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The Effect of Organizational Learning Culture on the Innovation and Transformational Culture in Iranian Social Security Organization at the Cities of East Tehran Province

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Abstract: In our era that is the era of acceleration and speed, transformation and change, innovation has become as the basic requirement for complex and dynamic contemporary environment. Increasing competition, changing and international circumstances, innovation, creativity and Transformative became as inevitable prerequisite for growth, success and survival of modern organizations that characterized by dynamism, complexity and ambiguity. In order to overcome uncertainty, complex and dynamic situation, the only way is ahead of managers that is the empowerment of organization and employees through the acquisition of knowledge and skills and development of organizational learning culture. The purpose of this paper is to examine the impact of organizational learning culture on the culture of innovation and transformative development in Iranian Social Security Organization at the Cities of East Tehran Province and also represents and tests the innovation improvement model based on the influence of organizational learning culture. The method of research is a survey and sampling method is simple random. This study is applied research and it is a kind of descriptive and correlational research. Hypotheses of the research evaluate the effect of organizational learning culture on the culture of innovation and transformative development that the standard questionnaire was used for that purpose. In this study, the combined discovering - confirming approach and the structural equation model have been used. The results of the research indicate the strong meaningful relationship of organizational learning culture and innovation culture and transformative culture. Also, the results suggests the confirmation of 4 hypothesis that is the impact of the acquisition of information on the interpretation of the data, interpretation of the data on cognitive and behavioral changes, cognitive and behavioral changes on the innovation culture and corporate entrepreneurship and innovation culture on the development of technical innovations and significant executive and positive (direct), but the cognitive and behavioral changes has no significant effect on change and innovation in social organization of east provinces of Tehran. By strengthening the organizational learning culture in all three dimensions of data acquisition, interpretation of data and cognitive and behavioral changes can provide context of improve the culture of innovation and creativity in organizations.

Keywords: Organizational Learning Culture, The Framework of Competition Values, Innovation, Culture of Innovation, Organizational Transformative Development.

Introduction

Technical and business changes threat the organizational stability and modern management and it is facing to many challenges. Organizations are continually affected by competitive pressures and are forced to re-

evaluate with new innovations. Empowering of human activates potential capacities to take advantage of unending abilities resource and became practical on the functional ground. Complex and learner organizations relay on the learning associated with action, in order to joint learning with action, attention to corporate culture, culture of innovation and creativity is necessary in an organization that enhance the creativity and potential of employees in management. Innovation has always been essential for long-term survival and development of organizations and now even plays a more vital role in the future development of the market during the fast-paced. Certainly learning is the main source of competitive advantage. Learning is to change, in other words, learning must become change and positive change also become accustomed in any organization. In this regard, successful organizations have placed special hints and strategies for their priority of economic activity to achieve their goals that include the commitment to the culture of innovation and creativity and having insight into organizational culture. Today, management of human resources is so important that the other management issues are on the next steps and to develop human resources to create the conditions that the learning development is a basic necessity. That's why organizations are successful in the present day that all employee emphasis on culture of innovation and creativity and manager ask is to provide the right conditions of a culture of organizational learning. Organizational learning is a process and a set of actions that lead to the employees' learning and including special organizational behavior that impose in learner organizations. In these organizations, all learning conditions are provided for members and people always attempt to do what their learned. In addition, has built a strong culture in the real innovational organization in which stimulated the necessary of innovative behavior. Organizations that are able to learn, have better chance to understand the events and trends in the market as a result of learning organizations are often respond to new challenges more flexible and faster than competitors that this will enable organizations to maintain long-term competitive advantage.

The rapid development of technology affected all aspects of organizations, particularly service organizations and has created great change in the type of skills required by individuals and members of organizations. Due to the growth of globalization and consequence increase in competitions at the international level, it can also be realized the importance of creativity and innovation in organizations. One of the environmental values is the ability to create competitive advantage on the international stage of competition and one of the mechanisms is to create competitive advantage through process improvement and innovation in services of organizations. It is clear that staff must be empowered to deal with such a challenge that is growing in all directions. Due to the rapid and unexpected changes in the environment, the policies of the organization authorities, increasing external communication and organizations floating in a sea of rising global competition, need to change the structure and consequently that need to disseminate the culture of innovation and creativity in the organization's must be sense. Organizations to achieve the desired objectives and activities, in addition to financial capital, require qualified human resources in order to help organizations to forward the goals of the organization. Features, abilities, skills and motivation of staff are the feedback on the authority system of organization and directly will effect on the organization in order to achieve its goals. Organizations need to flexible employees, creator and inventor, responsible, self-control and capable to make right and fast decision that the inventor and empowerment employee are ready to accept and deal with such an environment. Rising customer expectations cause to increasing expectations of its employees and hierarchy not only to be grammatical under these conditions, but on the contrary, employees must learn to be creative, be autonomy within teams that enable administrators to perform traditional tasks, well-acted and accept more responsibility for their actions. The main idea behind this research is that organizational learning culture is very important when it's trying to improve creativity. This study points out that the organizational learning culture that act as a set of norms and values of the organization defined and suggested. The aim of thesis is to represent and test creative correction model. Therefore, the focus of this study is the impact of organizational learning culture on creativity (culture of innovation and creativity).

