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11. **EQUATIONS:** These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.
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IMPACT OF ORGANIZATIONAL CLIMATE ON ORGANIZATIONAL LEARNING**HAMID REZA QASEMI****ASST. PROFESSOR****MANAGEMENT DEPARTMENT OF ISLAMIC AZAD UNIVERSITY-ALIGUDARZ BRANCH****IRAN****SAEED BONYADI****EX. STUDENT****MANAGEMENT DEPARTMENT OF ISLAMIC AZAD UNIVERSITY-ALIGUDARZ BRANCH****IRAN****ABSTRACT**

Human resources are the most valuable assets of society and organizations, preparation and training those needs to an efficient and effective system. Creating the organizational climate of incentive learning is a part of requirements for this system. The main question of this research is that how organizational climate can affects job satisfaction and work performance through improving OL²? So, the aim is surveying relationship between organizational climate with organizational learning and the other hand surveying relationship between organizational learning with job satisfaction and work performance. Statistical population is Lorestan IAU's employees and the data collection tool has been questionnaire considered base on nature of research. Sample size was determined 117 based on Cochran formula. The data were analyzed using linear regression testing at SPSS software and finally concluded that there was a direct relationship between the level of employee's autonomy, trust and reward with organizational learning; and also there was a positive relationship between organizational learning with job satisfaction and work performance. Thus for increase job satisfaction and work performance, managers must focus on increase organizational learning based on growth the level of trust(64%), autonomy(64%) and reward(73%) through valid and accurate instructions.

KEYWORDS

Islamic Azad University (IAU), Job satisfaction, Organizational climate, Organizational learning, Work performance.

INTRODUCTION

The most valuable assets of any organization are certainly its human forces. Environmental changes will not allow organizations to be managed traditionally against competitors pressures related with them skills, abilities and technology. OL is an integrative process during which an organization can meet existing and emerging needs, to identify and exploit existing and acquired knowledge assets, increase decision-making potential and develop new opportunities (Liu et al., 2009). Those organizations have a chance of survival in a competitive world which is able adapt constantly with environmental changes. These rapid changes have forced organizations to adopt appropriate strategy to achieve competitive advantage. Emphasis on employee's continuous learning to achieve organizational goals with maximum effectiveness is a way to gain sustainable competitive advantage. Accessing to the competitive advantage depends on each organization features, but employees and their knowledge are playing a crucial role in this direction. In other word, learning is a main source of competitive advantage. Learning is for change, and it must be transformed into evolution in every organization, and positive evolution should be transformed into habit.

According to Karen et al (2000), organizational climate is related to determine the measurable characteristics of the workplace that understood directly or indirectly by those who work in this environment; and it has been assumed that it affects their behavior and motivation, as well as effective and influential acts to shape behavior. Studies have shown that a healthy organizational climate has a profound positively impact on staff, so the elements of organizational climate are trust, autonomy, risk, reward and management support. Increasing the amount of these dimensions motivates the staff by their work environment; it means that the work environment becomes a enjoyable and profitable place (Gudarzi et al., 2001).

In this study, we will evaluate the impact of organizational climate variables on organizational learning that finally affects the job satisfaction and work performance.

