
Examining the organizational learning effect on organizational performance and job satisfaction in the National Education and Evaluation Organization

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ABSTRACT: Introduction and Research Objective: Studies show that it is the human resources of organizations that can improve organizational performance, and on the other hand, job satisfaction is an inseparable element of organizational atmosphere and important component of personnel management in the organization. So in this research, we focus on the role of organizational learning on organizational performance and job satisfaction. Research methodology: this research is functional in terms of goal and descriptive in terms of procedure. Here, the statistic population includes all employees in the Educational evaluating Organization in Tehran that their number is 280 people. Sample size was calculated about 162 by Morgan table and the intended samples were selected randomly from the population. Findings: finding shows that job performance is related to the transfer and integration of knowledge (with a correlation coefficient of 0.620), outdoor and experimentation (with a correlation coefficient of 0.434) system vision (with a correlation coefficient of 0.299) and finally with organizational commitment (with a correlation coefficient of 0.143), respectively. According to the correlation coefficients results we can say that job satisfaction is related to organizational commitment (with a correlation coefficient of 0.185), outdoor and experimentation (with a correlation coefficient of 0.109) system vision (with a correlation coefficient of 0.077) and finally the transfer and integration of knowledge (with a correlation coefficient of 0.018).

Introduction

Today, most manufacturing and service organizations are working in a dynamic and complex environment, an environment which is full of competition, the development of emerging markets, uncertain environmental factors, prevalence of high technology and expanding trade. So the organization cannot gain competitive advantage by taking advantage of resources and traditional thinking (Pfeffer, 1994; Aragón Sánchez et al. 2015). Managers and organizations are faced with some challenges under such circumstances that how to improve the organization and use the economic procedures for services and production and at the same time to attract and retain staffs by high performance and at the same time meet the needs of their customers as well (Lowe 2005, Fine et al. 2009).

In fact, survival and development of organizations in the current changing world requires the ability response timely and appropriately to successive changes in the environment. Only organizations that focus and stress on organizational learning, can anticipate needs and environmental changes in a timely manner, and continue their survival in a constantly changing environment. (Khan AliZadeh et al., 2011). The key point is how they should learn and produce new knowledge.

(Lamsa, 2008) defines organizational learning as the way that organizations create, complement and organize knowledge and develop common work in relation to activities and also organizational performance improvement through using the vast skills of labor force. In fact, organizational learning emphasizes on the improved performance as a result and leads the organization for the creation of useful knowledge, towards knowledge sharing in order to achieve the objectives of productivity and organizational performance (Pham, Swierczek, 2006). In this regard, organizations must base their actions on the creation and integration of new knowledge to achieve excellent process and sustainable competition and for this purpose the organization would become a learning organization model (Fang & Wang, 2006; Dekoulou & Trivellas, 2015). The existence of such organizational capacity that deals systematically with the production and use of knowledge is important and essential for an organization like the National Education and Evaluation Organization in which knowledge is regarded as a crucial source of first production. In order to create such a capacity, organizations must focus on development and staff learning and also improvement in their individual and organizational level (Chang & Lee, 2007). By regarding the important role of

individuals working in the organization on organizational performance and also the satisfaction of these individuals from organization, they have a significant role in the efficiency and performance of the organization. It seems that positive feelings and attitudes of people in relation to organization and their job can solve many problems and difficulties available in the organization. So, employees who are more satisfied with their jobs will try more to perform their duties efficiently to achieve the organization goals (Voon et al. 2011). In fact, job satisfaction and organizational performance are regarded as the most important results at the core of individual and organizational comforting (Hart and Cooper, 2001). Job satisfaction is an emotional orientation that a person has in relation to his job. This means that job satisfaction is determined on the basis of psychosocial adjustment and characteristics evaluation of people in working conditions and this is the criteria for determining job performance (Kosteas, 2009). Many studies know job satisfaction as a function of overall life satisfaction that is a multifactorial phenomenon, but in general researches showed a relatively significant relationship between job satisfaction and performance (Buciuniene, 2005). So in this study we are seeking to examine the relationship between organizational learning to job satisfaction and organizational performance.

literature review

Organizational learning

Current period of human life is accompanied by the wonderful changes and evolutions. Almost all organizations are faced with a change in their systems (Crawford, C.B. (2005)). Several researchers (Sinkula, (1994) and Slater & Narver, (1995)) stated that many organizations have decided to introduce the concept of organizational learning as a response to their challenges. Organizational learning is a series of organizational actions such as knowledge acquisition, information distribution, information interpretation and memory that affects consciously or unconsciously on the positive organizational development (Tempelton, 2002).

