

ORGANIZATIONAL LEARNING AND ITS RELATIONSHIP TO ACHIEVING INSTITUTIONAL EXCELLENCE IN BASIC EDUCATION SCHOOLS IN THE SULTANATE OF OMAN IN LIGHT OF OMAN VISION 2040

APRENDIZAGEM ORGANIZACIONAL E SUA RELAÇÃO COM A CONQUISTA DA EXCELÊNCIA INSTITUCIONAL EM ESCOLAS DE ENSINO BÁSICO NO SULTANATO DE OMÃ À LUZ DA VISÃO DE OMÃ PARA 2040

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Abstract

The study aimed to determine the level of organizational learning and institutional excellence among primary school principals in the Sultanate of Oman. It also aimed to reveal the existence of a statistically significant effect of organizational learning on achieving institutional excellence in primary schools. The study population consisted of all teachers in the Al-Buraimi Governorate and the North Al Batinah Governorate in the Sultanate of Oman. The study sample included (372) teachers. The study adopted the descriptive approach as the study methodology and used the questionnaire as the study tool. The study concluded that the level of organizational learning and institutional excellence among primary school principals in the Al Buraimi and North Al Batinah Governorates in the Sultanate of Oman, in light of Oman Vision 2040, and from the teachers' point of view, achieved a high level of response. It also revealed that there is a statistically significant effect of organizational learning on institutional excellence, as the value of (R) was (0.961a) with a significance level of (0.001b). Moreover, Organizational learning explains

Resumo

O estudo teve como objetivo determinar o nível de aprendizagem organizacional e excelência institucional entre diretores de escolas primárias no Sultanato de Omã. Também teve como objetivo revelar a existência de um efeito estatisticamente significativo da aprendizagem organizacional na obtenção da excelência institucional em escolas primárias. A população do estudo consistiu em todos os professores da província de Al-Buraimi e da província de Al Batinah do Norte, no Sultanato de Omã. A amostra do estudo incluiu (372) professores. O estudo adotou a abordagem descritiva como metodologia e utilizou o questionário como ferramenta de pesquisa. O estudo concluiu que o nível de aprendizagem organizacional e excelência institucional entre diretores de escolas primárias nas províncias de Al Buraimi e Al Batinah do Norte, no Sultanato de Omã, à luz da Visão Omã 2040 e do ponto de vista dos professores, alcançou um alto nível de resposta. Também revelou que há um efeito estatisticamente significativo da aprendizagem organizacional na excelência institucional, já que o valor de (R) foi (0,961a) com um nível de



92.3% of the variance in institutional excellence according to the value of (R²). The study recommended strengthening continuous training programs for teachers and administrators to deepen organizational learning skills and apply them to develop school performance.

Keywords: Organizational Learning. Institutional Excellence. Primary Schools. Sultanate of Oman.

significância de (0,001b). Além disso, a aprendizagem organizacional explica 92,3% da variação na excelência institucional, de acordo com o valor de (R²). O estudo recomendou o fortalecimento de programas de treinamento contínuo para professores e administradores, a fim de aprofundar as habilidades de aprendizagem organizacional e aplicá-las para desenvolver o desempenho escolar.

Palavras-chave: Aprendizagem Organizacional. Excelência Institucional. Escolas Primárias. Sultanato de Omã.

1 RESEARCH INTRODUCTION

The modern era is witnessing rapid developments and accelerated changes across various fields, which has imposed significant challenges on societal institutions, including educational institutions, in terms of keeping pace with these transformations and adapting to them effectively. In this context, organizational learning emerges as one of the key tools presented by contemporary administrative literature, serving as a fundamental means that helps educational institutions confront problems and improve their performance levels.

Organizational learning refers to a continuous process through which educational institutions seek to enhance the intellectual and professional capacities of employees, thereby contributing to the improvement of the quality of administrative and educational processes, the development of individual and collective capabilities, and the overcoming of administrative and organizational problems encountered in work environments (Ibn Al-Shumailan, 2019). Murad (2017) emphasized the importance of organizational learning and its role in developing individuals' abilities to acquire and apply new approaches that help them perform their tasks with high efficiency and improve their performance. Organizational learning is not limited to the experiences and skills acquired by individuals that are applicable in practice; rather, it extends to educating and developing cognitive and perceptual mental processes.

Organizational learning has three main dimensions. The **strategic dimension** includes setting realistic and achievable goals, monitoring the external environment to

identify challenges and opportunities, and promoting continuous learning and development. The **organizational dimension** involves teamwork, encouraging creative ideas, exchanging experiences and knowledge, and storing them in databases that are easily accessible. The **cultural dimension** encompasses encouraging employees to develop their cognitive abilities, making effective use of their knowledge, and supporting action research to provide solutions to problems (Al-Sharyan, 2022).

Organizational learning also plays a vital role in building an organizational culture that supports innovation and continuous improvement, thereby enhancing the ability of educational institutions to achieve excellence and distinction. Al-Madi and Ajouh (2017) indicated that increasing organizational learning strategies has a positive impact on institutional performance excellence. Naser and Al-Shobaki (2017) also pointed out that achieving institutional excellence in educational institutions requires providing an environment supportive of organizational learning and generating knowledge through building a shared vision between employees and management, which contributes to achieving the strategic changes necessary for excellence.

Institutional excellence is considered an administrative approach that reflects the ability of educational institutions to achieve unique and outstanding performance based on a shared vision characterized by clarity of goals and efficient use of resources. This, in turn, enhances the school's capacity to achieve its objectives and attain tangible results that meet the needs of teachers, students, and the local community, while ensuring continuous improvement and development (Andijani & Al-Ghamdi, 2021). Institutional excellence has become a widely adopted approach in advanced educational institutions due to its prominent role in achieving stakeholder satisfaction and fulfilling both individual and organizational goals (Alshammari & Almutairi, 2024). Institutional excellence in educational institutions encompasses three main dimensions: **leadership excellence**, which refers to the possession of administrative competencies by educational leadership that enable it to keep pace with developments and changes imposed by cognitive advancement; **service excellence**, which enhances levels of satisfaction among students and their families with the educational services provided; and **knowledge excellence**, which is represented by excellence in managing and utilizing knowledge within the organization to achieve strategic goals (Al-Shobaki & Naser, 2016).

