ORGANIZATIONAL LEARNING AND HUMAN RESOURCE PRODUCTIVITY IN MUNICIPALITY OF ARDABIL CITY

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Abstract  
The main purpose of this study is analyzing relationship between to the main factors related to organizational learning and human resource productivity. The study is correlational. The population of this study is employees of Ardabil City Municipality that were 254. We determined the amount of the sample size with the used of Cochran sampling method which the statistical sample is 153 of these employees which have been selected through the Stratified random sampling in four regions. To gathering of data, we used two standard questionnaires. Organizational learning questionnaire according to Pham & Swierczek (2006) with 12 items and human resource productivity questionnaire according to Dewan & Kraemer (2000) with 24 items. All items of questionnaires were designed based on Likert 5 degree spectrum. Questionnaires reliability was estimated by calculating Cronbach’s Alpha. In order to analyze the data resulted from collected questionnaires deductive and descriptive statistical methods are used, and to display some statistical data we used column diagram and in deductive level to test the hypothesis of the research we used Pearson correlation coefficients. The analysis of hypotheses show a positive significant relationship exist between Organizational learning and human resource productivity in Municipality of Ardabil City. 

Keywords: Organizational learning, human resource productivity, knowledge acquisition, knowledge sharing, implement decisive knowledge

INTRODUCTION  
It is important to challenge narrow concepts of organizational learning, or of any phenomenon early in the history of inquiry, as narrow conceptions decrease the chances of encountering useful findings or ideas. Consequently, it seems important to highlight that learning need not be conscious or intentional, as is apparent in discussions of operant conditioning in humans and other animals and in case studies of organizational learning. Further, learning does not always increase the learner's effectiveness, or even potential effectiveness. Learning does not always lead to veridical knowledge. Sample data are not always representative and new findings sometimes overturn what was previously "known to be true." Entities can incorrectly
learn, and they can correctly learn that which is incorrect. Finally, learning need not result in observable changes in behavior (Huber, 1991).

Change resulting from learning need not be visibly behavioral. Learning may result in new and significant insights and awareness that dictate no behavioral change. In this sense the crucial element in learning is that the organism be consciously aware of differences and alternatives and have consciously chosen one of these alternatives. The choice may be not to reconstruct behavior but, rather, to change one's cognitive maps or understandings (Friedlander 1983: 194; Huber, 1991:89).

Argyris (1922) suggests that organizational learning occurs under two conditions: first when an organization achieves what is intended, and second when a mismatch between intentions and outcomes is identified and corrected. He distinguishes between single-loop and double loop learning. These two types of learning have been described as adaptive or generative learning.

Previous studies Huber, (1991); Dale, (1994); Nevis Debila and Gould, (1995); Winter, (2000) have proposed four dimensions or phases of organizational learning process to be knowledge acquisition, distribution, application and translation into organizational memory. However, according to Dale (1994) organizational learning can be characterized as an intricate three-stage process consisting of knowledge acquisition, dissemination and shared implementation (interpretation). Therefore, organizational learning process involves knowledge acquisition, distribution, application and translation of this knowledge into organization resources (organizational memory) such as databases, procedures and systems that can be used for leveraging the firm (Njuguna, 2009).

Newman (1999) general knowledge model is presented. In this model, knowledge is organized in four areas, these areas are: knowledge creation, knowledge retention, knowledge transfer and knowledge application.

Fig 1. Newman General knowledge model

Knowledge Creation- Any activity that brings new knowledge into the system
– Development
– Discovery
– Capture
– Acquisition

Knowledge Retention- For knowledge to be usable it must be stored for some period of time
Knowledge retention
– Preserves knowledge artifacts
– Maintains the viability of knowledge within the system
Knowledge transfer moves knowledge from one agent to another
- From knowledge developers to knowledge users
- From one work group to another
- From suppliers to vendors and vendors to customers

Knowledge utilization refers to the various ways that knowledge is used to enable actions and support decisions. KU Events provide the rationales and value propositions that drive knowledge flows (Newman and Conrad, 1999).

Learning organization improve productivity with enhance and improve the skills, creativity, motivation and loyalty of employees through education, delegation of authority, manager collaboration and teamwork (Alvani, 2003:15).