(Alegra & Chiva (2008)) in another definition, define organizational learning as a process which organizations learn through it and this learning means that any change in organizational models can improve or maintain organizational performance. (Tempelton, 2002) examined more than 150 scientific papers which included the words of organizational learning and concluded that three paradigms are used to define organizational learning including demographics, social actions and consequentialism. They define organizational learning based on their studies as a series of organizational actions such as knowledge acquisition, information distribution, information interpretation and memory that consciously or unconsciously have positive influence on the development of organization. (Armstrong & Foley (2003)) have identified organizational learning mechanisms in four groups of learning environment, identifying needs and necessities for growth and learning and to fulfill of learning needs and applying learning in the workplace. (Gomez et al.2005) have extracted four components for organizational learning. Their extracted components include management commitment, system vision, outdoor and experimentation and transfer of knowledge integration (Mohammadi et al., 2014)

Organizational Performance

Performance is referred to the levels of tasks that complete the job of a worker and shows how an employee accomplishes the requirements of a job (Byars & Rue (2008)), and evaluation of performance is the "process of quantifying the efficiency and effectiveness of operations» ((Neely et al. (1995). Evaluation of performance is an important developmental tool and it can be possible to encourage people's effort through providing feedback, empowerment, involvement and information sharing for them and thereby we can expect to have a high performance (Theodosiou, 2012). In fact the issue of performance evaluation is one of the extensive discussions with a wide range of disciplines and experts that have influenced it and new reports and articles have been written about it. In addition, practical software market has developed increasingly in this area (Marr, B. and Schiuma, G. (2003)). So it can be expressed that the measurement of organizational performance allows managers to focus on the areas that need to improve (Vesna et al., 2008). Now by regarding the concept of organizational learning among various researchers (Ismail, (2005), Thomas & Alien, (2006)), it is known as a process that enables organizations to respond quickly to market opportunities through creation of a favorable environment for innovation in the organization and finally it leads to high-performance and creation of sustainable competitive advantage in the organization (Vargas, 2014) so we can conclude that organizational learning can have a positive impact on organizational performance.

First hypothesis

There is a correlation between management commitment of organizational learning dimensions and organizational performance.

The second hypothesis

There is a correlation between system vision of organizational learning dimensions and organizational performance.

The third hypothesis

There is a correlation between the experimentation and outdoor aspect of organizational learning dimensions and organizational performance.

The fourth hypothesis

There is a correlation between knowledge transfer of organizational learning dimensions and organizational performance.

Job Satisfaction

Job satisfaction is a positive emotional reaction or a satisfaction that an individual has in evaluation of his job and work experience. This definition shows that people's attitudes toward their job satisfaction are shaped by considering their behavior, feelings and beliefs ((Akehurst, Comeche, & Galindo, 2009).

Since the success of an organization depends on hard work, loyalty and dependence of employees and managers and by regarding this fact that the individuals who are working in the organization have an important role in the organizational performance, in this case the satisfaction of these individuals from organization, plays a significant role in the efficiency and performance of the organization, so it seems that job satisfaction that is an integral component of organizational environment, is an important element in the organizational operations (Tohidi, 2010) .By investigating the factors influencing job satisfaction, the importance of organizational culture and atmosphere of the organization can be realized. Due to the influence of organizational culture on all aspects of the organization, management researchers believe that the most important task of managers and leaders is to develop appropriate values in the organization (Luijters, 2008). Since organizational learning can lead to changes in organizational culture, it can be concluded that it also can have effect on employee's job satisfaction.

