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# Investigating factors associated with creating a learning organization at Shahid Beheshti University in Tehran through the perspective of faculty members

Min  $\sum_{i=1}^n w_i \cdot x_i$  Fatemi Zulfiqar<sup>1</sup>, Mousavi Sayed Saheb<sup>2</sup>, Hossein Adamiyat<sup>2</sup> and Sayed Mehdi Mousavi<sup>3</sup>  
 s.t.  $A_{(n+w) \times n} X_{n \times 1} \geq b_{(n+w) \times 1}$   $\text{Min} \sum_{i=1}^n w_i \cdot x_i$  <sup>1</sup>Department of Training Management, Iran.  
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 s.t.  $y = A_{n \times n} X_{n \times 1} \geq b_{n \times 1}$  <sup>3</sup>Department of IT, Iran.

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### ABSTRACT

We aimed to investigate factors associated with the creation of a learning organization at Shahid Beheshti University in Tehran through the perspective of faculty members of the university. research method is Descriptive- survey. Sample population in this research include faculty members of Shahid Beheshti University which 517 subjects were selected using multi-stages cluster sampling and the researcher questioner was delivered to the subjects. The question numbers were determined based on Morgan among 221 people. Data collected via questionnaire regularly. Questionnaire used in this study is feasibility of the approach and is based on the Likert scale ratings. Towards data analysis, descriptive and inferential statistical has been used. Descriptive statistical estimates the frequency distribution, percentage, density, mean, and .... . For hypothesis test, inferential statistical parameters such as Pearson correlation coefficient, ANOVA, t independent groups , multiple regression, post hoc Tukey test was used for data analysis . results showed that among the eight -component communication patterns, reward system, individual autonomy, risk -taking, conflict, identification, management support, coherence, integration and creating a learning organization at Shahid Beheshti University is a significant relationship between them which the description of each component of the items discussed during the study findings are presented.

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### Introduction

One of the wise answers to the changing environment is enhancement of awareness of the importance of knowledge and learning. When organizations encounter with situations of instability, uncertain and indeterminate of market, they need to be able to learn. (Harrison and Leitch, 2002). So each organization to be adapted to the world, must afford to meet these new skills and new attitudes( Dogas , 1997). Learning, means to hill , think and use complex knowledge, skills and attitudes, so that individual or group can be active for adaptation to changing environments ( Theron , 2002, p 3). Organizations to increase their organization's ability should learn to practice successfully in the environment of permanent integration, rapid advances in technology, extensive social changes and increased competition (Garvin , 2000).

#### Learning organizations

The idea of learning organizations is one of the benches ideas for organization management in today's environment in such circumstances, for answering the question of how organizations can maintain their competitive advantage(Naderi Khorshidi, 2001). According to Fayol and Layz (1985), organizations which learn to adapt themselves with the environment can increase their survival. According to Lahteenmaki and Mattila (2001), not only learning has been accepted as the major competitive advantage for enterprises in the future, but the learning is also essential for the survival of organizations today. "Learning organizations are those organizations where people can develop their capacities and where team desires can be flourished".(Senge, 1990, p 22). In the organization of learning "how to learn" is more important

than other kind of information.(GHahramani, 2000, p 79). "Learning organization is an organization that everyone is involved in the identification and problem solving. These organizations accesses to new experiences and increase their capability "(Daft, 1998, p 348). Learning organization is an organization that creates structures and strategy which helps to enhance organizational learning (Dikson, 1993 quoted from Tafresh and colleagues, 1990). (Learning organizations are organizations which people are located during the New Science of Management. Nowadays, successful enterprise is organization which its staffs endeavor to increase in knowledge and insight and innovation. (Iran Zadeh, 2000, p 64).

Senge (1990, 1993), Ghahramani(2000), Kaufman and Senge (1993) and Garvin (1993) believe that learning organization are organizations that are developing their capacity and commitment to learning organizational changes that are needed in the vast world creating a business transfer knowledge, skills and correct his behavior to reflect new knowledge and insight. Skyrme,D.Farago,J (2003) argue that learning organizations have the systems and processes that constantly boost his own capacity to achieve the goals of sustainable.

In another definition, a learning organization is an organization that not only will support members of motivation for learning and creativity but also will promote the ways and methods to enhance fit and transfer of learning and creativity among members and the entire organization (Landoli and Guisepp, 2007: 324). (Yang et al, 1999) believe that the method which is organized strictly will be determined by the rules. These laws show themselves in organizational learning when the organization is adapting itself to the environment.