Due to changes in technology and business that threat organizational stability and modern management and faced with many challenges and also the fact that organizations are continually affected by competitive pressures and forced to reassess with new innovations, the need for innovation is felt in organizations. Innovation has always been essential for long-term survival and growth of organizations and even plays a more vital role for the future of the fast-paced evolution of the market (Santos-Vijande & Álvarez-González, 2007). The ability to innovate is one of the important factors that affect business performance. Organizational learning is a complex process which refers to the development of new knowledge and potential to change behavior (Huber, 1991; Slater and Narver, 1995). This process is respected due to dates that change individual and organizational behavior (Murray and Donegan, 2003). Many efforts have been done to define and practice the organizational learning culture in the past. Just a few studies have been conducted about some aspects of this issue in recent years (Kandemir and Hult, 2005). Similarly, studies are increasingly emphasis on organizational culture as an important factor for their innovation management (Khazanchee et al., 2007).

It should be noted that in the service sectors, the production including process in the Iranian Social Security Organization at the Cities of East Tehran Province, more innovation more related to organizational change rather than related to the procedures of the new product or product development.

The main objective of this study was to evaluate the impact of organizational learning culture on the culture of innovation and creativity at the Iranian Social Security Organization at the Cities of East Tehran Province. This research indicates that organizational learning culture lead to superior innovation and creativity.

Secondary objectives of the study are:

- Represent and test innovation development model base on the effect of organizational learning culture in Iranian Social Security Organization at the Cities of East Tehran Province.
- Help to organizations in order to formulate appropriate strategies to increase organizational learning culture that lead to superior creativity. The main application of this research is the possibility to investigate the effect of organizational learning culture on the innovation and creativity culture in Iranian Social Security Organization at the Cities of East Tehran Province. Also, it can be try to planning to reach the aims of the research by using the results of the research.
- The results of the research help to clarify the effectiveness and efficiency of organizational learning culture application in workplace innovation.
- Promote and reinforce innovation culture and creativity as a key element in dynamic productivity and market competition

Review of the literature

Organizational Learning: Religions especially Islam has been much emphasis on teaching and learning, as far as the first verses revealed to the Prophet Muhammad (PBUH) on teaching and learning and emphasize its importance (verses 1 to 5 of Alagah chapter). Organizational learning defined as the first time by March in 1963, discussed and analyzed until the early 1990s in which Vick and Roberts presented a new definition of it.

Types of learning: Experience and testing can be defined as much as considering new ideas and suggestions and treated with the sympathy and compassionate. Experience, including testing new ideas, being curious about how the equipment works or changes in business processes is done, the. Experience includes new ideas testing, be curious about how the equipment work or changes that be done in working processes. Experience includes research for innovative solutions of problems based on the possible use of methods and separate procedures and distinct concept of organizational learning ability that can be either internal or external.

The concept of organizational learning

All human beings are born with the ability to learn and through learning that they are compatible with the changing and gradually changing environment. Learning leads to new insights and concepts. This often happens when we have effective measures to do and when we discovered and corrected our mistakes. Morgan and Ramirez (1983) suggest about the organizational learning that organizational learning occurs when members of the organization used learning in order to solve a common problem with which they encountered with it. According to their needs and characteristics, any organization developed the most appropriate learning method. In addition, Clegg et al (2005) suggest a view that does not observe learning as something that is done for the organization or as the work that the organization done, but it is considered as something mutual learning and accelerate the fundamental unstable and yet pragmatic that concepts may be understand the value and price of the dynamics of organizational life. So in the long-term development, organizational learning may be possible in order to maintain a constant and stable growth of profit and dynamic learning in a variety of different organizations, including the nature and stages of development. On the other hand, Kim (1993) describes learning as a process to acquire, interpret and apply new knowledge.

The definitions of organizational learning

Such as organizational culture, organizational learning is very complex and difficult with respect to the diversity of perspectives under consideration in the scientific literature concept. Several attempts have done to define of organizational learning and various aspects of it. Because of the importance, organizational learning has a number of different definitions in this context. In order to provide only some of them, Senge (1990) defined organizational learning as "a continuous test experience and turn it into knowledge accessible across the entire organization and related it defines the mission.

Different perspectives on organizational learning

From a strategic standpoint (Watkins and Marsick, 2003), the development of organizational learning culture starts from individuals and completed through the organization and fits in the structure of organization. Organizational learning depends on organizational goals, the culture of sharing and communication between the systems, structures and organizational culture to achieve learning outcomes. Many studies suggested that organizational learning culture can improve individual, team and organizational learning and therefore improve organizational performance (Egan et al., 2004). Their experimental study suggests a model that the socio-technical processes of knowledge management and organizational learning culture can create dynamic organizational capabilities and core competencies.

Organizational learning process

Three variables involved in the process of organizational learning include data acquisition, interpretation of data and cognitive and behavioral changes.

Acquisition of information: Organizational learning process begins by collecting information from both internal and external sources. When sufficient importance allocated, the three following dimensions to allow employees permanently update relevant information base on its work. The purpose of data acquisition is to reduce uncertainty (Daft and Langley, 1986).

Interpretation of the data: Information should be given the means. "Interpretation process involves translating events and developing models to understand the contents, meaning expression, and collected and conceptual plans". The purpose of information interpreting is the reduction of uncertainty related to information. The uncertainties can be associated with the variety of explanations and is inconsistent with the current situation.

Cognitive and behavioral changes: Organizational learning reflected in "associated changes" claimed that "learning is fundamentally around the change." If any cognitive and behavioral changes have not occurred, in fact the organizational learning did not happened and the only thing that remains untapped potential to improvement. Can be said that, "organizational learning occurs when there is a change in the contents that conditionality, the belief in the ideas of the people who are on those beliefs are shared within the organization.".

