

The role of organizational learning in achieving strategic success: An analytical study of the opinions of a sample of college boards of a number of private universities in the city of Erbil

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Abstract— *This study applies a micro-level perspective of organizational learning theory to a social constructivist approach to address relational learning information collaboration that takes into account a strategic perspective involving the creation of collective knowledge to demonstrate the role of organizational learning through project-based organizations. , which attest to the duality of the legal framework of these organizations, and how such circumstances affect functioning private universities in the Autonomous Communities to maintain long-term ties with their partners for sustainable development. To test the study hypotheses, the survey was disseminated to 180 individuals in various targeted private universities from a total population of 1400 from private universities, which carry out their operations through joint projects. After eliminating 12 surveys with incorrect answers, we were able to include 168 in our statistical analysis. In addition, value creation appears to play a partial mediating role between organizational learning and sustainable Strategic success. In addition, exploratory intent demonstrates a significant mediation role in inter-organizational learning and the ability to maintain long-term relationships with partners as a positive effect of partner diversity as a moderate factor. The findings revealed that knowledge integration significantly associated with strategic success, organizational culture significantly associated with strategic success, competences and skills significantly associated with strategic success, and finally team cooperation significantly associated with strategic success.*

Keywords— *Organizational learning, Knowledge Management, Knowledge Integration, Team cooperation, Private University.*

I. INTRODUCTION

The learning literature of organizations has been extensively enriched and expanded over the past decade by assessing and examining various elements and phenomena that influence this social behavioral process (Alomran, 2019). The first contributions of organizations' defining learning process summarize by describing it as entrepreneurial collaboration

between a group or between pairs of organizations (Annosi, et al., 2020), and by describing Lane (2001) as external learning. these contributions were an approach to add interorganizational learning as a fourth level to the concept of organizational learning. External networking opportunities have become much more accessible than ever before thanks to the available IT infrastructure, networking, social

responsibility and global ethics. Learning and gaining knowledge through planned activities and collaboration with partners such as donors, collaborating agencies, education agencies, states, support centers, and so on. Can be represented in many forms and techniques such as networking, training, alliances, tailor-made responses to challenges and many other mechanisms through the structural and process approaches to relational learning, therefore these knowledge exchange activities can lead to realized planned and unplanned experiences and capacity building from private universities involves mobilization and community development. In addition, interorganizational learning can be studied based on different approaches and perspectives that represent the multidimensional construction (Aspeling & Mason, 2020). Collaborative learning about knowledge acquisition can be studied both in strategic perspectives that include more formalities and structured goals, and in a perspective of knowledge acquisition with little formality (Bahrami, et al., 2016). Using organizational learning literature, we emphasize the collaborative learning approach and more specifically the strategic perspective, which includes more formalities and structured goals than the knowledge transfer perspective.

Organizational learning is the engagement of organizations in projects and/or interorganizational networks in which several partners with legally independent but functionally dependent characteristics are involved in order to work together on knowledge (Birasnav, et al., 2019). Project-based organizations is one of the mechanisms that best depicts integration between organizations seen in different sectors, but not evident in private universities in literature (Bratnicki & Dyduch, 2020).

Organizational learning structure list under the new approach to management and involves working with projects that are time-limited instead of fixed functions in a traditional mechanistic approach to management. organizational learning structure is more appropriate when the organization fails to achieve specific goals and when the dynamics dominate the governing environment (Ejodame & Oshri, 2018), which is clearly seen in the relationship with private universities. Traditional organizational structures are mostly focused on hierarchical structures that involve the functions of organizations for specific employees, while organizational learning aims to find solutions to best implement the projects within the defined budget in organizations where their portfolio, strategic, program and project management. levels are highly interactive to complete the project according to

defined price, schedule and quality (Eniola, et al., 2019). In practice, project management is evident in private universities, but the literature on corporate governance has not mentioned anything about the existence of many private universities that function as organizational learning institutions. Local and national private universities around the world try to take advantage of the relationship with international citizens' social agencies and other partners by forming collaborative links that involve knowledge collaboration that enables them to explore innovative actions in the future. International civil society organizations, suppliers and donors, on the other hand, try to achieve their goals and offer adequate services in places that are necessary to obtain services, usually through local and national private universities. Thus, local, national and international private universities strengthen the offer of efficient services through the implementation of joint projects (Gauriot & Page, 2019).

Research problem and Research Questions

The problem of this study can be articulated in a key question and other sub-questions posed as the basis of this research project: do organizational learning effects in metropolitan areas in which their system presidency and their regulatory and legal framework characterized by pluralism have the same circumstances and have results as regular statements? How is the direction of interrelated learning relationships to create value involved in strengthening the ability of universities to maintain ties with internal and external partners to achieve sustainable Strategic success in these areas? How can the legal framework in which international and local private universities operate facilitate the success of this process in these areas?, how do inter-relationship learning motivate leaders of private universities to a is exploratory intention to create value under the effect of the diversity of the partners?

