

Identification and explanation of organizational services from the point of view of work and health care system experts in a mixed method

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Abstract

Extracting barriers to organizational learning can be effective in improving the healthcare system. The current research has been carried out to identify and explain the barriers to organizational learning from the point of view of employees and experts in the healthcare system. The research has been carried out with the mixed approach of explanatory sequential follow-up on the employees and experts of the health care system of the public sector. The statistical sample in the quantitative phase (first phase) includes 206 people who were included in the study by census method. In the qualitative phase (second phase), 30 experts of the organization were selected purposefully and until theoretical saturation. Data was collected in the quantitative phase with a questionnaire and in the qualitative phase with a semi-structured interview. Quantitative phase data analysis was done with descriptive statistics and Spss and Amos software. The reliability of the questionnaire using Cronbach's alpha coefficient is higher than 0.75 . Experts were used for face validity and construct validity was evaluated through confirmatory factor analysis. In the qualitative phase, Brown and Clark thematic analysis and Maxqda2018 software were used. In the quantitative phase, it was determined that organizational learning barriers have a positive and significant relationship with all its components. The employees stated that the most important of these obstacles were resistance to new ideas in the organization and not having the opportunity to apply the learned materials. In the qualitative part, 25 codes, 13 sub-themes and 6 main themes including cultural barriers, work pressure, weakness in training, lack of resources for ideas and programs, neglecting the principle of competence and old work methods were obtained. Obstacles of workload, lack of resources for ideas and programs, and old ways of doing work were common in the quantitative and qualitative sectors. The themes of cultural barriers, weakness in education and neglect of the merit principle also developed the results of the quantitative section. This study identified some barriers to organizational learning. It is suggested that these findings be used to improve learning in healthcare organizations.

Keywords: barriers to organizational learning, mixed sequential explanation, health organizations, structural equations

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1 Introduction

The world around us is full of turmoil, uncertainty and change. Today, an event or decision in one part of the world can quickly affect the environment of organizations in other parts of the world. To respond appropriately, organizations have to distance themselves from the traditional approaches of the past decades and discard old habits, methods and ideas. Organizations must be constantly ready to face new situations in the present and future. The world today is not the same as the world of yesterday, nor will the world of tomorrow be the same as the world of today. Today's situation is the result of yesterday's decisions, and our future will be determined by today's decisions. To achieve the desired future, we must learn, forget and learn again. Organizations also learn like humans, and this learning can be individual or group. Organizational leaders and managers must continuously learn how to adapt to a changing environment. Individual learning is no longer enough. Achieving sustainable success requires learning and adaptation throughout the organization. Organizational learning can help improve the performance of organizations in challenges and changes. There is a close relationship between organizational learning and the learning organization. Some people relate the origin of the learning company or learning organization to the 1920s, but clearly around 1958, the term organizational learning emerged as an interdisciplinary term in the world's scientific literature. This term gradually gained attention in scientific communities. The defence of supporters and criticism of critics put organizational learning on the path of growth and evolution. In 1997, the Harvard Business Review identified the learning organization as one of the key business ideas of the past 75 years. Business Strategy Magazine (September 1999) named Peter Sange one of the 24 most influential people in business strategy of the past 100 years. One of the criticisms is that there is still no consensus on the concept of organizational learning at the international level and several definitions have been presented. The variety of definitions has confused, so that some researchers refer to it as a "forest of organizational learning" [44]. Another criticism is that the usefulness of the concepts of organizational learning and learning organization is still questionable for all types of organizations [13]. Proponents of organizational learning and the learning organization introduce it as the factor of adaptation and prosperity of organizations in today's challenging era, they consider the goal of organizational learning to reach the learning organization and, in the next step, the learning society. Organizational learning and learning organization is one of the competitive advantages of organizations. Organizational learning involves all people and organizational groups in the fate of that organization and provides factors for the survival and prosperity of the organization now and in the future. Organizational learning is an organizational management strategy to improve planning [19]. Some others point to the positive effect of organizational learning on innovation performance [7]. Some studies consider organizational learning to open the way for innovations in theory and practice [35]. It has also been stated in research that organizational learning while facilitating the achievement of high performance, is also an effective predictor for performance [22]. The results of the studies conducted in the country indicate that the issue of learning organizations and organizational learning is not yet comprehensively and clearly stated and understood by organizational managers, especially in health-oriented organizations. One of the reasons can be found in this. The subject searched that the practical experience of the organization was not available for the academics and they discussed the issue of organizational learning and the learning organization more among their academic colleagues and did not focus on its benefits for the managers of organizations and companies, so they said little in this regard. and have written less. On the other hand, managers have looked at this issue as a completely academic discussion and have not had effective communication with academics.

What is important is that the discussion and research should be directed to a path that maximizes the organizational learning capacity and the learning organization and identifying and removing the obstacles in front of them is prioritized and becomes a continuous process. Considering the advantages that have been proposed in many researches for organizational learning, it is not logical to remain indifferent to them. Therefore, research and study in this field will be valuable and beneficial. Western management theories have characteristics that are not necessarily the same as management in other regions. Organizational learning in the international context needs local research [41].

Therefore, research on this subject with local context can be the beginning of good things in domestic organizations. Researches such as the present research can be a factor to reduce the gap between academic insight and the application of this theory in practice. The results of this research can be useful in the decision-making of policy makers and planners, especially in health-oriented organizations. Because, researchers have found that providing health care requires new and more efficient methods. It can be useful to set up an organizational learning cycle in healthcare organizations. If we want to take steps in the direction of organizational learning, the ground must be provided, one of the primary and important steps is to identify the barriers and facilitators of organizational learning. However, identifying learning barriers is not always easy [15]. But identifying and removing the obstacles on the way of the learning organization are considered important, because negligence and tolerance with it causes chaos and distress of the organization and frustration of the employees [33]. Several barriers to organizational learning have been identified. Sange, as the creator of the learning organization, says in the book *Dance of Change*: inappropriate evaluation of

people's performance is one of the serious limitations of learning. In this book, ten challenges for sustainable change in learning organizations are mentioned. Each of these challenges is caused by limitations in learning and change [39]. Peter Senge believes that obstacles in organizational learning are caused by deep habits of thought and action that are acquired during the course of development [37]. Marquardt considers the main obstacles to organizational learning to be paperwork, pleasant supervisor supervision, poor communication, poor leadership, and rigid hierarchy [24]. In some organizations, factors such as political and diplomatic obligations and strictly regulated tasks have been mentioned as preventing the realization of organizational learning and the learning organization [13].

Several researches refer to organizational learning process and learning organizations as inevitable competitive tools. For this reason: 1- This research can contribute to the learning cycle in health-oriented organizations by identifying learning barriers in the organization. 2- By specifying the important obstacles of organizational learning, this study has increased the existing knowledge in this field and can be effective for improving health policy and have a positive effect on the quality of services provided to the beneficiaries. 3- Internal studies in this field have been done mostly quantitatively. In this article, the sequential explanatory mixed method is used, for this reason, the results of this study can be richer and deeper and be a step in the direction of converting employees' tacit knowledge into explicit knowledge. In this research, while explaining the obstacles, solutions to overcome these obstacles have been extracted; Therefore, this research has been conducted with the aim of identifying and explaining the important barriers to organizational learning from the perspective of employees and experts of the health care system in the health and treatment network of Islamabad Gharb city.

