

Identifying the Components of Learning Organization in Primary Schools in Tehran

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Abstract

Purpose: The aim of this study was to identify the components of learning organization in primary schools in Tehran.

Methodology: The research method was exploratory and qualitative in terms of exploratory type. The statistical population of the study included academic experts and education experts. Samples in this section were selected by purposive sampling and theoretical saturation. The research tool was semi-structured interviews. In order to ensure the validity of the research tool and in order to ensure the accuracy of the findings from the researcher's point of view, the valuable opinions of professor's familiar with these field and academic experts who were experts and knowledgeable in this field were used. To calculate the reliability of the interview, the two-coder agreement method was used. The method of data analysis in this study was theoretical coding derived from the method of data theory of the foundation.

Findings: The results showed that the components of the learning organization included the components of individual mastery, mental patterns, systems thinking, common aspirations, and team learning and information technology. Also, the components affecting the learning organization in primary schools included the components of organizational culture, leadership and manpower.

Conclusion: Having individual mastery among teachers and having positive mind patterns towards learning is very important that leads to the use of modern learning methods, such as team learning.

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1. Introduction

The explosion of information and communication technology has actually created a world in which information is exchanged very quickly, in a thousandth of a second, and news is transmitted quickly. The emergence of global changes in social values, such as the role of women in society and the role of wealth-producing organizations and attention to environmental issues, etc. have led managers to take new activities to improve their performance and that of their organization. They have to reconsider their views on the goals of the organization and the customers and competitors and other elements with which the organization is in constant contact. To perform this process, new experiences are needed for managers that learning organizations provide these experiences. In this global order, the responsibility of managers requires that they create a learning organization. At present, in many industries, members and employees of the organization are redesigning themselves in relation to the employees of the organization and want to turn their organization into a learning organization (Calhoun and Douglas, 2019).

A learning organization is an organization that acquires and manages all the intellectual power, knowledge and experience of the organization to make changes and continuous improvement for development (Hoy, 2008). Huber (1991) describes the characteristics of a learning organization in the following three cases, which include encouraging people at all levels to learn regularly from their work; Having systems and processes for establishing and disseminating learning in the organization and valuing learning (Huber, 1991). Among today's organizations, educational organizations, especially education, are organizations whose officials and policymakers have made keeping pace with the rapid developments of the new age their top priority and seem to be the subject of organizations. The learner should pay more attention to educational organizations. These organizations must be able to keep up with the rapid advances in technology in order to provide effective forces to society. Currently, there is a need for managers who have the necessary individual and social competencies, expertise, science and knowledge in the field of education, as well as staff and teachers who have the necessary knowledge in their specialized fields and their knowledge to Regularly updated and up-to-date information in their field of specialization is quite noticeable, and if this need is not addressed, society will face problems in the future that will be very difficult to deal with. Despite today's changing factors, the survival, growth and development of organizations depends on extensive knowledge of environmental factors. Lack of environmental confidence due to economic, social, cultural and ... changes and the growing needs of societies has led to the emergence of learning organizations. As mentioned, in this type of organizations, the category of "learning" is the most important element that causes their sustainability (Maleki and Qalanji Tabrizi, 2000).

Turning schools into a learning organization involves, in fact, five key concepts. One of these concepts is to create students with high ability and ability, those who know the existing facts correctly, their goals are clear and adhere to their ideals, they compare their ideals with the current situation to find their distance and goals and to they strive to achieve goals. Another concept is mental models, which are basic assumptions etched in the human mind. Singh believes that the management of mental models consists of two basic elements and includes learning new skills and organizational innovation to pave the way for the continuous use of acquired skills. The existence of a common ideal is another concept that is implicit in the learning organization and means a common feeling between the members of the organization and the goals of the organization that create commitment among teachers and other members of the school. Team learning and systems thinking are other concepts for creating learning schools. Team learning, as its name implies, means participatory learning. Systems thinking are the ability to understand key interrelationships that affect behavior over time in complex systems. This thinking enables schools to make the right decisions about problems. But there are other components that, according to research, can be considered as basic components of the learning organization. One of these components is organizational support.

