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THE ROLE OF SOCIAL CAPITAL IN ENHANCING ORGANIZATIONAL LEARNING: AN EXPLORATORY STUDY OF THE OPINIONS OF A SAMPLE OF TEACHING STAFF AT THE OPEN COLLEGE OF EDUCATION CENTER

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Abstract: The purpose of this study was to analyze the role of social capital in improving organizational learning by conducting an exploratory study that included the opinions of a sample of employees in the Open College of Education, Al-Shirqat branch and Tikrit branch. The study used the descriptive-analytical approach with questionnaire as the main data collection instrument. The questionnaire was sent to the staff of these centers, who numbered 98 all of whom had higher academic degrees, and were sent out electronically. A Likert Scale was used with 5 points. The most significant results showed that the social capital had a strong correlation with organizational learning and that there was a statistically significant difference among the variables of the study. The study suggested that there is a need to pay more attention to the organizational memory, that is, by creating a complete electronic memory to document knowledge and experiences and by strengthening the relational aspect and improving formal and informal communication.

Keywords: Social Capital, Organizational Learning, Open College of Education

Introduction

Many of today's ideas have come to the fore, which shows that technical assets and material resources are not the only things that define an organization's establishment and success; educated and qualified human resources are also important. So, the wealth of nations no longer depends on the natural resources they have but on their educated human resources who have the knowledge and skill to improve their conditions, contribute to the development of their resources and strengthen their status among the nations. The process of creating a skilled human resource cannot be separated from the environment that controls it, namely customs, traditions, bonds, cultures, language and social relationships. The elements are part of the concept of social capital, a network of relationships between members of society that helps to pass on and pass through knowledge among them and aims to promote their development.

Social capital is one of the concepts that has gained a lot of attention in recent two decades as the international organizations have embraced this concept because of the benefits it brings along with respect and trust between people in a society and thus contributes to development creation and promotion (Mansour, 2020, p. 371).

Organizational learning is regarded as one of the advanced strategic options that allow organizations to become competitive and excel. Acquisition and retrieval of knowledge, its integration, interpretation, retention and ability to use knowledge when necessary, gives organizations flexibility and capacity to face and adapt to challenges in a highly competitive and quickly changing environment that is able to be creative and innovative. Organizational learning is one of the most effective factors that will contribute to the development of educational organizations that can optimize their situation and compete with other organizations in their profession. The monopolization of knowledge and its restriction to certain individuals leads to its loss. Looking from this angle, the role of organizational learning is related to transferring knowledge, which is acquired, preserved and transferred, and to making it an essential part of the organization's culture. The status of any organization depends on its ability to learn and utilize learning as an approach by which the organization operates. Learning is not a random event, it is a planned and systematic activity whereby all available tools are used to make the knowledge tacit to explicit. This is done by moving knowledge from one person to another and from one organization to another via social relationship networks. Based on the significance of Open College of Education, in which the ability of its teachers under the Ministry of Education is being strengthened and they are being awarded an educational bachelor's degree, this research aims at identifying the role of social capital in organizational learning of the teachers of Open College of Education.

Methods

Chapter One: Methodological Framework

First: Study Problem

In the context of growing complexity in the rapidly changing environment and high competition between organisations, these organisations have been compelled to focus their attention on and support organizational learning to sustain their capabilities and to improve their competitive capabilities. Organizational learning is a key managerial skill in maintaining competitive advantage and enhancing the organizational performance. Such organizational learning cannot take place without the cooperation of its members and the community in which it is situated, which is based on mutual trust, cohesion and solidarity. These in turn lead to the creation of social capital, and the spread of its culture within the society.

The research problem can, therefore, be put in the form of the following question: What is the impact of social capital on improving the organizational learning of workers in Open College of Education at Tikrit and Al-Shirqat Centers in Salah Al-Din Governorate?

Second: Importance of the Study

The significance of the study is because of the following:

1. Determination of the concept of social capital of the studied organization members.
2. Knowing the role social capital plays in reinforcing relations between members of the studied organization.
3. Identifying the development of the concept of organizational learning among members of the organization under study.
4. Uncovering the connection between social capital and organizational learning.

