



## Determination of Organizational Learning Based on Aspects of Education Organization Structure of Guilan

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### Abstract

This research aims to study the relationship between organization structures and organizational learning of Guilan education organization. Statistic population include all personnel of Rasht education organization (region 1), Somesara, Lahijan and Langerood (265 individuals). According to no of variables, sample volume includes 150 individuals but 120 completed questionnaires selected via cluster sampling. Data gathering tools include: Organizational structure aspects questionnaire (27 questions) and Organizational Learning questionnaire (31 questions). Cronbach Alpha coefficient for organizational structure aspects and organizational learning questionnaires was 0.812 and 0.925, respectively. Data was analyzed via multiple regression analyze and Pierson coefficient tests. Results show that: there is a relationship between organizational structure aspects and education organization learning. There is a meaningful relation between components of organizational structure aspects (concentration, complexity, formality and flexibility) and among these components, concentration is the best predictor one.

**Key words:** organizational structure aspects, components of organizational structure aspects, learning organization, organizational learning.

### Introduction

Organizational structure and learning organizations have close relationships. A flexible structure not only improves and uses new ideas but also their learning is much more than sever and inflexible organizations. Organizational learning needs open, flexible and creative structures, in fact all variables of organizational structure must be designed in a way that motivate toward creativity and let things happen inside the organization. Thus in order to enforce the learning ability in organizations, a structure with suitable concentration, formality, complexity and flexibility must exist so that creativity grows and organizations achieve success. (Parco, 2004, p 145).

Peter Senge (2007) believes that the more increase in world's communication, the more complexity in business. Job must be followed by learning and knowledge.

This has made managers of organizations believe that there is no stable organization success without organizational learning. As top learning approaches include strategic advantageous for achieving quality and promotion, then the concept of organizational learning has been noticed by management researches in recent two decades. Organizational learning requires achieving, sharing and safe learning. One of the approaches is strategies based on management which leads to close relationship of individuals in order to redesign their tasks, plan innovatively in a systematic way and help global staff so that to learn more effective in different cultures. ( Watkins & Marsick, 1999).

A learning organization is the one which improve its performance via awareness. These types of organizations, increase their capacity and ability in different fields continuously, also its management and all staff, regularly learning new methods and thoughts. Environmental changes have made organizations seek the best methods for being compatible with the environment and reach a comparative advantageous. Thus on of the methods of achieving a stable comparative advantageous is emphasis on continues learning of staff in order to gain organizational goals with maximum effectiveness. (Alvani, 2006).

An organization with continues interaction with its environment, produces new knowledge and present it in an integrated way to communicative networks so that other people can use it easily.

In order to survive, organizations have to either change their structure or use tools and methods to deal with environment changes. One of the most important tools is creating a learning organization and establishing learning in that. Dugson (1993), define organizational learning as follows: it is a method which organizations create, complete and organized in order to expand and make flexibility between knowledge and job's routine procedures inside culture, also improve organization performance by using wide range of personnel's skills. (Abooei Ardakan, 1999)

Staff works inside organizations and many factors effect (increase or decrease) on their ability. One of these factors is organizational structure which itself includes variables such as formality, concentration and complexity. (Rabbins, 2006). Organizational structure is defined by framework and relationship between jobs, systems, actions, individuals and group with same goal. Relation between basic components of organizations and compatibility between its operations, also presenting organizational inside relationship via reporting is belongs organizational structure. (Daft, 2009) This structure has many aspects, but most theorists agree on three ones: concentration, formality and complexity. He believes that in contemporary organizations it is the manager's task, in fact all staff, to define and determine those factors which put effect on human behavior in order to change or control them.

Complexity deals with separation inside the organization and divided in three categories: horizontal and vertical separation and separation based on geographical regions. (Rabinz, 1388, p245).

