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RELATIONSHIP BETWEEN LEARNING ORGANIZATION AND CREATIVITY IN TEACHING HOSPITALS

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ABSTRACT

Since the learning organization welcome changes along with new and innovative ideas, this study aims to determine the status of the learning organization component and creativity, as well as the relationship between these two aspects. This study, the population consists of 2970 persons from public teaching hospitals of Shiraz in Iran. The sample size was selected 237 people, by stratified random sampling. Reliability of Learning Organization and creativity questionnaire was 0.91 and 0.72 using Cronbach's alpha. The data analyzed by Pearson correlation and regression test. The mean scores of learning organization and creativity are 3.18 and 3.58 of 5, respectively. Also, a direct correlation between these two variables was observed with a correlation coefficient of 0.575. Whenever employees recognize their abilities and start developing themselves, they become permanently creative and a learning organization is caused by such people.

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1. INTRODUCTION

The world is changing and neglecting lead to backwardness. The current environment of organizations is affected by the evolutionary processes, and every day new features are achieved that are different from past properties. But the administration of government agencies has not been changed and this will lead to major problems, because change and adapt to changes in the environment is necessary for survival and if an organization fails to follow the developments in environment, certainly will be failed. [1]

One way to cope with change is to move organizations to learn. In a learning organization, individuals are continually developing their capacity to achieve the results they really want, that new

thinking patterns are developed, group desires are realized, and finally, the collection in which people learn continuously how to learn together [2]. Organizational learning also assesses the way an organization learns and adapts to environmental changes. It is defined as the ability of an organization to change structure, values, and goals in response to environmental changes. [3]

Organizations are required to strengthen the processes of creativity and innovation in their adaptation to change. [4] Because the learning organization is innovative, flexible, and responsive to change, so the organization's longevity increases by seeing changes and making innovations to understand how they can learn better [5, 6]

Creativity is largely based on collective knowledge about the existing technology of an organization, the research carried out on it, the design and development unit's activities, and the interaction of the organization with the external environment. Therefore, it can be said that these organizations are highly flexible in confronting the crises caused by organizational competition [7]. The learning organization also welcomes new ideas and creates new perspectives. They therefore continually seek to increase their capabilities in terms of creativity, innovation, and evolution [8]. This organization considers learning as a creative and ongoing process for its members and enables individuals to be creative [9].

As mentioned, knowledge helps the process of organizational learning by enhancing the effectiveness of organizational activities. Valuing organizational learning and innovation are necessary to prepare for a change in organizations. A significant amount of research has shown that there can be a positive relationship between organizational learning and creativity. This means that by increasing creativity in staff, learning Organization also increases [10].

Hence, considering the mentioned explanation and the vital role of the learning organization and creativity in the success and survival of organizations in the present era, the researcher examined the relationship between the dimensions of learning organization and creativity in hospitals, which in fact is one of the most important organs of a country health system in providing health care and education services.

2. RESEARCH HYPOTHESIS

Main Hypothesis

There is a correlation between creativity and learning organization

Sub-hypotheses

1. There is a correlation between creativity and system thinking component.
2. There is a correlation between creativity and personal mastery component.
3. There is a correlation between creativity and mental model component.
4. There is a correlation between creativity and shared vision component.
5. There is a correlation between creativity and team learning component.

3. METHOD

This is a cross-sectional and correlational study. The statistical population of this study included 2970 staff members of Shiraz general teaching hospitals in Iran. A sample of 237 people was selected through stratified random sampling. The data collection tools in this study was a researcher-made survey questionnaire of learning organization with 25 questions and creativity with 16 questions, their validity and reliability were measured by the experts' opinions and Cronbach's alpha coefficient for each of them was 0.91 and 0.79, respectively. Data were analyzed by SPSS19 software, and the Pearson correlation coefficient of linear regression analysis was used.

4. RESULTS

Out of 237 questionnaires distributed among the personnel, 224 questionnaires were finally collected and analyzed. In terms of educational qualifications, most of the study samples had a bachelor's degree. (71.8%). The average age of the participants in this study was 37.4 years and 59.37% of the study population was women. Information about the status of the learning organization and creativity scores, as well as the relationship between these two variables, is shown in Tables 1 & 2.

Table 1: Scores of the learning organization and its dimensions and creativity in Shiraz public teaching hospitals.

