



The Evaluation of Islamic Azad University of Qom as a learning organization

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ABSTRACT:

The goal of this research is evaluation Islamic Azad university of Qom as the learning organization from the view point of the Academic members. The method of this research is descriptive – survey, the statistics population were the Academic members and kind of statistic, contain 105 persons that selected simple randomly .For gathering and collecting data, we use MARQOART learned organizational evaluation questionnaire with the conclusion of 0.85 in with it contains 49 questions in the field of four level. The analysis of information on the basis of the descriptive method foundations and inferring examination (Z) with one group and analyzing the one- way variance (F) that showed:

1.from the view point of scientific Academic members ,Islamic Azad university in none of the qualifications of organizational movement ,dynamic learning and hopping up people ,using technology, if doesn't have a complete readiness to changing into learned organization.2- Between the rate of Islamic Azad university readiness of change into learned organization from the view point of different kind of knowledge management ,dynamic learning ,using technology ,super charging or hopping up people and organizational changing ,there is not any meaningful difference.

Key words:

Evaluation, Islamic Azad University, learning Organization, scientific Academic members



1. INTRODUCTION

The present century is named as the world of rapid changes. This name is due to the role of technology in human life. That's why today many organizations are trying to make organizational innovations to overcome their rivals (Jorgenson ,2004). In this situation, one of the most important ways of success in organizations and the better performance of employees is to turn organizations into a learning organization (Safania ,2015.p31). The learning organization is an informed organization in which learning is considered as an essential element in the values, perspectives, goals, and in the individual activities of the employees and their evaluations, it eliminates structural learning barriers, creates powerful organizations and put the care, maintenance and evaluation of learning and its development in its agenda (Sobhaninejad et.al ,2010.p49). For this reason, the knowledge management system within a learning organization should be able to coordinate the individual activities, and also should include sufficient incentives and motivations so that it can attract all members and organize them into internal activities and create a situation for individuals to adopt the phenomenon of change (Alvani and Danaeifard ,2009.p290). Realizing this requires accelerating organizations with environmental effects, speeding up tasks applying, speeding knowledge transfer, effective learning and attracting the best employees in the organization. In this regard, in order to realize organizational goals, evaluation of universities as a learning organization is inevitable, and awareness of the key factors of success in learning organization is essential for their survival.

On the other hand, the learning organization learns changes, and transforms its functions over time. An organization is a learner, if it can change and improve its range of behaviors through the process of communication, help to promote organizational learning by making structures and strategies, facilitate learning for its members and continually reform itself. In a relatively comprehensive definition Marqoart (2002) believes that the learning organization is an organization that learns collectively with power and constantly changes itself so that it can collect, manage and use the information in a better purposeful way. Senge believes that a learning organization is an organization in which individuals are continually developing their capacity to achieve expected outcomes; where new thinking patterns are developed, group desires and



desires are realized and the staffs continuously learn how to learn with each other (Kiedrowski, 2006).

Michael Marqoart in "Creating a Learning Organization" considers the basic principles of the learning organization as five subsystems:

- 1- Dynamic learning: Learning dynamic is meant to be a continuous and strategic process of learning which is integrated with work and has feedback and is applied in proportion to it. Focus is on creativity and dynamic learning; therefore, dynamic learning is a type of learning that will improve over time.
- 2- Organizational formation: In this system, four factors of perspective, culture, strategy and structure are presented as the four dimensions of the organization's subsystem.
- 3- Empowering people: It involves creating trust, empowering employees, creating leadership motivation, expanding public communication, encouraging creative workplace, appreciation and rewarding.
- 4- Knowledge management: Including the creation, storage, analysis and data mining, transmission and distribution of knowledge.
- 5- Technology: The two key dimensions of technology that learning organizations support are technology for knowledge management and technology to increase the speed and quality of learning (Marqoart, 2002).

Many management theorists consider the learning organization as a living and evolving system which continuously improves its performance through knowledge access. The two elements of "Thinking for the future or future-making" and "Increasing learning capacity" are common points that all theorists of learning organizations emphasize. In the present millenary, organizations will be able to sustain and survive that are learner and an organization that does not have productive learning will not be able to survive in the present era (Ghorbanizadeh, 2009.p210). Organizational learning and knowledge management enhance the ability of ideation and creativity and if organizations are provided with the necessary ground for promoting intelligence, they will accelerate and facilitate intelligent implementation of goals with spending less energy. Also, because of their increased compatibility with the environment, their durability and survival are also guaranteed, because knowledge is an important source of learning new things, creating the bases of competition and creating new opportunities for the organization.



