



THE RELATIONSHIP BETWEEN ORGANIZATIONAL LEARNING AND INNOVATION AND JOB PERFORMANCE OF EDUCATION WORKERS IN BAGHDAD

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Article history:	Abstract:
<p>Received: 11th March 2023 Accepted: 20th March 2023 Published: 20th May 2023</p>	<p>The purpose of this research was to investigate the relationship between organizational learning and innovation and job performance of education and training staff. This research is descriptive and correlational in implementation method. The statistical population in this research was considered to be all the education and training workers of the city of Baghdad, whose number is 162 They were. The statistical sample was also selected using random sampling method and based on Morgan's table, 143 employees were selected and then they were examined through organizational learning questionnaires by Niff, Torrance innovation, and Patterson job performance questionnaires. The findings showed that there is a positive and significant relationship between organizational learning and its components (systemic thinking, group work and learning, organizational culture, knowledge sharing, common vision, collaborative leadership and employee competence) with employee innovation. Its components (systemic thinking, group work and learning, organizational culture, knowledge sharing, collaborative leadership, and employee competence) have a positive and significant relationship with employees' job performance, but there was no relationship between the shared vision component and employees' job performance. There is no significant difference in organizational, innovation and job performance of male and female employees.</p>

Keywords: organizational learning, innovation, job performance, employees.

INTRODUCTION

Many experts and researchers refer to today's world as the age of discontinuity. The era of discontinuity means that the past experiences and solutions are no longer useful for the current and future problems of the organization, and you should think in a different way and look for new organizational solutions with new structures so that you can provide goods and services with a minimum cost and with a Produced superior quality according to customer's needs and tastes so as to conquer world markets and be victorious in this great competition. Therefore, if we are going to have a successful economy, we need successful companies in competitive environments, and this requires having powerful and self-reliant human force and personnel who have a creative and entrepreneurial spirit. Because they have new ideas and are always creating new ways of working (Daft Richard, 2002). Translated by Parsaiyan and Arabi, 2017. This is while Iraqis employees are no less than the people of other nations, both in terms of creativity and intellectual ability, and in terms of interest and attachment to work, and they even excelled in perseverance and innovation. and their energy is wasted and there is no chance for their flourishing (Ramazanian and Pour Bakhsh, 2016). A structure that is high in complexity, formality and concentration of the decision-making system, often causes the job performance of most employees to decrease. and as a result, it causes a decrease in productivity. People who value freedom of action and self-development, if they work in a large organization where the decision-making process is highly centralized, they will not have much job satisfaction. In organic structures, coherence between the number of members is increasing and people are more willing to accept the responsibility of the work done in their area of authority (Nia, 2016). Since the middle of the 20th century, there has been a significant interest in understanding an organizational head has been created and many forces have been spent analyzing this issue. Every job has unique characteristics, for example, does this job require intellectual or physical work, does it have a crowded environment or is it quiet, is the work done alone or with a group, how is the supervision, and many other issues. Job performance actually includes a set of activities that are performed by employees in order to achieve the predetermined goals of the organization and consists of several indicators such as job satisfaction, skill, ability, etc. (Maqimi, 2017) Job performance, that is, knowledge and ability to perform specific tasks, which requires training in the use of special

techniques and tools, and practical competence in behavior and activity. These types of performance are obtained through education, internship, and experience. The distinct feature of performance. It is a job in which one can achieve the highest level of skill and expertise, because this performance is precise, specific and has objective and measurable criteria (Moqimi, 2017).

With the development of knowledge and technology and the expansion of business areas including virtual organizations, economic enterprises have expanded and the business environment has turned into a competitive and challenging environment and new paradigms have emerged that make survival difficult for many enterprises. has constructed. In such an environment, it is natural that competitive scores change shape. The biggest competitive advantage in new business paradigms is learning. Therefore, the centrality of the new paradigm is learning (Abkanar, 2018). From an individual point of view, learning is about accessing information, understanding it, and acquiring skills, and from an organizational point of view, learning is about acquiring traditions, perspectives, strategies, and transfer. Giving knowledge is focused. In both perspectives, learning is associated with discovery, innovation, diagnosis, creativity and knowledge production. Argeris and Stone (1978), among the most famous theorists in the field of organizational improvement, were among the first to discuss the concept of learning organizations. have discussed and commented. Learning from an organizational point of view happens when information is collected and analyzed in order to generate and expand new facts, it causes changes in existing opinions and viewpoints, it creates new viewpoints and it is Transfer to all organizational levels through communication, teaching, dialogue and interaction (Karamati, 2016).

