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STUDYING THE RELATIONSHIP BETWEEN LEARNING CULTURE AND ORGANIZATIONAL SUPPORT OF PHYSICAL EDUCATION TEACHERS IN KERMANSHAH PROVINCE

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ABSTRACT

The purpose of this research is to study the relationship between learning culture and organizational support of physical education teachers in Kermanshah province. The research method is correlative-descriptive method and in terms of purpose, it is functional. The research's statistical community includes physical education teachers of Kermanshah province (about 1058 people). For determining the sample size, 285 people were selected through Morgan sample size determining table and they were given questionnaire. The method of sampling is random classified and the tools of data collection include demographic questionnaire, learning culture and organizational support. Data analysis has been done through Kolmogorov-Smirnov using Spearman correlation coefficient, Kendall Tau and multiple-variable regression. The results of research indicate that there is a significant relationship between organizational culture and the organization support of physical education teachers in Kermanshah province. ($P \leq 0/05$).

Key words: Learning culture, organizational support, physical education teachers

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INTRODUCTION

Organizational learning culture is a topic has been recently emerged in management knowledge and organizational behavior's domain. Following new hypotheses and researches in management, organizational learning culture has become much more important and it is one of the main and central subjects of management. Demographers, sociologists, some psychologists recently and even economists have paid lots of attention to this topic and regarding its importance, it has created many hypotheses and has been used in solving management's problems. The studies done by a group of experts in management knowledge, show that organizational learning is one of the most influential elements in developing organizations. In a way in which lots of researchers believe that one of the Japan industry and management's reasons of success is noticing organizational learning culture (Robins, 2009).

Organizational culture affects the behavior and thoughts of organization's members as a collection of common beliefs and values, and it can be the start point for moving or an obstacle in the path of improving. Organizational culture is one of the most fundamental fields of change. With regard to this point that the new development plans mostly notice the organizational basic change, the aimof such plans is changing the organization's culture as the basis of development. Learning is not due to learning itself but due to success and development. When there is no learning, then the organization undertakes all the costs of reworking, inefficiency and wasting resources and skills, and will observe lack of self-confidence in people and reduction of income due to absence of innovation. But when there is learning and a permanent commitment to it, then organization's profit would increase and instead of labor force, the people will be changed to the properties of organization (Bob Ganer, 1999).

Learner organizations have been presented since 90s. The reason of emerging such organizations was the conditions, hypotheses and the change in organizational environment before the mentioned decade, in a way in which all the organizations try to survive and in order to be preserved in turbulent environment, they must leave the inactive frames and move toward learner organization. It means that they must create deep changes in their structures. In the past, the organizations were in a stable environment and the future events were predictable in a state in which the managers were able to plan

in certain conditions. But nowadays, the environment changes quickly and technologic, economic, cultural and political changes rapidly affect the organization. The nature and the method of learning in the organization are determined by organizational culture. Although the culture of many organizations is not anti-learning, it is not learning. In such culture, taking risks, effort for presenting new approaches, sharing data… are not encouraged, while it is possible that "not changing the present condition" can be followed by reward. In order for the organization to be a learner, this type of cultural values must change. A lot of researchers such as Cummings& Worley [3] (2005), Brown& Gray [4] (2004) believe that culture as an important subject, can promote organizational learning and change one organization to a learner organization.

If all the elements for creating a learner organization are provided but there is no culture, then constructing a learner organization is not possible. Marquardt [5] (2002) expresses that in a learner organization, the organizational culture is in a way in which learning is absolutely is considered as one vital factor for business success. Therefore, researchers have recently

noticed the culture of organization which points to some factors of specific concept which provide appropriate conditions for organizational learning. Thus, this factor can lead to function promotion in the organization.

