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THE RELATIONSHIP BETWEEN ORGANIZATIONAL AND INNOVATION IN PARS KHODRO COMPANY

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ABSTRACT

The purpose of this study is analyzing. This research is a descriptive study that was conducted as correlation study. The study population consists of all employees of Pars Khodro Company in 2013. 300 persons were identified as sample size. Of the total sample, 283 questionnaires were completed and returned it. Data collection tools, Vatkinetz and Marzik learning organizational questionnaires (1968) and Poniayzds innovation and partners (2006) that using keronbakh alpha reliability coefficient of 94% and 95% respectively. Results of linear regression analysis indicated that: there is a meaningful relationship between organizational learning and innovation in Pars Khodro Company. There is a relationship between the components of organizational learning and innovation. Organizational learning model based on innovation have indicated an acceptable fit individual learning organizational learning affect other aspects of the learning component has the greatest impact on innovation.

Keywords: *Learning, Organizational Learning, Organizational Innovation, Pars Khodro Company*

INTRODUCTION

Organizations for technology development and technology in the external environment and the world around it are appropriate that the planning for the long-term goals, Come up with innovations and environmental variables and the fundamental consideration. Organizations that innovation is part of their main operational programs referred to leading organizations (Parhizkar, 2013).

For innovation in the organization, not only the director and staff of creative and innovative, creative and innovative thought because of bureaucratic organization with mechanical structure, has little effect. It is even said to be ineffective.

In addition to the innovative and creative director and staff of the organization, structure, strategy, environment, technology, size and life cycle of the organization, the management of human resources, culture and power, support innovation and learn how to become a learning organization and organizational learning.

The highly innovative organizations, structure are encouraging innovation. These organizations have flexible structure (RezaeiDolatAbadi and Partners, 2012). Use learning as a competitive advantage, is reminded of the need for innovation. AND IT IS Innovation and learning needs of individual and institutional behavior. Requires a fundamental change in thinking Just as humans need for innovation in lifelong learning (This type of learning, important strategic is considered as innovation development), Organizations for innovation and dynamism need for lifelong learning.

Conventional forms of such organizations, organizational learning, Rethinking the continuous behavior, subjective assumptions upon checkout, conventional testing experience and knowledge into practical and accessible to all members of the organization, So that in relation to the basic objectives of the organization, the use of knowledge, arts, values and skills of its people and experience-based lessons to teach, Continually change and improve their performance. In such an organization, the main motto is "innovation" (Rezaeiyan, 2001).

According to the above description, it seems that research into the study of the relationship between organizational learning and innovation, organizational learning and the importance of the study of variable importance and effectiveness of innovation in organizations and also considering that the researcher intends to subject in one of the country's major automobile company makes it important.

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MATERIALS AND METHODS

The research method in this study is descriptive method. Data collection methods are for Vatzkinz and Marzik organizational learning (1968). The individual levels (from Question 1 to Question 13), learning in the group of 7 questions (question 14 and question 20), Learning at the organizational level consists of 23 questions (21 questions to 43 questions). Krbankh Alpha was used to determine the reliability of internal consistency and general krbankh alpha 0/94questionnaire, krbankh alpha for each component of organizational learning at the individual level 0/87, a 0/78krbakh alpha at organizational level is 0/90.also to measure innovation, innovation questionnaire was used to measure it. The questionnaire according to three dimensions: innovation, production (from question 1 To question 6), the innovation process (question 7 to question 12) and administrative innovation (from question 12 and question 17) is designed and consist of 17 questions that is a mix of pniyadz questionnaire (2006), (Perajgo and Sohel, 2006; Quoted from Choopani, 2011), (Gimenz and Others, 2008), krbankh Alpha was Inventory 0/95. The population of the study is all the employees of pars khodro company that are working in the year 2013 that about 300 person have been chosen among them for our survey according to Morgan table. To analyze data and test hypotheses by means of descriptive statistics and illation statistical analysis is used. The descriptive statistics of view, average, mode, etc and inferential statistical methods is used from Regression and velizerlz.

