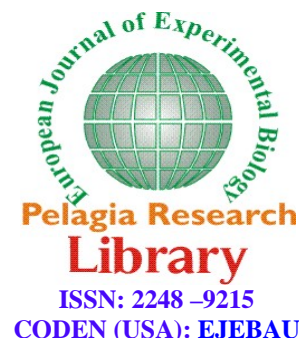




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European Journal of Experimental Biology, 2014, 4(2):48-53



Investigation of aspect of relationship between organizational learning and teaching performance of faculty members Payam Noor University of Urmia

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ABSTRACT

The purpose of this study was to find out the Success of teaching Performance Faculty of member of Payam Noor University of Urmia. population of this research include the whole Faculty members of Payam Noor University of Urmia was 473 people in the year of 2011-2012 that choose by random stage sampling with 82 people as a sample. Questions of this research based on aspect of learning organization common purpose systematic thought team learning subjective patterns self capability Educational Performance Faculty of member Based on age, sex, major, scientific degree, recruitment situation. Method of research was descriptive-correlation . Tools of collecting data procure a Researcher's questionnaire made by learning organization with 34 type with coefficient perpetuity 0/93 and other one made by Educational Performance with 23 type with coefficient perpetuity 0/95. Data analyzed by computer software into two levels one in descriptive frequency, mean, percent and standard deviation and other one in deduction level coefficient of correlation and analysis of variance .results show that there is relation between learning organization and Educational Performance. in level of $p < 0/05$ there isn't a positive correlation between Learning organizations Faculty of member based on age, sex ,major but there is a positive correlation in scientific degree and recruitment situation in level of $p < 0/05$ there isn't a difference between mean of Educational Performance from idea of Faculty of member based on age, sex ,major and recruitment situation but in there is relation in sex and scientific degree.

Keywords: Organizational Learning, Educational Performance, Faculty of member, University

INTRODUCTION

University's success depends on its human resources., If university officials are able to attract and retain qualified and motivated human resources are lacking, it is difficult for the university.90s onwards emerged, discusses organizations importance of learning organizations is that of gauge [13]. organizations that societies with learning deal. most have the chance as learning organizations to be introduced[1] [4].

Heroes [4].believes that "learning organization is the result, efforts have been made to date in the areas of organizational improvement and development's Learning organization, learning how to learn more important than any other knowledge."

Huber[10]. says that "learning organization learns over time, changes that will shape its performance. continued to develop p. 31 for the next five or principle suggests that learning organizations are:

- 1 - personal capacity increase individual abilities through participation in continuous learning and growth in order to achieve the desired results.
- 2 - mental models: a mental model determines the type of individual thought and action. Everyone in the organization based on their mental models of people, objects, procedures, activities and tasks that are necessary to operate do.
- 3 - shared vision: a perceived future of the organization tend to create the impression that a time limit or conditions to access it to provide.
- 4 - Learning Team process by which members of capacity has been developed and is aligned in such a way that the results be what everyone really wants to have.
- 5 - systems thinking: systems thinking the fifth wheel and the most delicate aspects of a framework of a learning organization is actually perceived, philosophy or set of principles that will harmonize with the top four. be served government personnel evaluation plan, [1] [12].

Practice usually two criteria of efficiency and effectiveness is measured. Efficient means true tasks of saving resources and equipment to get the maximum output from minimum data hosting and effectiveness means doing things right and to achieve the goal [2][14]. The behavior of the person, motivated, positive reinforcement, enrichment, job morale, organizational structure, relationships, group of leadership, learning, change and improvement of the most important factors in organizational performance, recognizes p. 15 .They feel better about it. including the question of whether the fulfillment of the learning organization can lead to increased performance, faculty members or not? According to the above subjects This study investigates the relationship between organizational learning and teaching performance of faculty aspect Payam Noor University of Urmia in 2011-2012 deals.

Background research:

Studies in the History of the present study indicate that no research is completely consistent with current research in the country and the world has been done, but similar research on this topic has been done in the below is. Sine 1 Research entitled to examine the relationship between is required. because the application of these concepts often lead to the creation of a learning organization is about a lot of questions and discussions. moving towards a learning organization requires changes in vision, mental models, skills and techniques that require creativity[5][6].