In addition, nowadays the organizations have noticed the importance of human science as the most crucial source for gaining competitive advantage. Present organizations compete for maintaining the attention they pay to the employers and human science in providing welfare programs. In other words, organizations invest in implementation and improvement of welfare programs and employers' support, and try to provide welfare facilities for employers as much as possible. Because they have understood that investing in these fields can profit them. Because the employers who are supported are more committed and satisfied, they gossip less and don't leave the organization easily in which all these factors improve the function of organization and can lead it to its goals (Taleghani et al, 2009). Generally, daily increase in employers' share in the value creation in business competitive dynamic ecosystem leads to managers' change of view from a source of sole production to an organizational citizen. Therefore, in the present challenging world,

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3 Cummings& Worley
4 Brown& Gray
5 Marquardt

for competing in the universal scene, adjusting to the changing nature of business and satisfying customers' needs and expectations, organizations try to hire the employers who can work beyond his defined responsibility, because it is believed that the behaviors beyond the duties are reflected in function evaluation (Abbas pour, 2006).Undoubtedly, for an organization to face the current changes well, it needs a strong culture which can motivate cooperation in learning. In fact, organizational learning is deep process which is followed by a change in individual and organizational behavior (Murray & Donegan[6] 2003) and leads to its development and finally to improvement of organizational function (Egan et al[7], 2004). But if there is no culture, it will not be accomplished (Škerlavaj et al [8] , 2008). However, the employers believe in an organization only based on the value in which the organization has brought for their welfare and security. This belief is called realized organizational support (Rhoadeset al[9], 2001). High level of realized organizational supports motivates employers' commitment for making up the profits that may be emerged in the form of

cooperative behaviors (Bergami & Bagozzi[10], 2000). One of the common concepts done on cooperative behaviors is organizational citizenship behavior. Organ [11] (1983) considers it as a unique, optional and extra-functional behavior which is effective on increasing influential function of the organization and can't be directly or indirectly organized through formal rewarding system of the organization (Moghimi, 2005). Regarding behavior creation, there are different hypotheses such as internal marketing, leader- member interaction …, but one of the most important one is social interaction hypothesis. This hypothesis focuses on the processes which control transferring social and mental resources between interaction's sides. According to it, if the organization supports the employers very well, then they will present the behaviors beneficial to the organization through the intention of support compensation (Cook & Emerson[12], 1987).

Educational institution is one of the influential organizations in every society. This institution is the most social fundamental institution in forming, conducting and controlling people's thoughts in every community, and having a powerful

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6 Murray&Donegan
7 Egan et al
8 Škerlavaj et al
9 Rhoadeset al

10 Bergami&Bagozzi
11 Organ
12 Cook & Emerson

educational system is a must for social development. Todays, due to human's science, experience development, technology development and industrial improvement, having a tendency toward educational institutions is a global affair, to the extent in which the domain of responsibilities undertaken by educational institution is considered to be one of the important indexes for development of society (Alagheband,2011). Physical education possesses an important position in world's educational institution. Paying attention to physical education in schools is so much important to the extent in which article I and II of UNESCO charter consider it as the basic right for all children and teenagers, and in order to improve the relationship between physical activity and other parts of educational institution, it obliges state institutions of each county to improve and develop physical education (Anooshe, 2007).Improvement of physical education at schools and achieving considered goals need teachers who not only are active in updating their learning but also do activities more than what is considered for them in the organization.

Ruling the culture of learning and necessary supports from learner in the organization can cause creation of proper behaviors such as job conscience, gallantry, courtesy and social manners, and transferring such behaviors can lead to have a healthy, energetic, wise and joyful generation. In the organization, if the learning conditions get provided, organizational, team and individual learning culture dominate and necessary financial and spiritual supports get provided for learners, then it will lead to teachers' academic improvement and their improvement will make them to be up to date and search for new information. If they be up to date with new data, they will train students who are highly filled with health, self-confidence and sufficient knowledge.