In light of the above, the present study seeks to clarify the role that organizational learning can play in achieving institutional excellence in basic education schools in the Sultanate of Oman by identifying how educational institutions employ organizational learning to achieve success and leadership in line with Oman Vision 2040.

1.1 Research problem

The current reality of many basic education schools in the Sultanate of Oman indicates the presence of challenges that hinder the achievement of the desired level of excellence. Al-Hashmi et al. (2020) noted that these schools suffer from a limited ability to anticipate the future, the dominance of a centralized culture in educational work, insufficient attention to identifying and addressing weaknesses, weak risk identification that may affect the school, and the absence of a climate that encourages mastery and accountability.

In addition, the study by Al-Balushiya (2022) found that the level of organizational learning practices in schools was moderate. This was attributed to schools' inability to benefit from the expertise of competent personnel in development and educational improvement processes, as well as centralized decision-making, which contradicts the requirements of organizational learning.

Based on the researchers' educational and administrative experience, they observed challenges in effectively applying the dimensions of organizational learning in basic education schools in the Sultanate of Oman. These challenges include a lack of awareness of the importance of organizational learning among teachers and administrators, as well as the absence of clear and well-defined strategies for its implementation. Such field observations support the urgent need to study organizational learning and its relationship with achieving institutional excellence, as well as the importance of adopting new administrative strategies aligned with Oman Vision 2040 to improve the quality of education and enhance institutional performance.

In light of these challenges and difficulties facing basic education schools in the Sultanate of Oman, the research problem of the current study lies in the lack of clarity regarding how organizational learning can be enhanced to effectively achieve institutional

excellence. Accordingly, the problem of the present study can be formulated in the following main research question:

What is the relationship between organizational learning and the achievement of institutional excellence in basic education schools in the Sultanate of Oman in light of the aspirations of Oman Vision 2040?

1.2 Research questions

- What is the level of organizational learning among principals of basic education schools in the Sultanate of Oman from teachers' perspectives?
- What is the level of institutional excellence in basic education schools in the Sultanate of Oman from teachers' perspectives?
- Is there a statistically significant effect of organizational learning on achieving institutional excellence in basic education schools in the Sultanate of Oman?

1.3 Significance of the study

1.3.1 Theoretical significance

The importance of the present study stems from the significance of its topic, which focuses on organizational learning as a vital process that enables educational institutions to improve their performance and develop teachers' skills. It also emphasizes the achievement of institutional excellence in schools, which reflects the institution's ability to attain outstanding performance that exceeds expectations and traditional standards, thereby improving the quality of education. In addition, the study contributes to enriching Arabic libraries, and the Omani library in particular, with an important reference on a vital topic in the field of educational administration, thus enhancing academic knowledge in this important domain.

1.3.2 Practical significance

The practical significance of this study is evident in enhancing and supporting the level of organizational learning to achieve institutional excellence in basic education schools in the Sultanate of Oman in light of Oman Vision 2040. The findings of the present study may assist educational policymakers in developing programs and initiatives that promote organizational learning in schools in the Sultanate of Oman, as well as providing practical recommendations to improve school performance and achieve institutional excellence through adopting innovative educational and administrative strategies that contribute to improving the quality of the educational system.

1.3.3 Research objectives

- To identify the level of organizational learning among principals of basic education schools in the Sultanate of Oman.
- To identify the level of institutional excellence in basic education schools in the Sultanate of Oman.
- To examine whether there is a statistically significant effect of organizational learning on achieving institutional excellence in basic education schools in the Sultanate of Oman.

1.4 Study delimitations

1.4.1 Subject delimitations

Examining the relationship between organizational learning and achieving institutional excellence in basic education schools in the Sultanate of Oman.

1.4.2 Human delimitations

Teachers of basic education schools in Al-Buraimi and North Al-Batinah Governorates in the Sultanate of Oman.

1.4.3 Spatial delimitations

Basic education schools in Al-Buraimi and North Al-Batinah Governorates in the Sultanate of Oman.

1.4.4 Temporal delimitations

The study was conducted during the academic year 2024/2025.

1.5 Definitions of terms

1.5.1 Organizational learning

Al-Zebari (2020) defined organizational learning as “the process of investing the experiences and practices of the organization and its employees, recording the information resulting from these experiences in the organizational memory, and reviewing it from time to time in order to benefit from it in solving the problems it faces” (p. 27).

Procedurally, organizational learning is defined as a set of processes through which the administrations of basic education schools in Al-Buraimi and North Al-Batinah Governorates in the Sultanate of Oman invest new experiences and employ them to develop their capacities. It is measured through the research instrument developed for the purposes of the present study.

1.5.2 Institutional excellence

Mahmoud et al. (2023) defined institutional excellence as “an administrative approach that seeks to achieve the highest levels of mastery, innovation, and optimal utilization of material and human resources through prior and systematic planning” (p. 534).

1.6 Operational definition of institutional excellence

Institutional excellence is operationally defined as the administrative capacity possessed by basic education schools in Al-Buraimi and North Al-Batinah Governorates in the Sultanate of Oman to achieve outstanding performance through distinguished administrative leadership that meets the needs of stakeholders in light of Oman Vision

2040. It is measured using the research instrument developed for the purposes of the present study.

1.7 Theoretical framework and previous studies

Organizational learning is considered one of the vital concepts in the management of educational institutions, as it aims to develop capabilities, improve performance, and ensure institutional sustainability through updating information, benefiting from experience, and solving problems (Al-Muwadhiya, 2017). It is also regarded as an approach to institutional excellence, as it enables the investment of employees' skills, the effective use of resources, and empowers institutions to adapt to rapid environmental changes, enhance innovation and participation, and build an organizational culture that supports sustainable performance (Al-Romany et al., 2022).