2 Theoretical foundations and research background

Jones and Hendry have claimed in an article that the origins of the learning company or learning organization go back to the 1920s, according to them, the term learning organization was coined in 1988 by Hayes and colleagues in America and in the same year by Pedler and colleagues in England [17]. But what is clear is that in 1958, the concept of organizational learning was proposed by two researchers named Berends, Boersma and Weggeman [6]. After that, Siret and March discussed the term organizational learning as an organizational phenomenon in 1963 [6, 43]. Daft and Weick in 1965 stated that organizational learning should be considered as a set of interactions between adaptation at the individual or group level and adaptation at the organization level [9]. Deft and Wick proposed a three-stage organizational learning process, including the stages of monitoring (gathering information), interpreting (making sense of data) and learning (action taken) [9]. Huber defined organizational learning as changing the range of potential behavior through information processing. In his study, he explained the four structures of knowledge acquisition, information distribution, information interpretation and organizational memory and mentioned them as structures and processes related to organizational learning [16]. In the thought of Argeris Organizational learning is the process of discovering and correcting errors [3]. Argeris considered the inability to detect errors and unpleasant truths as a result of defective organizational learning. He believed that by activating double-loop learning, organizational ruin can be prevented [4]. In double-loop learning, in addition to discovering and correcting errors, basic assumptions, norms, procedures, policies and current goals are also questioned and corrected. From the point of view of Fiol and Lyles, organizational learning is the process of improving performance through better knowledge and understanding [12]. Dixon states that organizational learning refers to system learning instead of learning at the individual level, she divided the organizational learning literature into five areas of information acquisition, information distribution and meaning making, organizational memory and information interpretation [10]. Nonaka presented organizational learning as a dynamic process in the form of a model. They considered the three levels of individual, group and organizational learning and the relationship between them and considered four sub-processes to be involved in the creation of collective knowledge. The sub-processes include discovery, interpretation, participation and institutionalization. Japanese researchers presented a matrix for four possible interaction outcomes between explicit knowledge and tacit knowledge. They believed that knowledge is created by individuals and the organization plays a decisive role in enhancing it. They presented the dynamics of knowledge creation in the form of a spiral model, in their opinion, new knowledge is created through a continuous dialogue between tacit and explicit knowledge [30, 31]. From the point of view of Loon Ho and McShane, organizational learning is the improved ability of the organization to acquire, disseminate and use knowledge in order to adapt to the changing external environment [20]. Bisten and Hamman believe that understanding individual learning processes is necessary to understand the learning process of organizations. According to them, organizational learning enables organizations to transform individual knowledge into organizational knowledge [5]. Linda Argote and colleagues divide organizational learning into four processes: search, knowledge creation, knowledge retention, and knowledge transfer. They consider organizational learning to be a process through which the experience gained from doing a task is transformed into knowledge, which in turn is used by the organization. changed and is effective on its future performance [2]. Although some people believe

that organizational learning is always evolving and is a factor that creates new techniques to efficiently respond to dynamic and destructive changes, but some others believe that many of today's trends work against learning in the organizational environment [34]. Identification should be done at three individual, group and organizational levels [11]. Learning barriers should be identified and then reduced or eliminated. This issue can be reminiscent of the definition of Argyris, who considered organizational learning to be the process of discovering and correcting errors. Just as there is no consensus among experts on the definition of organizational learning, there is no consensus on the concept of a learning organization either. Some people do not differentiate between the concept of organizational learning and the learning organization [42]. This group of researchers consider these two concepts as two sides of the same coin [36]. From the point of view of some, the concept of organizational learning and learning organization are not synonymous terms. This category believes that organizational learning is the current processes, while the learning organization is the ideal state of the organization [32]. In other words, a learning organization is an organization in which organizational learning takes place correctly. But the fact is that despite the commonalities and similarities, these two concepts also have differences. The focus of organizational learning is on the process, but the focus of the learning organization is on the organizational form. The approach in organizational learning is descriptive and in learning organization is normative. The goal of organizational learning is to build theory and the goal of the learning organization is to increase organizational performance. The key question in organizational learning is: How does an organization learn? While the key question in the learning organization is: how should an organization learn? The target group in organizational learning is academics, and the target group in the learning organization is employees and consultants [32, 14]. Organizational learning is the ability of an organization to gain insight and understanding from experience through experimentation, observation, analysis, and willingness to review successes and failures. It should not be assumed that any type of organization can be a learning organization. In times of great change, only organizations with the necessary characteristics will excel. Every person has the ability to learn, but organizational structures and systems do not automatically lead to reflection and interaction. There may be psychological and social barriers to learning and change. Or people may lack knowledge management tools to understand the situation they are facing. In this case, the learning organization is an ideal. Organizations must grow by creating motivation, meaning, and opportunity. The literature on learning organizations focuses on action and coordination using strategies and tools to identify, promote and evaluate the quality of learning processes. Whereas, the focus of organizational learning is on collecting and analyzing the processes involved in individual and collective learning within organizations. That is, organizational learning is an activity and a process that ultimately brings organizations to the ideal of a learning organization [40]. If an organization wants to become a learning organization, its leaders should make the continuous identification of learning barriers and their elimination among the most important and valuable efforts of themselves and their employees. It should be accepted that learning at the individual level is not enough to face challenges such as globalization, technological advancement and knowledge-based economy [41]. The emergence of the organizational learning school goes back to the efforts of academic experts such as Chris Argyris and Peter Senge and prominent business and business managers such as Aryeh Dogus, Bill O'Brien and Ray Stata. In the early 1980s, a research program called "Systems Thinking and the New Management Style" was implemented at MIT. It turns out that Peter Senge and his colleagues are included in the text of this program. This MIT research program led to the formation of a "Center for Organizational Learning" around 1990. In 1997, Peter Senge, as the president and founder, established an association called "Organizational Learning Association". This association currently has many branches in the countries of the world.

As a systems thinking scholar, Peter Senge has published articles and books on learning organizations and has done much to advance the concept. He considers systems thinking as the foundation of the learning organization. Peter Senge humbly states in his book *The Fifth Commandment* that I do not claim any right to invent the five principles that are presented in this book, he considers these principles to be the result of experiences, writings and inventions of hundreds of people. What I've done, he says, is that I've studied these principles over the years, refined them, and applied them to various institutions. However, the thinkers of our time call Peter Senge the father of learning organization theory. Today, the name of Peter Senge and the concept of learning organization are associated. Peter Senge distinguishes between adaptive learning and generative learning using a systemic approach. He considers both learnings necessary and believes that what differentiates is generative learning and considers it important to have a vision to achieve it. He considers the new task of leaders to build a learning organization, and has investigated their new role in organizations and has raised the issue of decentralization of the role of leaders [38].

Senge and Peter [15] in his book *The Fifth Commandment of Creating a Learning Organization* states that a learning organization is an organization in which people are continuously developing their capacity to obtain the results that they really want. A place where new thinking patterns are nurtured, a place where group desires and aspirations are realized, and finally a community where people continuously learn how to learn together. Peter Senge has stated the principles of the learning organization as follows:

- Systematic thinking
- Individual mastery
- Mental models
- Creating a common vision
- Team learning

Senge introduces systemic thinking as the fifth commandment; Because he believes that the five commandments should be developed as a whole unit [38].