The definition of innovation

Innovation can be a new product or service, new technology, new procedures or performance of a new management strategy in an organization. Researchers have identified eight elements of organizational innovation culture:

1. Innovation mission and vision statements;
2. Democratic culture, communication components without a hierarchical chain in order to attract and retain talented individuals who are necessary for follow-up experience and innovation (Hamel, 1999)
3. Innovative forms of secure environments that allow innovation mysterious and ambiguous process;
4. Flexibility;
5. Cooperation in all over the various organizational border;
6. Sharing and learning within and across all business units and unions can be an effective way to promote joint innovation (Do Long and Fahey, 2000);
7. Designs and incentive programs established on work teams can foster a culture of innovation;

And 8.The leadership required encouraging innovation that to this aim, having big dreams, achieving flexible definition from business and your habits and tested work experience.

The concept of organizational innovation

More literature on innovation, focused on technological innovation and thus favor limited vision, organizational innovation studies have been criticized. However, the concepts of "innovation" and "organization" are important in organizational theory. The most common important distinction is between product innovation and process innovation. The organizational innovation often added to these two basic types. Business organizations are trying to create value and thus achieve competitive success. Innovation in an organization gives meaning to acceptation of the new ideas and behaviors. Innovation for an organization can be a new product or service, new technology, new procedures or performance of a new management strategy. More successful innovations as a result of gradual changes in concepts and technology are applied consistently over time.

The relationship of organizational learning and innovation

The modern organizations are very unstable in business environment and constantly are changing to continue their activities. In these organizations, there is a constant need for change and learning at the individual, team, organizational and inter-organizational level. Organizational learning is concerned as one of the most promising concepts in organizational modern management literature. According to the Gas "the ability to learn faster than your competitors may be the only competitive advantage to keeping that you have." Although the above mentioned studies on the relationship between organizational learning and innovation focus their different perspectives, more of them found a positive relationship between them. Organizational learning is "about the extent to which encourage the organization innovation, acquired knowledge and abilities to develop its business. Orientation to innovation assesses the ability of managers to encourage employees to submit innovative ideas in order to enhance the competitiveness of enterprises ". Many efforts have not been done in order to define and practice of organizational learning culture. For instance, Watkins, and Marsik (2003) developed analytical framework of learning organization in which they used in the study by Egan et al (2003) as an alternative to a culture of learning. After that, it seemed that from the fact that organizational learning culture and learning implicitly intertwined have been neglected.

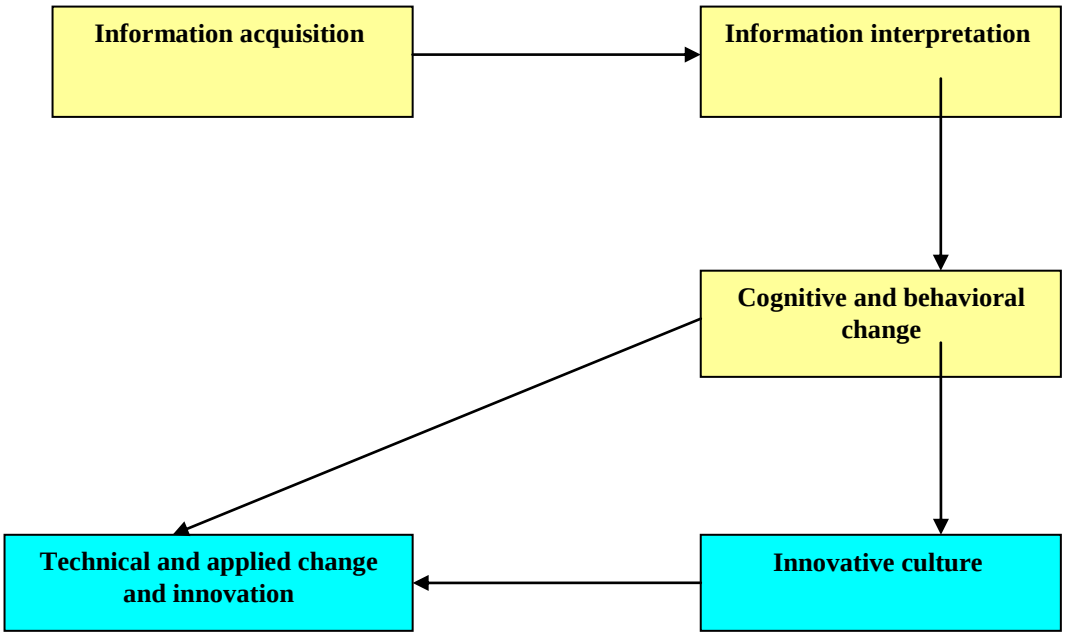

Figure 1. Conceptual model.

Hypotheses of the research

First hypothesis: the acquisition of information has a significant (direct) impact on the interpretation of the Iranian Social Security Organization at the Cities of East Tehran Province.

The second hypothesis: the interpretation of data has significant (direct) impact on cognitive and behavioral changes in Iranian Social Security Organization at the Cities of East Tehran Province.

The third hypothesis: cognitive and behavioral changes have significant (direct) impact on the culture of innovation in Iranian Social Security Organization at the Cities of East Tehran Province.

The fourth hypothesis: the culture of innovation has significant (direct) impact on the development and innovation (innovation, technical and administrative), Iranian Social Security Organization at the Cities of East Tehran Province.

Fifth hypothesis: cognitive and behavioral changes have significant (direct) impact on the development and innovation (innovation, technical and administrative), Iranian Social Security Organization at the Cities of East Tehran Province.