Lauzier, et al (2018) considers organizational support as a facilitator component in creating a learning organization. Webb (2018) also shows in his research that organizational culture and leadership are factors that facilitate organizational learning and in other words, these components can be considered as components of the learning organization. Davies, Nutley (2018), too, emphasize the learning organization and state that professional competence is a facilitating component to building the learning organization. In line with the present study, Tavakoli, et al (2017) also studied the mechanisms of transforming a school into a learning organization. This research is a review and the researchers showed that the need for schools to become learning organizations arises from the fact that with the increasing complexity and speed of environmental change, in fact, the lack of confidence in the environment has increased. Organizations need more knowledge and awareness of environmental factors to be able to adapt to environmental changes. Therefore, schools and educational institutions should be inclined to the approaches of learning organizations. Since the role of education is very important in the development and progress of society, so we should pay more attention to raising the awareness of managers and other relevant elements about changes and developments in various fields.

This is not achievable, except through education and learning, which will be facilitated by the emergence of a phenomenon called learning organizations. Schools that learn are a community of learners, where organizational learning is promoted, the testing of experiences is emphasized, self-reflection is promoted in thought and behavior, the possibility of creativity, innovation and critical thinking is expanded, effective guiding ideas are introduced. , Human beings are motivated to change and organize social change with planning and strategic thinking, and overcoming hesitations and fears of knowing. Also, Goldard and Hassani (2017) in a study investigated the effect of learning organizations on competitive advantage and organizational innovation with the variable mediating role of creativity. This research is a descriptive-survey type and according to the results obtained from statistical analysis, learning organizations and its dimensions (learning environment, learning process and learning enhancement by the organization leadership) on competitive advantage and organizational innovation with a variable role of mediation of creativity in industrial companies. In addition, Najafi Shahreza and Najjari (2017), in a study, analyzed and criticized the theory of learning organizations in the framework of the three-pronged model.

This research is a review and the researchers stated that the results of continuous improvement programs, which are now quoted in management circles, are rapidly spreading in all organizations. Managers hope that such programs, which sometimes impose exorbitant costs on the organization, will be put on the agenda in order to enable the organization to compete in the global market and to withstand increasing complexities. Programs have a variety of continuous improvement techniques, so it is difficult to just make a list of their titles. Unfortunately, the number of failures in this valley is far greater than the number of victories. The theory of learning organizations, which was first used in practice by a number of intelligent and experienced managers in the business environment and then in academia by Theorists have been nurtured, seeking answers to this question. Among the foreign researches, we can mention the research of Dass and Chelliah (2019). In a study, he examined organizational learning and the role of human resources in creating learning. This research is a descriptive-survey type and has been conducted among organizations in the northern region in Malaysia. The results of the research confirm the impact of human resources on the creation of organizational learning in organizations. Also, Chia (2019), in a study examined the role of organizational culture in the transformation of organizations into learning organizations. This research is a review and the results of several studies have been compared with each other. The results showed that organizational culture is effective in turning organizations into learning organizations. Bligh, Kohles and Jan (2018) also studied learning in the learning organization in a study. This research is of correlation type and the results of the research showed that one of the influential factors that play a pivotal role in changing the organization towards the learning organization is leadership. In this

study, it was suggested that leadership can institutionalize learning as an important factor in the organization.

Among the generally approved courses in education, the elementary course is the most considered. This elementary course is very effective in the growth and flourishing of students' talents, so that in the definition of the new educational system, it is called the "basis" course. It is so named because of the role that teachers and principals of this degree play in the educational development of students to shape future courses. It is necessary to know the important functions of this course from the point of view of educational activities so that a fundamental step can be taken to improve the level of knowledge, skills and attitudes of students. Among the important functions of this degree are the growth of values, social growth and intellectual growth. Despite the implications of this course for students and their future, and that with the right goal setting, this course can be turned into the golden course of students' lives and prepare them for lifelong learning, but what is seen in the country, There are barriers that prevent active learning and schools from becoming learning schools in this course. One of the obstacles is the excessive separation of the educational goals of this course from other courses. Another is that, contrary to what is mentioned in the Transformation Document, the teachings of this course are more theoretical and far from real life, lack of effective communication between the school and external organizations, lack of special attention to creativity and innovation. (Fozuni share jinni, Piri and Asadian, 2016), also, the lack of necessary organizational support from education officials, discipline-based curriculum design model, goal-oriented evaluation model and traditional paradigm are other obstacles that create learning schools and also Active learning fails in this course. Accordingly, the present study aims to identify the components of learning organization in primary school, to help the educational planning system and modeling to improve the learning situation at the primary school level. In this regard, the present study intends to answer the basic question that what are the identifiable components for the learning organization in primary schools?

