effectively to external changes.	4.37	0.53	87.40	Agree	4
Employee turnover rate is low in the past five years.	4.59	0.58	91.80	Agree	1
The working conditions are satisfactory to the employees.	4.20	0.66	84.00	Agree	5
Opportunities for advancement are satisfactory.	4.52	0.64	90.40	Agree	2
Internal process indicators	4.43	0.43	88.66	Agree	
corporate performance effectiveness	4.40	0.44	87.90	Agree	

Table (22) shows the following: The item (Employee turnover rate is low in the past five years) came in the first rank in terms of members of the study in response to a degree (agree) with a mean (4.59) and the weight percentile was (91.8%). The item (Opportunities for advancement are satisfactory) came in the second rank in terms of members of the study in response to a degree (agree) with a mean (4.52) and the weight percentile was (90.40%). The item (Cooperation with stakeholders is not just social responsibility but a way to gain competitive advantage) came in the third rank in terms of members of the study in response to a degree (agree) with a mean (4.49) and the weight percentile was (89.8%). The Item (The organization can respond effectively to external changes) came in fourth ranked in terms of members study the response degree (agree) with a mean (4.37) and the weight percentile was (87.4%). The item (Products are upgraded in response to competitors' influence) came in the fifth rank in terms of members of the study in response to a degree (agree) with a mean (4.20) and the Weight percentile was (84.0%). As can be seen from the table that the average of all the study sample of participants in the survey for the whole phrases' indicator (Deployment of methods to recognize customers' wants and needs) was (4.43), indicating in response to the degree (agree) with weight percentile was (88.66%). As can be seen from the table that the average of all the study sample of participants in the survey for the whole items' dependent variable (The Corporate performance effectiveness) was (4.40), indicating in response to the degree (agree) with weight percentile was (87.9%).

Research Hypothesis testing:

Main Hypothesis: The learning organization design influences the corporate performance effectiveness.

Table (23): Correlation between Learning organization design and the Corporate performance effectiveness

Variables		Goal	Resource based	Internal process	Corporate Performance Effectiveness
Formalization	r	0.498**	0.555**	0.363**	0.521**
	P-value	< 0.001	< 0.001	< 0.001	< 0.001
Specialization	r	0.486**	0.536**	0.444**	0.535**
	P-value	< 0.001	< 0.001	< 0.001	< 0.001
Hierarchy of authority	r	0.581**	0.455**	0.471**	0.545**
	P-value	< 0.001	< 0.001	< 0.001	< 0.001
Centralization	r	0.748**	0.750**	0.594**	0.764**
	P-value	< 0.001	< 0.001	< 0.001	< 0.001
Professionalism	r	0.749**	0.769**	0.666**	0.796**
	P-value	< 0.001	< 0.001	< 0.001	< 0.001
Personnel ratio	r	0.691**	0.691**	0.632**	0.732**
	P-value	< 0.001	< 0.001	< 0.001	< 0.001
Organizational technology	r	0.436**	0.508**	0.442**	0.505**
	P-value	< 0.001	< 0.001	< 0.001	< 0.001
The organization's strategy	r	0.750**	0.639**	0.759**	0.774**
	P-value	< 0.001	< 0.001	< 0.001	< 0.001
The organization's culture	r	0.789**	0.783**	0.811**	0.863**
	P-value	< 0.001	< 0.001	< 0.001	< 0.001
Learning Organization Design	r	0.864**	0.839**	0.780**	0.902**
	P-value	< 0.001	< 0.001	< 0.001	< 0.001

** p-value significant at (0.01)

Table (31) illustrate Correlation between Learning organization design and the Corporate performance effectiveness noticed there was a significant correlation between Learning organization design (Formalization, Specialization, Hierarchy of authority, Centralization, Professionalism, Personnel ratio, Organizational technology, The organization's strategy, The organization's culture and Learning Organization Design) and the Corporate performance effectiveness of the Egyptian organizations (Goal, Resource based, Internal process and Corporate Performance Effectiveness) where Pearson correlation values were significant at P-value < (0.01).

Table (24) Simple linear regression test to study the impact Learning organization design on the Corporate performance effectiveness

Model	B	t	p-values	R	R ²	F	p-values
Constant	0.588	5.883	< 0.001	0.902	0.814	1467.5	< 0.001
impact of Learning organization design on the Corporate performance effectiveness	0.992	38.308	< 0.001				

To study the impact of Learning organization design on the Corporate performance effectiveness was test by linear simple regression and the results were as follows:

The value of the correlation coefficient (R) to the relation between Learning organization design and the Corporate performance effectiveness was (0.902). From the results of the coefficient of determination (R²) of regression simple linear in the previous table, we find that there is an impact the Learning organization design on the Corporate performance effectiveness were (81.4%). The test significant model regression based on the value of (F), which amounted to (1467.5) which was significant at level < (0.01), which confirms the significant regression model. It has been through model significant regression coefficient test (B), which explains the presence of Learning organization design with value (1) increased Corporate performance effectiveness value with (0.992) and rely on the value of (T), which amounted to (38.308) which was significant at level < 0.01.

