Research Paper

Investigating the Status of Schools in Rafsanjan Based on the Characteristics of the Learning Organization

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A R T I C L E I N F O

A B S T R A C T

Background and Objectives: Learning organizations are organizations that seek to improve their reactions to internal and external changes based on the concept of dynamic and endless learning. In such an organization, education and learning are recognized as a main principle and goal, and efforts are made to increase the efficiency and effectiveness of employees and organizational devices. The purpose of this research was to investigate the status of schools in Rafsanjan based on the characteristics of the learning organization.

Methodology: The current applied study was conducted in 2023 by adopting a quantitative-descriptive approach. The statistical population in this research included all the school teachers of Rafsanjan, whose number is 811 according to the statistics. In order to determine the sample size, the Karjesi and Morgan table is used, the number of samples is equal to 260 people. A stratified random sampling method based on male and female gender was used to select research samples. The data collection method included library and field methods. The data collection tool in this research was Peter Sange's standard learning organization questionnaire (1997) which has 32 questions with a Likert scale and 5 main components, the reliability of which was equal to 0.93. All statistics were used for data analysis on software SPSS 21 software was used.

Results: The results of the research showed that learning culture, leadership of colleagues, ability to coordinate with technology, coordination between groups and encouraging knowledge sharing were among the important characteristics of learning organizations.

Conclusion: Learning organizations are a useful framework for taking advantage of organizational knowledge and creating an environment for growth and development for employees. Due to the characteristics of being a learner, organizations that use this approach will have significant success in their business.

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Introduction

Human resources are the most important capital and strategic factor of any organization, especially in government organizations, policy makers and planners implement their policies through human resources. Satisfied and motivated human resources play a very important role in promoting regulatory policies and programs. In the learning organization, people are continuously developing their capacity to create and obtain results that are actually expected and the best way to improve performance in the long term is learning (Esfijani et al., 2022). The learning organization does not have a unique model and is actually a new attitude or philosophy about organizations that assigns the main roles to the members of the organization. In a learning organization, all people are involved in identifying and solving problems, and the organization thereby continuously grows and improves. People in learning organizations have a common ideal that they believe in with all their heart, and this causes the alignment of energy and strength of people and ultimately leads to the realization of the main goals of the organization (Akhawan, 2019). A learning organization is an organization that always develops its capacities for its future creation. A learning organization is an organization in which members continuously develop themselves in order to realize the goals and hopes that they really pursue. New models are spreading to expand the scope of thinking, there is space for collective idealism, and finally, it is an organization whose members constantly learn how to learn collectively (Bahramzadeh, 2011). A learning organization is an organization that facilitates learning for all members and continuously transfers it. It also creates new perspectives. This organization is a place where people always increase their ability to create what they want to create, learn new learning models and learn how to learn. The place of continuous testing of experiences is to transfer them and relate them to the main goal (Keramti, 2019). Despite the variable and complex environment in which organizations operate, the necessity of having capable resources for the survival of the organization is a definite reality. The basis of learning or comprehensive organizations is based on collective learning, and it is a process in which the capacity of group members is developed and the results will be what everyone has really wanted. The perspective of all learning organizations is to achieve the desired and ideal success (Asgari, 2018). Now we live in a situation where organizations do not assume the environment and its phenomena as fixed. They have accepted many and unpredictable changes in the world. In this view, management in a traditional way cannot open, predict and control internal and external organizational content. Organizations need a new model to compromise

and cope with these conditions. Based on this need, scientists such as Alvin Toffler, Peter Drucker, Jack Welch, Shoshana Zabloff, Charles Handi and Peter Sange, by rethinking the traditional concepts of management and presenting new theories, built a new paradigm that eventually became known as a learning organization. In the meantime, Peter Sangeh defined specific principles in the form of 5 principles or rules, including: 1) development of individual abilities, 2) mental patterns, 3) common perspective, 4) group learning, 5) system-oriented thinking, proposed and provided the implementation grounds for the creation of these organizations. He said that with the proper use of these components, it is possible to create basic and infrastructure changes to improve productivity (Doneghi et al., 2022). The presentation of this theory is the beginning of a new chapter in the life of an individual and an organization, which presents a new look at human beings, different from past ideas, and shows the manifestations of tomorrow's human beings. The prosperity of this person (learning person) has a deep connection with the fate of schools and educational systems. Schools have realized that traditional solutions based on the assumption of stability and stability of phenomena will not help them in fulfilling their basic and innovative responsibilities. The effectiveness of schools in each era from the philosophical, scientific and technological thoughts of that era and the non-compliance that occurs in this case is the most serious reason for predicting a crisis in such systems (Esfijani et al., 2022). The new world, with changes in various areas, demands schools that are similar to itself and demands changes in traditional education and its management methods, all of which demand the necessity of moving towards schools with the title of learning schools. This model, which is a kind of development of the concepts of public management in the field of educational management, tries to help them in building a flexible and transformable system by rethinking the management methods of schools. Reaching such schools requires a change of vision in the views of managers, teachers, students on the one hand and all members of the society on the other hand (Iranzadeh, 2011, p. 58). Since the school is a dynamic and dynamic organization and a vital institution in the development process of any nation, an institution that is able to facilitate economic, social, political and cultural development, the employees of this organization as one of the largest Its funds, as well as one of the most important elements of the educational system, play a very sensitive and decisive role in society, and the fruit of their efforts ultimately leads to the growth and development of human societies. With this description, the main question in this research is "What is the status of the schools in Rafsanjan based on the characteristics of the learning organization. Employees are an important resource for any organization, the success of organizations depends on continuous learning efforts from Talented employees and the creation and application of