2. Methodology

Considering that the present study identifies the components of learning organization in primary schools, the research method in terms of purpose-applied; And in terms of data type, it was (qualitatively) exploratory. Statistical population and sample: Statistical community in the qualitative sector including academic experts and education experts and competent people with executive positions in the field of organizational management who have executive background at decision-making levels as well as researchers who have books and There were specialized articles in this field. Which were purposefully selected?

In the present study, semi-structured interviews were used. In individual interviews with the interviewees, 5 main questions in the interview were used for a preliminary review; given that after 21 interviews, the main and sub-factors were repeated in the previous interviews and the researcher was saturated, ie the new data was no different from the previously collected data and saturation was obtained. Stopped. In this study, purposive sampling method was used to determine the samples; 21 people were considered as the sample size of the interviewee. The characteristics of the interviewees are: 4 interviewees from Farhangian University, 2 people from Tarbiat Modares University, 2 people from Kharazmi University, 3 people from the Educational Research and Planning Organization of the Ministry of Education, 2 people from the Institute of Educational Studies 1 person from Shahid Beheshti University, 4 people from the Ministry of Education and 2 people were teachers, activists and experts in educational issues and 1 person was a member of the faculty of North Tehran Azad University in the field of management. People less than 12 years old, 7 people between 15 and 20 years old and also 9 people over 20 years of work experience. It is worth mentioning that the interview process was conducted in the late fall of 2018.

In order to ensure the validity of the instrument in the qualitative part of the research and in order to ensure the accuracy of the findings from the researcher's point of view, the valuable opinions of professors familiar with this field and university experts who were knowledgeable in this field were used. Participants were also assisted in analyzing and interpreting the data at the same time. In order to calculate the reliability of the interview with the method of intra-subject agreement of two coders, one of the professors familiar with coding was asked to participate in the research as a secondary coder. Which is used as an analysis of the reliability of the analysis was calculated.

In this formula, the number of agreements refers to the number of common and identical codes between the researcher and the partner coder. The method of data analysis in this research was theoretical coding derived from the method of data theory of the foundation. Theoretical coding is the operation in which data is parsed, conceptualized, and freshly put together, and is the main process by which theory is formulated based on data. In this method, there are three main elements of "concepts", "categories" and theorems. In this method, theories are formed based on "raw data" (Danaei Fard, Alwani, and Adel. 2013).

3. Findings

Question 1: What are the components of a learning organization in primary schools in Tehran? Coding was used to answer this research question. It is worth mentioning that 23 experts in this field were interviewed with 7 questions based on a semi-structured interview. This question was answered using the grounded theory approach and the MAXQDA software. In the following, you can see the interview questions and the checklist of interview results in separate tables. The answers provided to each question after content analysis and coding by the researcher and two statistical experts are given in a table that these tables represent the main indicators and components of the research. Table 1 lists the text of the interview questions and Table 2 lists the semantic units related to the results of the content analysis of the interview.

Table1. Interview Questions

Question	Row
In your opinion, what are the characteristics of a learning organization and what are its constituent factors in primary schools in Tehran?	1
What do you think are the factors that make elementary schools learning organizations?	2
By what mechanisms can a learning organization be implemented in primary schools in Tehran?	3
What are the facilitators (infrastructures) for primary schools to become learning organizations?	4
What are the deterrents (disturbing variables) of primary schools becoming learning organizations?	5

According to the data collected in the interview format, which has reached the theoretical saturation point with the continuous adaptation process? Next, you can start coding the collected interviews by defining its features and dimensions and the diagrams describing these features.