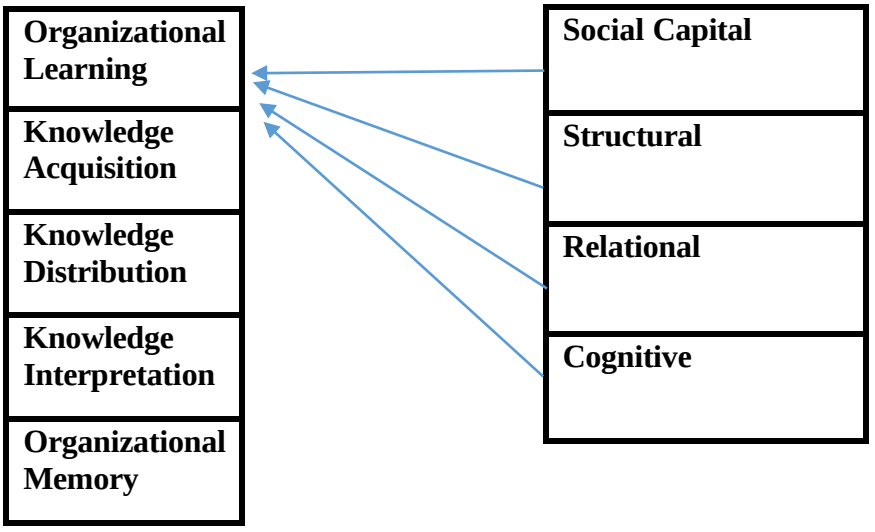
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Third: Objectives of the Study.

This study aims to:

1. Identify the level of social capital of the Open College of Education in Salah Al-Din Governorate.
2. Identify the extent of organizational learning in Open College of Education, Salah Al-Din Governorate.
3. Examine how size of social capital contributes to organizational learning.
4. Find the correlation between social capital and organizational learning.

Fourth: Hypothetical Research Model



Correlation Relationship

Fifth: Study Hypotheses

Based on the study problem, its importance, objectives and hypothetical model, several main and sub-hypotheses were formulated.Several main and sub-hypotheses were formulated, based on the study problem, its importance, objectives and hypothetical model.

First Main Hypothesis: The correlation relationships between aggregate level social capital and dimensions of social capital with organizational learning and dimensions of organizational learning are significant. This hypothesis leads to the following sub-hypotheses:

1. Structural dimension and organizational learning have a significant correlation.
2. There is a significant correlation between the relational dimension and organizational learning.
3. There is a significant correlation between the cognitive dimension and organizational learning.

Second Main Hypothesis: Social capital and its aspects statistically significantly influence organizational learning. It is based around this hypothesis and several sub-hypotheses:

1. There is a strong impact of the structural dimension on organizational learning.

2. There is a relational dimension which has significant influence on organizational learning.
3. 3.Organizational learning is greatly influenced by the cognitive dimension.

Sixth: Study Boundaries

Thematic Boundaries: The study is conducted on the role of social capital in improving organizational learning by conducting an exploratory study based on opinions of a sample of the teaching staff in the Open College of Education Center of Salah Al-Din Governorate.

People's Boundaries: The staff members of the Open College of Education at Tikrit Center and Al-Shirqat Center.

Spatial Boundaries: The current study is conducted on the employees of centers of Open College of Education in Salah Al-Din Governorate (Tikrit and Al-Shirqat).

Seventh: Study Instrument

The questionnaire was structured based on previous studies such as (Afshari et al., 2020) (Ben Gherghoura, 2023, p.195) and (Al-Daghil, 2023, p.103). It consisted of several sections. The social capital variable was presented along with its dimensions (structural, relational and cognitive), composed of 12 questions, 4 questions in each dimension, in the first section. The second part focused on the variable of organizational learning and its dimensions: the acquisition of knowledge, distribution of knowledge, interpretation of knowledge and organizational memory. Questionnaire was sent via email.

Eighth: Study Population and Sample

The study population consisted of the staff of the Open College of Education in Salah Al-Din Governorate, and the study sample consisted of all staff who work in the Open College of Education in Salah Al-Din Governorate, at the Centers of Tikrit and Al-Shirqat. Sample of 98 people with higher education (masters' or Doctor's degree). The questionnaire was sent via e-mail and 85 people responded to the questionnaire. Service was good with 86% response rate.

Ninth: Previous Studies

Research on social capital.Research on social capital.

Al-Yusuf and Al-Kul, 2025: The impact of social capital on organizational immunity at the university of Idlib – a case study.

This study aimed to examine the effect of social capital on organizational immunity in University of Idlib. It covered social capital in its three facets (normative, relational and structural) and organizational immunity. The questionnaire was the instrument of the study, while the descriptive approach was followed. The number of the study population was 165 faculty members. The study showed that in enhancing organizational immunity, there is a clear role of social capital.

The study "Social Capital and Its Role in Improving the Performance of Modern Organisations" by Idris (2025) examines how social capital influences the performance of modern organizations.Idris (2025) conducted a study to find out the role and effect of social capital in improving the modern organizations' performance.

This study was designed to help clarify how social capital, specifically its dimensions (structural, relational and cognitive) affects organizational effectiveness. This study population was composed of 60 employees from different colleges affiliated to the University of Tripoli and were randomly selected. The questionnaire was used as the study instrument. The study proved that there is a significant relation between the social capital and the effectiveness of the performance of modern organizations.

Muliadi et al. (2022), The Information Sharing among Students on Social Media: The Role of Social Capital and Trust.