Change management is an attempt to plan and implement organizational change, but in the current world, organizational learning may be one of the most important and best methods. Learning organizations create opportunities to exercise responsibility, learn from experiences, take risks, and feel satisfied with the results and lessons learned (Abkanar,2018). Facing a dynamic environment, some of It has led researchers to the point that they believe that the only solution for future organizations is to transform themselves into a permanent learning system (Zamardian,2018). This research, considering the importance of job performance and innovation in organizations, seeks to know the effective factors. on the proper implementation of these strategies. Previous studies and texts have provided interesting results about the effect of organizational learning on performance, but some of the studies have been accompanied by shortcomings. Most of the conducted researches have only dealt with the relationship between organizational learning and performance.

However, they have not paid attention to the relationship between organizational learning and innovation and its role in increasing job performance in education. Therefore, according to the mentioned materials, the main question of the current research is whether there is a relationship between organizational learning and the level of innovation and the job performance of education workers in the city of Baghdad?

METHOD:

The current research design is descriptive and correlational. The statistical population of all education workers in the city of Baghdad was considered, and their number was 162 people. The statistical sample was also selected using random sampling method and based on Morgan's table, 143 employees were selected.

In this research, three questionnaires were used, one organizational learning questionnaire was designed by Neef (1991) and has 21 questions with a scale of completely agree, agree, have no opinion, disagree, completely disagree.

SCORING AND INTERPRETING THE RESULTS:

5 points were given for completely agree options, 4 points for agree options, 3 points for neither agree nor disagree options, 2 points for disagree options, and 1 point for completely disagree options. In the present study, the reliability coefficient of this questionnaire was obtained using the Cronbach's alpha method of 0.81, which indicates that the questionnaire has high reliability.

Another tool used in this research is Torrance's (1993) standardized questionnaire, which contains 60 three-choice questions. In this questionnaire, 16 questions are for thinking fluency, 22 questions are for thinking initiative, 11 questions are for thinking flexibility, and 11 questions are for It is an extension of designed thinking.

In the current study, the reliability coefficient of this questionnaire was obtained using Cronbach's alpha method of 0.83.

FINDINGS:

Table No. 1: Descriptive indexes, mean and standard deviation of employee knowledge variables

Research variables	average	The standard deviation	N
Systemic thinking	90/13	03/1	143
Group work and learning	97/12	52/1	
Organizational Culture	15/68	14/3	
knowledge sharing	38/11	08/2	
Shared vision	06/12	97/1	
Participatory leadership and competence of employees	70/16	76/2	
The total score of organizational	93/81	81/10	

learning			
Innovation	46/99	81/11	
Job performance	87/57	34/7	

Table No. 1 shows the descriptive indices, mean and standard deviation of scores of organizational learning components with the level of innovation and job performance of employees. According to the obtained average scores of organizational learning components; The component of knowledge sharing has the lowest mean and the component of participatory leadership and competence of employees has the highest mean

Table No. 2: Correlation coefficients between the components of organizational learning and the level of employee innovation

Criterion variable	Predictive variable	Correlation coefficient	level of significance	N
Innovation	Systemic thinking	** 0/38	0/000	143
	Group work and learning	** 0/42	0/000	
	Organizational Culture	** 0/41	0/000	
	knowledge sharing	** 0/37	0/000	
	Shared vision	** 0/27	0/000	
	Participatory leadership and competence of employees	** 0/49	0/000	
	Organizational learning	** 0/55	0/000	

* p < 0.05 ** p < 0.01

Table No. 2 shows that there is a positive and significant relationship between organizational learning and its components (system thinking/group work and learning/organizational culture/knowledge sharing/common vision/collaborative leadership and employee competence) with employee innovation; coefficient Correlation between organizational learning and its components: systemic thinking/group work and learning/organizational culture/knowledge sharing/common vision/participative leadership and employee competence respectively 0.55, 0.38, 0.42, 0.41. It was 0.37, 0.27 and 0.49.

In other words, based on the research findings, it can be acknowledged that the amount of organizational learning and its components; System thinking/group work and learning/organizational culture/knowledge sharing/common vision/participative leadership and competence among employees will be more, creativity and innovation will be more among them

Table No. 3: Multiple regression table between organizational learning components and employees' innovation rate

Predictive variables	F	P	R	R ²	β	T	P
Systemic thinking	30/48	0/00	0/40	0/63	0/29	6/06	0/000
Group work and learning					0/18	3/16	0/002
Organizational Culture					0/19	3/05	0/002
knowledge sharing					0/03	0/51	0/609
Shared vision					0/12	1/99	0/047
Participatory leadership and competence of employees					0/30	4/52	0/000

