The Study of the Relation of Organizational Culture and Organizational Learning in Islamic Azad University of Mashhad

Mahmoud Ghorbani
Management Department
Islamic Azad University, Bojnord Branch
Bojnord, Iran
Drm_ghorbani2020@yahoo.com

Bahareh Sabbagh
Islamic Azad University, Bojnord Branch
Bojnord, Iran

Abstract—The purpose of this research is to study the relationship between organizational culture and Organizational Learning in Islamic Azad University of Mashhad at 2008. Method of the research is descriptive kind of correlation. Population which include totally is the clerks and managers of Azad University in Mashhad at 2008. Sample size is based on Kerjeci Morgan table and consists of 200 people who were selected by the use of random classified sampling method without replacement. Standard Organizational Culture questionnaire based on Denison model was used for gathering information. This questionnaire includes 60 questions along with 5 objects (likert scale) in four dimensions (mission, adaptability, involvement, consistency culture) and also Organizational Learning standard questionnaire, based on Goh model include 21 questions (Likert scale).

The results showed that there is a positive relationship between Organizational Culture and Organizational Learning in Azad University of Mashhad. Also results didn't express any relationship between Involvement Culture and Organizational Learning in Azad University of Mashhad. In addition it was known that there is a positive relationship between Adaptability Culture and Organizational Learning, a positive relationship between Mission Culture and Organizational Learning and a positive relationship between Consistency Culture and Organizational Learning.

Keywords- Organizational Culture, Organizational Learning, Adaptability Culture , Mission Culture, Involvement Culture, Consistency Culture.

I. INTRODUCTION

In the modern turbulence world, all the organizations ought to familiar with the "alteration phenomenon". Deep alterations in society bases and rapid development of sciences and technologies make the organizations to face new conditions; therefore, they highlight organizational learning more than before. Although the concept of the organizational learning has been presented since 50 years ago, it has recently changed to an interesting case for different management schools. So, some widespread researches are allocated to the concept of organizational learning (Tempelton et all, 2002). Learning is led to create the knowledge (explicit or implicit) which increases the distrust and lack of anticipating the affairs. As we said before,

the recent study is about the condition of organizational culture in Mashhad Azad Islamic University as an effective organ in high education in the country. The main question of the survey is: Is there any relationship between organizational culture and organizational learning in Mashhad Azad Islamic University? (In other words, is it possible to anticipate the capacity of organizational learning through organizational culture characteristics?)

II. THEORETICAL PATTERNS OF THE RESEARCH

Although the relationship between cultures and many variants such as functions, exploitation, innovation, strengthening the employees have been examined, there hadn't performed any research about organizational culture and organizational learning. So, in this study, the relationship between organizational culture and organizational learning is examined. The main goal of this research is to find whether there is any relationship between organizational learning and organizational culture in Mashhad Azad Islamic University

In this research, organizational culture (independent variant) has contributed according to Denison organizational culture (4 scales: contribution, constant, mission and compatibility and 12 criteria through 60 questions based on Lycret scale).

A. Organizational learning:

In this research, organizational learning ((dependent variant) has assessed according Richard & Goh (1997) model based on five parameters: 1) the aim would be clear 2) leadership ability and commitment 3) experience 4) knowledge 5) group operation and collective problem solving through questionnaire with 21 questions based on Lycret scale.

III. RESEARCH METHOD

This research is descriptive and correction one. Correlation research divided into different parts. The present research belongs to "survey research" part.

A. Statistical society

The Statistical society of the research of the research includes all the managers and employees in 8 faculty of Mashhad Azad Islamic University (medical faculty, paramedical faculty, basis sciences, humanities, training

education, physical education, engineering, architecture) plus central organization and disciplinary department.

B. Statistical sample

Random sampling is selected in Statistical society for the research. Each of ten units is introduced as a category then a sample proportional to its volume, is chosen from each category. To determine the sample volume, Jersi Morgan table of the sample volume is used. According to the available information in the table, 200 samples are selected from Statistical society. The number of sample, proportionate to its volume is chosen randomly.