knowledge are obtained, and the changed behaviors of employees by the learning organization in response to the external environment not only have a beneficial effect on the performance of the organization, but also lead to the success of employees in their respective duties.

The efficiency of the learning organization makes the employees gain skills about interactions and change their social behaviors, and therefore improve morale and reduce the rate of absenteeism and the rate of job change. In the learning organization, although learning occurs at the individual level, the learning organization ensures the internal exchange of learning, builds a culture of learning, makes a huge investment in research and development of human resources, and learns within the structure and Systems provide space. Education and learning is the main condition for the progress and success of any organization; Because training, on the one hand, educates the employees and creates more abilities in them, and on the other hand, with the progress and increase of the skills of the employees, the organization will not face any problem in order to achieve excellence and organizational goals. Therefore, if the people and employees of the organization receive continuous training and gain skills in performing their assigned duties, they can take a positive step towards solving and satisfying the needs of customers. Without a doubt, the matter of learning and empowering employees is an important step towards the progress of employees and the organization. The importance and benefits of the learning organization is that because it has the ability to produce knowledge, it gathers experience well and therefore it is creative, and it can also transfer knowledge to quickly solve problems, such an organization has a high effectiveness. So, learning to solve problems and learning with the purpose of development is important for the learning organization. A learning organization is a type of organization that provides learning to its members in a way that brings valuable results such as innovation, efficiency, better alignment with the environment and sustainable competitive advantage. In another sense, the learning organization is the knowledge-creating and entrepreneurial organization. in which every human being is creative and creates knowledge. Esfijani et al. (2022) in a research entitled "Investigating the characteristics of the learning organization with a focus on knowledge and technology management subsystems" stated that there is a significant difference between the current state of the studied university (Shahid Chamran Ahvaz) in terms of having the characteristics of a learning organization and the desired state. has it. Doneghi et al. (2022) in a research entitled "Adaptation of Islamic Azad University libraries with learning organization components to provide a strategic model for transforming university libraries into learning organizations" showed that between the desired situation and the existing situation

in all components of Islamic Azad University libraries' transformation into learning organizations, there is a significant difference and the current situation is lower than the average compared to the desired situation. According to the appropriate fit of the model, the pattern of transforming the libraries of Islamic Azad University into an organization learners with continuous learning components, group learning , empowerment, strategic leadership, questioning and dialogue, systemic thinking and systems integration have been presented.

Acevedo & Diaz-Molina (2023) in a research entitled "Learning organizations in emerging economies: the impact of knowledge management on innovative culture in Chilean companies" stated that managers when implementing knowledge practices that create a learning culture through the skills of discovery, creativity, empowerment and creates collaboration, they become more successful in their overall innovation efforts. Al-Heizan (2023) stated in a research entitled "Learning Organizations in Saudi Universities: Implications for Occupational Therapy Education" that although organizational learning is essential for the survival and development of higher education institutions because they operate in a dynamic environment, it is difficult to see that Be part of the daily performance in these organizations.

Behrouzi (2012) in a research titled "Investigation of the effective factors of the tendency of the members of cultural-educational organizations to become a learning organization" the results of the research showed that among the factors such as: having knowledgeable leaders in the organization, dynamic structure, encouraging creativity and innovation, common vision, There is a significant relationship between teamwork and cooperation, delegation of authority, constant communication with the surrounding environment and the willingness of employees to transform their organization into a learning organization at the 95% confidence level. Najafbeigi (2013) in a research entitled "Presentation of the learning organization model in the Islamic Republic of Iran Broadcasting Organization" showed that the broadcasting organization is relatively far from the effective status of a learning organization, as well as the performance of employees in team learning and changes in the model. The mental scores are more satisfactory than managers and in other features, the level of learning efforts of the two groups are similar. Then, in order to reduce the distance to the effective conditions and strengthen the desired skills in the broadcasting organization, based on the analysis of research results and theoretical discussions, a practical model and executive recommendations have been proposed in this regard.

