The Relationship between Organizational Learning and Organizational Intelligence, and Empowerment from Teachers’ point of view

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Abstract

The present study is conducted with the aim of investigating the relationship between organizational learning and organizational intelligence, and empowerment in high schools in Karaj, one of the cities of Iran. The descriptive research methodology is correlational. Statistical population of the present study consists of teachers (N=537). According to Morgan Table, the statistical sample size is estimated about 217 teachers. The sampling method was random cluster sampling. Three questionnaires are used to collect data in this research. To gather the data, we used Karl Albrecht’s (2002) in seven aspects of strategic vision, shared fate, appetite for change, heart, alignment and congruence, knowledge deployment, and performance pressure, and empowerment standard questionnaires of (Spreitzer, 1995) and standard organizational learning questionnaire of Templeton. The reliability coefficient of the questionnaires was assessed by Cronbach’s alpha. After analyzing the data by using Pearson’s correlation coefficient and hierarchical and stepwise multiple regression as well as path analysis, the main hypothesis of the study was confirmed. The coefficients of path analysis revealed that of the two factors affecting empowerment, the variable of organizational intelligence has the most impact on empowerment with the coefficient of 0.498. Structural equation modeling (SEM) showed that dimensions of organizational learning and organizational intelligence explain about 27.5 percent of the variance of teachers’ empowerment. Therefore, approximately the remaining 72.5 percent of it is explained by variables other than independent variables of the study. The results related to specific hypotheses indicated that there is a significant and positive relationship between all the dimensions of organizational learning and organizational intelligence, and empowerment.

Key words: Organizational learning, psychological empowerment, organizational intelligence.

Introduction

In today’s business environment, changes occur quickly. The organizations need to properly react to ongoing changes in the competitive business environment, otherwise they get annihilated. Organizations are undertaking in the arena of competition in worldwide job environment, if one organization wants to achieve superiority over other organizations, it should develop human resources and increase the amount of accessible information and knowledge. Recent studies conducted on human resources consider five qualities of character, talent, interest, skill, and intelligence as factors affecting human force success in progress of organizational objectives (Seyedjavadein, 2008). Organizational intelligence is the capacity of an Organization to create knowledge and use it to strategically adapt to its environment or marketplace. It is similar to L.Q., but framed in an organizational level (GnazehAjirlu, 2013). This process includes production of new knowledge, skills and behaviors. Organizational learning is a principal way to create knowledge work and efficiency improvement of active in learning (Zhang et. al, 2009). Therefore Empowerment in a successful organization means making employees empowered, i.e. to help them to promote feeling of confidence and overcome feeling of disability or frustration and make them powerful and motivated to perform activities (Whetten, 1998). Empowerment, employees are permitted to have more space concerning autonomy, freedom of action and decision-making responsibility. In other words vertical enrichment and other similar methods to increase employees’ autonomy are called empowerment as well (Huczynski & Buchanan, 2001). Organizational dimensions in view of Senge(2000) consist: joint perspective, personal dominance, mental patterns-team learning- system thought. Organizational learning is an active process enabling organization to be adapted to change quickly. This process includes production of new knowledge, skills and behaviors. Organizational learning is principal way to create knowledge work and efficiency improvement of organization. Therefore a successful organization must be active in learning (Zhang et. al, 2009).

Experts of Organization’s transformation and improvement management, particularly Kinla, have referred to new variable of empowerment of human resources as the factor affecting the performance and improvement of human resources. These scholars believe that need for knowledge of improvement and enhancement of the organization can be mainly considered as a result of the speed of change and transformation as well as the fact that the organizations should be able to adapt themselves to these changes appropriately. The employees’ empowerment is one of the approaches of management which today is adopted by the organizations and in fact, it is the response to critical need of contemporary management and giving response to the need for change and transformation. The turbulent and changing environment of the organizations which is characterized by markets globalization, changing need of customers and increased competition in the products market, has forced the organizations to try to improve their performance continuously. Today, training and learning is the requisite for every organization’s progress, because training and learning makes the employees skilled and to have more capabilities, and on the other hand, by developing employees’ skills, the needs and demands of the customers are more properly taken care of, which provides a sustainable competitive advantage for the organization.