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Achieving a sustainable competitive advantage depends on the organization's capacity and ability to properly use of its knowledge based resources (Hashemi and Hashemi, 2010).

The necessity of converting an organization into a learning organization is due to the fact that with increasing complexity and speed of environmental changes, lack of unreliability in the organizational environment has increased. Organizations need more knowledge and awareness of environmental factors so that they can adapt themselves to environmental changes. In fact, in the changing world, the learning process has also been reformed. If the future was continue of present, it seemed reasonable to assume that what works today can be effective next year (Sobhaninejad et.al 2010.p95).

On the other hand, one of the most important bases of organization reformation is the use of partnership-empowerment model. Participation in the organization's activities is not limited to elite or high-level individuals but it should be broadly expanded throughout the organization. Increasing participation and empowerment are among the main goals and high values of the organization's reformation (Alen, 2000). To empower, people should be given power. This is achieved by empowering people to participate, make decisions, express ideas, leveraging and give responsibility to them. That is why participation is an effective form of empowerment. Participation enhances empowerment, and empowerment, in turn, improves performance and individual health (Alen, 2000). Information technology improves communication, in particular by fading the boundaries within the company and increasing the range of possible relationships beyond the hierarchy. Also electronic bulletin boards e-mail and electronic conferencing make it easier to communicate directly at anytime and anywhere. Communication soft wares create e-learning environments in which all members have the same access to information. Everyone with a personal computer network through large computers and with external related systems can contribute in collection and transferring of knowledge. Access to the national and international knowledge networks is possible at any time (Marquart, 1999: Irannezhad parizi: 224).

But it is not easy to organizations being a learner and planning to meet it, is difficult, In other words, organizations encounter with obstacles in the learning way and experience shows that many organizations have not been successful in this regard

(Ghorbanizadeh,2008.p123). At this critical era, a struggle has begun to prove



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industrial, scientific and technical excellence in the next century and developed countries, prospective organizations and institutions have surpassed expectations to face these developments, such that, creativity and innovation have been accepted as a main factor of important factors in the survival of young organizations and companies.

According to this argument, advanced countries emphasize on creativity in education and in this regard, special attention has been given to selecting creative, innovative and forward-looking individuals who provide innovative and creative approaches to complex issues (Alvani and Danaeifard, 2009.p275).

Needless to say, the need for knowledge based higher education on will be more important in the future. Since current patterns for university, academic teaching and research, and community service delivery need to be transformed rapidly and logically; such things cannot be done unless taken with making a learner organization. The best universities and faculties of the future will be those who will provide the most effective findings and learning skills for their students and faculty members (Zare et .al 2008.p13).

To understand how the university works, it needs to be viewed as an organization or system and seen as a human innovation. When these institutions are considered as organizations, people take on roles and work together to achieve shared goals within the framework of a social structure. When they are considered as a system, specific roles and structures become less important and attention is paid to the envelope that interacts with the whole system or part of it. Although all systems share some common features, there are some differences between them. Higher education institutions are social systems; they are symbolic innovations that exist because we believe in them. These three approaches (organizational, systematic and symbolic) are different but complementary. In an open system such as the university, the borders have been largely open and it is likely that different interactions between the environment and the various elements of the system have complexity that may include human forces, comments, specific resources, or partnerships with other universities and systems. In this case, an expert system includes elements that convert inputs into outsources. For example, faculty members, heads of Departments, statements about the policy of scientific freedom and research laboratories, convert input data such as graduates, knowledge, services, and position. The management and executive sub-system includes rules, group



managers, faculties, budgets and other factors which contributes in the coherence and direction of the organization (Zaer et.al 2008.p26). Considering the above and the importance of the university in today's world and making the higher education institutions to the more desirable learning organizations, the study was conducted to evaluate the Islamic Azad University of Qom Branch as a learning organization.

2. BACKGROUND

Zahabion and Yusefi (2007), In a study "Adaptation of the characteristics of the Education Organization of Isfahan with the characteristics of the learning organization from the teachers' point of view in three areas of individual, group and organizational " showed that the characteristics of the organization of education in the individual and organizational domain are consistent with the characteristics of the learning organization, but not in the group. Individuals' perception of the learning organization also showed a significant difference only in the individual domain based on their teaching history.