The Aim of the Study

The main objective of the study is to examine the role of organizational learning capacity in achieving strategic results in selected companies in Kurdistan and especially in Erbil.

The Significance of the Study

Collaborative learning is strongly related to the field that sees organizational learning as a dynamic process and basically arises through collaboration between different organizations (Martinsuo, 2019). Organizational learning has been widely studied in different perspectives and in different countries with different environmental situations, but cooperation between private universities has not taken up enough space in these negotiations (Morcillo-Bellido, 2019),

and the role of legal and regulatory bodies. The framework in autonomous regions to build the capacity of the local community to function sustainably with minimal external input from partners has not been explored to the best of the authors' knowledge. A wide range of literature has linked organizational learning to different outcomes and studied it in detail (Pabico, et al., 2019). The previous literature on knowledge sharing and knowledge collaboration has also largely focused on knowledge collaboration in alliances, networks, shared projects and their results at different organizational levels. The strategy literature emphasizes, for example, partners' ability to transfer critical knowledge, while the learning literature confirms the possibility of creating new knowledge required for innovation and creating synergies between partners (Pillai, et al., 2020) and the literature on organizational networks and policies explained role in achieving a critical position in the relationship (Prasetya, 2017). Although all of the above collaboration results received competent attention in the literature, not much emphasis has been placed on the importance of environmental factors that can improve or hinder the effectiveness of such integrations. In addition, few studies confirmed the effects of market and technology turmoil (Ruy & Alliprandini, 2017), but the impact of the political and

Research Model

legal framework that took this study into account has not been identified and examined to the best of our knowledge.

Research Objectives

The basic objectives of this study can be defined in many places: First, the role of organizational learning as a tool for learning interaction in local and national private universities and international partners is defined. Secondly, it must be emphasized that it is important to maintain collaborative learning relations between the various private universities in the Helsinki metropolitan area, which testify to the legal and regulatory disputes involved in the duality of the rules governing private universities in the Autonomous Communities. and its role in improving the capacity of private universities in these regions to maintain links with external partners. Third, the impact of the Autonomous Communities' legal and regulatory framework on the relationship between information cooperation and capacity building is determined. And finally, understand the impact of the characteristics of the partners represented in the diversity of partners between the learning process of the relationship and the company's intention to explore the desired information to create value.

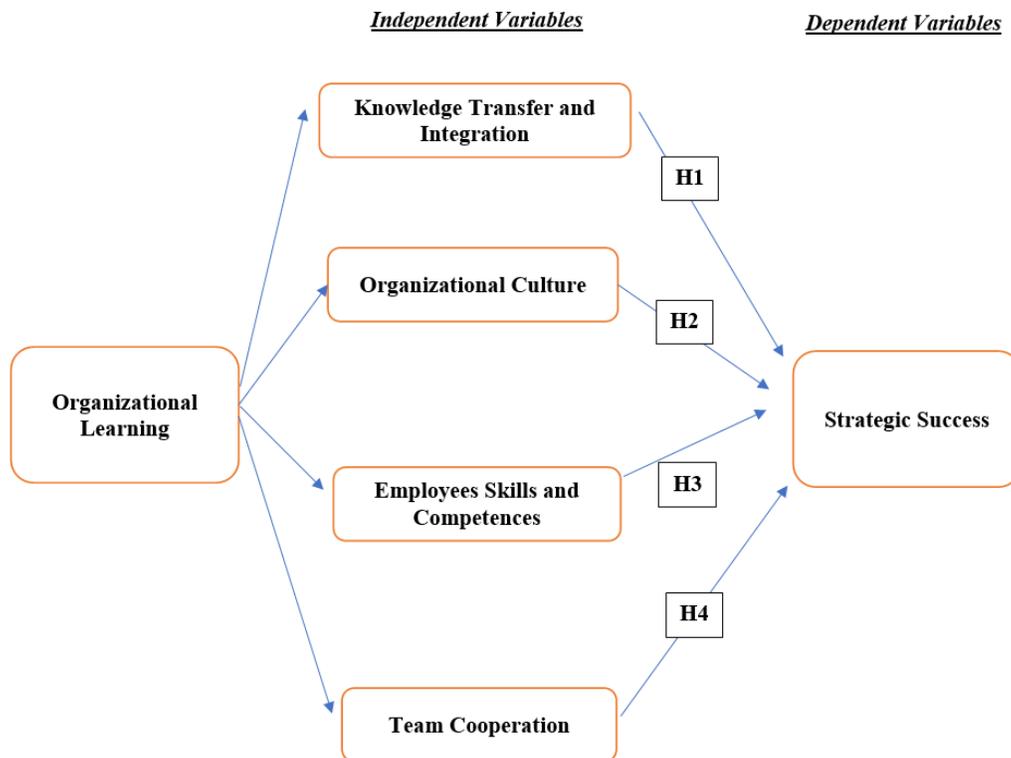


Fig.1: Research Model

Research Hypotheses

Research Hypothesis -1-: Knowledge Integration significantly associated with strategic success.

