THE RELATIONSHIP BETWEEN ORGANIZATIONAL LEARNING AND READINESS FOR CHANGE (WILLINGNESS TO CHANGE) AMONG HIGH SCHOOL TEACHERS

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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. Instruments included two standard questionnaires for organizational learning Gumez et al (2005) and readiness to change questionnaire Danhaym et al (1994) with 16 questions. The face and content validity using expert opinion and some of the subject sample was confirmed And their reliability using Cronbach’s alpha coefficient for the scale of organizational learning 0.77 and readiness to change questionnaire, 0.84, respectively. Between openness and experimentation results (r = 0.17, p <0.01) was associated with a willingness to change. Between the views of respondents in the organizational learning based on age and type of employment, there was a difference.

Keywords: Organizational Learning, Innovation, Willingness to Change

1- Introduction
Organization and management in the broadest sense of the contemporary social linchpin most important factor in survival, growth and death of organizations. Without doubt, it is the duty of the directors with respect to corporate objectives, the process of moving from the status quo will lead to the desired status. Hand sweeping changes in global organizations achieve their goals for the everyday problems and have suffered several changes. These changes made the day of the new developments in management theory occur. Point to note in all these theories emphasizes the importance of efficient management and human resources toward achieving organizational goals.

Organizational life, personal life are interdependent and necessary human resources are the most basic and most important investments a central role in the evolution of play. One way to meet this demand organizational learning and organizational learning is one of the critical resources to gain a competitive advantage in a competitive situation [1][2].

The competitive position of readiness to enter into a new paradigm of management (competitive environment) and get out of the old paradigm of management (balance and
stability), has its own special features. The winning entry is an organization that has achieved the necessary tools for this new world. Among the most important tools for organizational learning capability of this new world as the main factor for survival in a competitive situation [3].

Dodgson (2) in their research organizations to discuss the reasons for the increased interest in organizational learning has stated. He OL great popularity among organizations seeking compliance and accountability to environmental changes are found. His also extensive analysis of the impact of technological and organizational learning organizations to discuss the reasons for the growing interest in learning and performance as well [5].

Start of organizational learning due to the cumulative different management theories such as the theory of Smith and Taylor is the learning curve [6] The concept of organizational learning in 1900 when Taylor transfer of learning to other staff to increase efficiency and improve the organization raised goes [7].

Gumez and colleagues (2005) [8] to measure the organizational learning literature and methodology uses the concept of the four elements (management commitment vision system and tests Grey Outdoor knowledge transfer and integration Organizational learning, organizational learning capability has been introduced called.

Management commitment vision system and tests Grey Outdoor knowledge transfer and integration of organizational learning in this theory. The following components of management commitment it is emphasized that management must understand the importance of learning and cultural development of the acquisition, creation and transfer of knowledge as a core value in the organization upgraded [9].

Management must clearly articulate strategic vision to learn because it is a valuable tool to achieve long-term results [10]. This means that the vision system components to different people, sectors and regions, organizations must have a clear view towards organizational goals

And understand how they can be helped to develop [11].

Organizations should be considered as a system made up of several departments, each with its own function but if they work in concert with each other [9] On the other hand, learning occurs when errors are ready for the enterprise space is a space of experimentation Space Agency [12] It should have integrated the knowledge acquired and transferred to the treasury of talents were formed [13].

Organizational learning consequences for the organization brings diverse. Outcome in this study is the researcher assumes a willingness to change. Rodriguez et al (2003) the role of learning in the behavior change process of organizational learning as a collective to support the change. Phenomenon of change, always a major challenge that individuals, groups and organizations affect various researchers have proposed and considered. Organizations through re-engineering, total quality management, downsizing, mergers and acquisition, cultural change, restructuring and reorganization, development, software development organizations have invested in technology and other interventions to ensure successful change make [14].

Today, many organizations consider change as a real challenge and the results have been based on several statistics show that the success of change management in organizations 20 to 50 percent. Many researchers have suggested that more effort associated with changes due to the lack of an exit process of freezing has failed And why they need to make preparations before any implementation and change management efforts, have emphasized [16][17].

The concept of readiness to change, Levin thought about leaving freezing and consistent compliance And represent personal attitudes that can occur during the change process, In this sense, leaving freezing management responsibility for preparing a position to create change. This phase consists of not approving the procedures and practices to make sense of a need for
something new and fresh. Phase second include transition as a management responsibility in modifying and improving other words, changes in circumstances, the tasks, structure and technology. He warned that many of the agents when appropriate, at this stage the, and begin changing very fast and thus causing resistance to change and progress, they to change the position of the freezing is not enough. Finally refreeze change management planning is the responsibility of the final stage. The purpose of this phase is to maintain the desired results due to change. The main part of this step is to evaluate the cost and benefit information about the offers. Refreeze when it fails or gets lost the best change is likely to be forgotten or are incompletely implemented. In connection with the relationship between organizational learning and readiness for change while research is conducted.

Rezai Abyaneh (2011) in their study entitled the relationship between organizational learning and employee readiness for change in insurance companies' readiness to change showed that organizational learning is related to the private insurance companies. Goh et al (2006) study entitled "The capacity to learn, evaluate and prepare for change in schools: teacher on 970 coaches, their views regarding the evaluation and organizational learning capacity and were examined between learning there is a positive relationship between organizational readiness for change [18].

2- Hypotheses
1- There is a relationship between dimensions of organizational learning with the readiness to change.
2- Dimensions of organizational learning have the ability to predict readiness to change.