1.8 Concept of organizational learning

Anderson (2019), as well as Dokh and Barbawi (2023), defined organizational learning as a continuous process aimed at developing the capacities of the institution and its employees, improving performance through error analysis, knowledge acquisition, adaptation to environmental changes, and enhancing participation and collaboration, with support from leadership and organizational culture.

Operationally, organizational learning can be defined as “the continuous process through which the school acquires new knowledge and skills and develops its practices in a manner that ensures the improvement of educational quality and students' academic achievement.”

1.9 Objectives of organizational learning

Organizational learning aims to improve information, skills, and knowledge, making the institution more effective and flexible, while enhancing employees' capacities and addressing areas of weakness (Al-Romeedy & Mohamed, 2022). It also seeks to solve problems, make flexible decisions, and increase communication and participation to

exchange experiences (Al-Khoury et al., 2015). This contributes to keeping pace with changes, developing strategic vision and institutional knowledge, and ensuring institutional sustainability while achieving excellence and leadership.

1.10 Dimensions of organizational learning

Despite the multiplicity of dimensions and approaches to organizational learning, there is a consensus among researchers and practitioners on three main dimensions of organizational learning: the **strategic dimension**, the **organizational dimension**, and the **cultural dimension**. This has been affirmed by numerous studies and research in this field, most notably the studies of Hazzaa (2020), Barkno (2019), Al-Ruqeishiya (2015), and Awad (2021). The following is a detailed discussion of these dimensions:

1.10.1 Strategic dimension

Educational institutions face increasing challenges that require rapid learning. Organizational learning is considered a strategy for restructuring, updating knowledge, and achieving excellence (Bronko, 2019). The strategic dimension is based on alignment with the organization's directions, institutional orientation, and the capacity to adapt (Malekzadeh et al., 2016).

1.10.2 Organizational dimension

The organizational dimension focuses on structures and processes that enable the organization to learn, disseminate knowledge, enhance collaboration, and develop human resources. It is considered a fundamental basis for the success of organizational learning through employees' cooperation, sharing of expertise, and commitment to shared goals (Al-Ruqeishiya, 2015; Hossain, 2021).

1.10.3 Cultural dimension

The cultural dimension emphasizes investing in employees' knowledge and experiences and developing their capacities and skills to enhance learning and problem-solving. It also reinforces values that support continuous learning and builds an organizational environment capable of adapting to change (Awad, 2021; Hazzaa, 2020).

Based on the above, the dimensions of organizational learning are represented by the strategic, organizational, and cultural dimensions, which work together to shape the organization's capacity for organizational learning and its effective adaptation to a changing environment.

2 THE REALITY OF IMPLEMENTING ORGANIZATIONAL LEARNING IN THE SULTANATE OF OMAN IN LIGHT OF OMAN VISION 2040

Oman Vision 2040 focuses on sustainable development through the advancement of education, research, and innovation, and the building of a knowledge-based economy. Omani institutions seek to implement organizational learning to improve employee performance, enhance knowledge, adapt to change, and generate innovative ideas (Al-Ruya Newspaper website, 2025; Khan et al., 2019).

Accordingly, there is a clear positive orientation toward strengthening organizational learning in the Sultanate of Oman in light of Oman Vision 2040, particularly among school leaders, despite the persistence of certain challenges that require the development of an institutional environment supportive of continuous learning. The Vision also emphasizes the importance of building the capacities of public and private institutions through training and development, alongside the increasing adoption of organizational learning practices in both sectors.

2.1 Concept of institutional excellence

Al-Mughairiya (2023) defined institutional excellence as the institution's ability to achieve superior performance through problem-solving, the application of modern administrative systems, engaging employees and beneficiaries, adopting decentralization,

and creating a motivating work environment. Rahmat and Jalivand (2024) defined it as excellence in strategies, standards, and performance outcomes related to organizational stakeholders.

Operationally, institutional excellence can be defined as “the ability of an educational institution to achieve unexpected performance across all its aspects through continuous improvement, effective leadership, focus on beneficiaries, adoption of innovation and technology, and the achievement of outstanding results.”

2.2 Objectives of institutional excellence

Institutional excellence is concerned with developing employees’ competencies by providing continuous training and creating a positive work environment that enables employees to improve their skills and performance. It also contributes to raising both individual and collective performance levels and enhancing the institution’s ability to *مواجهة* challenges in a constantly changing work environment.

Carvalho et al. (2019) indicated that institutional excellence aims to achieve sustainable success through continuous improvement and the management of new opportunities and technologies in ways that enhance competitiveness. Institutions therefore adopt quality and excellence systems to manage change and achieve sustainable organizational outcomes within a defined time frame. Al-Mohammadi (2022) further explained that its objectives include aligning strategies with desired outcomes, applying excellence models—such as the European Excellence Model—in managing change, implementing self-assessment, and building a clear roadmap for applying excellence requirements, transparency, and improving institutional performance.

Accordingly, institutional excellence seeks to measure the relationship between various performance indicators and is grounded in achieving key objectives that include customer focus, process and risk management, the promotion of continuous learning, and the development of partnerships and social responsibility. It also emphasizes wise leadership, clear goal-setting, the development and engagement of individuals in organizational processes, with a strong focus on innovation and continuous improvement.

2.3 Dimensions of institutional excellence

Institutional excellence is considered one of the vital topics for organizations in achieving sustainability and maintaining competitiveness. It is based on three fundamental dimensions: **leadership**, **services**, and **knowledge**. This has been demonstrated by numerous previous studies, such as those by Mohammed (2019), Abu Saadeh (2021), Youssef (2017), Shakhour et al. (2021), and Al-Shobaki and Naser (2016). The dimensions of institutional excellence are as follows:

2.3.1 Leadership excellence

Leadership is a core pillar of institutional excellence and refers to an institution's ability to influence and excel within its sector compared to competitors through practices such as strategic vision, inspirational leadership, leadership capacity development, distinguished engagement with stakeholders, motivation, and empowerment. These practices enhance market confidence and establish a leading position (Youssef, 2017). Institutions striving for excellence also prioritize employee happiness, satisfaction, engagement, and learning, and provide them with the necessary information to enhance their personal and professional capabilities, as employees represent the fundamental nucleus for achieving organizational excellence models (Shakhour et al., 2021).