In "The use of the learning organization components in State university and Islamic Azad university of Shahrekord based on five components of individual capabilities, mental patterns, shared vision, team learning and systemic thinking" Atafar and Bahrami Samani (2009), showed that the use of "individual capabilities" in the Azad University was higher than the average level and was moderate at the state university. The use of "mental patterns" in both Azad and State universities is estimated lower than the average level, and the use of "shared vision ", "team learning" and "systemic thinking" in the Azad University is higher than the average and in the state university are less than the average level. Comparison of demographic characteristics showed that there was no significant difference in terms of using the learning organization components among the people in terms of gender in both universities. However, the use of mental models in the state university among faculty members was higher than that of employees, as well as the use of individual capabilities among managers and faculty members was more than employees.

Banisi and Malekshahi (2009) in "Investigating the role of learning organization on knowledge management of boys' high school directors of Amol" showed that there is a significant relationship between the learning organization and knowledge management of high school directors in terms of learning considering the components of personal



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skill, mental patterns, shared vision, team learning, and systemic thinking with an ideal state in all five basic principles of Sangari theory.

In “Investigating the Relationship between the Dimensions of the Learning Organization and the Effectiveness of the directors of Secondary Schools in district 4 of Tehran Based on the Components: 1. Personal Skills, 2. Mental Patterns, 3. Shared Vision, 4. System Learning, 5. System Thinking” Banisi and Esmaeili Sahme (2010), showed that the current status of the dimensions of the learning organization in secondary schools in Tehran's 4th district in the components of mental patterns and systemic thinking is a bit lower than the average, but other components of personal skills, system learning, and shared vision are either moderate or a little higher than average. As mental patterns increase, teachers' leadership will increase. There is no relationship between the shared vision and the leadership of the teachers. There is no relationship between the shared vision and the administration of school, between systemic learning and school administration, and between systemic thinking and teacher leadership. There is not a meaningful relationship between systemic thinking and good attitude with teachers and skill in evaluating. As the systemic learning increases, the leadership of teachers increases.

The results of research conducted by Shahlaei and Kheirandish (2010) entitled “Assessing the readiness of active organizations in the aeronautical industry to convert them into a learning organization” suggests a significant gap in some components to become a learning organization.

Hamidzadeh and Ashrafi (2010) in assessing the readiness of the Iran Medical University to become a learning organization showed that the level of readiness is based on the three components of dynamic learning (with mean of 2.64), technology (with mean of 2.80) and individual empowerment of (with mean of 2.72) and two components of Knowledge management (with a mean of 3.01) and organizational reformation (with mean of 2.72); therefore, five research hypotheses were not accepted at a significant level of 5%; Hence, Iran University of Medical Sciences, which has responsibility of teaching and learning now, organizationally does not have the characteristics of the learning organization and its readiness to become a learning organization is weak.

Neefe (2001) has measured organizational learning indexes that included: shared vision, organizational culture, teamwork and learning, knowledge sharing, system thinking,



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leadership and employee competence and comparing the level of organizational learning maturity in traditional and non-traditional universities showed that modern universities have higher levels of learning than traditional ones in terms of "organizational culture", "teamwork " and "system thinking". In addition, modern universities have more organizational learning than traditional ones.

In “Are Schools the Learning Organizations?” Tony kinder (2002), points to the important role of education in wealth creation and the creation of a knowledge-based economy in Europe and believes that Education department requires the use of information and communication technology in schools for the implementation of this role. He concludes that schools can effectively use this technology when they have the characteristics of a learning organization.

In “Organizational learning economics & firms performance, empirical observation,” Peter Murray (2003) believes that although the relationship between learning activities and the creation of capabilities of the company has been confirmed in previous studies, but it is not very clear how organizational capabilities affect organizational performance, hence, in this research, he attempts to empirically investigate the relationship between the creation of capabilities in the organization and the quality of learning. He believes that creating capabilities is a social phenomenon and Social phenomena are a competitive advantage for the company if a unique learning system is fit into the company. He demonstrating this relationship that the various organizational capabilities lead to higher performance of the company and how the company's capabilities are related to learning claims to have contributed to the richness of strategic management literature.

Berrio(2006) in “ assessment of Ohio University as a learning organization based on the Marqoart model” concludes that the highest mean belongs to organizational transformation subsystem and the lowest mean is related to technology application.

Hodgkinson(2006) in his research “Toward Universities as learning organization” demonstrated that universities are institutions that have a special opportunity to adapt with the ideas and activities of the learning organization as well as have the major responsibilities in this regard.