The importance of human resources is to the extent that it can be stated the success of every organization largely depends on...
individuals’ effort, behavior, attitude, character and intelligence with respect to the job and the organization in which they work. It was first imagined that intelligence is something personal, but currently it is a group and organizational subject matter which is used for solving collective, organizational and global problems, and people incorporate are part of it, not the whole of it. It can be generally stated that because of change and transformation of working environments, prevalence of technology and its entry into work life, the talks should be about organizational intelligence, instead of personal intelligence. When people work together as a group in a working environment, and share their unique skills with others and use these capabilities to achieve organization’s objectives and accomplish its missions, it means organizational intelligence. In order to overcome the uncertain, complicated and dynamic conditions, the only way that exists for the managers is having efficient and empowered human resources which can have lots of benefits for all the institutions and organizations. It seems there must be a significant relationship between the level of organizational learning and organizational intelligence, and empowerment of human resources. Thus, increasing the level of employees’ learning as well as increasing their intelligence capacity can affect their degree of empowerment. Therefore, the aim of the present study is to investigate the relationship between organizational learning and organizational intelligence, and empowerment from viewpoint of teachers teaching in high schools of Karaj in one the cities of Iran.

Related literature
According to Škerlavaj et al. (2007), organizational learning means the development and application of new knowledge, which strengthens the organization to achieve developed results, guarantees adaptation to changes, paves the way for employees growth through innovation and will train result-oriented employees (Aydin & Ceylan, 2009). Argyris (1990) believed that organizational learning depends on sharing knowledge, beliefs and assumptions with individuals and groups (SobhaniNezhad et al., 2006). Organizational learning is a dynamic process which enables the organization to quickly adapt to changes. This process includes generating new knowledge, skills and behaviors. Thus, a successful organization should be active in learning. Experts have looked at organizational learning from different angles and have proposed various dimensions for it with respect to their own viewpoint. For example, from Senge’s point of view these dimensions are common vision, personal mastery, mental models, team learning, and system thinking; and from Nefee’s point of view these dimensions are shared vision, organizational culture, labor and collective learning, sharing knowledge, systematic thinking, participative leadership and development of staff competencies. After studying the definitions and dimensions of organizational learning it is inferred that organizational learning is a complicated process and its properties include generating information, interpreting information, creating knowledge and institutionalizing it (Ghorbanizadeh, 2008).

The theory of organizational intelligence tries to identify the strengths and weaknesses of the organizations by assessing their intelligence status, and propose the necessary strategies for improving the organizational intelligence and eventually, organization’s performance based on achieved results. There are many definitions for organizational intelligence; Albrecht (2003) defines organizational intelligence as the capacity of an organization for mobilizing all the available brain power and focusing it in order to accomplish its missions. In some expert’s opinions, the idea and concept of organizational intelligence incorporate notions of other concepts such as organizational learning and knowledge management (Jafari & Faghihi, 2009).

McMaster (1998) defined organizational learning as the capacity to sense, make sense, and act in flexible, creative, adaptive ways. From Matsuda’s point of view, organizational learning is a complex, evolutionary, aggregative and coordinative set of human intelligence and machine intelligence of an organization as a whole. The organizational intelligence process is divided into five components based on Matsuda’s view as follows: organizational cognition, organizational memory, organizational learning, organizational communication and organizational reasoning. These five sub-processes are a powerful tool for analyzing and developing the decision making processes in the organization. Karl Albrecht (2003) believed that organizational intelligence includes seven components which are named as strategic vision, shared fate, appetite for change, alignment and congruence, performance pressure, knowledge deployment and heart.

Today environmental challenges in terms of quick development of technology, increased expectation of customers and the need for flexibility, have forced the organizations to find a way to survive. In the meantime, many organizations believe that the solution is to implement human resources empowerment programs. Empowerment provides potential capacities for utilizing the source of human capability which is not fully used.