2.3.2 Service excellence

Institutional excellence can be achieved by strengthening the management of educational services through developing plans to deliver outstanding services to the community, attracting experienced teachers, implementing student development programs, and involving beneficiaries in planning, implementation, and evaluation. This is accompanied by a focus on the quality of administrative practices and the development of performance measurement indicators to achieve excellence and assess beneficiary satisfaction (Abu Saadeh, 2021). Administrative excellence also enables the provision of unique, high-quality services through analyzing competitors and addressing weaknesses,

which ensures customer satisfaction and makes alternative options difficult to substitute (Al-Shobaki & Naser, 2016).

2.3.3 Knowledge excellence

Distinguished institutions strive for continuous learning, innovation, and development. Organizational performance reaches its highest level when information and knowledge are exchanged within a work environment based on learning and continuous improvement, as processes improve with each attempt (Mohammed, 2019). Knowledge excellence is vital, as it enhances the institution's ability to collect, analyze, and transform information into applicable knowledge, supports rapid responses to new challenges and opportunities, and empowers employees through continuous training and development to rely on their skills and capacities to adapt to change. Consequently, knowledge becomes a fundamental strategic resource for competitiveness and prosperity (Saeed, 2023).

From the above, it is evident that leadership, service, and knowledge excellence constitute an integrated system for achieving institutional excellence. Inspirational leadership provides a fertile environment for learning and innovation; service quality reflects the institution's ability to transform knowledge into practices that achieve beneficiary satisfaction; and knowledge excellence links leadership and services through human resource development and the transformation of information into innovative solutions that enhance performance and competitiveness.

2.4 Criteria for institutional excellence at the Ministry of Education in Oman

The Ministry of Education in the Sultanate of Oman seeks to achieve institutional excellence through a comprehensive approach to institutional restructuring, focusing on updating the organizational structure, adopting international excellence standards, and strengthening creative educational leadership. This aims to build an educational system capable of international competitiveness, enhancing institutional performance, and achieving the strategic objectives of the education sector (Al-Rahbi, 2023).

The criteria for institutional excellence at the Ministry of Education in the Sultanate of Oman consist of a set of mechanisms aimed at improving school performance and achieving sustainable development. These include:

- **Activating administrative development:** Raising administrative awareness of local and global changes and adapting to them.
- **Creativity in school administration:** Transforming administrative creativity theories into practical procedures to improve the educational environment and its quality.
- **Supporting administrative innovation:** Adopting innovative ideas and developing a school environment that supports creativity.
- **Preparing educational leaders:** Building leaders capable of improvement and development and enhancing modern leadership skills.
- **Strategic planning:** Preparing the school environment to adopt strategic planning and directing resources toward achieving objectives.
- **Developing individual capacities:** Empowering individuals to formulate and update the school's vision and mission in line with continuous changes (Jawhar et al., 2022).

It is evident that the Ministry of Education in the Sultanate of Oman considers institutional excellence a strategic necessity aimed at addressing rapid challenges and achieving international competitiveness. This is pursued through a comprehensive approach to institutional restructuring based on global standards, innovation, and organizational learning. The emphasis on strengthening creative educational leadership, activating administrative innovation, and building educational leadership capacities represents a central element that aligns with the requirements of the European Foundation for Quality Management (EFQM) Excellence Model. Moreover, linking these efforts to strategic planning and the development of individual capacities ensures the creation of an educational environment grounded in quality and innovation.

2.5 The role of organizational learning in enhancing institutional excellence

Organizational learning plays a pivotal role in promoting institutional excellence, as the knowledge era increasingly relies on diverse, informed human resources rather than

traditional approaches. This enables institutions to transition from routine performance to dynamic systems that achieve excellence (Abdeldayem, 2018). Organizational learning contributes to developing future-oriented visions, enhancing strategic intelligence, and enabling institutions to adapt to and anticipate environmental changes, thereby raising levels of performance and service quality. In the education sector, organizational learning supports the development of innovative teaching practices and methods, fosters institutional innovation, and positively impacts the quality of education and scientific research, ultimately leading to high levels of institutional excellence (Al-Majali & Al-Zoghbi, 2020).

Researchers believe that organizational learning lays the foundation that helps institutions—particularly educational institutions—achieve institutional excellence by enhancing their capacity for innovation, adapting to the changes of the modern era, and adopting a set of modern administrative approaches that support a culture of institutional excellence.

3 PREVIOUS STUDIES

There are numerous studies that have addressed the topic of the current research. For example, the study by Al-Harthi et al. (2023) aimed to identify the level of institutional excellence in schools and to examine the existence of a statistically significant relationship between organizational leadership and institutional excellence in schools. The study sample consisted of 288 secondary school teachers in the city of Riyadh, Kingdom of Saudi Arabia. The researchers adopted the descriptive correlational method and used a questionnaire as the study instrument. The findings revealed a high level of institutional excellence in schools, with the dimensions ranked as follows: planning, organizational culture, school development, leadership of the educational process, and finally the school community. The results also showed a strong, positive, and statistically significant relationship between organizational leadership and institutional excellence in schools.

The study by Ashrafi et al. (2023) sought to identify the factors affecting the management of organizational excellence in order to evaluate the performance of public schools. The study population consisted of all academics, administrators, and teachers in

the education sector, while the sample included 11 professors, school principals, and teachers. The study adopted a qualitative approach and used personal interviews as the data collection tool. The findings indicated several important results, most notably that the dimensions and components of organizational excellence in public schools comprised 76 concepts, with causal conditions, contextual conditions, intervention conditions, and strategies at the forefront.

