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PROVIDING A MATHEMATICAL MODEL OF ORGANIZATIONAL LEARNING BASED ON THE ORGANIZATIONAL CULTURE IN CENTRAL DEPARTMENT OF ISLAMIC AZAD UNIVERSITY

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ABSTRACT
This study aims at providing an organizational learning model based on the organizational culture. The statistical population of study consists of employees in central department of Islamic Azad University and 300 ones are selected as the samples through the random simple method. The research has descriptive and correlative method. The research tool includes Watkins & Marsick's organizational learning questionnaire (1991) with Cronbach's alpha of 0.97, and the organizational culture based on Robbins theory with Cronbach's alpha equal to 0.93. The results of multiple regression analysis indicate that: 1- There is a relationship between the organizational culture and organizational learning. 2- There is a relationship between the organizational culture and its dimensions with organizational learning, and the model of organizational learning based on organizational culture and its dimensions is as follows.
Organizational learning= 0.83×organizational culture + 8.916
Organizational learning= 0.29×creativity+ 0.22×risk taking+ 0.12× integrity+21.22

Keywords: Organizational Learning, Organizational Culture, Islamic Azad University

INTRODUCTION
In today's complex and variable world, the survival of organizations depends on their ability to gain required knowledge and information. On the other hand, the increasing complexity and dynamism of environment have led to the uncertainty and instability for organizations and groups and the organizations need to develop their knowledge about the environment and enhance the organizational knowledge for their survival in these conditions. In this competitive and changing environment, the organizations which have the organizational learning ability and can learn the required organizational knowledge from environmental changes and internal and external organizational experiences can survive and thrive and changed to the learning organizations. Senge (1999) believes that the organizations will be either learning in the future or will gradually fail (Najaf, 2005).
The human organizations and societies should be changed proportional to the global changes not only for achieving the excellence, but also for survival. The organizations and communities, which do not have the ability to change properly, become weak or fail compared to other similar communities, but the appropriate change is complex in human communities (Senge, 1999). Learning is the beginning of evolution and the more the human knowledge and development are enhanced, the more the need for learning is increased. Alvin Toffler said: "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn" (Tousi, 2006). Thus, learning clearly affects the human behavior in organizations (Luthans, 1996). It seems that three categories of employee empowerment, organizational learning, and knowledge management are the tools which facilitate the organizational development. The organizational learning is a process in which the organization learns to change and improves its functions and be developed continuously with improvement of abilities over time (Alvani, 1999).
The organizational learning can be considered as the increased individual or organizational capacity which leads to the effective performance. The organizations can adapt themselves to the environmental changes and avoid the past errors through learning. In fact, the organizational learning means the process of detecting the errors and problems and solving them (Rahnavard, 1999).

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Watkins & Marsick have considered three levels for learning:

In team or group learning, the teams have the power of learning and become superior tolearning process in which the members are developing simultaneously with group. The team learning is fundamentally important because the teams, not individuals, are the basic units of learning in new organizations (Esmaeili, 2001). The organizational learning which often defines the learning organizations and conditions of their creation and development.

There are different views on the component and elements of organizational culture. The elements of organizational culture and their relationships create the model which distinguishes an organization from other organization. Some of the experts believe that the following special ten combinations and coordination create the basis for organizational culture: 1- Personal initiative: the individual rate of responsibility, freedom and independence. 2- Risk taking: The rate of employee encouragement to risk-taking, creativity and impetuosity. 3- Guidance and supervision: The extent to which the management develops the clear goals and expects high performance. 4- Coherence: The extent to which the managers encourage the organizational units to coordinated functions with other units. 5- Management support: The relationship between the organizational managers and employees; this relationship helps and supports them. 6- Control: The number of laws and regulations which the managers have for direct observation of employee behavior. 7- Identity: The extent based on which the individuals determine their identity with organization as a whole against the specific work group or particular professional system. 8- Encouraging system: The degree under which the reward (such as salary increase, promotion) depends on the employee performance indexes against the long work background and being beloved and so on. 9- Dealing with the difference of opinion: The extent to which the employees are encouraged to clearly express their disagreements and criticism. 10- Communication model: The extent to which the organizational communications are limited to the formal hierarchy of authority. An image can be obtained from the culture of organization by evaluating it based on ten above characteristics. This image becomes the basis for employees' common perceptions and feelings about the organization and the way of doing the tasks and their desired behavior (Robbins, 1997).

