The Relationship between Knowledge Management and Learning Organization of Faculty Members at Islamic Azad University, Shiraz Branch in Academic year. (2010-2011)

Mohammad Jamalzadeh*
Assistant Professor Education Department payame noor University, Iran

Abstract

This Research deals with the Relationship between knowledge management of the faculty members of the Islamic Azad university, Shiraz Branch and organizational learning. For this purpose the researchers used two kinds of questionnaires, namely, knowledge management suggested by Bokoteiz and William (1999) and the validity and reliability of the questionnaire was calculated by the Researchers and the Result was acceptable according to Cronbach alpha and the correlation coefficient was about 74% and the second questionnaire was organizational Learning proposed by Anona Armestrong and Patrick fouly (1988). This questionnaire also showed acceptable reliability and validity. The Researchers Analyzed the Relationship between all elements of knowledge management (Knowledge achievement, Knowledge application, Knowledge evaluation, Knowledge creation, and confirmation) and organizational learning. The statistical population of this Research was 261 members from which 155 were participated and 140 ones totally answered the questionnaires’ items. In both, inferential and descriptive statistics were used in this research. The Results show that there is a positive and meaningful Relationship between knowledge management's elements and organizational learning. Base on the research method and the nature of the study, the present research is descriptive kind of correlation and also the Person correlation was used.

Keywords: Factors of knowledge management, organizational learning, and faculty members.

1. Introduction

As everybody knows the important factors that cause learning and working happen at the highest level of ability love to do something, that is one must have motive or willingness for doing something. As the Japanese philosopher, Kitaro Nishida (2005, pp 199) has suggested, "Knowledge and love are the same mental activities, to know something, we must love it, to love something we must know it". He also added that love is the power by which we grasp ultimate reality. Love is the deepest knowledge of things. This article emphasizes the relationship between knowledge and learning to support ongoing process of learning and to achieve upmost result. Rosch claims that one needs a fundamental reorientation of what science is, recalling Albert Einstein's dictum that problems can never be solved with the same mind that created them. According to Rosch (2005 p:190) "Our sciences need to be performed with the mind of wisdom."

* Mohammad jamalzadeh. Tel.: +009807116317724
E-m. gamalzadeh@pnu.ac.ir

© 2012 Published by Elsevier Ltd. Selection and/or peer review under responsibility of Prof. Dr. Hüseyin Arasli
Open access under CC BY-NC-ND license.
Keywords: Factors of knowledge management, organizational learning, and faculty members.
The main problem for all organizations will be the deficiency of having the system of continuously change and improve its performance based upon the lesson of experience; learning organizations as encouraging and helping all members to learn continuously, while emphasizing information sharing, team work, empowerment, and participation, since the problem of majority of organizations are learning and not having sufficient knowledge management, one of the most important skills that managers need, is emotional maturity which is earned by learning and experience. This research tries to show the relationship between knowledge management and learning organization at IAU, Shiraz Branch. Nowadays, how to run an organization more effectively, more productively, and more competitively, the manager has to create the culture of sustainable learning organization (Drucker, 1974). Survival and success are due to positive relationship between knowledge management and learning organization (Buchana, David, 1997).

As researchers have mentioned the purpose of this study is to find out the relationship between learning organization and knowledge, management of IAU, faculty members.