Bibi and Akram (2022) aimed to examine the impact of organizational learning culture on the effectiveness of public schools in the Punjab region. The study population consisted of all teachers working in public schools in Punjab, Pakistan, while the sample included 1,037 teachers. The study adopted a quantitative survey method and used a questionnaire as the research instrument. The results revealed a positive effect of organizational learning culture on improving the effectiveness of public schools in Punjab. The findings also demonstrated a positive impact of organizational learning on increasing teachers' and staff members' motivation toward continuous professional development and collaboration to achieve shared goals.

The study by Al-Sharyan (2022) aimed to identify the level of organizational learning among school principals and to examine the existence of a statistically significant relationship between organizational learning and administrative empowerment. The study sample consisted of 103 middle school principals in public education schools in the Najran region, Kingdom of Saudi Arabia. The descriptive correlational method was adopted, and a questionnaire was used as the study instrument. The results indicated a high level of organizational learning among school principals, with the dimensions ranked as follows: organizational dimension, cultural dimension, and strategic dimension. The findings also revealed a statistically significant correlation between organizational learning and administrative empowerment among school principals.

Similarly, the study by Nazari et al. (2022) investigated the impact of the administrative excellence program on organizational learning, innovation, and organizational flexibility in the management of secondary schools in Rey County, Iran. The study sample consisted of 146 secondary school principals. The descriptive correlational method was employed, and a questionnaire measuring organizational flexibility, administrative excellence, and organizational learning was used as the research instrument. The findings showed a positive effect of the administrative

excellence program on improving organizational learning by facilitating the acquisition of new knowledge and experiences and developing competencies.

3.1 Distinctiveness of the current study compared to previous studies

The present study focuses on examining the impact of organizational learning on achieving institutional excellence in basic education schools in the Sultanate of Oman, in light of contemporary challenges and the requirements of educational development, and in alignment with Oman Vision 2040. It represents a qualitative addition to Arabic literature by integrating organizational learning and institutional excellence within a theoretical and applied framework that highlights the importance of organizational learning as a strategic approach to improving institutional performance and opening avenues for future research.

3.2 Research methodology

The study adopted the descriptive research method, which Darwish (2018, p. 118) defined as “a general study of an existing phenomenon within a specific group, in a particular place, and at the present time. It is a method of analysis and interpretation conducted in a systematic and scientific manner in order to achieve specific objectives related to a social problem.”

3.3 Population and sample of the study

The study population consisted of all teachers of basic education schools in Al-Buraimi Governorate and North Al-Batinah Governorate in the Sultanate of Oman, totaling 13,071 male and female teachers. This included 1,468 teachers in Al-Buraimi Governorate and 11,603 teachers in North Al-Batinah Governorate, according to the Statistics Section at the Directorate General of Education.

The study sample comprised 372 participants selected from the study population using the convenient random sampling method, in accordance with the Krejci and Morgan

formula. The questionnaire was distributed by converting it into a Google Form and disseminating it to the study sample.

3.4 Characteristics of the study sample

Frequencies and percentages were calculated for the general information of the study sample participants, which included demographic variables such as gender, academic qualification, and years of experience, as follows:

Table 1

Demographic variables such as gender, academic qualification, and years of experience

Variable	Category	Frequency	Percentage
Gender	Male	195	52.4%
	Female	177	47.6%
	Total	372	100%
Academic Qualification	Bachelor's Degree	280	75.3%
	Master's Degree	92	24.7%
	Total	372	100%
Years of Experience	Less than 5 years	100	26.9%
	From 5 to less than 10 years	125	33.6%
	More than 10 years	147	39.5%
	Total	372	100%

3.5 Findings related to sample characteristics

It is evident from the previous table that the highest percentage of the sample participants according to gender was 52.4% for males, followed by a lower percentage of 47.6% for females. Regarding academic qualification, the highest percentage was 75.3% for those holding a bachelor's degree, followed by a lower percentage of 24.7% for those holding a master's degree. With respect to years of experience, the highest percentage was 39.5% for participants with more than 10 years of experience, followed by 33.6% for those with 5 to less than 10 years of experience, while the lowest percentage was 26.9% for those with less than 5 years of experience.

3.6 Research instrument and its validity and reliability

The researchers developed a questionnaire to examine the effect of organizational learning on achieving institutional excellence in basic education schools in the Sultanate of Oman in light of Oman Vision 2040. Its validity and reliability were verified using several methods. Content validity was established through expert judgment, whereby the questionnaire was sent to a panel of experts to evaluate the linguistic formulation, clarity, and relevance of the items to the instrument. Based on the agreement of more than 80% of the experts, some items were deleted or rephrased. Accordingly, the questionnaire reached its final validated form, consisting of 35 items distributed across two main dimensions.

The validity and reliability of the questionnaire were further verified by administering it to a pilot sample of 30 participants drawn from the study population, as follows:

3.6.1 *First dimension: organizational learning*

Internal consistency validity was calculated, and the correlation coefficients were found to be high, ranging from .708** to .798**. The overall construct validity of the dimension was also verified, with correlation values ranging between .809** and .838**. Cronbach's alpha coefficients for the sub-dimensions ranged from .823 to .864, while the overall reliability coefficient for the dimension reached .904.

3.6.2 *Second dimension: institutional excellence*

Internal consistency validity was calculated, and the correlation coefficients were high, ranging from .705** to .786**. The overall construct validity of the dimension was also verified, with correlation values ranging between .793** and .857**. Cronbach's alpha coefficients for the sub-dimensions ranged from .811 to .854, while the overall reliability coefficient for the dimension reached .899.

