

Investigating the Effect of Organizational Learning Levels on Job Satisfaction in Elementary School Teachers (Iranian Study)

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Abstract: The aim of this study is to evaluate the relationship between job satisfaction and organizational learning levels. Statistical population of this research includes teachers in elementary school in Babol and 290 subjects were calculated by Morgan. Questionnaire is the research tool of this study. Further, the reliability was calculated using Cronbach's alpha coefficient: organizational learning levels (0.825), job satisfaction (0.874). Construct and content validity were also used to determine the validity of these tools and Structural Equation Model (SEM) was used to analyze the data via LISREL. Further, the results of this study confirmed the impact of organizational learning on job satisfaction among teachers in elementary school in Babol. Moreover, the results of the current study confirmed the impact of organizational learning levels (individual, group and organizational) on job satisfaction among the teachers in elementary school in Babol.

Key words: Learning organization, organizational learning, job satisfaction, Validity, Iran

INTRODUCTION

Today, organizational learning, special attention has been increasingly among interested organizations to increase competitive advantage, innovation and effectiveness, and various researchers has different approaches to analyze it. The concept of learning is relating to 1900 when Frederick Taylor raised the issue of transfer of learning to other employees, to increase performance and improve the organization. But, Richard C. and James March were the first ones who in 1963 put together two words learning organization, raised and organizational learning as a phenomenon in literature. Farhang (2011) in the 21st century organizations face constant change, the key point is how to learn and generate new knowledge. Survival and development organizations in the world of today require the ability to timely and appropriate response, successive changes in the environment. Only organizations can predict needs and environmental changes in a timely manner and their survival in a constantly changing environment continue to focus on organizational learning and stress. (Khanalizadeh *et al.*, 2010).

In today's competitive world, the prime concern of employees in their organizations, and the main factor of gaining competitive advantage organizations is ensuring employee satisfaction and development of quality products and services (Berends and Lammers, 2010).

Problem statement: One of the factors that can help organizations in this way, organizations create organizational learning and turn it into a learning organization and for this reason, research in this area is important. Organizational learning organizations since the early nineties and have used it as a key strategic competence to improve long-term competitiveness of the organization. In some organizations, organizational learning, be used as a precursor of a company's ability to adapt to evolving market conditions. This strategic behavior, so that helps companies improve their business.

Due to rapid changes and fierce competition, globalization, the development of new technologies, the explosion of knowledge, demographic changes, increasing gender and racial diversity and the gap between rich and poor, the Organization for survival and revival and his success in the business environment, we must always be prepared to adapt to the environment, and demonstrate appropriate and timely reaction to changes. They learners to acquire new knowledge and vision must embrace culture to create knowledge, transfer it and change their behavior (Joe and Lim (2009) has been studied to examine the relationship between organizational learning at three levels: individual, team and organization and job satisfaction.

Levels of organizational learning in this study was based on research (Dekoulou, 2015), individual, team and

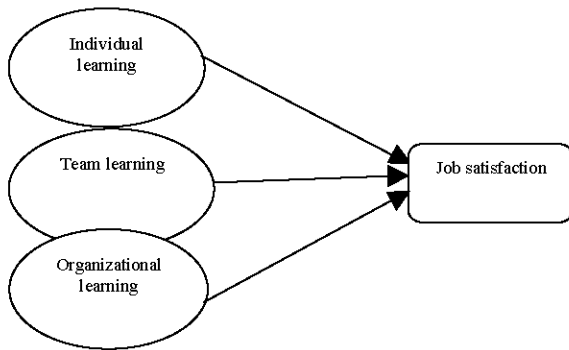


Fig. 1: Conceptual model (Dekoulou and Trivellas, 2015)

organization, in this study, we believe that we can check if it has any impact on job satisfaction levels of organizational learning? (Fig. 1).

Hypothesis:

- Individual learning impact on job satisfaction
- Team learning has an impact on job satisfaction
- Organizational learning has an impact on job satisfaction

Concepts and comments: record internal investigation joint, team learning, systems thinking and learning organization status there, and since private schools compared to public schools and the sample should attract students and resources for their survival and their hard work and always have your customer satisfaction improve, in most components are better off learning organization. Gholipour and Zohreh (2011), in an study entitled The Effect of Organizational Learning on reducing customer dissatisfaction in Mellat Bank came to the conclusion that there is a positive correlation between organizational learning at the individual, group and organization, and customer satisfaction which has expressed those who are called the knowledge of intangible and spiritual, as a critical factor in the organization. In other words, organizations will be able to win against changes in intangible and intellectual capital (knowledge) to improve and develop their employees, that learning is important to achieving these assets.