Material and Methods

In order to validate the measurement and modeling tools of structural relationships among the different structures of organizational learning culture and organizational performance, we have used a combined exploratory - approved approach. At first, data were analysis for exploratory factor (see Appendix B) that may provide an initial insight, but does not provide one-dimensional explicit test. In addition, we apply confirmatory factor analysis by using LISREL 8.50 software package. Coordination should be a way that was assumed by the theory. Stability composites a set of indices to measure premise and consistent with the underlying structure. Finally, our structural equation models were used to test the structural relationships between structures. In order to appropriate assess of the world, there are many appropriate indicators. Evidences and documents of the research support the need of more using one index.

The statistical population and sample selection: The population in this research is the employee of the Iranian Social Security Organization at the Cities of East Tehran Province with high school diploma, associate degree, bachelor's degree and PhD who is 210 people and 136 persons considered base on Cochran's sampling among them and 140 questionnaires were completed and returned. In this study, statistical sample was selected randomly.

Research tools and data collection: Library Studies: In the current study, library method was used to collect and compile the literature on the subject. In this way a variety of relevant articles in English as well as Farsi theses is used at universities.

Questionnaire: In an ongoing study of organizational culture: data acquisition, interpretation of data and cognitive and behavioral changes is considered variable. In order to collect data in this study, two standard translated questionnaires were used to measure organizational learning culture and creativity and innovation. In order to assess assumptions, questionnaire with valid and reliable structure was used (see Appendix A). In order to measure the dimensions of organizational learning, organizational learning culture that includes data acquisition, interpretation of data and cognitive and behavioral changes is measured. Both questionnaires with five options and respondents to choose one of the options strongly agree, agree, somewhat agree, disagree, strongly disagree, provided their opinions about the questions. Scale data in the questionnaires, including scores ordinal scale of five ratings 1, 2, 3, 4, 5, is designed for options. On the whole, however we move amounts to the high levels, indicating that it is better from the standpoint of respondents. An example of the questionnaire presented in the appendix.

Measures of organizational learning culture: As was discussed in the literature review, So we can see that the concept of organizational learning culture is made up of three structures: data acquisition, interpretation of data and cognitive and behavioral changes.

Scales of organizational change and creativity: Creativity and organizational change as we find a set of two structures: a culture of innovation and technical innovation and performance. The culture of innovation has a structure with five items, while innovation is the second order structures of innovation products and services (technical) innovation process (performance). Technical innovations are measured by using nine items, while innovations cognitive performance measured with four items.

Results

Research variables

Table 1 shows the variables involved in this study. In this study, three variables involved in the process of organizational learning are examined that include data acquisition, interpretation of data and cognitive and behavioral changes and changing the culture of innovation and creativity, technological innovation and performance.

Table 1. Research variables.

Raw		Indexes	Numbers of questions	Amount of questions
1	Organizational learning	Information acquisition	Information acquisition Question 1 to 5	15
		Information interpretation	Information interpretation Question 1 to 13	13
		Cognitive and behavioral change	Cognitive and behavioral change Question 1 to 14	14
2	Creativity and innovation	Creativity, development and innovation of services	Creativity, development and innovation of services Question 1 to 9	9
		Creativity, development and innovation of process (performance)	Creativity, development and innovation of process Question 1 to 4	4
		Innovative culture	Innovative culture Question 1 to 5	5

The validity of research

In this study, after the design of the questions, the questionnaire was provided for professor of public administration to confirm. After confirming again the questionnaire to ensure further verification of knowledge by management and documenting research center of planning and development of Iranian Social Security Organization at the Cities of East Tehran Province and tried as much as possible the questions designed brief and clear and without any ambiguity. At the end, the final questionnaire was designed and distributed among employees.

Table 2. Cronbach's alpha reliability.

Crounbach Alpha	Number of questions	Number of samples
0.9275	60	30

If questionnaire is stable that Cronbach's alpha greater than 0.7 and whatever the value is closer to 1, the questionnaire has higher reliability. In recent questionnaire alpha value equal to 0.9275 that is bigger than 0.7 and questionnaire is stable and we can start statistical operations on the questionnaire. In order to evaluate hypotheses, previously valid and reliable questionnaire structure was used. In this study, the bulk of data obtained through the questionnaire oriented to a questionnaire was respected and designed and administered by the following structure (see Annex for the questionnaire). The questionnaire consisted of 60 questions whose have been proposed in five main components, the following table shows these factors and the number of questions each.

Table 3. Indicators of reliability.

Indexes	Number of questions	Cronbach's alpha
Information acquisition	15	0.7310
Information interpretation	13	0.8503
Cognitive and behavioral change	14	0.9332
Creativity, development and innovation in performance	13	0.92
Innovative culture	5	0.6873

Demographic description of the sample

Table 4. Description demographic.

Characteristics	Class	Frequency	Frequency percentage
Gender	Male	103	78.5
	Female	37	21.5
Total		140	100
Education	B.A	28	14
	Bachelor degree	89	55
	M.A and student	23	31
Total		120	100
Work experience	10 Years	45	22.5
	10-20	71	51
	20-30	24	26.5
Total		140	100

Inferential statistics

Descriptive statistics (including the least points - the highest score - mean - standard deviation) for the items of index data acquisition

Table 5. Descriptive statistics (including the least points - the highest score - mean - standard deviation) for the items of index data acquisition.

