

Factors Affecting the Sustainability of Organizational Learning in the Branches of Social Security Lorestan

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ABSTRACT

Objective: This research aims to study the influencing factors on continuity of organizational learning in Social Security organization branches in Lorestan. In this study, individual, motivation for learning, team dynamics and cultural activities considered as independent variables and continuing of organizational learning is considered as a dependent variable. **Methodology:** The used methodology is descriptive and correlative; this community members are 299 sample size is 141 formal and conventional employees in all branches who are selected randomly according to Cocoran Formula. Data gathering tool are obtained by a questionnaire with 36 items which are separated according to individual motivation for learning, team dynamics, and organization's activities cultural. **Results:** Research results using Pearson coefficient and multiple regression indicate that there is a meaningful and direct relationship with 99% confidentiality between (individual motivation for learning, team dynamics, and organization cultural activities) and continuing learning. **Conclusion:** It means that in case of increasing individual motivation for learning, team dynamics and cultural activities of organization; continuobility of learning will be increased. And in result, organization can take steps forward towards goal better and favorably.

1. Introduction

Organizations in recent decades, despite the growth that they still face many challenges Items such as the loss of public trust, increased costs, and reduced income and needs organizations learn how to give effect to them, the organizational learning, a necessary condition for aid and better equip organizations has successfully met the challenges. People who work in organizations and experts in the field believe that the importance of learning in organizations today is much more visible than before. Learning organizations are provided to develop and improve the services. And the people in the organization helps to sustain and improve performance so the learning of high-performance organization supports. It also refers to the implementation of effective organizational learning programs, Better strategies, policies, decisions, allocate resources, and many other advantages that leads all of the organization's ability to develop and adapt to the challenges around them (Prugsamat, 2010).

This research aims to investigate the factors affecting the sustainability of organizational learning in Lorestan province is a branch of social security. And intends to conclude that the three factors (personal motivation to learn, team dynamics errors and cultural practices) affecting the organization's sustainability?

1.1 Problem statement

Due to the rapid changes of environment, the increased complexity and uncertainty management and organization Is faced with serious challenges in such circumstances the old paradigm of command and control which focuses on specialization and efficiency is not remedial. Organizations without learning from their experiences and other ability to effectively deal with these conditions will be maintained a competitive advantage in today's competitive, fight immediate challenges, new forms of organization that is expanding looking for organizational learning and performance (Agbo, 2015). Organizational learning is defined as a way of during the completion of the production and organization of Knowledge Their activities are based on normal and enter it

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into our culture that this leads to success in the face of challenges and the development of the organization. No doubt they have significant knowledge of the staff in their work, can offer better service to their customers (Prugsamatz, 2010).

Social Security is a social insurance organization of its main mission coverage wage and salaried workers (compulsory) and professional and Employed (optional) is. The largest volume of commitments and Support services and most of the communication with the body of the country, it is the largest institution in the field of social insurance. Relying on the general structural and nongovernmental organizations, social security, economic and social identity and Its vision is to achieve organizational knowledge, efficient, sustainable, integrity and accountability, Through the promotion of quality of life and improve the livelihoods and health of the insured and their families to promote human dignity and social justice to be restrained. As for the organization to achieve goals, achieve social justice and to increase customer satisfaction with respect to the upper classes of associated society requires that knowledge increase significantly to its staff, this leads to better learning promoted employees. And ultimately improve the quality of job performance and satisfaction of the clients will be. So, with regard to the alleged importance of the issue, since many factors can Influence on learning. This research aims only three factors (personal motivation to learn, team dynamics and Cultural errors) that researchers are more important to pay and seeking answers to the question of whether the three factors (Personal motivation to learn, team dynamics and Cultural errors) there was a significant relationship with the sustainability of organizational learning?

1.2 Organizational learning

Although many researchers have argued that Effective change and adaptation, especially in the turbulent, occurs when the learning takes place throughout the organization, but it remains uncertain nature of organizational learning in other words, despite research has been collected to date, there is no consensus, but as pointed out Tsang, almost all definitions of organizational learning involve two of the "cognitive" and "behavior". Aspects of cognitive change deals with concepts like knowledge, understanding and new insights. While changing the dimensions of behavioral change Actual or potential refers to the behavior of the individual learner (Ghorbanzadeh, 2008).