For an organization to achieve continuous learning, it must be able to improve existing systems and principles (single-loop learning), it must develop the capacity to question these processes (double-loop learning), and it must have the capacity to learn how to learn (double-loop learning). in order to achieve continuous learning [21]. The learning organization removes structural barriers to learning, creates enabling structures, and takes care of learning assessment and development. It invests in leadership to assist individuals in finding purpose, in removing personal barriers, and in facilitating structures for individual learning and receiving feedback and benefits from learning [27]. In the learning organization, employees continuously acquire new knowledge and share new knowledge and are willing to use that knowledge in making decisions or doing their jobs [8]. The learning organization as a guiding vision that presents an image of the organization as an open and powerful learning organism. The learning organization facilitates and strengthens the learning ability of its members in an inspiring environment. The learning organization increases its capacity to change, adapt, improve and compete [42].

3 Research methodology

The present research is practical in terms of purpose and based on survey strategy. This case study is cross-sectional in terms of time horizon. The approach used is deductive-inductive. Data collection was done in the quantitative stage (first stage) through a standard questionnaire and in the qualitative stage (second stage) through a semi-structured interview. Integration, integration and interpretation of data were done in the results section. The strategy used in this research is the use of Creswell and Clark’s sequential explanatory mixed design [8]. In researches that are conducted with the sequential explanatory mixed method, the quantitative stage precedes the qualitative stage. Figure 1 provides an illustration of this design.

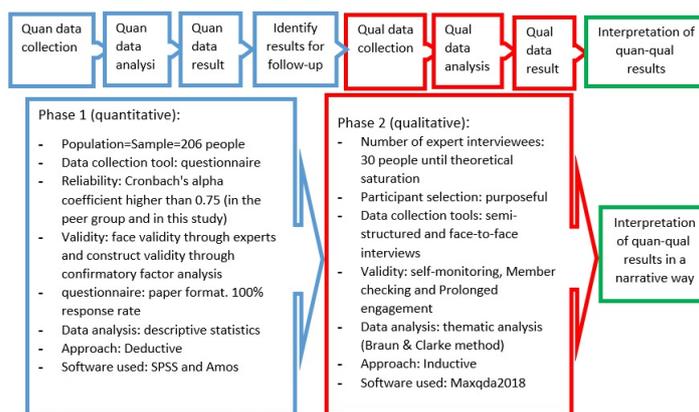


Figure 1: The methodology model of the current research using sequential explanatory combined method. Source: the authors based on the sequential combination method of Creswell and Vicki [8].

Quantitative phase of research (first phase):

The statistical population includes all employees of the health care system in the West Islamabad health and treatment network in the year 1400-1401, who have at least a post-diploma degree and have at least one year of work experience. West Islamabad health and treatment network is the largest health and treatment network in Kermanshah province after Kermanshah city. Islamabad Gharb city has two cities. Islamabad Gharb and Hamil city. There are 58 health centers, 8 comprehensive urban and rural health service centers, 6 urban and rural health centers, 2 medical

diagnostic laboratories, 8 pharmacies, 1 water laboratory, 1 behavioral disease control center, and a health education center in the West Islamabad health and treatment network complex. , a health higher education complex and 17 headquarters units (Including: family health and midwifery groups, occupational health, environmental health, health education, pharmaceutical affairs, planning and expansion, communicable diseases, non-communicable diseases, school health, mental health, statistics and documents, nutrition, pharmaceutical and pharmacy affairs, laboratory, There is disaster risk reduction, oral and dental hygiene, health school, behavioral disease prevention center. Sampling is by census method and the sample is equal to the population and includes 206 people specialized in various health and treatment trends.

Data collection was done with the questionnaire of the 12th volume of Moghimi and Ramezan’s educational management book [26]. This questionnaire has had good validity and reliability in previous researches. According to the Cronbach’s alpha coefficient, the reliability of the article was 0.76, and its formal and content validity was also confirmed by the Lauche method[28]. Although the questionnaire was standard, before starting the present study, the reliability of the questionnaire was measured by Cronbach’s alpha method through a sample of 51 people from the same people outside the statistical population, the reliability coefficient was higher than 0.9. In the present study, reliability was obtained using Cronbach’s alpha coefficient method in Spss software higher than 0.9. In order to achieve a 100% response rate, questionnaires were delivered and received in person. In order to prevent the production of defective questionnaires, control of demographic information and completed items was carried out immediately. The questionnaire had a 5-point Likert scale and included the ranges: I completely agree, I agree, I have no opinion, I disagree, and I completely disagree. The questionnaire had two parts: demographic information and questions. Demographic information includes gender, place of service, age, education, service history, type of employment and marital status of the participants. This questionnaire had 20 items, it was used for the content and form validity of the questionnaire from the point of view of professors and expert experts, in total it was ensured that the questionnaire items adequately measure the concept; Confirmatory factor analysis was used to measure the validity of the construct, the results indicated the appropriate validity of the questionnaire. Spss and Amos software were used to analyze the quantitative data.

Qualitative phase of research (second phase):

The participants in the qualitative stage included 30 experts of the organization who also participated in the quantitative stage. The participants were selected with a purposeful method until theoretical saturation was reached. The basis for the selection of participants was having multiple experiences in relation to organizational learning. On average, the time devoted to the organizational learning barriers interviews lasted 25-35 minutes. Interviews were recorded, reviewed and typed on the same day. The interview protocol was developed using the opinions of experts, supervisors, and consultants for the qualitative part. In this research, the methods of review by the researcher, review by the participants, and long-term engagement with the subject were used for the validity of the interviews for credibility. The 5W1H technique (what, who, where, when, why, how) was used in the interview. All interviews were conducted face-to-face by the researcher. The interviews were analyzed by thematic analysis (theme analysis) and based on the six-step method of Brown and Clark. MAXQDA2018 software was used to analyze the interviews. To calculate the reliability, another person who specialized in qualitative content and method was used as the second coder. Five interviews were randomly selected and given to the second coder. Using the possibility in MAXQDA2018 software, the percentage of agreement and Kappa coefficient were extracted for five interviews. The output of the software showed that the percentage of agreement and Kappa coefficient were within the desired range.

Table 1: Kappa coefficient values and coder 1 and 2 agreement percentage based on the output of MAXQDA2018 software

kappa coefficient	Percentage of agreement between two coders	All codes	Disagreement between two coders	Disagreement between two coders	Agreement	
		a+b+c	c	b	a	
0.91	91.43	70	5	1	64	Interview 4
0.71	75	16	3	1	12	Interview 12
0.87	88.37	43	0	5	38	Interview 22
0.87	88	50	3	3	44	Interview 28
0.91	91.36	81	1	6	74	Interview 30

source: research findings

4 Data analysis and findings

Findings of the quantitative part (the first stage of the research):

First, the demographic characteristics of the statistical sample are presented in the quantitative section as described in the following table.