2. Review of literature:

The purpose of this study was to find out if there is any significant Relationship between the elements of knowledge management and organizational learning, As it is well-known, the important element of any organization should be knowledge and be adaptive to the changes which make the organization suitable with new demand and up to date condition, ongoing change means learning, learning organization is an essential element for survival and success. To reach this important goal every manager should try to bring about the situation for people of an organization to achieve the highest level of knowledge in order to stay up to date. We have to plan to implement learning in all levels of the organization, according to Doming (1985) total quality management which is ongoing learning and quality, depends upon the plan used by managers to make learning knowledge as the always organization activity. As Nichida (1990) said "knowledge and love are same mental activity to love you have to learn, in order to learn, we need to plan execution and control on proper base, love is unconditional, permanent, and an unchangeable element for the development and advancement", since we believe Knowledge management is the key factor for organizational development. Knowledge should be taught by systematic planning and creating the culture of learning at entire levels of organization, according to peter Dracker (1990), organization is socially conscious, Knowledge and innovation driven. Organization is more lattices and a network than a hierarchy. All characteristics which were mentioned above are due to learning organization. Organizations which rely on quick fixes do not we necessarily learning from their endeavours. To avoid making the same mistake. You need to share knowledge about what did work and what did not throughout your organization so that other functional areas with similar problem can apply the solution. Too often a problem is solved by one department, but because the solution is not shared with other departments, only a part of the system benefits while the rest struggle on. Peter Senge (1990) points out that system's thinking is a necessary component of a learning organization, for this important mission we try to find out any Relationship between knowledge management and learning organization among faculty members of Islamic Azad University, Shiraz branch.

Purpose and application of the study. The purpose of this Research is to find out to what extent there is a Relationship between knowledge management and learning organization among the faculty members at Islamic Azad University, Shiraz branch to implement this plan we design five Research hypotheses to find out whether there is any Relationship between the elements of knowledge management and learning organization. This Research was conducted at Islamic Azad University, Shiraz Branch in Academic year (2008-2009).

3. Theoretical Framework

To implement this research, the researchers have to present five hypotheses, the relationship between five elements of knowledge management with learning organization among the faculty members at IAU, Shiraz Branch which were as follows:

1. There is a relationship between the elements of acquisition of knowledge and learning organizational among the faculty members of IAU, Shiraz Branch.
2. There is a relationship between the element of application of knowledge and learning organization among the faculty members at IAU, Shiraz Branch.

3. There is a relationship between the element of knowledge exchange and learning organization among the faculty members at IAU, Shiraz Branch.

4. There is a relationship between the element of knowledge evaluation and learning organization among the faculty members at IAU, Shiraz Branch.

5. There is a relationship between the element of creation and confirmation of knowledge and learning.

4. Methodology

The instruments used were two kinds of questionnaires, that is, the knowledge management by Bokoteiz and William (1994) and learning organization by Anona Armstrong and Patrick Fouly (1988) the first questionnaire has 35 items and the second one 63 items and Likert scale has been conducted for this study. To analyze each hypothesis Pearson correlation coefficient technique has been used. The total statistical population consists of 261 members from which 155 were participated and 140 ones totally answered the questionnaires' item. This sample was selected randomly. This process was bias-free. The survey research method which incorporated the use of the questionnaires were applied to obtain the required data from the respondents. Research type is applied; the data obtained were analyzed by making use of descriptive statistical techniques.

5. Research Findings

Hypothesis number 1: There is a relationship between the elements of acquisition of knowledge and learning organization.

Table 5.1 reveals that the two variables (acquisition of knowledge and learning organization) were significantly different. Thus there is significant relationship between the two variables.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number</th>
<th>Mean</th>
<th>Dispersion</th>
<th>Correlation Coefficient</th>
<th>Significant Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge acquisition</td>
<td>140</td>
<td>15.14</td>
<td>3.2</td>
<td>44%</td>
<td>0.0001</td>
</tr>
<tr>
<td>Learning organization</td>
<td>140</td>
<td>205.8</td>
<td>30.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis Number 2: There is a relationship between the elements of the application of knowledge management and learning organization.

Table 5.2 reveals that the two variables (the application knowledge and learning organization) were significantly different.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number</th>
<th>Mean</th>
<th>Dispersion</th>
<th>Correlation Coefficient</th>
<th>Significant Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of knowledge</td>
<td>140</td>
<td>14.14</td>
<td>3</td>
<td>37%</td>
<td>0.0002</td>
</tr>
<tr>
<td>Learning organization</td>
<td>140</td>
<td>205.8</td>
<td>30.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis Number 3: There is a significant relationship between the elements of knowledge exchange and learning organization.

