

Research Article

THE STUDY OF BARRIERS AND FACILITATORS OF LEARNING TRANSFER IN EDUCATION & TRAINING ORGANIZATION OF DISTRICT 2 IN TEHRAN

***Sana Safari¹, Mojgan Safari Fakhabi² and Fateme Mosleh³**

¹*Department of Educational Sciences, Payame Noor University, Tehran, Iran*

²*Department of Educational Sciences, Payame Noor University, Tehran, Iran*

³*Department of Business Administration Payame Noor University, Tehran, Iran*

**Author for Correspondence*

ABSTRACT

This study aimed to determine the barriers and facilitators of organizational learning transfer in second district of Tehran's Education & Training Organization. Due to limited statistical population, all the staff of the Education & Training Organization of district 2, Tehran (90 people) were included. In terms of purpose, this research is practical and in terms of method of data collection, it is a descriptive survey. Research tools include two questionnaires that are both research-made where the views of employees is measured using the 5 grade Likert spectrum and its reliability calculated by Cronbach's alpha was 0.625 which is appropriate in both barriers and facilitators. Its validity was confirmed by experts and professors. Method of data analysis in this research is descriptive and inferential statistics have been used in the Amos software. The results showed that barriers and facilitators are effective in the organizational learning transfer of Education & Training Organization of district 2 of Tehran and this affects the individual learning and organizational learning.

Keywords: *Personal Barriers, Organizational Barriers, Personal Facilitators, Organizational Facilitators, Education & Training Organization*

INTRODUCTION

Human is the most expensive and most effective capital of an organization. The limitations and problems of any kind are to be solved by the capable workforce. Empowerment is essentially related to trust, motivation, decision-making and breaking the boundaries between management and staff and it leads to efficiency, higher production; job satisfaction and reduced employee transfer in the organization (Yusefi, 1393).

Research Literature

Nowadays, organization managers want strong evidence of the effectiveness of the training courses beyond reaction and learning of training participants. They want to know how training courses improve organizational performance and why these changes in knowledge, skills and sights have little impact (Handy according to Najarian 1394).

Thus, centrism is a new pattern of learning. Therefore, organizations are higher successful that learn sooner and faster and better than their competitors. That is why the concept of learning organization and organizational learning have grown rapidly in recent years.

Organizations, instead of their traditional behavior of in its best shape, also involved in training become an organization that always learns meaning it uses its efforts to learn as a competitive advantage (Bernard, 2000).

An important question that arises in learning transfer and organizational learning is that what are the barriers and facilitators to learning transfer in organizations, especially the Education & Training Organization of district 2?

Because by recognizing these factors, learning transfer will be done better and faster and will lead to the development and success of this agency. Knowledge sharing is an effective force for organization survival; still the factors promoting this behavior among employees or encouraging them to do so are investigated poorly (Bok *et al.*, 2003).

Research Article

Learning transfer is effective in the success of the organization to create competitive advantage. By identifying and removing or restricting the barriers to learning transfer, we must create fertile ground for more learning.

Wong and Neo stated that knowledge sharing play a significant role in the success of knowledge management initiatives (Wong and Neo, quoted by Yusefi 1393).

According to the literature, several factors can be named as barriers and facilitators; some individual and some organizational and by removing the barriers and creating conditions for accelerated learning, learning transfer will happen which will leads to the growth of individuals and organizations and will provide growth and business excellence.

Learning transfer is defined as the ability to apply knowledge and acquired skills in a new situation. If the learner use his past skills and knowledge, his learning will happen faster and he will gain a deeper understanding of the task (Fa, 2010, cited by Dortaj).

Transfer is not an educational strategy for thinking, perception and information processing; but a foundation for all learnings. Without transfer, our daily thoughts and arguments will be disrupted. Transfer is in Charge of the easiest and most complex achievements of mankind (Haskell, 2001, cited by Dortaj).