The culture essentially roots in three sources: a) The founders' beliefs, values and assumptions in the organizations, b) Learned experiences by group members as the parts of organization over time; c) The new beliefs, values and assumptions which are brought into the organization by members and leaders. Despite the fact that these strategies and tools play the vital role in forming the organizational culture, the founders have the highest impact in the organization. The founders usually have the major impact on the adaption of group operations to the environment and internal cohesion (Sharifzadeh, 1998).

The organizational culture arises from the founders' philosophy in the organization. This philosophy has a strong impact on the indices which are utilized in the state retirement process. The senior managers' measures determine the general organizational climate (what is acceptable and what is not proper). The individuals' socialization in the organization depends on the adaption of individual values to preferences of top management by organization during the selection process.

The organizational culture is also affected by managers' beliefs, values and attitudes. The senior managers have relative stable values and beliefs and discuss about the acceptable or non acceptable matters and lead the employees' behavior and action in achieving the organizational goals in the organization. In fact, the managers are the outcome of culture and their decisions are within the cultural framework they work in; on the other hand, the employees constantly monitor the employees' behavior and remember every event which is resulted from the manager's measure. The justice, hurry, arrogance, affection and other managers' characteristics affect the creation of organizational culture and their viewpoints; in general the managers are the culture makers who can provide the staff optimum change conditions by being the models in their self performance and behavior. Most of the managers help to create the culture through the following methods:

1- The explicit and clear definition of organizational mission and goals; 2- Defining the basic values, 3- Determining the individual independence ranges; 4- Structuring the work according to the organizational values for obtaining the purposes; 5- Developing the reward system which strengthens the values;6-

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Creating the socialization techniques which attract new workers and strengthen the efficient culture (Kavousi, 2009). The impact of culture on the performance can be investigated from three dimensions of direction, influence and power. According to the direction, the individuals follow the policy in the organization due to the culture. The power indicates the developed influence of culture on the members in the organization. The power is the amount of developed culture impact on the members in the organization. If the culture indicates the proper behavior, it is widely accepted by the members of work group, and it has the high impact on the group members' obedience of selected cultural guiders, it has a positive impact on the organization. One of the researchers discussed in this issue that: 1-The organizational culture distinguishes an organization from other organizations, 2- It gives the identity to the members in the organization, 3- It causes the stability of social system, so that it helps the individuals to detect the proper behavior and speech by providing the standards, 4- Ultimately, the culture, as a control and test mechanism, directs the staff attitude and behavior, so that it decrease their uncertainty of how they do the affairs and what it is important (Kavousi, 2009). Misato (2010) has indicated in a study entitled as "Towards a holistic theory of corporate social responsibility excellence: An examination of the attributes and roles of organizational culture, learning, and stakeholder engagement" that the most essential step in CSR is as follows: (a):Determining the relationship between the organizational culture and CSR learning, (b):Identifying the shared values and goals with domestic and foreign stakeholders, and (c):The managers motivate the employees to achieve the CSR by community service and volunteering in collaboration with foreign stakeholders. This research enhances our knowledge about the CSR from the perspective of organizational culture, learning, stakeholders' involvement, motivation, commitment and human resource development.

In a study entitled as "Understanding the influence of organizational culture and group dynamics on organizational change and learning", Lucas (2004) has indicated that the organizational change requires a change in organizational behavior; a behavioral change which is based on some of learning forms. However, the psychological and organizational factors are often combined with each other to create organizations and thus their members resist the change. The organizational culture features and available groups in that culture can affect the way of individual experience and working groups and create the sense of organizational change and thus consider them as the subsequent effects of learning.

The results of Nadeyna's research (2006) entitled as "How the organizational culture affects the standards of conventional systems" at Angelo University indicate that the organizational culture has a significant effect on the standards of conventional systems, value system of organizational training, increasing the market and employee awareness.

Furthermore, the organizational culture induces the employees how to behave with customers. This is done by necessary training, communication, competition, cooperation and type of management behavior in listening, finding the fact, emphasis, individual and group working. Hay's study (2002) entitled as "The past organizational culture, objectivity, commitment and urban behavior and its changes over time, the relationship and objective talents and citizen commitment and behavior" at University of Oklahoma indicate that some of the changing organizational characteristics including the organizational culture, objectivity, organizational commitment, and citizenship behavior are related to each other and change over time and if an employee wants to stay in the organization, the way of organizational culture, identity and commitment affect him. The results indicate how the empathic behavior changes the mentioned organizational behavior.