CONCEPTUAL FRAMEWORK

Human resources are considered as a capital and the source of any creativity and innovation in organizations who can affect organizational performance. The purpose of organizational learning strategy is producing a human resources-based capability. This goal is in line with one of the main principles of HRM, it means that should be invested on staff to develop human capital of organization requirements and increase inventory of store of its knowledge and skills (Armstrong, 2005). In interactive learning, learning occurs by the exchange of information and evaluate of transactions that reveal the motives, resolve, and resources of rivals and allies within and outside the organization. Interactive learning allows managers to exchange a good deal of information with one another, which fosters more realistic collaboration (Srivastava et al., 2011). Apart from technical and economic interests, Habermas proposes that human experience and social activity revolve around such things as communication, achieving consensus and making meaning of our lives (or what he terms a "practical interest") and freedom, autonomy and responsibility, including trying to maintain freedom from unjust constraints, power relations, and the systems of beliefs and values which hem us in (an "emancipator interest"). Importantly, Habermas' work highlights fundamental tensions between commercial interests (the broad interests of money and power) and human needs for relating, understanding, growth and freedom. In essence, he argues that this tension is a fertile source of knowledge (and, one might suggest, of learning) (Habermas, 1987; Laurie Field, 2011). Drawing on the work of numerous scholars (e.g. Crossan et al., 1999; Huber, 1991; Levitt and March, 1988; March, 1991; Marsick and Watkins, 2003; Pace, 2002; Senge, 1990; Weick and Westley, 1996; Weick, 1985), we view organization learning is a continuous process of value/knowledge integration that in the context of a learning environment involves acquiring, interpreting, and sharing information to create meaning. Individual learning feeds group and OL through the processes of interaction, integration, and cooptation (Pokharel et al., 2010). According to Campbell et al (1980), organizational climate can be considered as a organization personality because of it shows the style of organization relevance with the members. McKinsey (1983) notes that "organizational climate can considered as a source of employee efficiency who work in that environment" (Goudarzi, 2001).

METHODOLOGY

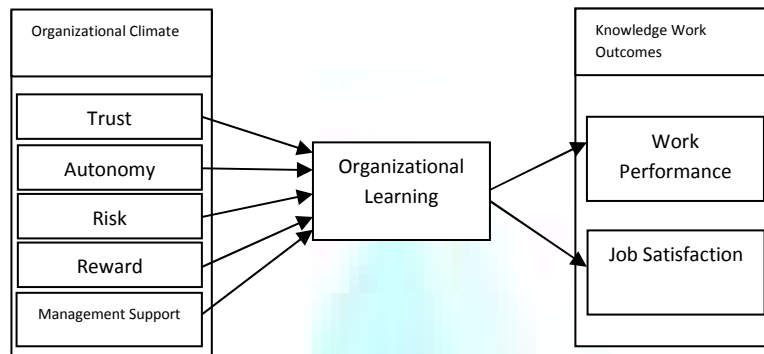
The conceptual amplitudes of this study are HRM concepts, OL, organizational climate, work performance and job satisfaction. Its geographical territory is Lorestan province in Iran. The variables of organizational climate are trust, autonomy, risk, reward and management support (Migdadi, 2009). We will survey the

1 . Organizational Learning
2 . Islamic Azad University

relationship between these variables and OL to test will work performance and job satisfaction swing through the changes of independence variables? So there are three kind of variables in this research:

- Independence variables: the elements of organizational climate
- Intermediate variable: OL
- Dependence variable: knowledge work outcomes

FIGURE 1: CONCEPTUAL MODEL OF THE RESEARCH (Janz & Prasanphanich, 2003, Migdadi, 2009)



Therefore, the following hypothesis is presented:

- H1. The level of trust positively influences OL.
- H2. The level of autonomy positively influences OL.
- H3. The level of risk positively influences OL.
- H4. The level of reward positively influences OL.
- H5. The level of management support positively influences OL.
- H6. The level of OL positively influences work performance.
- H7. The level of OL positively influences job satisfaction.

The statistical population size is 521 and the sample size is determined using the systematic sampling method. These are shown sectional in table (1). The amount of answered questionnaires is 103 which were used in the evaluation.

TABLE 1: STATISTIC POPULATION AND SAMPLE SELECTION

Job category	presidency	Finance/administrative	Academic	Student affairs	research	Cultural affairs	civil	Total
Aligoudarz	3	30	15	10	5	4	3	70
Borujerd	6	129	58	25	6	14	10	248
Dorud	2	23	9	6	2	2	3	47
Khoram Abad	5	82	27	13	6	17	6	156
Total	16	264	109	54	19	37	22	521
Sample size	4	53	25	12	4	14	5	117

The questionnaire includes 49 questions based on five-point likert scale. Cronbach’s alpha remains the most common measure for estimating internal consistency reliability which requires only a single test administration to provide a unique estimate of the reliability for a given test. An alpha value above 0.7 was taken as an acceptable measure of reliability (Gliem and Gliem, 2003; Jyothibabu et al, 2010). So, It was measured 94.95% in this study.