Fifth hypothesis: there is a correlation between management commitment of organizational learning dimensions and job satisfaction.

Sixth hypothesis: there is a correlation between system vision of organizational learning dimensions and job satisfaction.

The seventh hypothesis: there is a correlation between outdoor and experimentation aspect of organizational learning dimensions and job satisfaction.

Eighth hypothesis: there is a correlation between knowledge transfer of organizational learning dimensions and job satisfaction.

One of the most complete models of job satisfaction measurement is Minnesota job satisfaction model. (Moorman 1993, cited. In Fields, 2002)) analyzed this questionnaire to two main elements: intrinsic job satisfaction and extrinsic job satisfaction. In this research, the overall model is used where it considers the consent and the lack of consent as a part of a bipolar continuum. Interior satisfaction is related to person's perception and feeling, such as diagnosis, progress, responsibility. Exterior satisfaction is related to lateral variables of job such as salary, supervision, working situation, etc. (Worrell; 2004).

The main hypothesis

There is a correlation between organizational learning and job satisfaction and organizational performance.

Research Methodology

The methodology of this research is descriptive, practical and correlative. This is a survey which is done in the spatial domain of National Education and Evaluation Organization of Tehran province and in the date territory of December 2015. Here sampling method is random and stratified that by using Morgan table, 162 people were selected among the staff of about 280 people. For collecting data a questionnaire was used. Questions on this questionnaire are closed type and to measure and evaluate comments the Likert scale was used. The questions consisted of two parts.

The first part consists of personal questions that contains five questions. The second part includes specific questions of the questionnaire that contains 33 main questions. Organizational learning questionnaire on this survey is related to Gomez et al. (2005) model, which includes four elements of management commitment, system vision, out door and experimentation, transfer and integration of knowledge that has been examined in 16 questions. Performance of organization is examined on the basis of Pelham model (6 questions) and at the end, the model of Susan J. Linz (2003) was applied to assess the personnel' job satisfaction (11 questions).

To investigate the validity and reliability of the questionnaire, Cronbach's alpha coefficient technique was used and since the obtained Cronbach's alpha coefficient was 0.81, the questionnaire has a good reliability. All research analyses were done by using SPSS software.

On the basis of calculated results it was found that Cronbach's alpha values for all structures is higher than 0.70, which indicates the validity and proper and adequate interpretation of respondents about the variables contents that are related to each structure.

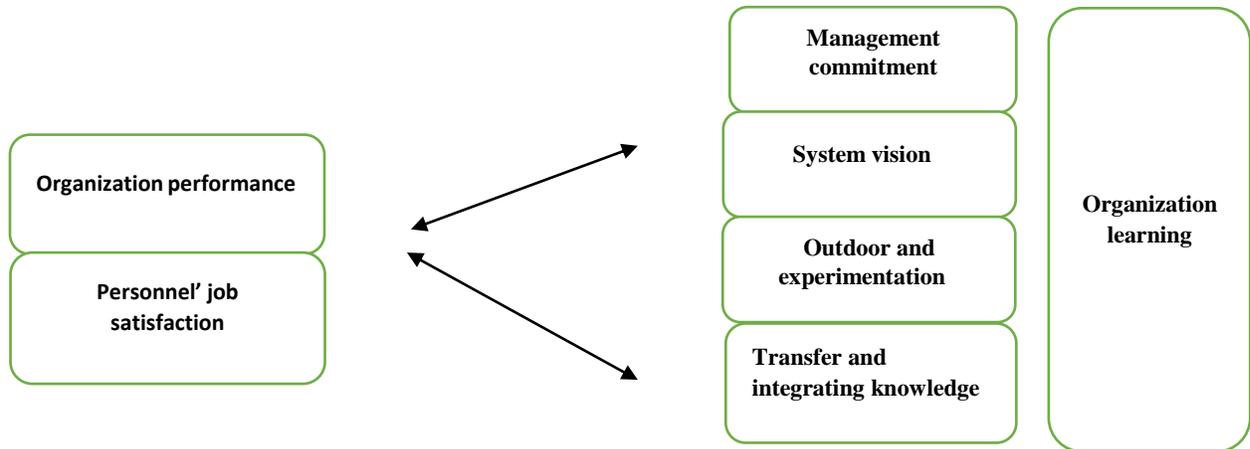


Figure 1

Table 1. Cronbach's alpha coefficients

Row	Parameter	Cronbach's alpha
1	Organizational learning	0.73
2	Organization performance	0.851
3	Job satisfaction	0.876
4	Total coefficient of: Cronbach's alpha	0.81