3.6.3 Statistical methods

The researchers used the Statistical Package for the Social Sciences (SPSS) to analyze the data and extract results using the following statistical techniques: Pearson correlation coefficient, Cronbach's alpha coefficient, frequencies and percentages, means and standard deviations, linear regression analysis, and the range equation. The level of response was determined as follows: very low (1), low (2), moderate (3), high (4), and very high (5). The degree of attainment for each dimension was interpreted based on the following criteria:

- From 1.00 to less than 1.80: Very low level of response
- From 1.80 to less than 2.60: Low level of response
- From 2.60 to less than 3.40: Moderate level of response
- From 3.40 to less than 4.20: High level of response
- From 4.20 to 5.00: Very high level of response

4 PRESENTATION AND DISCUSSION OF THE STUDY RESULTS

First: Presentation and discussion of the results related to the first research question, which states:

“What is the level of organizational learning among principals of basic education schools in the Sultanate of Oman?”

To answer this question, the means and standard deviations of the dimensions of the first axis (organizational learning) were calculated. These dimensions were then ranked in descending order according to the mean score for each dimension, as shown in the following table:

Table 2

Means and Standard Deviations of the Dimensions of the First Axis (Organizational Learning)

No.	Dimension	Mean	Standard Deviation	Level of Response	Rank
2	Second Dimension: Strategic	3.99	0.651	High	1
1	First Dimension: Administrative	3.74	0.726	High	2
3	Third Dimension: Cultural	3.65	0.661	High	3
	Overall Mean	3.79	0.513	High	—

It is evident from the previous table that the overall mean of the dimensions of the first axis (organizational learning) was 3.79, with a standard deviation of .513, indicating a **high** level of response.

The high level of organizational learning can be interpreted as reflecting that schools provide an environment that encourages the acquisition of new knowledge, the exchange of experiences among teachers, and the adoption of practices that promote developmental thinking and the improvement of work methods. This also indicates the presence of an institutional orientation that supports building the capacities of educational staff and provides them with opportunities to experiment with innovative approaches in teaching and administration. Consequently, learning becomes a continuous process that contributes to enhancing performance efficiency and achieving institutional excellence.

The dimensions of the first axis (organizational learning) are discussed in greater detail as follows:

4.1 First dimension: administrative dimension

The means and standard deviations of the items related to the first dimension (administrative) were calculated, and these items were then ranked in descending order according to their mean scores, as illustrated in the following table:

Table 3

Means and Standard Deviations of Responses to the Items of the Administrative Dimension

No.	Statement	Mean	Standard Deviation	Rank	Level of Response
1	The school provides communication channels among its various departments.	4.06	1.089	1	High
2	The school clearly identifies objectives to support organizational learning.	3.86	1.326	2	High
3	The school provides work teams that support organizational learning.	3.70	1.206	3	High
4	The school adopts clear administrative policies to support organizational learning.	3.59	1.200	4	High
5	The school holds periodic meetings to analyze organizational performance.	3.47	1.207	5	High
	Overall Mean	3.74	0.726	—	High

It is evident from the previous table that the overall mean of the first dimension (administrative) was 3.74, with a standard deviation of .726, indicating a **high** level of response.

The high level of response for the administrative dimension can be interpreted as reflecting that school administrations have a clear orientation toward building staff capacities and continuously developing their administrative skills. These results indicate the presence of administrative practices based on accumulating experiences, reviewing performance, and learning lessons from previous situations, which helps improve planning, organization, and decision-making processes.

4.2 Second dimension: strategic dimension

The means and standard deviations of the items related to the second dimension (strategic) were calculated, and these items were then ranked in descending order according to their mean scores, as shown in the following table:

Table 4*Means and Standard Deviations of Responses to the Items of the Strategic Dimension*

No.	Statement	Mean	Standard Deviation	Rank	Level of Response
1	The school employs modern technology to support organizational learning strategies.	4.17	1.089	1	High
2	The school analyzes the surrounding environment continuously to develop its educational policies in line with organizational learning.	4.08	1.236	2	High
3	The school's administrative practices align with Oman Vision 2040.	4.05	1.222	3	High
4	The school involves teachers in formulating its strategic goals that include organizational learning.	3.90	1.201	4	High
5	The school is committed to integrating organizational learning into its vision and mission.	3.92	1.374	5	High
6	The school relies on improving performance plans based on the results of organizational learning.	3.85	1.333	6	High
	Overall Mean	3.99	0.651	—	High

It is evident from the previous table that the overall mean of the second dimension (strategic) was 3.99, with a standard deviation of .651, indicating a **high** level of response.

The high level of response for the strategic dimension can be interpreted as indicating that school management adopts a strategic perspective based on analyzing experiences, anticipating future changes, and utilizing accumulated knowledge in developing plans. This also demonstrates that schools are able to link learning to their long-term goals and direct efforts toward building a work system capable of adaptation and enhancing its competitive capacity, thereby increasing opportunities for achieving institutional excellence in line with future development requirements.

4.3 Third dimension: cultural dimension

The means and standard deviations of the items related to the third dimension (cultural) were calculated, and these items were then ranked in descending order according to their mean scores, as illustrated in the following table:

Table 5*Means and Standard Deviations of Responses to the Items of the Cultural Dimension*

No.	Statement	Mean	Standard Deviation	Rank	Level of Response
1	The school provides continuous professional development opportunities for teachers.	3.92	1.258	1	High
2	The school motivates teachers to develop their professional skills and competencies.	3.69	1.332	2	High
3	The school supports a culture of adaptation to new changes and positive interaction with them.	3.64	1.344	3	High
4	The school continuously evaluates its educational and technical systems.	3.63	1.432	4	High
5	The school encourages staff initiatives to improve school work.	3.59	1.413	5	High
6	The school provides diverse resources to support continuous learning for teachers.	3.58	1.346	6	High
7	The school promotes the value of teamwork among members of the school community.	3.50	1.386	7	High
	Overall Mean	3.65	0.661	—	High

It is evident from the previous table that the overall mean of the third dimension (cultural) was 3.65, with a standard deviation of .661, indicating a **high** level of response.

