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ANALYSIS OF THE RELATIONSHIP BETWEEN ORGANIZATIONAL LEARNING AND CREATIVITY IN ISLAMIC AZAD AND PUBLIC UNIVERSITIES OF ZABOL

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Abstract: In this study, the relationship between organizational learning and creativity Zabol University were investigated. Method of this study is descriptive correlational type which on a survey method was conducted, and statistical population, including all professors of two centers of higher education. From statistical population, 275 people with random Stratified sampling method proportional to population size through Cochran's formula were selected. Research tools included two questionnaires "organizational learning" and "academic creativity " which to assess the reliability and validity of a content analysis of organizational learning and academic creativity, through Cronbach's alpha 0.93 and 0.95 respectively was calculated. The analysis of research data, descriptive and inferential statistics including T, F test, Pearson correlation coefficient and factor analysis and multivariate regression were used. Research findings showed that there is a significant relationship between Participatory leadership, and academic creativity. Also significant correlation between academic creativity and shared vision were observed. In addition, also the there is a significant relationship between organizational culture and academic creativity. Also, correlation coefficients showed that between team work and learning, systems thinking and employee competence development and academic creativity, there are significant relationship. The findings showed that between dimensions of organizational learning and organizational creativity in higher education institutions studied, there is a significant and high correlation.

Keywords: Organizational learning, academic creativity, and higher education centers.

INTRODUCTION

Along with changes in higher education needs to perceive the rapid changes, competitiveness, uncertainty and increased risk of organizational decline. Therefore universities and higher education institutions in line with create strategic knowledge for strategic academic purposes, utilizing from philosophies, strategies and techniques that are used in private and commercial sectors (Kazar, 2003). One of these concepts is more than three decades has found its way into the world of higher education institutions is the concept of organizational learning. However, review existing literature on organizational learning represent the number of views (Hejazi and Veisei, 1386); But a literature review of learning organizations and organizational learning and apply these concepts in higher education shows that However, we can cited Markoart(1996), Franklin (1998), Lieblein and colleagues

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(2000), Askling and colleagues (2004), White and Weathersby (2005), Reynolds et. al., (2006) and bio and Baruch (2010). As well as a literature review of learning organizations and organizational learning indicates that these concepts are not linked with the theory of learning in an educational setting (Small and Irvine, 2006).

On the other hand, technological developments, rising expectations and changing student population, stakeholders demands and new educational cases presentations all to meet challenge today's which require creativity in higher education. The emphasis of the research and development of creativity in higher education institutions to enhance training and improve the effectiveness of all learning processes, is testament to this. But the ability to accelerate release and transformation knowledge to the capital, as stimulus to improve education, promote and guide the creativity, implementation and follow-up to improve the often most colleges and universities is extremely difficult. In some cases, any educational institution may have a certain way which is somewhat innovative. It is clear that many educational institutions lacked a systematic framework for creativity managing. New change and creativity based on concepts a systematic process occurs. Naturally, higher education has all the components that are essential for change and creativity (First and Bove, 2007).

So continue and sustain organizational life depends on creativity in organizations and in the long-term success for the organization leads. If universities and higher centers wish to effectiveness in later periods, and in achieving the learning and teaching goals, prosper and be successful, must pay attention to the creative process in the organization. As humans for creativity need to lifelong learning, creativity and dynamism in organizations, the need for lifelong learning. Conventional form such organizations, is learning organization. Organizational learning means continuous reflection of behavior, subjective assumptions of relentless monitoring, conventional test of experience and transforming into practical knowledge and become accessible to everyone in the organization. Hence, organizations using knowledge, arts, values and abilities of its people and based on lessons learned from experience, continually change and improve their performance (Sanj, 1990 and Sban et. al., 2000). These experts clearly confirms that organizational learning is an important component of creativity which leads to the development of new products And states that before an organization can improve its innovative behavior, its management must assess the current state of organizational learning. Based on the aforementioned cases, the main question that this research is faced with the viewpoints of faculty members whether organizational learning capabilities are predictors of organizational creativity in the higher education system? One of the main topics of interest to administrators and faculty members to determine how an organization that can be used to facilitate creativity, be organized in the best way (Birkin Shaw, 2000). Finally, it should be noted that creativity as one of the organization learning component, means the process of acquiring, processing,

storage and retrieve can be considered from different perspectives and hence, a continuous flow of information inside and outside of the organization will lead to creativity (Perez Bastamente, 1999).