C. Information gathering process

Denison questionnaire of organizational culture includes 60 questions and 4 scales (Adaptability Culture, Mission Culture, Involvement Culture and Consistency Culture) and 12 subscales. Each question has 5 points based on Likert.

Goh question of organizational capacity has 21 questions and 5 scales (outlook and commission, management commitment, consigning options, experiment and reward, knowledge transition, collective operation). Each question has 5 points based on Likret scale.

D. Reliability

The reliability of the questions of the research is gained by the experts.

On the other side, the various tools and techniques; such as questionnaire, interview, observation, internet document are used for providing the research data. The variety of the tools provides the credity of the exam and increases the permanence of the data. According to the standards, the tool of research currency is confirmed.

E. Permanence (Validity)

Since Korunbukh Alfa is usually a suitable criterion to assess the validity of measuring tool, so the trust ability of the questionnaire is assesses by Korunbukh Alfa as following: Contribution culture: 0.77, constant: 0.82, compatibility: 0.80, mission: 0.68, organizational learning: 0.80. Thus internal trust of the tool is confirmed.

IV. RESULTS AND DISCUSSION

Main theory: There is a relationship between organizational culture and organizational learning in Mashhad Azad Islamic University.

TABLE I. PIERSON CORRELATION COEFFICIENT BETWEEN ORGANIZATIONAL CULTURE AND ORGANIZATIONAL LEARNING

Row	Statistics test	Amount
1	number	10
2	correlation coefficient	0.647
3	meaningful level	.430

Pierson correlation coefficient between two variants is 0.647 and the meaningful level of Pierson correlation exam is about 0.043 which is less than 0.05. So, corresponding to

Pierson correlation exam principle, we reject the hypothesis "zero" and we accept the hypothesis "one". It means there is a direct relationship between variants, organizational culture and organizational learning

First theory: There is a relationship between involvement culture and organizational learning in Mashhad Azad Islamic University.

TABLE II. PIERSON CORRELATION COEFFICIENT BETWEEN INVOLVEMENT CULTURE AND ORGANIZATIONAL LEARNING

Row	Statistics test	Amount
1	number	10
2	correlation coefficient	0.429
3	meaningful level	0.216

Pierson correlation coefficient between two variants is 0.429 and the meaningful level of Pierson correlation exam is about 0.216 which is more than 0.05. So, corresponding to Pierson correlation exam principle, we accept the hypothesis "zero" and we reject the hypothesis "one". It means there isn't relationship between variants, involvement culture and organizational learning

Second theory: There is a relationship between consistency culture and organizational learning in Mashhad Azad Islamic University.

TABLE III. PIERSON CORRELATION COEFFICIENT BETWEEN CONSISTENCY CULTURE AND ORGANIZATIONAL LEARNING

Row	Statistics test	Amount
1	number	10
2	correlation coefficient	0.853
3	meaningful level	0.002

Pierson correlation coefficient between two variants is 0.853 and the meaningful level of Pierson correlation exam is about 0.002which is less than 0.05. So, corresponding to Pierson correlation exam principle, we reject the hypothesis "zero" and we accept the hypothesis "one". It means there is a direct relationship between variants, organizational culture and organizational learning.

Third theory: There is a relationship between Adaptability culture and organizational learning in Mashhad Azad Islamic University.

TABLE IV. PIERSON CORRELATION COEFFICIENT BETWEEN ADAPTABILITY CULTURE AND ORGANIZATIONAL LEARNING

Row	Statistics test	amount
1	Number	10
2	Correlation coefficient	0.758
3	Meaningful level	0.011

Pierson correlation coefficient between two variants is 0.758 and the meaningful level of Pierson correlation exam is about 0.011which is less than 0.05. So, It means there is a

direct relationship between variants, organizational culture and organizational learning

Fourth theory: There is a relationship between mission culture and organizational learning in Mashhad Azad Islamic University.