The high level of response for the cultural dimension can be interpreted as reflecting that schools possess a work culture that supports collective learning and the exchange of knowledge among staff. These results indicate the presence of an environment grounded in values of cooperation, openness to new ideas, and encouragement of professional dialogue, which contributes to the development of daily practices. This also suggests that organizational culture plays a role in enhancing participation, accepting change, and adopting innovative approaches, making learning an integral part of the organizational identity and supporting the achievement of higher levels of institutional excellence.

Second: Presentation and discussion of the results related to the second research question, which states:

“What is the level of institutional excellence in basic education schools in the Sultanate of Oman?”

To answer this question, the means and standard deviations of the dimensions of the second axis (institutional excellence) were calculated. These dimensions were then

ranked in descending order according to the mean score for each dimension, as shown in the following table:

Table 6

Means and Standard Deviations of the Dimensions of the Second Axis (Institutional Excellence)

No.	Dimension	Mean	Standard Deviation	Level of Response	Rank
3	Third Dimension: Knowledge	3.94	0.750	High	1
2	Second Dimension: Service	3.61	0.635	High	2
1	First Dimension: Leadership	3.61	0.691	High	3
	Overall Mean	3.71	0.554	High	—

It is evident from the previous table that the overall mean of the dimensions of the second axis (institutional excellence) was 3.71, with a standard deviation of .554, indicating a **high** level of response.

The high level of institutional excellence can be interpreted as reflecting that schools operate within an advanced administrative and educational system that is genuinely committed to improving performance quality and achieving sustainable results. These findings indicate the schools' ability to apply clear effectiveness standards, focus on improving educational services, and enhance stakeholder satisfaction.

The dimensions of the second axis (institutional excellence) are discussed in greater detail as follows:

4.4 First dimension: leadership dimension

The means and standard deviations of the items related to the first dimension (leadership) were calculated, and these items were then ranked in descending order according to their mean scores, as shown in the following table:

Table 7

Means and Standard Deviations of the Sample Participants' Responses to the First Dimension (Leadership)

No.	Statement	Mean	Standard Deviation	Rank	Level of Response
1	School administration contributes to developing teachers' leadership skills.	3.79	1.394	1	High
2	School administration promotes leadership thinking among teachers.	3.69	1.418	2	High
3	School administration provides a motivating environment that supports continuous performance improvement.	3.65	1.464	3	High
4	School administration is committed to applying governance principles in all administrative processes.	3.59	1.399	4	High
5	School administration strengthens partnership with the local community and stakeholders to achieve shared goals.	3.58	1.246	5	High
6	School administration supports research and development as part of its learning strategies.	3.50	1.396	6	High
7	School administration plays a leadership role in guiding the educational process.	3.49	1.477	7	High
	Overall Mean	3.61	0.691	—	High

It is evident from the previous table that the overall mean of the first dimension (leadership) was 3.61, with a standard deviation of .691, indicating a **high** level of response.

The high level of response for the leadership dimension can be interpreted as indicating that school leaders perform their roles with a high degree of efficiency and adopt administrative approaches that support and motivate staff toward achieving shared goals. These results reflect leaders' ability to provide clear direction, enhance communication, and create an environment that encourages innovation and initiative.

4.5 Second dimension: service dimension

The means and standard deviations of the items related to the second dimension (service) were calculated, and these items were then ranked in descending order according to their mean scores, as illustrated in the following table:

Table 8

Means and Standard Deviations of the Sample Participants' Responses to the Second Dimension (Service)

No.	Statement	Mean	Standard Deviation	Rank	Level of Response
1	The school provides diverse resources to support the educational process.	3.68	1.522	1	High
2	The school provides modern administrative systems to improve educational administrative processes.	3.63	1.380	2	High
3	The school offers guidance programs to help students develop their academic and social skills.	3.62	1.371	3	High
4	The school provides modern facilities that support effective learning.	3.60	1.425	4	High
5	The school involves parents in decision-making related to the development of school services.	3.50	1.425	5	High
	Overall Mean	3.61	0.635	—	High

It is evident from the previous table that the overall mean of the second dimension (service) was 3.61, with a standard deviation of .635, indicating a **high** level of response.

The high level of response for the service dimension can be interpreted as indicating that schools provide educational and administrative services characterized by quality and efficiency and that meet beneficiaries' needs in a distinguished manner. These results reflect the institution's attention to developing service delivery mechanisms, improving responsiveness, and providing a comfortable and supportive school environment for students, parents, and staff.

4.6 Third dimension: knowledge dimension

The means and standard deviations of the items related to the third dimension (knowledge) were calculated, and these items were then ranked in descending order according to their mean scores, as shown in the following table:

Table 9

Means and Standard Deviations of the Sample Participants' Responses to the Third Dimension (Knowledge)

No.	Statement	Mean	Standard Deviation	Rank	Level of Response
1	The school provides information systems that help organize and manage knowledge effectively.	4.18	1.062	1	High
2	The school is keen on documenting experiences and best practices.	4.02	1.230	2	High
3	The school encourages teachers to engage in continuous learning of modern teaching methods.	3.98	1.334	3	High
4	The school encourages knowledge exchange among teachers through periodic meetings.	3.91	1.270	4	High
5	The school relies on electronic platforms for sharing knowledge and experiences.	3.64	1.374	5	High
	Overall Mean	3.94	0.750	—	High

It is evident from the previous table that the overall mean of the third dimension (knowledge) was 3.94, with a standard deviation of .750, indicating a **high** level of response.

The high level of response for the knowledge dimension can be interpreted as reflecting that schools possess a strong capacity to manage and utilize knowledge in developing their performance. These results indicate the institution's attention to collecting and analyzing information and benefiting from accumulated experiences to improve educational and administrative practices. They also suggest that staff actively participate in knowledge sharing and applying new ideas, which enhances the quality of decision-making and supports innovation within the school.

Third: Presentation and discussion of the results related to the third research question, which states:

“Is there a statistically significant effect of organizational learning on achieving institutional excellence in basic education schools in the Sultanate of Oman?”