In order to determine the relative contribution of each predictor variable (dimensions of organizational learning) in predicting employees' innovation, multiple regression was used. In this way, the predictor variables (dimensions of organizational learning) are included in the equation and the areas that have the highest share in have predicted employees' innovation, they have been determined. As can be seen in Table No. 3, the regression value (.R =/63) shows that the dimensions of organizational learning predict 40% of the variance of employees' innovation. Also with Paying attention to the obtained beta coefficient of organizational learning components, the component of collaborative leadership and the development of employees' competencies (B=0.30) has the largest contribution in predicting employee innovation, and the system thinking component (B=0.29) is the next predictor. Innovation is employees

Table No. 4: Correlation coefficients between organizational learning components and employees' job performance

Criterion variable	predictor variable	Correlation coefficient	level of significance	N
Job performance	Systemic thinking	** 0/20	0/000	143
	Group work and learning	** 0/35	0/001	
	Organizational Culture	** 0/21	0/000	
	knowledge sharing	** 0/34	0/000	

	Shared vision	0/08	0/188
	Participatory leadership and competence of employees	** 0/27	0/000
	Organizational learning	** 0/34	0/000

* p < 0.05 ** p < 0.01

Table No. 4 shows that there is a positive and significant relationship between organizational learning and its components (system thinking/group work and learning/organizational culture/knowledge sharing/participative leadership and employee competence) with the job performance of employees, but between the perspective component There is no relationship between organizational learning and its components: system thinking/group work and learning/organizational culture/knowledge sharing/common vision/collaborative leadership and employees' competence, respectively, 0.34. 20/0, 35/0, 21/0, 34/0, 0/08, and 27/0. In other words, based on the research findings, it can be acknowledged that the amount of organizational learning and its components; systemic thinking/ Group work and learning/organizational culture/knowledge sharing/collaborative leadership and competence among employees will be more, their job performance will be more.

Table No. 5: Multiple regression table between organizational learning components and employees' job performance

Predictive variables	F	P	R	R ²	β	T	P
Systemic thinking	12/66	0/00	0/21	0/46	0/15	2/72	0/007
Group work and learning					0/30	4/52	0/000
Organizational Culture					0/06	0/92	0/354
knowledge sharing					0/27	3/82	0/000
Shared vision					-0/22	-3/24	0/001
Participatory leadership and competence of employees					-0/01	-0/24	0/807

In order to determine the relative contribution of each of the predictor variables (dimensions of organizational learning) in predicting the job performance of employees, multiple regression was used. In such a way that the predictor variables (dimensions of organizational learning) are included in the equation and the areas that have the highest share have been found in predicting the job performance of employees. As can be seen in Table No. 5, the regression value (OR=/.46) shows that organizational learning dimensions predict 22% of the variance of the job performance of employees. Also, according to the obtained beta coefficient of the organizational learning components, the work component (B=0.29) has the largest contribution in predicting the job performance of employees, and the knowledge sharing component (B=0.30) is the next predictor. It is the job performance of employees.

DISCUSSION AND CONCLUSION

As the results showed, there is a positive and meaningful relationship between organizational learning and its components (systemic thinking, group work and learning, organizational culture, knowledge sharing, common vision, collaborative leadership, and employee competence) with employee innovation; in other words, Based on the findings of the research, it can be acknowledged that the higher the amount of organizational learning and its components: systemic thinking, group work and learning, organizational culture, knowledge sharing, shared vision, collaborative leadership and competence among employees, creativity and innovation. In order to determine the relative contribution of each predictor variable (dimensions of organizational learning) in predicting employees' innovation, multiple regression was used. Thus, the predictor variables (dimensions of organizational learning) have entered the equation and The areas that have contributed the most in predicting employee innovation have been determined. As the results showed, organizational learning dimensions predict 40% of the variance of employee innovation, and according to the obtained beta coefficient of organizational learning components, Participatory leadership component and competence development Employees' attitudes (B=0.30) have the largest contribution in predicting employees' innovation, and system thinking component (B=0.29) is the next predictor of employees' innovation. The result of this research with the results of Hasnawi and Ramadan (2011), Farhang et al. (2011), Mirkamali et al. (2011), Qoltash et al. (2019), Yu Yuan et al., (2019), Egan et al. (2017), Chang et al. (2017), Leon and Garcia (2019), King Minhua (2019). The life of any organization depends on its dynamic interaction with the internal and external environment. As a result of this interaction, the latest information and findings of human sciences and techniques are received and it leads to changes in organizational practices and behavior. Also, in this interaction, the organization must get sufficient and needed resources and perform the necessary synchronization with the real demands of the environment. The life of the organization depends to a large extent on the skills and knowledge of the employees. As long as these fields are timely and optimal, the ability to adapt to The changing environment is also increasing, training and development of human resources not only plays a significant role in creating special knowledge and skills of employees, but also makes people improve their efficiency and effectiveness. participate in the organization and adapt to changing environmental pressures.

