

Effects of Learning on beyond Insurance Industry in Isfahan City

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ABSTRACT

The purpose of this paper is to measure and discuss effects of e-learning and Organizational Learning at improving the Career resilience of employees. In this study resilience is viewed as dynamic developmental process rather than as a personal trait. Measurement of organizational learning is one of the important issues in organization Studies. There are several models in literature that have been generated by statistical data from manufacturing firms. Four facilitating factors of organizational learning Measured: experimentation, innovate culture , commitment and organizational memory .This paper presents a structural equation model for testing a theoretical model to examine the relationships among organizational learning, e-learning, and Career resilience .The sample consists of employees of insurance companies in Isfahan City. The results shows that organizational learning and e-learning has positive effect on career resilience

KEYWORDS: organizational learning, e-learning, Career resilience.

1-INTRODUCTION

Today , the diverse workforce environment, and use of information technology have made organizations become more aware of competitive environment and pursue competitive advantage that lies in learning and knowledge. Learning has been acknowledged as a key process that contributes to successful innovation, which determines and supports an organization's success (Kang et al., 2007; Voronov, 2008). Organizational learning is defined as the process of acquiring, distributing, integrating, and creating information and knowledge among organizational members (Dixon, 1992; Huber, 1991).Easterby-Smith (1997) has identified various disciplines that contribute to organizational learning. One noticeable debate in the literature is whether scholars should try to move toward a single integrated framework or acknowledge that diverse disciplinary perspectives exist. Since a number of scholars have recognized that there is more than a single framework or model in understanding organizational learning process, researchers have tended to map many facets of organizational learning and developed integrative conceptual frameworks. Organizational learning can be understood as the process of social construction of shared beliefs and meanings, in which the social context plays an essential role (Chiva and Alegre, 2005). Organizational learning has been considered by academics and practitioners as essential for organizations mainly due to the fastchanging Environment. (Jimenez-Jimenez and Cegarra-Navarro, 2007; Lin et al., 2008; Prieto and Revilla, 2006; Zollo and Winter,2002). Two main purposes guided this study. The first purpose was to assess the level of Organizational Learning, and e-learning .The second purpose was to explore the relationships between these types of learning at insurance companies in Isfahan City and career resilience members

2-Conceptual framework and hypothesis development

Researchers showed that e-learning programs make employee independence (Falconer and Williams, 2002) and reflection (Salmon, 2000) in the participants. using e-learning can be an effective means of eliciting tacit knowledge. Al-Jibouri and Mawdesley (2001) discusses a computer planning and control. This enables employees to be put in real word with complicated problems to solve. soft ware requires the deployment of both explicit technical knowledge and tacit understanding e-learning can contribute to make environments that increase showing of tacit knowledge, by preparing methods for processing .Sandars (2004) showed the IT can facilitate the distribution of knowledge and communication and the great access to information offered by IT facilitates. Advantages of using e-learning to enhancement organizational learning is important subject in organization learning Culture. Chou (2003) investigated that organizational learning computer systems have a positive impact on the organizational learning process.

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E-learning interventions are become response to new learning and make change in the competitive world (Wentling et al., 2000). Today, using information technology improves the communication flexibility and accessibility among employees in world. Organizational Learning is gaining a lot of importance as it is seen as a facilitator that sustains competitive advantage for an organization (March, 1991). Several organizational outcomes like organizational control and intelligence or exploitation of knowledge and technology can also be achieved through Organizational Learning (Templeton et al., 2002)