In an study entitled Evaluation and comparison of knowledge management and organizational learning in schools and schools in Tehran, came to the conclusion that there are significant differences between organizational learning and knowledge management in schools, and normal schools and the results of testing showed that organizational learning and knowledge management in smart schools was above average and below average in regular schools.

Dekoulou and Trivellas (2015), an essay titled "learn the measure of the impact the organization has on job satisfaction advertising companies in Greece", in this paper, began to investigate the learning organization associated with the outcome, job satisfaction according to significantly reduce the profitability of companies advertising agencies in Greece. Collecting data is done using a questionnaire based on a sample of 251 employees which was carried out by 49 companies advertising agencies. The results showed which, according to the learning process, leading to improved satisfaction and individual performance in an organization.

Murray (2003), in a study entitled "Organizational learning, usability and performance (observations)", believes that organizational capabilities influence on organizational performance.

So, he has this experimental study, the relationship between creativity and the quality of learning in organizations. He also suggests creating capabilities is a social phenomenon and when social phenomena are a competitive advantage for the company which is embedded in the unique learning system. By showing the relationship between the different organizational capabilities now leads to higher performance, and how learning capabilities associated company, claims has helped to enrich the strategic management literature.

Georgios *et al.* (2007) presented a paper entitled "The relationship between organizational learning and organizational performance: the banking sector in Greece". The ability to learn a positive effect on organizational performance, in particular, is on the job satisfaction and ROA. Size and compliance policies, have direct negative effects on learning ability, and an indirect negative effect on the relationship between learning capabilities and organizational performance.

The creation of organizational learning and teaching in a government agency in a government agency in India. Their hypotheses were as follows: the average employee attitudes before and after the training course is organized differently.

- The average knowledge scores before and after the training course is organized differently
- The average of the employees before and after the training course is organized differently. The study, the organizational learning model includes five dimensions: Peter senge. The results showed that, knowledge and abilities of employees after training, organizational learning has obvious improvement, but their attitude has not model of organizational learning obvious improvement

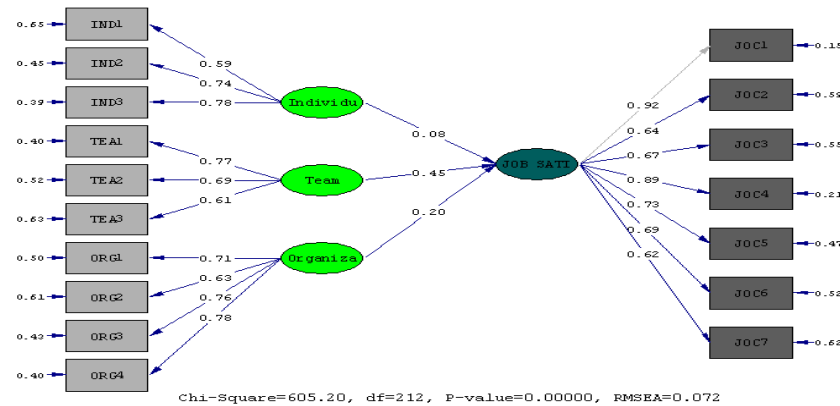


Fig. 2: Diagrams used in standard research model

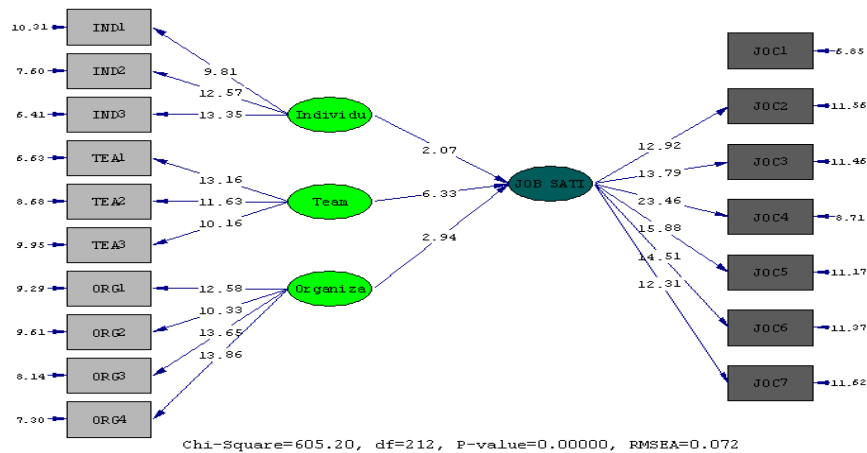


Fig. 3: The t-value estimate of the model

Table 1: The results of the research hypotheses

Path	Path coefficient	Significantly	Confirm or reject
Individual learning→job satisfaction	0.08	2.07	Confirmed
Team learning→job satisfaction	0.45	6.33	Confirmed
Organizational learning→job satisfaction	0.20	2.94	Confirmed