Research Hypothesis -2-: Organizational culture significantly associated with strategic success.

Research Hypothesis -3-: Competences and skills significantly associated with strategic success.

Research Hypothesis -4-: Team cooperation significantly associated with strategic success.

II. LITERATURE REVIEW AND THEORETICAL BACKGROUND

Theoretical Background

Organizational learning is one of the most important processes and a basic means of expanding an organization's knowledge and resources today in an interdependent phenomenon (Schniederjans, et al., 2020), it refers to the commitment of two or more organizations to the collective acquisition of knowledge and knowledge (Shahar, et al., 2019). Organizational learning has been explored in several aspects of business and has many advantages and disadvantages in each area. Alliances have most of the literature on organizational theory in which they clarify the information exchange opportunities available to collaborative and integrated partners, but were unable to remove tensions related to data protection in only two conflicting aspects (Valdez-Juárez, et al., 2019). In addition, in a few studies, information exchange and protection were considered as two initial businesses until Wang, et al., (2020) proposed two aspects into two sides of the coin and extended the notion of two-way learning in relationships to cover both aspects simultaneously. They could statistically confirm the significant impact of these two aspects on the Strategic success of organizations. The acquisition of knowledge by strategic alliances can be greatly influenced by the collective effectiveness of alliance teams (inter-organizational groups), where their strategic thinking and communication skills can improve long-term Strategic success opportunities and better information collaboration (Waqas, et al., 2019). Gaining knowledge between the collaborating parties leads to formal and informal learning behaviors, both of which have a positive relationship to organizational learning, but scholars and professionals have said that rigorous formalization can succeed. learning barrier (Zhang & Zhu, 2019).

The role of collaboration has also been evaluated more and more in the literature in an attempt to discover its effects on

information sharing, knowledge transfer and exchange of meanings through various and web-based infrastructures (Alomran, 2019). They showed a positive correlation between different aspects of relational learning and collaboration, but happen more markedly on the development of the importance of shared information, which in turn depends on the competencies of the collaborating teams, the quality of shared information represented in IT capabilities, IT management and management support (Annosi, et al., 2020). Networks are entities where multiple organizations interact, communicate, and assist each other at the network level in a group manner to achieve network-level goals. The network-level learning process usually allows the organizations involved in such networks to know how to compete and know how to perform (Aspeling & Mason, 2020). Many studies have stated that although organizations' individual efforts to acquire specialized, external knowledge may occur, collaborative work can increase their work practices toward innovation and better Strategic success (Bahrami, et al., 2016). Birasnav, et al., (2019) present the results of the evaluation of Spanish companies in the tourism sector and argued that companies participating in various interorganizational relations are more successful in achieving radical innovation and adding value to their services. Project management at private universities requires continuous interaction with donors and partners to uncover the regular updates in the workplace. In this situation, communication usually takes place in written form or by other technical entities (Bratnicki & Dyduch, 2020). Managing projects requires the availability of different skills, with the individuals in such organizations having to perform different tasks. This situation can lead to failed projects due to private universities rushing to some projects that are not compatible with their applied methods or available skills (Chen, et al., 2018). Organizational learning has been linked to the Strategic success of different systems, organizational, and individual levels of organizations in different sectors (Chepsergon, et al., 2020), and many studies have not only examined the significant impact of collaborative relationships on delivery of existing knowledge, but to create new and improve embedded organizations' opportunities to transfer the exchanged explicit knowledge to tacit knowledge (Colman, 2020).

Organizational Collaboration and Strategic Tensions

The organizational learning literature has clearly demonstrated the role of articulated shredded projects in organizational learning to achieve competitive advantages in product development (Danish, et al., 2020), service

development (Ejodame & Oshri, 2018), improving management functions, improving capacity and skills (Eniola, et al., 2019), etc. In addition to all the IOP benefits reported in the literature, it is not without the fundamental challenges of deep cooperation and coordination between the actors involved (Gauriot & Page, 2019), technical policy barriers (Hagemeister & Rodríguez-Castellanos, 2019), and legal and regulatory barriers (Husain, et al., 2016). As a result, organizational learning is characterized by completely contradictory processes resulting from the involvement of many actors with different knowledge and regulatory backgrounds (Kasuganti, 2017). Although the literature has sought to elucidate the great benefits of cross-border interaction, it has not neglected the undesirable side of the process, where Knein, et al., (2020) describe the most common factors that lead organizations to withdraw from inter-organizational collaboration and especially from horizontal networks. Lack of membership selection criteria, lack of trust, commitment problems, and individualism and opportunism. In addition, the above-mentioned misunderstandings lead to temporary tensions between the partners involved, which require policy-makers to have serious mechanisms for "time management", as well as by making better use of border crossing points to manage interventions. and reduces the impact of such tensions by smoothing the boundaries between the partners involved through temporal understanding and confrontations (Lin, et al., 2019).