Formality related to job standards inside organization. And most important ones are: selection, role necessities, procedures and strategies, finally teaching staff to be loyal and committed to the organization. (Parsaeian and Arabi, 2009, p.94)

Amount of formal authorization needed for making a decision in person, unit or organization and let staff cooperate with the least authorization (Alvani, 2009. P.83)

Flexibility is related to number of new programs and technics in an organization. (Houg & Feldman, 2005, p 51)

Organizational structure is a body in which basic regions, basic managements, total missions, communicative systems and decision making are defined. (Feghhi Farahmand, 1382, p47)

According to what mentioned about the importance of organizational structure and organizations learning, as the structure of education organization produces capable individuals for life, then the researcher aimed to study the relation between organizational structure aspects and education organization learning. Here the benchmark variable is learning organization and concentration, formality, flexibility and complexity are set to predicting variables.

Mahmoodzadeh (2005) in his research, study the readiness of education organization for being a learning organization, concluded that our education system is ready for this matter.

Aghdasi Veskaki (2006) in a research named “relation between organizational structure, innovation and creativity in Real Estate Registration Office of Tehran” reported that organic structure is suitable for creativity and innovation, also an organic organization structure with high flexibility increase the staff creativity.

There is reverse relation between mechanic structure and staff creativity. The higher formality, complexity and concentration exists in mechanical structure, the lower creativity.

Zafarloo (2008) in his research, effect of organizational structure on staff creativity in Mines industry of Tehran Province, show that organizational structure and its aspects has a meaningful effect on staff creativity but formality, complexity and concentration has negative ones. Structure flexibility has a positive and meaningful effect on staff creativity.

Davis (2008), in his research, learning organization and its aspects as key factors in improving performance, report that a learning organization uses what it learn from his customers and competitors, effectively. Also there is a meaningful relation between score level of learning organization, knowledge and financial self-reporting.

McKee,jane-Galimore and Frank Dogal(2006) in their research, effective factors on staff creativity in petrol companies of Britain, show that factors such as organizational structure, formality, complexity, concentration, flexibility, amount of freedom in doing job and manager support effect on staff creativity and among these factors, the last three ones have positive effect.

Homanz and George (2008) based on their research, relation between organizational structure and organizational creativity of managers of private production companies in Sweden, reported that organic structure has a positive meaningful effect on managers creativity, but formality, complexity and concentration, sever monitoring and control reduce the creativity. On the other hand, flexibility, risk acceptance and support of higher level manager increase the creativity.

#### Research theories

Main theory: there is relation between components of organizational structure and education system learning.

#### Sub theories:

- 1- There is a relation between organization concentration and organization learning.
- 2- There is a relation between organization flexibility and organization learning.

### Research Method

The method of the research is descriptive and the relation between aspects of organizational structure and education system learning of Guilan Province is studied. Statistic population includes all personnel of education system in Guilan Province which divided in two East and West regions based on random cluster sampling, then two cities from each region selected based on simple random selection and finally 120 individuals out of 150 questionnaire was selected. Data gathering tools were Organizational Structure Aspects Questionnaire and Learning Organization Questionnaire, the first one with 27 questions and each question contain 5 items Likert-Based which is used in a research by Hassan Karimi in 2009, “effect of organizational structure on job satisfaction of school teachers”.

The other standard questionnaire, Learning Organization, is taken from book “ Building a Learning Organization” by J. Marquardt (1996) translated by Mohammad Zali (2006) and contains 31 questions, each one with 5 items. Questionnaire reliability was confirmed by supervisor professor and some other experts of management and education field. Validity of the organizational structure aspect and learning organizations questionnaires were calculated as 0.812 and 0.925, respectively using Cronbach Alpha coefficient. In this research data were analyzed via descriptive statistic (percentage, frequency, charts and tables) and inferential statistics (multiple regression and Pierson correlation coefficient).

### Research Findings

Data extracted from questionnaires and inserted in SPSS software. Results of analysis based on separated questions are reported as follows.

#### Analysis of first theory

There is a relation between organizational structure aspects and learning organization education system of Guilan province.

Table1- Descriptive Characteristics of Studied Variables (n=120)

Variables	Ave	Std
Learning organization	103.54	18.558
Concentration	19.74	5.109
Flexibility	21.37	4.823

According to table 1 average of dependent variable (learning organization) is 103.54 and its Std is 18.558. Among the independent variables, flexibility with Ave=21.37 and Std=4.823 has the highest value and concentration has lowest one.