Table 2: Demographic information of the first part (quantitative phase)

Percentage and frequency by gender		Percentage and frequency with the separation of educational degrees				Average age in years	Average work experience in years
Female	Man	Associate Degree	Bachelor's degree	Master's degree	Doctorate		
84	122	22	133	31	20	38.2	12.8
40.8%	59.2%	10.7%	64.6%	15%	9.7%		

(source: research findings)

The data collected from the questionnaire was analyzed by descriptive statistics method. Table number 3 shows the mean, standard deviation and correlation between research variables. The questions of the questionnaire are: 1- Daily work pressure of employees 2- Lack of time for planning 3- Lack of time for learning feedback 4- Lack of time for introducing new ideas 5- Lack of physical space of the organization for discussion and exchange of ideas 6- How employees interact in the organization 7- Lack of resources to implement new ideas and programs 8- Lack of internal cooperation in the organization 9- Habit and desire for old ways of doing things 10- Lack of support from senior managers 11- Resistance to new ideas in the organization 12- Resistance of people who are not interested in learning 13- Not having the opportunity to apply learned material 14- Lack of support from colleagues for new ideas 15- Lack of awareness of the manager about useful changes to be realized Organizational strategy 16- Resistance of managers in front of training programs 17- Unwillingness to take risks 18- Lack of support from managers for the work done 19- Excessive change and transfer of employees 20- Ineffective ideas of training programs in the area of employee responsibility

Table 3: Average standard deviation and correlation between research variables in the quantitative phase

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Mean	S. D		
Q1	1																					3.21	1.028	
Q2	.729**	1																					3.25	0.995
Q3	.729**	.702**	1																				3.24	0.952
Q4	.724**	.718**	.707**	1																			3.26	0.992
Q5	.707**	.744**	.706**	.743**	1																		3.28	1.039
Q6	.691**	.695**	.689**	.622**	.725**	1																	3.24	1.020
Q7	.699**	.688**	.686**	.706**	.735**	.651**	1																3.27	1.027
Q8	.669**	.675**	.703**	.698**	.756**	.724**	.739**	1															3.29	1.009
Q9	.691**	.679**	.640**	.664**	.697**	.719**	.693**	.705**	1														3.24	0.986
Q10	.701**	.666**	.689**	.641**	.690**	.681**	.700**	.679**	.695**	1													3.29	1.037
Q11	.653**	.687**	.648**	.721**	.717**	.665**	.646**	.704**	.678**	.656**	1												3.33	0.977
Q12	.660**	.646**	.683**	.693**	.719**	.669**	.668**	.700**	.666**	.671**	.687**	1											3.22	0.936
Q13	.636**	.624**	.567**	.662**	.656**	.647**	.633**	.642**	.639**	.710**	.710**	.647**	1										3.33	0.991
Q14	.607**	.606**	.606**	.619**	.690**	.590**	.681**	.673**	.650**	.682**	.678**	.668**	.695**	1									3.29	1.012
Q15	.757**	.675**	.737**	.713**	.734**	.707**	.702**	.706**	.660**	.682**	.708**	.682**	.627**	.620**	1								3.17	1.031
Q16	.760**	.706**	.724**	.716**	.710**	.639**	.649**	.690**	.651**	.653**	.682**	.627**	.600**	.693**	.703**	1							3.16	1.011
Q17	.732**	.695**	.675**	.671**	.727**	.695**	.656**	.750**	.695**	.666**	.698**	.647**	.652**	.647**	.694**	.725**	1						3.26	1.048
Q18	.730**	.736**	.695**	.697**	.676**	.669**	.662**	.693**	.662**	.702**	.637**	.633**	.654**	.648**	.694**	.696**	.697**	1					3.22	1.002
Q19	.739**	.666**	.688**	.722**	.710**	.654**	.642**	.647**	.666**	.624**	.668**	.619**	.619**	.636**	.678**	.715**	.699**	.710**	1				3.26	0.961
Q20	.783**	.700**	.739**	.764**	.726**	.686**	.689**	.705**	.680**	.676**	.713**	.683**	.630**	.636**	.719**	.789**	.729**	.737**	.754**	1			3.25	0.989

** Correlation is significant at the 0.01 level (2-tailed).

source: research findings

Table 4: Ranking of organizational learning barriers based on Friedman's test

Ranks	Q11	Q13	Q8	Q10	Q14	Q5	Q7	Q4	Q17	Q20	Q19	Q2	Q3	Q9	Q6	Q12	Q1	Q18	Q15	Q16
Mean Rank	11.05	11	10.86	10.86	10.67	10.62	10.59	10.58	10.54	10.53	10.52	10.5	10.46	10.42	10.39	10.33	10.25	10.2	9.92	9.7

Using first-order confirmatory factor analysis, the validity of the questionnaire questions was evaluated. The results showed that the well-designed questions were able to measure the target variable.

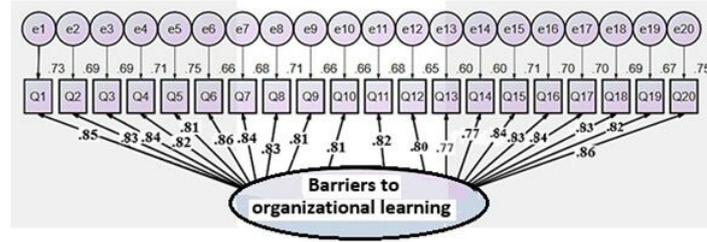


Figure 2: Standardized factor loading coefficients of the first-order confirmatory factor analysis model of research variables (source: research findings)

Table 5: Standardized factor load and significance level of the test between barriers to organizational learning and its items

Variable	Questionnaire questions	Standard coefficient	Non-standard coefficient	The standard error	Significance level	Critical value (C.R.)	Cronbach's alpha	Result
Barriers to organizational learning	Q1	.856	1.000	-	-	-	0.97	Optimal
	Q2	.832	.940	.060	15.717	***		Optimal
	Q3	.831	.899	.057	15.703	***		Optimal
	Q4	.843	.950	.059	16.101	***		Optimal
	Q5	.865	1.020	.060	16.887	***		Optimal
	Q6	.815	.945	.062	15.177	***		Optimal
	Q7	.8122	.959	.062	15.394	***		Optimal
	Q8	.844	.966	.060	16.128	***		Optimal
	Q9	.814	.912	.060	15.135	***		Optimal
	Q10	.814	.959	.063	15.149	***		Optimal
	Q11	.822	.912	.059	15.402	***		Optimal
	Q12	.804	.855	.058	14.807	***		Optimal
	Q13	.773	.870	.063	13.882	***		Optimal
	Q14	.771	.887	.064	13.846	***		Optimal
	Q15	.842	.986	.061	16.086	***		Optimal
	Q16	.834	.958	.061	15.806	***		Optimal
	Q17	.838	.998	.063	15.983	***		Optimal
	Q18	.829	.944	.060	15.644	***		Optimal
	Q19	.820	.896	.058	15.343	***		Optimal
	Q20	.866	.972	.057	16.930	***		Optimal

The dash in the t values indicates that the parameter is fixed in the model and the *** sign means 0.000.

The model presented in Figure 2 and Table No. 5 show that there is a significant correlation between the relevant local variables and their corresponding indicators. According to the model, standardized factor loadings for all questions are higher than 0.4; For this reason, it can be said that the questions in question have appropriate explanatory power; Considering that all the significant numbers (CR) between the items with the variable of organizational learning obstacles are greater than 1.96 and their significance level is less than the error level of 0.05, it can be said that the validity of the measurement structures of the relevant variables is at a significance level of 0.05 confirmed and the parameters of the model are significant. The value of Cronbach's alpha coefficient of organizational learning barriers variable is more than 0.75 and it is approved. In order to confirm the factor analysis model and document the results, it is necessary that the fit indices of the model are acceptable. The model test indicates the appropriate fit of the model.

Table 6: The results of the fit indices of the first-order confirmatory factor analysis models

amount obtained	Acceptable area	symbol	Checked indicators
1.636	Less than 3	(x2. df)	Kai Square. Degree of freedom
0.056	less than 0.08	(RMSEA)	The root mean square of the estimation error
0.97	More than 0.9	(CFI)	Comparative fit
0.97	More than 0.9	(IFI)	Increasing fit
0.87	More than 0.8	(GFI)	Godness suits him

Based on the findings of Tables No. 3 and 4 and Figure No. 2 related to the structural equation model: employees believe that the most important obstacles to organizational learning are resistance to new ideas in the organization (with an average of 3.33 and a standard deviation of 977.) and not having the opportunity to use The material has been learned (mean 3.33 and standard deviation 991.). In total, the findings of the quantitative phase indicate that organizational learning barriers have a positive and significant relationship with its components.