TABLE V. CORRELATION COEFFICIENT BETWEEN ADAPTABILITY CULTURE AND ORGANIZATIONAL LEARNING

Row	Statistics test	amount
1	Number	10
2	Correlation coefficient	0.703
3	Meaningful level	0.023

Pierson correlation coefficient between two variants is 0.703 and the meaningful level of Pierson correlation exam is about 0.023which is less than 0.05. So, It means there is a direct relationship between variants, organizational culture and organizational learning

Fifth theory: Organizational learning in the units with involvement culture is more than the units which have adaptability culture.

TABLE VI. DESCRIPTIVE STATISTICS OF ORGANIZATIONAL LEARNING IN INVOLVEMENT AND ADAPTABILITY CULTURES

Row	Statistics test	Amount
1	contribution culture	2.5
2	compatibility culture	1

TABLE VII. MANN-WHITNEY EXAM RESULTS FOR COMPARISON THE ORGANIZATIONAL LEARNING

Statistics u	Statistics z	Meaningful level exam
zero	0.221	0.667

According to the results in the above, the meaningful level is 0.667, so we don't reject hypothesis "zero" in the level $\alpha = 0.05$. It means that there hasn't any difference.

TABLE VIII. RESULTS OF FRIDMAN'S TEST TO EXMINE EFFICIENT ELEMENTS ON ORGANIZATIONAL CALTURE

Row	Statistics test	amount
1	K.D Fridman	22.865
2	Freedom degree	3
3	Meaningful level	0.001

As it is illustrated in the table above, Fridman exam meaningful level is .001 means there is superiority between the subjects which influence the culture.

TABLE IX. RESULTS OF RANKS MEANS TO EXAMINE EFFICIENT ELEMENTS ON ORGANIZATIONAL CULTURE

Row	Ranks means	Variant
1	mission culture	2.92
2	constant culture	2.52
3	adaptability culture	2.30
4	involvement culture	2.26

TABLE X. RESULTS OF PIERSON CORRELATION EXAMINE BETWEEN ORGANIZATIONAL CULTURE AND ORGANIZATIONAL LEARNING WHITE AGE AND SERVICES YEARS.

		Age	Years of services
Correlation coefficient	organizational culture	0.212	0.099
Meaningful level	organizational culture	0.016	0.260

The Correlation coefficient between organizational learning and employees ages is 0.212 and meaningful level exam is 0.016 (less than 0.05). So, there is a positive and meaningful relationship between two variants.

TABLE XI. RESULTS OF SPEARMAN CORRELATION EXAMINE BETWEEN ORGANIZATIONAL CULTURE AND ORGANIZATIONAL LEARNING WITH EDUCATION LEVEL

		Education level
organizational culture	Correlation coefficient	0.033
	Meaningful level	0.705
organizational learning	Correlation coefficient	0.166
	Meaningful level	0.032

The correlation coefficient between organizational learning and employees' education level is 0.166 and Meaningful level exam is 0.032(less than 0.05). So, there is a positive and meaningful relationship between two variants.
There is no relationship between organizational learning and employees' education level.

V. CONCLUSION

There is a direct and meaningful relationship between organizational culture and organizational learning in Mashhad Azad Islamic University.
- There isnot relationship between involvement culture and organizational learning in Mashhad Azad Islamic University.
- There is a direct and meaningful relationship between consistency culture and organizational learning in Mashhad Azad Islamic University.
- There is a direct and meaningful relationship between adaptability culture and organizational learning in Mashhad Azad Islamic University.
- There is a direct and meaningful relationship between mission culture and organizational learning in Mashhad Azad Islamic University.

- There is no meaningful difference between organizational learning in involvement culture and adaptability culture.

- Ranking of organizational culture in Mashhad Azad Islamic University are: 1) mission culture: rank mean = 2.92, 2) permanence culture: rank mean = 2.52, 3) compatibility culture: rank mean = 2.30, 4) contribution culture: rank mean = 2.26

- There is superiority between efficient parameters in organizational learning in Mashhad Azad Islamic University. The efficient parameters are as following:
1)outlook and commission, 2)management commitment, 3)consigning options, 4)experiment and reward, knowledge transition, 5- collective operation.