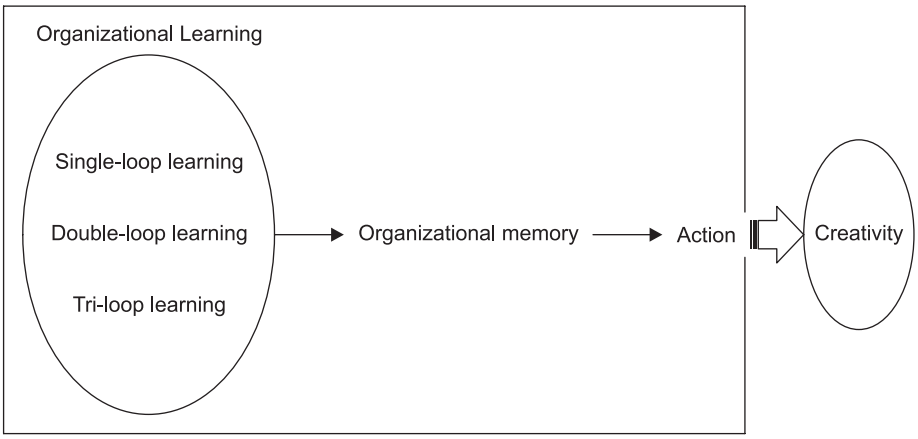

Figure 1: The theoretical framework (adapted from Avertenbald, 2004)

RESEARCH METHOD

According to this study was to investigate the relationship between organizational learning and academic creativity. The research method could be for reasons within the descriptive - survey studies. On the other hand, since the results are used to the current situation, this study can also be applied within the practical research. Statistical sample of this research are 275 professors of Islamic Azad and Public universities of zabol. In the study, according to the statistical population, according to Cochran formula, the sample size has been achieved. In order to collect research data and measure variables, two questionnaires organizational learning and creativity used which were distributed the same questions among professors. Research questionnaires (questionnaire of organizational learning and academic creativity questionnaire) by researchers with the opinion of some experts and some internal and external resources have been developed. Then Non-related question was eliminated and after the final evaluation, for each of the questionnaire, 30 questions were selected, The validity of the questionnaire in this way was obtained. To achieve reliability, Coefficient "Cronbach Alpha" was used. Cronbach's alpha coefficient for the questionnaire questions of creativity measuring and organizational learning is equal to 0.95 and 0.93 respectively.

FINDINGS

In the present study, to analyze the data, SPSS software was used. It is noteworthy that data analysis was conducted in two parts: A) descriptive statistics, through

drawing tables, graphs, determine the percentage, mean, frequency, standard deviation, etc. have been investigated to determine and classify the information, B) analysis or analytical methods, to determine the significant level mean of the test (T) and ANOVA and Pearson correlation coefficient, and multiple regression analysis were used. Then, the main findings of the research presented herein. It is noteworthy that in this regard the method of calculating the Pearson correlation coefficient of research hypotheses were tested:

The Relationship between Organizational Learning and Organizational Creativity

According to the data from Table 1, the correlation coefficient between these elements in the total respondents in $\alpha \langle 0.001$ level for the following variables were statistically significant and these components indicates a high and positive correlation and generally Pearson test indicated correlation between these elements.