The study specifically discusses the relationship between social capital (cognitive and relational) and trust (cognitive and affective) between students as a variable affecting students' information sharing in the student Facebook group in Indonesia. A sample of 398 students was used in the study. The questionnaire was used as the study instrument. Results showed that there were positive and significant effects of students' social capital on students' trust.

Almeida et al. (2019), "How Relevant Is Grit? Social Capital and the Academic Achievement of First Generation College Students".

The purpose of such a study was to explore how the different aspects of social capital relate to happiness. A total of 843 students from four public universities of Punjab (Pakistan) participated in the study. The data collection instrument used was questionnaire. The results showed that the components of social capital were positively associated with students' happiness.

The courses focused on organizational learning are studied.Studies regarding organizational learning are undertaken.

The Impact of Organizational Learning on Work Stress: A Field Study at the Faculty of Economic, Commercial and Management Sciences of Mohamed Khider University – Biskra, by Lammamra and Meghzi (2024).

The study aimed at identifying the effect of organizational learning on work stress at the Faculty of Economic, Commercial and Management Sciences. A total of 50 teachers were used as the study sample and a questionnaire was adapted as the data collection instrument. Results showed that high level of organizational learning was achieved along with a high level of work stress.

The Relationship between Organizational Memory and Organizational Learning: A Field Study by Al-Banawi and Mohamed El-Sayed (2024)

The purpose of this study was to quantify the relationship of organizational memory and its factors (procedural memory, personal memory of persons, technological memory and archives) to organizational learning levels. The questionnaire was used as a data collection instrument while the study sample consisted of 355 employees from these departments who were selected using stratified random sampling. The primary findings revealed that organizational memory was positively associated with the levels of organizational learning, both in terms of dimensions (procedural memory, personal memory of individuals, technological memory and archives).

The Relationship between Hard Skills, Organizational Learning and Soft Skills on the capability of teacher innovation in the digital era (Asbari, 2024).

The purpose of this study was to measure the effect of organizational learning on hard skills, soft skills and innovation capability of teachers in Indonesia, where hard skills and soft skills are the mediators. Simple random sampling online was conducted in Banten to obtain data from a group of teachers. Eight Hundred (800) questionnaire responses were retrieved (valid). The results of the study indicated that the organizational learning had a positive and significant effect on teachers' innovation capability both directly and through the mediation of hard skill and soft skill. The purpose of this research is to propose a new model on developing innovation capability of teachers through organizational learning which has the hard skill and soft skill as mediating variables. This research can be used as a contribution to make teachers ready to face the era of education.

In the context of organizational learning, Al-Husseini (2023) found that the dimensions of intellectual capital, representing the resources of internal capital, play a mediating role between the two variables.In this regard, Al-Husseini (2023) found that the dimensions of intellectual capital, which are the resources of internal capital, mediate between the two variables.

The aim of this study was to examine the mediating effect of organizational learning between intellectual capital (human, relational, and structural) and employee performance. This study involved 438 managers of Iraqi banks and a questionnaire was used as a tool to collect data. The results showed that the three components of intellectual capital (human, relational, and structural capital) enhance employee performance, and that organizational learning mediates the relationship between intellectual capital and employee performance.

Section Two: Theoretical Framework

First: Social Capital

Social capital is one of the factors that contributes to the establishment of relationships of trust and cooperation, fostering an environment that is conducive to collective and shared development. Social capital is typically defined as the roles of individuals, social networks, and institutions in a social and economic environment. Social capital is also regarded as the connections with other people such as friends and colleagues, which help to use financial capital and human capital. It contributes to the group and organizational functioning of the individual to improve cooperation and collaboration among members of the group and organization. It is also associated with social networks and the establishment of norms and rules that promote trust, facilitating coordination.

Social capital is the system of norms, networks and organizations that facilitate access to power and resources to enable decision making and policy-making around internal structures of the enterprise, inter-organizational relationships and enterprise benefits provided by social resources. This is because it promotes sharing, collective action and decision making with agreed norms, social networks and other social structures alongside formal rules and procedures. This occurs when common norms, values, trust, attitudes and beliefs (Hidalgo, 2021, p. 2) are developed.

Social capital is important for knowledge management as it fosters participatory and collaborative behaviours. It also builds links in knowledge representing a network of connections which can strengthen exchanges, creation and reformulation of knowledge within the organization. Social capital is important for facilitating knowledge management, including gaining knowledge and sharing it with others within the organization. Consequently, it helps organizations effectively create and exchange knowledge. The social capital creates the basic structures of efficient knowledge management. It helps build effective partnerships between the sources of knowledge and their users, through trust building and cooperation. Social capital facilitates the sharing of knowledge, and promotes the sharing of knowledge behavior (Afshari et al., 2020, p. 54).

According to Rashad (2015, p. 141), social capital is "a network of social relationships possessed by individuals or groups that contributes to providing benefits and positive returns that benefit individuals and groups."