The phrase of "organizational learning[13]" was first presented by «Cyret &March[14]» in book titled «A Behavioral Theory of the Firm[15]» in 1963. These scientists believe that « the organization's efforts to an answer to the changes of external environment for adjusting its goals with the new conditions can lead to an exploration of methods helping the organization to get more effect». Since 40 years ago, organizational learning has been considered as a tool for gaining organization's competitive advantage, efficiency and development. Furthermore, nowadays, organizational learning is defined

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13 Organizational learning
14 Cyret & March
15 A behavioral theory of the firm

in the concept of strategic management and is one of its most crucial parts (Benveniste[16],2010).

Many researchers and managers are attracted to employers' job behaviors that were so influential on the function of organization. In the past, researchers in order to study the relationship between job behaviors and organizational effectiveness, mostly paid attention to the internal function of employers. The internal function defines employers' job behaviors presented in the formal responsibilities of the organization and are rewarded by its official system. Researchers notice the effect of extra-role function on organizational effectiveness very much. One the most common concepts and operations done on extra-role behaviors is organizational citizenship's behaviors (Shateri, 2009). In the present challenging world, for competing in the universal scene, adjusting to the changing nature of business and satisfying customers' expectations, organizations try to hire the employers who can work beyond his defined responsibility, because it is believed that the behaviors beyond the duties reflected in function evaluation, can affect employers' cooperation in programs and it can be considered as an influential factor in job learning,

organizational commitment and self-esteem (Sadeghi, 2009). The researches done by Randal et al (1999) shows a direct relationship between organizational support and emergence of citizenship's behaviors. The employers who feel that they receive enough attention from the organization, will show a high level of satisfaction. They may improve organizational citizenship's behavior in their own group. The employers will express their real organizational citizenship's behavior when the organization notices their goals, values, positions and beliefs (Shateri, 2009).

Therefore, in this research we have studied the relation between organizational learning and support of physical education teachers.

RESEARCH BACKGROUND

Aeeni (2010) has studied the influence of organizational learning culture on organizational commitment, job satisfaction and the employers' intention of leaving job in Gas Company. So he selected all official employers and managers of Gas Company in Chehar Mahal Bakhtiari as statistical society. His results show that organizational learning culture has a direct and positive effect on organizational commitment and employers' job satisfaction. However, the results didn't show the direct influence of organizational learning culture on the intention of leaving

16 Benveniste

job.When the variables of job satisfaction and organizational commitment were counted as Mediator variable, , the effect of organizational learning culture on the intention of leaving job resulted in indirect and negative effect through the effect on job satisfaction and organizational commitment, although the effect of organizational learning culture on the intention of leaving job was not known.

Kyoo&Park [17] (2010) did a research studying the effect of individual characteristics (goal selection) and contextual features (organizational learning culture and development's feedback) on employers' job satisfaction, organizational commitment and turnover. Accordingly, they chose 500 Korean companies as statistical society and concluded that organizational learning culture and goal selection have the function of capability of job satisfaction. Furthermore, it was known that organizational learning culture, development's feedback and learning goal selection are considered as significant predictors for organizational commitment.

THE RESEARCH METHOD

Since the aim of this research is to study the relationship between learning culture and the organizational support of physical education teachers in Kermanshah province, the

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17 Kyoo&Park

research has used descriptive-correlative method and it is functional. Collecting information was also extended.

Statistical society: the statistical society of this research includes all physical education teachers in Kermanshah province which based on general office last statistics are calculated to be 1058 people, 598 male and 460 female, by the end of first half of 2014.

Method, size and the way of sample selection: since the society of present research was limited, so we have used table of Morgan determining sample size to determine sample size. According to this table, at least 285 statistical samples should be considered for a society numbered 1058 people. Furthermore, regarding male and female percentage in the research sample, male and female in statistical sampling are relatively 161 and 124 people. In addition, in order to select samples, we have used random classified method.

Data collection tools: in this research we have used three types of questionnaires:

A) Demographic questionnaire: in the course of defined goals, a demographic questionnaire was designed by the researcher himself and consists of objective variables such as marital status, age, education, etc.