Table 5.3 reveals that the two variables (elements of knowledge exchange and learning organization) were not significantly different.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number</th>
<th>Mean</th>
<th>Dispersion</th>
<th>Correlation Coefficient</th>
<th>Significant Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge exchange</td>
<td>140</td>
<td>14.3</td>
<td>3.14</td>
<td>46%</td>
<td>0.0001</td>
</tr>
<tr>
<td>Learning organization</td>
<td>140</td>
<td>205.8</td>
<td>30.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hypothesis Number 4: There is a relationship between the elements of knowledge evaluation and learning organization.

Table 5.4 reveals that the two variables were significantly different. Thus there was a significant relationship between the two variables.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number</th>
<th>Mean</th>
<th>Dispersion</th>
<th>Correlation Coefficient</th>
<th>Significant Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge evaluation</td>
<td>140</td>
<td>13</td>
<td>2.8</td>
<td>29%</td>
<td>0.001</td>
</tr>
<tr>
<td>Learning organization</td>
<td>140</td>
<td>205.8</td>
<td>30.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis Number 5: There is a relationship between creation and confirmation of knowledge and learning organization.

Table 5.5 reveals that the two variables (creation and confirmation of knowledge and learning organization) were significantly different.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Number</th>
<th>Mean</th>
<th>Dispersion</th>
<th>Correlation Coefficient</th>
<th>Significant Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>creation and confirmation of knowledge</td>
<td>140</td>
<td>40.2</td>
<td>2.8</td>
<td>30%</td>
<td>0.01</td>
</tr>
<tr>
<td>Learning organization</td>
<td>140</td>
<td>205.8</td>
<td>30.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Conclusion

A survey was done by the researchers in July 2008 with regard to the great importance of relationship between the elements of knowledge management and learning organization of faculty members at Islam Azad University, Shiraz Branch. The participants were asked to complete two kinds of questionnaires. Both questionnaires have been proved from validity and reliability for this research five hypotheses were conducted to get the relationship between five elements of knowledge management (elements of acquisition of knowledge, the application of knowledge, knowledge exchange, creation and confirmation of knowledge) with the learning organization, research type is descriptive kind of correlation, the data obtained were analysed by making use of descriptive statistical technique, especially in the form of Pearson correlation coefficient the result of the study has showed:

1. There is a significant relationship between the element of acquisition of knowledge and learning organization
2. There is a significant relationship between the element of the application of knowledge management and learning organization
3. There is a significant relationship between the element of knowledge evaluation and learning organization
4. There is a significant relationship between the element of creation and confirmation of with learning organization.

At the end, in this article the researchers suggest that there is a meaningful relationship between knowledge management and learning organization, if any organization wants to stay in competitive level and survive with sustainable growth and development needs to implement learning and change continuously in order to exist. With respect to the finding to exist and by successful needs to have total quality management, continuous improvement, this article urges to show all skills especially soft skills to be flexible, rapid response to change and make organization more likely to survive.

Knowledge management involved the standardization and continuous refinement of work methods, the elimination of waste and non-effective activities no defects or error and use of teams or "quality circles" to involve co-workers in achieving organizational goals (Robins, Stephan, 1990).
References

Aggestem, I. (2006), learning organization or knowledge management whit came first, the chicken or the eggs. Information technology and control, vol.35.n.s

Alavi, M. (1994), Knowledge management@knowledge management systems. http://www.rhsmith.umd.edu


Bouthillier, F@shearer, K (2002). Understanding knowledge management and information management the need for an empirical perspectives in formation research, 8.1

Cong@oabdtta (2003), Issues of knowledge management in the public sector, available at, www.ejkm.com


Drucker, Peter. F, Management 1974, USA, New York Fitzhenry@white side limited

Frances Hesselbein and Marshall goldsmith, (2005), the organization of the future, use, CA jossey - Bass publication pp 121.


Hamel Gary (2007), the future of management USA library of congress cataloging.


Rowley, y., (2000), is higher education ready for knowledge management, international journal of education management vol. 14, no 7 Swan, S, preston, (1999), knowledge management-the next fad to forgetpeople. Proceeding of the 7th European conference on information system, copenhagen