According to Al-Qaisi and Al-Taie (2014, p. 726), social capital is defined as "social relationships" with the ability to assist people in transferring knowledge, exchanging experiences, interacting with each other, and improving mutual trust and respect.

1. Elements of Human Capital

Mansour (2020, p. 383) and Prayitno et al. (2024, p. 5) identified a number of elements that contribute to enhancing human capital, as follows:

1. **Trust**: Trust is a fundamental and essential element of social capital and social life within society. It influences the way individuals communicate and behave and plays an important role in various aspects of social life within the community.
2. **Reciprocity**: Social capital indicates that social networks lead to beneficial exchange and cooperation among individuals and a transition from individual work to collective work, which contributes to the formation of social relationships.
3. **Norms**: In addition to exchange through social networks and trust, the development of social capital requires important rules to guide and monitor the actions undertaken by each member of society. Through norms, reciprocity and equality are achieved, while the transmission of values and traditions from one generation to another is maintained, thereby preserving the social fabric.

2. Dimensions of Social Capital

A number of researchers (Al-Shal & Hijazi, 2023, p. 449; Al-Anzi & Al-Mulla, 2015, p. 20; Samad, 2020, p. 331; Claridge, 2020, p. 2) identified several dimensions of social capital:

1. **Structural Dimension**: This dimension is associated with individuals within the organization and their ability to connect with one another and form patterns of social relationships and communication that generate familiarity and interaction. This contributes to establishing effective communication links within organizational and social structures and determines their suitability within the organization.

2. **Relational Dimension**: This dimension refers to the characteristics of social relationships between individuals, such as affection, mutual respect, trust, and friendship, which may influence their behavior and contribute to the creation and dissemination of knowledge.

3. **Cognitive Dimension**: This dimension refers to shared understandings, language, vision, values, norms, symbols, stories, beliefs, and aspirations that facilitate interaction among group members and enable the exchange of ideas and experiences.

Second: Organizational Learning

Organizational learning is more and more critical to improve an organization's competitiveness in the face of change and uncertainty today and to bolster its capacity to adapt, be resilient, and thrive, vital for its growth and continuity. It is done by a system of organizational norms, values, attitudes and practices that foster continual learning (Sayed & Abdelalim, 2024, p. 320).

An organization with organizational learning can evolve the learning process into a positive, participative and interactive learning model, in which the individual learns from a task-based learning structure that encompasses the needs of the organization. Organizational learning also ensures employee satisfaction and job performance and the performance of the organizations (Yu Lin & Kai Huang, 2022, p. 410).

Based on the definition of Fatmah (2020, p. 3), organizational learning is a process in which everyone in an organization learns to find new ways to make the organization more effective. Organizational learning refers to a process in which members of the organization or employees learn about and/or gain access to information that helps them cope with or respond to various situations and to make use of those situations to some degree that improves employee behavior in the organization and increases their ability to respond.

1. Elements that Enhance Organizational Learning

Migdadi (2019, p. 152) identified five elements that enhance organizational learning, as follows:

- Management Commitment and Empowerment: Managers understand that learning is

a significant contributor to organizational success and foster a learning culture through knowledge acquisition, creation and transfer, and a participative and supportive culture. They also foster a sense of ownership of learning by making employees feel free to take risks, bring in new concepts, be involved in decisions and problem solving, and drop old attitudes and beliefs that are perceived as barriers that are out of step with the situation.

- Openness and Experimentation: Being open and willing to try out new ideas, and experimenting by finding innovative and flexible solutions to present and future issues. To experiment there needs to be a culture of creativity and risk-taking behavior. So to learn, organisations need to try out new ideas and suggestions – only then, they will learn from the experience. Being experimental is related to encouragement of new ideas, positive response to employee initiatives, development of and facilitation of change.
- Risk-Taking: Risk-taking refers to tolerance of ambiguity, uncertainty and errors. To learn, organisations must be willing to take risks to accept new ideas. The organization's culture should thus be built on trust, not fear.
- Interaction with the External Environment: Relationships and connections with the environment are of great importance, the organization is seeking to grow in parallel with its environment, it obtains information from the external environment and reports it to the external environment. This results in increased responsiveness by a greater awareness of the environment. So, the environment is seen as the main factor contributing to the organizational learning.
- Knowledge Transfer and Integration: Knowledge building in the organization is a critical component of organizational learning, which is dependent on the transfer and integration of personally learnt knowledge. The learning process for the organization requires transfer of the individual's knowledge to the team and the team's knowledge to the whole organization.

2. Dimensions of Organizational Learning

A number of researchers (Al-Najjar, 2025, p. 368; Sayed Al-Ahl & Abdelalim, 2024, p. 323; Yang et al., 2022, p. 260) identified four dimensions of organizational learning: knowledge acquisition, knowledge distribution, knowledge interpretation, and organizational memory.