Findings of the qualitative part (the second stage of the research):

First, the demographic characteristics of the participants of the qualitative section are presented as described in the table below.

Table 7: Demographic information of the qualitative part of the research

Average work experience in years	Average age in years	Percentage and frequency with the separation of educational degrees			Percentage and frequency by gender	
		Doctorate	Master's degree	Bachelor's degree	Man	Female
7.19	7.42	4	11	15	24	6
		3.13%	6.36%	50%	80%	20%

The qualitative part was done in order to explain the first stage. Theme analysis was done using Brown and Clark's six steps.

The first step (familiarity with the data): data collection and typing and repeated review of the interviews were done until complete familiarity was achieved.

The second step (creating initial codes): included loading the interviews into the software. There were many back and forth between the data. 727 references were made to the key points of the interviews and 25 codes were extracted.

The third step (search for themes): in this step, the codes were entered into the themes format; Sub-themes were created by merging, deleting and rearranging the codes to cover the ideas of the interviewees. In this stage, 25 codes from the previous stage were placed in the form of 13 sub-themes.

The fourth step (review of themes): In this step, the review and focus of themes continued and more coherent, abstract themes with appropriate boundaries and distinctions were obtained. In this stage, 13 sub-themes of the previous stage were concentrated in the form of 6 main themes. The main themes included old ways of working, work pressure, lack of resources to implement ideas and programs, cultural barriers, neglecting the principle of competence and weakness in training were recorded. Schematic figure number 3 below and table number 7 below are the result of this step

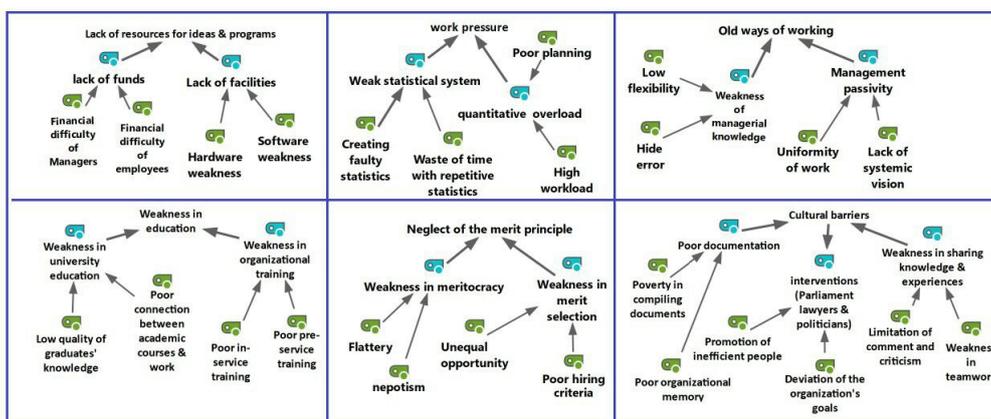


Figure 3: Schematic map of codes and sub-themes related to the main themes of organizational learning barriers (source: authors' studies)

The fifth step (defining and naming themes): In this step, using schematic maps and table number 7, the relationship between sub-themes and the main one is shown. With the operation of integrating themes and specifying

Table 8: Examples of quotations, codes and sub- and main themes discovered in the interviews

main theme	Sub-theme	code	Sample quotes
Cultural barriers	Weakness in documentation	Poor organizational memory	We do not record events in the organization (No. 12).
		Poor documentation	When an employee leaves somewhere, everything goes with him, because there is no writing and everything is in his mind (No. 3).
	The interference of MPs and politicians	Deviation from organizational goals	The shaky position of the manager makes the manager unable to do what he wants. Because the representative decides for him (No. 27). We are still involved in the interference of politicians in the organization, they seek to gather votes, not to improve our organization (No. 23).
		Promotion of inefficient people	Pressures from outside the organization, including the representative, also prevent the employment of efficient personnel (No. 29).
	Weakness in sharing knowledge and experiences	Weakness in teamwork	In our organization, except in special cases, teamwork is weak (#16).
		The closure of comments and criticism	He takes a stand against the critic (No. 13). Our environment has become such that we cannot speak honestly. Criticism, whether positive or negative, costs a lot in our system (No. 24).
work pressure	Inappropriate statistical system	Wasting time with repeated statistics	The higher ups regularly ask for statistics. The stats we sent them 2-3 times won't allow themselves to look at their archives (#5). Elusive statistics are one of the other pressures we endure (No. 6). Superiors impose their work on us. We have to sit from morning to noon to take statistics and other tasks fall asleep (No. 26).
		Statistics and the resulting false confidence	There is a lot of statistics, then we ourselves believe that everything is fine (number 3). They call, you say I won't arrive for statistics, they say write something (number 6).
	A little expensive	High workload	In my opinion, work is too busy, it takes energy from us, it is an obstacle to pursue learning in the organization (number 22). Another problem is that there is not enough time for teaching and learning (number 3).
		Weak planning	The lack of coordination and planning at management levels puts the most work pressure on me (No. 15). One of the work pressures on me is the lack of planning or the lack of a regular work schedule in the organization (number 28).
Weakness in education	Weakness in university education	University courses not being aligned with work	Another problem is that academic units are different from what we do. What I learned at university is vastly different from my work (No. 11). The units are passed in the university, these units are not applicable in the work environment (No. 13).
		Low academic quality of graduates	The academic load of our graduates has decreased. New graduates are less educated compared to old workers (No. 2). There is no more strictness in the university, there is no proper education for graduates at all (No. 20).
	Weakness in organizational training	Weakness in pre-service training	Now the training that we give to the new recruits has become superficial, we want to tell the person something so that the training will end soon (No. 2). Another problem is the lack of proper training at the time of employment, this is a gap (No. 30).
		Weakness in in-service training	Our in-service training is not effective; Because education is not suitable for our problems (number 3). Most of the training has become expedient. It is for this reason that educational needs assessment is not carried out in the real sense (No. 24).
Lack of resources to implement new ideas and programs	Lack of facilities	Hardware weakness	Some things are not bought, or things are not bought daily, or buying is associated with problems (No. 20). We ask for supplies and equipment, they cannot be purchased. I also have to be careless while my work is delayed (No. 15).
		Software weakness	Now we don't have a management dashboard that we can use for organizational purposes (No. 30). Companies do not fix software defects or are too slow (#28). There are too many current multiple systems (#17).
	lack of funds	Financial hardship for employees	Reduction of personnel benefits is one of the pressure factors and barriers to learning (No. 16). I am personally looking for a second job now; Because I am not financially secure, now my concern is financial, not learning in the organization (number 21).