Items related to information acquisition	The least score	The most score	Mean	SD
A1 (question1)	1	5	3.64	1.094
A2 (question2)	1	5	3.45	1.008
A3 (question3)	1	5	3.57	0.937
A4 (question)	1	5	3.33	0.941
A5 (question5)	1	5	2.87	1.000
A6 (question6)	1	5	4.04	0.887
A7 (question7)	1	5	3.78	1.130
A8 (question8)	1	5	3.60	0.858
A9 (question9)	1	5	3.35	1.039
A10 (question10)	1	5	3.33	1.048
A11 (question11)	1	5	3.14	1.079
A12 (question12)	1	5	3.73	0.995
A13 (question13)	1	5	2.25	1.074
A14 (question14)	2	5	3.74	0.728
A15 (question15)	1	5	2.94	1.070

The above table shows the descriptive statistics related to items index acquisition of the information in the questionnaire. The highest rating score is given to Question 6 in the scale data acquisition (our rivals are very important source for learning new techniques and services). Most standard deviation related to Question 7 (specializes in providing services for hiring new staff is an important criterion) and the lowest standard deviation related to the acquisition of information Question 14 (in the organization, most of the teaching staff organized within their organization).

Table 6. Descriptive statistics (including the least points - the highest score - mean - standard deviation) for the items of index data interpretation.

Items related to information interpretation	The least score	The most score	Mean	SD
B1 (question1)	1	5	3.47	1.047
B2 (question2)	1	5	3.73	0.936
B3 (question3)	1	5	3.59	0.918

B4 (question4)	1	5	3.45	0.921
B5 (question5)	1	5	3.70	0.946
B6 (question6)	2	5	3.67	0.872
B7 (question7)	1	5	3.75	0.936
B8 (question8)	1	5	3.74	0.879
B9 (question9)	1	5	3.90	0.958
B10 (question10)	1	5	3.43	1.108
B11 (question11)	1	5	3.30	1.214
B12 (question12)	1	5	4.34	0.936
B13 (question13)	2	5	4.24	0.887

Above table shows descriptive statistics of items in the questionnaire. The highest rating given to question 12 is the detailed questionnaire (How the subordinate information are more, his performance will be better in organization). Most standard deviation related to Question 11 (e-mail in organization helps to interpret the information) and the lowest standard deviation of Question 6 (written, notes, letters, etc. helps to interpret the information in the organization).

Table 7. Descriptive statistics (including the least points - the highest score - mean - standard deviation) for items cognitive and behavioral changes index.

Items related to cognitive and behavioral change	The least score	The most score	Mean	SD
C1 (question1)	1	5	3.43	1.105
C2 (question2)	1	5	3.79	0.999
C3 (question3)	1	5	3.75	0.826
C4 (question4)	1	5	3.79	0.969
C5 (question5)	1	5	3.76	1.069
C6 (question6)	1	5	3.74	1.081
C7 (question7)	1	5	3.76	1.010
C8 (question8)	1	5	3.71	1.307
C9 (question9)	1	5	3.59	1.244
C10 (question10)	1	5	3.40	1.299
C11 (question11)	1	5	3.61	1.008
C12 (question12)	1	5	3.71	0.989
C13 (question13)	1	5	3.76	0.943
C14 (question1)	1	5	3.58	1.019

The above table shows descriptive statistics index related to cognitive and behavioral changes in the questionnaire items. The highest rating given to Question 2 (Quality of Service) and 4 (technical performance) are cognitive and behavioral changes in the questionnaire. Most of the standard deviation related to the Question 8 (employee satisfaction) and lowest standard deviation related to the Question 3 (the number of services provided by the organization).

Table 8. Descriptive statistics (including the least points - the highest score - mean - standard deviation) for items and executive creativity and technological innovation index.

Items related to executive creativity and technological innovation	The least score	The most score	Mean	SD
D1 (question1)	1	5	3.14	1.003
D2 (question2)	1	5	3.15	1.024
D3 (question3)	1	5	3.29	1.033
D4 (question4)	1	5	3.33	1.157
D5 (question5)	1	5	3.26	0.970
D6 (question6)	1	5	3.09	1.085
D7 (question7)	1	5	3.02	1.067
D8 (question8)	1	5	2.74	1.110

D9 (question9)	1	5	3.05	1.052
D10 (question10)	1	5	3.49	0.852
D11 (question11)	1	5	3.36	1.089
D12 (question12)	1	5	3	0.996
D13 (question13)	1	5	2.91	1.137

The above table shows descriptive statistics related to creativity and innovation, technical and administrative items in the inventory index. The highest rating given to Question 10 in the questionnaire, creativity and technological innovation and executable. The highest and lowest standard deviation (SD) are question 4 to question 10 (development of new channels for delivery of services in our organization is an ongoing process).

Table 9. Descriptive statistics (including the least points - the highest score - mean - standard deviation) for the items of innovation culture index.

Items related to innovation culture	The least score	The most score	Mean	SD
E1 (question1)	1	5	2.92	1.080
E2 (question2)	1	5	3	1.158
E3 (question3)	1	5	3.26	1.019
E4 (question4)	1	5	3.61	0.942
E5 (question5)	1	5	3.18	1.091

Descriptive statistics table of items in the questionnaire shows innovation culture index. The highest rating given to question 4 in the questionnaire innovation culture. Most standard deviation is Question 2 (management is actively searching for new ideas) and the lowest standard deviation is Question 4 (people for new ideas that do not work are not punished). Studying the effect of independent variables on the dependent variables in the model Confirmatory factor analysis