- There is a meaningful and positive relationship between organizational learning and employees ages.

- There is superiority between efficient parameters in contribution culture as following: 1- to strengthen 2- to make groups 3- to improve the capacities.

- There is superiority between efficient parameters in permanence culture as following: 1- basic values 2- agreement 3- coordination and harmony.

VI. RESEARCH LIMITATIONS

- The process of gaining allowance took for a long time by Mashhad Azad Islamic University authorities.

- The lack of interest in some employees made the process of gathering the questions slow.

- Few researches about organizational learning in Iran and the lack of researches sources (relevant thesis).

- In this research, the questionnaires were just uses due to time limitation. The other methods including interview and observation were not used.

- No allowance for Azad University students to use libraries of State Universities.

VII. FUTURE SUGGESTIONS

A. Some suggestions based on the findings

- As the main hypothesis of research is confirmed, the authorities are suggested to provide better condition to improve organizational culture in order to organizational learning capacities increase. So, organizational learning changes to a central element and a valuable tool to reach long term results. In this way, the organization can rebuild itself. It can also face new challenges. The expanding of learning in the organization needs open spaces for ideas, encouraging innovations, developing knowledge and information in the organization and using the skillful professors in training management of human sources.

- There is a direct relationship between mission and consistency culture and organizational learning. The mission culture is located in the highest level and consistency culture is in the second level (both of them can improve). It seems the employees have better approach toward the organization goals. It can facilitate organizational support to improve the organizational culture and organizational learning.

- There is no relationship between involvement culture and organizational learning. Contribution culture average is located in the forth level. It is suggestd that the related parameters would be supported (to strengthen, to make groups, to improve the capacities). We can use training during services, workshop training and rebuilding organizational structure.

- There is a relationship between adaptability culture and organizational learning. The adaptability culture is located in third level. On the other hand, the environmental alterations need fast reaction of organization. So, the authorities are emphasized to support organization parameters (alteration, respect to customer and learning0. we suggest the organization to rebuild its structure, to vary the services and to eliminate the unnecessary laws.

- There is a positive and meaningful relationship in all the parameters of Denison organizational culture. The improvement of each parameter causes the improvement of another one. It is recommended to be created a strong culture in the organization in order to increase the organizational alteration, organizational learning, improvement of operation level, exploitation of the organization and finally employees' job satisfaction.

B. Functional suggestion

- There is a direct relationship between organizational culture and organizational learning. The emphasis is on the employees' seeking and motions. So, the authorities are suggested to consult with the professors of human sources management, training managers and specialists to improve organizational culture.

- The managers' affairs are the most elements in organizational culture management, because they can attract members' alteration toward the organizational values and goals. Thus, it is recommended that the capable managers would be chosen to have a desired function.

- It is recommended that some specialists would design some continues programs to aware the employees about the merits of organizational learning.

- Some training would be designed to aware the employees about collective learning and organizational learning in order to improve the function level.

- And finally, it is suggested to pay attention to organizational culture more to support the organizational learning. It is necessary to notice the available subcultures (Compatibility: making alteration, regarding to the customers, learning; Contribution: to improve the capacities, to make groups, to strengthen; Permanence: basic values, agreement, improvement the capacities; Mission: outlook and commission, goals and strategy).