Dagsdan defines organizational learning as a means of defining Companies, knowledge and their ability to integrate knowledge and promote a corporate culture it can also adapt to the increase workforce efficiency (Jabar and Claudine Soosay, 2011).

Four basic dimensions of organizational learning: Randeree together different concepts of organizational learning literature, has identified the following four main dimensions (Randeree, 2011).

1-level system in which learning occurs, the levels of individual, team, organizational and inter-organizational level to the next group, the ring is the relationship between the individual and organizational levels. Individual learning is usually done in an enterprise environment and nature is a social phenomenon.

2 modes of learning, namely the cognitive, cultural and practical learning as synonymous with the terms of knowing, feeling and acting.

3-type learning, which is:

A) Identify deviations and corrective actions in accordance with its rules (learning a ring);

B) Questioning of assumptions and changes in legislation relating to organizational measures (double-loop learning);

C) A reflection of the learning process (learning a double) 4. The learning process, which consists of several steps, and does not seek to repeat each other.

These steps include: identifying relevant information and new knowledge creation, Knowledge exchange and distribution of the sum (Group) Integration of knowledge within the existing knowledge and Theoretical knowledge into practical knowledge and its concrete application. According to this process, Organizational learning is a process of potential improvement measures.

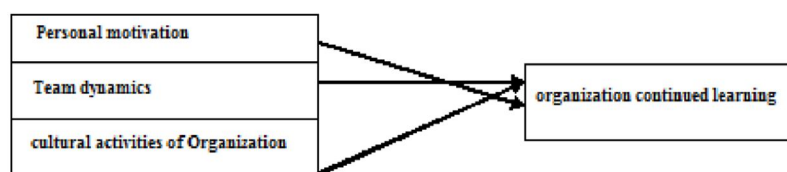


Figure 1. Organizational learning

1.3 The research model

The dependent variable in this study is a continuation of learning, personal motivation to learn, team dynamics and organizational culture acts are considered as the independent variable.

1.4 Individual motivation and learning in organizations

Individual learning processes at work here have been defined from past experience as individual goals and incentives to work and the life history and personal representation is applied in the workplace.

It is argued that there is no individual, organizational learning. Senge suggested similar approach, saying that the organizations help people to learn, Senge said that the individual, organizational learning is not guaranteed; but it is impossible t organizational learning without individual learning. Simon argues that they will be achieved individual learning, the learning organization and its members the recruitment of new members into the organization of new information. Hurley suggests that the learner must learn to exist in organizations. This means that the learning process and proper structures should be created in the organization. Individual learning the risks, identifying changes to deal with changes and new experiences. Organizational culture and individual learning needs and possible support and create partnerships to increase transparency and trust among staff. To support individual learning, organizational climate, is an important aspect.

Individual learning as a continuous cycle that involves a change in behavior can be defined along with the ongoing search for knowledge, improve skills and changes in global perspective. They noted that in its analysis of individual learning, at this level people have dealt with a variety of learning including adaptive learning 1. 2. 3. Learning Transformational Generative Learning (Prugsamat, 2010).

Adaptive learning, including the unintentional effect relatively specific changes in behavior and the direct reaction to different stimuli in the environment will be strengthened, at this stage, the person learns from experience and reflection.

Generative learning: that revolves around the concept of attitudes, knowledge and skills, new attitudes, knowledge and skills previously said it would do in different situations. Transformational learning, adaptation goes are considered beyond and in addition includes a complete mental change in the way that people and the world in which they live (Prugsamat, 2010).

