

# The Relationship between Organizational Learning and Cultural Asset on the Productivity of Employees in Zahedan University of Medical Sciences

<sup>1</sup>Dr. Yousef Mehdipour, <sup>2</sup>Toba Rashki, <sup>3</sup>Fatemeh Rashki

<sup>1</sup>Assistant Professor, Head of Health Information Technology Department, Zahedan University of Medical Sciences, Zahedan, Iran

<sup>2,3</sup>MSc, Department of Educational Management, Faculty of Psychology and Educational Sciences, Islamic Azad University, Zahedan, Iran

**Abstract:** The purpose of this study was to investigate the relationship between organizational learning and cultural asset on the productivity of employees of Zahedan University of Medical Sciences. The research method was descriptive correlational. The statistical population of this research is all employees of Zahedan University of Medical Sciences (3500 people) who according to Morgan table 347 people were selected by random sampling method. Measurement tools included Bourdieu Cultural Asset Questionnaire (2001) with 22 questions, Neife's Organizational Learning Questionnaire (2001) with 21 questions, Mohammadi productivity questionnaire (2012) with 26 questions and reliability of 0/86, 0/78, 0/81. The results of correlation test showed that there was a significant relationship between organizational learning and cultural asset on employees' productivity in Zahedan University of Medical Sciences, as well as the results of step by step regression analysis showed that 26 percent of the productivity changes were predicted by the predictable organizational learning variable.

**Keywords:** Cultural Asset, Organizational Learning, Productivity, University

## Introduction:

The existing organizations in each society with use the limited resources available, they possess to meet the individual and group needs of the community, and since product resources are always faced with a rarity, often, the most important the goal of organizations is to make optimal use of the factors of production and to achieve effectiveness. These factors are include land, asset, manpower, technology and management. Of course, human resources are the most valuable assets of organizations. Therefore, recognizing factors affecting employee performance is one of the goals of human resource improvement in the management of public sector that is based on knowledge, ability, motivation, occupational and functional behavior of employees (Karimi, 2015). Large organizations with traditional structures do not have the power and flexibility to adapt to changes in the peripheral environment, especially with regard to the issues of globalization, and to survive, they should either to transform themselves or equip themselves with tools to cope with global change. One of the most important of these tools is to create a learning organization and institutionalize organizational learning (Esfijani, 2012).

Learning means Enhance ability with the help of an experience that follows the pursuit of affairs over time and on the path to real life. Organizational learning is a dynamic process that enables the organization to quickly adapt to change. This process includes the production of new knowledge, skills and behaviors. Without learning, individuals and organizations only repeat their past experiences, and if they cannot learn how to learn, they will remain remarkably marginal (Hosseini, 2013). the attention of planners to cultural asset, on the one hand, leads to a deep awareness of cultural elements and Consuming it in their society and meeting their needs, on the other hand, makes employing people and dynamic elements that create the identity of a society If not used, the creativity of indigenous culture will not grow, and the community is ready to accept the elements and patterns of exterior, which has consequences such as alienation, cultural idleness, and cultural rejection (Shahrokh, 2013).

In recent years, many organizations have tried to increase the quantitative and qualitative dimensions of Efficiency of human resources in order to effectively manage themselves in a competitive environment. However, manpower productivity is a complex phenomenon that depends on many factors. As a result, organizations must consider several factors in order to succeed in human asset development. Cultural asset and intellectual asset are among the factors potentially affecting this concept. In addition, organizations must pay particular attention to these factors in order to maintain and sustain themselves and to escape the challenges of their environment (Ardalan, 2015). Universities of medical sciences have a special status among the organizations of the country. On the one hand, improving the health and quality of life of people has a direct relationship with their efficiency and performance; on the other hand, they are responsible for training the medical staff. Investigating the factors influencing the management and productivity of this sensitive and complex organization can play a significant role in the success of the university in fulfilling its tasks and attaining its goals. Therefore, the study of organizational learning and the role of empowerment of employees can be considered as the basic priorities and needs of the university (Taheri, 2017).