Considering the characteristics of the learning organizations, universities, as active and progressive learning organizations, should be able to equip themselves to stay in the



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scientific arena and produce science and achieve real status. Especially the universities of Qom and especially the Islamic Azad University, as the largest institute of higher education located in the Islamic and Human Sciences Center of the Islamic Republic of Iran, have major responsibility and realizing this requires evaluation as an active learning organization in the perspective of the most important influential elements (faculty members), so that with proper knowledge and analysis of the situation, planning and taking appropriate steps are taken. Therefore, in this study, the Islamic Azad University of Qom is evaluated as an active learner organization from the viewpoint of faculty members. Accordingly, the main objectives of the research are:

- 1- Evaluation of Islamic Azad University of Qom a learning organization from the viewpoint of faculty members
- 2- Attracting the attention of the authorities and grounding in creating a learning environment in order to adapt to the changes in knowledge, participation of individuals in targeting organization, exchange of information, using realistic mental patterns and team learning method.

Also, special research questions were designed based on the above objectives:

- 1- How Islamic Azad University of Qom as a learning organization has the characteristics of “dynamic organizational learning”?
- 2- How Islamic Azad University of Qom as a learning organization has the characteristics of “organizational reform”?
- 3- How Islamic Azad University of Qom as a learning organization has the characteristics of “organization empowerment of individuals”?
- 4- What is the status of "knowledge management" in Islamic Azad University of Qom as a learning organization?
- 5- How Islamic Azad University of Qom as a learning organization has the characteristics of “information and technology application”?
- 6- Is there any significant difference between the status of different components of knowledge management, dynamic learning, application of technology, people's empowerment, and organizational reform in Azad University as learning organization?

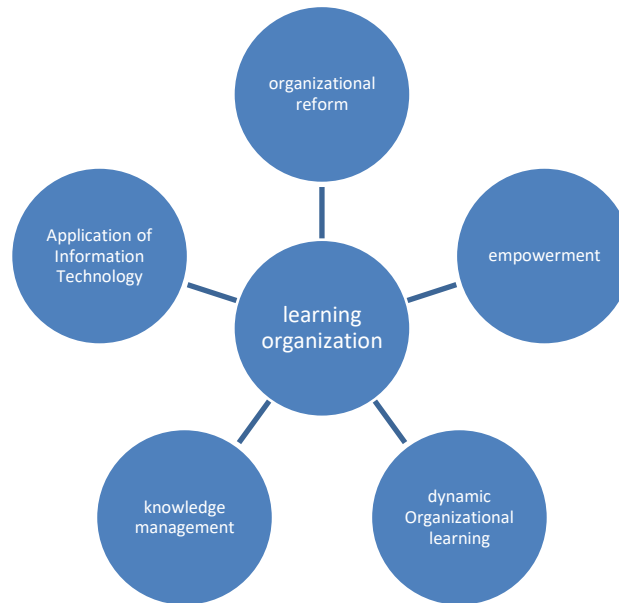


Chart (1) Conceptual model of research

3. METHODOLOGY

The present study in terms of purpose and results is in applicable group and is in terms of collecting information, is in the group of descriptive survey information that evaluates Islamic Azad University of Qom as a learning organization.

Statistical population, statistical sample and sampling method: The statistical population of this research includes 149 faculty members of Islamic Azad University of Qom who taught in the first semester of the academic year of 1393-1394, that 105 of them were selected randomly in accordance with Morgan and Krejtsy's tables (adapted from Hassanzadeh, 1383: 1383) and after examining and deleting the incomplete questionnaires, finally, the data of 90 questionnaires were analyzed.

Information gathering tool and its reliability: Marqoart standard questionnaire with validity and reliability of 0.85 has been used In order to collect the required information and measure the variables of the research. This questionnaire contains 49 questions including components of dynamic learning, organizational reformation, empowerment, knowledge management and technology application which multiple choice spectrums is used to answer it (in four different spectrums from one to four).

Data analysis method: For data analysis, descriptive statistical methods such as mean, standard deviation, dispersion coefficient and inferential statistics such as single-parameter tests (Z) and one way analysis of variance (F) and Fisher's LSD test are used.



4. FINDINGS:

Question 1: How Islamic Azad University of Qom as a learning organization has the characteristics of “dynamic organizational learning”?