Yarahmadi Khorasani (2013) in a research titled "Learning Organization and Productivity of Managers and Employees" that he has done pointed out that "learning organization" is an organization that always develops its capacities to

create its future. Haley (2012), in a research entitled "Relationship between the dimensions of the learning organization and the performance of the library", he investigated the relationship between the dimensions of the learning organization and the performance of academic libraries. Among the seven dimensions of the learning organization, the dimension of creating opportunities for learning has the highest mean and creating systems for acquiring and sharing learning has the lowest mean. Therefore, continuous learning has been promoted in the researched academic libraries, if the included systems are not supported. Therefore, the role and importance of continuous education and learning for school employees in this direction is very important. Recently, the promotion and encouragement of continuous learning has received more attention from the scientific and applied communities. Examining the environment and creating a better future, entrepreneurship, improving efficiency and effectiveness, and attracting and retaining knowledgeable human resources are among the advantages of a learning organization. The purpose of this research was to investigate the status of schools in Rafsanjan based on the characteristics of the learning organization. Whether the state of schools in Rafsanjan city is in a favorable state based on the characteristics of the learning organization.

Methodology:

The current applied study was conducted in 2023 by adopting a quantitative-descriptive approach. The statistical population in this research included all the school teachers of Rafsanjan, whose number was 811 according to the statistics. In order to determine the sample size, Karjesi and Morgan's table was used, based on which the number of samples was equal to 260 people. To select the research samples, the stratified random sampling based on male and female gender was used, the details of which can be seen in Table 1.

Table 1. Frequency of population and sample based on employees status

Gender	Statistical population	Percentage	Sample size
Male	471	%54	140
Female	340	%46	120
Total	179	%100	260

The data collection method included library and field methods. The data collection tool in this research was a standard questionnaire. The data collection tool in this research was Peter Sange's standard learning organization questionnaire (1997), which has 32 questions with a Likert scale and 5 main components, the reliability

of which was equal to 0.93.

Table 2. Correspondence table of hypotheses and questionnaire questions

Components of the learning organization	Questions
Development of individual capabilities	7, 10, 16, 18, 20, 24, 30
Mental patterns	2, 6, 9, 12, 22, and 13
Shared vision	5, 11, 23, 25, 28
Group learning	3, 8, 14, 17, 21, 26, 27
Systematic thinking	1, 15, 19, and 29

Due to the fact that a standard questionnaire was used in this research, therefore, in order to ensure the validity of the content and form, the questionnaire was examined by several experts and supervisors, and consultants, all of whom agreed that the questionnaire was valid for doing research. Considering the standardization of the research questionnaire, in order to further ensure the reliability, a number of 30 questionnaires were randomly administered among the subjects before the final implementation, and after collecting, the Cronbach's alpha value of the learning organization questionnaire was equal to 0.93.

Table 3. Reliability of learning organization components

Variables	Cronbach's alpha
Development of individual capabilities	0.95
Mental patterns	0.91
Shared vision	0.90
Group learning	0.93
Systematic thinking	0.93

The analysis of the collected data was done in two descriptive and inferential methods through SPSS software. In this research, descriptive statistics was used to calculate the mean and standard deviation of the research variables and to show the frequency and related graphs, and inferential statistics was used to check the research hypotheses. The test conducted in this research included the single-variable t-test.

Results:

Descriptive findings showed that 46% of all respondents were women (lowest frequency) and 54% were women (highest frequency). 61% of all respondents had a bachelor's level of education (the highest frequency) and 39% had a postgraduate

level of education (the lowest frequency). Also, 59% of all respondents had less than 10 years of work experience (highest frequency) and 41% had more than 10 years of work experience (lowest frequency).

Table 4. Description of the components of the learning organization

Components	The lowest amount	The maximum amount	Average responses	standard deviation
Development of individual capabilities	2	4/75	3/81	0.46
Mental patterns	1/75	4/50	3/74	0.59
Shared vision	1/75	4/50	3/25	0.60
Group learning	2/25	4	3/19	0.45
Systematic thinking	2/15	4/75	3/21	0.76

Table 5. Description of research variables

Variables	Average responses	standard deviation
Learning organization	3/42	0.40

Considering that the ranking of the answers in the questionnaires of the learning organization was a five-point Likert scale, so the theoretical average of the answers is equal to 3, so it can be seen that according to the average of the answers to the questions, the level of organizational learning and its components among employees above the average level 3 and was in a positive state.

