How emotional intelligence and organizational culture contribute to shaping learning organization in public service organizations

Hasan Danaeefard1*, Ali Salehi2, Asad Hasiri3 and Mohammad Reza Noruzi4

1Tarbiat Modares University, Tehran, Iran.
2Payam e Noor University, Tehran, Iran.
3Tarbiat Modares University, Tehran, Iran.
4Islamic Azad University, Bonab Branch, Iran.

Accepted 26 September, 2011

Learning organization embraces the organization like its body and increases its current abilities and capabilities to encounter future events. Here, the process of learning expands throughout the organization and through it all personnel can acquire necessary knowledge and experience, perform their working duties in the best possible way and the organization can meet its predetermined objectives. This research studies the relation between emotional intelligence and organizational learning, while organizational culture adjusts such a relation. For this purpose, in addition to a review of the theoretical framework of the research and design of the conceptual model, the components of the research were determined though survey method and tested using the managers, deputy managers and experts working in service providing organizations of Kermanshah.

Key words: Learning organization, organizational learning, emotional intelligence, organizational culture.

INTRODUCTION

In the present era, which is called postindustrial era, information and communication era and the era of learning or productive organizations, the progress of science, techniques and advanced technologies such as networks, telecommunications, satellites, internet, etc made it possible to have the global village and caused an intense competition in various social, political, educational, scientific and economic fields in different countries. This makes it inevitable and necessary to study organizations acting as a driving engine of societies for development. On the other hand, the complexity of technology, vastness of information, speed of communication, accelerated changes, lack of confidence in the future and diversity of needs prevents traditional organizations to survive therefore, change is required; in case organizations do not conform themselves to these changes, they may be destroyed. To encounter this risk, it is required for an organization as the most important reaction to change and conform continuously and learn how to manage such a learning and knowledge. Nowadays, the issue of learning organizations attracted the attention of scholars, managers and leaders of organizations and companies. Therefore, directors and their organizations shall get used to learn and convert their organization to a learning organization. This research aims to survey the literature of learning organizations, study the previously carried out researches, show the role of such literatures and focus on the existing shortcoming to discuss the role of emotional intelligence of directors and organizational culture in creating learning organizations.

THEORETICAL FRAMEWORK

Learning organization

The theory of learning organization has been developed
in the process of systematic theory and with reliance to it. According to scholars, the concept of learning organization attracted the attention of most researchers and leaders of organizations at the last years of twentieth century. However, the approach of “organization as a learning system” was introduced in the early 1990s. On the other hand, perhaps it was the publication of the book “the Fifth Discipline: Art and practice of the learning organization” authored by Senge, disseminated the intellectual trends of this paradigm.

Learning organization and organizational learning

The study of the literatures on learning organizations indicates that there is no consensus among the scholars about the definition of learning organization. Before we begin to define “learning organization”, it is required to define the construction of organizational learning, which is a main and fundamental constructions used always instead of learning organization, and distinguish between these two terms used as synonyms. Historically, the concept of “organizational learning” was expanded before “learning organization” and it was the researches about organizational learning, which paved the way for the emergence of the theory of learning organization. In 1900, when Friedrich Taylor introduced the transfer of learning to other personnel to promote the efficiency and improve organization, the concept of organizational learning was developed (Yeung et al., 1999). Gomez et al. (2005) defined organizational learning as the capability of creation, acquisition, transfer, and integration of knowledge and improvement of organization’s behavior to reflect new situation in order to improve the performance of organization.

Marquardt (1995) believes that “when we talk about learning organization, we focus on the nature of organization and study the systems, principles and characteristics of the organizations, which learn and produce collectively, while organizational learning points to the manner of organizational learning that is, the skills and processes of producing and operating knowledge. For this purpose, organizational learning is only one part or component of learning organization.

Scholars have introduced various definitions for learning organization. For the first step, Garvin (1993) defines learning organization as an organization which is capable to create, acquire, and transfer knowledge and able to adjust its behaviors to reflect new knowledge and vision”.

According to Dojson (1993), learning organization is an organization that creates structures and strategies to promote organizational learning. Senge (1990) introduced learning organization as an organization, which uses its individuals, values and other subsystems based on acquired experiences to change and improve its performances continuously.

