

# INVESTIGAÇÃO DA RELAÇÃO ENTRE DESEMPENHO ORGANIZACIONAL E APRENDIZAGEM ORGANIZACIONAL NA UNIVERSIDADE DE FARHANGIAN

## INVESTIGATION OF THE RELATIONSHIP BETWEEN ORGANIZATIONAL PERFORMANCES WITH ORGANIZATIONAL LEARNING IN FARHANGIAN UNIVERSITY

Amir Amani **1**  
Leila Vahdani **2**

**Resumo:** O objetivo deste estudo é investigar a relação entre os desempenhos organizacionais com aprendizagem organizacional na Universidade de Farhangian. Do ponto de vista do objetivo deste estudo é prático, o método de coleta de dados e tipo de relação é correlação e tipo de implementação é uma pesquisa survey. for coleção de dados, Santos et al Questionnaire (2012), de acordo com a fórmula de Cochran foram distribuídos entre uma amostra de 192 membros de equipes, especialistas e deputado da Universidade Farhangian de Bojnord. Para analisar os dados obtidos, de acordo com a normalidade dos dados, utilizou-se o teste de Pearson e Friedman. os resultados mostraram uma relação significativa entre aprendizagem organizacional e desempenho. Os resultados indicam que existe uma relação positiva e significativa entre a aprendizagem organizacional e performances (desempenho do cliente, desempenho dos negócios) na Universidade Farhangian de Bojnord. Note-se que esta relação é positiva, o aumento em cada um destes dois fatores levou ao aumento de outra diminuição de rand em cada um deles levará a uma diminuição na outra variável.

**Palavras-chave:** desempenho organizacional, aprendizagem organizacional

**Abstract:** The purpose of this study is to Investigation of the relationship between organizational performances with organizational learning in Farhangian University. From the purpose point of view this study is practical, the method of data collection and type of relation it is correlation and type of implementation is a survey research. for data collection, Santos et al Questionnaire (2012), according to Cochran formula were distributed among a sample of 192 members of staffs, experts and deputy of Farhangian University of Bojnord. To analyze the data obtained, according to data normality, Pearson and Friedman test was used. The results showed a significant relationship between organizational learning and performance. The results indicate that there is a positive and significant relationship between organizational learning and performances (Client performance, business performance) in Farhangian University of Bojnord. Note that this relationship is positive, increase in each of these two factors led to the rise of another rand decrease in each one of them will lead to a decrease in the other variable.

**Keywords:** organizational performances, organizational learning

---

Corresponding Author: MA in Public Administration (Change Management), Tehran of University College of Farabi, Iran, Tehran, Iran  
Email: amir\_amani61@yahoo.com **1**

---

MA in History and Philosophy of Education, Mazandaran University, Iran **2**

## Introduction

In recent years, the concept of organizational learning has been confronting many changes among researchers and its implementers which aim to improve organizations. Initial fans (such as Argyris & Schon, 1978) found that their idea is largely limited to the issues surrounding the management but in the late 90th from 20<sup>th</sup> century, we were witness of the rebirth of this interest. Recent changes can be well observed in publishing a magazine which is special to organizational learning (LO) (Crossan, Lane & White, 1999).

The learning process is achieved when changes in behavior and practice will be observed (Gheshlaghi, 1999). Organizational performance is considered as an important task in facilitating organizational effectiveness in human resource management. In recent years much attention has been paid to the evaluation of organizational performance. Experts believe that an effective system for evaluating organizational performance can bring many advantages for organizations and its employees. The performance refers to the degree of performing task which complete an employee's job (Byers and Rou, 2008) and it shows how an employee do the requirements of a job.

Business must be flexible enough to manage both unpredictable threats and opportunities in an uncertain future and an unstable environment. Industries usually combine the flexibility and rigidity and those which are emerging now, are replaced by new trends rather than a simple trend toward importance of greater flexibility. Therefore, today, flexibility is one of the main challenges facing managers in order to fit the turbulent business environment with competitive advantage (Golden and Powell, 2000). Also performance is the actual and measurable results of effort. But they cannot be equal and there is a tremendous difference between them.

The concept of performance is associated with the procedure. For example, whether the expected results have been achieved? How the performance achieved will improve or will continue? Performance contains a number of ideas and determination of the specific aspects of performance for assessing, especially when the community has acquired more information about government programs and services, is not easy (Beikzadeh et al., 2010).