Workplace training can be an important source of human capital accumulation. In comparison with the vast literature on the impact of formal education on productivity, empirical studies on the impact of training on productivity are scarce and often limited in its scope. Reliable data on workplace training is often difficult to find. The problem is even more serious in the case of informal on the job training. By its very nature such training is ad hoc and it takes place spontaneously, often without well-defined timetable. Hence they are difficult to trace and document, even inside the firms. Another reason for the difficulty is the heterogeneity and diversity of trainings. Setting aside the heterogeneity of the types of training, the training intensity differs greatly across various characteristics of individual employees, industry sectors, establishment’s size, and types of job. The diversity often remains large even after we control for these measurable characteristics. A standard view on the observed diversity is that they stem from the large disparities in costs and returns from training. In principle, a full-fledged empirical research on the impact of training should in corporate these factors, including the heterogeneity in production technology, work organizations, and aspects of HRMPs (Kurosawa et al, 2005).

Datta, Guthrie, and Wright (2005) consider that productivity is a crucial indicator of workforce performance and represents a direct link between human capital and organizational performance. Our focus on productivity rather than profitability measures, such as return on assets, is also based on the fact that the latter are more likely to be affected by a wider range of external factors that are beyond the control of the firm. Moreover, in reality the choice of performance indicator may be less significant than it appears, as a recent meta-analysis by Combs et al. (2006) showed no effect of performance measure on the relationship of HRM practices to company performance (Birdi et al, 2008).

The main objective of this study is; understanding the relationship between Organizational learning and human resource productivity in Municipality of Ardabil City, and our other objectives are:
- understanding the relationship between Knowledge acquisition and human resource productivity in Municipality of Ardabil City.
- understanding the relationship between Knowledge sharing and human resource productivity in Municipality of Ardabil City.
- understanding the relationship between Implement decisive knowledge and human resource productivity in Municipality of Ardabil City.
METHODOLOGY

The main purpose of this study is analyzing relationship between to the main factors related to organizational learning and human resource productivity. The study is correlational. The population of this study is employees of Ardabil City Municipality that were 254. We determined the amount of the sample size with the used of Cochran sampling method which the statistical sample is 153 of these employees which have been selected through the Stratified random sampling in four regions. Table 1 shows the amount of employees in each class.

Table 1- Research environment and sample size

<table>
<thead>
<tr>
<th>Region Name</th>
<th>N</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region 1</td>
<td>65</td>
<td>39</td>
</tr>
<tr>
<td>Region 2</td>
<td>55</td>
<td>33</td>
</tr>
<tr>
<td>Region 3</td>
<td>78</td>
<td>47</td>
</tr>
<tr>
<td>Region 4</td>
<td>56</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>254</td>
<td>153</td>
</tr>
</tbody>
</table>

To gathering of data, we used two standard questionnaires. Organizational learning questionnaire according to Pham & Swierczek (2006) with 12 items and human resource productivity questionnaire according to Dewan & Kraemer (2000) with 24 items. All items of questionnaires were designed based on Likert 5 degree spectrum. Questionnaires reliability was estimated by calculating Cronbach’s Alpha that is shown in the table 2.

Table2. Results of questionnaires reliability from SPSS software

<table>
<thead>
<tr>
<th>Variables</th>
<th>No. of Items</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge acquisition</td>
<td>5</td>
<td>.872</td>
</tr>
<tr>
<td>Knowledge sharing</td>
<td>4</td>
<td>.763</td>
</tr>
<tr>
<td>Implement decisive knowledge</td>
<td>3</td>
<td>.762</td>
</tr>
<tr>
<td>Organizational learning</td>
<td>12</td>
<td>.864</td>
</tr>
<tr>
<td>Efficiency</td>
<td>13</td>
<td>.734</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>11</td>
<td>.842</td>
</tr>
<tr>
<td>Human resource productivity</td>
<td>24</td>
<td>.87</td>
</tr>
</tbody>
</table>

In order to analyze the data resulted from collected questionnaires deductive and descriptive statistical methods are used, and to display some statistical data we used column diagram and in deductive level to test the hypothesis of the research we used Pearson correlation coefficients. The analysis has performed with SPSS.

RESULTS

A) Demographical Results

The gender descriptive analysis results shows that seventy two percent are male and twenty three percent are female and 5 percent don’t determine their gender. And age of employees analysis results show 10.3 percent have between 6 -10, 26.6 percent have between 20-30, 40 percent have between 31-40, 37.2 percent have between 41-50, and finally 12.4 percent have more than 21 years of experience. It shows that employees have more than 5 year experience. The results of demographical analysis of responder’s degree show that 7 percent PHD, 6.9 percent MA, 44.1 percent BA, 33.1 percent Associate Degree and 13.8 percent have Diploma.
degree and 1.4 percent don’t answer. It means that the most of the responder have university degree.