LITRATURE REVIEW

Learning organization as a independent variable

The results of the works carried out by Lee-Kelley et al. (2007), Ellinger et al. (2002), Kane (2000), Chang et al. (2007) and Vong chavalitkul et al. (2005) show the impacts of learning organization on preserving the personnel, performance of the organization, management of human resources, job satisfaction, motivation and empowering the personnel to use internet.

Learning organization as a dependent variable

A review of the researches carried out previously on learning organizations reveals that researchers classified organizational commitment and knowledge management (Massingham and Diment, 2009), leadership and job satisfaction of personnel (Chang et al., 2007), organizational culture and group dynamics (Lucas and Kline, 2008), individual learning and organizational culture (Aksu and Ozdemir, 2005), management methods and participant leadership, plain organizational structures and teamwork (Strachen, 1996), organizational knowledge in learning organizations (Baines, 1997), comprehensive quality management (Sohal and Morrison, 1995), role or emotional atmosphere (Tran, 1998), the deterrent role of inconsistency between communicative expectations of the personnel and communicative competencies of the managers in creating learning organization (Frahm and Brown, 2006), new technologies (Lee, 1997) as effective factors having impacts on learning organization. To show the shortcomings of the researches carried out on effective factors influencing learning organization, the map of research literature is provided in the following.

Map of the research literature

As it can be observed in Figure 1, emotional intelligence and organizational intelligence have not been recorded as effective factors in the map of research literature of learning organizations. This proves a shortcoming in the field of effective factors having impacts on learning organizations. The map of research literature shows that no research has been done on the effects of emotional intelligence and organizational culture on learning organizations. In this research, we aim to study the literature of emotional intelligence and organizational culture and their effects on learning organizations.

Emotional intelligence

Although, two decades has been passed from the emergence of the concept of emotional intelligence, no unified and globally accepted definition has been
Emotional intelligence is a relatively new and expanding concept that is vital for many disciplines such as business, management and workplace, and it can influence the success of personnel in an organization (Goleman, 2001) and increase their performance and productivity (Lam and Kirby, 2002). Works and papers of Salovey and Mayer (1990) and Goleman (1995) are the starting points of emotional intelligence era in academic and occupational fields (practically and vocationally). Zeidner (2004) believes that the analysis of the literature of emotional intelligence reveals two models of emotional intelligence: 1) Mental ability models, 2) Mixed models.

Mental ability models focus on the ability of processing effective information, in which emotional intelligence has been studied as a related set of cognitive abilities used for processing emotional information and control feelings consistently. According to this fact, emotional intelligence is the interrelated ability of controlling your and others' emotions and distinguishing them as well as the ability of such information to manage (direct) thinking and behaviors of a person (Salovey and Mayer, 1990). Mixed models conceptualize emotional intelligence as a diverse construction embedding personality traits and the ability of cognition, assimilation, understanding, and control of emotions. Bar–On (1997) describes emotional intelligence as an arrangement of non-cognitive abilities, competencies and skills influencing the ability of a person to make him successful in consistency (conformity) with environmental demands and pressures.

A review of the researches carried out in the field of emotional intelligence shows that Carmely et al. (2009), Chiva and Alegre (2008), Heffernan et al. (2008), Abu – Zaki et al. (2008), Alston (2009), Momeni (2009), Scott–Ladd and Chan (2004), Lopes et al. (2004), Svyantek (2003), Feyerherm (2002), Kerr et al (2006), Kernbach and Schutte (2005), King and Gardner (2006), Vakola et al. (2004) and Jordan and Troth (2004), have studied the effects of emotional intelligence on mental health, job satisfaction, performance, consequences of management development, leadership methods, organizational atmosphere, participation in decision-making, organizational behavior, team performance, leadership effectiveness, customer satisfaction, occupational stress, attitudes towards organizational changes, social interaction, personality structure, ethnic identity, organizational context, problem solving, etc. As it can be observed in Figure 2, no researches have been conducted on the impacts of emotional intelligence on learning organizations. It seems that emotional intelligence has effects on the emergence
Figure 2. Dimensions of emotional intelligence.

Figure 3. Dimensions of organizational culture.

of learning organization.

Organizational culture

The issue of organizational culture has been entered the literature of management in 1980s. Organizational culture plays an important and main role in an organization, and many scholars believe that culture is not only a concept to explain many organizational phenomena but also a concept used by the managers of an organization to create an effective organization. Deil and Candi (1982) believed that culture is the most important influence factor in success and failure of an organization. Schein (1985) defines organizational culture as a set of values, norms and beliefs, which are common among the members of an organization and determine their behavioral rules. O’Reilly et al. (1991) describes organizational culture as those values determining acceptable social behaviors and those institutionalized normative beliefs directing behaviors in an organization.

shows that the effects of organizational culture on learning organization have not been studied up to the present time. In the final statement of the research, the originality of this research has been expressed.