TABLE 1: CORRELATION COEFFICIENT BETWEEN THE COMPONENTS OF ORGANIZATIONAL LEARNING AND ACADEMIC CREATIVITY

Academic creativity components							
Learning organization	*Supportive organizational context*	*Implementation mechanisms*	*Effective relationships*	*Strategic strategy*		*Components*	
242/0	199/0	216/0	228/0	210/0	*Pearson coefficient*	*Shared vision*	*Organization learning component*
001/0	001/0	001/0	001/0	001/0	*Sig*		
219/0	199/0	211/0	230/0	195/0	*Pearson coefficient*	*Organizational culture*	
001/0	001/0	001/0	001/0	001/0	*Sig*		
271/0	193/0	198/0	237/0	193/0	*Pearson coefficient*	*Team work and learning*	
001/0	001/0	001/0	001/0	001/0	*Sig*		
208/0	197/0	179/0	228/0	197/0	*Pearson coefficient*	*Knowledge sharing*	
001/0	001/0	001/0	001/0	001/0	*Sig*		
243/0	220/0	199/0	234/0	209/0	*Pearson coefficient*	*Systems thinking*	
001/0	001/0	001/0	001/0	001/0	*Sig*		
222/0	188/0	172/0	220/0	194/0	*Pearson coefficient*	*Participatory leadership*	
001/0	001/0	001/0	001/0	001/0	*Sig*		
198/0	166/0	177/0	186/0	158/0	*Pearson coefficient*	*Employee competency development*	
001/0	001/0	001/0	001/0	001/0	*Sig*		

Multivariate Regression

In order to study the joint effects of independent variables on the dependent variable, the following variables were included in the regression equation:

Dependent variables: Academic creativity

Independent variables: Knowledge sharing, systems thinking, team work and learning, participatory leadership, organizational culture, vision and shared values and competency development of employees.

The aforementioned factors of "Step by Step" were entered into the regression equation. Then the significant variables in the regression equation, were excluded from the equation. This process is done in several stages by computer. Then the non- exist variables in the equation in terms of the criteria will be examined. This continues until there are no other variables in list. Leaving variables from the regression equation in this model are as follows: Variables of shared vision, organizational culture, team learning and knowledge sharing, employee competency development and participatory leadership have correlations 0.231, 0.223, 0.229, 0.217, 0.856, 0.213 with dependent variable which at 99 percent level were statistically significant, but in the regression equation were not included. Thus it can be said that correlation these six variables and the dependent variable, the was apparent- correlation type and is influenced by other variables and is not independent. However, after leaving these factors, finally a variable in the regression equation remained, which this variable is given in the below Table 2.

TABLE 2: MULTIVARIATE REGRESSION RATE (SYSTEMS THINKING AND ACADEMIC CREATIVITY)

Partial	*Sig*	*T*	*Beta coefficient*	*SE/B*	*Beta coefficient*	*Variable entered*	*Stage*
237/0	001/0 001/0	658/16 027/4	237/0	003/4 235/0	685/66 945/0	Systems thinking	1

Thus, a brief explanation of the effect of the independent variable in regression equation are discussed.

Systems Thinking variable in bivariate analysis, correlations between these variable and the variable of academic creativity is equivalent to 0.237 at 0.99 level statistically significant.

Also in the regression equation, strong impact of this variable on the dependent variable is evident (Beta With significantly high), system thinking variable is the first and only effective variable in the academic creativity. Therefore, the multiple correlation and its significance is as follows:

TABLE 3: MULTIPLE REGRESSION CORRELATION BETWEEN SYSTEMS THINKING AND ACADEMIC CREATIVITY

Sig	*Amount F*	*The amount added to the R^2*	*Estimation error*	*Adjusted R^2*	*R^2*	*R*	*Variable included*	*Stage*
001/0	21/16	003/0	47/21	053/0	056/0	237/0	Systems thinking	1

Analysis of variance showed that the amount of F is equal to 21.16, which is statistically significant at the level of 0.99 percent. The amount of F indicates that the regression equation is significant.