B) Learning culture questionnaire: learning culture questionnaire was first designed and

applied by Watkins and Marsik (1997). In 2004, Yang et al changed this questionnaire. This questionnaire was used by Di Zhi (2005) in thesis under the title of studying organizational learning culture, job satisfaction, learning motivation, job commitment and the quality of local services in one sport organization. He announced its reliability of 0/94. Asadi et al (2010) also announced 0/87 for its reliability. This questionnaire consists of 21 questions, each one consist of 6 options showing the way evaluating these options which equal Likert's six values of (1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree). In addition, this questionnaire consists of 3 individual, team and organization variables.

C) Organizational support questionnaire: Here, we have used Isenberg et al (1986)'s organizational support questionnaire. This questionnaire includes 8 questions and 6 Likert's values (1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree). It should be noticed that the validity of this questionnaire has been confirmed in different local studies.

Validity and reliability of questionnaires

A) Validity: first of all, all the questionnaires with general and specified goals were presented for 8 experts (physical education and sport science professors, sport management orientation) for observing the following items:

Studying coordination of questions with research goals, coordination of questions with variables' dimensions, occasion of writing questions and dimension of variables, type and number of questions and deleting or adding questions.

B) Reliability: in order to define performance limitations and remove possible ambiguities, the reliability of the questionnaire was studied too, so we have used Cronbach alpha coefficient method, and finally the amount of Cronbach alpha was calculated for each index of the research.

DATA ANALYSIS METHOD

In order to organize, summarize and describe sampling parameters, test statistical hypotheses in the case of distribution's normality after using Kolmogorov-Smirnov test and in the case of abnormality, we have relatively used descriptive statistics (frequency, percentage, average and standard deviation), parametric statistics including Pearson correlation coefficient for defining relation, Simple and multiple linear regression models for prediction and

structural equation modeling approach for presenting the model and Spearman's correlation coefficient. It should be noted that in this research, we have used SPS software, version 20 and LISREL version 8/25.

The results of table 1 and Kolmogorov-Smirnov test indicate that, the significant level achieved for individual, organizational and learning culture is more than 0/05. Therefore, the null hypothesis is confirmed and another one is rejected, it means that it can be said with 95% of confidence that distribution of mentioned variables is normal. However, other variables don't have normal distribution.

RESEARCH ACHIEVEMENT

The first hypothesis: there isn't a significant relationship between learning culture and organizational support of physical education teachers.

Regarding the results of Kendall Tau test shown in table 2, the significant level is less than 0/05, then null hypothesis is rejected and the opposite hypothesis is confirmed. It means that with 95% of confidence we can say: there is a significant relationship between learning culture and organizational support. Furthermore, calculated coefficient shows that Learning culture can explain about 10percent of organizational support, or

the variance between these two variables is about 10%.

The second hypothesis: there is no significant relationship between dimensions of learning culture and organizational support of physical education teachers.

Regarding the results of Kendall Tau and spearman test shown in table 3, the significant level for all the tests is less than 0/05, then null hypothesis is rejected and the opposite hypothesis is confirmed. It means that with 95% of confidence we can say: there is a significant relationship between dimensions of learning culture and organizational support. Furthermore, the maximum and minimum relationship and variance determination is relatively related to team dimension and individual dimension.

The third hypothesis: dimensions of learning culture lack the capability of predicting organizational support of physical education teachers.

Regarding the results of Kolmogorov–Smirnov test, organizational support variable with a significant level of 0/095 was close to normal level, so there is considered a Natural logarithm for it and using multiple-regression was acceptable for the hypothesis.

The result of table 4 and multiple-correlation coefficient show that the significant level between dimensions of

learning culture and organizational support of physical education teachers is quite good (R= 0/46). Besides, modified coefficient of determination (R^2 adj = 0/20) indicates that 0/20 percent of all organizational support changes of teachers are predicted by three dimensions of learning culture.