Organizational learning in organizations providing health care and services is most importance, since such organizations are affected by the changing environment around them, and their success is possible through focusing on organizational learning capabilities and continuous training in creating evolution and development. Regarding the issues that have been mentioned, and considering that the present research has not been done in Zahedan, and also because of the interest and appropriateness of the chosen subject

with the researcher's job, this research is to examine the relationship between organizational learning and cultural asset with the employee productivity of the Zahedan University of Medical Sciences (ZAUMS).

### Material & Methods:

The purpose of this research is applied and from the perspective of the method is descriptive-survey correlation. The statistical population of this research is all employees of Zahedan University of Medical Sciences with 3500 people. A random stratified sampling method was used which was selected based on Morgan's table in a total of 347 employees of the Zahedan University of Medical Sciences. The collection tool in this study is two types of library and field study.

The measurement tools included Bourdieu Cultural Asset Questionnaire (2001) with 22 questions, Neife's Organizational Learning Questionnaire (2001) with 21 questions, Mohammadi productivity questionnaire (2012) with 26 questions with Likert 5 options. Dimensions of the questionnaire, including three dimensions: Visualized cultural asset, Objectivized cultural asset, and Institutional cultural asset. Validity of the questionnaires were assessed and confirmed by content validity method and the opinion of five professors. The reliability of the questionnaires were measured by test retest method and Cronbach's alpha coefficient (0/86, 0/78, 0/81). The statistical analysis of the Kolmogorov-Smirnov test, Pearson correlation coefficient and regression analysis were used to analyze the data. The data analyses were performed using SPSS18 software.

### Findings:

Based on the frequency distribution of sex, the highest (53/89%) is related to the female sex with an abundance of 187 people. The age group of 30-40 years old with the frequency of 227 (65/4%) has the highest number in groups and the highest amount is related to bachelor's degree with an abundance (55%) of 191 people. Most of the work experience (32/6%) was from 11 to 15 years, with a frequency of 113 people. The statistical variables of organizational learning variable and its components including central tendency indicators and dispersion tendency indicators in the following are observed.

Table one shows the general statistical indicators of the cultural asset variable and its components, which include the central tendency indicators and dispersion tendency indicators. It is noted that according to the descriptive statistics related to the variable of cultural asset and its dimensions, all dimensions are in a good level, but the average of the data for the institutional dimension is the highest (4/06) and at the highest level.

Table 1: Statistical Indicators Related to the dimensions of cultural asset variable

Indicator / Cultural Asset	Visualized	Objectivized	Institutional	Total Score of Cultural asset
Mean	3/89	3/95	4/06	3/56
SD	0/477	0/49	0/42	0/43

Table two shows the general information of the statistical indicators of the productivity variable and its components, which include central tendency indicators and dispersion tendency indicators. Based on the descriptive statistics related to the productivity variable and its dimensions, the mean of data for all dimensions (except organizational support) is at good level and for the compatibility dimension is the highest (4/14) and at the highest level.

Table 2: Statistical Indicators Related to the dimensions of the Productivity Variables

Productivity/ Indicator	Ability	Perception and Cognition	Organizational support	Motivation	Feedback	Credit	Compatibility	Total Productivity Score
Mean	3/71	3/23	2/89	3/86	3/73	3/62	4/14	3/42
SD	0/618	0/11	0/789	0/349	0/376	0/481	0/397	0/307

**Hypothesis:** There is a relationship between organizational learning and cultural asset with the productivity of employees of Zahedan University of Medical Sciences.

The results of the research hypothesis indicated that the correlation between organizational learning with productivity is equal to (0/521) and between cultural asset with productivity is equal to (0/467), which according to the level of significance, It is significant at 33% level. Therefore, considering the estimated correlation coefficients, it can be concluded that there is a positive and direct relationship between organizational learning and cultural asset with productivity.

The results regarding the relationship between organizational learning and productivity showed that the correlation coefficient between organizational learning with productivity is equal to (0/521) and the significance level (0/001). Therefore, considering the estimated correlation coefficients, it can be concluded that there is a direct and significant relationship between organizational learning with productivity, that is, by increasing organizational learning, productivity will also increase.