Enabling trust and accountability

The literature on organizational governance has for many decades focused on hierarchical relationships formulated in formal and social control mechanisms (processes, policies, rules, norms, and values that govern behavior toward organizational or common goals) to maintain and frame the form of relationships with partners (Prasetya, 2017). When trust was first included in the literature, it was studied as a mechanism for cooperation and self-interest, until its development and operationalization of Ruy & Alliprandini, (2017) as a basic mechanism for governance (Schniederjans, et al., 2020). The governance of inter-organizational relations and the trust literature have been studied through two basic approaches: computational and relational approaches (Shahar, et al., 2019).

The commitment or continuity in a collaborative relationship with the partners is greatly influenced by the degree of mutual trust between the collaborating partners. In addition, trust is affected by the reciprocal interaction between transaction characteristics (interorganizational relationships

based on relationship-specific agreements, such as asset specificity) and relationship characteristics (the natural interaction of different actors in both. Parties about the relationship of the selected partners. Portfolios, reputation, reputation shadow of the past, as well as the expected benefits for the relationship called shadow of the future), as well as through mutual support and interaction between the organization (the management experience and skills that enhance the efficiency of the organization and enable it to currency risks manage, as well as their alternative options to choose between the proposed relationships) and environmental factors (the cultural and institutional characteristics that make collaborative relationships with specific organizations such as courts independent or collaboration with organizations in specific countries, which more selective), is also influenced by the interaction between management structures (the involvement and implementation of formal requirements specified in contracts and agreements, barter transactions) actions or mutual investment that the costs the partner wants to end, and the processes (the resources and efforts devoted in finding and selecting exchange partners, as well as in mutual understanding and negotiation efforts to determine interaction problems and find solutions) (Valdez-Juárez, et al., 2019). Conversely, collaborative partners can sometimes be confronted with residual risks due to environmental conditions or the unstable and unpredictable nature of human behaviors with respect to various stimuli (Wang, et al., 2020) that cannot be expected or mitigated by continued involvement. 'computational approach to managing the interorganizational interactions proposed in the reciprocal interaction, instead, the partners may decide to accept the risks of exchange as a way of overcoming the gaps of uncertainty (Waqas, et al., 2019) by means of suspension or a relationship approach.

Organizational Learning and Strategic Success

Organizational collaboration is one of the safeguards to protect relationships, especially for those who do not have bargaining power (Zhang & Zhu, 2019). The organizational learning literature has clearly demonstrated the role of rag projects articulated in organizational learning to gain competitive advantages with respect to product development (Alomran, 2019), service development (Annosi, et al., 2020), improvement of management functions, improvement of skills and competences (Aspeling & Mason, 2020), etc. Many studies have demonstrated the initial role of organizations learning from social organizations at education organizations in providing better services, especially in the

health sector (Bahrami, et al., 2016). Birasnav, et al., (2019) cited the ontological difference between state health institutions and CSOs specializing in the provision of such services, the latter being able to mitigate the problems found in state health systems, especially in weaker welfare states (Chen, et al., 2018). Previous studies have shown that private universities exert oppressive pressure on the firm partners that work with them as a result of conflicting interests (Chepsergon, et al., 2020), but this notion was contrasted where private universities can be seen as sources of information if they have common areas of interest, such as corporate social responsibility with companies, and can enhance the credibility of companies (Colman, 2020). The provision of humanitarian affairs by civil society organizations and in particular by local and national private universities in areas in need of such services is difficult and difficult to manage individually and requires serious integration efforts upon which the activities of these organizations as non-profit organizations depend (Danish, et al., 2020).

III. RESEARCH METHODOLOGY

Research Design

This study considers a research study due to the extension of many existing theories to a new field, it involves the completion of prior research in many critical topics related to the buildings in general study to better understand the introduced topics and form an approach to further research. A researcher used quantitative method in order to test the developed research hypothesis and measure the role of organizational learning in obtaining and attaining business strategic accomplishment at private universities in Erbil.

Sample Size and Data Collection Instruments

The core of the analysis in this study was the collaborative relationships between private universities and donors, sponsors, funders and support centers. Data were collected for this study using a questionnaire. The survey used was based on a questionnaire developed from scales used in previous studies. The population of interest in this study

includes local and private universities with models of project-based organizations where they mainly structure their operational and leadership activities to carry out projects in such a way that the staff of different departments with different jobs is directed by a project manager necessary for to carry out the project (Ejodame & Oshri, 2018).