TABLE 2: THE MAIN AND SUB - VARIABLES OF THE RESEARCH

Main variable	Sub- variables	Indicators
Organizational climate	Trust	Honesty, sufficiency, loyalty, truth, stability
	Risk	Unreliability, repetition, avoidance, acceptance, control
	Reward	Effort, material rewards, immaterial rewards, equity, scales
	Autonomy	Power entrusting, proficiency, action freedom, new solutions
	Management support	Performance appraisal system, relationships, leadership, help to personnel
OL	Knowledge creation	Creating new ideas, creativity, opportunity to comment
	Knowledge distribution	Information exchange, meetings, formal process
	Knowledge interpretation	evaluating by experts, information analysis, evaluation of proposals system
	Improve organizational memory	Recording new information and knowledge, applying new knowledge, distributing and promoting new knowledge
Work performance	Effectiveness	Accessing to the goal, adoptive solutions to achieve the goal, solidarity
	efficiency	Division of labor, coordination, time
Job satisfaction	Work satisfaction	Amenity, salary, relationship with superiors,
	Growth satisfaction	Growth opportunity, be succeed, deserve democracy system

Regression analysis is a statistical tool to investigate relationships between variables. Linear regression refers to the type of regression where we have a continuous or nearly continuous dependent variable. It is sometimes divided into simple linear regression (where there is only one independent variable) and multiple linear regressions (where there is more than one). The simplest case is when there is only one independent variable (IV), and it is continuous. In this case, we can make a scatter plot of the dependent variable (DV) and the IV. Multiple linear regression (and simple linear regression as well) makes certain assumptions about the data.

1. Linearity, the model assumes that the relationship between the DV and the IVs can be well-estimated by a straight line
2. Normality of residuals.

Residuals refer to the distances between the line and the points. Multiple linear regressions assume that these distances are normally distributed with a mean of 0.

3. Homoscedasticity and independence of residuals

Not only must the residuals be normally distributed, they must have the same variance (that's called homoscedasticity) and they must not be related to the IVs. The modified model may be written:

$$I = \alpha + \beta E + \epsilon$$

The variable I is termed the "dependent" or "endogenous" variable; E is termed the "independent," "explanatory," or "exogenous" variable; α is the "constant term" and β is the "coefficient" of the variable E.

As you know, the conditions of using regression analysis are:

- Mean of errors must be equals 0.
- The variance of errors must be equals 1.
- There is no correlation between model errors.
- Dependent variable is distributed normally.

Therefore, Durbin-Watson test has been used to check the correlation between errors and Kolmogorov-Smirnov test has been used to survey normality of dependent variable.

Decision is made based on significant level of testing (P-value), if (P < 0.05) the zero hypothesis is rejected and if (P > 0.05) it is accepted.

FINDINGS

To analysis gathered data by regression, it is requiring to testify circumstances of using the method. First, it is tested them.

Durbin-Watson test is used to check the independence between errors and recognize the residual perths; the test statistic range is 0 to 4. The test will show there is no correlation between them if the test statistic is 1.5 to 2.5. Below, the results of this test are described.

TABLE 3: MODEL SUMMARY

		Durbin-Watson
Model	1	1.874 ^a

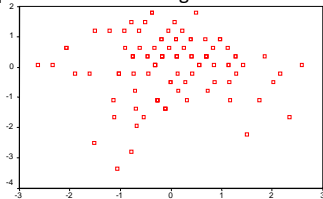
a. Predictors: (Constant), Organizational

b. Dependent Variable: Organizational

The maximum of harmonic residual is obtained 1.874 that it shows there is no problem in analysis. Figure (2) shows the errors are completely distributed random and their variance is constant.

FIGURE 2: SCATTERPLOT

Dependent Variable: Organizational learning

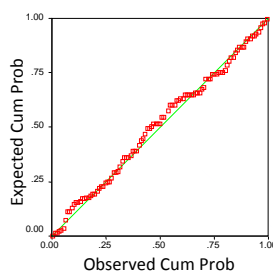


Regression Standardized Residual

Next condition of using regression analysis is that dependent variable should be distributed normally. As shown in figure (3), normal p-p plot of regression (normal paper histogram) is display that observed and expected values are around 45 line. So their distribution is normally.