Creativity deals with creating and finding new ideas and innovation in the application of ideas. Sometimes, from the point of view of management, mere creativity is not enough. Thought must also be put into action and this requires

the use of new thoughts in management programs. Every successful planning needs hundreds of practical thoughts and ideas. The final success and in some cases the sustainability of the organization depends on the planner's ability to create and apply new ideas. If a person does not know where he wants to go, he will reach his destination by whatever path he chooses. Since the existence of organizations is to provide goals, then these goals should be determined and the ways or means of providing them should be determined.

As the results showed, there is a positive and significant relationship between organizational learning and its components (system thinking, group work and learning, organizational culture, knowledge sharing, collaborative leadership and employee competence) with the job performance of employees, but between the component of shared vision and There was no relationship between the job performance of the employees. In other words, based on the findings of the research, it can be acknowledged that the amount of organizational learning and its components: systemic thinking, group work and learning, organizational culture, knowledge sharing, collaborative leadership and competence among If there are more employees, their job performance will also increase. Multiple regression was used to determine the relative contribution of each of the predictor variables (organizational learning dimensions) in predicting the job performance of employees. In such a way that the predictor variables (learning dimensions) (organizational) have been entered into the equation and the areas that had the most contribution in predicting the job performance of the employees have been determined. As the results showed, the dimensions of organizational learning predict 22% of the variance of the job performance of the employees. Also According to the obtained beta coefficient of the organizational learning components, the group work and learning component ($B=0.30$) has the largest contribution in predicting the job performance of employees, and the knowledge sharing component ($B=0.29$) is the next predictor of performance The result of this research has similar to more of the researchers that written in this type. This hypothesis can be said that the employee's performance in his job shows his actual and potential abilities as well as his strengths and weaknesses, as a result, by evaluating the individual and obtaining information in this field, the career path of the individual can be drawn in the organization. Kari, person in the organization, One after the other is given to him. Therefore, according to the social needs of the present time, which has instability and transformation as an important feature both in terms of environmental conditions and in terms of individual expectations, methods such as learning systems, more practical solutions to face social problems and It offers an organization. The learning system has features that can provide new prospects for the establishment of a cooperative system in finding solutions for complex social and administrative issues in the changing societies of modern management, which can provide a paradigm at the overall level of society. This system as a It has appeared in terms of setting and implementing policies and at the narrower level of the organization in terms of solving broad and effective practical issues. The new method can be an answer to solving organizational issues in today's unstable environment where all variables including values And the expectations of people in the society are undergoing transformation, he said. Today, organizational learning among organizations that are interested in increasing competitive advantage, innovation, and effectiveness has increasingly received special attention. Creativity and innovation is something that is constantly felt in the organization. Therefore, it should be institutionalized and become part of the organization's work and culture. If high level managers and policy makers of the organization do not believe in creativity and innovation as necessary and vital activities, no activity in this field will survive. Creating research and innovation cores in the organization can facilitate and speed up the work of creativity and innovation. Creating common beliefs for innovation and to see creativity as a common norm in the organization requires training. Toffler considers education to be the most important activity and way to face great changes and future life to accept change. Effective and resourceful training helps people so that they can achieve sufficient growth and ability in their jobs and work more efficiently. Managers should know that one of the important goals in training in today's turbulent and changing environment is to learn the methods of creativity and innovation. For this purpose, employees can be accustomed to thinking through training, and as a result, this thinking becomes an organizational culture. It penetrates in different layers of the organization and has a general and permanent effect on the implementation of the organization's strategies. The issue of creativity and innovation is necessary for organizational life and their continued survival in the competitive world and complex domestic and international markets. In this situation, if an organization does not take serious action in the direction of innovation and creativity, it will definitely face failure; Because the development of science and technology and the introduction of new goods and products is so much that non-dynamic organizations without creativity and innovation quickly leave the competition scene and lose the possibility of confronting and being with competitors and become organizations are closed and isolated, which causes the organization to fall behind and out of competition.

In order to prevent organizations from becoming a closed and isolated organization, organizations should cultivate the spirit of creativity and innovation in their bodies, and among the employees and experts of the organization, they should always take steps in the direction of creativity and innovation, and as mentioned in the research This is an important issue in organizational culture. Also, the spread of this culture that managers without compliance Innovation will not be able to last in the organization, it is an unavoidable necessity in our current society. Managers should also pay attention to spread and influence creativity and innovation in all layers of the organization and among all employees by reforming organizational processes and creating a proper performance evaluation system in order to ultimately have a creative and innovative organization. It is important to change the type It will be possible to look at the employees and experts of the organization from human resources to valuable capitals for the organization, which with their progress, creativity and innovation can lead to the excellence of the organization.

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