Kinla (1995) gave a rather complete definition for empowerment; empowerment is a process to achieve continuous improvement in organizational performance which is attained through the development and expansion of influences of appropriate and qualified individuals and teams in most of their duties, and this in turn affects the performance of the individual as well as the organization (Kinla, 1995). Rue and Byars (2003) defined empowerment as a form of decentralization which requires that the power to make major decisions to be assigned to subordinates (Khanalizadeh et al., 2010). According to Whetten & Cameron (1998) empowerment means making employees empowered, i.e. to help them to reinforce the feeling of confidence and overcome the feeling of inability or helplessness and make them energized and motivated to perform activities (Jahanian, 2010).

Thomas and Velthouse defined psychological empowerment as increased intrinsic task motivation for fulfilling assigned task to the employees manifested in a set of four cognitions including competence, impact, meaningfulness and self-determination (Jahanian, 2010). Mishra’s studies (1992) added the dimension of “trust” to the above-said dimensions and five dimensions of psychological empowerment were formed. Now that we are faced to increasing growth of technology and over dispersion of information and knowledge, and at the same time organizations are interested in increasing innovative and competitive advantage and effectiveness, and this matter gains great significant with respect to the rate of globalization, paying attention to these matters and the need for employees to become multi-skilled makes the employees’ empowerment inevitable. In Albrecht’s (2003) opinion, there are many smart, gifted and motivated people who become...
inefficient individuals without motivation after years of conflict in the organizations, and organizations’ leaders allow this to spread by their behaviour, and there are so many organizations who have caused their own failure more than their worthy competitors hurt them (Jafarí & Faghíhi, 2009). Therefore, paying attention to dimensions of organizational intelligence along with new paradigms such as learner and teaching organization of which learning and teaching are very important dimensions, can lead to training of motivated and smart employees with required skills. Empowerment is a modern method for survival of pioneering organizations in the competitive environment. Continuous improvement occurs when employees have the required information and are trusted by the management to be able to make use of their skills and capabilities. Most of the managers think that they are familiarized with the concept of empowerment, while only a few of them are really familiarized with this concept and its application. Many organizations are interested in implementing empowerment process, because they believe empowered employees can have role in achieving the objectives. The fact is that if organizations do not make use of the creative, knowledgeable and responsive individuals who are able to explain matters, they will lose many opportunities.

With regard to the factors effective in employee empowerment and ongoing change in market demands, customer strategies, knowledge and technology, the organizations should move toward learning, and learning is achieved through processes of analyzing human resources and empowerment. Thus, empowerment is necessary, because employees need freedom to act in today’s organizations in order to be creative and form creative teams and change customer demands. Today organizations need employee flexibility, agility and capability to accept to do work. Therefore, planning for human resources empowerment is part of the strategic plans (Talebian, 2009).

**Developing hypothesis and conceptual model**

In this section, some studies which are closely related to the current subject of the study and considerably contribute to the explanation and development of the main and specific hypotheses are reviewed.

HatamiNaghani (2010) in a study titled the Relationship between Organizational Learning and Empowerment of the Employees of the Pension Fund of Oil Company, he by means of Structural equation modeling (SEM) showed that there is a direct and positive relationship between components of empowerment and organizational learning.

TeimoorNezhad & Sarihi (2010) conducted a study titled the Effect of Organizational Learning on Psychological Empowerment of the staff of the Finance and Economy Ministry of Iran. The results revealed that organizational learning affects psychological empowerment (feeling of competency, self-organizing, feeling of effectiveness, meaningfulness of job and trust).

Abdollahzadeh (2010) conducted a study titled a Study of the Relationship between Organizational Learning and Empowerment of the Education Department of Damghan City of Iran. The results revealed that there is a significant and positive relationship between organizational learning and feeling of competency, feeling of effectiveness, feeling of meaningfulness, falling of choice and feeling of trust (at the level of 0.01).

