PREDICT OF ORGANIZATIONAL INNOVATION THROUGH ORGANIZATIONAL LEARNING DIMENSIONS

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Abstract
The present study aimed was the relationship between organizational learning and innovation among high school teachers Shahinshahr that done with descriptive-correlation method. The population of study was all High School Teachers of Isfahan with 323 formed. The number of formula samples Cochrane (1994) stratified random sampling, with volume of 175 people were selected to participate in the study. Research Instruments included standard questionnaires for organizational learning Gonzho et al (2005) questionnaire with 14 items and Innovation (1392) with 21 Made questionnaire. Face and content validity using comments Supervisor, subject specialists and some of the sample was confirmed. Their reliability using Cronbach's alpha coefficient for the scale respectively Organizational Learning 0.77 and Innovation Inventory 0.91. In order to analyze the findings of descriptive statistics, including mean, standard deviation, and frequency and inferential statistics including multiple regressions was used results of the analysis showed that the following management commitment (r = 0.55, p <0.01) and outdoor experimentation (r = 0.71, p <0.01) transfer and integration of knowledge (r = 0.60, p <0.01) and vision (r = 0.63, p <0.01), there was a relationship of organizational learning with innovation. Results of stepwise regression showed that the best predictor of innovation was experimentation in the first step and the second step was open system perspective.

Keywords: Organizational Learning, Innovation, Willingness to Change

1- Introduction
Life enterprises largely depend on the skills and knowledge of the staff. As these areas are optimal when forklift and compatibility with the environment variable can be more also, human resources training, learning and development, not only in creating the special knowledge and skills of employees are a significant role, but also makes the people in promoting the efficiency and effectiveness of your organization are partners and adapt to the pressures of environmental with variables [1].

Nowadays, due to the progressive enhancement of information technology, expanding the boundaries of knowledge and increased the demand for people to learn the necessity of educational change has become a necessity. In the current era, due to the numerous and diverse complex educational issues in educational organizations is the illusion of such
practices in educational innovations to work various shifts on the various dimensions of the brittleness of the according to the characteristics and needs of the community and are looking for fundamental changes in its management practices, leadership and the need to empower the educational, learning and teaching has become an imperative. Among these organizations are successful that all its employees continued to steadily improve their ability to learn, though always on Organizations and institutions has been carried out in all countries but organizational changes speed very slow environmental changes have been more quickly. Among these organizations have been able to continue their life of the peripheral environment developments in a timely manner to the appropriate reaction of the detected and to strengthen organizational learning. Start organizational learning various theories is indebted to the cumulative development of management theories such as Smith, Taylor and the learning is curve [2].

The concept of organizational learning in the year 1900, when Taylor was the subject of transfer of learning to other staff to increase efficiency and improve the Organization will be raised [3].

Over the years a variety of definitions of organizational learning to action that come from it, including the process and actions that takes staff to learn and includes specific organizational behavior is pointed out [4]. According to gems (1990) through the ability to learn, enterprises with continuous training and motivate its members cause that people have the ability to create their own optimum and effective organizations are spread out. Organizational learning in this sense is not just as a whole but also focuses on the learning of individuals.

Gumez et al. (2005) for the measurement of organizational learning with the use of the four components of the concept of literature and methods of organizational learning and organizational learning capabilities that have referred to have been extracted [5].

The system, open space and transfer and integration test and knowledge dimensions of organizational learning in the management commitment components the following theory. it should be emphasized that the management point is the importance of cultural understanding and learning in organizations that develop, create and transfer knowledge as an essential value in the upgraded Organization [6].

Management should explicitly express learning strategic perspective because it is a valuable tool to achieve long term is results [7]. Vision system components in this sense refers to different people, and the areas the Organization should have a clear vision towards the goals of the Organization and figure out how it can be helped to develop them [1]. The Organization should be considered as a system in which the various sectors which made each of their specific functions, but to work together for a harmonious [6]. On the other hand, learning happens when organizational readiness to accept the mistakes that have space agency tested be Gary [7] was said to have arrived finally integrated knowledge and be moved to a nursery of talents takes shape [8]. Organizational changes in the field of organization and management innovation.