To test the study hypotheses, the survey was disseminated to 180 key individuals in various targeted private universities from a total population of 1400 from private universities, which carry out their operations through joint projects. To overcome biased issues inherent in other studies, the questionnaire was randomly sent to private universities, which carry out their activities through a joint project with a different orientation. In addition, in order to eliminate high non-response rates and increase the validity of study results, private universities with local and national operational levels only participate in our sample, as both species work in the same regional environment, for comparisons between enable them and be useful despite international private universities in which they do not consider representative cases for this study (Eniola, et al., 2019). After eliminating 26 surveys with incorrect answers, we were able to include 168 in our statistical analysis.

Measurements

In this study, organizational learning was measured by adopting and modifying a scale used by Gauriot & Page, (2019) that was originally used by Hagemester & Rodríguez-Castellanos, (2019), Li (2006), in this study this article registered a reliability component of. For capacity building, the relationship dimension of the index developed for capacity building was adopted in the study. Although sustainable Strategic success has been achieved by implementing the knowledge first presented in a study examined by Husain, et al., (2016), the elements used to measure these variables are derived from the conceptual and theoretical analysis presented by Kasuganti, (2017). The exploratory intent was adopted by (Knein, et al., 2020). The partner dissimilarity scale was adopted from (Lin, et al., 2019).

Data Analysis*Table 1: Geographic Analysis*

Items	Scales	Frequency	Percent
Gender	Male	76	52.1
	Female	70	47.9
Age	30-40	45	30.8
	41-50	60	41.1
	51-60	38	26.0
	60 and above	3	2.1
Education	Master	94	64.4
	Ph.D.	48	32.9
	Others	4	2.7

Table (1) demonstrates participants' demographic analysis, starting with participants' gender. It was found that the majority of participants were male who participated in this study, as for participants age, it was found that the majority of participants were from 41 years old to 50 years old, and as for participants' education, it was found that the majority of participants had master degree.

Reliability Analysis*Table 2- Reliability of Knowledge Transfer and Integration*

Questions	Alpha
Top management integrates information from different organizational areas	.751
The organization transmits a clear sense of future direction to employees.	.732
Employees have access to the data that they need to perform my job in an efficient and effective manner.	.776
The organization is always seeking to develop new answers.	.719
The organization is quick to provide assistance for development of new ideas.	.745
The organization is open and receptive to new ideas.	.752
The organization puts new knowledge learnt in training and education into practice.	.785
We are always first to launch new services.	.768
The organization hires highly specialized or knowledgeable personnel	.745
Employees are keenly aware of where their knowledge can serve the organization	.767

Table (2) demonstrates the reliability analysis of Knowledge Transfer and Integration. The researcher used 10 questions in order to measure Knowledge Transfer and Integration, however as it can be seen in the above table that all items used to measure Knowledge Transfer and Integration were reliable since the values were higher than 0.6.

Table 3-Reliability of Organizational Culture

Questions	Alpha
The organization has basic culture and value that include learning as a key factor in improvement of processes and services.	.762
The organizational culture takes large scale actions to achieve the objectives of the organization.	.732
Organizational culture encourages employees for recommending new work ideas	.776
The current organizational culture uses feedback from organization experiments (such as surveys and trials of new methods)	.754
Organizational culture maintains a certain mix of skills among its pool of employees	.764
Employees make extensive use of information systems to support their work	.732
Management monitors important organizational performance variables	.774
Management removes obsolete information from employee access	.719
Management assigns employees to other parts of the organization for cross training	.756
Our employees resist changing to new ways of doing things	.772

Table (3) demonstrates the reliability analysis of organizational culture. The researcher used 10 questions in order to measure organizational culture, however as it can be seen in the above table that all items used to measure organizational culture were reliable since the values were higher than 0.6.

Table4-Reliability of Competences and Skills

Questions	Alpha
The organization believes that employee learning is an investment, not a cost which leads to achieve strategic success.	.747
Since learning has been eliminated at the organization, we are compromising our organization.	.768
The organization's managers expect employees have adequate skills to be useful in problem solving.	.776
We encourage use of original solutions when we deal with problems in the workplace.	.735

The skilled employees at the organization are always seeking for new and recent ways of dealing with problems.	.768
Management assigns employees to other parts of the organization for cross training	.742
Management learns new things about the organization by direct observation	.759
There is formal data management function in the organization	.779
The organization makes extensive use of electronic storage	.746
Employees use electronic means to Communicate	.761

Table (4) demonstrates the reliability analysis of competences and skills. The researcher used 10 questions in order to measure competences and skills, however as it can be seen in the above table that all items used to measure competences and skills were reliable since the values were higher than 0.6.