Gill (2011) conducted a study titled the Relations of Transformational Leadership and Empowerment with Student Perceived Academic Performance: A Study among Indian Commerce Students, which revealed that transformational leadership has a positive relationship with improvement and empowerment of students and their academic performance. Keisti, Syväjärvi, Stenvall and Rivera (2011) conducted a research known as Human Capital Scenario Analysis as an Organizational Intelligence Tool for Performance Management. This study was conducted in private companies and municipal organizations, and the results revealed that the scenario analysis (SA) tool integrates organization-level human resource knowledge management with business scorecards successfully, thereby assisting management decision-making. Through their use of the SA tool, managers can advance organizational learning and improve strategic decision-making. Human resource and organizational competencies are considered together, so that managers may consider key factors affecting future performance comprehensively, in their long-range decision-making.

Dissanayaka (2010) evaluated “Role of Emotional Intelligence in Organizational Learning: an Empirical Study Based on Banking Sector in Sri Lanka” showed that emotional intelligence and dimensions of organizational learning are considerably interrelated.

Jung (2009) studied “an Approach to Organizational Intelligence Management (A Framework for Analyzing Organizational Intelligence within the Construction Process), selected intelligibility learning model, then he demonstrated based on the case research, the intelligibility learning model (ILM) could be used effectively by industry decision makers to improve performance of organizational activities.

Aydin & Ceylan (2009) conducted a study titled the Effect of Spiritual Leadership on Organizational Learning Capacity in Turkey metalworking manufacturing. They adopted Fry’s causal model of spiritual leadership as the independent variable and Theo’e organizational learning capacity as dependant variable. It was concluded that organizational learning capacity has considerable relationship with each one of dimensions of spiritual leadership, but the effect of spiritual leadership on organizational learning capacity is very low (about 0.09).

Johri et al. (2009) conducted a study titled Complementary Role of Organizational Learning Capability in New Service Development (NSD) Process. The purpose of this paper was to investigate the role of organizational learning capability in relation to leadership tasks performed by executives and organizational performance by bridging the concepts of organizational learning and NSD. The findings revealed that Leadership tasks performed by NSD executives significantly affect the development of organizational learning capability, which in turn significantly affects organizational performance. The effectiveness of executives’ leadership tasks and organizational learning capability development are symbiotic. Therefore, based on the aforesaid conducted studies, the specific and main hypotheses are proposed:

**Main hypothesis**

There is a relationship between organizational learning and organizational intelligence, and employees’ empowerment.
Specific hypotheses:
1- There is a positive relationship between dimensions of organizational learning and dimensions of organizational intelligence of male teachers.
2- There is a positive relationship between dimensions of organizational learning and dimensions of organizational intelligence of female teachers.
3- There is a positive relationship between dimensions of organizational learning and empowerment of male teachers.
4- There is a positive relationship between dimensions of organizational learning and empowerment of female teachers.
5- There is a positive relationship between dimensions of organizational intelligence and empowerment of male teachers.
6- There is a positive relationship between dimensions of organizational intelligence and empowerment of female teachers.

And finally, the conceptual model is presented:

![Conceptual model of the study](image)

Research Methodology
The present study aims to find the relationship between organizational learning and organizational intelligence, and empowerment of teachers, the objective of the present research is applied and the method of which to gather information is descriptive of correlation type.

Statistical population of the study included high schools of Kara, one of cities of Iran. Sample size amounted to 535 teachers, 364 male and 271 female teachers. The Morgan’s table was used in order to determine the sample size, according to which and the population of 537 teachers, the sample size of 217 teachers were determined. The sampling method was cluster random sampling method, as per which 10 high schools were randomly selected out of 30 high schools, and 217 teachers were selected through simple random sampling. A questionnaire has been used to gather and analyze data and information from statistical universe under question. The questionnaire has been compiled based on variables under study which have been classified in the following table. Likert five-choice scale, as one of the most current evaluation scales, has been used to design this section.

There were three questionnaires. For measuring organizational learning, the standard questionnaire was used; this questionnaire was based on Templeton model, and its indices were extracted from the book titled Organizational Learning and Learner Organization written by Ghorbanizadeh. There were 22 questions; these questions measured the 4 dimensions of acquisition or generation of information, interpretation or transfer of information, creation of knowledge and institutionalizing knowledge. The standard questionnaire of Albrecht was used in order to measure the organizational intelligence. This questionnaire contained 49 questions which measured 7 dimensions of strategic vision, shared fate, heart, appetite for change, alignment and congruence, knowledge deployment and performance pressure. Psychological questionnaire of Spreitzer was used for measuring empowerment. This questionnaire contained 20 questions which measured 5 dimensions of feeling of effectiveness, feeling of competency, feeling of meaningfulness, feeling of choice and feeling of trust.