RESULTS AND DISCUSSION

Results

Data Analysis

First question: "Is there a relationship between organizational learning and organizational innovation?" Regression is used to answer. Regression and equation is in the table below.

Table 1: Summary of correlation coefficients between organizational learning and organizational innovation

Correlation	Square Correlation	Square Coefficient adjusted	Standard error of the estimate
0/760	0/577	0/572	6/202

Table 1 shows the correlation coefficient, the square of correlation coefficient or coefficient of determination shows that the correlation between the above manner and at a high level is 0/76. The coefficient of determination indicates that 57% of the variability in organizational innovation, organizational learning covered by the independent variable.

Table 2: Regression of organizational learning and organizational innovation

The independent variable	Standardized coefficients		Beta
	B	Scale error	
Constant amount	24/360	2/392	
Organizational Learning	0/280	0/085	0/465

The correlation between "organizational learning" organizational innovation to 0/76 and 0/57 is the coefficient of determination and statistically significant regression precise words 57% of the variability in organizational innovation by independent organizational learning covered. Beta regression for variable rate achieved in organizational learning is 0/46.

Second question: "Is there a relationship between the dimensions of organizational learning and organizational innovation?"

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Table 3: Correlation between dimensions of organizational learning and organizational innovation

	1	2	3	4	5
Organizational learning at the individual level	0/765	1			
Organizational learning at the group level	0/312	0/001			
learning	0/226	0/365	1		
	0/01	0/01	0/001		
	0/312	0/329	0/419	1	
Organizational learning at the organizational level		0/018	0/01	0/0	0/001
Organizational Innovation		0/416	0/306	0/429	0/356
		0/01	0/05	0/106	0/123

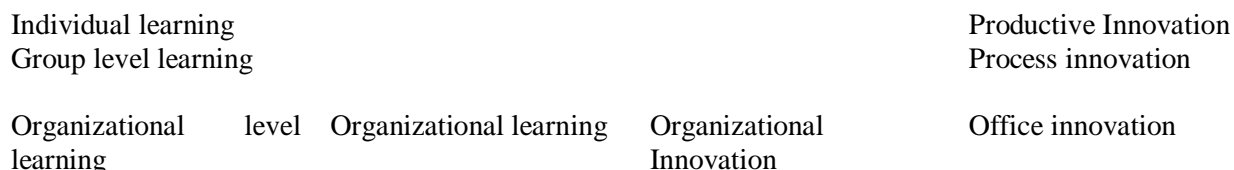
Table 3: shows the correlation coefficient between each dimension of organizational learning and organizational innovation as the independent variable as the dependent variable. As observed, organizational learning at the individual level to the highest correlation with the dependent variable of organizational innovation is 0/765. According to the above table it can be stated that all of the independent variables and the dependent variable of organizational learning and organizational innovation, there is a correlation.

Table 4: Regression of organizational learning and organizational innovation

The independent variable	Standardized coefficients		Beta
	B	Scale error	
Constant amount	22/825	2/439	
Organizational Learning	0/330	0/087	0/270
Organizational Learning at the group level	0/008	0/172	0/003
Organizational learning at the organizational level	0/278	0/040	0/484

The correlation between the dimensions of organizational learning and organizational innovation is 0/76 and determination coefficient is equal to 0/50 and statistically the regression equation is significant. To be more precise, 50% of variability in relation to investment by independent dimensions of organizational learning is coated. Beta regression for variable rate achieved in organizational learning at the individual level 27/0, organizational learning at group level is 0/003 and in organizational level is 0/48.

Third question: how is Structural model of organizational innovation based on the dimensions of organizational learning?