After identification and review of organizational learning condition, we can plan for the organization to achieve optimal learning and create a learning organization in order to make it more dynamic and efficient and enable its effectiveness in achieving its great role in fulfilling the organization's goals. In other words, learning expands individual capacity to achieve the desired results (Najafi: Doroodi, 1388).

Change always is faced with numerous barriers and challenge. Barriers include individual and organizational barriers.

Individual barriers to learning are barriers that exist at one's own person and comes from he himself and can have numerous reasons.

Organizational barriers to learning are barriers that are created through the organization, including the organization's director, co-workers, plans, space and time and other factors created in the way of learning transfer.

Table 1: Main Barriers to Organizational Learning (Engelhard 2003)

Row	The Level of Learning	Type of Barrier
1	Individual	<ul style="list-style-type: none"> • Political behavior • Lack of sufficient capacity • Avoiding questioning • Differences in expectation from the role • Differences in supervisory ideas
2	Group	<ul style="list-style-type: none"> • Cultural control • Focus and bias on the part of the organizational unit • Informal networks of communication • Social gap • Different mental model of teamwork
3	Organizational	Organizational culture
4	All levels	Lack of trust

Research Article

There are driving forces that motivate learning in the organization. The main facilitators of organizational learning include interaction and communications that contain mode, direction and frequency of information flow between members of the group.

Job rotation and experience refers to the ability of actual job exchange among the members. Learning facilitators include individual and organizational facilitators. Individual learning transfer facilitators are factors that exist inside a person or are provided by the individual himself to facilitate the learning transfer that includes several reasons. Organizational facilitator are driving forces that motivate learning in the organization.

The main facilitator of organizational learning Include interaction and communications that contain mode, direction and frequency of information flow between members of the group. Job rotation and experience refers to the ability of actual job exchange among the members that include:

- ✓ Trans-sectional teams
- ✓ Everything that is allowed is not forbidden.
- ✓ Limited designing of jobs in a way that involves dialogues and resolving the problems.
- ✓ Accuracy for thought
- ✓ Alliances between companies
- ✓ Open learning
- ✓ The use of systematic thinking
- ✓ Scenario-based planning
- ✓ Regular assessment of mental patterns
- ✓ Learning Laboratories
- ✓ Learning in Practice

On the other hand; to accelerate organizational learning, it is essential to focus on individual and group skills in designing the continuous learning support structures. Managers at all levels of the organization must create and strengthen the right atmosphere for learning.

Errors and mistakes need to be seen as an opportunity to learn and the atmosphere of honesty and trust should govern throughout the organization.

Getting new ideas and taking the time to review the activities and measures are also reinforcing factors of organizational learning (Holt *et al.*, 2000).

In a study, Yaghubi (1391) examined the relationship between the applications of organization learning variables and demographic characteristics of Children's Medical Center staff and concluded that there is no significant relationship between work experience, type of activity, age and educational level.

Abbasi *et al.*, (1390) in a study entitled “Organizational Learning at the Agriculture Faculties of Tehran” indicated that organizational learning value among the agriculture faculty members of Tehran province is low and not desirable.

Mochet (2011) in a review named “the perception of managers from organizational learning and organizational innovation in WHO by George University” showed that organizational learning is associated with innovation and organizational learning among nurses is high.

Jo A (2005) in a study entitled “Study of organizational learning in hospital” showed that the training programs in hospitals facilitates individual learning but is not enough for organizational learning. Interdisciplinary teams are a good strategy to facilitate organizational learning and facilitating factors for organizational learning include individual learning, training, coaching, formal and informal learning, knowledge sharing, shared team learning vision, positive learning environment, systemic thinking and friendly change culture.

MATERIALS AND METHODS

Methodology

This research is an applied research and the method of data collection is descriptive survey. The study population included in this study were about 90 people, all employees of Education & Training Organization in district 2 of Tehran.

Research Article

To assess the barriers and facilitators of organizational learning, research-made questionnaires containing 40 questions (20 questions about organizational learning barriers and 20 questions related to organizational learning facilitators) were used.

Study reliability was calculated by Cronbach's alpha coefficient to be 0.625. The validity of this research was evaluated by proper professors.