REFERENCES

[1] Ahmadi- Masoud, organizational behavior management (principles, bases, functional theories and concept) 1386

[2] Amir kabiri- Alireza, organization approach and organizational behavior management, 1385

[3] Mehnami- Josef, organizational learning, 1384

[4] Champox- Josef. A, organizational behavior for millennial, translated by - Fakhroldin Marof and Aziz Soleyman zadeh, 1383

[5] Danesh Fard, making capacities for organizational learning, 1383

[6] Davarzani- Hoda, presenting a model for measuring the organizational learning capacity in industry, 1384

[7] Dostar- Mohammad, rebuilding organizational culture, 1380

[8] Zahedi- Mohammad, changing the organizational culture, 1381

[9] Senge- Peter, fifth law, 1375

[10] Kritz- Robert, principles of superior operation management, 1387

[11] Marquat- Michael, learning organization, 1385

[12] Mojdehi- Saleh, organizational culture delivery and control strategies, 1385

[13] Monavarian, Ghorbani & Sharifi, organizational culture, 1387

[14] Movahedi Sobhani- Farzad, relationship between organizational learning and organizational changing, 1383

[15] Naderi Khorshidi- Alireza, learning organizational culture, an efficient method to keep and improve the organizations in changing environment conditions, 1380

[16] .Nayebi & Nazar, a pattern for changing the organizational culture, 1387

[17] Argyris Chri (1999).On Organizational Learning (2th edn), Blackwell Publisher Inc.

[18] Chang, S., Lee, M. (2007)," A Study on Relationship Among Leadership, Organizational Culture, the Operation of Learning Organization and Employees Job Satisfaction", The Learning Organization, Vol. 84: 2, pp 155-185.

[19] Chermarck, T. J., Lynham, S. A., Merwel (2006), " Exploring The Relationship Between Scenario Planning and Perception of Learning Organization Characteristics", Futures 38, pp 767-777.

[20] Denison, D. R. (1996)," What Is Ihe Difference Between Organizational Culture And Organizational Climate", Academy Of Management Review, Vol. 21:3, pp 1-36.

[21] Denison, D. R., Cho, H.J. Young, J. (2000)," Diagnosing Organizational Culture: Validating A Model And Methode, Working Paper, International Institiute For Management Development, Laussane, pp: 1-31.

[22] Denison, D. R., Adkins, B. (2007)," An Action Learning Approach to Organizational Culture: Rethinking the Balance Between Action and Learning: In Dulworth, M and Bordonaro F.(Eds), From Promise to Payoff", The Art And Science of the Learning Organization, Sanfrancisco: Jossey Bass.

[23] Garvin, David A. (1999), Learning in Action: A Guide to Putting Learning Organization to Work Harvard Business Press, Boston.

[24] Ghorashi, Halleh (2007),The Paradox Of Culture, Diversity Within Organization, The International Journal Of Diversity In Organizations, Communities And Nations, Vol. 7:3.

[25] Gillespie, M. A., Denison, R,. Haaland, S., Smerek, R., Neale, S. W. (2007), Organizational Culture And Customer Satisfaction, Denison Consulting, Ann. Arbor, MI 48104.

[26] Goh Swee C. (1997)," Benchmarking the Learning Capability of Organizations", European Management Journal , Vol. 15:5, pp 575-583.Lee, L. J., Roth, W. M. (2007)," The Individual Collective Dialectic in the Learning Organization", The Learning Organization. Vol. 14:2, pp 92-107.

[27] Schraeder, M., Walter, T, Tears, R., Mark, H. J. (2005)," Organizational Culture in Public Sector Organizations, Leadership & Organization Development Journal, Vol. 26:6.

[28] Simons, P. R. J., Germa, J., Ruijters, M. (2003)," Forum for Organizational Learning: Combining Learning at Work , Organizational Learning and Training in New ways", Journal of European Industrial Training, pp 41-45.

[29] Tempelton, Cary F., Lewis, Brucer R., Snyder, Charles A. (2002)," Development of Organizational Learning Contrust", Journal of Management Information System, Vol. 19:2, pp 175-218.

[30] Weinstein, O., Azoulay, N. (1999)," Firm Capabilities and Organizational Learn: A Critical Survey of Some Literature", GREJ– University de Paris.

[31] Yeung, Arthurk, Ulrich, David O., Nason, Stephen W., Ann Von Glinow, Mary (1999), Organizational Learning Capability, New York, Oxford University Press.