According to Drucker (1991) is a zero sum means a change management innovation creates a new dimension of performance, innovation and organizational perspective, but from a sense of exploiting new ideas. In fact, the process of creating, developing and implementation of a new idea with new behavior, is called innovation. It must be understood that the invention can be used as an organizational change in response to the external environment or influence to be considered thoroughly [9]. Innovation can be described in five levels.

**The first level of innovation:**

Innovation is clear solutions that have been destroyed are a few choice selections.
Usually, this particular feature of the invention, a modified system is strengthening’s. Definition of innovation is no contradiction or will not solve.

**The second level of innovation:**
This level of innovation system represents a small improvement while reducing the contradictions inherent in the system. These solutions are the result of hundreds of trial and error testing. To achieve the needed information in an IT field will suffice.

**The third level of Innovation:**
The levels of contradiction in the system of innovation by introducing an entirely new element to be solved become more dependent on technology commonly used in industry.

**The Four levels of innovation:**
This level of innovation in science technology issues are discovered, the general solutions to the common patterns that are technology and for achieving a completely different principles are applied.

**The Fifth levels of innovation:**
Innovation beyond the level of knowledge of his time belongs, to achieve this level of solutions to tens of thousands of ideas are needed [10].

A variety of factors as a barrier or facilitator, will affect organizational innovation. Planning factors in this facilitator regard. Enterprise applications need to be irreverent, be realistic and flexible.

So favorable to pave the way for innovation as well as the problems of unpredictable things often appear in their innovation process. However, creativity involves things that have never been produced before any program can not define or even to predict the probability. On the other hand, structural aspects of the organization, recognized as the standard for innovation and a focus on the impact of elasticity. Recognized standards and increase efficiency, but it may eliminate creativity and innovation. The focus on innovation has a more ambiguous effect.

In some cases, the focus can contribute to the occurrence of major innovations faster and longer terms, with a focus on helping managers to respond to local needs, to innovate more quickly than prices do, It is noteworthy that of other types of organizations in terms of human resources, actively training and development of its members (OL) and it is encouraging that date.

### 2- Hypotheses

1 - There is a relationship between the dimensions of organizational learning and organizational innovation.

2 - Dimensions of organizational learning are able to be predicted organizational innovation.

### 2- Methodology

The study was descriptive and correlation method and applied research. The population in this study included all high school teachers in Isfahan whose number is 323. The number of random stratified sampling proportional to size of 175 people was selected to participate in the study. In the present study, two standardized questionnaires to collect the required information from organizational learning.

Gumez et al (2005) contains 14 items that are components of management commitment, vision systems, open space, experimentation and knowledge transfer and innovation.
A questionnaire with 21 items was used. Coefficients for both the reliability of the questionnaire were calculated using Cronbach's alpha coefficient. Reliability coefficient results in Table 1 are research tools.

**Table 1: The reliability coefficient of the questionnaire**

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Reliability coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation</td>
<td>0.91</td>
</tr>
<tr>
<td>OL</td>
<td>0.77</td>
</tr>
</tbody>
</table>

### 4- Findings

**First hypothesis**

*There is a relationship between the dimensions of organizational learning and organizational innovation.*

**Table 2: The correlation between organizational learning and innovation**

<table>
<thead>
<tr>
<th>Criterion variable</th>
<th>Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistical Indicators</td>
<td>Correlation coefficient</td>
</tr>
<tr>
<td>Predictive variable</td>
<td></td>
</tr>
<tr>
<td>Organizational Learning</td>
<td>0.737</td>
</tr>
<tr>
<td>Management Commitment</td>
<td>0.558</td>
</tr>
<tr>
<td>Systemically perspective</td>
<td>0.639</td>
</tr>
<tr>
<td>Outdoor and experimentation</td>
<td>0.718</td>
</tr>
<tr>
<td>Transfer and integration of knowledge</td>
<td>0.603</td>
</tr>
</tbody>
</table>

