

Investigation the Relationship between Organizational Learning and Organizational Entrepreneurship at the University of Applied - Science in Western Azerbaijan Province

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ABSTRACT

In today's world people, organizations and countries are more successful that make entrepreneurial and from technical knowledge and technology benefit to achieve prosperity. Wheels of economic development and entrepreneurship development to move together and entrepreneurship is the engine of growth and development. Also learning for organizations that are seeking survival and effect is a basic requirement. Considering the complexity of the needs of today's societies and organizations, Organizational learning to cope with the rapid changes that have taken place in the world is a necessary and inevitable. The main objective of this study is to examine the relationship between organizational learning and organizational entrepreneurship at the University of Applied - Science in Western Azerbaijan province. The statistical population are 220 administrators and professors of the University of Applied - Science in Western Azerbaijan province. Necessary information to test the hypothesis has been gathered through means of a questionnaire. After analyzing the collected data, hypotheses, all were approved. In other words, the field of entrepreneurship at the University of Applied - Science in Western Azerbaijan province is providing and And between organizational learning and organizational entrepreneurship at the University of Applied Science in Western Azerbaijan province, there is a significant relationship.

KEYWORDS: entrepreneurship, learning, learning components and organizational entrepreneurship.

INTRODUCTION

Organizations need to know that are located information era and Organizational learning is a competitive advantage , So should to become a learning organization in which is organizational learning to move. Studies have been conducted that to this day about the organizational learning , Suggests that that the formation of the learning organization is visible and road maps for managers and employees have been drawing .Information that comes through learning can help organizations to surpass their competitors and always be one step ahead (Al-Badawi and Shafahi, 2002). It seems that organizational learning for the first time by Saport and March in their original study on the behavioral aspects of organizational decision in 1963 to be used. On the other hand, research on organizational learning has been increasing regardless of the exact date of the start of organizational learning, it has not attracted much attention in late 1970, It was then that some theorists, their activities focused on organizational learning (Arjis 1977, Shon 1978, Jling1979). Organizational learning is a dynamic process that enables the organization to quickly adapt to changes. This process involves the production of new knowledge, skills and behaviors. Organizational learning and created knowledge are the key to improving the efficiency of the organization (Zehang et al., 2009). Firstly, the context and the ability to implement organizational learning and entrepreneurship are examined at the University of Applied - Science, West Azarbaijan province.

Definitions of organizational learning

Pitersange (1990) the Organizational learning is defined as: Organizational learning is continuous test of experience and knowledge transfer is available to the entire organization. Which facilitates achieving organizational goals. According to Dajsun Organizational learning as a way for organizations to create, complete and organized Jonz(2000) the Organizational learning is defined as a process that through this Managers and staff earn a better understanding of the organization in the organization. Organizational learning process that leads to the development of knowledge and new insights into the organization and the potential impact it can have on employee behavior and because improving the organization's activities. The main requirements of organizations to take advantage of the learning organization are: Global competition, rapidly provide goods or services, greater use of communications

technology, entrepreneurship, access to new markets and human resources, the use of information technology. Outcomes of learning management principles are:

- The production of knowledge and increase the creativity and initiative.
- helping to make changes to the structure of knowledge.
- consideration of new approaches to better flexibility and adaptability.
- attention to unofficial groups during learning and hidden learning.
- the creation of and use of knowledge management. (Nazem, 2008).

Dimensions of organizational learning (point of view Nife)

- a. **Shared vision:** Shared vision for people and organizations like the stars in the sky to find the way. When a shared vision that people have shared futurists optimal image and Create a common identity.
- b. **organizational learning culture:** When groups , community and organizations will be created and it also laid the base of culture. Thus, culture, always and everywhere present.
- c. **work and group learning :** work and group learning emphasizes the importance of team work and learning is the alignment of forces and staff To prevent the wasting of energy.
- d. **knowledge sharing:** Transmission and distribution of knowledge, organizational and technological transfer, information and knowledge are included. The capacity for handling knowledge, represents the transfer and sharing of power , Is indispensable for success of the company, Knowledge to accurately and rapidly distributed throughout the organization or enterprise domains (Nife ,2001).