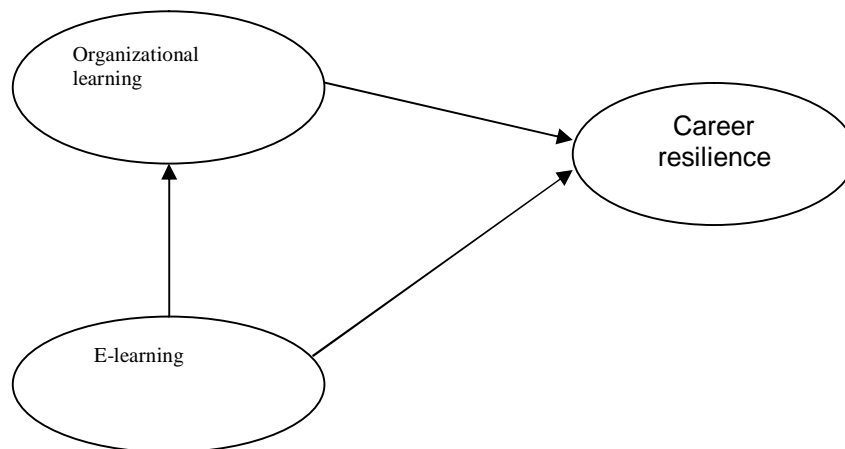
Organizational learning is considered to be analogous to individual learning when an organization is small structured with a small group of people (Applebaum and Reichart, 1998). However, Argyris and Schon (1978) discuss a point of contention by stating that organizational learning is not individual learning and yet organizations learn through their individual members. Kim (1993) emphasizes that there is a clear distinction between individual and organizational learning as an organization grows. Nonaka (1994) highlights that interaction between individuals. Career resilience is viewed as a ability to manage his or her work life and adapt to the changing workplace actively (ODR, Inc., 1995). Resilient employees are goal-driven, flexible, optimistic, and they realized that to provide useful change takes time and make new learning opportunities for implementation (Wang et al., 1998). In this study career resilience is defined as developmental process that works dynamically. Employee with high ability of resilience can make important effect to their organizations. This group behaves with challenges. They also achieve more of their objectives and tend to rebound from the demands of change even stronger than before. So, their speed of change is not the space at which things around them are changing, but the rate at which their resilience allow them to recover from disrupted expectations (ODR, Inc., 1995). Organizational learning play a role in improving career resilience between employees. It is obvious that an organizational learning is closely related to employee. In Weerawardena et al. (2006), they concluded the higher the learning the greater the organizational innovation. What one may see as drivers of the innovation processes within firms is their learning. Organizational learning capabilities prepare useful information and provide employee great ability to face with changes. In other words, learning will influence Career resilience positively. Therefore, this study propose

H1: E-learning will affect Career resilience positively.

H2: organizational learning will affect Career resilience positively.

H3: E-learning will affect organizational learning positively.

Figure 1: proposed model



3-RESEARCH METHODOLOGY

The questionnaire for this research is divided in to two parts – part 1 and 2. part 1 of the questionnaire included questions on the demographic profile section B of the questionnaire solicits responses on the key constructs of the research framework namely. The measures of the various constructs come from previous literature.

3-1 Sample

This research can be categorized as descriptive survey research. The statistical population of this research was employees of insurance companies in Isfahan City. The sample size estimated to be 162. The data gathering instrument was a self administered questionnaire which consists of two sections. The first part designed to test the hypotheses and the second part records the respondents' demographic data.

All indicators significantly loaded to a respective construct, proving unidimensionality .The reliability of the research construct has been examined by Cronbach Alpha coefficients; we found strong support for construct reliability. The validity of the construct also has been examined by means of factor analysis. Total scale showed relatively high Cronbach Alpha coefficients at $\alpha > 0.88$. In its majority, the sample is composed by males and females, aged up to 20 , with academic education (see table 1)

Characteristics Description	Frequency	Percent %	
Gender	Female	89	35.6
	Male	161	64.4
Age	20 to 30 years	53	21.2
	31 to 40 years	78	31.2
	41 to 50 years	55	22
	51 to 60 years	42	16.8
	More than 60 years	22	8.8
Education	Less diploma	53	21.2
	Advanced diploma	58	23.2
	Bachelor	69	27.6
	Master Degree	51	20.4
	PhD and above	19	7.6