Table 2 shows the correlation coefficients between the dimensions of organizational learning and innovation are significant. I.e. between organizational learning and innovation (r=0.737) there is a significant relationship. Based on the coefficient of determination ($r^2$) 54.3% of the variance in organizational learning and innovation are shared. So the first question is that the relationship between organizational learning and innovation are their component is confirmed.

**Second hypothesis:**

*Dimensions of organizational learning are able to be predicted organizational innovation.*

**Table 3: Correlation coefficient of multiple dimensions of organizational learning with innovation**

<table>
<thead>
<tr>
<th>Statistical indicators</th>
<th>Predictor variation</th>
<th>Innovation</th>
<th>Multiple correlation coefficient</th>
<th>Squared multiple correlation coefficient</th>
<th>Adjusted coefficient squared multiple correlation</th>
<th>F coefficient</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion variable</td>
<td>First step</td>
<td>Outdoor and experimentation</td>
<td>0.703</td>
<td>0.494</td>
<td>0.490</td>
<td>135.492</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Second Step</td>
<td>Outdoor and experimentation</td>
<td>0.725</td>
<td>0.526</td>
<td>0.519</td>
<td>76.478</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Systemically perspective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As Table 3 shows results among the variables in the regression, the best predictors of organizational commitment in the first step and the second step is open experimentation vision system is dimension. Based on the results of the stepwise regression analysis of the relationship between openness and experimentation and innovation system perspective was
significant. Accordingly, the first step is open experimentation index 49.4% of the variance in the second step, the coefficient of innovation and openness and experimentation and Vision 6/52% of the variance explained by innovation. F observed in the p>0.01 is significant, so the regression is statistically generalizable to the population.

**Table 4: TABLE beta coefficient predictor of organizational learning and innovation**

<table>
<thead>
<tr>
<th>Statistical indicators</th>
<th>Predictor variation</th>
<th>Beta coefficients</th>
<th>Standard error</th>
<th>Coefficient</th>
<th>t</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>First step</td>
<td>Outdoor and</td>
<td>3.143</td>
<td>0.270</td>
<td>11.640</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td></td>
<td>experimentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Step</td>
<td>Outdoor and</td>
<td>2.333</td>
<td>0.373</td>
<td>6.256</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td></td>
<td>experimentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Systemically</td>
<td>1.716</td>
<td>0.562</td>
<td>3.056</td>
<td>0.003</td>
<td></td>
</tr>
<tr>
<td></td>
<td>perspective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows the beta coefficient per unit increase in outdoor experimentation Innovation 0.521 increase beta coefficient per unit increment in the Vision, Innovation 0.255 unit increases. Equation to predict the third research question is presented as follows:

**Innovation = constant factor (18.322) + outdoor experimentation (2.333) + Systemically perspective (1.716)**

**Table 5: Table of exogenous variables in the regression equation to predict the dimension of innovation and organizational learning**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Beta</th>
<th>t</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Commitment</td>
<td>0.132</td>
<td>1.738</td>
<td>0.084</td>
</tr>
<tr>
<td>Transfer and integration of knowledge</td>
<td>0.148</td>
<td>1.676</td>
<td>0.096</td>
</tr>
</tbody>
</table>

So that the relationship can be seen in Table 5 and the transfer and integration of knowledge management's commitment to innovation is not significant.

**5- Discussion and Conclusions**

In explaining the relationship between the first dimension of organizational learning (management commitment) and organizational innovation can be said to understand that learning is not something desirable, but necessary for the survival of the organization is not difficult because learning as a strategic objective, the relationship between organizational strategy and human resource development. The importance of learning in organizations managers and employees leading to the idea of learning. The prevailing thought seems to be the main areas of learning are numerous. The desire to change, dissatisfaction of traditional management, accept the fact that knowledge of the organization's competitive advantage in recognition of the importance of human resource development for the benefit than the fixed capital in the production process, increasing the level of customer demand, market competition intensifies and senior management commitment to learning, including attention.