Table (25) Multiple regression test to study the impact Learning organization design on the Corporate performance effectiveness

Model	B	t	p-values	R	R ²	F	P-values
Constant	0.555	6.183	< 0.001	0.922	0.851	951.941	< 0.001
Structural	0.105	1.869	0.06				
Contextual	0.695	20.321	< 0.001				

To study the impact of the indicators of the Learning organization design on the Corporate performance effectiveness was test by multi regression and the results were as follows: The value of the correlation coefficient (R) to the relation between the **indicators** of the Learning organization design and the Corporate performance effectiveness was (0.922). From the results of the coefficient of determination (R²) of multiple regression in the previous table, we find that there is an impact of the dimensions of Learning organization design on the Corporate performance effectiveness was (85.1%). The test significant model regression based on the value of (F), which amounted to (951.941) for which was significant at level < (0.01), which confirms the significant regression model. The values of (T), which amounted to (1.869 and 20.321) for (Structural and Contextual) consecutively, which indicated to the impact of (Contextual) was the biggest impact, after that (Structural) which the least impact.

Table (26) Multiple regression test to study the impact Learning organization design on the Corporate performance effectiveness

Model	B	t	p-values	R	R ²	F	p-values
Constant	-0.037	-0.131	0.9	0.930	0.865	208.638	< 0.001
Formalization	0.137	1.767	0.08				
Specialization	0.095	1.629	0.1				
Hierarchy of authority	-0.023	-0.861	0.4				
Centralization	0.051	1.808	0.07				
Professionalism	-0.037	-1.089	0.3				
Personnel ratio	0.115	3.667	< 0.001				
Organizational technology	0.226	4.389	< 0.001				
The environment	0.184	4.684	< 0.001				
The organization's strategy	0.107	3.912	< 0.001				
The organization's culture	0.286	8.995	< 0.001				

To study the impact of the dimensions of the Learning organization design on the Corporate performance effectiveness was test by multi regression and the results were as follows: The value of the correlation coefficient (R) to the relation between the dimensions of the Learning organization design and the Corporate performance effectiveness was (0.930). From the results of the coefficient of determination (R²) of multiple regression in the previous table, we find that there is an impact of the dimensions of Learning organization design on the Corporate performance effectiveness was (86.5%). The test significant model regression based on the value of (F), which amounted to (208.638) for which was significant at level < (0.01), which confirms the significant regression model. The values of (T), which amounted to (1.767, 1.629, -0.861, 1.808, -1.089, 3.667, 4.389, 4.674, 3.912 and 8.995) for (Formalization, Specialization, Hierarchy of authority, Centralization, Professionalism, Personnel ratio, Organizational technology, The organization's strategy, The organization's culture and Learning Organization Design) consecutively, which indicated to the impact of (The organization's culture) was the biggest impact, after that (The environment), (Organizational technology), (The organization's strategy) and the next (Personnel ratio), finally (Formalization, Specialization, Hierarchy of authority, Centralization and Professionalism) which were the least impact.

From the previous results Main Hypothesis accepted: The learning organization design influences the corporate performance effectiveness.

H₁: The structural dimensions of the learning organization design influence the corporate performance effectiveness.

Table (27) Simple regression test to study the impact of Structural indicator on the Corporate performance effectiveness

Model	B	t	p-values	R	R ²	F	P-values
Constant	1.119	8.782	< 0.001	0.816	0.666	668.669	< 0.001
Structural	1.088	25.958	< 0.001				

To study the impact of Structural indicator on the Corporate performance effectiveness was test by simple regression and the results were as follows: The value of the correlation coefficient (R) to the relation between Structural indicator and the Corporate performance effectiveness was (0.816). From the results of the coefficient of determination (R²) of simple regression in the previous table, we find that there is an impact of the Structural indicator on the Corporate performance effectiveness was (66.6%). The test significant model regression based on the value of (F), which amounted to (668.669) for which was significant at level < (0.01), which confirms the significant regression model. It has been through model significant regression coefficient test (B), which explains the presence of with value (1) increased in Structural indicator Corporate performance effectiveness increased value with (1.088) and rely on the value of (T), which amounted to (25.958) which was significant at level < 0.01.