In this study, data is analyzed using descriptive statistics (mean, standard deviation, frequency and charts) and inferential statistics (one-sample t-test and factor analysis).

Conceptual Research Model

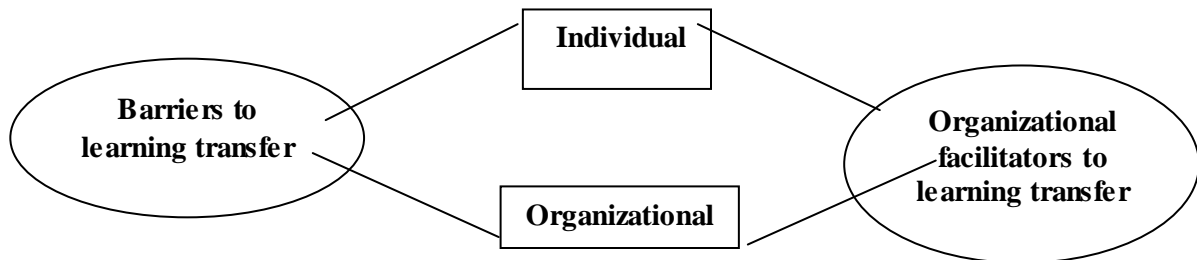


Figure 1: Conceptual Model of Organizational Barriers and Facilitators to Learning Transfer

RESULTS AND DISCUSSION

Findings

First, demographic characteristics are provided.

The Main Question: How high is the barriers and facilitators of learning transfer in education & training organization of district 2 in Tehran?

➤ The barriers to learning in the Education & Training Organization of district 2 of Tehran is about 60.65 from 100 in which average is higher than the average benchmark (50). According to the results of one-sample t-test, it can be said that difference between learning transfer barriers and average benchmark is significant and applicable to the target population.

So, we can say that the value of learning transfer barriers variable is higher than average in Education & Training Organization district 2 of Tehran.

➤ The value of learning transfer facilitators in Education & Training Organization of district 2 of Tehran is equal to 62.47 from 100 which is higher than the average benchmark (50). According to one-sample t-test results, the difference between average learning transfer learning transfer facilitators variable and average benchmark is significant and applicable to the target population. Therefore, it can be said that the value of learning transfer facilitators in the Education & Training Organization of district 2 of Tehran is higher than average.

First question: How is the situation of individual barriers of learning transfer in education & training organization of district 2 in Tehran?

Second question: How is the situation of organizational barriers of learning transfer in education & training organization of district 2 in Tehran?

Third question: How is the situation of individual Facilitators to learning transfer in education & training organization of district 2 in Tehran?

Fourth question: How is the situation of organizational Facilitators to learning transfer in education & training organization of district 2 in Tehran?

Factor Analysis

Barriers to learning transfer (by taking into account the questionnaire as a significant variable)

In table 9, factor load (lambda coefficient) and the amount of defined variance is observed. As it can be seen, significance corresponding to T was significant in all items.

In other words, items related to individual and organizational barriers to learning transfer reflect these variables very well.

Learning transfer facilitators (by taking into account the questionnaire as a significant variable).

Research Article

Table 2: Demographic Characteristics of Employees

Variable	Age				Gender		Education			Work Experience		
	20-30 Years	30-40 Years	40-50 Years	Higher than 50 Years	Female	Male	Diploma	Associate Degree	Bachelor Degree	Less than 10 Years	10-20 Years	20-30 Years
Cases	19	44	37	58	39	3	11	58	29	15.6	35.6	48.9

Table 3: Descriptive Results of the Barriers and Facilitators of Learning Questionnaire

Component	Average	Standard Deviation	Skewness	Elongation
Personal barriers to learning transfer	64.64	14.777	-0.161	-0.285
Organizational barriers to learning transfer	58.51	17.49	-0.167	-0.560
Barriers to learning transfer	60.65	15.568	-0.165	-0.501
Individual facilitators to learning transfer	64.37	16.213	-0.227	-0.137
Organizational facilitators to learning transfer	61.16	17.949	0.254	-0.465
Facilitators to learning transfer	62.47	16.216	-0.031	-0.346