Table1- The respondents' answers to questions related to the dynamics of organizational learning

Cv	Z	Sd	\bar{x}	$\sum x$	Questions	Num
40.05	-10.75	0.62	1.54	74	I see continuous learning as a top priority for business in all employees.	1
49.99	-7.21	0.82	1.64	77	We are encouraged and are expected to manage our development and learning ourselves.	2
43.46	-3.90	0.87	2	92	Individuals avoid the storage of information (in their own interest) by making communication channels by listening to others and providing effective feedback to them.	3
47.01	-6.57	0.81	1.72	79	People have been trained and learn how to learn.	4
44.06	-8.78	0.71	1.60	77	We use different learning accelerators (creating a mental map, enhancing imagery, music, etc memory)	5
44.62	-8.71	0.71	1.59	75	Individuals develop knowledge with adaptive, preventive and creative learning approaches.	6
49.19	-7.61	0.79	1.62	76	Teams and individuals use the practical learning process, in other words they learn by carefully assessing the problem or the situation and applying their new knowledge to future actions.	7



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49.31	-6.02	0.86	1.75	84	Teams are encouraged to learn from each other and share what they learn in different ways (Through electronic bulletin boards, printed newsletters, or intergovernmental meetings)..	8
48.37	-5.89	0.86	1.77	85	Individuals are able to think and act in a systematic and comprehensive approach.	9
48.34	-7.46	0.79	1.64	77	Teams receive practical training on how to work and learn in groups.	10
$\bar{X}_T = 1/69$						$Z=-0/366$

According to table1, since the calculated total score of Z (0.366) is less than critical Z at a confidence level of 0.99 and a 0.01 error for the single-group test (2.33) and also, the total average (1.69) and the average of each item is lower than the mean of expected average (2.5), Islamic Azad University of Qom in none of the items related to organizational dynamics does not have a proper position as a learning organization. The organizational dynamics of Azad University to become a learning organization needs to the management of learning , internal development and encouragement, learning through accurate assessment of actions and problems, and applying new knowledge in future actions, encouraging teams to learn from each other, and sharing experiences through the electronic bulletin boards, printed newsletters, or intergovernmental meetings.

Question 2: How Islamic Azad University of Qom as a learning organization has the characteristics of “organizational reform”?

Table2- The respondents' answers distribution to questions related to organizational reform

Cv	Z	Sd	\bar{x}	$\sum x$	Questions	Num
47.26	-7.65	0.77	1.63	75	The importance of becoming a learning organization is known throughout the company.	1
47.02	-4.67	0.89	1.89	89	Superior management supports the vision of the learning organization.	2



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57.52	-4.76	1.03	1.79	86	There is an atmosphere which supports the importance of learning.	3
43.52	-1.16	1.01	2.33	107	We are committed to continuous learning for the sake of improvement.	4
44.5	-2.7	0.95	2.13	100	We learn from failures and successes, it means that mistakes are tolerable.	5
53.50	-6.23	0.90	1.7	81	We reward people and teams that learn and help others to learn.	6
47.41	-5.78	0.85	1.79	86	Learning opportunities are included in operations and programs.	7
45.80	-6.74	0.79	1.73	83	We have designed mechanisms for the sharing knowledge and learning enhancement throughout the organization (Such as systematic job rotation in departments, structured in-service learning systems)	8
49.11	-7.07	0.81	1.66	78	The organizational structure is flexible such that with a low management hierarchy, it maximizes communication and learning at all levels of the organization.	9
51.38	-6.77	0.85	1.65	76	Instead of maintaining fixed duty boundaries, we coordinate our efforts in all departments based on shared goals and learning.	10
$\bar{X}_T = 1/83$						$Z=-0.097$

Based on table2, because the total score of Z obtained is less than critical Z at the confidence level of 0.99 and the 0.01 amount of error for the single-group test (2.33), and also the total average (1.83) and the average of each item is lower than the expected average (2.5) average, indicates the lack of favorable university conditions in organizational reform as learning organization. In this regard one of the major difficulties facing us is that the atmosphere of university does not endorse the



importance of learning and does not support it, university does not reward people and teams learn and help others in learning, and is not able to maintain a fixed duty boundary to support its efforts in all departments based on shared goals and learning, and does not have flexible organizational structure such that with a low management hierarchy, could maximize communication and learning at all levels of the organization. Accordingly, it does not seem possible to make organizational reform. Question 3: How Islamic Azad University of Qom as a learning organization has the characteristics of “organization empowerment of individuals”?