Table 5-Reliability of Team Cooperation

Questions	Alpha
The team is involved in decision-making on which areas need improving.	.731
The organization has team, resources, and equipment needed to develop new services.	.746
Management team learn from the organization's partners	.774
Management team proactively addresses problems	.756
Team encourages the use of frameworks and models to assist in decision-making	.717
Top management integrates information from different organizational areas	.736
Management learns from the organization's partners	.749
Management ignores the strategies of competitors' top management	.728
Management learns new things about the organization by direct observation	.746
Management uses feedback from organization experiments (such as surveys and trials of new methods)	.755

Table 6-Reliability of Strategic Success

Questions	Alpha
The organization adopts a specific standardized strategy in its operations	.712
Strategies of the Organization are always tuned to the objectives of the Organization	.745
The Vision, Mission and Values of the Organization are clear and are reflected in all processes of the Organization	.791
Staff of the Organization understand their role in achievement of strategy objectives	.767
The strategy adopted has a positive impact on performance of the organization	.770

The organization s operational strategy is acceptable to all employees	.719
The organization's strategy formulation process is in accordance with the organization s mission, vision statement.	.764
Adequate time is given for consultations and agreement during strategy formulation	.785
The changes brought about by the strategic plan have been explained and understood by all	.774
The organization structure supports implementation of strategy activities	.765

Table (6) demonstrates the reliability analysis of strategic success. The researcher used 10 questions in order to measure strategic success, however as it can be seen in the above table that all items used to measure strategic success were reliable since the values were higher than 0.6.

Testing Research Hypotheses

Testing First Research Hypothesis

Table 7-Correlation Between strategic success and Knowledge integration and transfer

		Correlations	
		Knowledge Transfer and Integration	Strategic Success
Knowledge Transfer and Integration	Pearson Correlation	1	.731**
	Sig. (2-tailed)		.000
	N	168	168
Strategic Success	Pearson Correlation	.731**	1
	Sig. (2-tailed)	.000	
	N	168	168

** Correlation is significant at the 0.01 level (2-tailed).

Table (7) demonstrates correlation analysis to measure the association between strategic success and knowledge integration and transfer, it was found that there is a strong association between strategic success and knowledge integration and transfer.

Table 8-Model Summary Between strategic success and Knowledge integration and transfer

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.631 ^a	.641	.674	.26458

a. Predictors: (Constant), Knowledge Transfer and Integration

As it can be seen in table (8), the value of R square is more than six this means that more than 64% of factors have been demonstrated.

Table 9-ANOVA Between strategic success and Knowledge integration and transfer

ANOVA						
Mode		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.015	1	36.524	456.123	.000 ^b
	Residual	20.651	358	.071		
	Total	71.256	342			
a. Dependent Variable: Strategic Success						
b. Predictors (Constant), Knowledge Transfer and Integration						

As it can be seen in table (9) ANOVA analysis between transfer and integration of knowledge with strategic success. It was found that the value of F was more than four hundred, this means that there is a strong association between transfer and integration of knowledge with strategic success

Table 10-Simple Regression Analysis Between strategic success and Knowledge integration and transfer

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.081	.123		.547	.493
		.711	.019	.732	23.52	.000
a. Dependent Variable: Strategic Success						

As it can be seen in table (10) regression between transfer and integrate of knowledge with strategic success. As it can be seen in the above table the value of both B and Beta are positive and more than 0.5 this indicated that there is a positive association between transfer and integrate of knowledge with strategic success.

Testing Second Research Hypothesis

Table 11-Correlation Between strategic success and Organizational Culture

Correlations			
		Organizational culture	Strategic Success
Organizational culture	Pearson Correlation	1	.741**
	Sig. (2-tailed)		.000
	N	168	168
Strategic Success	Pearson Correlation	.741**	1
	Sig. (2-tailed)	.000	
	N	168	168
** Correlation is significant at the 0.01 level (2-tailed).			

Table (11) shows correlation analysis to measure the association between strategic success and organizational culture, it was found that there is a strong association between strategic success and organizational culture.

Table 12-Model Summary Between strategic success and Organizational Culture

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.598	.601	.632	.2758
a. predictors (Constant), Organizational Culture				

As it can be seen in table (12), the value of R square is more than six hundred this means that more than 60% of factors have been demonstrated.

Table 13-ANOVA Between strategic success and Organizational Culture

ANOVA						
Mode		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.052	1	42.365	598.52	.000 ^b
	Residual	29.52	368	.091		
	Total	71.52	399			
a. Dependent Variable: Strategic Success						
b. Prdictors (Constant) Organizational Culture						

As it can be seen in table (13) ANOVA analysis between organizational culture with strategic success. It was found that the value of F was more than five hundred, this means that there is a strong association between organizational culture with strategic success

Table 14-Simple Regression Analysis Between strategic success and Organizational Culture

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.082	.141		.498	.785
		.698	.017	.701	21.29	.000
a. Dependent Variable: Strategic Success						

As it can be seen in table (14) regression between organizational culture with strategic success. As it can be seen in the above table the value of both B and Beta are positive and more than 0.5 this indicated that there is a positive association between organizational culture with strategic success.