		Managers' financial hardship	The problem of managers is the lack of financial resources. Mali is under construction (No. 30). When there is a financial problem, managers have to go beyond ideals. They hit the targets. They just want to have a good time. This is how they fall into everyday life (No. 14).
Neglect of the merit principle	Weakness in meritocracy	Flattery	Most of the people who turn to the representatives to get a position are the weak people of the organization; But they reach positions and positions with flattery (No. 4). You should praise your superiors, and if the interests of superiors are not secured, the work will not progress (number 9).
		Belonging	Relationships have prevented us from going the way we should go. Relationships cause people's potential not to be used (number 14). In one place, it is to promote the rights of other people; But the MP imposes his option (number 4). The representative does not know anything about the system, he puts his words to the chair with a phone regardless of the interest of the organization and the rights of other personnel (No. 8). When a person sees that the criteria for promotion are the lobbyist's night meetings and what is not important is the person's knowledge, he no longer pursues learning (No. 30).
	Weakness in merit selection	Unequal opportunity	Some privileges are reserved for certain groups and others are deprived of these privileges (No. 28).
		Weak recruitment criteria	We have heterogeneous recruitment in the organization. One person was hired through the exam, one came with the order of the representative. One came with a quota, one was hired by a company (No. 30).
Habit and desire for old ways of working	Weakness of managerial knowledge	Covering up errors	With the prevailing atmosphere, because the platform of the organization is not suitable, if I make a mistake in my work, because reporting it would endanger my job position, I do not report it to my superiors and hide it (No. 13). Managers cover up mistakes; Because the manager or employees are afraid of making mistakes. Because it is expensive for them, he prefers to cover up (No. 14).
		Low flexibility (directive oriented)	Our managers are directive oriented (number 4). We don't have the opportunity to use our knowledge in the work environment, we have to execute dictated orders (No. 24). In my main job, we follow the channelization of things. There is no initiative, we follow a series of instructions (number 5).
	Management passivity	everyday life	Work is done only when there is a visit (number 9). We are in a routine. No one is looking for innovation (number 12). The other form is that the conditions have become such that we are not looking for improvement and we are looking to maintain the status quo (No. 30).
		detailing	Our managers lack management knowledge and have a superficial view of management, they do not have a systematic view (No. 30). Managers follow directives; Because there is no challenge for them (number 4). A person who knows more rhetoric will do better in the system (No. 24).

(source: research findings)

their connections, schematic figure No. 4 appeared as a tool for defining, describing and analyzing this research for completeness and coherence. This multi-level circle visually shows the relationships between the main and sub-themes of barriers to organizational learning.

Sixth step: compiling the report: The data analysis revealed that the experiences of the interviewees about organizational learning barriers in the most abstract state include six main themes, which are shown in schematic figure 6 with the titles of cultural barriers, work pressure, weakness in training, lack of resources to implement programs and ideas, neglecting the principle of competence. And old ways of doing things are identified.

Cultural barriers to organizational learning:

It refers to the methods, procedures and actions that have weakened the learning process in this organization. Cultural barriers are caused by three sub-themes including: 1- Weakness in documentation 2- The involvement of MPs and politicians in the organization 3- Weakness in sharing knowledge and experiences. The interviewees believe that the weakness in documentation is caused by poor organizational memory and poor documentation in the organization. They believe that representatives and politicians have replaced their goals with organizational goals, and to achieve this, they have promoted their subordinates regardless of their efficiency in the organization. The interviewees believe that the weakness in team work and the closure of the comment and criticism caused the weakness in sharing knowledge



Figure 4: Thematic network of important consequences of barriers to organizational learning (source: authors' studies)

and experiences of the employees. For example, an interviewee about organizational memory stated that: We do not have records of events in the organization (No. 12). An interviewee stated that: when an employee leaves somewhere, everything goes with him, because there is no writing and everything is in his mind (No. 3). An interviewee said about the interference of the representatives that: we are still involved in the interference of politicians in the organization, they seek to gather votes, not to improve our organization (No. 23). An interviewee said about the imposition of inefficient forces by the representatives: pressures from outside the organization, including the representatives, prevent the employment of efficient forces (No. 29). An interviewee stated that: the shaky position of the manager makes the manager unable to do what he wants. Because the representative decides for him (No. 27). An interviewee said about teamwork: In our organization, except for special cases, teamwork is weak (No. 16). An interviewee said about the atmosphere of commenting and criticizing: "There is a front against the critic" (No. 13). Another interviewee also stated: Our environment has become such that we cannot speak honestly. Criticism, whether positive or negative, costs a lot in our system (No. 24).

4.1 Obstacles related to work pressure

It refers to work pressure caused by the amount or manner of work, which weakens the learning process in this organization. The findings indicate that the obstacles related to work pressure caused by two sub-themes include: quantitative burden and inappropriate statistical system in the organization. The interviewees believe that the high volume of work and weakness in planning has caused a little burden for them. They believe that wasting their time with repeated statistics, as well as false statistics and the resulting false confidence, are other factors that have caused an inappropriate statistical system and, as a result, work pressure on them. Regarding the request for sudden statistics, an interviewee said: random statistics are one of the other pressures we endure (No. 6). Another interviewee stated that: superiors impose their work on us. We have to sit from morning to noon to take statistics and other tasks fall asleep (number 26). Regarding the waste of time with repeated statistics, an interviewee stated: The superiors always ask for statistics. The stats we sent them 2-3 times won't allow themselves to look at their archives (No.5). One of the interviewees said about statistics and the false confidence that comes from it: "Statistics has become too much, then we ourselves believe that everything is fine" (No. 3). Another interviewee said about statistics: they call you and say you can't arrive for statistics, they say write something (No. 6). Regarding the high workload, an interviewee stated that: I think the work is too busy, it takes energy from us, it is an obstacle to pursue learning in the organization (No. 22). Another interviewee stated that: Another problem is that there is not enough time for teaching and learning (No. 3). Most of the interviewees stated that the lack of planning has caused work pressure on them, for example, an interviewee stated that: lack of coordination and planning at management levels puts the most work pressure on me (No. 15). One of the work pressures on me is lack of planning or lack of a regular work schedule in the organization (No 28).

Educational barriers for organizational learning:

It refers to educational deficiencies and deficiencies that have weakened the learning process in this organization. Educational weakness is caused by two sub-themes including: 1- Weakness in university education 2- Weakness in

organizational education. The interviewees believe that the weakness in university education is due to university courses not being aligned with work and lack of attention to the academic quality of graduates. They believe that weakness in pre-service training of employees as well as weakness in in-service training of employees are other causes of training weakness in the organization. Most of the interviewees believe that the courses offered in the university are not in line with the work, for example, one interviewee said: Another problem is that the university units are different from the work we do. What I learned at university is worlds apart from my work (No.11). Another interviewee stated that: a series of units are passed in the university, but these units are not applicable in the workplace (No. 13). Most of the interviewees believe that the academic quality of university graduates is low, for example, an interviewee said: The academic load of our graduates has decreased. New graduates are less educated compared to old workers (No. 2). Another interviewee states that: there is no more rigor in the university, there is no proper training for graduates at all (No. 20). The interviewees believe that there is a weakness in the training of new recruits, for example, an interviewee stated that: Now the training that we give to new recruits has become superficial, we want to tell the person something so that the training will end soon (No. 2). Another interviewee stated that: Another problem is the lack of proper training at the time of employment, this is a gap (No. 30). The interviewees believe that there is a weakness in the in-service training of employees, for example, an interviewee stated: Our in-service training is not effective; Because education is not suitable for our problems (number 3). Another interviewee stated that: most trainings have become expedient. It is for this reason that educational needs assessment is not carried out in the real sense (No. 24).