Content validity of a test is to be determined usually by experts in the field of the subject matter under question. Therefore, content validity of the questionnaire has been certified and confirmed to be of required validity by guiding professor, consultant and some theorists.

The reliability coefficient was 0.83, 0.93 and 0.88 for psychological empowerment, organizational learning and organizational intelligence respectively.

Data Analysis
Hypothesis 1: there is a positive relationship between dimensions of organizational learning and dimensions of organizational intelligence of male teachers.
Table 1. The matrix of correlation between dimensions of organizational learning and dimensions of organizational intelligence of male teachers (n=148)

<table>
<thead>
<tr>
<th>variables</th>
<th>institutionalizing knowledge</th>
<th>creating knowledge</th>
<th>transfer of information</th>
<th>generation of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>strategic vision</td>
<td>0.676**</td>
<td>0.589**</td>
<td>0.688**</td>
<td>0.695**</td>
</tr>
<tr>
<td>shared fate</td>
<td>0.690**</td>
<td>0.659**</td>
<td>0.659**</td>
<td>0.706**</td>
</tr>
<tr>
<td>appetite for change</td>
<td>0.680**</td>
<td>0.598**</td>
<td>0.607**</td>
<td>0.602**</td>
</tr>
<tr>
<td>heart</td>
<td>0.647**</td>
<td>0.617**</td>
<td>0.580**</td>
<td>0.640**</td>
</tr>
<tr>
<td>alignment and congruence</td>
<td>0.622**</td>
<td>0.519**</td>
<td>0.524**</td>
<td>0.589**</td>
</tr>
<tr>
<td>knowledge deployment</td>
<td>0.685**</td>
<td>0.569**</td>
<td>0.698**</td>
<td>0.665**</td>
</tr>
<tr>
<td>performance pressure</td>
<td>0.641**</td>
<td>0.534**</td>
<td>0.626**</td>
<td>0.635**</td>
</tr>
</tbody>
</table>

p* = 0.05, p** = 0.01

As it is seen in table 1, there is a significant and positive relationship between all the dimensions of organizational learning and all the dimensions of organizational intelligence of male teachers at the level of 0.01.

Hypothesis 2: there is a positive relationship between dimensions of organizational learning and dimensions of organizational intelligence of female teachers.

Table 2. The matrix of correlation between dimensions of organizational learning and dimensions of organizational intelligence of female teachers (n=66)

<table>
<thead>
<tr>
<th>variables</th>
<th>institutionalizing knowledge</th>
<th>creating knowledge</th>
<th>transfer of information</th>
<th>generation of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>strategic vision</td>
<td>0.745**</td>
<td>0.524**</td>
<td>0.499**</td>
<td>0.411**</td>
</tr>
<tr>
<td>shared fate</td>
<td>0.699**</td>
<td>0.596**</td>
<td>0.676**</td>
<td>0.553**</td>
</tr>
<tr>
<td>appetite for change</td>
<td>0.746**</td>
<td>0.596**</td>
<td>0.627**</td>
<td>0.551**</td>
</tr>
<tr>
<td>heart</td>
<td>0.699**</td>
<td>0.540**</td>
<td>0.707**</td>
<td>0.534**</td>
</tr>
<tr>
<td>alignment and congruence</td>
<td>0.656**</td>
<td>0.471**</td>
<td>0.614**</td>
<td>0.512**</td>
</tr>
<tr>
<td>knowledge deployment</td>
<td>0.684**</td>
<td>0.501**</td>
<td>0.649**</td>
<td>0.458**</td>
</tr>
<tr>
<td>performance pressure</td>
<td>0.744**</td>
<td>0.588**</td>
<td>0.702**</td>
<td>0.540**</td>
</tr>
</tbody>
</table>

p* = 0.05, p** = 0.01

As it is seen in table 2, there is a significant and positive relationship between all the dimensions of organizational learning and all the dimensions of organizational intelligence of female teachers.