Table 4: Results of One-Sample T-Test for Evaluation of Barriers and Facilitators of Learning Transfer

Variable	Average	Standard Deviation	T value = 50	Significance
Barriers to learning transfer	60.65	15.568	6.491	0.000
Facilitators to learning transfer	62.47	16.216	7.293	0.000

Research Article

Table 5: Results of One-Sample T-Test for Evaluation of Individual Barriers of Learning Transfer

Variable	Average	Standard Deviation	T Value = 50	Significance
Individual Barriers of Learning Transfer	64.64	14.777	9.401	0.000

Table 6: Results of One-Sample T-Test for Evaluation of Organizational Barriers of Learning Transfer

Variable	Average	Standard Deviation	T Value = 50	Significance
Organizational Barriers of Learning Transfer	58.51	17.488	4.617	0.000

Table 7: Results of One-Sample T-Test for Evaluation of Individual Facilitators to Learning Transfer

Variable	Average	Standard deviation	T Value = 50	Significance
Individual Facilitators to Learning Transfer	64.37	16.213	8.411	0.000

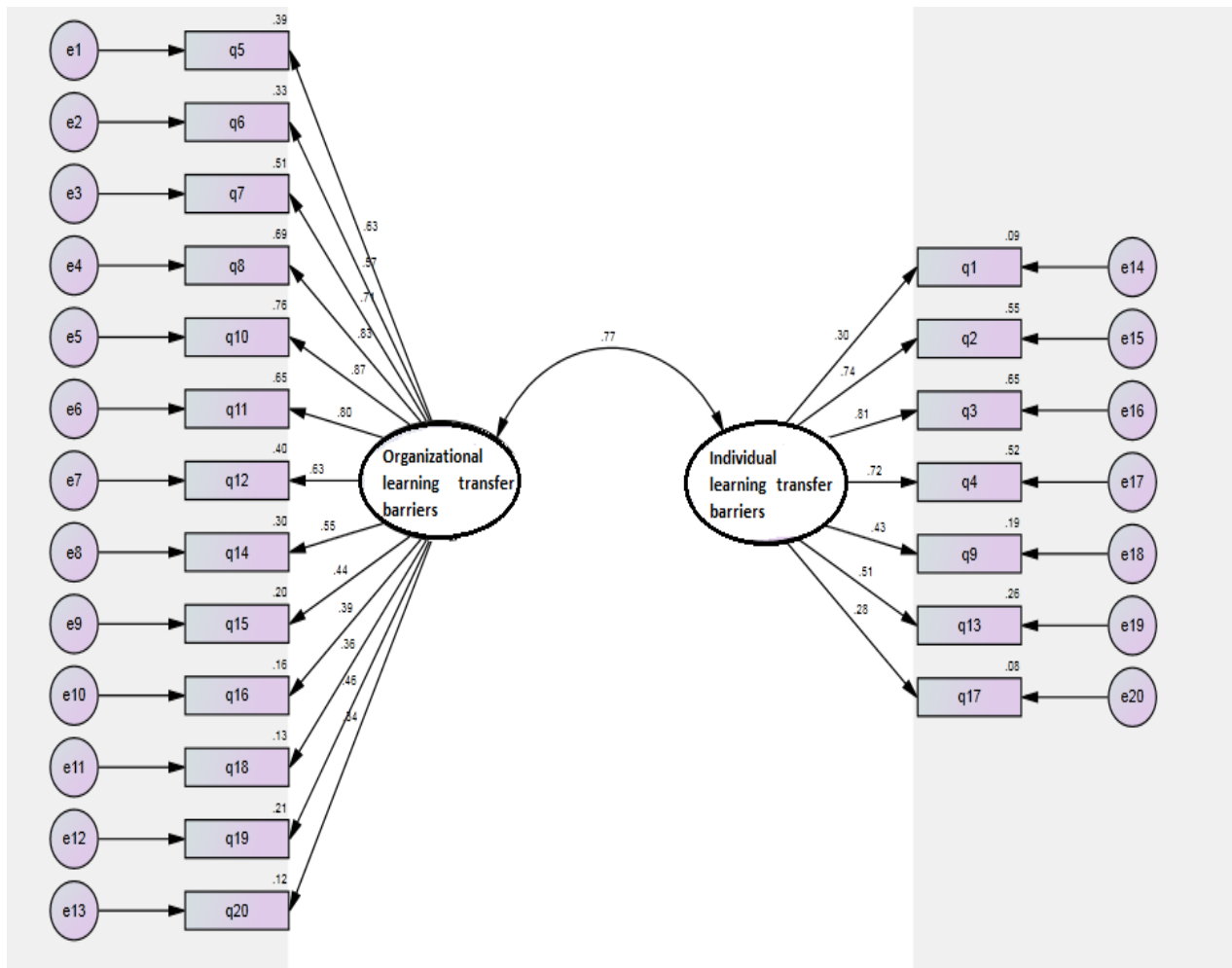


Figure 2: Conceptual Model of Learning Transfer Barriers

Research Article