- Knowledge Acquisition: Knowledge acquisition is the first step in organizational learning. Learning can take place inside and outside organisations. Internally, it can be gained from people as part of a working group or circle of peers in practice. Externally, it can be achieved by attending exhibitions, seminars and conferences; taking consultants into the organization; and by research and monitoring the performance of other organizations in the same sector.
- Knowledge Distribution: Knowledge distribution: This is related to the way information spreads between the individual and departments of an organisation. This is dependent on the working environment, leadership and organizational arrangements. The distribution of knowledge results in increased organizational learning, better quality, easier work of organizational departments and enables organizational competitive advantage by transferring individual knowledge and tacit knowledge to collective and explicit knowledge.
- Knowledge Interpretation: Knowledge interpretation involves analyzing and interpreting information, sharing it in the context of the organization and incorporating new knowledge with existing knowledge. This helps to reform and restructure knowledge. To make the right decisions in terms of strategy and to

cooperate between departments, a certain degree of shared interpretation of information is required.

- Organizational Memory: Organizational memory refers to the memory of information in an organization that is stored as SOPs and mental models. Technical and administrative information should also be stored electronically to facilitate its retrieval. This helps in the growth of an organization as a function of experience.

The Relationship between Social Capital and Organizational Learning

Social capital and organizational learning capability are recognized as a significant source of value creation and competitive advantage in all kinds of organizations of all sizes. Not only do they support innovation, continuous development, technology and financial performance, they also give the information which is essential for organizations to reinvent themselves. They support and strengthen knowledge transfer in smaller and medium-sized organizations, promoting a learning culture and long-term organizational success. They also help organizations to create a strategy for continuous transformation and renewal by gaining knowledge from social networks (Khan et al., 2020, p. 198).

Social capital and collective identity in organizations are high and members learn from and teach each other through their learning networks and communication channels, which increases the level of organizational learning. In today's organizations, it is necessary to increase their knowledge about the environment and make large organizational changes in order to ensure the continuity and development of these organizations (Golmoradi & Ardabili, 2019, p. 376).

The relationship between social capital and organizational learning is an interrelated one, with each complementing the other. Communication, building and deepening social relationships and connections, and acquiring experiences and knowledge through the social relations and integration with others in the workplace are essential for organizational learning to take place.

Results and Discussion

Firstly, data from the R Survival package were used. Epileptic Seizure Study Data is a clinical dataset containing the number of seizures per patient, along with information on treatment, age, and medical visits. Data were obtained from the open-source Survival package in the R programming environment, available at: https://rdrr.io/cran/survival/man/epil.html (epil data), which includes:

Section Three: Field Framework

1. Testing the Validity and Reliability of the Research Instrument

After the questionnaire was submitted to a group of experts for review, modification, and evaluation in order to verify its face validity, the researcher employed the **Cronbach's** Alpha Coefficient test to ensure the reliability of the instrument. This test can be used to assess the reliability of the items of the research instrument and their ability to produce consistent results if the instrument is administered again at different times and under similar conditions. The value of the test ranges between (0–1), and the extracted values must be equal to or greater than (0.70) for the item or variable (dimension) to be considered to have acceptable reliability and to be valid for statistical analysis. Table (1) below presents the results of this test as follows:

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Table 1. Cronbach's Alpha Coefficient Values

Research Variables	Cronbach's Alpha
Structural Dimension	**0.749**
Relational Dimension	**0.743**
-Cognitive Dimension	**0.767**
Social Capital	**0.837**
Knowledge Acquisition	**0.804**
Knowledge Distribution	**0.700**
Information Interpretation	**0.822**
Organizational Memory	**0.852**
Organizational Learning	**0.928**
The Questionnaire as a Whole	**0.946**

Source: Prepared by the researcher based on the SPSS program.

As can be seen from the results in Table (1) above, all Cronbach's Alpha coefficient values of the research variables and their dimensions were higher than the statistically acceptable minimum (0.70), which shows that the research instrument has a high degree of consistency and reliability. Overall, the reliability coefficient on the questionnaire was very high (0.946), which is considered as good statistic and gives the assurance that the instrument is able to produce consistent and stable results if the same questionnaire will be administered again to the similar sample. Coefficient values for dimensions were between (0.700) for the Knowledge Distribution dimension and (0.852) for the Organizational Memory dimension. Based on that, it could be concluded that the instrument used in this research is valid for scientific purposes and can be used in the next stage of the statistical analysis of the results and testing of the research hypotheses.