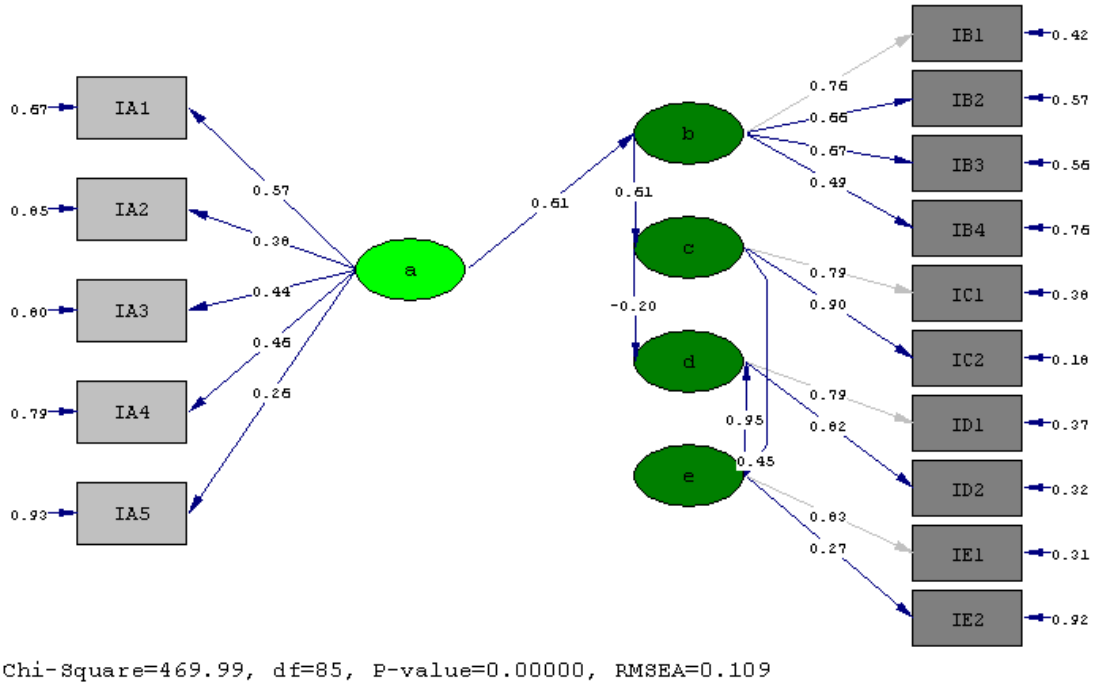

Figure 2. Effect of independent variables on the dependent variables in the model (confirmatory factor analysis).

The above chart shows the measurement model in a standard estimate. The results (see Figure below) indicate that the model is inappropriate. According to LISREL output value X2 of the degrees of freedom equal to 5.53 is more than 3, which value is inappropriate. High levels of this indicator over the difference between the

conceptual models with observed data research. The output, the RMSEA = 0.109 show for a model that is greater than 08/0. In addition, the RMSEA index decreases, the model is a better fit. We have to correct the action and after a few steps to achieved correct models. The independent variables on the dependent variables after correction model**.** Confirmatory factor analysis after correction model.

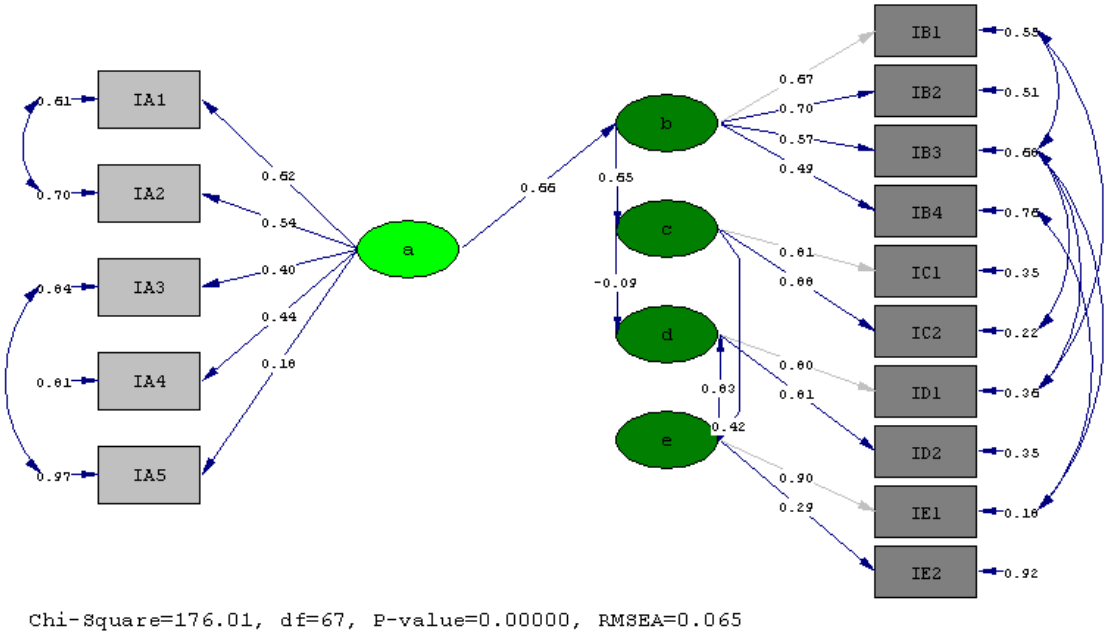

Figure 3. The effect of independent variables on the dependent variables after correction model (confirmatory factor analysis after correction model).

The above chart shows the measurement model is corrected in the standard estimate. The results (the lower part of figure) indicate the suitability of the model. According toX2 output, the amounts less than 3 degrees of freedom equal to 2.63 and that is a good value. This indicator represents the difference between the low, low conceptual model with observed data research. The output show the RMSEA = 0.065 for the model which is smaller than 08/0. In addition X2, the RMSEA index decreases, the model has a better fitness.