To answer this question, multiple linear regression analysis was employed. The following table presents the results:

Table 10*Effect of Organizational Learning on Institutional Excellence*

Independent Variable	B	Beta	R	R²	T-value	Sig. (T)
First Dimension: Administrative	0.650	-0.054	0.961	0.923	1.188	0.235
Second Dimension: Strategic	0.244	0.209	—	—	6.005	0.001
Third Dimension: Cultural	0.851	0.821	—	—	18.295	0.001
Model Statistics	Value					
Constant	-0.223					
Adjusted R ²	0.923					
F-value	1480.111					
Sig. (F)	0.001 (Significant Model)					

It is evident from the previous table that there is a statistically significant effect of organizational learning on institutional excellence. The value of (R) reached .961^a at a significance level of .001^b. Moreover, organizational learning explains 92.3% of the variance in institutional excellence, as indicated by the value of (R²). The value of (F) was 1480.111, which reflects the high explanatory power of the multiple linear regression model, its adequacy, and its ability to predict the value of the dependent variable based on the independent variable. Accordingly, it is possible to predict the effect of organizational learning on institutional excellence.

This finding can be interpreted to indicate that learning practices within schools contribute directly and effectively to improving the quality of institutional performance. It also reflects that adopting continuous learning approaches, exchanging experiences, and developing knowledge has a positive impact on the institution's ability to manage its operations efficiently and achieve its goals more effectively.

The effect of the dimensions of the first axis (organizational learning) on the second axis (institutional excellence) is discussed in more detail as follows:

4.7 First Dimension: administrative dimension

Table 11

Effect of the First Dimension (Administrative) on Institutional Excellence

Independent Variable	B	Beta	R	R²	T-value	Sig. (T)
First Dimension: Administrative	1.090	0.905	0.905	0.819	40.881	0.001
Model Statistics	Value					
Constant	-0.460					
Adjusted R ²	0.818					
F-value	1671.271					
Sig. (F)	0.001 (Significant Model)					

It is evident from the previous table that there is a statistically significant effect of the first dimension (administrative) on institutional excellence. The value of (R) reached .905^a at a significance level of .001^b. Moreover, the administrative dimension explains 81.9% of the variance in institutional excellence, as indicated by the value of (R²). The value of (F) was 1671.271, which reflects the high explanatory power of the simple linear regression model, its adequacy, and its ability to predict the dependent variable based on the independent variable. Accordingly, it is possible to predict the effect of the administrative dimension on institutional excellence.

This finding can be interpreted as indicating that effective administrative practices within schools play a decisive role in improving overall institutional performance. It also reflects that sound organization, well-considered decision-making, and effective follow-up on plan implementation contribute directly to enhancing work efficiency and achieving institutional objectives.

4.8 Second dimension: strategic dimension

Table 12

Effect of the Second Dimension (Strategic) on Institutional Excellence

Independent Variable	B	Beta	R	R²	T-value	Sig. (T)
Second Dimension: Strategic	1.043	0.895	0.895	0.801	38.572	0.001
Model Statistics		Value				
Constant	-0.553					
Adjusted R ²	0.800					
F-value	1487.761					
Sig. (F)	0.001 (Significant Model)					

It is evident from the previous table that there is a statistically significant effect of the second dimension (strategic) on institutional excellence. The value of (R) reached .895^a at a significance level of .001^b. Moreover, the strategic dimension explains 80.1% of the variance in institutional excellence, as indicated by the value of (R²). The value of (F) was 1487.761, which reflects the high explanatory power of the simple linear regression model, its adequacy, and its ability to predict the dependent variable based on the independent variable. Accordingly, it is possible to predict the effect of the strategic dimension on institutional excellence.

This finding can be interpreted as indicating that practices related to future planning and the school's long-term vision contribute effectively to improving institutional performance. It also reflects the administration's ability to anticipate changes, develop well-considered plans, and link organizational learning to clear institutional objectives, thereby enhancing informed decision-making and achieving sustainable development.

4.9 Third dimension: cultural dimension

Table 13

Effect of the Third Dimension (Cultural) on Institutional Excellence

Independent Variable	B	Beta	R	R ²	T-value	Sig. (T)
Third Dimension: Cultural	0.992	0.957	0.957	0.916	63.396	0.001
Model Statistics		Value				
Constant		-0.009				
Adjusted R ²		0.915				
F-value		4019.104				
Sig. (F)		0.001 (Significant Model)				

It is evident from the previous table that there is a statistically significant effect of the third dimension (cultural) on institutional excellence. The value of (R) reached .957^a at a significance level of .001^b. Moreover, the cultural dimension explains 91.6% of the variance in institutional excellence, as indicated by the value of (R²). The value of (F) was 4019.104, which reflects the high explanatory power of the simple linear regression model, its adequacy, and its ability to predict the dependent variable based on the independent variable. Accordingly, it is possible to predict the effect of the cultural dimension on institutional excellence.

This finding can be interpreted as indicating that organizational culture within schools plays a significant role in enhancing performance quality and raising levels of excellence. It reflects that adopting values of cooperation, openness to new ideas, and encouraging the exchange of experiences among staff contributes directly to improving work practices and strengthening team spirit.

5 RECOMMENDATIONS

- Strengthening sustainable organizational learning through continuous training, knowledge sharing, and the use of modern educational technologies, thereby contributing to improved school performance.
- Aligning organizational learning strategies with the school's strategic objectives to support institutional excellence and achieve high-quality educational outcomes.

- Establishing an institutional culture that supports change and innovation by activating the role of school leadership and encouraging individual and collective initiatives.
- Developing periodic evaluation mechanisms and effective community partnerships to measure the impact of organizational learning on institutional performance and enhance stakeholder satisfaction.

5.1 Research suggestions

Conducting future research on:

- The impact of organizational learning on enhancing institutional excellence in basic education schools in the Sultanate of Oman.
- The relationship between organizational learning and institutional excellence: an applied study in basic education schools.

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Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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