3- 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 integration tests will measure Readiness to Change Questionnaire Danhayym et al (1994) that the 16-item scale consists of seven Likert scale 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>
<thead>
<tr>
<th>Questionnaire</th>
<th>Reliability coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation</td>
<td>0.91</td>
</tr>
<tr>
<td>Readiness to change</td>
<td>0.84</td>
</tr>
</tbody>
</table>

4- Findings
First hypothesis

There is a relationship between dimensions of organizational learning with the readiness to change
Table 2: The correlation between organizational learning and its components are readiness to change

<table>
<thead>
<tr>
<th>Predictive variable</th>
<th>Correlation coefficient</th>
<th>Squared correlation coefficient</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Learning</td>
<td>0.187</td>
<td>0.035</td>
<td>0.013</td>
</tr>
<tr>
<td>Management Commitment</td>
<td>0.077</td>
<td>0.006</td>
<td>0.308</td>
</tr>
<tr>
<td>System perspective</td>
<td>0.108</td>
<td>0.012</td>
<td>0.157</td>
</tr>
<tr>
<td>Outdoor and experimentation</td>
<td>0.172</td>
<td>0.030</td>
<td>0.023</td>
</tr>
<tr>
<td>Transfer and integration of knowledge</td>
<td>0.099</td>
<td>0.010</td>
<td>0.194</td>
</tr>
</tbody>
</table>

Table 2 shows the correlation coefficients between organizational learning and outdoor component and experimentation ready for meaningful change. The inter-organizational learning and readiness for change (r=0.187) there is a significant relationship. Based on the coefficient of determination (r^2) 3.5% of the variance in organizational learning and readiness for change are common. So the first question that the between organizational learning and outdoor component and experimentation with a willingness to change there will be affirmed. The relationship between the components of the Administration's commitment, vision system and the transfer and integration of knowledge and readiness for change is not significant.

Second hypothesis:

*Dimensions of organizational learning have the ability to predict readiness to change.*

Table 3: Correlation coefficient of multiple dimensions of organizational learning and readiness for change

<table>
<thead>
<tr>
<th>Statistical indicators</th>
<th>Predictor variation</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>0.172</td>
<td>0.030</td>
<td>0.024</td>
<td>5.265</td>
</tr>
</tbody>
</table>

So that the results in Table 3 show among the variables in the regression, the best predictors of readiness to change, the first step is Outdoor and experimentation. Based on the results of the stepwise regression analysis of the relationship between the outdoor and experimentation with a willingness to change was significant. Accordingly, the first step is open experimentation after 3% coefficient of variance explained is ready for change. 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 readiness for change

<table>
<thead>
<tr>
<th>Statistical indicators</th>
<th>Predictor variation</th>
<th>Beta coefficients measure error</th>
<th>Standard of Beta coefficients</th>
<th>Coefficient</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion variable</td>
<td>First step</td>
<td>Outdoor and experimentation</td>
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<td>0.023</td>
<td>0.172</td>
</tr>
</tbody>
</table>

Results in Table 4 indicate that the beta coefficient. Per unit increase in the outdoor and experimentation readiness for change 0.172 increase. The equation predicts fourth research question is presented as follows:
Readiness for Change = Constant Factor (66.112) + Outdoor Experimentation (0.053)

Table 5: Table of exogenous variables in the regression equation to predict the dimension of readiness for change 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>-0.050</td>
<td>-0.517</td>
<td>0.606</td>
</tr>
<tr>
<td>System perspective</td>
<td>-0.002</td>
<td>-0.023</td>
<td>0.982</td>
</tr>
<tr>
<td>Transfer and integration of knowledge</td>
<td>-0.034</td>
<td>-0.335</td>
<td>0.738</td>
</tr>
</tbody>
</table>

So that it can be seen from Table 5 Relationship of management commitment, vision system and the transfer and integration of knowledge and readiness for change is not significant.

5- Discussion and Conclusions

Preparing for Change needs Infrastructure diversity. One of its infrastructure open space. where Space new ideas and viewpoints within the organization or outside of it is important. Outdoor and open space error testing and experimentation to employees free of errors made and as basis for development use. The intervention of forces that change the behavior patterns of individuals in the organization to maintain a constant.

In general the pressure on organizations to change due to internal and external environment of organization. It also includes changes in organizational reengineering, total quality management, downsizing, mergers, culture change, restructuring, technology advances, software and other occasions.

Researchers have shown that the low success rate of change in organizations, indicate the lack of a reliable framework for applying and managing organizational change. Phenomenon of change, always a major challenge that individuals, groups and organizations affect various researchers have proposed and considered.

Organizations through re-engineering, total quality management, downsizing, mergers and acquisition, cultural change and restructuring. Try to make your desired changes. Obviously, this change requires that requirements such as openness and experimentation. When the organization does not have to open your previous freezing deliver the expected change would be futile.

Why people are actively understand their environment and are influenced by their perceptions, by their perceptions, many researchers have assumed in their study that the organization needs to create an environment to create a context for organizational change and staff due to its perceived imperative to understand the changing environment. Can be expected in the light of an open environment where employees the opportunity theorizing and experimentation scenario improvement grant Organizational change may also occur.

Among the components the relation between management commitment, vision system and the transfer and integration of knowledge and readiness for change was not significant.

This can be due to a perception study population characteristics or the questions contained in the questionnaire. The results showed that the organizational learning by gender, qualification and work experience, there is no significant difference. In other words, among the variables of gender, qualification and work experience in organizational learning have been of the same opinion.
Reference