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Tsang (1997), Huber (1991) and Dadgson (1993) describe organizational learning as a concept applied to describe certain types of activities that exist in the organization and methods which organization is to create, develop and complete to organize knowledge and the normal flow of cultures in relation to work activities within the organization and performance improvement through extensive use of workforce skills, improve compliance and development data. Peter Senge, founder of learning organization theory, defines five primary forms of learning including; the mastery of individual capabilities, mental models, shared vision, group learning and systematic thought (Senge, 1990).

Alvani (1997) knows features in the learning organization as a love for learning to the staff, the rapid distribution of information, collaborative management style, creativity and innovation in the organization, Position of internal control, dedication to learning how to learn, criterion-based of staff teaching. Marquard (2002) has identified five characteristics of a learning organization: Dynamics of organizational learning at the individual, group and organizational knowledge management and how to create, transmit, modify, share and apply knowledge of organizational change in vision, culture and strategy structures; electronic applications such as information systems, technology, learning and empowering employees, managers, customers. Through perspective of (Docket, 2002), the other characteristics of a learning organization is that it can anticipate future problems and attention to the environment outside of the organization and seek continual development and innovation and creativity will be rewarded. Kasiri Nezhad (2003) claims that overall aims of learning organization is to increase productivity in the organization, improvement of human resources, employee participation in process improvement, organizational support for creativity and innovation in organizations and ... Zali (1998) stated that the criteria for a learning organization are: leadership and vision, measurement systems and measure with the program, the distribution of information, initiation and action.

The necessity of the university as a learning organization is due to the increasing complexity and speed of environmental change, in fact uncertain environment organizations has increased. Consequently, organizations need more knowledge for environmental factors to able to adapt themselves with changing environment. The main issue with regard to the above study is the role of the Learning Organization at Shahid Beheshti University as one of the largest universities in the country.

The main objective of the present study is to explain the creation of a learning organization among the faculty members of Shahid Beheshti University. Therefore, in the present case have been evaluated following questions:

- 1 - Is there any relationship between the communication patterns and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?
- 2 - Is there any relationship between the reward system and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?
- 3 - Is there any relationship between the individual autonomy and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?
- 4 - Is there any relationship between the identification and the creation of learning organization among departments of

humanities, basic sciences and engineering and technical at SBU?

5 - Is there any relationship between the risk-taking and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

6 - Is there any relationship between the conflict-taking and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

7 - Is there any relationship between the managers support and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

8 - Is there any relationship between the integrity and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

## **Methodology**

### **Method**

The present research based on its classification is an applied research, because the purpose of this research is to better manage the practical application of its results to Shahid Beheshti University. In the other hand, according to data collection, the study is a descriptive-survey one.

### **Population**

The statistical population of the research are the faculty members at Shahid Beheshti University, both male and female gender and age composition of any forms. The study population consisted of faculty members at Shahid Beheshti University which their number is 517 subjects. Morgan Table was determined based on a sample of 221 subjects.

### **Sampling**

In this study, a multistage cluster sampling method was used. So at the first some faculties were randomly selected and among these faculties few subjects were selected. Then the questionnaires were distributed among faculty members who finally 177 subjects responded to the questionnaire.

### **Methods to collect data**

In this study, to collect data, two methods are used: A) library method: information collected through documents, books, articles, theses and research centers, as well as using the Internet to search for information and access to resources (articles, essays, etc) abroad.

B) Field Methods: In this phase, efforts are to collect data using the example of the people. Since direct contact to interviews with all sample needs a frequency of time, a questionnaire was used to gather data. In this study, data were collected via questionnaire with regular behavior. Questionnaire used in this study is feasibility of the approach which is rating based on the Likert scale. Two questionnaires are provided for this purpose. One of them is an organizational culture questionnaire containing 24 questions and the other is a 25 item questionnaire that included learning organization. Teachers were distributed by the researcher and the questioner was collected by the researcher.

### **Methods of data analysis**

In this study, the data were analyzed using descriptive-inferential statistics. Descriptive statistical estimates the frequency distribution, percentage, density, mean, and ....., and inferential statistics parameters such as Pearson correlation coefficient, ANOVA, t independent groups, multiple regression and post hoc Tukey test was used for data analysis of hypothesis test.

**Analysis of findings**  
**Investigate the first research question**

Is there any relationship between the communication patterns and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

H1: there is a relationship between the communication patterns and the creation of learning organization among departments of humanities Faculty.