The following topics are covered in this section: Presentation of the Descriptive Results of the Research Variables:

First: The Independent research variable (Social Capital) consists of three sub-dimensions which were identified and measured based on the need and purpose of the research. The responses of the research sample members to the items of the questionnaire were analysed in the field. The Descriptive Results are given in Table (2):

Table 2. Results of the Sample Members' Opinions on Social Capital and Its Dimensions

S	Variable and Its Dimensions	Arithmetic Mean	Standard Deviation	Relative Importance	Importance Ranking	Coefficient of Variation	Level of Practice
1	**Structural Dimension**	**4.276**	**0.536**	**%85.520**	**1**	**%12.540**	Very High
2	**Relational Dimension**	**4.208**	**0.518**	**%84.160**	**3**	**%12.310**	Very High
3	**Cognitive Dimension**	**4.267**	**0.518**	**%85.340**	**2**	**%12.140**	High
Social Capital		**4.251**	**0.444**	**%85.020**	**--**	**%10.440**	Very High

Source: Prepared by the researcher based on the SPSS program.

Journal of Kyzylorda Scholarly Review
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The results shown in Table (2) above shows that the Social Capital variable is highly practised with an arithmetic mean of (4.251) and standard deviation of (0.444). This is a good indicator of the strength of social relationship and trust among the study groups. Concerning the levels of the sub-dimensions, the most outstanding was the Structural Dimension (4.276), which implies that organizational networks and communication channels between organizational members are good. The next dimension was the Relational Dimension, which had an arithmetic mean of (4.208) and a standard deviation of (0.518), and ranked 3rd and last out of the Dimensions. It shows a high degree of appreciation and in this way, there is a high level of trust, commitment and cooperation in the social relations between workers. The coefficient of variation also showed that there was a consistent answer among the respondents which brings out the stability of the social capital as a competitive advantage for the organization's internal cohesion.

Second: Identified and measured dependent research variable (Organizational Learning) sub-dimensions: Based on the requirement and objectives of the research, the dependent research variable (Organizational Learning) was identified which consists of 4 sub-dimensions. The information obtained from the members of the research sample in response to the questionnaire items were analyzed in the field. The descriptive results are shown in the following manner:

Table 3. Results of the Sample Members' Opinions on Organizational Learning and Its Dimensions

S	Variable and Its Dimensions	Arithmetic Mean	Standard Deviation	Relative Importance	Importance Ranking	Coefficient of Variation	Level of Practice
1	**Knowledge Acquisition**	**4.131**	**0.654**	**%82.620**	**3**	**%15.83**	High
2	**Knowledge Distribution**	**4.293**	**0.480**	**%85.860**	**1**	**%11.180**	High
3	**Information Interpretation**	**4.198**	**0.569**	**%83.960**	**2**	**%13.550**	High
4	**Organizational Memory**	**4.095**	**0.663**	**%81.900**	**4**	**%16.190**	High
Organizational Learning		**4.179**	**0.526**	**%83.580**	**--**	**%12.590**	High

Source: Prepared by the researcher based on the SPSS program.

These findings presented in Table (3) above show that the overall level of practice of organizational learning is high with arithmetic mean (4.179) and standard deviation (0.526). This indicates the ability of the field under analysis to have the necessary competencies to absorb experiences and build employees' skills. Regarding the level of the sub-dimensions, the Knowledge Distribution dimension was found to be the highest, with an arithmetic mean of (4.293), meaning that the information and experiences can be transferred among employees and departments smoothly in a collaborative environment. The Organizational Memory dimension had the third lowest arithmetic mean of (4.095) and the third highest standard deviation of (0.633), out of all dimensions. This dimension scored 100% and was the lowest, but the organization seemed to do a good job keeping and documenting their knowledge, and there is an opportunity to improve how they can access these experiences in the future. The values obtained from the coefficient of variation also showed very clear consistency of the respondents' answers, thus increasing the confidence level in the stability of learning practices in the organization studied.

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Third: Testing the Study Hypotheses

The purpose of this section was to explore the other correlation relationships that were stated in the first main hypothesis: "There are significant correlation relationships between social capital (at the aggregate level and at the disaggregate level) and organizational learning (dimensions)." As shown in table (4) the Social Capital has a strong positive correlation with Organizational Learning from the perspective of the research sample and this correlation is highly significant. First main research hypothesis is accepted with the aggregate level of a correlation coefficient of (0.797) which is statistically significant.

Table (4): Results of the Correlation Test between the Two Research Variables

Explanatory Variable / Response Variable	Social Capital			Overall Index
	Structural Dimension	**Relational Dimension**	**Cognitive Dimension**	
Organizational Learning	**0.876	**0.885	**0.865	**0.797

Source: Prepared by the Researcher Based on the Outputs of (SPSS)

Fourth: Analysis of the Correlation Relationship between the Dimensions of Social Capital and Organizational Learning:

This section was to validate the sub-hypotheses taken from the first main hypothesis. Table (5) above shows that there is a positive correlation between all dimensions of social capital and organizational learning, which is statistically significant. The results show that where there are effective strategies for improving the pillars of social capital, it translates positively and tangibly into the organizational learning and knowledge development within the organization. This result is in line with the theoretical underpinning of the study, which has verified that the quality of social relationship and the structural and cognitive basis of organizations are the basic factors that trigger learning processes. Based on the foregoing, the first main hypothesis is supported, paving the way for presenting the results of testing the sub-hypotheses derived from it, as follows:

Analysis of correlation between the structural dimension and the organizational learning reveals that the correlation coefficient obtained was (0.876) which is statistically significant value. This validates that the strengthening of organizational structures and knowledge flow in the study field is an effective contribution to developing an environment which supports continuous learning and knowledge sustainability, thus improving the capacity of the organization for administration development.