Conceptual and operational framework of the research

A study of organizational literature indicates that some scholars focused on the effects of several factors such as collective leadership, organizational structure, teamwork, organizational knowledge, total quality management (TQM), emotional atmosphere and communicative technologies on leaning organization. Other researchers focused on the effects of factors such as management methods, personal learning, organizational commitment, knowledge management, leadership and group dynamics on learning organization. In this research, we aim to study the impacts of emotional intelligence and organizational culture on learning organization. Figure 4 illustrates the final statement of the research in form of a conceptual framework.

According to the triple components of this research including emotional intelligence, organizational culture and learning organization provided in a conceptual framework, the operational model of the research has been illustrated in Figure 5.

RESEARCH METHODOLOGY

Research method

In this research, the impacts of emotional intelligence and organizational culture on learning organization is described and studied. The method used to conduct this research is descriptive-analytic method. Whereas the characteristics of a society are surveyed through sampling in descriptive researches, therefore, this descriptive research uses survey method.

Method of data collection

To collect the literature of this research, library method was used. Moreover, several experts and scholars (samples) were interviewed to study the subject of the research and determine the theoretical framework of the research as well as factors and variables of research and determine the standard tools of data collection. These interviews were carried out systematically by the research group within certain phases of the research. However, the main part of the data was gathered through questionnaire. For this purpose, a questionnaire with fully standard and comprehensive structure was prepared and submitted to the members of the sample. The statistical data were analyzed based on the information gathered from these questionnaires. It must be noted that the internal consistency of the questionnaire’s questions were tested using Cronbach's Alpha coefficient reliability assessment technique. The value of Cronbach’s alpha was calculated equal to 91.4. Therefore, it can be claimed that the questionnaire is acceptably reliable. To determine the validity of the questionnaire, primary variables and questions were prepare based on theoretical framework and then the questions of the questionnaire were adjusted, modified and finally approved according to the opinions of the experts and scholars of different fields of science and profession.

Statistical population and samples

The statistical population of this research consists of managers, deputy managers and experts of service providing organizations of Kermanshah including social security organization, Jihad-agriculture organization, finance and economic affairs organization, education department, technical and vocational organization, vital records services, labor and social affairs organization, social security department, medical service insurance, rural water and sewage organization and power supply company of western region. Considering the large volume of the statistical population and the time limit of the research (8 months), it was not possible to research the whole population, therefore, the population was defined as an unlimited statistical universe which was sampled based on the formula of sampling from unlimited populations.

\[
\begin{align*}
N & = \frac{Z^2pq}{c^2} = \frac{(1.96)^2(.6)(.4)}{(.05)^2} = 369
\end{align*}
\]

Based on the abovementioned formula, the members of the sample were 369 individuals, who received 500 questionnaires and finally 459 filled questionnaires were returned and analyzed.

FINDINGS

Study of overall status of the main components of the research

Table 1 shows the overall status of the triple factors of this research including emotional intelligence, organizational culture and learning organization based on student's t-test.
According to the said table, whereas the significant value of the said components (including emotional intelligence, organization culture and learning organization) is less than error level of five percent, ($\alpha=.05$). Therefore, it can be claimed that the value of this component is different meaningfully from the mean value. On the other hand, bearing in mind that the t-statistic is positive, we can say that their average is more than the mean value. This
Table 1. The overall status of the triple factors of this research.

<table>
<thead>
<tr>
<th>The triple factors of this research</th>
<th>Number</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>t-test</th>
<th>Sig. value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning organization</td>
<td>448</td>
<td>3.36</td>
<td>0.41</td>
<td>8.812</td>
<td>0</td>
</tr>
<tr>
<td>Organizational culture</td>
<td>453</td>
<td>3.39</td>
<td>0.39</td>
<td>9.986</td>
<td>0</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>454</td>
<td>3.22</td>
<td>0.28</td>
<td>23.641</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 2. Overall status of those factors related to emotional intelligence.