	Average of score	SD	Max.	Min.	Score of 5
System thinking	22.04	4.67	31	8	3.14
Personal mastery	12.92	2.75	17	6	3.23
Mental models	15.49	3.41	25	5	3.09
Shared vision	2.673	2.67	19	4	3.09
Team learning	16.33	3.75	23	5	3.26
Learning organization	79.31	15.22	115	28	3.18

As it is shown the scores of learning organization and creativity in public teaching hospitals are moderate and more than the average score. Among the dimensions of the learning organization, the highest score is related to the team learning component with a score of 3.26, and the least score is for mental models and shared vision's components with a score of 3.09. The scores for system thinking and personal mastery dimensions are 3.14 and 3.23 respectively, and at the end, the learning organization and creativity gained the score of 3.18 and 3.58 respectively.

Table 2: The correlation between the Learning Organization and creativity of personnel in public teaching hospitals in Shiraz

	Creativity	
System thinking	Correlation coefficient	0.520
	p-value	0.001
Personal mastery	Correlation coefficient	0.552
	p-value	<0.001
Mental models	Correlation coefficient	0.425
	p-value	<0.001
Shared vision	Correlation coefficient	0.401
	p-value	<0.001
Team learning	Correlation coefficient	0.550
	p-value	0.001
Learning organization	Correlation coefficient	0.575
	p-value	<0.001

As it is illustrated in Tables 1 and 2, the correlation coefficients of all the data are determined. There is a direct and significant positive correlation between learning organization and creativity of personnel at public teaching hospitals. Therefore, the zero hypotheses are rejected at the 95% confidence level and the opposite hypothesis is based on the positive relationship between learning organization and creativity, is accepted.

4. DISCUSSION

The results obtained in this study were analyzed according to the goals. One goal of this study was to determine the average score of the learning organization and its 5 components based on the theory of Peter Senge [2] and the average score of creativity. Descriptive statistics were used to obtain these scores; the average score of these variables was moderate.

The result of this study is inconsistent with Solgi Research [11], Cheewaruengroj [12] and Maleki [13] and is consistent with Ghadamgahi and Ahanchian [14] and Garaei [15].

Garaei [15] found that the hospitals of Shiraz were considered to be undesirable in terms of learning. The reasons for this were weaknesses in factors such as organizational structure, management and leadership, and organizational culture.

Thus, considering the results obtained in this study, it can be said that public teaching hospitals of Shiraz are moving into learning after 2006.

In this study, there was a significant relationship between learning organization and creativity and findings of the study is consistent with Azizinejad [15] and Maria [16] and Kanto Gorges [17]. The learning organization has employees who continually develop their capacity and try to grow new patterns of thinking. People become more creative when knowing their abilities and constantly grow and develop them [15].

Therefore, it can be concluded that as far as an organization is learning, individuals become more creative in it. Whenever a person recognizes his abilities and starts developing them, he constantly learns and becomes more creative. Learning organizations are created by such peoples.

Also, there was a significant relationship between systems thinking of learning organization and creativity. Since system thinking is concerned with a change in thought and helps to see macro patterns and improves the ability to change, then this ability is associated with creativity and leads to more creative people in the organization.

In addition, a statistically significant relationship between personal ability and creativity show that if an employee's personal ability is increased, creativity and innovation in an organization is also increased. The most important point in the component of personal capability is to understand the gap between the status of an organization's individual and the desired situation, which leads to a creative tension in the individual and organization that resulted in movement, taste, effort, creativity, and innovation.

A significant positive correlation between the two variables of mental models and creativity reflects the fact that mental models determine our behavior. In learning organizations, mental models are not static and unchangeable. People identify their mental models and assumptions about different

issues and evaluate them continuously in relation to day-to-day issues, and if it is necessary to change them, which in turn leads to change and innovation in the behavior of the individual and the organization [15]. The findings of this study are consistent with Kantoghiorghes [17] and Azizinejad [15].

A significant positive correlation between the two variables of shared vision and creativity suggests that people with common goals apply high effort and energy, not because it was asked, but because they want and are willing to do it. A shared vision can connect employees' personal views and provide power for creativity.

A significant positive relationship between the two variables of teamwork learning and creativity indicates that higher teamwork learning increases creativity. In this regard, we can say: teamwork learning challenges individuals and creative ideas are sparked and common meanings emerge.

5. CONCLUSION

The analysis of data showed that the status of creativity and learning organization, as well as its component, are at a moderate level at teaching hospitals of Shiraz. Also, there was a significant relationship between learning organization and creativity. So, it can be concluded that as far as an organization is learning, individuals will become more creative. Therefore, whenever employees recognize their abilities and start developing them, they become permanently creative and a learning organization is caused by such people.

6. AVAILABILITY OF DATA AND MATERIAL

Data used or generated from this study can be requested to the corresponding author.

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