The results of studying the relationship between cultural asset and productivity showed that the correlation coefficient between cultural assets with productivity is equal to (0/467) and significant level (0/000). Therefore, with a 99% significance, it is significant. Therefore, with regard to the estimated correlation coefficients, it can be concluded that there is a positive and direct relationship between organizational learning and cultural asset with the productivity. Based on the estimated correlation coefficients, it can be concluded that between the variables of cultural asset with productivity, there is a direct and significant relationship, that is, with the increase of cultural asset, the productivity of employees also increases.

The results of studying the relationship between organizational learning and cultural asset showed that the correlation coefficient between organizational learning and cultural asset is equal to (0/433) and significant level (0/000). Therefore, considering the estimated correlation coefficients, it can be concluded that there is a positive and direct relationship between the organizational learning variables with cultural asset, that is, by increasing organizational learning, cultural capital also increases.

To test this hypothesis, stepwise regression test has been used. In this way, organizational learning and cultural asset are added one by one to the regression equation, and if they do not play a meaningful role in the regression, they are eliminated. Based on the results, the regression analysis, progress has been made to one stage. In the first stage, the organizational learning variable is introduced into the model, whose correlation coefficient (R) with productivity is equal to 0/521, at this stage, the coefficient of determination is equal to 0/272 and the adjusted coefficient of determination is equal to 0/269. This means that 26 percent of productivity changes are determined by the organizational learning variable. Regression coefficients are significant in the variables that exist, so researcher pay attention to the standardized beta coefficients in the model for judging the contribution of the effect of each variable on productivity. It is observed that the organizational learning variable with the coefficient of 0/521 has the highest impact and therefore is in the first priority.

### **Discussion and conclusion:**

The results showed that there is a meaningful relationship between organizational learning and productivity in ZAUMS. Correlation coefficient of organizational learning with positive productivity was observed. So, with the increase in organizational learning, employees' productivity will also increase. The results of this research are in line with the research by Salimi et al. (2016), which there was a significant relationship between the components of emotional intelligence, organizational learning and job performance of educational managers. The emotional intelligence of managers was a positive and significant predictor of organizational learning as well as a positive and significant predictor of their job performance. But the type of relationship between emotional intelligence and job performance was only indirect; it means that emotional intelligence by managers, through organizational learning, predicts the job performance of their managers.

The results showed that there is a meaningful relationship between cultural asset and employee productivity of ZAUMS. Correlation coefficient of cultural asset with productivity of employees was positive. However, by increasing cultural asset, the productivity of employees also increases. The findings of this hypothesis are in line with the research by Abbasi et al. (2014) indicate that the cultural asset has a significant positive effect on the productivity of human resources. And also, if organizational learning is considered as an intermediary variable, it can have a significant effect on the relationship between capital asset and human resource productivity.

The results showed that organizational learning has a meaningful relationship with the cultural asset of the ZAUMS employees. The correlation coefficient of organizational learning with the cultural asset of the employees was positive. So, by increasing organizational learning, the cultural asset of employees also increases. The findings of this hypothesis are in line with the research conducted by Kate Mam et al. (2016) showed that organizational learning improved employee performance and also had a positive relationship with their satisfaction. Employee satisfaction is also one of the factors affecting their performance. Therefore, managers can align with the improvement of organizational learning that results in employee satisfaction and ultimately the growth and development of the organization.

The results showed that 26 percent of changes in employee productivity of ZAUMS were predictable by organizational learning variable. The findings of this hypothesis is aligned with a research carried out by Rezghi Shirsavar (2014) that total productivity and job satisfaction of the employees was above average and observed correlation coefficients indicate a positive and significant relation between job satisfaction and productivity. As a result, it can be said that increasing the job satisfaction of sample individuals increases their productivity.

All organizations learn; in the sense that they are confronted with a changing world around them, but some organizations learn more quickly and effectively. Organizational learning is a dynamic process that enables the organization to quickly adapt to change. This process involves generating new knowledge, skills and behaviors.

Without learning, individuals and organizations only repeat their past experiences, and if they cannot learn how to learn, they will remain remarkably marginal. Organizations are large gatherings of people who have been created to achieve an important goal or purpose. Today, due to the unstable environment surrounding organizations, such as national and global competition, and the expectations of customers from emerging organizations, the achievement of organizational goals has faced new challenges. Concepts of participation, empowerment, teamwork, flexibility, and

promotion of productivity, service and activity efficiency, utilization of new technologies and customer satisfaction are the day-to-day affairs of organizations, which managers are busy to solve this problem and challenges.