Factors affecting the learning organization

Various factors influence organizational learning, including:

- **Culture :**Several studies show that it is culture that has Promoted organizational learning to improve individual, team and organization and as a result of organizational learning to improve the performance of the organization.
- **Management and leadership:** In Learner organization leaders and managers at all levels below facilitator critical skills for learning and development of individuals and groups .Encourage people to create new ideas, modeling, learning behavior, learning and knowledge organization systems that provide free resources to commit to learning.
- **Structure :**Organizations to encourage learning should become far the mechanical structure and choose dynamic and flexible structures .Organizational structure affecting to encourage people to learn .
- **Technology:** Information systems can affect organizational Learning and directly affect organizational learning processes.
- **Increasing the Strategic Capability**
- **Strengthen variability: Achievements** include strengthening variability: To achieve customer-friendly knowledge, the use of new technology to your advantage, Reduce the cycle time, Strengthen the process of change.
- **Improving performance:**
 - Emphasis on practical participation in learning staff.
 - The production of knowledge and increase the creativity and initiative.
 - Helping to make changes to the structure of knowledge.
 - The creation of new learning models.
 - Remove the individualism of knowledge organization systems.
 - Dynamic interaction, collaboration and effective use of all employees at all levels of the organization (Iang – Hang 2010).
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Definitions of corporate entrepreneurship

- Jeanig&yong (1990) corporate entrepreneurship is defined as the process of development products or new markets.
- Koratko, montagno& Hornsby (1990) is defined corporate entrepreneurship as a tool to increase economic stability in the long term.

- Arila(1996) Believes that corporate entrepreneurship has three dimensions that include :Development of innovative products, services or new processes and risk-taking (Ahmad Pordariani , 2000).

The importance of corporate entrepreneurship

Various commentators have offered different opinions about the importance of entrepreneurship. Pinkat referred from corporate entrepreneurship as a "Renaissance organizations "and believes, entrepreneurial organizations are much better control than hierarchical organizations because have better balance between the system and tasks.

Michael Porter (1990) has also been said about the importance of entrepreneurship: Entrepreneurship and innovation are the heart of national interest. Pay special attention to entrepreneurship in the organization are two basic reasons:

1. Employees and their thoughts on keeping active and dynamic in the organization.
2. The hierarchical structure of the organization to be restored (Ahmad Pordariani, 2004).

History of research

Beard R (2006) in Capella University Research has done, entitled "The accreditation process and organizational learning capability in higher education institutions" and came to the conclusion that the indicators of organizational learning include: Having a common identity and ideas, teamwork and group learning, sharing of information and ideas systematically, and finally and staff skills and competition.

Leuci, Mary Simon (2005) at the University of Missouri-Columbia as the "central leadership role in promoting the development of organizational learning in a development cooperative service" has done and concluded that organizational learning is essential for organizations success and understanding how organizational learning and to act as a knowledge activity, is one of the most basic functions of managers in the future.

Research Hypotheses

The main hypothesis:

Between organizational learning and organizational entrepreneurship at the University of Applied - Science in Western Azerbaijan province, there is a significant relationship.

Alternative hypothesis:

1. Between shared vision and organizational entrepreneurship at the University of Applied - Science in Western Azerbaijan province there is a significant relationship.
2. Between learning culture and organizational entrepreneurship at the University of Applied - Science in West Azerbaijan province, there is a significant relationship.
3. Between teamwork and organizational entrepreneurship at the University of Applied – Science in West Azerbaijan province, there is a significant relationship.
4. Between sharing of knowledge and organizational entrepreneurship at the University of Applied- Science in Western Azerbaijan province, there is a significant relationship.

RESEARCH METHODOLOGY

This study is a descriptive – survey research .The research based on how to obtain the desired data can be regarded as descriptive research because the desired data from the sampling, carried out to investigate the distribution the characteristics of the Statistical Society. Considering that the aim of the research in the human sciences can be classified based on the type, considering the broad definitions of basic research and applied in is practice. This research has the practical purpose which aims to develop practical knowledge in a particular field. According to this study, the relationship between the independent variable (organizational learning) with the dependent variable (organizational entrepreneurship) is considered correlational.