And employees experience analysis results show 11.7 percent of responders have less than 5 years’ experience, 27.6 percent have between 6-10, 26.6 percent have between 11-15, 21.4 percent have between 16-20, and finally 10.3 percent have more than 21 years of experience. It shows that employees have more than 5 years experience.

Table 3 reports descriptive statistics including means and standard deviation for organizational learning with three dimensions: knowledge acquisition, knowledge sharing, implement decisive knowledge and human resource productivity with two dimensions: efficiency and effectiveness.

Table 3: Means and standard deviations for variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge acquisition</td>
<td>2.25</td>
<td>.717</td>
</tr>
<tr>
<td>Knowledge sharing</td>
<td>2.38</td>
<td>.731</td>
</tr>
<tr>
<td>Implement decisive knowledge</td>
<td>2.43</td>
<td>.904</td>
</tr>
<tr>
<td>Efficiency</td>
<td>2.80</td>
<td>2.12</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>2.66</td>
<td>.590</td>
</tr>
<tr>
<td>Organizational learning</td>
<td>2.35</td>
<td>.566</td>
</tr>
<tr>
<td>Human resource productivity</td>
<td>2.73</td>
<td>1.144</td>
</tr>
</tbody>
</table>

The result show that efficiency dimension with 2.80 have the highest mean and Knowledge acquisition dimension with 2.25 have the lowest mean.

B) Hypotheses Results

In this paper we have one main hypotheses and three sub hypotheses. That analyzed by Spearman correlation that the statistical way of analysis of hypotheses is two ways, $H_1$ is acceptance of hypothesis and $H_0$ is rejecting of hypothesis. In other words, it means that $H_1$ has positive meaning and $H_0$ has negative meaning.

1. There is a significant relationship between Organizational learning and human resource productivity in Municipality of Ardabil City

1-1 There is a significant relationship between Knowledge acquisition and human resource productivity in Municipality of Ardabil City

2-1 There is a significant relationship between Knowledge sharing and human resource productivity in Municipality of Ardabil City

3-1 There is a significant relationship between Implement decisive knowledge and human resource productivity in Municipality of Ardabil City

The hypotheses analysis with organizational learning detentions and human resource productivity relation by Multi Correlation in 0.01 p-value level. Table 4 shows the results. Table 4, correlation coefficients between the organizational learning detentions and human resource productivity.

<table>
<thead>
<tr>
<th>Variables</th>
<th>K.A</th>
<th>K.SH</th>
<th>I.D.K</th>
<th>Efficiency</th>
<th>E.</th>
<th>OL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge acquisition</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge sharing</td>
<td>.245</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement decisive knowledge</td>
<td>.347</td>
<td>.234</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficiency</td>
<td>.357</td>
<td>.218</td>
<td>.323</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness</td>
<td>.165</td>
<td>.304</td>
<td>.290</td>
<td>.412</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
According to table 4, the results show that organizational learning detentions (knowledge acquisition, knowledge sharing, and implement decisive knowledge) significantly related with human resource productivity dimensions (efficiency and effectiveness). The correlation coefficient between the processes of organizational learning and human resource productivity is as follows: knowledge acquisition (.311), knowledge sharing (.292), and implement decisive knowledge (.353) and organizational learning (.446). Also, efficiency with (.416) and effectiveness with (.356) have relationship with organizational learning. Strong positive correlation was found between efficiency and organizational learning.

<table>
<thead>
<tr>
<th>Organizational learning</th>
<th>.709</th>
<th>.639</th>
<th>.764</th>
<th>.416</th>
<th>.356</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>human resource productivity</td>
<td>.311</td>
<td>.292</td>
<td>.353</td>
<td>.842</td>
<td>.822</td>
<td>.446</td>
</tr>
</tbody>
</table>

CONCLUSION

This correlational study has done to analyzing relationship between organizational learning with three dimensions: knowledge acquisition, knowledge sharing, implement decisive knowledge and human resource productivity with two dimensions: efficiency and effectiveness. The population of this study was employees of Ardabil City Municipality. In this paper we have one main hypotheses and three sub hypotheses. The analysis of hypotheses show a positive significant relationship exist between Organizational learning and human resource productivity in Municipality of Ardabil City.

- There is a positive significant relationship between Knowledge acquisition and human resource productivity in Municipality of Ardabil City.
- There is a positive significant relationship between Knowledge sharing and human resource productivity in Municipality of Ardabil City.
- There is a positive significant relationship between Implement decisive knowledge and human resource productivity in Municipality of Ardabil City.

The findings of this study is same as Davenport & Prusak (2000); Neefe (2001); Dusya (2005); Bhatt (200) and Rahnavard and Mohammadi (2009) findings.

References