H0: there is not any relationship between the communication patterns and the creation of learning organization among departments of humanities Faculty

**A: Humanities:**

**Table 1: Relationship between communication patterns and a learning organization in the Humanities Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/516	13/004	78/33	71	learning organization
		2/237	8/85	71	communication patterns

According to the data above , because  $r = 0.516$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, : there is a significant relationship between the communication patterns and the creation of learning organization among departments of humanities. This relation is direct and positive.

**B : Basic Sciences**

H1: there is a relationship between the communication patterns and the creation of learning organization among departments of Basic Sciences Faculty.

H0 there is not a relationship between the communication patterns and the creation of learning organization among departments of Basic Sciences Faculty.

**Table 2: The results of correlation between communication patterns and a learning organization in Basic Sciences Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/503	15/32	77/13	67	learning organization
		2/01	9/77	67	communication patterns

According to the above data, because  $r = 0.503$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, : there is a significant relationship between the communication patterns and the creation of learning organization among departments of Basic Sciences. This relation is direct and positive.

**A: Technical & Engineering**

H1: there is a relationship between the communication patterns and the creation of learning organization among departments of Engineering Technology.

H0 there is not a relationship between the communication patterns and the creation of learning organization among departments of Engineering Technology.

According to the above data, because  $r = 0.620$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the communication patterns and the creation of learning organization among departments of Engineering Faculty. This relation is direct and positive.

**Table 3: The results of correlation between communication patterns and a learning organization in Engineering Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/620	9/01	82/02	39	learning organization
		2/52	9	39	communication patterns

**Investigate the second research question**

Is there any relationship between the reward system and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

A: Humanities Faculty :

H1: there is a relationship between reward system and learning organization at the Department of Humanities .

H0: there is not a relationship between reward system and learning organization at the Department of Humanities.

**Table 4 : the results of correlation between reward system and learning organization in the Humanities Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/584	13/004	78/33	71	learning organization
		2/56	8/22	71	reward system

According to the above data, because  $r = 0.584$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the communication patterns and the creation of learning organization among departments of Humanities Faculty.

**B: Basic Sciences Faculty**

H1: there is a relationship between reward system and learning organization at the Department of Basic Sciences.

H0: there is not a relationship between reward system and learning organization at the Department of Basic Sciences.

**Table 5: The results of correlation between reward system and learning organization of Basic Sciences Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/682	15/32	77/13	67	learning organization
		2/89	8/16	67	reward system

According to the above data, because  $r = 0.682$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the communication patterns and the creation of learning organization among departments of Basic Sciences Faculty. This relation is positive and direct.

**A: Technical & Engineering**

H1: there is a relationship between reward system and learning organization at the Department of Engineering.

H0: there is not a relationship between reward system and learning organization at the Department of Engineering.

**Table 6: the results of correlation between reward system and learning organization of Engineering Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/617	9/01	82/02	39	learning organization
		3/22	8/61	39	reward system

According to the above data, because  $r = 0.617$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected

and the research hypothesis is confirmed. In the other word, there is a significant relationship between the communication patterns and the creation of learning organization among departments of Engineering Faculty. This relation is positive and direct.

**Investigate the third research question**

- Is there any relationship between the individual autonomy and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

A : Humanities :

H1: there is a relationship between individual autonomy and learning organization at the Department of Humanities.  
H0: there is not a relationship between individual autonomy and learning organization at the Department of Humanities.

**Table 7: the results of correlation between individual autonomy and learning organization of Humanities Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/444	13/004	78/33	71	learning organization
		2/32	9/02	71	individual autonomy

According to the above data, because  $r = 0.444$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the individual autonomy and the creation of learning organization among departments of Humanities Faculty. This relation is positive and direct.

**B : Basic Sciences**

H1: there is a relationship between individual autonomy and learning organization at the Department of Basic Sciences.  
H0: there is not a relationship between individual autonomy and learning organization at the Department of Basic Sciences..

**Table 8: The results of correlation between individual autonomy and learning organization of Basic Sciences**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/781	15/32	77/13	67	learning organization
		2/68	9/05	67	individual autonomy

According to the above data, because  $r = 0.781$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the individual autonomy and the creation of learning organization among departments of Basic Sciences Faculty. This relation is positive and direct.

**A: Technical & Engineering**

H1: there is a relationship between individual autonomy and learning organization at the Department of Technical & Engineering.  
H0: there is not a relationship between individual autonomy and learning organization at the Department of Technical & Engineering.