Table2. Final sorting and clustering of all concepts and codes (A to I) extracted from the semi-structured interview technique

Open	Axial	Optional
Elementary teachers at this school understand the general realities of the education system .		
The teachers of this school are well acquainted with the social realities of the environment.		
Primary school teachers pursue specific goals.		
Elementary teachers in this school adhere to their ideals.		
Elementary teachers in this school compare their ideals with the current situation, their distance and their goals...		
Elementary teachers in this school compare their ideals with the current situation, their distance and their goals...	Individual mastery	learned organization

The primary school teachers have a creative outlook on life.

The elementary teachers of this school have a dynamic view of education.

Essential primary school teachers are working to improve their professional competence.

The elementary teachers of this school have the characteristic of self-control.

Elementary teachers at this school speak out about their beliefs.

Elementary teachers at this school strive to learn new knowledge.

Elementary teachers at Eaton School strive to improve their attitudes toward the world around them.

Elementary teachers at this school are sensitive to increasing their skills.

Elementary teachers in this school are constantly exploring new ways in primary education.

Elementary teachers at this school are innovative in their teaching.

Elementary teachers at this school use action research to create creativity in teaching.

Elementary teachers at this school make study their top priority.

Elementary school teachers work to strengthen their beliefs.

Elementary teachers at the school strive to pass on creativity to students.

Elementary teachers in this school have an overview of the environment.

Elementary teachers at this school believe in diagnostic value as a basis for logging in.

Elementary teachers in this school, pay attention to work processes and try to quality the processes...

Elementary teachers in this school use a systemic approach in their decisions.

Elementary teachers at the school predict the outcomes of a curriculum.

Elementary teachers at this school welcome work teams to have a creative environment.

Elementary teachers in this school have the power to solve problems and use various ways to deal with problems...

Elementary teachers in this school have common goals with the educational system.

Elementary teachers in this school base their goals on the goals of the school.

Elementary teachers at this school spread their common ideals throughout the school.

Elementary teachers at this school feel committed to a common goal with their organization.

Elementary teachers at the school consider themselves a small part of a larger system.

Elementary teachers in this school consider their decisions to be effective on the educational system.

Elementary teachers in this school to increase their skills to achieve the mission of education...

Elementary teachers at this school are interested in group learning.

Elementary teachers in this school pay more attention to formal learning.

Elementary teachers at this school are interested in non-formal learning.

Elementary teachers at the school invite their colleagues to form working groups.

In this school, in elementary school, teams are the decision makers.

Elementary teachers at this school try to form groups of creative and dynamic people.

The ideals of all teachers in the team are derived from the ideals and values of the team.

Elementary teachers at this school use the help of their colleagues in teaching lessons.

Elementary teachers in this school in dealing with students and in dealing with issues, fast working group...

Elementary teachers in this school are thinking of creating a learning organization in the form of work teams.

Elementary teachers in this school have technological equipment.

Mental patterns

Systematic thinking

Common ideal

Team learning

Elementary teachers at the school attend IT training classes.	Information Technology	
Elementary teachers at this school use up-to-date information.		
Elementary teachers in this school have mastered the skill of using new technologies.		
Elementary teachers at the school use smart tools such as smart boards.		
Teaching elementary teachers in this school is done completely electronically.		
Elementary teachers in this school are technologically qualified.		
Elementary teachers in this school consider technology as a factor in the progress of students and themselves.		
Elementary teachers at the school are supported in the use of technical equipment.		
Elementary teachers in this school are able to use virtual networks.		
Elementary teachers in this school have the support of school leaders and the organization.		
Ethical leadership styles are used in this school.		
This school uses servant leadership styles.		
School and organization administrators convey a sense of trust to elementary teachers.		
School leaders sometimes delegate their duties to teachers.		
The school leader values the independence of elementary teachers.		
The elementary school leader has effective connections with elementary teachers.		
Leadership introduces primary school teachers to the mission of the Education Organization.		
Leadership in this school adopts specific strategies.		
The leader in this school has charismatic power.		
In this school, decisions are usually made at the level where the best information is available.	Organizational Culture	
In this school, the principals follow the guidelines that are for the survival of the school.		
In this school, the principal is willing to respond and change is easy.		
This school has long-term goals.		
In this school, information is widely shared so that everyone has the information they need...		
In this school, a clear and transparent set of values of the way in which things are done... ,		
The school responds well to competitors and other changes in the environment.		
The school has clear decisions that give direction and meaning to the work of elementary teachers.		
At school, everyone believes that they can have a positive impact on work.		
The school has a code of ethics that guides our behavior and speech in distinguishing right from wrong.		
Manpower is considered very valuable in the education organization and in the elementary levels.	Manpower	
The manpower reward system is performance based.		
Manpower receives the necessary training to use information technology.		
The manpower of the Education Organization, especially in the primary school, has sufficient motivation to try...		
There are qualified principals in this organization and in primary schools .		
Manpower is constantly evaluated .		
The human resources in this organization are conscientious and have organizational commitment .		
The training of human resources in this organization is given importance.		
Human resource management is done properly to empower principals, staff and teachers.		