The statistical population, sample and sampling methods

The society is tell members of real or imagined who are interested in the results and findings of the research will be extended to them (Delavar, 1996). The Statistical population of research, according to the study variables, is included administrators and professors of the University of Applied - Science in Western Azerbaijan province whose number is 220. According to On Morgan that the sample is equal to136, Who were selected randomly.

Methods and tools for data collection

Data collection methods were used in library and field. In this study, for the collection of the theoretical basis and review of the literature was used from articles, books, Persian research projects related to organizational learning and organizational entrepreneurship and then according to the resources available and searchable online databases such as Elsevier, Science Direct, articles, books and have relevant English scientific literature and were used. In this study also researcher consensus on the subject of the study, a questionnaire is a common research tool and is a direct method for collecting research data. In this study, researcher made questionnaire to measure organizational entrepreneurship is used. This questionnaire is contains 26 questions with Likert type and to measure organizational learning) is used from Nife standard questionnaire (2001) which contain of 31-question with Likert type.

The Validity of the questionnaire

One method of determining Validity of the questionnaire is, content validity. So that if the means or methods of data collection contain all the aspects dimensions and contents of the variable, is contain of Validated. Since there searcher to gather information has used from organizational learning questionnaire and this questionnaire has been used in different studies and for the organizational entrepreneurship questionnaire of teachers of faculties, experts and specialists in its use and any needed corrections have been made, It has good validity and Cronbach's alpha was used to evaluate the reliability of the questionnaire (Mirzai , 2010). All alpha coefficients indicate the desired level of reliability of the questionnaire. Table 1 shows the results of Cronbach's alpha coefficients for each of the questionnaire.

Table 1- Results of Cronbach's alpha coefficient

Cronbach's alpha	Number of Questions	
89%	31	the questionnaire Organizational Learning
93%	26	the questionnaire of organizational entrepreneurship

Pearson correlation test

Correlation test to examine the relationship between two or more variables. And it calculates the coefficient. Correlation may be positive or negative. If you change one variable is associated with changes in other variables and increasing one by increasing or conversely, one reduction associated with other reductions, they say that the correlation is positive, and if an increase in one variable with another variable is reduced, they said that the correlation is negative and if there is no relationship between two variables , the correlation coefficient is zero. Positive correlation varies from zero to +1, however, the negative correlation is from -1 to zero (Azar, 2010).

The main hypothesis testing

Between organizational learning and organizational entrepreneurship at the University of Applied - Science in Western Azerbaijan province, there is a significant relationship.

Table2-Results of correlation test between organizational learning and organizational entrepreneurship

Is there a significant relationship between organizational learning and organizational entrepreneurship at the University of Applied - Science in Western Azerbaijan province?			Question
Between organizational learning and organizational entrepreneurship at the University of Applied - Science in Western Azerbaijan province, there is no significant relationship			Zero hypothesis
Between organizational learning and organizational entrepreneurship at the University of Applied - Science in Western Azerbaijan province, there is a significant relationship			One hypothesis
Results	Significant level	Allowable error	Pearson correlation coefficients(r)
Reject zero hypothesis	0.000	0.05	0.586

According to the data in Table2 Pearson correlation coefficient for organizational learning is equal to 0.586 and Significance level of the test is 0.000. Considering that $P < 0.05$, this hypothesis is confirmed.

The first sub-hypothesis is testing

Between shared vision and organizational entrepreneurship at the University of Applied - Science in Western Azerbaijan province there is a significant relationship.

Table3-Results of correlation test between shared vision and organizational entrepreneurship

Is there a significant relationship between shared vision and organizational entrepreneurship at the University of Applied - Science in Western Azerbaijan province			Question
Between shared vision and organizational entrepreneurship at the University of Applied - Science in Western Azerbaijan province there is no significant relationship.	Zero hypothesis	Research Hypotheses	
Between shared vision and organizational entrepreneurship at the University of Applied - Science in Western Azerbaijan province there is a significant relationship.	One hypothesis		
Results	Significant level	Allowable error	Pearson correlation coefficients(r)
Reject zero hypothesis	0.000	0.05	0.479

According to the data in Table3 Pearson correlation coefficient for shared vision is equal to 0.479 and Significance level of the test is 0.000. Considering that $P < 0.05$, this hypothesis is confirmed.

