

Research Article

The Relationship between Organizational Learning and Organizational Innovativeness in the Youth and Sport Managements, in Kermanshah State

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ABSTRACT:

The goal of this study is to investigate the relationship between the organizational learning and organizational innovativeness in the youth and sport managements. The present study is descriptive-correlation. The samples include all of the staff of youth and sport administrations in Kermanshah state. They were chosen with random sampling and with Krejcy table and Morgan table. 125 persons were chosen. To collect data, the Gomez questionnaire (2004) was used and the Wang & Ahmad questionnaire was also used. The stability coefficients of questionnaires were estimated using Cronbach alpha (0.84 and 0.87 respectively). Analyzing data was done using Kolmogorov-Smirnov tests, Pearson correlation coefficient, and Regression analysis. The findings showed that there is a positive relationship between the organizational learning with organizational innovativeness ($r = 0.33$). Besides, the findings of multiple regression showed that among the organizational learning aspects, the aspects of knowledge participation the most correlated was the individual innovativeness. Generally speaking, the aspects of organizational learning could predict about 35% of variance of organizational innovativeness variance.

Keywords: Organizational Learning, Organizational Innovativeness, the Youth and Sport Administration Office in Kermanshah

INTRODUCTION:

In the past, the organizations worked in stable environment and the managers were able to play by predicting the future events (Adair, 2002). Nowadays, big organizations are not as practical as past as they don't have enough coordination with world and society changes. They can't be coordinated with complex changes and they have to change their structure. Among these changes, some believe that the solution is to increase the organizational learning and using innovative strategies (Aghadavood et al., 2010. p. 128).

One of the instruments of facing new challenges is organizational learning (Chuan Wu, 2010). Chung (2010) argues that organizational learning is the best advice to increase the speed of organizations. Organizational learning is the process of learn, produce, distribution, interpretation and keeping knowledge in variable situations. In fact, the organizational learning is the process of discovering and correcting mistakes

(Ghahremani, 2009). Garcia (2007) believes that organizational learning is using past experience to modify the action. Marquard (2002) thinks learned organizational is one in which the staff always contribute to learn and gain knowledge. All of the organizations need new innovations to be durable. New ideas save the dead organization (Wang and Ahmad, 2004). Innovativeness not only enables the organizations to compete together but also help them to enhance (Alonea et al., 2008). Knowledge as a source of innovation has great importance. In organizational learning, individuals can increase their knowledge, and exchange it and use it (Hatami et al., 2011). Today, the organizations try to up to date, the organizational learning is a solution (Rahnavard, 2008, p. 49; Teimoornezhad et al., 2010. p.40). In present age, the organizations are exposed to different requests (Imankhan et al., 2011). Organizations have ends

and want to be enhanced so to have agreement with society changes need skillful staff.

The first step of organizations should be knowing and discovering creative staffs.

DESIGN:

Present study is descriptive correlation. Samples are all of the staff of youth and sport management in Kermanshah who were randomly chosen (125). To collect data, the standard organizational learning’s questionnaire of Gomez which had 31 questions was used. This questionnaire has seven

parts including: common prospective, organizational culture, team learning and working, knowledge participation, systemic though, contributive leadership, enhancing the staff suitability. Another questionnaire of Wang and Ahmad (2004) was also used. It has the elements of individual innovativeness, environmental innovativeness, market innovativeness and leading innovativeness. To be sure about stability, Cronbach-alpha test was used and the coefficients were 0.84 and 0.87 respectively for two questionnaires.

FINDINGS:

According to the descriptive indicators, about 70% of samples were male (86) and 30% were female (39). Most of them (60%) were between 31- 40 and about 70% were above B.A and had 6-10 years experience.

Table 1. The relationship between organizational learning with organizational innovativeness in the youth and sport management of Kermanshah state.