FIGURE 3: NORMAL P-P PLOT OF REGRESSION STANDARDIZED RESIDUAL

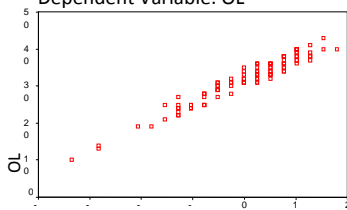
Dependent Variable: Organizational learning



Checking the linear relationship between organizational climate components and OL is shown in figure (4) through displaying of regression standardized predicted histogram.

FIGURE 4: SCATTER PLOT

Dependent Variable: OL



Regression Standardized Predicted Value

As shown in this figure, there is a linear relationship between trust, autonomy, risk, reward and management support that it can be analyze by principal component analysis which is displayed in table (4).

TABLE 4: REPRODUCED COVARIANCES

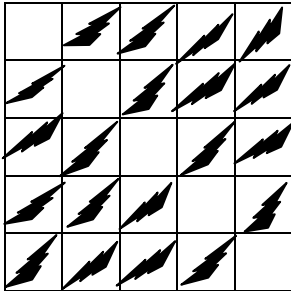
		Trust	Autonomy	Risk	Reward	Management support
Reproduced Covariance	Trust	14.015 ^b	12.096	10.781	13.343	11.343
	Autonomy	12.096	10.440 ^b	9.305	11.516	9.790
	Risk	10.781	9.305	8.293 ^b	10.264	8.726
	Reward	13.343	11.516	10.264	12.703 ^b	10.799
	Management support	11.343	9.790	8.726	10.799	9.181 ^b
Residual ^a	Trust		1.984E-03	-.599	.416	-.487
	Autonomy	1.984E-03		.127	-1.735	-1.478
	Risk	-.599	.127		-2.552	-2.046
	Reward	.416	-1.735	-2.552		.921
	Management support	-.487	-1.478	-2.046	.921	

Extraction Method: Principal Component Analysis.

- a. Residuals are computed between observed and reproduced covariances.
- b. Reproduced communalities

Figure (5) displays the linear relationship between each two factors together; it means that the observed points of each two factors are scattered around a straight line.

FIGURE 5: MATRIX SCATTERING TO DETERMINE THE LINEARITY



The double variable distribution chart is shown as a matrix table that the chart in each square must be linear. Table (5) shows the correlation coefficient between the observed and predicted (dependent variable) values that is 0.986.

TABLE 5: MODEL SUMMARY

		R	R Square	Adjusted R Square	Std. Error of the Estimate
Model	1	.986 ^a	.972	.971	1.092

a. Predictors: (Constant), Trust, Autonomy, Risk, Reward, Management support

One of the most valuable statistical indicators is coefficient of determination which estimated 0.972 in this model. It means that common variance between X and Y (dependent and independent variables) equals 0.972; in the other words, 97.2 percent of changes of OL is explained through the level of trust, autonomy, risk, reward and management support.

According to table (6) ANOVA results, the significant level is calculated 0.000 (P< 0.05), therefore, the hypothesis of “the regression is significant” is accepted.

Table 6: ANOVA^b

		Sum of Squares	df	Mean Square	F	Sig.	
Model	1	Regression	4021.069	5	804.214	673.847	.000 ^a
		Residual	115.766	97	1.193		
		Total	4136.835	102			

a. Predictors: (Constant), Trust, Autonomy, Risk, Reward, Management support

b. Dependent Variable: Organizational learning

Table (7) shows the evaluated regression coefficient in the model, it also displays the amount of intercept and t statistic for significant test of regression coefficients.

TABLE 7: COEFFICIENTS

		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
Model	1	(Constant)	.0755	.670	0.047	.105	.016
		Trust	.639	.184	.381	3.467	.001
		Autonomy	.644	.079	.373	8.154	.000
		Risk	5.459E-02	.049	.032	1.106	.271
		Reward	.732	.105	.351	3.497	.000
		Management support	-8.551E-02	.063	-.047	-1.362	.176

a. Dependent Variable: Organizational learning

Based on obtained results, the significant levels of regression coefficient for “risk and management support” are respectively 0.271 and 0.176. Both of them don’t have any impact upon OL because (P> 0.05). So the other P-value are less than 0.05 and it shows they influence the OL as below:

$$3X2 + 0/644 X1 + 0/732 X0/0755 + 0/639 = Y$$

Where

X1 is the level of “trust”

X2 is the level of “reward”

X3 is level of "autonomy"

Analyzing the relationship between OL as an independent variables and work performance as a dependent variable shows that the relation is positive and significant in about 66% of cases. Table (8) shows the correlation coefficient between the observed and predicted (dependent variable) values that is 0.659.