One of the most important tools for solving current problems is moving towards the creation of learning organizations so that managers can overcome the internal and external barriers of organizations and provide a conducive environment for the training of employees. Today, it has been determined that the institutionalization of organizational learning mechanisms and movement toward learning organizations have a direct effect on increasing the creativity of managers, creativity of employees, job satisfaction and quality of work life of employees. Moving towards creating learning organizations makes people less selfish, passive and unstable, in against any change, they do not show negative reaction and act actively, enthusiastically, and eagerly.

The attention of planners to cultural asset, on the one hand, leads to a deep awareness of cultural elements and their consumption in their society and, on the other hand, it involves the use of forces and dynamic elements that create the identity of a society. Human resource productivity is the optimal use of human resources to advance the goals of the organization and how to use human resources. The importance of productivity is not covered by anyone due to the expansion of the level of competition, the complexity of technology, the speed of information exchange and the variety of tastes.

Today, productivity and efficiency are a valuable place for managers, and everyone is looking for more efficiency and effectiveness, and their efforts in this direction are being developed to ensure the organization's stability in a vibrant world. Productivity is increasingly based on the knowledge, skills and rational abilities of a trained human. Although productivity is the most common discussion of current management circles of the present era, unfortunately, less than any other topic has been understood in its meaning. However, finding the factors that improve the productivity in organizations is one of the main goals of scientists and researchers, especially the human resources of organizations, which is a major source of improvement in productivity in any organization.

#### Acknowledgment:

we would like to thank all the distinguished employees of Zahedan University of Medical Sciences who helped us in this research.

#### References:

- [1] Karimi, F., Salimi, M., (2015). **The Role of Training in Promoting Productivity of Human Resources in Organizations**. International Conference on Management and Development Culture; Volume 2.
- [2] Esfijani, A., Bakhtiyar Nasrabadi, H., Bakhtiyar Nasrabadi, M., (2012). **Investigating the characteristics of a learning organization focusing on the knowledge and technology management subsystem**. Research and Planning in Higher Education; 18(4): 99- 119.
- [3] Hosseini, Y., Chali Saril, N., (2014). **The Effect of Organizational Intelligence on Organizational Learning**. Management Studies (Improvement and Transformation); 22(71): 131-59
- [4] Shahrokh, H., Frank, S., (2014). **Sociological Explanation of Social Factors Affecting Cultural Capital of Youth in Arak City in 2013**. Intercultural Studies; 9(23): 107 - 132
- [5] Ardalan, M., Beheshti, R., (2014). **Investigating the Impact of Cultural Capital and Intellectual Capital on Human Resource Productivity with the Role of Mediating Social Responsibility**. Management on Training Organizations: (4): 73-102
- [6] Taheri, M., Nazari, N., Ghiasi, S., (2017). **Organizational Learning Culture, Management Effectiveness and Psychological Empowerment: Learning Predictors in the Workplace**. Journal of Learning and Learning; 8 (2): 19-36
- [7] Salimi, G., Mohammadi, M., Hosseini Farzad, T., (2016). **Explain the role of emotional intelligence with organizational learning mediation in predicting the job performance of school principals**. School Management: 4(2): 45- 67
- [8] Abbasi, T., Hashemi, Akbari, A., Bakhtiari, M., (2014): **Explain the relationship between intellectual capital and human resource productivity with an emphasis on organizational learning**. Journal of Management and Management: 6 (4): 791-817.
- [9] Kake Mam, E., Irani, A., Sokhanroum, M., Akbari, A., Dargahi, H., (2016). **A study on the relationship between organizational learning capability and job satisfaction among staff in Tehran hospitals**. Health magazine: 9 (5): 435-45
- [10] Razeghi Shirshvar, H., Mousavi, M., (2014). **The Relationship between Job Satisfaction and Productivity of Employees Employed in the Medical Unit of Islamic Azad University, Tehran**. Healthcare Management: 3: 19-27.