The results of table 5 show that the amount of F test in margin of error less than 0/01 is significant, it means that the model of the present research composed of three predicting variables and a criterion variable is a fine model and the collection of predicting models are able to determine the changes of teachers' organizational support.

The results of table 6 indicate that the only dimensions effective on organizational support of physical education teachers are individual and organizational dimensions, but due to the significant level more than 0/05, team dimension has no significant effect on variable of organizational support. In addition, organizational dimension with regression coefficient of 0/29 and individual dimension with regression coefficient of 0/17 have relatively the most and the least effect on organizational support of physical

education teachers. In other words, as standard deviation increases in organizational dimension, the rate of teachers' organizational support goes up to standard deviation of 0/29.

The fourth hypothesis: there is no significant relationship between ranking dimensions of learning culture.

In order to test the mentioned hypothesis, we have used Friedman statistical method. The results shown in table 7, explain that organizational dimension is the most important one. The level of significance equals 0/001 showing that we can rely on the results in margin error of %1.

The fifth hypothesis: there is no significant relationship between ranking organizational support indexes.

According to the results achieved from Friedman test in table 8, It is clear that the question no. 23 (the organization underestimate my double efforts) is the most important one. In addition, viewpoints of 285 people have been used in this test based on the second part of the table. The level of significance equals 0/001 showing that we can rely on the results in margin error of %1.

Table 1: Normal condition of data

Variable	Number	Z Kolmogorov-Smirnov	Sig
Individual	285	1/159	0/136
Team	285	1/449	0/030
Organizational	285	0/945	0/334
Learning culture	285	1/004	0/265
Organizational support	285	1/479	0/025

$P < 0/05$

Table 2. The relationship between learning culture and organizational support

Variable	Organizational support		
	Correlation coefficient	Significant level	Coefficient of determination
Learning culture	0/301	0/001	%9/33

P<0/05

Table3. The relationship between dimensions of learning culture and organizational support

Variable	Organizational support		
	Correlation coefficient	Significant level	Coefficient of determination
Individual dimension	0/254	0/001	6/45
Team dimension	0/344	0/001	11/83
Organizational dimension	0/290	0/001	8/41

P<0/05

Table 4. The effect of variables of learning culture dimensions on organizational support

Model brief				
Model	Multiple-correlation coefficient	R^2 Coefficient of determination	R^2_{adj} Modified coefficient of determination	The standard error of estimation
1	0/46	0/21	0/20	5/182
Predicting variables: individual, team and organizational Criterion variable: organizational support				

Table 5. The results of ANOVA test

Model	Total squares	Freedom degree	Average of squares	F	Sig
1	2097/85	3	699/28	26/035	
Total remaining regression	7547/60	281	26/860	-	0/001
	9645/45	284	-	-	

Table 6. The results of effects of regression coefficients' predicting variables on criterion variable

Model	Predicting variables	Non-standard coefficients		Standard coefficients	T	Sig
1		B	Standard error	Beta		
	(Stable)	19/56	1/477	-	13/250	0/001
	Individual	0/193	0/079	0/177	2/446	0/015
	Team	0/093	0/141	0/057	0/661	0/509
	Organizational\	0/125	0/034	0/290	0/634	0/001

Table 7. Ranking dimensions of learning culture

The number of sample	285	Obstacles	Average	Rank
Chi square	544/188	Individual	2/05	2
Freedom degree	2	Team	1/00	3
Sig	0/001	Organizational	2/95	1

Table 8. Ranking organizational support indexes

Sample numbers	285	Obstacles	Average	Rank
Chi square	24/351	22-my participation in matters	4/52	4
Freedom degree	7	23-admiring my efforts	4/96	1
Sig	0/001	24-my criticism and suggestion	4/62	2
		25-my good performance	4/50	5
		26-noticing the way of doing duties	4/49	6
		27-noticing my general satisfaction	4/13	8
		28-lack of attention paid to me	4/28	7
		29-honoring my job success	4/53	3