Main hypothesis: the state of Rafsanjan schools in terms of the characteristics of the learning organization is in a favorable state.

Table 6. Variable description

Number of subjects	Average responses	standard deviation
260	3/44	0.40

$$H0 : \mu \leq 3 \qquad H1 : \mu > 3$$

Table 7. T test

The value of t	Degrees of freedom	α	Sig
11/60	259	0/05	0/002

As can be seen in table 6, the calculated average is equal to 3.44, which is higher

than the theoretical average of 3, also considering that in table 7, the value of Sig (significance level) is less than $\alpha = 0.05$, with 95% confidence, this result is obtained that the condition of schools in Rafsanjan was in a favorable condition in terms of the characteristics of the learning organization.

Discussion and Conclusion:

In order to compete with other organizations, an organization must learn better than them and use its knowledge faster and more widely than them throughout the organization. Today, organizations and their employees must constantly adapt themselves to new conditions and situations so that they can survive in the long term. This is the reality of new organizations. The learning organization has a great value for creating the ability to learn and then making the learned available to all the members of the organization. A learning organization is an organization that facilitates learning for all members and continuously transfers it. It also creates new perspectives. This organization is a place where people always increase their ability to create what they want to create, learn new learning models and learn how to learn. The place of constant testing of experiences is to transfer them and relate them to the main goal. Some intellectuals and experts have proposed related concepts such as laboratory learning, knowledge producing organization, etc. in the topic related to learning organization. The learning organization is a phenomenon that emerged in the 1990s. The reason for the emergence of such organizations was the conditions, theories and changes in organizational environments before this decade; In such a way that all the organizations had started an extensive effort for their survival and in order to be able to maintain themselves in the turbulent environment around them, they should move out of the unstable frameworks and towards the learning organization. to transform, that is, to create deep changes in their structure and basis.

In fact, the results showed that common goals and ideals are spread throughout the organization, and the activities of employees in the organization are formed based on common goals, and also the policies are such that people feel responsible for the common goal.

Finally, the skills and specialized knowledge of employees and the ability to communicate with colleagues in the organization also increase, and these results are in line with the research results of Askari (2013), Fahimnia, Musikhani, Azargon (2014), Raste Moghadam (2015). 1390), Farajian (2010), Haley (2010), Kelly et al. (2008) and Chiva (2007) are consistent. The results of the research showed that the dominant view solves the root of the problems in the employees' behavior and the members consider their work as a part of the overall process of the activities in the organization, and also the managers avoid unconscious bias and prejudice in order to solve the problems. The result of understanding the

organization and performing job duties and the skill in communicating with colleagues in the organization also increases, and these results are in line with the research results of Askari, Tokelian (2013), Fahimnia, Musi Khani, Azargon (2013), Raste Moghadam. (2010), Farajian (2010), Haley (2010), Kelly et al. (2008) and Haley (2010) are consistent.

The new attitude towards leadership in learning organizations relies on more subtle and important principles. In an inclusive organization, leaders; They are designers, supervisors and teachers. Their responsibility is to build organizations where people can directly develop their abilities to recognize and understand complexities, clarify ideals, and develop common mental models. This means that leaders are responsible for employees' learning. Organizations should move their structure away from centralized and mechanistic structures and choose dynamic and flexible structures to encourage learning. In learning organizations, data flows smoothly at all organizational levels and learning is realized at three levels: individual, group and the whole organization.

In today's competitive world, creativity and innovation are very necessary for the survival and success of organizations. Some experts on the importance of creativity and innovation compare them to the vital artery of the organization, which is doomed to decline if it is cut off. And it is destruction. The main point in this category is to pay attention to the cultivation of these abilities in organizations; Because there is a certain amount of creativity and innovation in potential in all people, but its actualization requires proper planning on the part of managers. Organizational vision should be built based on individual visions of organization members; In this sense, the leader of the organization should not create the insight in the learning organization. Vision must be created through action and reaction with people, that is, individual and organizational goals and perspectives must be shared. Everyone should have common goals and dreams.

Having a learning organization is impossible without a common goal. The goals that cover the goal create new ways of thinking and acting. Undoubtedly, the basic and strategic cornerstone of the learning organization is the emphasis on teamwork. By working in teams, employees develop collective skills and knowledge related to issues and create creative ideas in the organization. The success of learning organizations depends on giving more options to the employees so that they can think about new ways and present new plans to do things on behalf of the organization. If the employees and members of the organization have more freedom of action in the implementation of the organization's strategies, they can identify the new needs of the customers and provide them in this way. In order to realize learning, organizations should lead employees to communicate with the environment so that as a result of the action and reaction with the environment of the organization, they can compare their performance with others and in this way increase their learning.

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