Table 2: Results of structural equation model

Chi-square	df	χ^2/df	RMSEA	GFI	AGFI	CFI	NFI	NNFI
602.20	212	2.83	0.072	0.93	0.91	0.93	0.90	0.90

MATERILAS AND METHODS

Research method is descriptive-explorative. The study population included all primary school teachers in Babol city is that in 1137 people are little. In this study, the sample size of the Morgan and the sampling and sample size was randomly 290 people are considered.

Analyze the data and test the research hypothesis: The effectiveness of our attitude toward the brand and purchase intention integration model and balanced based on relationships between variables using LISREL software were calculated and presented in Fig. 2 and 3 and Table 1 and 2.

RESULTS AND DISCUSSION

Test results show that according to the index, RMSEA () or the square root of the variance estimation error is approximately less than 10% (RMSEA = 0.072), and the goodness of fit indices GFI, AGFI, NNFI, NFI, CFI PNFI >0.9 (GFI = 0.93 and NNFI = 0.97, NFI = 0.90, CFI = 0.93, AGFI = 0.91) Thus, we can say that, the model had a good fit real-world data and also considering that, compared to the Chi-square test freedom is smaller than 5, (2.83) confirms the validity of the model, ie a total of structural equation model is approved as a whole.

Although, studies have shown that organizational learning leads to benefits such as improved productivity

and organizational performance, increase innovation, adapting to the environment and move toward positive change, but little research has been done in this area. Given the importance of organizational learning in organizations today in the present study was to investigate the relationship between job satisfaction and organizational learning. Learning at three levels: individual, team or group, and the overall shape organizational learning.

The results of the study showed, a positive and significant learning at the individual level, on job satisfaction, effectiveness, indicating that it is, administrators can learn by paying attention to the individual level employees, increase job satisfaction time spent or invested.

The results of the study indicated that, learning a group or team has an impact on job satisfaction, the results of this hypothesis is consistent with previous results. In fact, learning a group or team in the organization is important because the teams form the cornerstone of learning in modern organizations, not individuals. As long as the teams not to, the organization will not be able to learn.

The results of the third hypothesis showed that organizational learning has an impact on job satisfaction, that this result is consistent with the results Dekoulou and Traivells (2015). Therefore, managers should be through knowledge sharing, increase the beliefs and assumptions of individuals and teams and create opportunities for learning, organizational learning and increase job satisfaction.

CONCLUSION

Finally, main hypothesis of the study results proved the effectiveness of learning at the individual, team and organizational on job satisfaction, this result is consistent previous results Dekoulou and Trivellas (2015).

SUGGESTIONS

According to the findings, the following practical suggestions are offered: The first hypothesis showed that learning at the individual level and has a significant positive impact on job satisfaction, thus the following suggestions are providing

- Create a culture of learning and continuous learning and development of individual capabilities, through respect for learning, and reward for the purpose of infrastructure, to create a sense of self-efficacy in staff
- Attention to strengthening the knowledge and skills needed for career employees with the aim of fostering a sense of effectiveness in the field work activities

- According to the second hypothesis, the impact of learning on the job satisfaction level of the group was confirmed; the following suggestions are put forward
- The formation of working groups and develops esprit de corps among employees and managers, and creates and exchange knowledge, experiences and skills through working groups
- Use experiences of staff and elite people, in different parts of the organization, in order to disseminate knowledge and information they need to do, and learning skills and new ways of doing activities.
- According to the third hypothesis, the impact of organizational learning on job satisfaction was approved, the following recommendations are advanced
- Short-term training courses tailored to the needs of organizational learning
- The combination of individual and group goals, in order to achieve organizational goals
- Facilitate and encourage learning, individual, group and organizational levels
- Improve the management of intellectual capital, organizational learning by reinforcing dimensions: learning the individual level, group level learning, learning organizational levels is recommended.

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