Kaningham's research (2003) entitled as "The organizational culture and its unity; receiving the management impact and the relationship between organizational culture and stable talent for doing the common tasks" indicates that the coordination and education are among the main methods in modern economy and investigate different cased of organizational culture and the changes before and after their coordination; the followed objectives are as follows: 1-Organizational culture before and after coordination, 2-Differences in receiving two cultures, 3-Factors which make cultural differences and ultimately, whether they received cultural differences affect the fixed strategies or financial goals or not. The results indicate that before-coordination culture is a dynamic, flexible but person-oriented culture

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along with high risk, but the after-coordination culture is formulated and regular, according to the rule and regulation, stable and non-changeable and effective.

The results of Dehghan's research (2008) entitled as "The relationship between organizational culture and managers' leadership style with physical education teachers' creativity" indicate that the necessity for providing the strategies such as providing the research facilities of education for managers and teachers and accepting the research costs makes it essential to establish proper communication by methods of educating the creative problem solving skills and enhancing the atmosphere of mutual understanding and cooperation with management. The results of Bahadori's research (Bahadori, 2006) entitled as "Investigating the relationship between organizational culture and entrepreneurship with principals' performance at state universities of Tehran" indicate that there is a significant positive relationship between the organizational culture and managers' performance, while there is no significant relationship between the managers' entrepreneurship and their performance.

Results of Sharifi's (2005) research entitled as "Investigating the effect of organizational culture on effectiveness of organization's human resources" indicate that there is a significant relationship between the organizational culture and its factors with effectiveness of human resources. Furthermore, among the factors of organizational culture, the responsibility has the maximum impact on the effectiveness of human resources.

Results of Rasaeinia's research (2008) entitled as "Investigating the impact of knowledge management on the managers' performance indicate that there is a significant positive relationship between 4 components of knowledge management and the managers' performance. In other words, the increase in organizational culture, information technology, knowledge sharing and senior managers' support will lead to the enhanced managers' performance.

Results of (Eftekhari's, 2008) research entitled as "Investigating the relationship between the organizational culture and Islamic knowledge management "indicate that there is a high correlation between the organizational culture and knowledge management, thus the organization should support in providing the new ideas, strengthening the sharing and learning culture, knowledge exchange, and individual experiences, etc in order to utilize the organizational culture for facilitating the knowledge creation and transfer.

The organizational culture is also a variable which affects the organizational learning. The organizational culture also refers to a system of shared meanings which areretained by the members in an organization and distinguishes an organization from others. This system consists of shared meanings and a set of key characteristics and the organization considers value for it (Robbins, 1997).

In a study entitled as "Evaluating the effectiveness of provosts in building a student learning assessment-supportive organizational culture: A multiple-site evaluation within the California State University system", Procello (2008) has focused on supporting and assessing the student learning at the organizational levels and referred to the need for all university authorities' involvement and researchers' attention to the official's important and main roles in the organizations because they have the power of determining the allocation of internal resources in the organization. The research results indicate the provosts' efficiency in building a student learning assessment-supportive organizational culture.

In a research entitled as "Leading with learning: Cultivating effective performance management and supporting organizational culture change", Parker (2008) designs the methods for strengthening learning in managers and supervisors. The main objective of learning project is to review the program in the field of management performance and focus on the adult operational and flexible learning strategies, and their training and activities and it pays attention to the review of programs, activities of traditional formal learning and creation of a college-going culture (CGC). Thus, it is concluded that it can help the organizations to create the response to its continuous change in gaining the experience.

In a research entitled as "Learning styles diversity: Implications for the organizational culture of university student cohorts" (Rinkoff, 2007) investigates different learning methods and identification of behavioral criteria associated with the general and public organizational cultures and indicates that the learning methods have been important in institutional teaching; and the organizational behavior such as

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the group dynamics, learning group, cultural group and learning organizations have also been effective in this regard.

In a research entitled as "Organizational culture, learning orientation, and effectiveness", Gregory, (Brian, 2004) considers the impact of organizational culture on the firm effectiveness as the hypothesis which is clearly provided by numerous managers and management researchers. The results indicate the cultural balance as a factor and driving force after the obtained organizational effectiveness. The cultural balance refers to the organizational cultures which simultaneously support the set of opposite values. Furthermore, the learning focus is associated with the balanced cultures and the learning navigation supports the complexity in maintaining the balance in the set of cultural values.

In a research entitled as "Evaluation of organizational learning at Malek-Ashtar University of Technology" and with the aim at evaluating the extent of organizational learning in the form of a systematic model by Michael Marquardt at mentioned university, (Shourabi.,2008)indicates that the shared vision, organizational culture, and employee competence development are partially considered at university with minimum acceptable score.

In a study of entitled as "Investigating the effect of organizational culture on the student learning at schools" (Shahrokhi, 2000) concludes that four parameters (Students' participation in teamwork, close relationship with school authorities, management style, and teachers' behavior and social relationships with students) affect the students' degrees of learning at school.