TABLE 8: MODEL SUMMARY

		R	R Square	Adjusted R Square	Std. Error of the Estimate
Model	1	.659 ^a	.434	.428	2.816

a. Predictors: (Constant), Organizational learning

Also, the coefficient of determination is 0.434 that means 43.4 percent of changes of work performance is explained with changes of OL. As shown in table (9), the significant level is calculated 0.000 (P< 0.05), therefore, the hypothesis of "the regression is significant" is accepted.

TABLE 9: ANOVA^b

			Sum of Squares	df	Mean Square	F	Sig.
Model	1	Regression	614.116	1	614.116	77.442	.000 ^a
		Residual	800.933	101	7.930		
		Total	1415.049	102			

a. Predictors: (Constant), Organizational learning

b. Dependent Variable: Work performance

Table (10) shows the significant level of regression coefficient for "work performance". According to this table both of regression coefficient and intercept are significant because the significant levels are 0.000 (P< 0.05).

TABLE 10: COEFFICIENTS^a

		Unstandardized Coefficients		t	Sig.	
		B	Std. Error			
Model	1	(Constant)	9.362	1.416	6.611	.000
		OL	.385	.044	8.800	.000

a. Dependent Variable: Work performance

PART 3

Analyzing the relationship between OL as a independent variables and job satisfaction as a dependent variable.

The correlation coefficient between the observed and predicted (dependent variable) values that is 0.754 as shown in table (11).

TABLE 11: MODEL

		R	R Square	Adjusted R Square	Std. Error of the Estimate
Model	1	.754 ^a	.569	.564	3.044

a. Predictors: (Constant), Organizational learning

The coefficient of determination is 0.569 that means 56.9 percent of changes of job satisfaction is explained with changes of OL. As shown in table (12), the significant level is calculated 0.000 (P< 0.05), therefore, the hypothesis of "the regression is significant" is accepted.

TABLE 12: ANOVA^b

			Sum of Squares	df	Mean Square	F	Sig.
Model	1	Regression	1233.073	1	1233.073	133.112	.000 ^a
		Residual	935.607	101	9.263		
		Total	2168.680	102			

a. Predictors: (Constant), Organizational learning

b. Dependent Variable: Job satisfaction

Table (13) shows the significant level of regression coefficient for "work performance". According this table both of regression coefficient and intercept are significant because the significant levels are less than 0.05 (P< 0.05).

TABLE 13: COEFFICIENTS^a

		Unstandardized Coefficients		t	Sig.	
		B	Std. Error			
Model	1	(Constant)	4.081	1.531	2.666	.009
		OL	.546	.047	11.537	.000

a. Dependent Variable: Job satisfaction

CONCLUSION

This research has investigated first the role and impact of organizational climate upon OL, second the impact of OL upon work performance and job satisfaction. According to above calculations, hypothesis number 1, 2, 4, 6 and 7 are accepted but hypothesis number 3 and 5 are rejected. So this means among the organizational climate variables, the level of trust, autonomy and reward affect directly the level of OL and its regression equation is:

autonomy + 0/644reward + 0/732 trust/0/755 + 0/639 = OL

But there is no any relationship between the level of risk and management support with OL. Also, OL affects both of work performance and job satisfaction. In overall, it can be concluded that work performance and job satisfaction are influenced by OL through the level of trust, autonomy and reward. It can be concluded that:

1. Increasing trust level, autonomy, and reward in organization can creates a favorable organizational climate.
2. Risk level and management support may not help to create an appropriate organizational climate. This issue is questionable, and then it needs to more research.
3. Managers must focus on increasing organizational learning based on increasing trust level, autonomy, and reward to access high performance and job satisfaction of the employees.

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