<table>
<thead>
<tr>
<th>The triple factors of this research</th>
<th>Number</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>t-test</th>
<th>Sig. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>450</td>
<td>3.56</td>
<td>0.39</td>
<td>15.181</td>
<td>0</td>
</tr>
<tr>
<td>Self-regulation</td>
<td>453</td>
<td>3.18</td>
<td>0.42</td>
<td>18.157</td>
<td>0</td>
</tr>
<tr>
<td>Sympathy</td>
<td>454</td>
<td>3.38</td>
<td>0.38</td>
<td>18.800</td>
<td>0</td>
</tr>
<tr>
<td>Social skills</td>
<td>454</td>
<td>3.13</td>
<td>0.44</td>
<td>2.688</td>
<td>0.007</td>
</tr>
<tr>
<td>Self-stimulation</td>
<td>451</td>
<td>3.28</td>
<td>0.41</td>
<td>36.890</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 3. Overall status of those factors related to organizational culture.

<table>
<thead>
<tr>
<th>The triple factors of this research</th>
<th>Numbers</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>t-test</th>
<th>Sig. value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bureaucratic culture</td>
<td>448</td>
<td>3.35</td>
<td>0.58</td>
<td>10.813</td>
<td>0</td>
</tr>
<tr>
<td>Competitive culture</td>
<td>454</td>
<td>3.33</td>
<td>0.51</td>
<td>13.073</td>
<td>0</td>
</tr>
<tr>
<td>Participative culture</td>
<td>454</td>
<td>3.44</td>
<td>0.60</td>
<td>6.252</td>
<td>0</td>
</tr>
<tr>
<td>Learning culture</td>
<td>450</td>
<td>3.43</td>
<td>0.61</td>
<td>8.492</td>
<td>0</td>
</tr>
</tbody>
</table>

indicates that the participants evaluated the status of triple components in their organizations more than mean value.

**Analysis of the overall status of the factors related to the triple components**

The following tables show the overall status of those factors related to emotional intelligence, organizational culture and learning organization based on student's t-test. According to the said table, whereas the significant value of the factors related to the triple components is less than error level of five percent, therefore, it can be claimed that the total value of these factors is different meaningfully from the mean value. On the other hand, bearing in mind that the t-statistic is positive, we can say that their average is more than the mean value. This indicates that the interviewee evaluated the status of triple components in their organizations more than mean value.

**Study of directional equation of the model**

As it was mentioned, this research aims to test the direct relation between emotional intelligence and learning organization as well as organizational culture and learning organization from one hand, and integrate organizational culture into this equation in order to study the indirect relation between emotional intelligence and learning organization.

**Direct relation between emotional intelligence and learning organization**

Based on theoretical framework, the emergence of emotional intelligence in an organization has many positive effects. In this research, we expect emotional intelligence to provide a more suitable atmosphere for the emergence of a learning organization. Therefore, the direct relation between the independent variable (emotional intelligence) and the dependent variable (learning organization) has been studied in Table 5.

According to Table 5, the significant value of all relations is less than error value of five percent. This indicates that emotional intelligence influences directly learning organization. In other words, the increase in emotional intelligence in the researched organizations paves the way for directing the organization towards a learning organization. On the other hand, the study of the relation between components of emotional intelligence and learning organization indicates a direct relation
Table 4. Overall status of those factors related to learning organization.

<table>
<thead>
<tr>
<th>The triple factors of this research</th>
<th>Sig. value</th>
<th>t-test</th>
<th>Std. deviation</th>
<th>Mean</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual skills</td>
<td>454</td>
<td>3.37</td>
<td>0.57</td>
<td>7.104</td>
<td>0</td>
</tr>
<tr>
<td>Mental models</td>
<td>451</td>
<td>3.30</td>
<td>0.42</td>
<td>13.952</td>
<td>0</td>
</tr>
<tr>
<td>Common vision</td>
<td>453</td>
<td>3.45</td>
<td>0.56</td>
<td>9.741</td>
<td>0</td>
</tr>
<tr>
<td>Systematic thinking</td>
<td>450</td>
<td>3.43</td>
<td>0.65</td>
<td>7.391</td>
<td>0</td>
</tr>
<tr>
<td>Group learning</td>
<td>454</td>
<td>3.39</td>
<td>0.56</td>
<td>12.379</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 5. The direct relation between emotional intelligence and learning organization.