Results and findings

The analysis of the first part of the questionnaire (personal information) is given in the below table.

Table 2. obtained Results of the demographics of the participants in research

Percent	number	variable	row
59%	113	male	gender 1
40%	76	female	
11%	22	20-29	age 2
53%	101	30-39	
31/1%	59	40-49	
7%	7	50 < x	
5%	11	Associate degree down	education 3
42%	81	Bachelor	
34%	66	Master	
16%	32	PHD	
70%	70	Technical engineering	Field of study 4
12%	24	Basic science	
48%	92	Humanities science	
30%	58	X < 10	Work experience 5
47%	90	10-20	
18%	36	20-30	

As seen in the table above, average age for employees is between 30 to 39 years and on average the highest percentage of employees (almost 42%) had bachelor and (34%) master and (16%) doctoral degree, respectively. Also it can be mentioned that most of the employees has more than 10 years of work experience.

Question 1 (examining hypotheses 1-4): Is there a relationship between the dimensions of organizational learning and organizational performance?

Table 3: Correlation coefficients between dimensions of organizational learning and organizational performance

		performance X1	X2	X3	X4	
Organization performance	Pearson Correlation	1	.143	.299**	.434**	.620**
	Sig. (2-tailed)		.068	.000	.000	.000
	N	164	164	164	164	164
Management commitment	Pearson Correlation	.143	1	.525**	.482**	.275**
	Sig. (2-tailed)	.068		.000	.000	.000
	N	164	164	164	164	164
System vision	Pearson Correlation	.299**	.525**	1	.434**	.383**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	164	164	164	164	164
Out door and experimentation	Pearson Correlation	.434**	.482**	.434**	1	.389**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	164	164	164	164	164
Transfer and integrating knowledge	Pearson Correlation	.620**	.275**	.383**	.389**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	164	164	164	164	164

** . Correlation is significant at the 0.01 level (2-tailed).

As you can see in the table above, in the error level of 0.01, there is a correlation among all dimensions of organizational learning (management commitment, system vision, outdoor and experimentation, transfer and integration of knowledge) and job performance. By attention to the obtained correlation coefficients, it can be concluded that job performance is related to the transfer and integration of knowledge (with a correlation coefficient of 0.620), outdoor and experimentation (with a correlation coefficient of 0.434, system vision (with a correlation coefficient of 0.299) and at last, organizational commitment (with a correlation coefficient of 0.143).

The second question (examining hypotheses 5-8): Is there a relationship between the dimensions of organizational learning and job satisfaction?

Table 4: Correlation coefficients between dimensions of organizational learning and job satisfaction.

		Y1	Y2	Y3	Y4	satisfaction
Management commitment	Pearson Correlation	1	.525**	.482**	.275**	.185*
	Sig. (2-tailed)		.000	.000	.000	.08
	N	164	164	164	164	164
System vision	Pearson Correlation	.525**	1	.434**	.383**	.077
	Sig. (2-tailed)	.000		.000	.000	.07
	N	164	164	164	164	164
Out door and experimentation	Pearson Correlation	.482**	.434**	1	.389**	.109
	Sig. (2-tailed)	.000	.000		.000	.03
	N	164	164	164	164	164
Transfer and integrating knowledge	Pearson Correlation	.275**	.383**	.389**	1	.018
	Sig. (2-tailed)	.000	.000	.000		.05
	N	164	164	164	164	164
Job satisfaction	Pearson Correlation	.185*	.077	.109	.018	1
	Sig. (2-tailed)	.08	.07	.03	.05	
	N	164	164	164	164	164