1.5 Team dynamics and learning in organizations

There are different definitions for the meaning of team dynamics. According to Zakir and Kuzvhara group dynamics refers to the specific process through which members of a team are interacting with each other. Which includes communication patterns, Conflict resolution, decision-making procedures and the culture of the team. (Prugsamat, 2010) Many teams in the world, the main unit. Work Teams Symbol and the ideal pattern of behavior has been working in organizations. However, teams are formed easily and requires certain conditions to be successful and efficient. These conditions are typical of the corporate culture. (Daniel, 2010) Researchers and scholars, several strategies have been proposed to enhance the learning team: Effective knowledge management theories such as the theory of systems, empowering team Conflict management as a useful tool to enhance team learning are presented. In practice, the method is generally used where the dynamics of team learning in relation to individuals, the part of groups and organizations have been involved in the process of learning and change. (Christopher, 2003)

Leung et al. (2011) in their article about how the role of the team on team performance Influence, concluded that the role of the members of the team play on how to implement an effective team or whether their collective impact would be that team effectiveness Team members work together to achieve common goals. They evaluated the factors that affect the successful implementation of the executive team, found the following impact on the effectiveness of the team are: organizational culture, allocation of time, space and resources to reward according to the task and interaction with external factors, standards of performance, knowledge and skills of individual members and the general needs of the people and culture.

According to them, using team results to two major advantages to the organization. The team has the capacity to empower people to use their abilities, which is associated with motivation and group cohesion. Second, it allows the team to managers to focus their attention on strategic issues rather than on individual monitor. Hence, along with efforts to improve the efficiency of their organizations, teams are increasingly used. (Christopher, 2003) Power and politics influence on team learning. Lawrence and his colleagues in their analysis of the impact of the policy on organizational learning, argued that these two factors intensify the learning process. Another element that has been studied, is a team competition. Frank and his team competition effects on learning organization through the introduction of in a competitive examination and found that constructive competition the team encourages the desired behavior while enabling them to learn their goals and are unique in their job performance. Research on the relationship and its impact on team learning has been shown, Relationship as the dominant element in the team. And also highlighted the important role of trust and Play in organizational learning. Since the team members can interact with each other, Knowledge and skills of each team member can be transferred to other team members that can affect the efficiency and effectiveness of the collective learning process. Ellis and his team define learning as a relatively permanent change in the collective knowledge and skill level of the team, shared experience of team members (Woerkom, 2009).

Cultural organizations and learning in organizations: Cultural Organization is another factor that plays a role in the learning process. Research studies have shown the influence of organizational culture on learning. The artifacts in the form of a language, norms, values and behavioral patterns champions, symbols, beliefs, attitudes and ethics of the basic assumption that there is a history of all of the founding organizations have been formed or established that will be completed in time. Culture, organizational learning, organizational commitment is a key component to improve the environment, as an organization involved in creating, acquiring and transferring knowledge and change its behavior to reflect the knowledge and new perspectives skills, organizational learning environment is therefore defined It was created in organizational learning and the teamwork, collaboration, creativity and Knowledge processes have a collective meaning and value. Organizational learning culture, job satisfaction Increases. (Decision-making, empowering and inspiring teamwork, leadership behaviors, have a significant impact on job satisfaction. According to Skin, the organizational learning culture, has three levels: Artifacts, values and assumptions: Organizational culture is constantly changing and Several aspects of human functioning that covers the most important problems of external adaptation and Internal integration can be learned, and a contiguous set of assumptions that Important issues such as human relations, time, space, reality and reality itself deals. Organizational culture is a formal and informal basis, humor, language, caste and a set of values that can be shared with the staff (Eddie, 2004). By taking surveys, some authors have decided to call the following values as the values that are important organizational culture Encourage organizational learning and collective culture: - Long-term vision and leading change management - communication and Literature.

conversation - the trust and respect of all people - teamwork - Empowering - tolerance for ambiguity - the assumption of risk and encourage respect and diversity (Lopez, 2004).

Myng, Fang Gu, Guangzhou Li in their paper discovered the relationship between organizational culture the activities of knowledge (knowledge sharing) in organizations culture that successfully enhance and manages values flexibility and external focus, Knowledge sharing in organizations. Senge and his colleagues in their paper succeeded the impact of organizational participation on organizational learning Found that various organizations, including organizations whose aims and objectives are different Work together toward a common goal, they can learn from each other. Li and colleagues examined the relationship between organizational learning and strategic alliances found that organizations can learn through partnerships with other organizations the advantage of a cause (Prugsamat, 2010).