Manpower in this organization works in partnership .

The human resources in this organization have a good quality of working life.

In this organization, new methods are used in attracting, providing and raising the level of knowledge of human resources.

Manpower has a passion for the job.

To strengthen entrepreneurship, all human resources are given specialized training.

The results of factor analysis show that out of 88 available indicators, 9 main components can be identified. Based on the existing literature, background and theories, these components are listed in the table below.

Table3. Components identified after using the existing literature

Number of items	Next / Component	Structure
10	Leadership	Influencing factors
10	Organizational Culture	
14	Human Resources	
10	Individual mastery	learned organization
10	Mental patterns	
7	Systematic thinking	
7	Common ideal	
10	Team learning	
10	Information Technology	

Based on the above identified factors, the final conceptual model of the research is as follows:

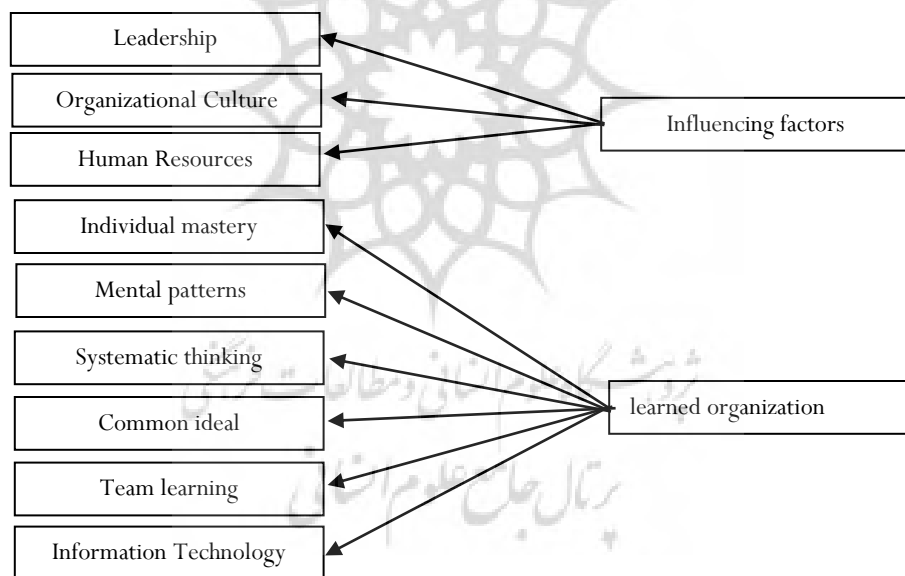


Figure 1. Presentation model of the qualitative part

Qualitative side effects: Side question 1: What are the strategies (executive mechanisms) for implementing the learning organization? In general, based on the research background, theoretical foundations, interviews with experts, as well as analysis of the status of the learning organization and the components and indicators of their learning organization (moving from unfavorable to favorable, as well as maintaining and improving the situation Optimal) Executive mechanisms for the implementation of the learning organization are presented in order of priority in the table below.

Table4. Executive mechanisms for implementing the learning organization

	Row
Prioritize executive mechanisms to implement the learning organization	1
Develop an action plan for the implementation of the learning organization;	2
Prioritize educational programs to improve teacher performance;	3
Continuous assessment of organizational learning;	4
Establishment of a specialized center for the promotion of learning organizations in education areas;	5
Delegate authority to teachers to determine the necessary training	

Second side question: What are the facilitators and obstacles to the implementation of the learning organization? In general, based on the research background, theoretical foundations, interviews with facilitators and barriers to implementation of the learning organization are presented in the.