The second sub-hypothesis testing

Between learning culture and organizational entrepreneurship at the University of Applied - Science in West Azerbaijan province, there is a significant relationship

Table4.results of the correlation test between learning culture and organizational entrepreneurship

Is there a significant relationship between learning culture and organizational entrepreneurship at the University of Applied - Science in West Azerbaijan province, there is a significant relationship			Question
Between learning culture and organizational entrepreneurship at the University of Applied - Science in West Azerbaijan province, there is no significant relationship	Zero hypothesis	Research Hypotheses	
Between learning culture and organizational entrepreneurship at the University of Applied - Science in West Azerbaijan province, there is a significant relationship	One hypothesis		
Results	Significant level	Allowable error	(r)Pearson correlation coefficient
Reject zero hypothesis	0.000	0.05	0.511

According to the data in Table4 Pearson correlation coefficient for learning culture is equal to 0.511 and Significance level of the test is 0.000. Considering that $P < 0.05$, this hypothesis is confirmed.

The third sub-hypothesis testing

Between teamwork and organizational entrepreneurship at the University of Applied – Science in West Azerbaijan province, there is a significant relationship.

Table5-results of the correlation test between team work and organizational entrepreneurship

Is there a significant relationship between teamwork and organizational entrepreneurship at the University of Applied – Science in West Azerbaijan province, there is a significant relationship.			Question
Between teamwork and organizational entrepreneurship at the University of Applied – Science in West Azerbaijan province, there is no significant relationship	Zero hypothesis	Research Hypotheses	
Between teamwork and organizational entrepreneurship at the University of Applied – Science in West Azerbaijan province, there is a significant relationship.	One hypothesis		
Results	Significant level	Allowable error	Pearson correlation coefficients (r)
Reject zero hypothesis	0.000	0.05	0.476

According to the data in Table5 Pearson correlation coefficient for teamwork is equal to 0.476 and Significance level of the test is 0.000. Considering that $P < 0.05$, this hypothesis is confirmed.

The fourth sub-hypothesis testing

Between sharing of knowledge and organizational entrepreneurship at the University of Applied- Science in Western Azerbaijan province, there is a significant relationship.

Table6-results of the correlation test between knowledge sharing and entrepreneurship

Is there a significant relationship between sharing of knowledge and organizational entrepreneurship at the University of Applied- Science in Western Azerbaijan province, there is a significant relationship			Question
Between sharing of knowledge and organizational entrepreneurship at the University of Applied- Science in Western Azerbaijan province, there is no significant relationship	Zero hypothesis	Research Hypotheses	
Between sharing of knowledge and organizational entrepreneurship at the University of Applied- Science in Western Azerbaijan province, there is a significant relationship	One hypothesis		
Results	Significant level	Allowable error	(r)Pearson correlation coefficients
Reject zero hypothesis	0.000	0.05	0.506

According to the data in Table6 Pearson correlation coefficient for sharing of knowledge is equal to 0.506 and Significance level of the test is 0.000. Considering that $P < 0.05$, this hypothesis is confirmed.

Conclusion

One of the tools for development of organizational entrepreneurship is organizational learning in organizations. Considering the increasing importance of organizational learning in organizational entrepreneurship among employees in this study, it has been that the results indicate, between organizational learning and organizational entrepreneurship at the University of Applied - Science in Western Azerbaijan province, there is a significant and positive relationship. This means that how much learning in the organization is better, The organizational entrepreneurial in the organization is better, In addition, the relationship between the dimensions of organizational learning (Shared vision, learning culture, teamwork and sharing knowledge) and organizational entrepreneurship at the University of Applied - Science in Western Azerbaijan province, there is a significant and positive relationship.

Practical suggestions

Considering that in this study, it was shown that there is a relationship between organizational learning and organizational entrepreneurship. It is recommended to get more attention to Organizational learning administrators and professors of the University of Applied - Science in Western Azerbaijan province to enhance their organizational entrepreneurship. It is possible to enhance organizational learning in the following ways:

- ✓ Design patterns of learning and planning staff to improve communication within the organization and outside the organization.
- ✓ Freedom of action and to provide opportunities to explore the capabilities of the personnel and Efforts to develop the competence of staff, Plays an important role in organizational learning.
- ✓ Dynamic interaction, collaboration and effective use of all employees at all levels of the organization

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