Organizational learning is the ability of an organization in gaining insight from his and other organizations' experiences and making a change in his performance, based on new insights. A key element in organizational learning is the ability of the organization in gaining insight from its and other organizations' experiences. Reviewing the performance in our organization and successful organizations is the key for learning and to gain insight. Organizational learning is performance improvement process through greater knowledge. According to Garvin, organization needs five skills to use new ideas in order to improve organizational performance and transform it to applicable programs: Problem solving, gaining experience, learning from others and learning from its experience and history, transferring or implementation. If today's organizations are trying to develop (Rather than just think about survival and self-preservation), they need all of these skills. Learning organization has the features such as encouragement and praising the staff at all stages in order to learn from their permanent work, access to necessary systems and procedures in order to learn and extending it to the entire organization and providing value for organizational learning among all employees. In fact, these features make Learning organizations to have a greater ability to become an agile organization (Yaghoubi et al., 2011). According to Byers and Rou (2008) people's performance in a given situation can be considered as a result of the interaction between: A) Effort, b) Capabilities and c) role perceptions. "Effort", which comes from the excitation, refers to the amount of energy (physical or mental) which a person uses in accomplishing his duties. "Capabilities" are personal characteristics used in carrying out of a job and "Role Perception" refers to the routes, in which people believe their efforts should be directed in order to do their jobs.

Noe et al (2008) knows the function as a result of personal characteristics, their skills and so on. These characteristics is converted into concrete results through the employees behaviors. In fact if the staffs have knowledge, skills, abilities and other characteristics necessary to perform their job, they can demonstrate them in their behavior. These interpretations can define organizational performance as an evaluation process and communication with employees in methods of doing a job and implementation of improvement programs (Byers and Rou, 2008). In this case, organizational performance not only allows employees to know their performance but also affects their level of effort and future direction.

Asadi et al., (2009) found that given the significant role of organizations in promoting sustainable development in sport and recreation, this organization like others requires continuous learning at all

work levels of the organization in order to achieve its goals. If employees do not increase that knowledge with environmental changes and do not have the necessary agility and flexibility, they cannot respond to internal turbulent environment and external competitors who are moving rapidly towards learning and learning organization. Safari and colleagues (2009) believe that today, organizations are currently subject to discontinuous changes. Communication and interaction of this organization with several factors such as government, private sector, donors and other national and international organizations and more importantly, social and economic, political and cultural factors, all together create a dynamic environment for the organization (Asadi et al, 2009).

Kalani et al, (2013) in study of the relationship between organizational learning capability and organizational agility showed that systematic vision subscale has the most average for organizational learning and total quality management for organizational agility in comparison to any other learning components and organizational learning has a significant relationship with organizational agility.

Paknezhad et al (2011) in a study entitled “the relationship between learning organizational and readiness for changes in the physical education organization concluded that staff’s understanding from his organization as a learning organization and readiness for change is moderate, and there is a significant relationship between learning organization and readiness for changes in the physical education organization. Due to the role and impact of organizational learning on different components of the organization, in this study, we seek to answer this question that “what is the impact of organizational learning on strategic flexibility in Farhangian University?”

## Methodology

From the purpose point of view this study is practical, the method of data collection and type of relation it is correlation and type of implementation is a survey research. For data collection, library study methods and questionnaire and field study from Santos et al Questionnaire (2012) with validity coefficient of 0.834 though Cronbach’s alpha were used. The first part of the questionnaire included personal information that had questions on demographics characteristics such as age, education, gender and marital status of respondents. The second part consisted of questions related to the relationship between organizational learning and flexibility, competitive strategies and organizational performance of the Farhangian University staff. Since the research population includes all staff, technicians and assistants of Farhangian University (384 person) and their number is limited, 192 subjects was selected as research population according to Cochran formula. To describe data, Frequency graphs and tables were used. Besides, in order to describe data better, central indices and dispersion indices were used and according to normality of the data, Friedman test and Pearson’s correlation coefficient test was used.

## Findings

**Table1.** Descriptive characteristics of study component

Component	Average	Mean	Standard deviation
Organizational Learning	3.45	3.50	0.579
Customer performance	3.55	3.62	0.595
Business performance	4.02	4.0	0.615
Organizational performance	3.68	3.72	0.568

Results from Table 1 shows that average of organizational learning component is 3.452 and standard deviation is 0.579. Organizational performance components have an average of 3.684, standard deviation of 0.568 and mean of 3.727. According to significance levels obtained by Kolmogorov-Smirnov test it can be seen that significance level for all components is more than error Type I 0.05 and therefore the hypothesis of normality of observations is accepted at error level type of 0.05. Consequently, we can use Pearson correlation coefficient to investigate the relationship between components under studied.

**Table 2:** Results of the Pearson correlation test to examine the relationship between the customer and business performance

Pearson correlation test		Business performance	customer performance
customer performance	Pearson correlation	0.740	1
	Significance level	> 0.001	
Business performance	Pearson correlation	1	0.740
	Significance level		> 0.001

According to the results of Table 2, there is a positive and significant relationship between customer performance and business performance in Farhangian University. As the significance level and estimated correlation coefficient are less than 0.001 and 0.740 respectively, increase in each of these two factors led to the rise of another and decrease in each one of them will lead to a decrease in the other variable. As a result, the research hypothesis is accepted and it can be claimed that there is a positive and significant relationship between customer performance and business performance.