Hypothesis 3: There is a positive relationship between dimensions of organizational learning and empowerment of male teachers.

Table 3. The matrix of correlation between dimensions of organizational learning and empowerment of male teachers (n=148)

<table>
<thead>
<tr>
<th>variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>generation of information</td>
<td>0.512**</td>
<td>0.543**</td>
<td>0.494**</td>
<td>0.539**</td>
<td>0.568**</td>
<td>0.856**</td>
</tr>
<tr>
<td>transfer of information</td>
<td>1</td>
<td>0.698**</td>
<td>0.557**</td>
<td>0.491**</td>
<td>0.562**</td>
<td>0.855**</td>
</tr>
<tr>
<td>creating knowledge</td>
<td>1</td>
<td>1</td>
<td>0.717**</td>
<td>0.650**</td>
<td>0.632**</td>
<td>0.856**</td>
</tr>
<tr>
<td>institutionalizing knowledge</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.874**</td>
<td>0.797**</td>
<td>0.856**</td>
</tr>
<tr>
<td>total (organizational learning)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

p* = 0.05, p** = 0.01

The data from table 3 shows that empowerment of male teachers has a significant and positive relationship with all the dimensions of organizational learning at the level of 0.01; such that, the most correlation is observed between ‘creating knowledge’ and ‘institutionalizing knowledge’. Thus, the null hypothesis can be rejected in favour of the research hypothesis, and it can be accepted with %99 confidence that there is a positive and significant relationship between dimensions of organizational learning and empowerment of male teachers.
Hypothesis 4: There is a positive relationship between dimensions of organizational learning and empowerment of female teachers.

Table 4. The matrix of correlation between dimensions of organizational learning and empowerment of female teachers (n=66)

<table>
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<tr>
<th></th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<td>1</td>
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<tr>
<td>generation of information</td>
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<tr>
<td>0.516**</td>
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<tr>
<td>transfer of information</td>
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<tr>
<td>0.774**</td>
<td>0.6**</td>
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<tr>
<td>creating knowledge</td>
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<tr>
<td>0.522**</td>
<td>0.585**</td>
<td>0.450**</td>
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<tr>
<td>institutionalizing knowledge</td>
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<tr>
<td>0.669**</td>
<td>0.649**</td>
<td>0.570**</td>
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<tr>
<td>total (组织izational learning)</td>
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<tr>
<td>0.868**</td>
<td>0.824**</td>
<td>0.881**</td>
<td>0.885**</td>
<td>0.603**</td>
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</tbody>
</table>

Based on the data from table 4, all the observed correlations between variables is significant at the level of 1 percent. Therefore, the null hypothesis can be rejected and it can be accepted with %99 confidence that there is a positive and significant relationship between dimensions of organizational learning and empowerment of female teachers.

Hypothesis 5: There is a positive relationship between dimensions of organizational intelligence and empowerment of male teachers.

Table 5. The matrix of correlation between dimensions of organizational intelligence and empowerment of male teachers (n=148)

<table>
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<th></th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
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<td>empowerment</td>
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<tr>
<td>strategic vision</td>
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<td>0.758**</td>
<td>0.687**</td>
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<tr>
<td>shared fate</td>
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<tr>
<td>0.793**</td>
<td>0.787**</td>
<td>0.733**</td>
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<tr>
<td>appetite for change</td>
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<td>0.788**</td>
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As it is seen in table 5, the empowerment has positive and significant relationship with all the dimensions of organizational intelligence at the level of 0.01. Thus, the null hypothesis can be rejected and it can be accepted with %99 that there is a positive and significant relationship between dimensions of organizational intelligence and empowerment of male teachers.

Hypothesis 6: There is a positive relationship between dimensions of organizational intelligence and empowerment of female teachers.