**Table 9: The results of correlation between individual autonomy and learning organization of Technical & Engineering Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/485	9/01	82/02	39	learning organization
		2/01	10/28	39	individual autonomy

According to the above data, because  $r = 0.485$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the individual autonomy and the creation of learning organization among departments of Technical & Engineering Faculty. This relation is positive and direct.

**Investigate the fourth research question**

4 - Is there any relationship between the identification and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

A : Humanities :

H1: there is a relationship between identification and learning organization at the Department of Humanities Faculty.  
H0: there is not a relationship between identification and learning organization at the Department of Humanities Faculty.

**Table 10: the results of correlation between identification and learning organization of Humanities Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/011	0/301	13/004	78/33	71	learning organization
		2/16	11/29	71	identification

According to the above data, because  $r = 0.301$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the identification and the creation of learning organization among departments of Humanities Faculty. This relation is positive and direct.

**B: Basic Sciences**

H1: there is a relationship between identification and learning organization at the Department of Basic Sciences Faculty.  
H0: there is not a relationship between identification and learning organization at the Department of Basic Sciences Faculty.

**Table 11: the results of correlation between identification and learning organization of Basic Sciences Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/393	15/32	77/13	67	learning organization
		1/89	11/61	67	identification

According to the above data, because  $r = 0.393$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the identification and the creation of learning organization among departments of Basic Sciences Faculty. This relation is positive and direct.

**C: Technical & Engineering**

H1: there is a relationship between identification and learning organization at the Department of Technical & Engineering Faculty.  
H0: there is not a relationship between identification and learning organization at the Department of Technical & Engineering Faculty.

**Table 12: the results of correlation between identification and learning organization of Technical & Engineering Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/091	0/275	9/01	82/02	39	learning organization
		1/45	12/33	39	identification

According to the above data, because  $r = 0.275$  is significant at the level of  $p < 0.05$ . Therefore, the null hypothesis is not rejected and the research hypothesis is not confirmed. In the other word, there is a significant relationship between the identification and the creation of learning organization among departments of Technical & Engineering Faculty. This relation is positive and direct.

**Investigating the fifth question**

- Is there any relationship between the risk-taking and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

**A: Humanities:**

H1: there is a relationship between risk-taking and learning organization at the Department of Humanities Faculty.  
H0: there is not a relationship between risk-taking and learning organization at the Department of Humanities Faculty.

**Table 13: the results of correlation between risk-taking and learning organization of Humanities Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/518	13/004	78/33	71	learning organization
		2/01	10/04	71	risk-taking

According to the above data, because  $r = 0.518$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the risk-taking and the creation of learning organization among departments of Humanities Faculty. This relation is positive and direct.

**B: Basic Sciences**

H1: there is a relationship between risk-taking and learning organization at the Department of Basic Sciences Faculty.  
H0: there is not a relationship between risk-taking and learning organization at the Department of Basic Sciences Faculty.

**Table 14: the results of correlation between risk-taking and learning organization of Basic Sciences Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/004	0/349	15/32	77/13	67	learning organization
		1/89	11/61	67	risk-taking

According to the above data, because  $r = 0.349$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the risk-taking and the creation of learning organization among departments of Basic Sciences Faculty. This relation is positive and direct.

**C; Technical & Engineering**

H1: there is a relationship between risk-taking and learning organization at the Department of Technical & Engineering Faculty.

H0: there is not a relationship between risk-taking and learning organization at the Department of Technical & Engineering Faculty.

**Table 15: the results of correlation between risk-taking and learning organization of Technical & Engineering Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/413	9/01	82/02	39	learning organization
		1/39	10/71	39	risk-taking

According to the above data, because  $r = 0.413$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected

and the research hypothesis is confirmed. In the other word, there is a significant relationship between the risk-taking and the creation of learning organization among departments of Technical & Engineering Faculty. This relation is positive and direct.

**Investigating the sixth question**

Is there any relationship between the conflict-taking and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

**A ; departments of humanities**

H1: there is a relationship between conflict-taking and learning organization at the Department of Humanities Faculty.  
H0: there is not a relationship between conflict-taking and learning organization at the Department of Humanities Faculty.

**Table 16: the results of correlation between conflict-taking and learning organization of Humanities Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/388	13/004	78/33	71	and learning organization
		1/88	9/19	71	conflict-taking

According to the above data, because  $r = 0.388$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the conflict-taking and the creation of learning organization among departments of Humanities Faculty. This relation is positive and direct.