Table3- The respondents' answers distribution to questions related to empowerment of individuals

Cv	Z	Sd	\bar{x}	$\sum x$	Questions	Num
50.29	-4.14	0.96	1.91	88	We try to develop powerful human resources that can learn and practice.	1
45.20	-7.13	0.76	1.69	76	Authority is decentralized and is delegated with respect to responsibility and learning capacity.	2
48.32	-3.77	0.96	1.98	95	Managers and staff work together to learn and solve problems.	3
50.74	-4.33	0.96	1.89	89	Managers play role as instructors, supervisors and facilitators of learning.	4
48.36	-4.95	0.89	1.85	85	Managers create and increase learning opportunities and also encourage experimentation and assessment of new knowledge.	5
48.60	-5.85	0.85	1.74	75	We actively share our information with our customers, and at the same time we use their opinions to learn and improve our services and products.	6
47.99	-6.18	0.82	1.72	74	We give the suppliers and customers the opportunity to participate in learning and practical training.	7



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48.08	-7.64	0.77	1.59	67	Our learning of partners, (subcontractors and teams) is maximized by preventative planning of resources and strategies dedicated to acquiring knowledge and skills.	8
55.55	-5.34	0.96	1.73	78	We attend in the learning events alone with suppliers, community groups, professional associations, and academic institutions.	9
45.61	-8.31	0.72	1.59	70	We are actively looking for learning partners among our customers and suppliers.	10
$\bar{X}_T = 1/77$					$Z=-0/309$	

Based on table3, because the total score of Z obtained is less than critical Z at the confidence level of 0.99 and the 0.01 amount of error for the single-group test (2.33), and also the total average (1.77) and the scores of each item is lower than the expected average (2.5) average, Islamic Azad University of Qom has no proper position as a learning organization in any of the issues related to the empowerment of organizational people. It does not have the ability of empowerment organizational people through participation in learning events with providers, community groups, professional associations, and academic institutions and due to not placing managers in the role of instructor, supervisor and facilitator of learning, lack of efforts to develop human resources in the structure of management, and the inability to provide and actively share their information with customers and the failure in use their point of views for improving the affairs , does not competency to become a learning organization.

Question 4: What is the status of "knowledge management" in Islamic Azad University of Qom as a learning organization?



Table4- The respondents' answers distribution to questions related to knowledge management

Cv	Z	Sd	\bar{x}	$\sum x$	Questions	Num
52.27	-5.93	0.89	1.70	73	We are actively looking for information that will improve our organization's activities by integrating products or processes that are beyond our control.	1
49.45	-6.25	0.85	1.72	81	We have accessible systems for gathering information inside and outside the workplace.	2
53.79	-5.29	0.95	1.76	81	We follow the processes outside our organization according to what others are doing, including alignment, participation in conferences and assessing published researches.	3
53.70	-6.50	0.88	1.64	74	People have practical trained creative thinking skills, innovation.	4
40.53	-8.98	0.65	1.62	71	We often define empirical projects as a means of testing new ways of product development or service delivery.	5
45.83	-7.64	0.75	1.64	72	We have developed systems and structures to ensure that we encrypt and store important knowledge and people who need the knowledge can access and use it.	6
49.94	-6.20	0.85	1.70	75	People are aware of the needs that are important to maintaining organizational learning, and provide such knowledge to others.	7
50.67	-7.14	0.83	1.63	75	We continually develop new strategies and practices for sharing learning throughout the organization.	8



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45.75	-5.45	0.83	1.82	82	We support the environments, units and special projects that provide knowledge generation and provide learning opportunities to our employees.	9
$\bar{X}_T = 1/67$				$Z = -0/433$		

Based on table4, because the total score of Z obtained is less than critical Z at the confidence level of 0.99 and the 0.01 amount of error for the single-group test (2.33), and also the total average (1.67) and the scores of each item is lower than the mean of expected average (2.5) average, Islamic Azad University of Qom has no proper position as a learning organization in any of the issues related to the knowledge management. Particularly in aligning, participating in conferences, and investigating the publication of researches outside the organization, actively improving the search for information to integrating activities, services and products, innovation and creativity in the implementation of education, and having a strategy for sharing the mechanism, the university does not have a good status.

Question 5: How Islamic Azad University of Qom as a learning organization has the characteristics of “information and technology application”?