Table2- Correlation Matrix of learning organization and predicting variable of organizational structure

Variable	1	2	3	4
Learning organization	**-0.360	*-0.181	**-0.291	**0.258
Predicting variables				
1-concentration	-	**0.406	0.136	0.147
4- flexibility	-	-	-	-

P ★ < 0/05 • P ★★ <0.01

According to Table 2 calculated correlation coefficient is meaningful at the level of p<0.01 and shows that there is a meaningful relation between organizational structure and learning organization variables; except flexibility the others have negative meaningful relationships.

Table3- multiple correlation coefficient and multiple correlation square of Concentration, formality, complexity and flexibility variables in predicting learning organization

Major variable	Predictor variable	multiple correlation coefficient	multiple correlation square	Normalized multiple correlation square	coefficient F(4,115)	Meaningful level
Learning organization	Concentration	0.547	0.299	0.275	12.259	0.000
n	Flexibility					

According to table 3, calculated correlation coefficient is meaningful at the level of p<0.01 (p=0.000 , r= 0.547)and shows that there is a positive meaningful relation between organizational structure and learning organization variables. In other word, the more increase in organizational structure, the more increase in learning organization.

Table4. Standard and non-standard regression coefficient for predicting learning organization

Major variablrl	Statistic index of predicting variable	Non-standard beta coefficient	Statndard error	standard beta coefficient	T	Meaning ful level
	Constant	126.591	10.143		12.481	0.000
	Concentration	-1.362	0.311	-0.375	-4.378	0.000
Learning organizatio						
n						
	Flexibility	1.286	0.312	0.334	4.120	0.000

Table 5- Two-variables and partial correlations of predictors and learning organization

Var	Two-variables correlations	partial correlations
Concentration	**-0.360	**-0.378
Flexibility	**0.258	**0.359

Two-variables correlations: correlation of each predictor and learning organization s

Partial correlations: correlation of each predictor and learning organization while controlling other predictors

P\*\*<.01,p\*<.05

## Discussion and Conclusion

Results of first theory show that there is a positive meaningful relationship between organizational structure aspects and learning organization in education system of Guilan Province at the level of 0.99. Among the components, concentration plays the most important role in predicting the learning of education system. Achieved results are compatible with results of Aghdasi and Sekaki (2006) which show that organic structure is suitable for creativity and innovation, as organic structure has higher flexibility so increase staff creativity. These results are also compatible with results of Zafarloo researches (2008). They show that formality, complexity and concentration have negative meaningful effect on creativity but flexibility has positive meaningful effect.

Results of this research is compatible with McKee, Jane-Galimore and Frank Dogal (2006). They show that organizational structure effects on staff creativity and organic structure increase creativity. Also, Homanz and George (2006) show that organic structure has a positive meaningful effect on managers' creativity. Formality, complexity, concentration, sever monitoring and control reduce creativity of managers but risk accepting, flexibility and supporting them has the reverse effect.

Based on results of current research, there is a negative meaningful relation between components of concentration and learning organization at the level of 0.99. In other word, the higher concentration is, the lower learning organization will be. Among the components of organizational structure aspects, concentration has the most important and predicting role. These results is compatible with researches of Zafarloo (2008), McKee, Jane-Galimore and Frank Dogal (2006), Homanz and George (2008). They show that there is a reverse relation between concentration and organization creativity and sever control reduce organization creativity.

Results of third theory show that, there is a positive meaningful relation between flexibility and learning organization at the level of 0.99. In other word, higher flexibility led to higher learning organization and this is compatible with Aghdasi and Sekaki (2006), Zafarloo (2008), McKee, Jane-Galimore and Frank Dogal (2006), Homanz and George (2008). They report that flexibility, Encouragement, risk taking and support of higher person in charge increase the managers' creativity.

## Suggestions

As here we show that there is relation between organizational structure aspects and learning organization of education system, it is suggested to those who are in charge of education system that improve staff performance via effective training courses.

In order to decrease concentration and moving toward a favorite situation, it is suggested that suitable conditions to be provided for the staff to learn organization skills via job shift and individual learning and attending courses in order to increase organization learning.

For reinforcing flexibility, it is suggested to give more authorization to staff to improve their academic education and encourage them to pass professional courses outside the organization in order to improve performance. And finally, conditions for doing targeted researches provided

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