Shafai[3]. Research as barriers to creating a learning organization it did drive following the main obstacles in this organization are:

- 1 - false beliefs about the power of the directors, managers and employees and their willingness to maintain power.
- 2 - exclusive and non-competitive environment of the organization.
- 3 - The weakness of knowledge-based management and a lack of knowledge and power in decision making.
- 4 - non-systemic thinking, detail oriented and crushed nose.

There is a meaningful relationship in high school, Payam Noor University.

plays an important role in managing and improving the performance of this study were to assess the performance and teamwork should be the reverse[11].

Nourbakhsh[6]. in a study titled Evaluation councils and education in Kermanshah University of preparation was investigated. Variables included in this study, Goals, leadership, decision approach, frankness issues, member participation, creativity, confidence take consistent decisions, members of the Maryland making activities, they trust each other, be creative and confident acknowledge, respect each other's opinions. Accordingly, we can say that educational councils have a good situation.

Research goals:

The main goal of this research is:

aspect relationship between organizational learning and teaching performance of faculty members at the University PNU Rrastay achieve the above objective can be achieved objectives the following details:

- 1 - examined the relationship between shared vision and teaching performance of faculty members Payam Noor University of Urmia
- 2 - examined the relationship between team learning and teaching performance of faculty members Payam Noor University of Urmia
- 3 - examined the relationship between systems thinking and teaching performance of faculty members Payam Noor University of Urmia
- 4 - examined the relationship between personal ability and academic performance of faculty members Payam Noor University of Urmia
- 5 - examined the relationship between mental models and teaching performance of faculty members Payam Noor University of Urmia
- 6 - Evaluation of the Learning Organization realization aspect unit to faculty members based on demographic characteristics age, gender, major, academic level, and employment status them.

Research questions:

General question: Does the organization aspect learning and teaching performance of faculty members Payam Noor University of Urmia are there?

This visa questions:

- 1 - Does the common aspirations and educational performance of PNU University faculty members are there?
- 2 - Does the team learning and teaching performance of faculty members Payam Noor University of Urmia are there?
- 3 - Does the systematic thinking and teaching performance of faculty members Payam Noor University of Urmia are there?
- 4 - Whether the mental models and learning yield PNU University faculty members are there?
- 5 - Does the level of achievement of the learning organization aspect unit to faculty members based on demographic characteristics age, gender, major, academic level, and employment status , they are different?

MATERIALS AND METHODS

Population

The population consisted of 473 faculty members PNU University in the academic year 2011-2012 is a full time job in the university.

Sample

Since this variance population was unknown, a pilot study on a group of society in order to estimate the sample variance was necessary., So a group of 30 people from a population of randomly selected and questionnaires distributed among them was the data relevant to the group, and the estimated variance, statistical sample size $n = 82$, respectively.

$$n = \frac{473(1.96)^2 \times (0.83)^2}{472(0.18)^2 + (1.96)^2 \times (0.83)^2} = 82$$

Sampling:

In the present study, the population of Urmia is PNU and several faculty proportional to size sampling method was used.

Measurement tools:

Two questionnaires were used in this study include:

- A Questionnaire airs learning organizations in the form of 34 questions depending on the response to 5-point Like art scale
- B Educational action in the form of a questionnaire of 28 closed questions answered by 5-point Like scale. Valid and reliable instrument for measuring be.

To determine the face and content validity of the questionnaire in this study, both teachers and scholars and modify some cases, the questionnaire was carried out.

RESULTS

General question of whether the learning performance of learners organized aspect faculty members are there?

**Table 1; Correlations between learning organization and practice Changing educational practice Learning Organization $r=0.42$
 $P = .001$**

Educational Performance	Variable
$r=0.42$ $P=0.001$	Learning Organization

Based on the findings in Table 1 Correlations between learning organization and performance of faculty level was significant. Coefficient of determination showed 18% of variance learning organization and performance of faculty members is common., So the learning organization practice faculty with a correlation coefficient of 42 there. The first is the shared vision and practice faculty members are there?

**Table 2 coefficient between shared vision and practice Changing educational practice Shared vision $r=.68$
 $P = .005$**

Educational Performance	Variable
$r=0.68$ $P=0.005$	Shared vision

Based on Table 2 coefficient between shared vision and practice is at a significant level coefficient of determination indicates .046 force of variance shared vision of educational practice is common. Therefore shared between ideals and practice of carrying 71 there.

The second question is whether the relationship between team learning and teaching performance of faculty members are there?