In a research entitled as "Investigating the method of establishing the learning organization at department of education in Mazandaran Province", (Eslamifar., 2005) studies the current status of organizational learning at department of education in Mazandaran Province with regard to the characteristics of a learning organization according to literature and previous research based on learning index in learning organization (shared vision, individual capability, strong culture, thoughtful leader, information exchange, and horizontal structure) and the obtained result is as follows considering the score 5 for optimal status of each index: Shared vision 56.3,individual capability 42.3,strong culture 23.3, thoughtful leader 28.3,information exchange 75.2.

The examination of scores above indicates the distance between elements and optimal status and this has attracted the attention of management to organizational learning.

Ina research entitled as "Designing and introducing a model for applying the characteristics of learning organization in administrative system of Iran", (Daneshfard.,2001)has utilized the principles of learning organization provided by Peter Senge and considered five factors, the structure, culture, decision-making, workplace, and technology, as the main factors affecting the organizational learning.

The aim of this study is to provide a model for organizational learning based on the managers' use of Information and Communication Technology and organizational culture in central department of Islamic Azad University.

MATERIALS AND METHODS
This study has the descriptive and correlative method.
Statistical population, sample and sampling method:
The studied statistical population in this research covers 1400 employees in central department of Islamic Azad University in 2010. The statistical sample is equal to 300 according to Morgan Table and the sampling method is done by simple random method.
Data collection method:
Data for this study is collected from two questionnaires. This study utilizes Watkins & Marsick's questionnaire for measuring the organizational learning and thus α=0.97. This questionnaire consists of 43 questions and has three levels: 1-Personal (questions 1 to 13), 2- Group (questions 14 to 19); and 3-Organizational (questions 20 to 43). In this study, the organizational culture is measured based on the Stephen Robbins theory in the form of a 28-questionresearcher-made questionnaire (questions 44 to 71) and thusα=0.93 and it has dimensions of individual creativity (questions 44, 46, 53, 70), risk-taking (questions 58, 60,68), leadership style (questions 50.56, 64, 71), integrity (cohesion) (questions 47, 48,

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55), coping with conflict (questions 52, 59, 62), management support (questions 69,66,49), control (questions 45, 54, 63, 65) and reward system (questions 51, 57, 61, 67).

RESULTS AND DISCUSSION

In this study, the subjects consists of personnel including 131 men, 164 women, 184 married and 108 single. The group of managers (CEO, deputy, boss, authority) includes 30 men, 70 women, 69 married and 24 single. 54 employees have diploma and associate degree, 165 bachelor, 77 master; and 68 managers have master and above degree and 30 ones bachelor. 105 employees have work experience of less than 5 years, 86 ones from 6 and 10 years, 103 ones have eleven years of experience and above. 13 managers have work experience of less than 5 years, 43 ones from 6 to 10 years, 40 ones have eleven years of experience and above. The manager's frequency distribution and percentage for Position variable are as follows: 22 authorities, 37 bosses, 16 deputies, and 16 CEOs.

Research question 1- Is there a relationship between organizational culture and organizational learning?

To answer this question, this study applies the regression. The regression model and its equation are presented in the table below.

Table 1: Summary of model

Correlation coefficient	Correlation coefficient square	Adjusted correlation coefficient square	Standard error of approximation
0.826	0.681	0.680	19.011

Table 1 shows the correlation coefficient, correlation coefficient square or coefficient of determination, so that the correlation between these variables is very high and equal to 0.82. Furthermore, the coefficient of determination indicates that 0.68% of changes in the organizational learning as the dependent variable is covered by the organizational culture as the independent variable.

Table 2: Summary of model

	Sum of squares	Degrees of freedom	Mean square	F	Significance level
Regression	153880.184	1	153880.184	425.761	0.000
Residual	71923.288	199	361.424		
Total	225803.473	200			

Since thesignificance level presented in Table 2 is below 0.05, it allows theanalysis of regression equation.

Table 3: Regression coefficients

Independent variable	Non-standardized coefficients		Standardized coefficients	t	Significance level
	B	Standard error	Beta		
Constant value	8.916	5.631		1.583	0.115
Organizational culture	1.396	0.068	0.826	20.634	0.000

The correlation between organizational culture and learning is equal to 0.82 and the coefficient of determination equal to 0.68, and according to the significance level of 0.000 and f equal to 425.761, the regression equation is statistically significant. In accurate words, 68% of changes in learning organization

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as the dependent variable is covered by the organizational culture as the independent variable. The obtained value of beta in stepwise regression is equal to 0.826 for organizational culture variable.