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Kind of effect</th>
<th>Direction</th>
<th>Pearson correlation</th>
<th>Sig. value</th>
</tr>
</thead>
<tbody>
<tr>
<td>H_1</td>
<td>direct</td>
<td>Emotional Intelligence → Learning organization</td>
<td>0.376</td>
<td>0</td>
</tr>
<tr>
<td>H_{11}</td>
<td>direct</td>
<td>Self-awareness → Learning organization</td>
<td>0.242</td>
<td>0</td>
</tr>
<tr>
<td>H_{12}</td>
<td>direct</td>
<td>Self-regulation → Learning organization</td>
<td>0.377</td>
<td>0</td>
</tr>
<tr>
<td>H_{13}</td>
<td>direct</td>
<td>Sympathy → Learning organization</td>
<td>0.335</td>
<td>0</td>
</tr>
<tr>
<td>H_{14}</td>
<td>direct</td>
<td>Social skills → Learning organization</td>
<td>0.367</td>
<td>0</td>
</tr>
<tr>
<td>H_{15}</td>
<td>direct</td>
<td>Self-stimulation → Learning organization</td>
<td>0.382</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 6. The direct relation between organizational culture and learning organization.

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Kind of effect</th>
<th>Direction</th>
<th>Pearson correlation</th>
<th>Sig. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>H_2</td>
<td>direct</td>
<td>Organizational culture → learning organization</td>
<td>0.412</td>
<td>0</td>
</tr>
<tr>
<td>H_{21}</td>
<td>direct</td>
<td>Bureaucratic culture → learning organization</td>
<td>0.234</td>
<td>0</td>
</tr>
<tr>
<td>H_{22}</td>
<td>direct</td>
<td>Competitive culture → learning organization</td>
<td>0.396</td>
<td>0</td>
</tr>
<tr>
<td>H_{23}</td>
<td>direct</td>
<td>Participative culture → learning organization</td>
<td>0.448</td>
<td>0</td>
</tr>
<tr>
<td>H_{24}</td>
<td>direct</td>
<td>Learning culture → learning organization</td>
<td>0.427</td>
<td>0</td>
</tr>
</tbody>
</table>

between them. As it can be seen, the value of the relation between the factor of self-stimulation and learning organization was 0.382, which shows the strongest relation between the factors of emotional intelligence. Moreover, the relation between the factor of self-awareness and learning organization is the weakest one. The value of the relation of the other factors of emotional intelligence with learning organization is located between these two values.

**Direct relation between organizational culture and learning organization**

Principally it is expected that a suitable cultural atmosphere pave the way for the emergence and development of a learning organization. Therefore, the direct relation between organizational culture and learning organization was tested in Table 6.

According to Table 6, the significant value of all relations is less than error value of five percent. This shows that organizational culture has a direct meaningful relation with learning organization. Whereas the statistic of the test is positive, therefore it can be claimed that a suitable organizational culture may lead to the mergence of learning organization. In other words, the improvement of organizational culture in the service providing organizations of Kermanshah may pave the way for the creation of learning organizations. The study of the relation between the components of organizational culture and learning organization indicates that there is a direct relation between them. The values of the relations between learning culture and participative culture with learning organization are 0.427 and 0.448 respectively, which show the strongest relation between the factors of organizational culture and learning organization. However, the relation between bureaucratic culture and competition culture with learning organization is the weakest one.

**Direct relation between emotional intelligence and organizational culture**

Principally it is expected that the creation of emotional intelligence pave the way for the development of
Table 7. The direct relation between organizational culture and emotional intelligence.

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Kind of effect</th>
<th>Direction</th>
<th>Pearson correlation</th>
<th>Sig. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>H₃</td>
<td>direct</td>
<td>Emotional intelligence → organizational culture</td>
<td>0.387</td>
<td>0</td>
</tr>
<tr>
<td>H₃₁</td>
<td>direct</td>
<td>Self awareness → organizational culture</td>
<td>0.355</td>
<td>0</td>
</tr>
<tr>
<td>H₃₂</td>
<td>direct</td>
<td>Self regulation → organizational culture</td>
<td>0.303</td>
<td>0</td>
</tr>
<tr>
<td>H₃₃</td>
<td>direct</td>
<td>Sympathy → organizational culture</td>
<td>0.335</td>
<td>0</td>
</tr>
<tr>
<td>H₄₄</td>
<td>direct</td>
<td>Social skills → organizational culture</td>
<td>0.367</td>
<td>0</td>
</tr>
<tr>
<td>H₄₅</td>
<td>direct</td>
<td>Self-stimulation → organizational culture</td>
<td>0.391</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 8. The indirect relation between emotional intelligence and learning organization while organizational culture influences the relation between them.