Table5- The respondents' answers distribution to questions related to information and technology application

Cv	Z	Sd	\bar{x}	$\sum x$	Questions	Num
49.09	-2.40	1.04	2.13	98	Learning is facilitated by efficient and effective computer-based information systems.	1
46.84	-4.63	0.88	1.89	85	The staff has access to the information highway through local access networks, the Internet, and intranets.	2
55.69	-7.08	0.87	1.57	69	Learning facilities are supported by electronic audio and video and strong integrated artistic, colorful, musical, and visualization environments.	3



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53.15	-5.35	0.93	1.76	79	Computer-assist learning programs and electronic tools are available (on time and flowchart soft wares).	4
49.29	-6.55	0.83	1.68	74	We use Groupware technology to manage group processes such as project, team, and meeting management.	5
50.99	-6.61	0.84	1.65	71	We support learning from on time learning, a system that integrates high-tech learning systems, instructing, and real work tasks within a particular process.	6
57.13	-5.41	0.98	1.72	79	Electronic performance support systems enable us to learn and do our jobs better.	7
54.34	-9.02	0.78	1.44	65	We design and deploy an electronic performance support system to meet our learning requirements.	8
48.78	-7.15	0.80	1.64	74	Employees have full access to the data that they need to effectively carry out their jobs.	9
45.20	-7.72	0.74	1.64	74	We are able to modify and adjust software systems for collecting, encrypting, storing, creating and transforming information in the best way that meet our needs.	10
$\bar{X}_T = 1/74$					$Z = -0.245$	

Based on table5, because the total score of Z obtained is less than critical Z at the confidence level of 0.99 and the 0.01 amount of error for the single-group test (2.33), and also the total average (1.67) and the scores of each item is lower than the mean of expected average (2.5) average, Islamic Azad University of Qom has no proper position as a learning organization in any of the issues related to the information and technology application. In other words Islamic Azad University not only does not have the characteristics of a learning organization, but also does not have effective ability and ease of learning through computer-based systems, using electronic audio-visual tools, e-



performance support, employee access to data for effective working, modification and adjustment of information systems.

Question 6: Is there any significant difference between the status of different components of knowledge management, dynamic learning, application of technology, people's empowerment, and organizational reform in Azad University as learning organization?

Table6- comparison of the status of the university in terms of the learning organization components

R	CV	Sd	\bar{X}	Components	
3	0.914	0.015	1.69	Organizational dynamics	1
5	2.55	0.047	1.83	Organizational reform	2
2	0.906	0.016	1.77	Organizational Empowerment	3
1	0.81	0.013	1.67	Knowledge management	4
4	1.23	0.021	1.74	Information and technology application	5

Comparison of the data in Table 6 shows that the status of Islamic Azad University of Qom as a learning organization varies in different components. The highest level of readiness is related to the knowledge management component is located in the first place with a mean of 1.67, standard deviation of 0.013, and dispersion coefficient of 0.81. After that, the organizational empowerment component with a mean of 1.77, standard deviation of 0.016 and dispersion coefficient of 0.906 is ranked in second place and organizational dynamics with a mean of 1.69, standard deviation of 0.015, and dispersion coefficient of 0.914 is in third place. In the lowest positions (4 and 5), application of technology and organizational reform are placed respectively. Inferential analysis of the readiness of university in various components is presented in Table 7.

Table7. Summary of Analysis of One-Way Variance

Resources of groups change	Sum of squares	Freedom degree	Average of squared deviation of scores	F
Between groups SSB	45.787	4	11.45	163.57
Within groups	3.085	44	0.07	



SSW				
total SST	48.872	48		

Inferential analysis of data based on One-way ANOVA (F) indicates that since calculated F (163.57), is larger than the critical of F at the level of $(0.01) = \alpha$ and $dF = (44 \text{ and } 4) (3.78)$, the zero hypothesis is confirmed; considering the significant difference in the means with the confidence of 0.99, it can be concluded that there is meaning difference in the status of Islamic Azad University as a learning organization in terms of different components of knowledge management, dynamic learning, application of technology, empowerment of individuals and organizational reform. The comparison of each two components based on the Fisher's LSD follow-up test states that the components of knowledge management and organizational reform are in a better position than other components and other components are not in good condition, and it is necessary that university directors apply their policies and plans in order to become a learning organization.