Table 1. Historical concepts of organizational learning and learning organization (Ghorbanzadeh, 2008, 70)

Scottish psychologist Kenneth Creek term created "mental models".	1940s
Lewin idea of "creative tension" and suggested that the individual imagination and perception of reality is created.	6491
Douglas Mc Gregor published "The human side of enterprise".	1960s
In studying the behavioral aspects of decision-making and organizational Cyret March, for the first time the term "organizational learning" is applied.	6411
Chris Argyris and Dvnaldshvn began work on practical science, the study of how to deal with the protection of values that are the foundation for real action.	1970s
Charlie Kiefer, J. Forster, Peter Senge and Robert Fritz seminar entitled "Leadership and Mastery" was held.	6494
Peter Senge, Aryeh Dvgas, Bill O'Brien, Ray Astata and a number of executive leadership Study Group "learning organizations" formed at MIT.	6491
Charles Hindi published the book of "St. evening flight".	6494
"Organizational learning center" was formed, chaired by Senge at MIT and Edgar Schein, Chris Argyris, Aryeh Dugas, Astata Ray and Bill O'Brien were the main consultants.	6494
"The fifth principle of" Peter Senge published.	6441
David Gruyn published article stated that "only the kind of learning that will be useful for managers to be measurable. »	6441
The book "The Living" was published by Aryeh Dvgas.	6449
The book "organizational learning" was released by Chris Argyris.	6449
"The Dance of Change" by Peter Senge and his colleagues were released.	6444

1.6 History of Organizational Learning

The term "organizational learning", first by Cyert & March (1963) in their initial study on the behavioral aspects of decision-making organization in 1963, has been used. Although some believe that learning the history books in 1983 and is based on experience and education, John Dewey. But academic circles learn how the organization goes back to the 1950s (Ghorbanzadeh, 2008).

In an article titled factors affecting Mr. Rafaela investigated the effect of three factors that are the sustainability of organizational learning in NGOs in 2010: (Individual motivation to learn, team dynamics and cultural practices) learning on the sustainability of the organization. The results showed that individual motivation for learning, large impact on the dynamics of team and organizational culture Continuity of the learning organization is non-profitable for organizations.

2. Materials and methods

2.1 Main hypothesis:

There is a relationship between 3 factors (individual motivation to learn, team dynamics and Cultural Organization) and the continuation of the study of learning.

Sub-hypothesis:

1. There is a relationship between the individual motivation for learning and learning sustainability.
2. There is a relationship between the dynamics of teamwork and continuity of learning.
3. There is a relationship between sustainability of the organization's culture and learning.

2.2 Methods and tools for data collection

The study is cross-sectional dimension of time as research, Methods based on objective data and Vbrhsb Descriptive research is among survey analysis of correlation. Mr. Rafayla Prugsamatz used collection of information Inventory. And prior to localize and assess the validity of the final compilation closed questionnaire (Likert scale) was used as received. Cronbach's alpha coefficient of the questionnaire was designed to 0.976 was calculated indicating satisfactory reliability in research management.

The research includes: All employees are employed in the branches of social security organization of Lorestan are about 299 people. Random sampling method was used in this study. The sample size in this study is based on Cochran formula 141-fold, respectively. To analyze the data, Pearson correlation and multiple regression Stepwise method was used.

Study variables has been performed based on factors such as personal motivation for learning (personal conduct, skills in problem solving, rewards and recognition), team dynamics based on factors (trust, communication, interpersonal, team expertise, to strengthen), cultural activities organized on the basis of (the mission team learning, facilitation of learning, learning facilitation Union).

3. Discussion and results

Table 2. The statistical analytical research hypotheses

Level Significance	Correlation coefficient	hypothesis results	Hypothesis is
0.00	0.837	There is relationship between individual motivation for learning and learning sustainability.	1
0.000	0.912	There is a dynamic relationship between the team and the continuity of learning.	2
0.000	0.912	There is a relationship between the culture of the organization and continuity of learning.	3

The results of Pearson correlation between individual motivation for learning and Learning is a significant indicator of sustainability and according to the results of the Pearson correlation coefficient values Is equal to 0.837 and 0.000 levels is significant. And according to the level of significance (0.000), this relationship suggests that individual motivation for learning in organizations on sustainability Organizational learning is effective with respect to the extent of the correlation appears to be correlation extremely strong.