Table (28) Multiple regression test to study the impact of Structural dimensions on the Corporate performance effectiveness

Model	B	t	p-values	R	R ²	F	P-values
Constant	0.963	2.494	0.01	0.839	0.704	131.012	< 0.001
Formalization	-0.065	-0.587	0.6				
Specialization	0.377	4.830	< 0.001				
Hierarchy of authority	0.150	4.356	< 0.001				
Centralization	0.078	2.016	0.05				
Professionalism	0.229	5.282	< 0.001				
Personnel ratio	0.159	3.639	< 0.001				

To study the impact of the Structural dimensions on the Corporate performance effectiveness was test by multi regression and the results were as follows: The value of the correlation coefficient (R) to the relation between the Structural dimensions and the Corporate performance effectiveness was (0.839). From the results of the coefficient of determination (R²) of multiple regression in the previous table, we find that there is an

impact of the Structural dimensions on the Corporate performance effectiveness was (70.4%). The test significant model regression based on the value of (F), which amounted to (131.012) for which was significant at level $< (0.01)$, which confirms the significant regression model. The values of (T), which amounted to (0.587, 4.830, 4.356, 2.016, 5.282 and 3.639) for (Formalization, Specialization, Hierarchy of authority, Centralization, Professionalism, and Personnel ratio) consecutively, which indicated to the impact of (Professionalism) was the biggest impact, after that (Specialization), (Hierarchy of authority), (Personnel ratio) and the next (Centralization), finally (Formalization) was the least impact.

From the previous results H_1 accepted: The structural dimensions of the learning organization design influence the corporate performance effectiveness.

H2: The contextual dimensions of the learning organization design influence the corporate performance effectiveness.

Table (29) Simple regression test to study the impact of Contextual indicator on the Corporate performance effectiveness

Model	B	t	p-values	R	R ²	F	P-values
Constant	0.590	6.694	< 0.001	0.922	0.849	1886.36	< 0.001
Contextual	0.750	43.432	< 0.001				

To study the impact of Contextual indicator on the Corporate performance effectiveness was test by simple regression and the results were as follows: The value of the correlation coefficient (R) to the relation between Contextual indicator and the Corporate performance effectiveness was (0.922). From the results of the coefficient of determination (R²) of simple regression in the previous table, we find that there is an impact of the Contextual indicator on the Corporate performance effectiveness was (84.9%). The test significant model regression based on the value of (F), which amounted to (1886.36) for which was significant at level $< (0.01)$, which confirms the significant regression model. It has been through model significant regression coefficient test (B), which explains the presence of with value (1) increased in Contextual indicator Corporate performance effectiveness increased value with (0.750) and rely on the value of (T), which amounted to (43.432) which was significant at level < 0.01 .

Table (30) Multiple regression test to study the impact of Contextual dimensions on the Corporate performance effectiveness

Model	B	t	p-values	R	R ²	F	p-values
Constant	0.627	4.314	< 0.001	0.921	0.848	462.639	< 0.001
Organizational technology	0.222	4.423	< 0.001				
The environment	0.324	10.187	< 0.001				
The organization's strategy	0.043	1.790	0.07				
The organization's culture	0.345	11.081	< 0.001				

To study the impact of the Contextual dimensions on the Corporate performance effectiveness was test by multi regression and the results were as follows: The value of the correlation coefficient (R) to the relation between the Contextual dimensions and the Corporate performance effectiveness was (0.921). From the results of the coefficient of determination (R²) of multiple regression in the previous table, we find that there is an impact of the Contextual dimensions on the Corporate performance effectiveness was (84.8%). The test significant model regression based on the value of (F), which amounted to (462.639) for which was significant at level < (0.01), which confirms the significant regression model. The values of (T), which amounted to (4.423, 10.187, 1.790 and 11.081) for (Organizational technology, the environment, The organization's strategy and The organization's culture) consecutively, which indicated to the impact of (The organization's culture) was the biggest impact, after that (The environment) and the next (Organizational technology), finally (The organization's strategy) which were the least impact.

From the previous results H2: The contextual dimensions of the learning organization design influence the corporate performance effectiveness.

9. Recommendations

Increasing the employees involvement in decision making: Employee involvement in decision making can benefit both organizations and employees. Allowing employees to participate in decision-making demonstrates high levels of trust in them; which, in turn increases their performance. By using tools like (**Suggestion Box, Employees Surveys, Leadership Teams**)

Enhance the communication channels in the Egyptian organizations: Effective internal communication procedures serve to ensure that all employees are working together to achieve common goals. By (**Developing an internal communications strategy, Create a Safe Space for Workplace Communication**)

Improving technology and equipment quality: technology undoubtedly adds to organizational effectiveness in a variety of ways. By (**strengthen network, Investing in new technologies, and, Regular maintenance scheduling**)

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