Variable	N	Correlation Coefficient	Meaningfulness (Sig)
Organizational Learning	125	0.332	0.007
Organizational Innovativeness	125		

Analyzing findings showed that organizational learning has positive relationship with individual innovativeness, market innovativeness, leading innovativeness, but not with environment innovativeness ($p < 5\%$) (table 2).

Table 2. The relationship between organizational learning and organizational innovativeness.

Independent Variable	Dependent Variable											
	Individual Innovation			Environment Innovation			Market Innovation			Leading Innovation		
Organizational Learning	N	R	sig	N	R	sig	N	R	sig	N	R	sig
		125	0.262	0.001	125	0.231	0.113	125	0.338	0.003	125	0.226

$p < 0.05$

The results of Regression test showed that the aspects of organizational learning could predict about 35 percent of organizational innovativeness variance.

Table 3.

Indicator	R	R ²	Standard Error
Amount	0.564	0.335	15.757

The regression coefficients between the aspects of organizational learning and organizational innovativeness showed that among the aspects of organizational learning, only the aspects of participation (Beta = 0.411) is able to predict the organizational innovativeness.

Aspects of Organizational Learning	Non-Standard Coefficient		Standard Coefficient	t	sig
	B	Std. Error	Beta		
Constant Number	64.675	4.968	-	13.020	0.000
Participation	7.310	0.409	0.411	3.204	0.002

DISCUSSION AND CONCLUSION:

Sport organizations are aiming natures which ask and search the development. Surely, the staff has

an important role here. The amount of their knowledge can help the organization to enhance. Among the conclusions was that there is a

meaningful relationship between organizational learning & organizational innovativeness, in Kermanshah. The findings are in accordance with Asadi et al., (2009), Talebi (2007). These researchers have found that organizational learning strategies, directly or indirectly have effect on organizational innovativeness. The organizations should use staff knowledge and earning and knowledge sharing. The more the staff understands the policies of organization, the better the organization enhance. One should encourage the staff to do so. The findings are in accordance with Montana and Charno (2009) regarding the relationship between organizational learning and individual innovativeness. There is not a meaningful relationship between the organizational learning and environmental innovativeness in the youth and sport administration offices in Kermanshah. And this part is not in accordance with Saki et al., (2013).

The reason of not relationship between two variables (organizational learning and environmental innovativeness) can be interpreted as following:

Maybe the finding in all aspects of organizational learning in long- and short-time is not possible for all of the organizations. The most effective aspects that lead innovation should be known and planned. On the other side, in an organization there may be various ideas which not all of them can be effective. The findings also show a positive and meaningful relation between organizational learning and market innovativeness, this is in accordance with Talebi (2007), Saki et al., (2013). Knowledge is not only a source of maintaining the organization but the success is because of gaining enough knowledge in all levels. So the organizations like to accept and gain new technologies that can speed the learning process. The findings also showed that there is a meaningful relationship between organizational learning and leading innovativeness of the staff of the youth and sport offices in Kermanshah, which is in accordance with the studies of Talebi (2007), DehghanNajm (2009), Saki et al., (2013). Being flexible and fast reaction in front of variable environmental situations, using human resources,

and their knowledge are very important for organizations. The findings also showed that the aspects of organizational learning can predict about 35% of organizational innovativeness variations. This is in accordance with Asadi et al., (2009), Susan (2005), and Saki et al., (2013) studies. The correlational matrix between the aspects of organizational learning and innovativeness showed that among the aspects of organizational learning, the knowledge contribution is most correlated with organizational innovativeness. One can conclude here that although being creative and skillful is necessary for organizations but it is not enough for that to be learned. That creativeness and that knowledge should be shared, and then be applied. So the managers should recognize the importance of learning and create a culture for transmitting and sharing knowledge as a base value. It's obvious that if the staff be responsible and confident, they can progress and they can have new ideas and innovations. To facilitate knowledge sharing, clear language, having prizes and supports are necessary. So the managers in organizations should raise the salary of their staff to encourage them. This can make them more confident.

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