3-2 Structural model

Questionnaire is the measurement tool in this survey which includes twenty seven questions based on Likert five-option scale .Structural equations method has been used to analyze the impact of learning on Career resilience and features such as χ^2/df , RMSEA, GFI, CFI and AGFI are used to evaluate the intended model. Index χ^2/df doesn't have a stable criterion for an acceptable model. But small amount of χ^2/df indicates better value of the model (Human, 2009) According to Clain if amount of this ratio is between 2 and 3, it is acceptable and the smaller the amount of this ratio the better the model's goodness. Thus, table 2 shows suitable goodness of the model in the present survey. RMSEA index for good models is equal to 0.05 or lower and higher amounts up to about 0.08 show a reasonable error for approximation in statistical population. Models in which RMSEA is equal to 0.10 or higher have a weak goodness. Goodness of fit indexes (GFI) and adjusted goodness of fit index (AGFI) show the model has better goodness to what extent with regard to its nonexistence. Amount of GFI, AGFI and CFI based on convention must be equal to 0.90 or higher so that the model will be accepted. (Azar, 2003)

Table 2 General indexes of measuring patterns (CFA)

Index	Organizational learning	e-learning	Career resilience
CMIN	43.105	38.473	88.582
P	0.053	0.059	0.138
CMIN/DF	1.811	4.8091	2.531
RMR	0.040	0.010	0.042
GFI	0.961	0.998	0.679
AGFI	0.890	0.981	0.723
TLI	0.915	1	0.914
CFI	0.960	1	0.731
RMSEA	0.050	0.000	0.039

Table 3 show general indexes .The first step was to obtain the goodness-of-fit of the model. X2/DF (1.066 Less than five) corresponds to a satisfactory adjustment. The other adjusted indices (CFI= .999, GFI = .999, AGFI= .949) and the root mean of the index's squared residual(RMSR= .063) are within acceptable ranges. This implies a substantial amount of variance in the model and fit to the model.

Table 3. Overall index of path analysis

index	CMIN	DF	P	CMIN/DF	RMR	GFI	AGFI	RMSR	CFI	RMSEA
value	2.133	2	0.344	1.066	0.006	0.993	0.949	0.063	0.999	0.023

Table 4 and figure 2 show the result of hypotheses testing. As it is clear the p-value of presented hypotheses is lower than 0.05 ($p < 0.05$) that means these hypotheses are accepted. Table 4. The result of hypotheses testing (regression weights)

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Hypotheses	Description	Estimate	C.R.	P
organizational learning	<--- E-learning	0.48	4.976	***
Career resilience	<--- E-learning	0.45	4.612	***
Career resilience	<--- organizational learning	0.66	7.612	***