Table 6. The matrix of correlation between dimensions of organizational intelligence and empowerment of female teachers (n=148)

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As it is seen in table 6, the empowerment has positive and significant relationship with all the dimensions of organizational intelligence at the level of 0.01. Thus, the null hypothesis can be rejected and it can be accepted with %99 that there is a positive and significant relationship between dimensions of organizational intelligence and empowerment of female teachers.
As it is seen in table 6, the correlation between empowerment and all the dimensions of organizational intelligence is significant at the level of 0.01. Thus, the null hypothesis can be rejected at the level of 1 percent and it can be claimed with 99% confidence that there is a positive and significant relationship between dimensions of organizational intelligence and empowerment of female teachers.

Main hypothesis: there is a relationship between dimensions of organizational learning and organizational intelligence, and empowerment of employees.

The main hypothesis was tested by path analysis. The main assumption of using this method is to determine the cause/effect relationship between variables based on research literature. Accordingly, the hypothetical paths of the relationships between variables are reflected in figure 2.

![Figure 2. Empirical paths of the relationships between the variables](image-url)

The path coefficients reveal that of the two factors affecting empowerment, the organizational intelligence has the most impact on empowerment with the coefficient of 0.498. The structural equation shows that the dimensions of organizational learning and organizational intelligence are about 27.5% of the variance of empowerment of teachers; thus, the other 72.5% is explained by other variables other than independent variables. In other words, organizational learning and organizational intelligence in schools results in empowerment of teachers.

**Discussion and Conclusion**

Nowadays, organizations need to engage in continuous learning because of the rapid growth of technology. Changes are taken place through quick steps. In other words, today's organizations are forced not only to learn and adapt themselves to new knowledge, but also to have the ability to learn and use past knowledge. As we enter the second decade of the 21st century we have to prepare our youth for a rapidly changing, ever more complex, and interdependent world. Understanding how to create school systems that can themselves be “learning organizations” to improve instruction and enhance student achievement has remained an elusive phenomenon.

Unfortunately we attempt to do so by clinging to an organizational approach that was designed for a more stable, simpler, and independent one. The organizations of the future will be networks driven by individual and collaborative learning-learning organizations that continually re-invent themselves. Therefore the best way to align our purpose with our approach is to transform schools into learning organizations as well. Our review of the literature both before and after our study provides us with some important insights that knowledge is in the heart of global economy and knowledge management. Grayson (1999) believed that learning and knowledge sharing are two social activities. Today schools need teachers and principals who understand humane behaviour and transform organizational culture, and fill the school environment with trust and honesty by creating a shared perspective and vision. Thus, the relationship between organizational intelligence and organizational intelligence and empowerment of employees.
learning and, empowerment of teachers of high schools in Karaj city (district one) of Iran was investigated, and the research findings revealed that:

The dimensions of organizational learning of male and female teachers of high schools in district one of Karaj city of Iran have a positive and significant relationship with principles of organizational intelligence. The school principals and teachers try to generate and transfer knowledge and information, and institutionalize it in the environment and students’ minds by establishing a strategic vision and paying attention to shared fate of people as well as establishing an intimate and friendly relationship.

All the dimensions of organizational learning of male and female teachers of schools in district one of Karaj city have a positive and significant relationship with empowerment. As it was mentioned earlier, psychological empowerment makes the sense of accountability as well as attempts to induce effective and significant presence of teachers and principals in schools, and tries to urge them to self-direction and create new knowledge and information, and it facilitate information transfer by creating a secure environment filled with trust.

All the principles of organizational intelligence in male and female teachers of high schools in district one of Karaj city have a significant and positive relationship with empowerment. Teachers try to complete and update their knowledge and information by considering the fact that the fate of future community is in their hands, and they should continuously adapt themselves to changes in the environment and in the school. Given the research results, it can be stated that these cases are above average among the teachers of high schools in district one of Karaj city.

It can be stated that:

1- From the organizational point of view, learning occurs when information is collected and it is analyzed for generating and developing new facts, it causes the beliefs and viewpoints to change, it creates a new viewpoint and conveys it to all the organizational levels through communication, teaching, discussion and interaction. But it should be noted that today organizations are facing challenges which is largely related to the organizational learning, and these may include increasing skills shortage, knowledge doubling every 2-3 years, global competition with most powerful corporations and organizations around the world, designing and restructuring the organizations, high technology, complexity of organizations’ needs for adapting to changes. In spite of the challenges faced by today’s organizations, paying attention to the process of organizational intelligence for strengthening the performance and increasing growth of the organization is an essential measure. According to Yolles (2005) the concept of organizational intelligence subsumes many of the other partial paradigms, which include organisational learning and knowledge management. As a result, paying attention to dimensions of organizational intelligence in schools improves the learning pathway.