TABLE 4: ANALYSIS OF VARIANCE IN SYSTEMS THINKING

Sig	*Amount F*	*Mean Square*	*Degree of freedom*	*Sum of square*	*Remaining regression*	*Variable included*	*Stage*
01/0	214/16	336/7472	1	336/7472	Total	Systems thinking	1
		856/60	273	613/125813			
			274	949/133285			

According to significant levels in the ANOVA F less than 0.05, we can reject the hypothesis that the there is a linear relationship between academic creativity and thinking university system.

Thus, the regression equation derived from model is calculated as follows:

Academic creativity = 0.945 (mean systems thinking)

+ 66.685 (Constant value of equation)

Given that aim regression is to predict the dependent variable can now put the variables in the equation, Assuming that the average each variable indicates sitution of the variable in total studied population. The mean academic creativity in two Islamic Azad and public of Zabol universities predicted.

Academic creativity: 0.945 (0.945) + 66.685 = 51.42

As can be seen, the average academic creativity respondents' in Zabul universities is equal to 51.42.

DISCUSSION AND CONCLUSION:

The results on the first hypothesis showed that there is a relationship between participative leadership and academic creativity and according to Pearson was confirmed. The results of this hypothesis consistent with the findings of Chu (2004) shows that organizational performance through organizational learning, consistent participation, and technical – executive creativity increases, while confirmed that there is a relationship between these two variables. So in environments with participatory leadership, most of employee involved in the decision-making, and are trying to use the feedback to learn. in general, all these cases, provides a basis

for creativity and innovation. The results obtained on the second hypothesis, is research based on high correlation between academic creativity and shared vision, while it is consistent with the findings of other researchers. Torres and Preskil (2001) values, considered Attitudes and perceptions among organization members. So media containing shared vision provides a sense of responsibility, authority and freedom of action in people and groups, and in turn causes the creativity.

The results obtained about the third hypothesis regarding the relationship between organizational culture and academic creativity. The findings of this study, a significant and high correlation between these two variables shown, results correspond with the findings of Wong (2008) and others as well is consistent. In such a situation, learning as valued considered and the people toward the knowledge and skill generally learning and creativity pushed. Findings of this research suggest that there is a high and significant correlation between the two variables team work and learning and academic creativity, which results with the findings of Sily Brown and Duguid (1991) and others who believed that the there is a positive correlation between these two variables and through specific initiatives and create a continuous learning environment, collective learning organization can be practical, is correspond, so in this environment, individuals can increase the group ability and ideas and plans and generally offered the new knowledge and vision.

There is a relationship between academic creativity and knowledge sharing. The findings of this study suggest that significant and high correlation between these two variables. The results with the results of Senge (1990) corresponded while he believed that learning organization, is an organization which in the creation, acquisition and dissemination of knowledge, and in changes and improve their behavior to reflect new knowledge and vision have skill and is a place where collective demands arise and employees continuously learn how to learn. In such environments, people finally mastered the knowledge and its transfer and can quickly and easily access to knowledge and will acquired creativity. The results obtained on the sixth hypothesis research based on significant and high correlation between systems thinking and academic creativity.. The results with the findings of Singh (1990) and also Zhang and Ping (2007) correspond. Therefore, access to systems thinking approach and understanding of principles and rules that shape the behavior of the system, creativity and innovation can be achieved.

There is a correlation between the employee competence development and academic creativity. The findings of this study showed that there is a significant and high correlation between these two variables.

Suggestions

1. Support and encourage members of science committee to continuous learning by university administrators and inviting them to participate in innovation and academic processes and projects.

2. Design and development of idea management system in universities and higher education centers and taking advantage of individuals ideas, in identifying opportunities and new capabilities and use it to develop university vision.
3. In general, team learning skills in all University and among groups and teaching departments of the University
4. Trying to obtain, transmission and distribution of process of teaching and academic learning And facilitate the storage and retrieving these knowledge among members of science committee

Finally, it should be noted that the universities are place for exchange of new ideas and generate new knowledge. Administrators of studied universities should generated working environment with the freedom and proper authority to faculty academic memebers, students and employee, in such a way that they can create new ideas and transforms them into practice, and to create creativity and initiative.

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