Picture 1: Analysis model with dimensions of organizational learning and organizational innovation

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Picture 1 chi-square statistic is equal to 346 that is meaningful in 0/01($p < 0/01$). The communication model of organizational learning involves "learning at the individual level." "Collaborative learning", "organizational learning" as an independent variable of organizational learning and organizational innovation, Including "productive innovation", "process innovation", "administrative innovation" as the dependent variable measuring the true pattern of the data is different. The outer dimensions of organizational learning Lambda hidden variables include "learning at the individual level," "6/23," group learning "2/19," organizational learning "is 13/89.so, It is clear that in terms of efficiency and effectiveness of learning at the organizational level in the first stage, the second stage of learning at the individual and group learning is at the final stage. Lamboda inner dimensions of the hidden variable "organizational innovation" include "administrative innovation" 9/03., "process Innovation" 8/21 "productive innovation" is 6/69. Therefore, productive innovation is known as the most important institutional innovation in this model. In response to the research question: how much is the goodness of fit index path analysis model of organizational learning? The goodness fit of the model is 0/92. It can be said that this model is right to the fact. Coefficient showed direct effects of organizational learning on innovation. These models indicate that the greatest effect can be a direct result of innovation as fellow administrative aspects of organizational on innovation Organizational Learning expressions.

Table 4-10: Indicators scales of the fitted model

Scale	Amount	Interpretation
Chi-square(Likelihood ratio)	346	Perfect fit at 0/01($p < 0/01$)
Louis- Tucker(Non-smooth fit index)	0/91	Excellent fit(more than 0/90)
Bount-bentler (Smooth fit index)	0/91	Excellent fit(more than 0/90)
Halter	0/73	Excellent fit(more than 0/70)
The root mean square error of approximation RMSE	0/043	Excellent fit(more or less than 0/05)
GFI	0/92	Excellent fit(more than 0/90)

With emphasis on goodness of fit indices can be developed to fit and On the other hand, experimental data was emphasized. So good conformity between the model and the structural model is illustrated with experimental data provided and can be used as a model for the structure of organizational innovation. Therefore, the emphasis on structural equation model was designed and fitted to the appropriate organizational innovation introduced structural equation modeling with emphasis on organizational learning and organizational innovation.

Discussion

Statistical analysis of survey data results are presented as follows:

The first question is that there is a relation between organizational learning and organizational innovation. Research with these findings: Alirezaheddat and Mahdi (2008) with analyzing the title of the relation between organizational learning with innovation by the management in Car companies showed that there is a good meaning in organizational learning, especially science in organizations with innovations.

Javanmardhabiballah and Sakhaeifatemeh (2009) Showed that the individual has a positive relationship with organizational performance. The relationship between individual and organizational learning and innovation is direct and positive. Mohammad and Partners (2009) Found a positive relationship between individual and organizational performance, the relationship between individual and organizational learning and innovation is a direct and positive. Leadership and organizational learning, innovation and performance of the Morales, kral, KordanPozo (Aragón-Correa& Morales&Pozo) research is in the year (2007) was done in Spain Demonstrated leadership and significant impact on organizational learning and indirect influences innovation.

The second research question is that there is a relation between the dimensions of organizational learning and organizational innovation. This result is the same to the result of HosseinRezaeiDolatAbadi and

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Partners (2012). They found that the results of the information, interpretation of data, behavioral and cognitive changes and innovative culture, operational innovation indirectly, and directly influenced by technical innovation. Noorashikin and Partners (2014) (2-Norashikin Hussein, Amnah Mohamad & Fauziah Noordin & Noormala Amir Ishak). In their article they achieved organizational learning title and its impact on organizational performance: organizational learning culture has direct impact on organizational innovation. Waliaogi and his Partners (2007) and Alberto (2005) will reach accomplishment in long term.

Researches with organizational innovation and organizational learning in a research by the title of partners showed (2008) have a good meaning (Parhizkar, 2013).

Third research question of organizational learning based on the pattern of institutional innovation is an acceptable fit. The explanation can be found in many of their organizations through the learning of organizational learning, individual learning is essential. Most people who know the business mix learning education. They know learning as an extra work that has no relation with business. The results of research denies by the absence of this association denies. In this regard, all organizations deal with the changing world around them, but some organizations learn more effective and faster. Important note is that we don't separate learning with daily works. In case of not learning organization should bear more time and money to compensate this matter. It will cause to lose self confidence and decrease salary because of any innovation, but in case of learning and continuous commitment, organization profit will increase and workers will be organization invest instead of their work force.

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