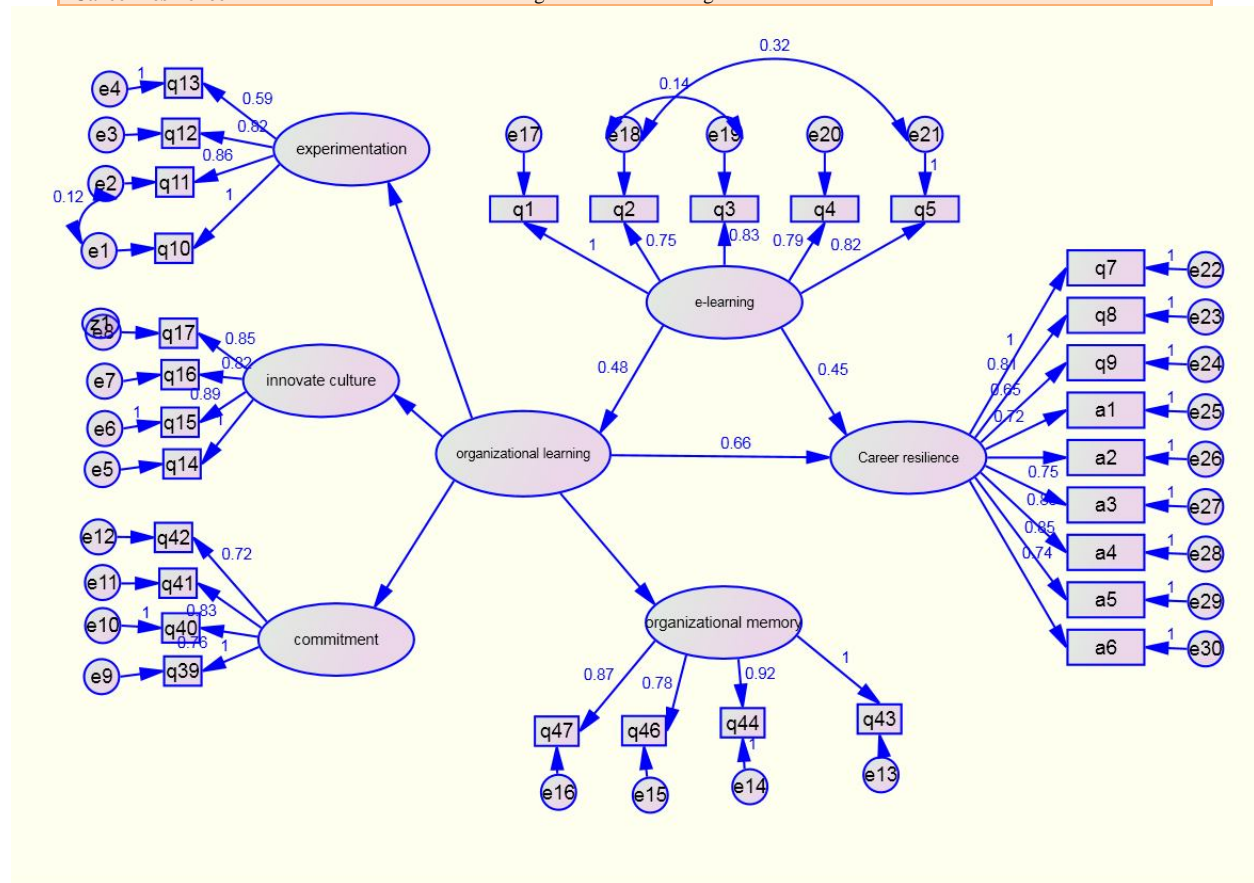


Figure 2:amos output

4-Conclusions

In this study the factors that influencing the career resilience were examined. The hypothesized model is tested employing structural equation modeling using AMOS. The overall fit of the model is acceptable. All the hypothesized paths are supported except Theoretical framework was suggested that some factors are associated with career resilience. The results provide valuable insights into understanding the factors that affect career resilience. The major findings and the implications are discussed as follows .Firstly, this study investigated impact of organizational learning on career resilience. the results indicate positive relationship between Career resilience and organizational learning .our findings show that with more organizational learning capability in organizations, there is more Career resilience .This finding is consistent that indicated that organizational learning is a key strategic resource to Career resilience Also findings show that there is sufficient relationship between E-learning and organizational learning. We argued that E-learning were mostly important and direct part of an organizational learning .evidence shows that E-learning has affected organizational learning in this study.. The findings confirm that using E-learning is essential in making organizational learning .also learning ability in organizations is effected by employee ability to use e-learning .the results of this study showed firms do not or cannot manage employees to enhance this power properly.

This finding suggests. E-learning can provide and enhance Career resilience between employees that enable employees to lets others to go beyond survival .It is “the ability to absorb high level of disruptive change while

displaying minimal dysfunctional behavior” (Conner, 1992, p. 6)., organizational learning plays an important role. Like other empirical studies, this study is not without its limitations. Our sample consisted of insurance companies in Isfahan may limit the generalisability of the results. The study can be strengthened by increasing the sample size as the data analysis results and findings may vary substantially when the sample size is increased or decreased.

Lastly, more factors or variables can also be included in the questionnaire as learning can be caused by many different aspects of the career resilience. With an increased sample size, a more detailed empirical study among independent variables and the variables that have multiple categories can be performed.

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