The results of Pearson's correlation between the two variables is significant dynamics according to the results of the Pearson correlation coefficient values is equal to 0.912 and Significance level of 0.000, indicating the significance of this relationship is the significance of this test that will be accepted and assumed given the significance level (0.000) This is a significant relationship. The team suggests that the dynamics of the sustainability of effective organizational learning and this correlation is extremely strong. And suggests that the promotion of team dynamics increases learning organization.

The results of Pearson correlation between individual motivation for learning and Learning is a significant indicator of sustainability and according to the results of the Pearson correlation coefficient values Which is equal to 0.912 and 0.000 significance level indicates that cultural practices on sustainability of effective organizational learning and Agrba indicate increased motivation for learning in the individual sustainability increases workplace learning organization according to this correlation seems this is an extremely strong correlation.

The fourth research hypothesis:

H1: It seems that there is a significant relationship between 3 elements of the study of organizational learning and sustainability of social security of the province.

H0: It seems that there is no significant relationship between 3 elements of the study of organizational learning and sustainability of social security of the province.

Table 3. Model Summary

Model	Multiple Correlation coefficient	Coefficient of determination	Modified coefficient of determination	Significance level	F	Degrees of freedom
1	.912 ^a	.831	.830	.000 ^a	567.444	116
2	.981 ^b	.962	.961	.000 ^b	1468	115
3	.998	.996	.995	.000 ^c	1809	114

The following table can be stated with regard to the relationship between sustainability and organizational learning in a linear combination of the variables entered into the equation is equal to 0.998. The coefficient of determination equal to the product of 0.996 and 0.995 coefficient of determination is modified in fact, about 99% of the variance in the sustainability of organizational learning. Explaining and justifying the independent variable and the rest here are a few of the variables that are not included in this study.

Based on the results in the table above are calculated as equal to 1809 F-statistic is significant at the level of 7% because a significant level of 0.000 is obtained from the table is less than 7% concluded between the independent variables (individual motivation for learning in social security, Teams, team dynamics, social security and cultural activities) as the dependent variable (Continuation of organizational learning) is well justified, and shows that there is a significant relationship between them.

Table 4. Coefficients

Regression model	Non-standardized coefficients		Standardized coefficients	t	Significance level
	B	Deviation	Beta		
1 Constant	.684	.072		9.492	.000
Cultural activities	.566	.024	.912	23.821	.000
Constant	.222	.041		5.626	.000

According to the results of standard and non-standard regression equations can be written:

(Cultural practices) $0.271 + 0.129 = \text{sustainability} + 0.229 \text{ learning (individual incentives)} + 0.215 \text{ (team dynamics)}$

The interpretation of this equation means an increase of one-unit 0.271 cultural practices on sustainability added learning increasing one's personal motivation for learning Increase the sustainability of learning is added 0.229 And an increase of one unit in a dynamic team of 0.215 is added to the continuity of learning.

However, according to analysis by standard equation is written as follows:

(Cultural practices) $= 0.436 + 0.350 \text{ sustainability of organizational learning (personal reasons)} + 0.339 \text{ (dynamic team)}$

According to the standard model, it can be concluded that: with an increase of one standard deviation of cultural practices, Sustainability of organizational learning as much as 0.436 standard deviation increases With an increase of one standard deviation of the individual motivation for learning and increased sustainability Organizational learning are 0.350 and the standard deviation unit increase in a dynamic team Increase sustainability of organizational learning in this equation because we are in 0.339 standardized coefficients are very well be attributed to the effect of each variable on the dependent variable.

Analysis of the conceptual model:

Following is the model of individual motivation to learn, team dynamics, and cultural activities of the independent variables and the dependent variable for the continuation of the learning organization.