Table 10. Approved Model.

Indexes	Reported amount
k-score	176.01
Degree of freedom	67
k-score to Degree of freedom	2.63
RMSEA	0.065
GFI	0.94
AGFI	0.90
NFI	0.90
NNFI	0.89
IFI	0.93
CFI	0.93

As you can see, based on the above model has a good fitness. As you can see, the degree of freedom chi-square value is smaller than the number 3. The RMSEA value equal to 0.065 and less than the 08/0 index (GFI - AGFI - NFI - NNFI - IFI - CFI) are all greater than or close to 0.90. Then the model clearly demonstrated and confirmed. However, we discussed the using of the standard rate of value t and the effect of independent variables on the dependent variables of the model. Studying the effect of independent variables on the dependent variables in the model and test hypotheses

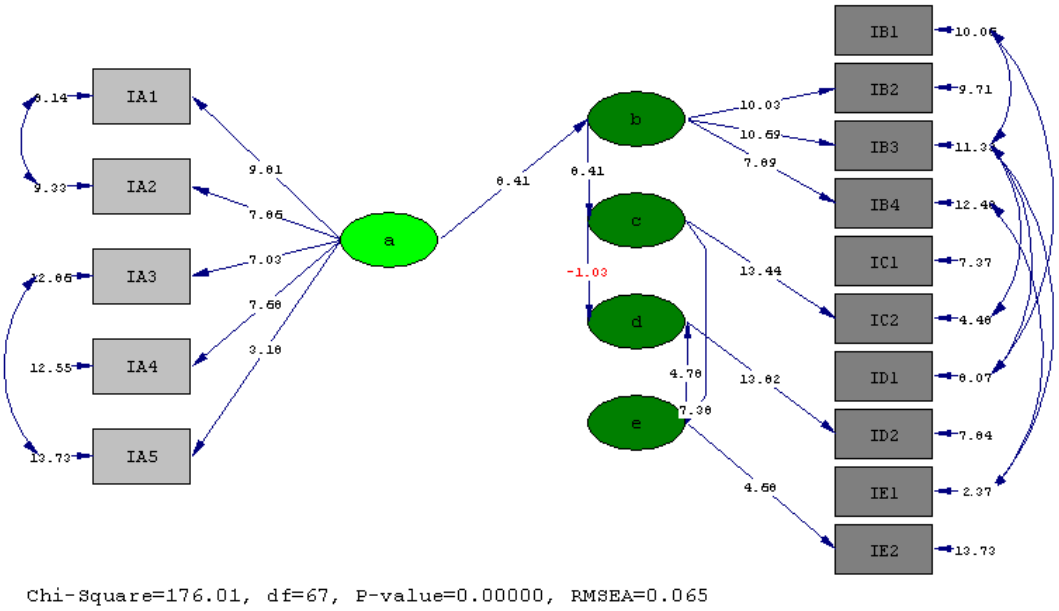

Figure 4. The effect of independent variables on the dependent variables in the model to test hypotheses.

Table 11. Study the research hypotheses.

Hypotheses	Research questions	Table amount	T statistic	Result
Hypothesis 1	Impact of information acquisition on the information interpretation in Iranian Social Security Organization At The Cities Of EastTehran Province	1.96	8.41	Approved
Hypothesis 2	Impact of information interpretation on the cognitive and behavioral changes in Iranian Social Security Organization At The Cities Of EastTehran Province	1.96	8.41	Approved
Hypothesis 3	Cognitive and behavioral changes on the culture of innovation in Iranian Social Security Organization At The Cities Of EastTehran Province	1.96	7.38	Approved
Hypothesis 4	The impact of culture on creativity and innovation, technical innovation in Iranian Social Security Organization At The Cities Of EastTehran Province	1.96	4.78	Approved
Hypothesis 5	Cognitive and behavioral changes on creativity and innovation, technical and administrative districts in Iranian Social Security Organization At The Cities Of EastTehran Province	1.96	-1.03	Rejected

Discussion and Conclusions

Conclusions about the hypotheses: (1) acquisition of information has a significant effect on the interpretation of information in Iranian Social Security Organization at the Cities of East Tehran Province. The relationship between data acquisition and data interpretation was confirmed. Information acquisition has a significant effect on the information interpretation, i.e. the effect is strong, statistically is significant and positive (direct) (41.8 = absolute t) and the effect is equal to 66%.

How the organizations are better to information acquisition would be more understand obtained. In other words, learn to positively affect the interpretation of the information that is something other than the ability to identify opportunities for entrepreneurship. So it can be concluded that the acquisition valuing different kinds of information led to a better understanding and interpretation of the data. Conclusions about the hypothesis (2): interpretation of the data has a significant impact on cognitive and behavioral changes in Iranian Social Security

Organization at the Cities of East Tehran Province. The relationship between interpretation and cognitive and behavioral changes were confirmed.

The high level of importance assigned to interpret information on different channels (face-to-face, e) of the cognitive and behavioral changes leading to better performance (effect = 65%), which means that the most learning were occurred. So it can be concluded that the interpretation of data has significant impact on the cognitive and behavioral changes.

Hypothesis 1 and 2 show that organizational learning is a process that information as raw materials are transformed into action. Organizations that reward value to systematic approaches to organizational learning, as a result of the importance of the acquisition of information (operational, tactical and strategic) emphasize both external and internal source. Data acquisition and interpretation of data statistically has significant (much) strong and direct impact on organizational learning culture on innovation.