Testing Third Research Hypothesis

Table 15-Correlation Between strategic success and competence and skills

Correlations			
		Employees Skills and Competences	Strategic Success
Employees Skills and Competences	Pearson Correlation	1	.732**
	Sig. (2-tailed)		.000
	N	168	168
Strategic Success	Pearson Correlation	.732**	1
	Sig. (2-tailed)	.000	
	N	168	168
** Correlation is significant at the 0.01 level (2-tailed).			

Table (15) shows correlation analysis to measure the association between strategic success and competence and skills, it was found that there is a strong association between strategic success and competence and skills.

Table 16-Model Summary Between strategic success and competence and skills

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746 ^a	.678	.671	.2487
a. Predictors (Constat), Employees Skills and Competences				

As it can be seen in table (16), the value of R square is more than six hundred this means that more than 67% of factors have been demonstrated.

Table 17-ANOVA Between strategic success and competence and skills

ANOVA						
Mode		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.58	1	39.99	601.25	.000 ^b
	Residual	29.589	461	.072		
	Total	73.56	459			
a. Dependent Variable: Strategic Success						
b. Predictors (Constant), Employees Skills and Competences						

As it can be seen in table (17) ANOVA analysis between skills and competences with strategic success. It was found that the value of F was more than six hundred, this means that there is a strong association between skills and competences with strategic success

Table 18-Simple Regression Analysis Between strategic success and competence and skills

		Coefficients				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.088	.263		.715	.428
		.685	.058	.691	27.52	.000

a. Dependent Variable: Strategic Success

As it can be seen in table (18) regression between skills and competences with strategic success. As it can be seen in the above table the value of both B and Beta are positive and more than 0.5 this indicated that there is a positive association between skills and competences with strategic success.

Testing Fourth Research Hypothesis

Table 19-Correlation Between strategic success and Team cooperation

		Correlations	
		Team Cooperation	Strategic Success
Team Cooperation	Pearson Correlation	1	.786**
	Sig. (2-tailed)		.000
	N	168	168
Strategic Success	Pearson Correlation	.786**	1
	Sig. (2-tailed)	.000	
	N	168	168

** Correlation is significant at the 0.01 level (2-tailed).

Table (19) shows correlation analysis to measure the association between strategic success and team cooperation, it was found that there is a strong association between strategic success and team cooperation.

Table 20-Model Summary Between strategic success and Team cooperation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.715	.526	.598	.1895

a. Predictors (Constant), Team Cooperation

As it can be seen in table (20), the value of R square is more than five hundred this means that more than 52% of factors have been demonstrated.

Table 21-ANOVA Between strategic success and Team cooperation

ANOVA						
Mode		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.58	1	39.96	452.52	.000 ^b
	Residual	27.658	298	.091		
	Total	29.568	299			
a. Dependent Variable: Strategic Success						
b. Predictors (Constant), Team Cooperation						

As it can be seen in table (21) ANOVA analysis between team cooperation with strategic success. It was found that the value of F was more than six hundred, this means that there is a strong association between team cooperation with strategic success

Table 22-Simple Regression Analysis Between strategic success and Team cooperation

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.049	.263		.379	.639
		.701	.052	.719	23.61	.000
a. Dependent Variable: Strategic Success						

As it can be seen in table (22) regression between team cooperation with strategic success. As it can be seen in the above table the value of both B and Beta are positive and more than 0.5 this indicated that there is a positive association between team cooperation with strategic success.

IV. DISCUSSION

The results of this study have shown that organizational learning through the implementation of joint projects is necessary to build long-term relationships with partners which in our research is value creation and considered a sufficient factor to maintain such a relationship, the reason for this important relationship may be beyond qualified human resources. available for adequate technological infrastructure, where international support for private universities in legally unstable areas is essential for survival. In addition, trust can play the most effective role in the ideology of such a relationship, as other research has strongly supported the importance of building relative resources based on trust at the individual level between the

knowledge-gaining partners (Kale et al., 2000). Furthermore, value creation surprisingly seems to have an increasingly negative imitation of the sustainable Strategic success of interconnection learning through joint projects, where the nature of the activities of private universities is largely based on external funding, even from external parties. civil society institutions or individual charities that do not often look at the details. partners supported, but maintaining contact with partners requires the development of in-house capacity of qualified staff who can have a shorter route in private universities based in the area. The legal framework seems to have a significant impact on the available link between planning studies and value creation, this reality can clearly be seen in the landscape where the availability of copies and regulations can lead to hesitation in private universities that can cause conflicts in their favor. Private universities have grown enormously in recent decades, this growth has helped them to have a specialty that consists of relief work and humanitarian issues in civil society around the world ((Zhang & Zhu, 2019). Domestic and domestic private