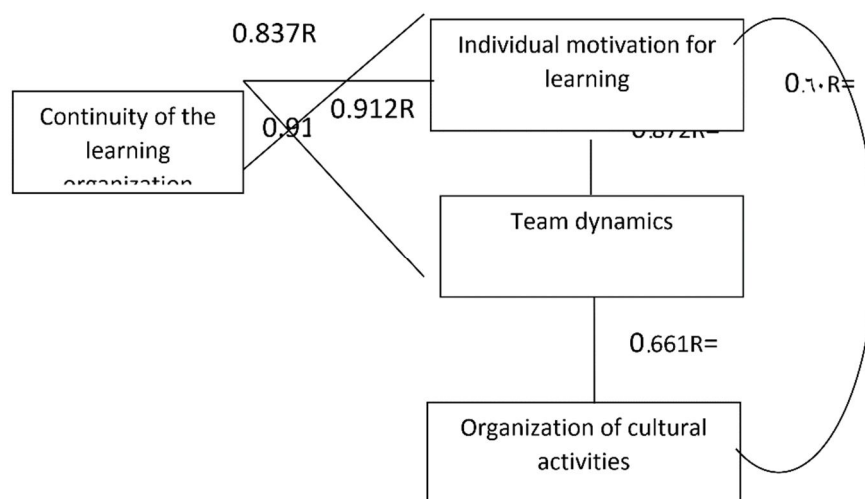


Figure 2. Model

The calculated values for the indicators show that the model is appropriate. So, it can be concluded that individual motivation for learning (0.837), as well as team dynamics (0.912) Cultural Organization (0.661) Organizational learning is strongly related to sustainability.

4. Conclusion

Mr. Rafaela Prugsamatz in 2010 in a study determine the effect of individual motivation to learn, team dynamics and Continuation of cultural practices in organizational learning organizations the nonprofit. The results showed that there is a positive correlation between learning these factors. And leads to the conclusion that the actions of an organization's culture keep learning and team dynamics and individual motivation to learn, improve and maintain important aspects of learning are also concluded according to the organization. That the most effective cultural practices on sustainability Learning organization and team dynamics between these three factors, the least impact on the sustainability of the learning organization nonprofit it. The study also examines the impact of these factors (the individual motivation to learn, team dynamics and Actions Cultural Organization) is the continuity of the learning organization. The difference is that instead of reviewing the non-profit organization in the state (Branches of social security Lorestan) is examined this study also showed that factors like Rafaela Mr. research on sustainability Learning organization. The impact of cultural practices the most effective factor on sustainable learning organization and team dynamics between these three factors have less impact on sustainability in the branches of learning to be stored. In general, it can be said that the research was conducted in two different places the results are fully compatible with each other. The general conclusion that can be taken in the event is: Positive relationships and influence individual motivation to learn, team dynamics and Continuation of cultural practices on organizational learning shows that Learning at each level is separated from the other. As the organization learns Issues that must be faced and binds them to recognize them and their effectiveness in solving skills should also be able always ways and means to support learning within the organization and employees finally, to discover their organization.

Facilitate learning in the sense of measures and initiatives that in turn, enables the employees to act according to their learning needs. Build confidence and empowerment are important in maintaining the long-term ability of the organization to learn all the elements that are outside of the organization and implementation of management plans the learning process, to help them to grow, learn and in accordance with the unpredictable and evolving global environment help. Recommendations to organizations:

Due to confirm a positive relationship between the variables of individual motivation to learn, team dynamics and cultural practices with sustainable organizational learning, the following recommendations are given to organizations.

1. To learn the necessary resources, including staff training books, training courses.... and thus, to increase knowledge and enhance better employee performance.
2. The employee participation in decision-making (by encouraging them to offer and opine on matters bolster. (The offer)
3. Use the offers creative staff (team) to provide better quality of service and alternative methods (brainstorming)
4. The method of successful organizations and leading the organization's deficiencies. (Bench marking)
5. Create a system of rewards and incentives to innovate and create more open space. To encourage employees and members of the creative team more attention to the production of new knowledge in the organization.
6. Feedback from the client to identify the strengths and weaknesses.

4.1 The researchers suggest the following

- It is recommended that research be done in different sectors or industry or organization the differences or similarities that there has to be recognition.
- Researchers can study how the organization's ability to maintain its learning directly related to the environment or other factors that affect the organization.
- It is recommended that research be conducted to determine other aspects of organizational learning (Including the organizational aspects of empowering individual learning, collaborative learning, Informal learning in the workplace, improving learning tools, etc.).

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