4.2 Obstacles related to lack of resources to implement ideas and programs

It means the lack or shortage of money and equipment that has weakened the learning process of this organization. The lack of resources to implement ideas and programs is caused by two sub-themes including: 1- Lack of facilities and equipment 2- Lack of finance. The interviewees believe that the lack of facilities includes the weakness of the hardware and equipment, which are either outdated or not up-to-date, and are caused by software that is of low quality and whose output does not meet their needs. The interviewees believe that due to the existence of unfavorable economic conditions and inadequate financial benefits, their attention to the implementation of ideas and programs in the organization has decreased. Also, they believe that the managers of the organization have abandoned the implementation of some ideas and programs due to the lack of funds or do not implement them with the desired quality. The interviewees believe that in most cases there is a problem in providing the hardware they need, for example, an interviewee stated that: some devices are not bought or things are not bought daily, or the purchase is accompanied by problems (No. 20). Another interviewee stated that: We ask for supplies and equipment, but they cannot be purchased. I also have to be careless while my work is delayed (No. 15). Also, the interviewees believe that there is a software weakness in the organization, for example, an interviewee stated that: Now we don't have a management dashboard that we can use for organizational purposes (No. 30). Another interviewee stated that: companies do not fix software defects or act very slowly (No. 28). Another interviewee stated that: The current multiple systems are too many (No. 17). The interviewees believe that one of the other factors that hinders the realization of organizational learning is the lack of funds in the organization. For example, an interviewee about the lack of funds for personnel stated that: the reduction of personnel benefits is one of the pressure factors and barriers to learning (No. 16). Another interviewee stated that: I am personally looking for a second job now; Because I am not financially secure, now my concern is financial, not learning in the organization (number 21). The interviewees believe that financial hardship is not their own; Moreover, there is a financial crisis for managers, an interviewee stated that: the problem of managers is the lack of financial resources. Mali is under construction (No. 30). Another interviewee stated that: when there is a financial problem, managers have to skip ideals. They hit the targets. They just want to have a good time. This is how they fall into routine (No. 14).

4.3 Obstacles related to neglecting the merit principle

It means the weaknesses in the methods and criteria of hiring and maintaining employees, which has weakened the learning process in this organization. Neglecting the principle of merit is caused by two sub-themes including: 1- weakness in merit selection 2- weakness in meritocracy. The interviewees believe that the weakness in merit selection is caused by the weakness in employment criteria and unequal opportunity for job applicants. They believe that belongingness and favoritism are other factors that have weakened meritocracy in the organization. For example, an interviewee regarding flattery states that: the majority of people who resort to representatives to get positions are people who are unable to organize; But they reach positions and positions with flattery (No. 4). Also, another interviewee stated that: you should praise the superiors and if the interests of the superiors are not secured, the work will not progress (No. 9). One of the interviewees stated that: in one place, it is to promote the rights of other people;

But the MP imposes his option (No. 4). Another interviewee states that: the representative does not know anything about the system, he speaks with a phone without paying attention to the organization's expediency and the rights of other personnel (No. 8). Another interviewee states that: when a person sees that the criteria for promotion are the night meetings of lobbyists and what is not important is the person's knowledge, he no longer pursues learning (No. 30). Another interviewee states that: relationships have prevented us from following the path we should go. Relationships make people's potential not to be used (No. 14). Most of the interviewees believe that there is no merit selection in recruitment, for example, an interviewee stated that: some privileges are reserved for a certain group and others are deprived of these privileges (No. 28). Another interviewee stated that: in the shadow of special privileges and rents, the possibility of hiring a strong force in the organization has become very low (No. 4). An interviewee stated that: We have heterogeneous recruitment in the organization. One person was hired through the exam, one came with the order of the representative. One came with a quota, one was hired by a company (No. 30).

4.4 Obstacles associated with old ways of doing things

It means getting used to the old ways and methods of doing work, which has weakened the learning process in this organization. The old ways of doing work are caused by two sub-themes including: 1- Weakness in management knowledge and 2- Managerial passivity in the organization. The interviewees believe that the low flexibility, which is mainly caused by being directive-oriented, as well as covering up errors, has weakened the knowledge of managers in the organization. They believe that everyday life and attention to detail are other factors of managers' passivity in the organization. Most of the interviewees believe that the managers and employees do not deal with the wrongdoers properly due to the lack of management knowledge and that making mistakes in the organization is expensive for the employees, which is why they hide the mistakes. For example, an interviewee stated that: With the prevailing atmosphere because the organization's platform is not suitable, if I make a mistake in my work, because reporting it would endanger my job position, I do not report it to my superiors and hide it (No. 13). An interviewee says: Managers cover up mistakes; Because the manager or employees are afraid of making mistakes. Because it is expensive for them, he prefers to cover up (No. 14). The interviewees believe that we have little flexibility in the managers due to being directive-oriented, for example, an interviewee stated that: Our managers are also directive-oriented (No. 4). Another interviewee stated that: we don't have the opportunity to use our knowledge in the work environment, we have to execute dictated orders (No. 24). Another interviewee stated that: In my main job, we follow the channelization of things. There is no initiative, we follow a series of guidelines (No. 5). Most of the interviewees believe that part of managerial passivity is caused by everyday life, for example, an interviewee stated that: work is done only when there is a visit (No. 9). Another interviewee stated that: We have experienced everyday life. No one is looking for innovation (No. 12). Another interviewee stated that: Another problem is that the conditions have become such that we are not looking for improvement and we are looking to maintain the status quo (No. 30). Most of the interviewees believe that part of managerial passivity is caused by detail-orientedness, for example, an interviewee stated that: Our managers lack managerial knowledge and have a superficial view of management, they do not have a systematic view (No. 30). Another interviewee stated that: managers follow directives; Because it is not a challenge for them (No. 4). Another interviewee stated that: the person who knows more rhetoric will do better in the system (No. 24).

5 Conclusion and suggestions

Barriers to organizational learning are important challenges facing today's organizations. Organizations should benefit from the benefits of organizational learning by identifying learning barriers and removing them continuously; This research was carried out to identify and explain the important barriers to organizational learning from the perspective of employees and experts of the health care system of the health and treatment network of Islamabad Gharb city. The research has been done with a sequential explanatory combined method. In the first phase, by analyzing quantitative data, it was found that the employees believe that the most important barriers to learning in their organization are 1- resistance to new ideas in the organization and 2- not having the opportunity to apply the learned material. In total, the findings of the quantitative phase show that organizational learning barriers have a positive and significant relationship with all its components.

In the second phase, the interviews conducted with 30 organizational experts were thematically analyzed. In this analysis, 25 codes, 13 sub-themes and 6 main themes were obtained. The results showed that: barriers to learning in the studied organization should be considered in six dimensions: daily work pressure, lack of resources for new ideas and new programs, habit and desire for old ways of working, cultural barriers, neglecting the principle of competence and weakness in education. The main theme of "daily work pressure" is the result of two sub-themes: quantitative burden and inappropriate statistical system. The main theme of "lack of resources for new ideas and new programs" is

the result of two sub-themes: lack of funds and lack of facilities. The main theme of “habit and desire for old ways of doing work” is the result of two sub-themes: managerial passivity and weak managerial knowledge. The main theme of “Cultural Barriers” is the result of three sub-themes: involvement of representatives and politicians in the organization, weakness in sharing knowledge and experiences, and weakness in documentation. The main theme of “neglecting the principle of merit” is the result of two sub-themes: weakness in merit selection and weakness in meritocracy. The main theme “weakness in education” is the result of two sub-themes: weakness in university education and weakness in organizational education. Three themes (the theme of daily work pressure, the theme of lack of resources for new ideas and new programs, and the theme of habit and desire for old ways of working) confirmed the results of the quantitative phase, components 1, 2 and 9, and three themes (theme of cultural obstacles, the theme of neglect from the principle of competence and the theme of weakness in education) developed the results of the quantitative phase.