Correlation between Relational Dimension and Organizational Learning: The statistical value of the correlation between these two variables was (0.855), which is statistically significant. This is an indication of the level of trust and cooperation between members of the organization, which has a positive influence on the level of organizational learning practices.

The correlation coefficient of the relationship between the cognitive dimension and organizational learning was found statistically significant (0.865). The result indicates that having a shared language and vision within the employees of the organization under study is one of the key prerequisites for effective knowledge acquisition and utilization systems, which in turn supports the process of getting to a learning organization that can cope with challenges with high flexibilities.

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Second Main Hypothesis: The aggregate and disaggregate dimensions of social capital as a whole impact organizational learning. The results of this test are given in the following Table (6):

Organizational learning, first: The effect of the social capital, with its dimensions collectively, on the organizational learning, with its dimensions collectively.

Simple linear regression analysis was used to determine this effect. The data in Table (6) below show that social capital has a positive and significant effect on the extent of organizational learning, the calculated F value being (142.857) which is statistically significant at the level of significance ($P<0.01$). The coefficient of determination (R^2) was found to be (0.635) meaning that social capital has a high explanatory value, accounting for (63.5%) of the variance in organizational learning. Note also that the adjusted coefficient of determination was (0.631), which indicates that the model was accurate and suitable for extension to the population of the study.

Turning to the effect coefficient (β) observed, it is (0.944). This is supported by the calculated (t) of (11.952) which is statistically significant at ($P<0.01$). This means that for every unit increase in attention to social capital, there will be an improvement and development of organizational learning by (94.4%). Based on the above it may be accepted that the second hypothesis of the study is accepted at the aggregate level and the sub hypotheses derived from this are as follows:

Table 6. The Effect of Social Capital on Organizational Learning

Dependent Variable	Model Summary		Analysis of Variance (ANOVA)				Regression Coefficients	
	Coefficient of Determination (R^2)	**Adjusted R^2 Adjusted Coefficient of Determination**	**Calculated F**	**Significance Level**	**Independent Variable**	**Effect Coefficient (β)**	**Calculated T**	**Significance (Sig.*)**
Organizational Learning	**0.635**	**0.631**	**142.857**	**0.000**	**Social Capital**	**0.944-**	**11.952**	**0.000**

Source: Prepared by the Researcher Based on the Outputs of the SPSS Program

Second: Analysis of the Sub-Effects of the Dimensions of Social Capital on Organizational Learning

This section presents the results of testing the sub-hypotheses derived from the second main hypothesis, which aims to determine the extent to which each dimension of the independent variable affects the dependent variable. To achieve this, simple linear regression analysis was employed to explore the explanatory power and significance of the effect of each dimension separately. Table (7) presents the details of these results:

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Table 7. The Effect of the Dimensions of Social Capital on Organizational Learning

Dependent Variable	Model Summary		Analysis of Variance (ANOVA)		Regression Coefficients			
	Coefficient of Determination (R^2)	Adjusted R^2 Adjusted Coefficient of Determination	Calculated F	Significance Level	Independent Variable	Effect Coefficient (β)	Calculated T	Significance (Sig.*)
Organizational Learning	0.511	0.505	85.754	0.000	Structural Dimension	0.702	9.260	0.000
	0.455	0.448	68.348	0.000	Relational Dimension	684.0	8.267	0.000
	704.0	496.0	80.549	0.000	Cognitive Dimension	0.791	5.985	0.000
	635.0	631.0	142.857	0.000	Social Capital	0.944	11.952	0.000

Dependent Variable	Model Summary		Analysis of Variance (ANOVA)		Regression Coefficients			
	Coefficient of Determination (R^2)	Adjusted R^2 Adjusted Coefficient of Determination	Calculated F	Significance Level	Independent Variable	Effect Coefficient (β)	Calculated T	Significance (Sig.*)
Organizational Learning	0.511	0.505	85.754	0.000	Structural Dimension	0.702	9.260	0.000
	0.455	0.448	68.348	0.000	Relational Dimension	684.0	8.267	0.000
	704.0	496.0	80.549	0.000	Cognitive Dimension	0.791	5.985	0.000
	635.0	631.0	142.857	0.000	Social Capital	0.944	11.952	0.000