As a result of these factors, the senior managers are committed to the necessity and importance of creating a learning organization. Despite the varied and complex context in which organizations operate, enabling resources necessary for the survival of the organization is a decisive fact. However, changing environmental factors, survival, growth and dynamic
extensive knowledge of the organization depends on environmental factors and internal factors.

Lack of confidence because of the increasing environmental change (including economic, social, political, scientific, cultural, etc.) growing needs and expectations of human thinking and commitment to learning, it has become a necessity.

Hence it can be expected in the light of organizational learning, innovation to address true. As the existing literature on organizational innovation and leadership qualities such as leadership commitment to effective organizational learning and organizational innovation factors are considered.

Organizational innovation involving new ideas and ultimately production or service delivery in light of organizational learning and learning management commitment and encourage followers to be achieved.

In the perspective of the organization as a system intended to be Different parts made with a specific function that But if multiple units are synchronized to work together And looking toward the organization's goals are clear. The process of organizational learning systems thinking can be a powerful tool to facilitate learning, organizational learning because based organizations and others are responsible for their own learning.

Employees are expected to learn from their colleagues and they also teach In this case, the culture of organizational learning is integrated. A series of studies of organizational learning, information distribution, information interpretation, and organizational memory and bilateral and multilateral action in all these processes there. Holistic thinking and organizational learning is a system of fields of interest's Thought largely focused on the integrity and composition. With a holistic view of the nature of the relationship will review the parts of a whole Depending on the circumstances of each case, it tells the whole beyond the sum of its parts as, Methods in the analysis is regularity in each case according to its association with measures aimed at examining each case on its future plans And the irreversibility of time and observing location and constant contact with the environment is concerned.

The idea of the proximity of the structure analysis Depict scenarios of impact parameters and its practical aspects, And the influence of background variables appear complex makes Finally, the final outcome of the environmental factors combine to predict Hence it can be expected to rise in the shadow of innovative features. Focus on innovation as well as cause and effect Predict the final outcome of the environmental implications of combining And deduce patterns of change rather than focusing on the facts of the basic principles That systems thinking is concerned.

Accelerate the development and preservation of knowledge management skills as important assets for competitive advantage has become a crucial task. The knowledge and skills of individuals is created so it can be quickly replicated or taken from the image. Knowledge can be used only by qualified experts

Therefore, the main source of competitive advantage for any organization and its employees are the organization's strategic This means that these are human beings and they have the data they process; Then sort them into categories for data storage and information to create knowledge and sense of self and organization skills to use Hence, for these powerful organizations to remain competitive in terms of their knowledge and skills to be able to absorb impressions, they are shared with others and to take Hence, it is learning much more than a local affair, knowledge must be generated, preserved and highly effective way throughout the organization, national and global scale, spread. Transfer and integration of knowledge as organizational learning dimension focuses on this case.

On the other hand the innovation process It is said that successful innovation requires a focused and purposeful. Political factor in building a globally competitive innovation that
will lead to organizational growth. Success in the future and take the same engine that allows organizations to the global economy are continuing performance the innovation is a multifaceted story. Because most organizations today face a dynamic environment by rapid technological change, globalization is characterized short production cycle. Organizations in particular need to be more creative and innovative in order to continue to survive, grow obviously the idea is to compete and only dimension successfully run by a large group, be innovative. Usually the main elements of innovation creative idea form. The ability of individuals or groups basic ideas or provide solutions to the problems innovation. Hence, in order to create a space for knowledge transfer and integration the group deals with the transfer of knowledge to create new ideas. From this perspective, the relationship between these two variables will be explained.

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