Conclusions about the hypothesis (3) cognitive and behavioral changes have a significant effect on the culture of innovation in Iranian Social Security Organization at the Cities of East Tehran Province. The relationship between cognitive and behavioral changes and innovation culture was confirmed. Cognitive and behavioral changes would mean transforming words into action and take advantage of the opportunities that bring an end to the cycles of organizational learning.

Conclusions about the hypothesis (4): culture, creativity and innovation has a significant effect on technological innovation and implementation of Iranian Social Security Organization at the Cities of East Tehran Province. The relationship between the culture of innovation and creativity and technological innovation and implementation was approved. So it can be concluded that organizational learning culture through the direct positive impact on innovation, innovation culture (Hypothesis 3 and 4).

Conclusions about the hypothesis (5) cognitive and behavioral changes have no significant effect on creativity and innovation, technical and administrative districts of Iranian Social Security Organization at the Cities of East Tehran Province. The relationship between cognitive and behavioral changes and innovations, creativity and technical and administrative organization of social security Counties East Tehran was not confirmed. Obviously, the positive effects of organizational learning culture appear in terms of technological innovation and increased performance both directly and indirectly through innovation culture. The structure of cognitive and behavioral changes are statistically has no significant effect on creativity in model of the cognitive and behavioral changes has no significant effect on creativity and innovation (innovation, technical and administrative), of Iranian Social Security Organization at the Cities of East Tehran Province.

According to the results, the index of cognitive and behavioral changes among in the index, plays an important role in creativity and innovation, but as mentioned in the analysis in this study cognitive and behavioral changes as one aspect of organizational learning culture was not significant cities on creativity and innovation, technical and administrative staff of Iranian Social Security Organization at the Cities of East Tehran Province and less than average, so, it is essential that the level of cognitive impairment, and behavioral components to optimum level and above the average is because cognitive and behavioral changes in the performance of organizations is essential for effective learning. Make positive changes in the way people behave and understand their internal and external environments can have a positive impact on the culture of innovation and technical innovation and implementation, so it should be provided a positive change in the way people behave in Iranian Social Security Organization at the Cities of East Tehran Province and also the understanding are created the internal and external environments. In order to promote a culture of organizational learning in the cognitive and behavioral changes in employees' Iranian Social Security Organization at the Cities of East Tehran Province can be used to raise the level of this component in improving job satisfaction, organizational climate and strengthening the organizational culture, as it tried to perform encourage creativity and can create positive perception of the organization's people, the following recommendations are presented:

- Try to reduce environmental pressures and improve employee job satisfaction
- Attention to the average productivity of employees
- Try to improve the technology and speed of performance
- Improve the overall atmosphere of organization
- Improve the personal relationships between senior management and employees
- Raising the level of staff understanding of the organization's strategic directions and major problems
- Attention to the effectiveness of information systems within the organization as well as the effectiveness of group meetings
- Enhance the quality of services provided by Iranian Social Security Organization at the Cities of East Tehran Province to customers in order to increase the number of services
- The introduction of new methods of marketing in the organization

According to the results of the research, in order to strengthen the creativity and innovation in the in Iranian Social Security Organization at the Cities of East Tehran Province that is due to the culture of organizational learning can be mentioned the following points:

In the field of creativity and innovation in services:

- Should tried to introduce new services, in Iranian Social Security Organization at the Cities of East Tehran Province is the first organization to enter the market.
- Always have tried to defend the point of view of customers, the new service organization is often seen as a new service.
- It should be noted the new service in the position to earn a share of resources in the market to raise resources against new competitors.
- Must always be emphasis on the organization's efforts to show more creativity in the field of new insurance services.
- Should be emphasis on the development of special and exclusive services in the organization.
- Organizations need innovative insurance services, in accordance with the market demands and to improve, enhance the quality of insurance services and the development of new faster services.
- The organization must be flexible and able to provide special services according to customers' demands.

In the field of process innovations:

- Efforts to develop new channels for the provision of services in the organization
- To handle customer suggestions or complaints by urgency and great care
- Emphasis on creativity and innovation, leadership and introduce them to the organization
- Utilization of marketing innovations better than competitors

In the context of fostering a culture of innovation should be noted the following points:

- Offers about innovation must be received by the organization.
- Management is actively searching for new ideas.
- Innovation should not encounter resistance.
- Who's that do not work because of new ideas will not be blame.
- Managers in organizations support new ideas, practices and processes to promote innovation.

Information acquisition in order to strengthen the learning culture in the organization should consider the following points:

- The staff should be considered as a source of very important information.
- Previous decisions very useful source of information for decisions to be current.
- The competitors as a very important source for learning services and new ways to be considered.
- Specializes in providing services for hiring new staff is an important criterion.
- Top managers of the important decisions to seek information or advice from sources outside the organization (for example, hiring experts).
- Bonuses to employees who are the source of quality information.
- Sending staff to seminars, workshops and conferences with the aim of gaining information.
- Recruitment of experts whose job is related to the search for critical data services outside the organization and use of reports prepared by the experts as a source of very important information.

Better interpretation of data as another dimension of organizational learning culture, and thus help improve organizational learning culture should be considered following points:

- Pay more attention to communication in the organization
- Utilization of effective community meetings to better interpretation of the information in the organization
- Seminars, conferences and workshops in the organization
- Use Snapshots experts
- Pay more attention to the hierarchy of the organization
- The use of intranet and e-mail in the round table
- Efforts to enhance executive and middle managers in the organization to raise the organization's performance
- Attention to the information transmitted by the heads of the employees in a simple and useful way.

Conflict of interest

The authors declare no conflict of interest

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