** . Correlation is significant at the 0.01 level (2-tailed).

As it can be seen in the table above, in the error level of 0.01, there is a correlation among all dimensions of organizational learning (management commitment, system vision, out door and experimentation, transfer and integration of knowledge) and job satisfaction. by attention to the obtained correlation coefficients, it can be concluded that job satisfaction respectively is related to organizational commitment , (with a correlation coefficient of 0.185) , outdoor and experimentation (with a correlation coefficient of 0.109, vision system (with a correlation coefficient of 0.077) and at last transfer and integration of knowledge (with a correlation coefficient of 0.018).

The main question: is there a correlation between organizational learning and organizational performance and job satisfaction?

Table 5

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	2/448	0/301		8/137	0/00
Job satisfaction	0/147	0/072	0/132	2/042	0/004
Organizational performance	0/411	0/052	0/509	7/588	0/00

a. Dependent Variable: organizational learning

The correlation coefficient of “organizational learning” with “organizational performance and job satisfaction

Table 6

Estimated error	standard	Adjusted coefficient square	correlation	The square of correlation coefficient	of correlation coefficient
0/489		0/267		0/276	0/525

According to the above table the main hypothesis of this study can be responded. As seen in the above table there is a positive correlation between organizational learning and organizational performance and job satisfaction. In the above regression examination, we can see that the correlation coefficient between the components is equal to 0.525.

Conclusion and discussion

Organizational learning is defined as the way that organizations create, complement and organize knowledge and common work in relation to the activities as well as organizational performance improvement through using extensive workforce skills development. On the other hand the organization’s staffs are one of the most important factors in organizational learning process in the organization. It seems that positive feelings and attitudes of individuals in the organization and their job can solve many problems and difficulties in the organization. So, employees with high job satisfaction try more to perform their duties efficiently and to achieve the organization goals (Voon et al. 2011). Many studies, consider job satisfaction as a function of overall life satisfaction and this phenomenon is multifactorial, but in general researches showed a relatively significant relationship between job satisfaction and performance (Buciuniene2005).

So the aim of this analysis is to examine the relationship between job satisfaction and organizational learning and organizational performance. By paying attention to the obtained correlation coefficients from Table 3, it can be concluded that there is a correlation between job performance and the transfer and integration of knowledge (with a correlation coefficient of 0.620), outdoor and experimentation (with a correlation coefficient of 0.434), system vision (with a correlation coefficient of 0.299), and at last with organizational commitment (with a correlation coefficient 0.143) respectively. Moreover (Baker & Sinkula 2002) suggested in their research that organizations need the organizational learning to deliver successfully new products / services and also to obtain the competitive advantage and more organizational performance .In the investigations presented by (Garrido & Camarero's, 2010), the relationship between organizational learning, innovation and organizational performance in 368 British, Spanish and French Museum are analyzed. The result of this research confirms the positive relationship between organizational learning and organizational performance. According to Table 4 and obtained correlation coefficients, it can be concluded that job satisfaction is related respectively to organizational commitment , (with a correlation coefficient of 0.185) , outdoor and experimentation (with a correlation coefficient of 0.109), system vision (with a correlation coefficient of 0.077) and finally with the transfer and integration of knowledge (with a correlation coefficient of 0.018).

This research emphasizes that organizational learning can have effect on the organizational performance and job satisfaction. In fact, organizational learning will lead to create more satisfaction by creating dynamic and knowledge-based space and increasing employee engagement. It is also suggested to do similar researches in different organizations so that it can be possible to compare them and also examine the regional and national similar researches to extend the scope of this area. And at last it can be suggested to perform this study separately on men and women to make comparing two sexes possible. There are also some recommendations as follows:

Managers provide training courses in order to increase organizational learning.

Emphasizing and encouraging behaviors that help the transfer and distribution of knowledge in the organization and indicate the learning and teaching environment on the organization's employee.
Careful evaluation and applying the ideas that are presented by employees.

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