Table5. Facilitators and barriers to learning organization implementation

Item	item	
Attention to educational needs, Improving organizational culture Improving the organizational climate of the learner Allocate sufficient funds for education, Invite outstanding professors.	Facilitators or substrates	
Lack of attention to educational justice; Lack of attention to the need for teacher training. Lack of attention to organizational culture, Lack of attention to organizational culture, Lack of attention to the learner's organizational climate, Insufficient budget allocation,		Obstacles or interfering factors

4. Discussion

Undoubtedly, becoming a learning organization is considered today as one of the most important organizational goals in schools and education. Schools have found that traditional approaches based on the assumption of the stability of phenomena will not help them to fulfill their fundamental and renewed responsibilities. The influence of schools in every age on the philosophical, scientific and technological ideas of that time and the inconsistency that arises in this case is the most serious reason for predicting the crisis in such systems. The new world is evolving in various fields, calling for peer schools and changing traditional education and management practices, all of which require the need to move to schools called learning schools. In learning schools, people are constantly increasing their ability to achieve the results they want. In these schools, new patterns of thinking are nurtured, collective and group ideas are promoted, and people learn how to learn together. The learning organization is a stimulus to create and maintain an attitude to change. Schools that seek to survive and maintain their shared learning aspirations must not only monitor environmental change, but also provide the conditions for change. In the present study, the components of the learning school including leadership, organizational culture, manpower, individual mastery, mental models, systems thinking, common aspirations, team learning and information technology were introduced. Learners were assigned to primary schools.

In the present study, it was suggested that leadership, due to its importance in the organization, plays an important role in transforming the school into a learning organization. Leadership can create the necessary ground for learning in school by creating a support mechanism. Also, having a rich and learning organizational culture helps in this. If the values, norms and beliefs accepted among the members of the school are based on learning, becoming a learning school becomes a lofty culture and goal among them. On the other hand, none of these factors can play their role properly, regardless of the human instinct factor. Manpower is an important factor in any organization that is considered as the intellectual capital of

the organization. Paying attention to hiring capable human resources and training human resources is very important in achieving the learning organization.

In the present study, the components of the learning organization (elementary schools in Tehran) were also emphasized. In describing these components, it was stated that having individual mastery among teachers and having positive mind patterns are very important for learning. Also, the existence of systems thinking has been introduced as one of the components of learning makers. Thinking that looks at the school with a holistic view and considers it as a system that has input resources that become consequences during the teaching and learning process. In this process, paying attention to the organizational resources of the school as well as the quality of the teaching-learning process and predicting the outcome and evaluation should be very important. But according to the research findings, having a systemic thinking is not enough, school members should have a common goal, which is to achieve lifelong learning. They also need to use modern learning methods, such as team learning, and equip themselves with information technology to achieve their goal, so that they can hope to achieve their goal.

Several studies have been conducted in line with the present study, including the study of Tavakoli et al. (2017), which showed that the need for schools to become learning organizations arises from the fact that with increasing complexity and speed of change. Environmental, in fact, lack of confidence in the environment has increased, Goldard and Hassani (2017), who in a study showed that learning organizations and its dimensions (learning environment, learning process and learning enhancement by organizational leadership) on competitive advantage and innovation an organization with a variable role as a mediator of creativity in Behrooz Food Industries Company. It is effective in turning organizations into learning organizations, he noted.

In the present study, also, the necessary mechanisms for the implementation of the learning organization in primary schools were proposed. These mechanisms include developing an action plan for the implementation of the learning organization; Prioritize educational programs to improve teacher performance; Continuous assessment of organizational learning; Establishment of a specialized center for the promotion of learning organizations in education areas; Delegate authority to teachers to determine the necessary training. Facilitators to achieve this goal also included paying attention to educational needs, improving organizational culture, improving the learner's organizational climate, allocating sufficient funds for education, inviting outstanding professors, and existing obstacles include not paying attention to the establishment of educational justice; Lack of attention to the need for teacher training, lack of attention to organizational culture, lack of attention to the learner's organizational climate, lack of adequate budget allocation.

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