2- From personal standpoint, access to information, its understanding and skills acquisition is a kind of learning. From organizational standpoint, learning focuses on achieving traditions, viewpoints, strategies and transferring knowledge. In both cases, learning is accompanied by discovering, innovating, recognizing, creativity, and creating new knowledge. It is evident that these cases are clearly among the most fundamental cases shaping empowerment in people, and they greatly overlap with dimensions of psychological empowerment including effectiveness, competency, and self-direction. Therefore, empowered employees definitely seek learning and they will try to increase their power.

Therefore, given the results it is concluded that:

1- If senior managers themselves be required to follow the dimensions of organizational learning and intelligence, they will select the principals of schools and other departments from among committed and highly accountable individuals who rely on their courage for making optimal changes.

2- The respectable officials of Education Department can trigger the transfer of information and institutionalizing knowledge in teachers by holding rich academic meetings and effective training courses, and avoid holding boring courses for just giving a certificate. (As its scientific pattern has happen in Karaj city of Iran)

3- Officials and senior managers of Education Department in all areas can create an atmosphere of trust if they try to reinforce the feeling of effectiveness in teachers and employees and pave the way for transfer and generation of knowledge and information in meetings and councils by establishing a secure environment filled with trust and intimacy, because without trust, unity and agreement will be meaningless; and as a result, no knowledge will be created and transferred.

4- If regular and appropriate incentive programs which have a scientific, empirical and domesticated framework are designed, the incentive power and timely reinforcement of feeling of effectiveness is increased in teachers, and as a result, they are persuaded to acquire more comprehensive information and knowledge, and this leads to their self-direction.

5- The efforts should be made to liven up schools and make them powerful and reinforce the right of choice in schools by delegating legal authorities and removing unnecessary bureaucracy, because if the teachers set the goals, they will try harder to achieve them.

Empowering the employees by relying on increasing organizational learning and intelligence requires key factors such as proper organizational structure, cultural and administrative infrastructure, regular planning and investigation as well as having workforce committed to principles of organizational learning and intelligence.

Scholars believe that empowerment is a way, idea, pattern, a concept, tool, condition, process, technology, quality, a stage for releasing inner strength of people, releasing power, creating mental resources, increasing individual’s participation, strengthening individual’s capability, increasing accountability and increasing patience and perseverance which in totality, leads to development and ongoing improvement, incredible results, simplicity and comfort of work, development of capacities, etc. Reinforcing the sense of self-efficacy in people, delegating power or authority to individuals, increasing participation, establishing a sense of ownership, developing responsibility and creating motivation in human resources are among the most central definitions of empowerment. O’Dell &. Social interactions are focused on interaction between individual’s behaviour and learning, sharing and transfer of values, assumptions, insights, and recognition, and ensure informal gatherings, forums, social events, collective wisdom, networks and consultation programs. If there is no trust, honesty and intimacy between individuals in the process of knowledge exchange and sharing, individuals might not be able to easily acquire and retrieve
knowledge from social resources. Therefore, establishing trust, commitment, accountability, sympathy, forgiveness, and intimacy, etc. through social interactions is a long-term strategy which should be considered by the school principals as well as top-level managers of Education Department. According to Albrecht’s statements, at a time when companies are spending tens of millions of dollars on information technology - the machine software – so far they have not seen fit to spend a few tens of thousands of dollars on improving the mental skills of their employees - the human software. As we begin to realize how much of the IT investment is being wasted or misdirected, we’ll be spending less on the machine software and more on the human software. Therefore, it can be stated that human intelligence focuses on combining human and technical abilities, and organizational learning along with organizational intelligence can be a using tool for reaching the goal which is empowerment of workforce.

References