5. DISCUSSION AND CONCLUSION

In the age of knowledge, learner organization is considered as a modified model, a new way of thinking about organizations, and an indicator for promoting performance and productivity in a competitive environment. Despite the complex and variable context in which organizations operate the necessity of having powerful resources to maintain an organization is a definite fact. Despite the changing environmental factors, the sustainability, growth and dynamism of the organization depends on the broad awareness and knowledge of environmental factors. Lack of confidence due to increasing environmental changes (economic, social, political, scientific, cultural, etc.), and increasing demands and expectations of humans have all led to the emergence of a new model called "learning organization". Such organizations consider learning to be the most appropriate way to maintain life, sustainability and growth of an organization. In this research, the aim of which was to evaluate the Islamic Azad University of Qom branch as a learning organization from the viewpoint of faculty members, the components of dynamic learning, organizational transformation, empowerment of individuals, technology and knowledge management were investigated.

The results showed that from the point of view of faculty members, in Islamic Azad University of Qom, none of the components related to dynamic learning, organizational



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reform, people's empowerment, technology and knowledge management are in a proper position as a learning organization that somehow agree with the findings of Hamidzadeh and Ashrafi (2010) in Iran University of Medical Sciences, Bani Si and Ismaili sahme (2010), Shahla'i and Khairandish (2010) and Arasteh and Enayati (2009) and is not consistent with the findings of Atafar Bahrami Samani (2009) and Zehbion and Yousefi (2007).

Based on the results of the research, Qom Azad University did not have a good status as a learning organization and it seems that the type of structure, management, and culture of the Islamic Azad University and its specific environmental characteristics are effective in this regard. The university has not yet institutionalized its academic and scientific activities and the most dominant process of teaching and transferring information and knowledge is due to cover the psychological needs of learners. University management is totally centralized and creativity, reformation and development are only announced through central organization and implemented accurately and practically makes any thinking and planning in provincial and provincial structures impossible. Certainly, structures will be able to become a learning organization that all members of the organization have the necessary dynamism for learning and enhancement of capabilities, development of activities and processes, and being technologically up-to-date and use forces that not only have high initial capabilities but can change their own environmental condition momentarily; what has not been seen in either the absorption or the development process of Islamic Azad University. On the other hand having components of learning organization requires cultural conditions for sharing knowledge and experiences and having teamwork ability and for learning from each other and endogenous development that its primary condition is to have a smart and transformative leadership which seems to be inconsistent with university management's structure and the relationship between the educational environment, society and users and the type of training has not yet been converted into a management process. Also, there is a significant difference between the different components of learning organization in Islamic Azad University of Qom. Indicators of knowledge management, organizational empowerment, dynamic learning, application of information technology and organizational reform, despite having scored Z less than critical Z, are ranked first to fifth respectively. Which indicates the relative



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desirability of knowledge management, organizational empowerment, and dynamic learning status compared with the application of information technology and organizational reform, which is somewhat consistent with the results of Angelo Berrio (2006).

A learning organization has the lowest hierarchy of powers, equal rewards with the same performance, common and flexible structure that we can use opportunities and eliminated crises with it. The learning organization does not have a unique pattern and it's actually a kind of attitude or philosophy about organizations which puts key roles on the members of the organization. In the learning organization, everyone involved in identifying and solving problems and the organization is continually growing and upgrading by this. People in the learning organizations have a common goal that all believe in it and this leads to an alignment in the energy and power of individuals and ultimately leads to the realization of the main goals of the organization. The basis of learning organizations is based on group learning and that is the process by which the capacity of the team members is increase, so that the results will be what everyone really wanted. Universities also as independent organizations, with professional stability and academic freedom in the field of knowledge production and culture promotion not only should have the characteristics of the learning organization, but given the rapid trend of change, are expected to have the characteristics of leading learner organizations so that they can survive in the field of scientific competition and carry out their mission properly. The realization of this issue requires precise evaluation and planning to create suitable development platforms.

With the advent of a new era of organization, today only organizations that have great thoughts (regardless of the size of their appearance) are successful in performance, leading in the field of competition, as well as dynamic and effective in the organization and management system. The importance of the learning organization and its establishment in present organizations is increasing daily, leaving no doubt to managers of organizations to choose it as a binding strategy, nor a voluntary choice. Regarding the results of the research, the continuation of the current situation of the university in terms of the components of the learning organization, not only causes the formation of an unbalanced organization, but also increases the gap between the university and the superior universities of the country and its sustainability fails in competitions. Of



course, considering the position of Islamic Azad University in Qom universities, the results indicates a large distance from the major universities of the country which must go along with the fundamental changes towards the learning organization, and rethink and recreate the educational system to produce science and knowledge. If managers can approach to learning organizations certainly, they will be able to create an evolution in the traditional organization training and take a step forward in improving their productivity and organization.

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