CONCLUSION

In the present research, we have studied the relationship between organizational learning culture and organizational support of physical education teachers. The method used here is correlative-descriptive method

and the statistical society of this research consist of all physical education teachers of Kermanshah province. The results achieve from hypotheses indicate that there is a significant relationship between learning culture and organizational support. Furthermore, calculated coefficient shows that learning culture has the capability of determining 10 percent of organizational support or the common variance between these two variables is about 10 percent. In fact, as it was mentioned in the third hypothesis, sometimes the organizational support is formed in the organization as a variable come out of a series of events. Thus, we can conclude that learning culture established for teachers of Kermanshah educational system is a type of rich learning culture in the very organization effects of which end in organizational support. Therefore, this point of view can show that the existence of a significant relationship between these two variables is derived from this process. In addition, we cannot overlook the role of learning, training and developing the human force. One of present organization's' approaches is investing in local forces. In fact, this approach is known through individuals' investing standards. This standard was presented by state and private organizations with the aim of creating

training and developing and somehow it connects learning, training and developing to organizational goals. The researchers of this field believe that investing theory on individuals encourages organizations to have an accurate and strategic viewpoint toward the process of learning and developing, and it has been observed that this matter was remarkably and positively effective on organizational learning culture. Therefore, it is possible that the matter of concentrating on investing standards in Kermanshah's educational system is in pleasant condition and improving organizational learning culture can result in connecting to organizational support.

Furthermore, the results of multiple-regression indicate that individual and organizational dimensions are influential on organizational support of physical education teachers. There are lots of basic behavioral concepts in results' interpretation which support what has been achieved. As an instance, Chester Bernard (1983) who helped in developing human relations school, admits that organizations are composed of small groups efficiency of which depends on admitting legal authority, and in order to achieve organization's efficiency, the organization must satisfy needs of beneficiaries. Individual learning activities

following a daily search system among people can be the basis of cooperative organizational learning and this matter can promote the activities related to Continuous learning, improve the morality of organizational knowledge and organization's performance. Thissequence ofactions is basically related to environmental element of organizational learning and the process of knowledge creation. Thus, there is the possibility that this important element is reinforced by Kermanshah's educational system in individual and organizational dimensions of learning culture, following training courses, rewarding people participating in these courses, being effective in job promotion and supporting teachers who continue education, it will provide learning opportunity in which this element may result in such outcome.

Then, the results indicated that there is a significant difference in ranking dimensions of learning culture, among which organizational and team dimensions relatively have first rank and last rank. Organizational learning includes Integrating individual learning and group learning with other members of the organization's non-humanitarian parts such as systems, structures, processes and strategies. Bontis *et al* (2002) believe that «in comparison to

individual and group learning, organizational learning has more connection with organizational function ».The reason is that organizational learning is in fact a combination of all types of learning. This result showed that the aim of formation of organization which is achieving individual and organizational goals in the form of organizational groups is very important for teachers, and this result is derived out of it. In addition, there is a significant relationship between organizational support indexes. Admiring teachers' double efforts by organization is very important. In this course, teachers do their best in teaching, expect their efforts to be seen and be appreciated even a little.

Suggestions arisen from the research

-According to the results achieved from the fourth hypothesis, the subject of organizational learning culture is always important in studying organizational support consequences.

- According to the results achieved from the fifth hypothesis, individual and organizational dimensions of learning culture are noticed more than team individual in studying organizational support consequences. Because it is shown that the outcome of these two dimensions can be followed by organizational support.

Suggestions for the future researches

-In the present research, we haven't studied the role of demographic features in relation to research variables, so it is suggested to the future researchers to study the role of these variables by such title.

-Regarding the results and the significant relationship between learning culture and organizational support, it is suggested to the future researchers to study other intermediate variables such as organizational trust, organizational commitment,… .

-This research has only considered physical education teachers of Kermanshah's educational system, it is suggested to the future researchers to study the combination of these three variables in other sport organizations such as sport board, sport federations, etc.

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