**Table 3.** Results of Freedman ranking test for organization performance component

component	rank	Ranking average
customer performance	2	1.15
business performance	1	1.85
Chi square test: 95.616		Significance level: > 0.001

According to table 3, business performance is more important among two other components.

## Discussion and conclusions

Demographic data gathered from descriptive study showed that 42 percent of respondents were female and 58% male. 28% of participants had associate degree and 60% BA and 10% MA and 2% PhD. 51% of participants were hired officially, 49% Contractual. 5% of participants had 1-5 year work experience, 17% had 5-10 year work experience and 41% had 10-15 year work experience and 25% had 15-20 year work experience and 12% had more than 20 year work experience. The results of KS test (which is the default Pearson correlation test) showed that organizational learning and organizational performance (Client performance, business performance) in the at error level type I of 0.05, are normally distributed. Findings of the study from non-parametric Friedman test results showed that from two components of organizational performance, business performance is more important. It is consistent with Atefi study (2008) entitled "relationship between organizational learning component and organizational performance in Parsian Bank". This implies that superior Learning Processes includes a source of competitive advantage and it is expected that organizations which embrace strategies compatible with learning organization, achieve better performance. To investigate the relationship between learning components and organizational performance in Parsian Bank Marsik and Watkins model was used. According to this model seven components of organizational learning which are dimensions of a learning organization, are associated with each other and also they are associated with two other components of organizational performance. These results are consistent with findings by Safari et al. (2009) Kalani et al (2013), Elahi et al (2007) Paknezhad et al. (2011) Asadi et al (2009), in the area of organizational learning. Paknezhad et al. (2011) in a study entitled "relationship between learner organization and preparation for changes in physical education organization" concluded that organizational understanding by staff as a learner organization and preparation for changes is at middle level and there is a significant relationship between learner organization aspect and preparation for changes in organization. Today's organizations are subject to discontinuous changes. Communication and interaction of this organization with various factors such as Government, private sector, donors and other organizations, national and international and more importantly, social and economic, political and cultural factors, all together

have gathered to create a perturbation environment for the agency (Asadi et al). Characteristics of organizational learning processes are: Changes in organizational knowledge, increasing the range of possible changes in the mentality of men (Asadi et al., 2009). So it is recommended to the Officials and policy makers in Farhangian University to pay special attention to the employees' learning and providing new and creative methods to reform constructs and organizational performance in order to achieve the organization's objectives.

## References

- Argyris et al. (1978). **Organizational Learning: A Theory of Action Perspective**. Reading, Mass: Addison Wesley.
- Asadi, H. et al. (2009). **The Relationship Between Organizational Learning and Organizational Performance in Physical Education Physical experts of Physical Education Organization of Islamic Republic of Iran**, Harkat Journal, 237 -1,247.
- Atefi, H. (2008). **The relationship between organizational learning and organizational performance Parsian Bank**, according to the dimensions of a learning organization. Allameh Tabatabai University senior thesis.
- BeikZadeh, J., Fardi Azar, A, Fathi Bonabi R. (2010). **Organizational factors affecting organizational learning area 8 gas transmission operations**. Management and human resources in the petroleum industry. Issue: Fall 2010, Volume 4, Number 12; Page 33 - 64.
- Byers, L.I & Rue, L.W. (2008). **Human Resource Management: 9 th Edition**. New York: Mc GrawHill.
- Crossan et al. (1999). **"Actualizing organizational memory with information systems"**, Information systems research (6: 2), pp.85-117.
- Elahi et al. (2007). **Identification of fundamental barriers for creating learning organizations in the sports infrastructure of the Islamic Republic of Iran**, Journal of motion, 34,34,34-21
- Gheshlaghi. (1999). **The interaction between needs assessment and effectiveness of learning in learning organizations**, Isfahan, The Pillars of Knowledge publication Golden et al. (2000), "International joint: ventures: creating value through successful knowledge management" Journal of World Business, 38: 15-30. It's available on: <http://www.knowledgeharvesting>.
- Kalani et al. (2013). **The relationship between organizational learning capability and agility in Youth and Sports Ministry**, Journal of Human Resource Management in Sport, 1.1, pp. 75-78.
- Noe, R.A, Hollenbeck, J. R, Gerhurt, B & Wright, P.M. (2008). **Human Resource Management: gaining Competitive advantage**. New York: Mc GrawHill.
- Paknezhad et al. (2011). **Relationship between learning organization aspects and readiness for change in Iran Physical Education Organizations**. Journal of Sport Management, 168,149-12
- Safari et al. (2009). **Comparison of learning organization aspects in Physical Education Organization, the National Olympic Committee and Physical Education of Teaching System**. Research in sport science, 22, pp. 117-129.
- Yaghoubi et al. (2011). **"Assessing Organizational Agility via Fuzzy Logic"**, International Business Research, 4, 3, 2011, 135-144.