2-Is there a relationship between dimensions of organizational culture and organizational learning? The regression model is applied to answer this research question. The regression model and its equation are presented in the table below.

Table 4: Summary of model

Correlation coefficient	Correlation coefficient square	Adjusted correlation coefficient square	Standard error of approximation
0.839	0.704	0.692	18.644

Table 4 shows the correlation coefficient, correlation coefficient square or coefficient of determination, so that the correlation between these variables is very high and equal to 0.83. Furthermore, the coefficient of determination indicates that 0.70% of changes in the organizational learning as the dependent variable is covered by the organizational culture as the independent variable.

Table 5: Summary of model

	Sum of squares	Degrees of freedom	Mean square	F	Significance level
Regression	159065.648	8	19883.206	57.203	0.000
Residual	66737.825	192	347.593		
Total	225803.473	200			

Since the significance level presented in Table 5 is below 0.05, it allows the analysis of regression equation.

Table 6: Regression

Independent variable	Non-standardized coefficients B	Standard error	Standardized coefficients Beta	t	Significance level
Constant value	21.122	7.658	-	2.758	0.006
Individual creativity	2.522	0.790	0.288	3.194	0.002
Risk taking	2.597	0.840	0.224	3.093	0.002
Leadership style	1.043	0.676	0.113	1.544	0.124
Integrity	1.372	0.643	0.120	2.134	0.034
Coping withconflict for ten Conflict	1.068	0.962	0.067	1.110	0.268
Manager's support	1.073	0.851	0.091	1.261	0.209
Control	0.235	0.567	0.021	0.415	0.679
Reward system	0.572	0.635	0.059	0.900	0.369

The correlation between dimensions of organizational culture and learning is equal to 0.83 and the coefficient of determination equal to 0.70, and according to the significance level of 0.000 and f equal to 57.2, the regression equation is statistically significant. In accurate words, 70% of changes in learning

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organization as the dependent variable are covered by the organizational culture as the independent variable. The obtained value of beta in stepwise regression is equal to 0.288 for individual creativity, and 0.224 for risk taking and 0.12 for integrity.

Discussion

The result of this study indicates that there is a positive and significant relationship between organizational culture and learning, and this relationship is equal to 0.82 between these variables and is at extremely high level. Furthermore, this research is consistent with the following studies.

In a research entitled as "The relationship of organizational culture and effectiveness in assessing student learning outside the classroom", Esposito and Anthony indicate that there is a positive correlation between in assessment of learning outside the classroom and organizational cultures which encourage the employees to preserve the internal and external balances. According to the results of Lucas's research (Lucas, 2004) entitled as a "Understanding the influence of organizational culture and group dynamics on organizational change and learning", the organizational change requires a change in organizational behavior; this behavior change is based on some forms of learning.

In a research entitled as "Designing and introducing a model for applying the characteristics of learning organization in administrative system of Iran" (Daneshfard, 2001), has utilized the principles of learning organization provided by Peter and considered five factors, the structure, culture, decision-making, workplace, and technology, as the main factors affecting the organizational learning. In a study of entitled as "Investigating the effect of organizational culture on the student learning at schools" (Shahrokhi, 2000) concludes that four parameters (Students' participation in teamwork, close relationship with school authorities, management style, and teachers' behavior and social relationships with students) affect the students' degrees of learning at school. Results of Rasaeinia's research (2008) entitled as "Investigating the impact of knowledge management on the managers' performance indicate that there is a significant positive relationship between 4 components of knowledge management and the managers' performance. In other words, the increase in organizational culture, information technology, knowledge sharing and senior managers' support will lead to the enhanced managers' performance.

Results of Eftekhari's research (2008) entitled as "Investigating the relationship between the organizational culture and Islamic knowledge management" indicate that there is a high correlation between the organizational culture and knowledge management, thus the organization should support in providing the new ideas, strengthening the sharing and learning culture, knowledge exchange, and individual experiences, etc in order to utilize the organizational culture for facilitating the knowledge creation and transfer.

Based on the research findings, the following items are suggested:

1- The methods should be created for strengthening and promoting the individual creativity among employees in the organization.

2- The appropriate leadership style should be selected for leading the organization in order to reinforce the organizational culture.

3- The right conditions should be created in a way that the integrity is established in the organization.

4- According to research findings and achieving the higher goals of university, it is essential to enhance the organizational culture, knowledge sharing and stability and continuity of learning for employees.

5-Furthermore, the managers should teach the individuals the conditions for risk acceptance by staff support.

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