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Kind of effect</th>
<th>Direction</th>
<th>The effect base on coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>H₄</td>
<td>indirect</td>
<td>E.I. Organizational .C. → L.O.</td>
<td>$0.387 \times 0.412 = 0.15$</td>
</tr>
<tr>
<td>H₄₁</td>
<td>indirect</td>
<td>E.I. Bureaucratic .C. → L.O.</td>
<td>$0.263 \times 0.234 = 0.06$</td>
</tr>
<tr>
<td>H₄₂</td>
<td>indirect</td>
<td>E.I. Competitive .C. → L.O.</td>
<td>$0.244 \times 0.396 = 0.10$</td>
</tr>
<tr>
<td>H₄₃</td>
<td>indirect</td>
<td>E.I. Learning .C. → L.O.</td>
<td>$0.361 \times 0.448 = 0.16$</td>
</tr>
<tr>
<td>H₄₄</td>
<td>indirect</td>
<td>E.I. Participative .C. → L.O.</td>
<td>$0.294 \times 0.427 = 0.13$</td>
</tr>
</tbody>
</table>

organizational culture in the organization. Therefore, the direct relation between organizational culture and emotional intelligence was tested in Table 7.

According to Table 7, the significant value of all relations is less than error value of five percent. This indicates that emotional intelligence has direct impacts on organizational culture. Whereas the statistic of the test is positive therefore, it can be claimed that the emergence of emotional intelligence in the related organizations can develop organizational culture in the service providing organization of Kermanshah. In other words, the study of the relation between the factors of emotional intelligence and organizational culture shows a direct relation between them. The values of the relations between self-stimulation and organizational culture show the strongest and the relation between self-regulation and organizational culture is the weakest one. The value of other relations of emotional intelligence and organizational culture has been set forth in Table 7.

Indirect relation between emotional intelligence and learning organization by adjusting organizational culture

In the previous subheadings, the direct relation between emotional intelligence and learning organization was tested. Here, the relation between emotional intelligence and learning organization is studied indirectly by inserting organizational culture. The following Table 8 shows the indirect relation between emotional intelligence and learning organization while organizational culture influences the relation between dependent and independent variables.

According to the above Table 8, the value of the indirect relation between emotional intelligence and learning organization influenced by the organizational culture is 0.15. The indirect relation of emotional intelligence with other factors of organizational culture can be analyzed in Table 8. According to the achieved results and the relation between the components of the research, the final model is provided in the Figure 6.

Conclusions

Nowadays, organizations need to learn continuously to encounter emerging changes and developments. For this purpose, individuals and organizations try to learn and acquire knowledge to convert their organization to a learning organization. As it was previously mentioned, learning organization embeds the organization like its body and paves the way for achieving the objectives of the organization. This way is influenced by different factors. This research aimed to determine if emotional intelligence and its components including self-awareness, self-regulation, sympathy, social skills and self-stimulation have direct impacts on learning organization; in other words to determine if they are effective in the formation of the body of the organization. It is also researched how this relation is influenced when organizational culture is added to the relation of emotional intelligence and learning organization?

According to the results, it was proved that there is a direct relation between emotional intelligence and learning organization. In other words, the increase of emotional intelligence in the related organization paves the way for the organization to become a learning
organization. On the other hand, it can be observed that there is a direct relation between the components of emotional intelligence and learning organization. In other words, self-awareness, self-regulation, sympathy, social skills and self-stimulation have a direct meaningful relation with learning organization. The value of the relation between self-stimulation and learning organization is the strongest relation among other relations.

Moreover, the direct relation between organizational culture and learning culture was tested and it was proved that there is such a relation. In other words, it is expected that the improvement of organizational culture in the service providing organizations of Kermanshah can enhance the emergence of learning organization in those organizations. The relation between the components of organizational culture (including bureaucracy, competition, collaboration and learning) and learning organization was tested and it was approved that there is direct relation between them. The relation between learning culture and learning organization was the strongest among the other relations. Finally, the indirect relation between emotional intelligence and learning organization influenced by the organizational culture was tested. The results of this research show that the value of the indirect relation between emotional intelligence and learning organization influenced by the organizational culture is 0.15. The indirect relation of emotional intelligence with other factors of organizational culture can be analyzed in Table 8.

REFERENCES