**Table 3 Correlations between team learning and teaching performance Changing educational practice Team learning $r=.55$
 $P = .001$**

Educational Performance	Variable
$r=0.55$ $P=0.001$	Team learning

The results in Table 3 indicate learning half the faculty members with their educational performance at the university level was significant. Coefficient also shows that 30% of variance in scores on team learning and educational practice members shared between team learning and There are educational performance of 62% correlation coefficient.

Third question: Does the enable faculty and academic performance are related?

The results are shown in the following table to answer this question.

**Table 4 Correlations between systemic thinking and practice Changing educational practice Systems thinking $r=.35$
 $P = .000$**

Educational Performance	Variable
$r=0.35$ $P=0.000$	Systems thinking

According to Table 4 Correlations enable system-level thinking was significant. Determined based on the ratio of 12 /% of the variance systemic thinking and practice is common. Therefore a correlation between systemic thinking and practice, 22% are related.

Question Four: Does the faculty's ability to teach and practice them are there?

Table 5 Correlations between individual ability and training performance Changing educational practice
 's Ability $r=0.47$
 $P = .000$

Educational Performance	Variable
$r=0.47$ $P=0.000$	Personal Capabilities

Results Table 5 shows the correlation between the ability of individual faculty members with training performance level is significant. Coefficient of determination also revealed that 22% of the variance personalization capabilities of faculty members with educational practice is common. Thus Tickets Law faculty's teaching performance with a correlation coefficient of 47 there.

Fifth question: Does the relationship between conceptual models for faculty and their teaching practice there?

Table 6 Correlations between mental patterns and practice Changing educational practice
 Conceptual models $r=0.38$
 $P = .000$

Educational Performance	Variable
$r=0.38$ $P=0.000$	Conceptual models

Results Table 6 shows the correlation between conceptual models for faculty with teaching performance level is significant. Coefficient of determination also revealed that 14% of the variance of conceptual models of faculty members with educational practice is common. Thus mental patterns faculty with academic performance are related with a correlation coefficient of 38%.

According to the results observed in the surface $F 0.05 P < \text{positive and significant correlation between the learning organization aspect}$ faculty members based on age, gender, major, does not show., But the difference in terms of academic rank and employment status is significant.

According to the results observed in the surface $F 0.05 P < \text{no significant difference between the average educational performance of vision PNU University faculty members based on age, discipline, and employment status, but this difference did not show gender and academic scores.}$

DISCUSSION

Based on the correlation between the learning organization and performance of faculty members was significant. Coefficient of determination showed 18% of the variance of a learning organization and performance of faculty members is common., So the learning organization and performance of faculty members were: be. So the shared vision and practice 71 there. Well as findings between team learning faculty members with their educational performance in college was significant. Coefficient of determination indicates 30% of the variance of scores team learning and teaching performance of the faculty members.

Enable correlation between systemic thinking was significant . Based on coefficient of 0.012 with a correlation coefficient of variance of 22 % of systemic thinking and practice are related.

The correlation between the ability of individual faculty members with training performance was shown a will . Coefficient of determination also revealed that 22 % scores personalization capabilities of faculty members with educational practice is common . Therefore, the ability of individual faculty members with teaching performance with a correlation coefficient of 47 % in relation to there.

The correlation between conceptual models for faculty with teaching performance is significant. Coefficient of determination also revealed that 14 % of variance conceptual models, faculty members with educational practice is common. Therefore, between conceptual models for faculty with teaching performance of coefficient there are between 38 %.

F observed a significant positive correlation between the organization learning aspect faculty members based on age, gender , major, does not show, But this difference is based on academic level and employment status

Since faculty members from universities and colleges of the mainstays of their duty knowledge transfer and knowledge production society, the importance of the environment is one of the tasks of the higher education authorities. According to members of the workplace creates a sense of independence, responsibility, and thus they will increase their performance. improve academic environment makes them more self- seeking in order to succeed, creativity, efficiency and effectiveness performance. organizations so long You can get the necessary feedback from the environment in and around and analyze the strengths and weaknesses and the opportunities and threats of the organization , responsibility and customer satisfaction by developing and applying new organizational systems such as learning organization will provide.

Field of systems thinking and team learning , a shared vision , mental models considering building confidence increase morale and ultimately lead to increased efficiency and effectiveness of performance.

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