universities in the autonomous territories are taking more difficult paths, the most important question occupied by the boards of private universities in a less favorable climate these days is how they can attract contributions to survive and develop. In addition to competing for financial funds, private universities must compromise and have a mandate by showing more programming work, but how long they can survive competition and compromise is not guaranteed, this situation causes private universities to go into constant contradiction. To remove this contradiction, private universities need to secure long-term funding to make them more credible and viable, just as the role of universities in private law could have the promised effect if it draws up more systematic capacity-building plans for local private universities. and citizens work with international private universities and other partners to improve humanitarian affairs in areas where continued unrest is evident. The involvement of private universities in collaboration forces them to use more and new practices in spite of the usual practices ((Alomran, 2019), community civil society institutions. Autonomous people must constantly rethink their organizational structure and operational processes to be prepared for the evolutionary responses needed to changing circumstances. The number of private universities is constantly growing around the world, this growth is combined with the dilemma of developing capabilities that are externally related to building trust and responsibility from donors, sponsors, financial agencies, states, partners, etc. developing capabilities that represent strengthening the capacity of staff to manage and perform organizational, financial, and managerial functions effectively ((Annosi, et al., 2020). The increase in the number of private universities in any region is not a negative indicator, but the leniency traps of the Private Universities Act can be said by abandoning the use of serious proactive standards that could bring together local, national and international private universities to better represent notified institutions. to achieve the objectives. Private universities also have different social, political, cultural, and economic environments in developed and developing countries (Aspeling & Mason, 2020). Despite all aspects of variation related to the size, structure, scale, locations, and environment of private universities around the world, they share common values, which means improving the humanitarian issues resulting from the interaction between different actors. in an area of civil society connecting north to south. The role of private universities in the presentation of various services has been increasingly valued, but political science and the literature in international relations

have studied its importance in the creation of new protocols and treaties as well as in modification and development. policies in different macro-policies, micro-policies and standards. fix the levels deeper. The formulation of a common policy for the interaction between private universities around the world requires serious efforts.

V. CONCLUSION

Private universities generally work with society and support each other on a variety of topics. Learning is one of the most important topics that collaboration between private universities with different goals needs, especially after the economic recession of recent decades, which cut down on many views of private universities as a way to use competitive bids to maintain support and compete for the limited. resources from different donors. This research has been considered as one of the empirical studies examining the impact of collaborative knowledge - acquired through the establishment of joint projects between local and national private universities based in autonomous regions and their international partners - on the construction and maintenance of long-term relationships with international partners. to achieve Strategic success. The findings revealed that knowledge integration significantly associated with strategic success, organizational culture significantly associated with strategic success, competences and skills significantly associated with strategic success, and finally team cooperation significantly associated with strategic success In addition, it investigated the effect of knowledge collaboration through shared projects on the intentions of key individuals and seniors in private universities to explore new knowledge adapted to the existing conditions in the autonomous regions under the influence of different bases of knowledge of partners. The unavailability of qualified national capacity development providers capable of attracting the trust of global adherents is seen as a fundamental reason why many civil society institutions failed to build sustainable financial support today. For example, the literature from civil society organizations and more specifically private universities have emphasized the importance of funding proposals as initial tools to raise funds and better represent goals, functions, staff, national context and much more. other supporting information from private universities. to attract donors. In addition, political-legal situations and credibility issues in politically pluralistic areas have an impact on private universities and may increase exchange risks and trust issues between partners. The empirical evidence provided by this study endorsed that

credibility issues and the legal framework in which private universities operate in autonomous communities, and the availability of dual roles and regulation, have a significant effect on preventing the relationship between interrelated learning and learning. build capacity to maintain relationships with partners, but registered partner difference in terms of impact and has increased the relationship between inter-organizational learning and the intention of senior executives from private universities to explore knowledge with their partners. Furthermore, the results of this study endorsed the importance of interrelationships with different partners based on knowledge in order to learn and acquire new knowledge if it is conditioned by good management of existing tensions between partners.

Limitations and Direction for Future Studies

While the findings of this study are important and may make a beneficial contribution to the literature, it does not go beyond its limitations. First, this study was unable to examine the relationship between the different variables over different time periods using longitudinal data to determine changes in private universities operating over different time periods, but relies on cross-sectional data. Second, the data was obtained from private universities only in Erbil, making our findings not generalizable to private universities in other autonomous regions, but rather a source of support for our hypotheses. Moreover, because the private universities systems are different and have different methods of implementation for their legal frameworks, learning the inter-relationship to maintain lasting links of private universities in different areas with their partners should be thoroughly studied in Future Studies. Private universities generally show more legitimacy than national authorities in developed countries by lobbying for services that citizens need and by promoting a new regulatory framework. study has not been sufficiently studied in developing countries with different governance.

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