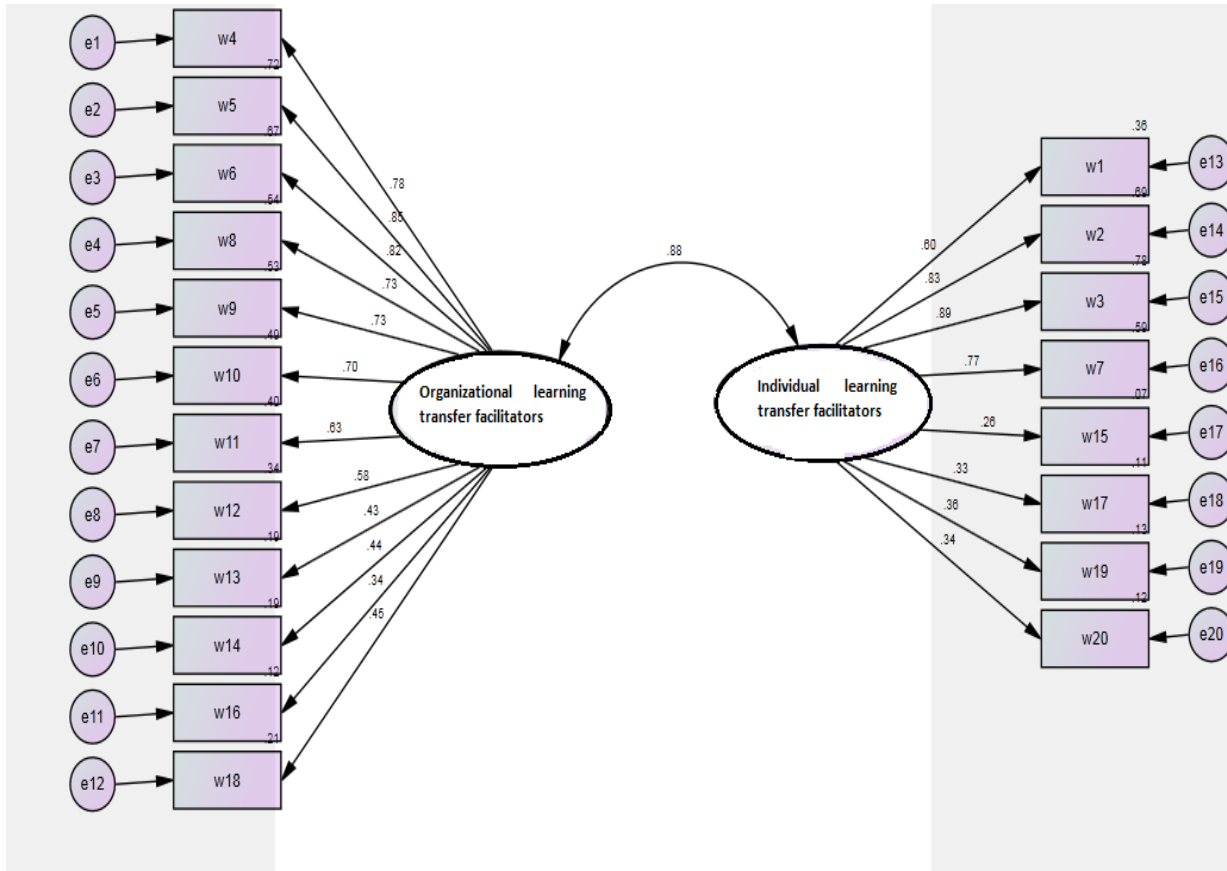


Figure 3: Conceptual Model of Learning Transfer Facilitators

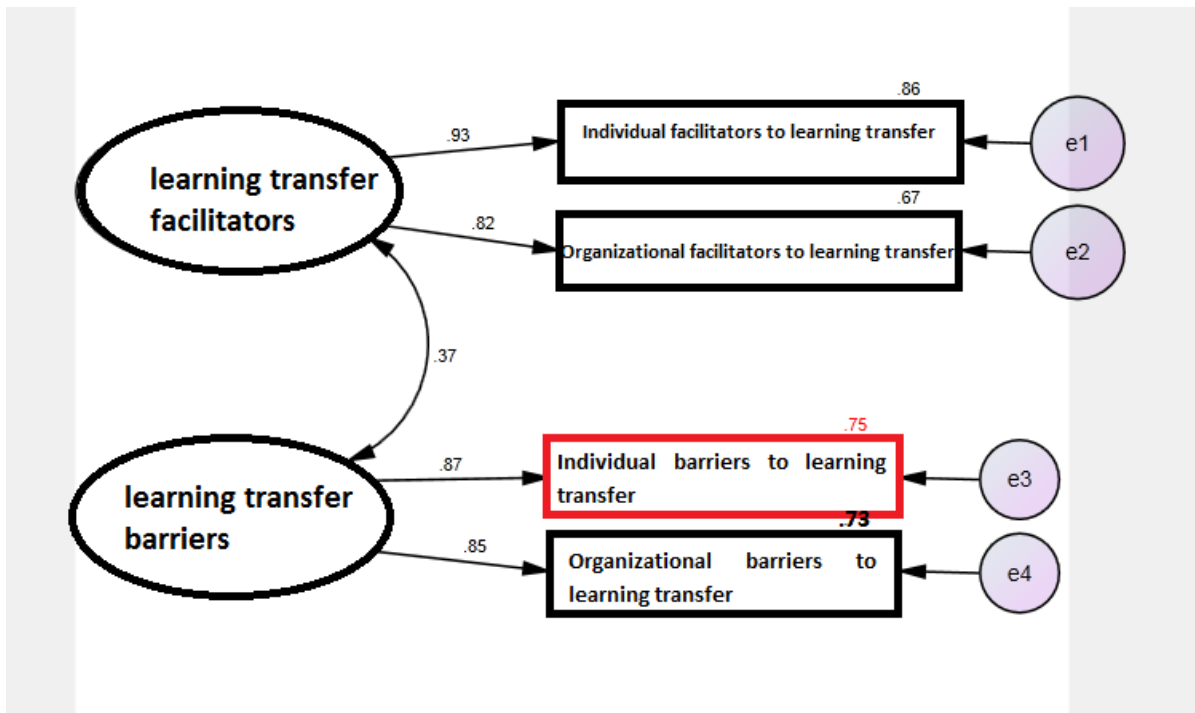


Figure 4: Conceptual Model of Barriers and Facilitators of Learning Transfer

Research Article

Table 8: Results of One-Sample T-Test for Evaluation of Organizational Facilitators to Learning Transfer

Variable	Average	Standard Deviation	T Value = 50	Significance
Organizational Facilitators to Learning Transfer	61.16	17.949	5.896	0.000

Table 9: Factor Loads (LAMBDA) and Variance Value of Barriers to Learning Transfer