**B ; Basic Sciences**

H1: there is a relationship between conflict-taking and learning organization at the Department of Basic Sciences Faculty.  
H0: there is not a relationship between conflict-taking and learning organization at the Department of Basic Sciences Faculty.

**Table 17: the results of correlation between conflict-taking and learning organization of Basic Sciences Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/526	15/32	77/13	67	and learning organization
		2/25	9/31	67	conflict-taking

According to the above data, because  $r = 0.526$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the conflict-taking and the creation of learning organization among departments of Basic Sciences Faculty. This relation is positive and direct.

**C; Technical & Engineering**

H1: there is a relationship between conflict-taking and learning organization at the Department of Technical & Engineering Faculty.

H0: there is not a relationship between conflict-taking and learning organization at the Department of Technical & Engineering Faculty.

**Table 18: the results of correlation between conflict-taking and learning organization of Technical & Engineering Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/728	9/01	82/02	39	and learning organization
		2/04	10/33	39	conflict-taking

According to the above data, because  $r = 0.728$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the conflict-taking and the creation of learning organization among departments of Technical & Engineering Faculty. This relation is positive and direct.

**Investigating the seventh question**

- Is there any relationship between the managers' support and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

**A ; Humanities Faculty**

H1: there is a relationship between managers' support and learning organization at the Department of Humanities Faculty.  
H0: there is not a relationship between managers' support and learning organization at the Department of Humanities Faculty.

**Table 19: the results of correlation between managers' support and learning organization of Humanities Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/577	13/004	78/33	71	learning organization
		2/46	9/04	71	managers' support

According to the above data, because  $r = 0.577$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the managers' support and the creation of learning organization among departments of Humanities Faculty. This relation is positive and direct.

**B ; Basic Sciences**

H1: there is a relationship between managers' support and learning organization at the Department of Basic Sciences Faculty.

H0: there is not a relationship between managers' support and learning organization at the Department of Basic Sciences Faculty.

**Table 20: The results of correlation between managers' support and learning organization of Basic Sciences Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/680	15/32	77/13	67	learning organization
		2/66	8/49	67	managers' support

According to the above data, because  $r = 0.680$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the managers' support and the creation of learning organization among departments of Basic Sciences Faculty. This relation is positive and direct.

**C; Technical & Engineering**

H1: there is a relationship between managers' support and learning organization at the Department of Technical & Engineering Faculty.

H0: there is not a relationship between managers' support and learning organization at the Department of Technical & Engineering Faculty.

According to the above data, because  $r = 0.630$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the managers' support and the creation of learning organization among departments of

Technical & Engineering Faculty. This relation is positive and direct.

**Table 21: The results of correlation between managers' support and learning organization of Technical & Engineering Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/630	9/01	82/02	39	learning organization
		2/04	9/38	39	managers' support

**Investigating the eighth question**

Is there any relationship between the integrity and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

**A ; Humanities Faculty**

H1: there is a relationship between integrity and learning organization at the Department of Humanities Faculty.  
H0: there is not a relationship between integrity and learning organization at the Department of Humanities Faculty.

**Table 22: the results of correlation between integrity and learning organization of Humanities Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/538	13/004	78/33	71	learning organization
		2/19	9/02	71	integrity

According to the above data, because  $r = 0.538$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the integrity and the creation of learning organization among departments of Humanities Faculty. This relation is positive and direct.

**B ; Basic Sciences**

H1: there is a relationship between integrity and learning organization at the Department of Basic Sciences Faculty.  
H0: there is not a relationship between integrity and learning organization at the Department of Basic Sciences Faculty.

**Table 23: the results of correlation between integrity and learning organization of Basic Sciences Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/000	0/785	15/32	77/13	67	learning organization
		2/29	8/14	67	integrity

According to the above data, because  $r = 0.785$  is significant at the level of  $p < 0.01$ . Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. In the other word, there is a significant relationship between the integrity and the creation of learning organization among departments of Basic Sciences Faculty. This relation is positive and direct.

**C; Technical & Engineering**

H1: there is a relationship between integrity and learning organization at the Department of Technical & Engineering Faculty.

H0: there is not a relationship between integrity and learning organization at the Department of Technical & Engineering Faculty.

According to the above data, because  $r = 0.276$  is significant at the level of  $p < 0.05$ . Therefore, the null hypothesis is not rejected and the research hypothesis is not confirmed.