Dependent Variable	Model Summary		Analysis of Variance (ANOVA)			Regression Coefficients		
	Coefficient of Determination (R^2)	Adjusted R^2 Adjusted Coefficient of Determination	Calculated F	Significance Level	Independent Variable	Effect Coefficient (β)	Calculated T	Significance (Sig.*)
Organizational Learning	0.511	0.505	85.754	0.000	Structural Dimension	0.702	9.260	0.000
	0.455	0.448	68.348	0.000	Relational Dimension	684.0	8.267	0.000
	704.0	496.0	80.549	0.000	Cognitive Dimension	0.791	5.985	0.000
	635.0	631.0	142.857	0.000	Social Capital	0.944	11.952	0.000

Source: Prepared by the Researcher Based on the Outputs of the SPSS Program

The Effect of the Structural Dimension on Organizational Learning: The data in Table (7) above shows that there is a positive and statistically significant effect of the structural dimension in improving the level of organizational learning, because the calculated F value is (85.754) which is statistically significant at the significance level of (P<0.01). According to the coefficient of determination (R2 = (0.505), the structural dimension explains (50.5%) of the variance of organizational learning and has a high explaining power. Also, it should be noted that the adjusted coefficient of determination was (0.511) which indicated that the model is accurate and appropriate to be generalized to the research population. A look into the effect coefficient (β) reveals (0.702) which was supported by the calculated (t) value of (9.260), this was statistically significant at (P<0.01). This means that a one-unit increase in the level of attention to the structural dimension will result in (70.2%) improvement and development in the level of organizational learning. As a consequence, the first sub-hypothesis of the second major hypothesis is accepted.

The Effect of the Relational Dimension on Organizational Learning: The data in Table (7) above reveal the existence of a positive and statistically significant effect of the relational dimension in enhancing the levels of organizational learning, as the calculated F value reached (68.348), which is statistically significant at the significance level of (P<0.01). The degree of explanation of the relational dimension is high with coefficient of determination (R^2 = 0.455), which explained (45.5%) of the variance in organizational learning. It should also be noted that the adjusted coefficient of determination was (0.448), which also proved the accuracy of the model and its suitability for generalization to the research population. Turning to the regression coefficients, we see that the effect coefficient (β) attained (0.684),

and the (t) value calculated (8.267), is statistically significant at (P<0.01). This indicates that any increase in attention to the relational dimension by one unit will lead to an improvement and development in the level of organizational learning by (68.4%). Thus, the second sub hypothesis of the second main hypothesis is accepted.

Table (7) above shows that there is a positive and statistically significant effect of the cognitive dimension in enhancing the levels of organizational learning since the calculated F value was (80.549) at the significance level (P<0.01). The cognitive dimension has a high explanatory power with a coefficient of determination (R^2) of (0.704) which can explain (70.4%) of the variance in organizational learning. It is also important to note that the adjusted coefficient of determination was (0.496) which indicated that the model was accurate and it could be generalized to the research population. With regard to the regression coefficient, we see that the effect coefficient (β) was (0.791), and the calculated (t) value was (5.985), which was statistically significant at (P<0.01). This means that, for every one unit increase in attention to the cognitive dimension, the level of organizational learning will improve and develop by (79.1%). Hence, the third sub-hypothesis from the second main hypothesis is validated.

Conclusion

Section Four: Conclusions and Recommendations

Based on the statistical analysis, the researcher presents a set of conclusions, recommendations, and proposals in a concise form, through which they can be further elaborated and their scientific and philosophical perspectives expressed in accordance with what has been written and studied in the theoretical framework, as follows:

First: Conclusions:

Based on the results of the statistical analysis, the following conclusions were reached:

1. The results showed that the Open Educational College has a fertile environment of social capital with a “very high” level of social capital, and high organizational learning processes, meaning the awareness of the management and employees of the importance of social capital and organizational learning in order to increase the level of competitiveness and excellence.
2. The diagnosis showed that the structural dimension of social capital is the most important dimension and a strong communication network exists, and the dimension of knowledge distribution was the first dimension of the organizational learning. This implies a high level of fluidity when transferring experiences between people, and an interest in fostering social cohesion between employees and inspiring them to learn by acquiring and sharing knowledge.
3. The findings of the correlation tests showed that the two variables of the study are significantly related to each other, that is, the more attention is given to the factors of social capital and the more the relationship between the employees of the organization is strengthened, the more active the learning processes become and the easier it is to acquire and transfer knowledge.
4. Social capital accounts for a large percentage of organizational learning, as building relationships and trust, enhancing social ties and relationships among employees, and creating a social communication network are the quickest way to transform the organization into a learning organization.
5. The cognitive dimension is the leading dimension in this model, which highlights the significance of the cognitive dimension in organizational practices. This is because, if you're going to gain competitive advantage, you have to make knowledge a very visible

and important concern of the organization; knowledge is the focus of science, progress, power, and competition.

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