Question	Factor Load (Coefficient)	(Lambda	C.R.(t)	Significance	Defined Variance
q1	.297	-	-	-	.088
q2	.743		2.602	.009	.552
q3	.809		2.633	.008	.654
q4	.724		2.593	.010	.524
q9	.432		2.273	.023	.187
q13	.509		2.397	.017	.259
q17	.277		1.844	.065	.077
q20	.341				.116
q19	.459		2.690	.007	.210
q18	.361		2.399	.016	.130
q16	.394		2.505	.012	.155
q15	.442		2.648	.008	.195
q14	.550		2.872	.004	.302
q12	.633		3.002	.003	.401
q11	.804		3.174	.002	.647
q10	.874		3.219	.001	.764
q8	.829		3.192	.001	.687
q7	.712		3.092	.002	.506
q6	.572		2.917	.004	.327
q5	.627		2.998	.003	.394

In the table 10, factor load (lambda coefficient) and the value of defined variance can be observed. As you can see, significance corresponding to T was significant in all items. In other words, items related to individual and organizational barriers to learning transfer reflect these variables very well. Barriers and facilitators of learning transfer (taking into account the individual and organizational variables as a significant variable)

Research Article

Table 10: Factor Load (Lambda Coefficient) and the Defined Variance of Learning Transfer Facilitators

Question	Factor Load (Lambda Coefficient)	C.R.(t)	Significance	Defined Variance
w18	.454	-	-	.206
w16	.343	2.682	.007	.118
w14	.439	3.198	.001	.193
w13	.434	3.183	.001	.188
w12	.583	3.769	.000	.340
w11	.632	3.921	.000	.400
w10	.703	4.114	.000	.494
w9	.726	4.164	.000	.527
w8	.735	4.188	.000	.540
w6	.818	4.355	.000	.669
w5	.847	4.405	.000	.717
w4	.775	4.274	.000	.601
w1	.602	-	-	.363
w2	.829	6.012	.000	.687
w3	.885	6.249	.000	.784
w7	.771	5.735	.000	.594
w15	.261	2.294	.022	.068
w17	.325	2.807	.005	.106
w19	.363	3.121	.002	.132
w20	.339	2.933	.003	.115

Table 11

Variable	Factor Load (Lambda Coefficient)	C.R.(t)	Significance	Defined Variance
Individual facilitators	.928	-	-	.861
Organizational facilitators	.817	3.944	***	.668
Individual barriers	.865	-	-	.749
Organizational barriers	.852	3.888	***	.727

In the above table, factor load (lambda coefficient) and the value of defined variance can be observed. As you can see, significance corresponding to T was significant in all items. In other words, items related to barriers and facilitators to learning transfer reflect these variables very well.

Results

Organizations as a collection of individuals and groups of people are at the risk of rapid environmental change and gain experience in the context of their actions and activities over time. In other words, organizations like people should also have the ability to learn. How high is the barriers and facilitators of organizational learning transfer in Education & Training Organization in district 2 of Tehran? Based on the results of research findings, in general, barriers and facilitators of learning transfer in district 2 of Tehran Education & Training Organization are effective in organizational learning of this agency. The value of barriers to learning transfer in district 2 of Tehran Education & Training Organization is 60.65 from 100 which is higher than average benchmark (50). According to one-sample T-test results, it can be said that the difference between mean variable values of learning transfer barriers were significant compared to average benchmark and can be generalized to the population. So, we can say that the value of barriers to learning transfer is higher than average in district 2 of Tehran Education & Training Organization.