**Table 24: the results of correlation between integrity and learning organization of Technical & Engineering Faculty**

Sig level	Correlation coefficient	SD	Mean	number	Variable parameter
0/089	0/276	9/01	82/02	39	learning organization
		1/78	8/92	39	integrity

In the other word, there is not a significant relationship between the integrity and the creation of learning organization among departments of Technical & Engineering Faculty. This relation is positive and direct.

#### Conclusion

**Question number 1:** Is there any relationship between the communication patterns and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU? According to the results of table numbers (1) and (2) and (3), the theory number (1) was confirmed.

We can understand that creating a learning organization can be provided through the establishment of a variety of communication methods, communication outside the formal hierarchy and communicate with other colleagues, creating communication channels for the exchange of internal and external information because there is a significant correlation between them. The findings of the research are consistent with results of Karim (2004) and Brocks et al (1992).

**Question No. (2):** Is there any relationship between the reward system and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

According to the results of the tables (4) and (5) and (6), theory number (2) was confirmed. We can perceive that bonuses based on the yield and work history, a favorable environment for the University's efforts to create a learning organization has a significant relationship, because there is a significant correlation between them. The results of the research are consistent with findings of Tavakoli (1997) and Labrvn (2000). Thus, we can conclude that a reasonable reward system to reward people for the job can cause people to do with more desire and provide the background for continuous learning.

**Question No. (3):** - Is there any relationship between the individual autonomy and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU? According to the results of Table Number (7) and (8) and (9), theory number (3) was confirmed. It can be found that encouraging to innovation and creativity in people, feel free to provide suggestions and encouragement to new and innovative ideas occur to create effective learning organization because there is a significant correlation between them. The results of the research are consistent with the findings of Karim (2004), and Zanjan (2001).

**Question Number (4):** Is there any relationship between the identification and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

According to the results of Table Number (10) and (11) and (12), Theory number (4) in the humanities and basic science departments was confirmed the research hypothesis was rejected at the Department of Engineering. Therefore, relationship exists between the identification and creating a learning organization department across the humanities, basic sciences but the relationship is not significant at Engineering Technical. The findings have not been consistent with the results of previous researchs.

**Question Number (5):** Is there any relationship between the risk-taking and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

According to the results of table number (13) and (14) and (15), theory number(5) was confirmed. Therefore, cases such embrace of tough situations, encouraging people to face difficult issues and find solutions to them could be building the learning organization because there is a significant correlation between them. The findings of the research are consistent with the results of James (2005) and Zanjani (2001).

**Question Number (6);** Is there any relationship between the conflict-taking and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

According to the results of table number (16) and (17) and (18), theory number (6) was confirmed. Thus the contrast between individual factors such as tolerance, forgiveness and tolerance towards people's mistakes and lack of attention to the management of their intellectual resemblance is more feasible to create a learning organization. The foregoing shows that the variability in Shahid Beheshti University conflict is at a desirable situation and managers show tolerance towards mistakes in front of people as possible and people also have the ability to tolerate opposing positions. Findings are consistent with the results of Kasiri Nezhad (2003), Rees (2004) and James (2005).

**Question No. (7):** - Is there any relationship between the managers' support and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

According to the results of table number (19) and (20) and (21), theory number (7) was confirmed. Therefore, the null hypothesis is rejected and the research hypothesis is accepted. Thus cases such as managers' support, valuing to people suggestions and criticism will help to create a learning organization because there is a significant correlation between them. The findings of the research are consistent with results of Brocks and et al (1992) and Shafai (2000). The foregoing shows that as managers rely on their employees and support them in their tasks, individuals more likely gain new knowledge.

**Question Number (8):** Is there any relationship between the integrity and the creation of learning organization among departments of humanities, basic sciences and engineering and technical at SBU?

According to the results of table number (22) and (23) and (24), theory number (8) in the humanities and basic science departments was confirmed and the research hypothesis was rejected at the Department of Engineering. In the other word, there is not a significant relationship between the integrity and the creation of learning organization among departments of Technical & Engineering Faculty.

So we can understand that communication patterns outside of the organizational hierarchy, suitable reward systems, an environment to promote creativity and innovation and to feel the freedom of individuals, validity and value of the system and satisfaction with the organization and carrying out difficult and dangerous environment that encourages risk taking and management support of the people, regarding to the suggestion and criticisms of individuals and coordination of the various groups and units within an organization can create a learning organization at Shahid Beheshti University. Findings are consistent with the results of Kasiri Nezhad(2003), Zali (1998), James (2005) and Reese (2004) fits.

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