This research is in line with Matzdorf et al. research [25] in their study, they introduced seven barriers to organizational learning in their study, which included the existence of unwritten rules that hindered learning and the emergence of people’s attitudes from personal experiences. In the qualitative part of this research, it was also found that representatives and politicians interfere in organizational affairs based on unwritten rules, and there is a weakness in sharing knowledge and experiences, which can also be due to relying heavily on personal experiences. This research is consistent with Maguni’s research [23] in two cases. Magoni divided the obstacles into two categories, individual and organizational. He pointed to the individual’s own stored knowledge and the lack of support from the organization’s management. In the qualitative part of this research, weaknesses in merit selection and meritocracy were identified as obstacles that can be related to the individual’s own stored knowledge. In the quantitative part of this research, the lack of support of senior managers is the obstacle to organizational learning, which ranks fourth. This research is in line with the research of Kavari et al. [18]. They declared daily work pressure as the most important obstacle to organizational learning. Although in the quantitative phase of this research, the most important obstacle to organizational learning is resistance to new ideas in the organization, daily work pressure also has a positive and meaningful relationship with obstacles to organizational learning. In the qualitative phase of this research, daily work pressure has been introduced as one of the important barriers to organizational learning. This research is consistent with the research of Montazer [28]. They mentioned the habit and desire to do things in the old way and the lack of support from senior managers as the most important obstacles to organizational learning. In the quantitative phase of this research, although the two mentioned items are not the most important obstacles, they have a positive and meaningful relationship with organizational learning obstacles. In the qualitative phase of this research, the tendency to old ways of doing work has been introduced as one of the main obstacles to organizational learning. In the research of Ansari et al [1], managers’ support and resistance to change have been introduced as barriers to organizational learning. In the quantitative phase of this research, resistance to new ideas and lack of support from senior managers have been introduced as barriers to organizational learning. In Mousa et al’s research [29], weakness in recruitment mechanisms and weakness in useful documentation are mentioned, these two cases are in line with the findings of the qualitative part of this research.

According to the obtained results, it is suggested that the organization consider removing these obstacles to start the organizational learning cycle. To reduce employees’ resistance to new ideas and programs, it is recommended that managers talk about new ideas and programs and explain their importance and benefits. Hear and consider the questions and concerns of employees. To implement new ideas and programs, practical and usable training should be provided to employees. To attract the cooperation of employees, involve them in the new planning and decision-making process and allow them to express their opinions and suggestions. Managers should play an active and supportive role in the implementation of new programs and ideas. Give feedback to employees and encourage their efforts. A safe space for discussion and discussion should be provided and strong working groups and teams should be formed and the necessary facilities and resources should be provided for them. When it comes to providing opportunities for employees to apply what they’ve learned, a good starting point is to create an open space for discussion. It is recommended that managers welcome the opinions and suggestions of employees with an open mind. Provide them with the necessary resources and tools to apply what they have learned and experienced. Managers encourage employees to share their knowledge and experiences with others. This can be done through meetings work teams and training sessions. Also, top performers should be rewarded. Learning and teaching become a dominant culture in the organization.

To reduce work pressure, it is recommended to balance the workload of employees by improving the quality of planning and work evaluation techniques. It is suggested to use statistical software with defined access levels to reduce the workload caused by the inappropriate statistical system so that each user can extract the required statistics. To produce reliable statistics, it is suggested that statistical verification be done by designing management dashboards and training experienced personnel, and statistical integrity becomes one of the main criteria for work evaluation.

To increase the resources for the implementation of new ideas and programs, firstly, to prevent wasting of equipment

and financial resources, and secondly, to use the existing potential for income generation. It is better to create suitable staff through proper assessment and evaluation. It is recommended that the budget be provided to the manager at the beginning of the financial year so that planning is possible. It is suggested to provide suitable work tools with high speed and accuracy and favourable support services and monitoring devices to cooperate with managers to provide high-quality work tools.

Regarding the weakness of the software provided by the contracting companies, it is suggested to consider the opinions of experts, users and organizational stakeholders regarding financial payments to these companies at least every quarter to improve the quality of the software when entering into a contract with the software companies. Respond with appropriate guarantees. It is suggested to contract with software companies that produce better software. Software companies are required to take employee feedback seriously. Companies are required to update software based on needs and changes. Continuous testing and troubleshooting of software should be done and quality assurance should be taken. Companies are required to interact with employees, users, and managers. Companies are required to train their employees on their software.

To use new work methods and get out of managerial passivity, it is suggested that organizational managers get out of everyday life by setting achievable goals and implementation steps and giving appropriate feedback. The systemic view of managers should be strengthened with proper training. To strengthen management knowledge, it is suggested that managers take management courses, to fight error concealment, error reporting and analysis should be encouraged and strengthened in organizations and a culture of transparency should be created. The errors that have occurred should be carefully investigated and their causes should be identified and their repetition should be prevented by appropriate measures. Employees should not be afraid to report errors. Managers should know that error reporting and analysis will help improve the organization. Employees should receive the necessary training, especially on not repeating common mistakes. Use learning from mistakes and sharing them to improve the organization.

Regarding the role of the central directive as a factor in reducing flexibility and weakening managerial knowledge, it is suggested that employees should be allowed to make collective decisions in a specific framework by following standards and laws and taking appropriate measures to solve problems and improve processes. that with the rule of strict and heavy instructions, the fear of violation dominates the employees and this can limit the learning, initiative and creativity of the employees and make the organization unable to respond to changes.

In order to overcome the cultural barriers extracted in this research, it is suggested to prevent the involvement of politicians and representatives in organizations by establishing laws and regulations at the macro level. In order to achieve the goals of this organization, it is suggested to prevent the involvement of representatives and politicians in the dismissal and installation of organizations and the promotion of inefficient people and those dependent on them by enlightening and relying on the potential of experts and specifying the career path. It is recommended that employees be given the necessary training to observe professional principles refrain from political behavior in the workplace rely on their abilities as independent persons in the organization and not resort to political people, especially representatives, to achieve personal goals. The organization should promote a culture that rejects political interference in the organization. It is suggested that punitive measures be adopted for the employees and managers who cause political interference in the organization. It is suggested that regulatory organizations provide and guarantee the way to report any type of political violation for managers and employees. It should be clarified that managers infected with political work take the opportunity for career advancement from their capable employees and reduce the credibility of the organization in the eyes of employees and society. It is suggested that employees are trained in communication skills, and sharing knowledge and experiences, and these things become valuable in the organization. To strengthen the capacity of employees to listen to opposing words. It is suggested to adhere to appropriate and fair criteria in hiring to comply with the merit principle. It is suggested to revise the employment criteria at the national level and to provide equal opportunities for employment candidates by removing special privileges. Recruitment should be systematic without any discrimination. In order to realize meritocracy, it is suggested to overcome flattery and favouritism with the training of managers the transparency of the career path and the accurate assessment and evaluation of employees. It is suggested to improve the quality of life and working life of professors and students in order to overcome the educational obstacles so that they focus on teaching and learning. It is also suggested to strengthen the scientific foundation of graduates by using new methods of education. It is suggested that the units taught in the university should be revised and updated to match the work of the employees in the organization. Necessary training courses should be prepared for newly hired forces and these forces should be prepared to start work. Regarding in-service training, accurate needs assessment should be done and then training should be done using new methods. It is also suggested to the researchers: 1- To repeat this research in a similar organization and at a different time. 2- It is suggested that the relationship between the six themes extracted from this research be investigated separately with organizational learning.

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