Research Article

The value of facilitators to learning transfer in district 2 of Tehran Education & Training Organization is 62.47 from 100 which is higher than average benchmark (50). According to one-sample T-test results, it can be said that the difference between mean variable values of learning transfer facilitators were significant compared to average benchmark and can be generalized to the population. So, we can say that the value of facilitators to learning transfer is higher than average in district 2 of Tehran Education & Training Organization. The results of the study is in correspondence with Yaghubi (1394), Abbassi (1390), Mochet (2011) and Jo A (2005). The value of individual barriers to learning transfer in district 2 of Tehran Education & Training Organization is 64.64 from 100 which is higher than average benchmark (50). According to one-sample T-test results, it can be said that the difference between mean variable values of individual barriers to learning transfer were significant compared to average benchmark and can be generalized to the population. So, we can say that the value of individual barriers to learning transfer is higher than average in district 2 of Tehran Education & Training Organization. The results of the study is in correspondence with Yaghubi (1394).

The value of organizational barriers to learning transfer in district 2 of Tehran Education & Training Organization is 57.51 from 100 which is higher than average benchmark (50). According to one-sample T-test results, it can be said that the difference between mean variable values of organizational barriers to learning transfer were significant compared to average benchmark and can be generalized to the population.

So, we can say that the value of organizational barriers to learning transfer is higher than average in district 2 of Tehran Education & Training Organization. The results of the study is in correspondence with Michele Mochet (2011). The value of individual facilitators to learning transfer in district 2 of Tehran Education & Training Organization is 64.37 from 100 which is higher than average benchmark (50). According to one-sample T-test results, it can be said that the difference between mean variable values of individual facilitators to learning transfer were significant compared to average benchmark and can be generalized to the population. So, we can say that the value of individual facilitators to learning transfer is higher than average in district 2 of Tehran Education & Training Organization. The result of the study is in correspondence with Yun Jo A (2005).

The value of organizational facilitators to learning transfer in district 2 of Tehran Education & Training Organization is 61.16 from 100 which is higher than average benchmark (50). According to one-sample T-test results, it can be said that the difference between mean variable values of organizational facilitators to learning transfer were significant compared to average benchmark and can be generalized to the population. So, we can say that the value of organizational facilitators to learning transfer is higher than average in district 2 of Tehran Education & Training Organization. The results of the study is in correspondence with Abbassi (1390) and Yun Jo A (2005). If the barriers to learning transfer become removed or limited and organizational facilitators become strengthened, organizational learning also will grow with these measures and rise to its highest level. This will increase organization productivity and strengthen its competitiveness among its counterpart organizations.

Based on the present study, we suggest:

- Employee involvement in organization performance evaluation
- Systemic and coordinated changes in the organization
- Team building and team and individual evaluation
- Pathology of organizational individual and team performance

REFERENCES

- An Y-Y and Reigeluth CM (2005).** A study of organizational learning at small town hospital *Performance Improvement* **44**(10) 34-9.
- Bayra Ktaroglu S and Kutaniz RO (2003).** Transforming hotels into learning organizations: A new strategy for going global. *Tourism Management* **24** 149 154
- Dortaj F (1391).** *Psychology of Learning* First Edition, (Allameh Tabatabai University Press, Tehran).

Research Article

Halt GD, Love PED and Li H (2000). The learning organization: to word a paradigm for mutually beneficial strategic construction alliances. *International Journal of Project Management* **18** 415-521

Jaworski B, Kohli AK and Sahay A (2000). Market-Driven Versus Driving Markets. *Journal of the Academy Marketing Science* **28**(1) 45–54.

Najafbeigi R and Doroodi H (1388). Learning Organization Model in the Organization of Islamic Republic of Iran Broadcasting. *Cultural Management Journal* **3**(6) 22

Najarian F (1394). The role of education groups in empowering girls primary school teachers with AHP quantitative approach (Case Study of Education & Training Organization of District 2 of Tehran). Adult Education Master's Thesis, School of Education and Psychology, Tehran

Yaghubi M, Aqarahimi Z, Daryabeigi M and Javadi M (1391). The relationship between the application of the organization learning variables and demographic characteristics of Children's Hospital Medical Center staff. *Iranian Journal of Medical Education, Education and Health Promotion Special Issue* **9**(11) 1082-1074.

Youssefi R (1393). Review of organizational learning capability and barriers and facilitators from the perspective of Rrehabilitation centers staff in Tehran. *Journal of Rehabilitation* **15**(1) 13.