DEVELOPING A PATTERN OF SELF-EFFICACY AND ITS RELEVANCE TO ORGANIZATIONAL LEARNING

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Abstract
This research has been conducted with the aim of designing the institutionalization model of organizational learning and analyzing its relationship with self-efficacy and knowledge sharing by the Red Crescent Organization of Iran. Using Cochran's formula, a sample size of 215 people was determined. In order to design the organizational learning modeling institutionalization model, after studying general sociological texts and scientific databases, 450 concepts related to institutionalizing culture were extracted. The Red Crescent Organization was appointed to be approved by the experts. Then, based on the approval of the components by the experts, seventy-three concepts in the field of institutionalizing organizational learning culture were considered by the experts and a questionnaire was prepared. In the exploratory factor analysis, using seventy-three concepts, five main components including managerial, goals, cultural, strategic, and learning components were identified, and named according to the research literature. In the second step, Dimatel technique and software were used to determine the degree of importance and effectiveness between the criteria. And in the third stage, using the liserl software, the organizational learning institutionalization model was designed. Responding to the first hypothesis of research, there were significant relationships between cultural experiences, managerial goals, objectives, strategic and learning components (with self-efficacy dimensions) successful experiences, verbal or social persuasions, emotional and physiological states (there is a relationship between) and the organizational learning institutionalization model. Also, , based on the results of step-by-step regression analysis, the results of the second hypothesis are based on the fact that there was a multiple relationship between organizational learning institutionalization components and self-efficacy dimensions of successful experience, emotional and physiological conditions (enthusiasm and knowledge sharing).

Introduction
In order to create competitive advantages in their field of activity, organizations need to pay basic attention to institutionalizing the principles of their business rules through organizational learning, as well as focusing on their core processes and paying attention to their employees as knowledgeable employees. Therefore, organizations in the evolving and complex world of the present century will be able to direct and acquire knowledge by using information technology mechanisms towards collective and group knowledge and create a platform and space that implies employees' self-knowledge. It is the result of personal experience and savings, sharing and developing it and not integrating it to create a new competitive advantage and ultimately create wealth. This will not be possible unless they institutionalize organizational learning for their knowledge workers. Institutionalizing organizational learning is a crucial part of management strategies, so the ability to manage organizational learning memory has become a very important skill in providing and supporting organizational success and maintaining survival in a knowledge-based economy. Institutionalizing organizational learning can have important leadership implications for the Red Crescent. Introducing and institutionalizing organizational learning can improve the process of rescuing situations, reducing human and natural losses, improving organizational agility, maximizing intellectual capital, improving creativity in the organization, improving the effectiveness of memorizing and rescuing rescue operations, and speeding up operations in long-term. The need to use managers who have the ability to institutionalize organizational learning, on the one hand, and the benefits and benefits of organizational learning on the other, has shown that the organization is very willing to use organizational learning modeling patterns and programs. More than 25% of the 500 companies introduced by Fortune Magazine have been hired by knowledge management experts to institutionalize organizational learning. In addition, approximately 81% of the largest American and European companies use some methods of institutionalizing organizational learning. Therefore, what is considered as a strong point in the Red Crescent Organization are the professional talents of the employees who, due to the weak process of institutionalization of organizational learning and the lack of work ethic, self-help, sharing the knowledge of the candidates, cause their functional stagnation. Self-employed employees are eligible for the organization, meaning that the Red Crescent Organization is faced with an analysis of the commitment of its

committed forces, which can weaken the organization voluntarily and make it more efficient and effective in providing services. Now, this study aims to create a model of institutionalized organizational learning and its relationship with work enthusiasm, self-efficacy and knowledge sharing to create a dynamic, learning organization to achieve the goals and general policies of the organization. Candidates must do all their relief work in such a way that it is as if they may be forced to perform complex tasks. Even if the public and international aid is significant, the resources and people who have been harmed will be in much greater need to prevent the depth of the tragedy from becoming an efficient and enthusiastic force. What can insure the volunteers of this population against serious accidents is self-efficacy, enthusiasm, knowledge sharing in relation to institutionalizing organizational learning.

According to Hesselin-Vaklei (2006), because self-efficacy influences specific tasks, individuals may simultaneously have low self-efficacy for some tasks and high self-efficacy for some others. Self-efficacy is separate from self-confidence. Self-confidence is a general trait that shows how people feel confident in most situations. Self-efficacy is the extent that the individual values himself (regretful self-efficacy is a powerful indicator of how people act in a task). Self-efficacy means how a person organizes and implements the methods needed to achieve the desired situations (Bandura, 2001). Higher self-efficacy makes it harder for people to work and persevere in the face of obstacles. Research shows that self-efficacy is effective for memorizing the ability to pay attention to participants in mastering skills (Mirahmadi, 2012).

Research questions and hypotheses

Research questions

A. What is the model of institutionalization of organizational learning.

B. Is there a relationship between the institutionalization model of organizational learning with the dimensions of self-efficacy and knowledge sharing in The Red Crescent Society of Iran.

Main hypothesis

There is a relationship between the dimensions of institutionalization of organizational learning with the dimensions of self-efficacy, work enthusiasm and knowledge sharing in the Red Crescent Organization.

Methodology

Considering the general purpose of the research, which is to design a model for institutionalizing organizational learning and its interaction with self-efficacy and knowledge sharing among the managers of the Red Crescent Organization, in this chapter, first the research method is introduced, then the statistical population is explained. Then, the measurement tools is introduced and the validity and reliability of the questionnaires is determined. At the end, data collection methods and statistical methods for data analysis will be introduced.

Research method

Since the purpose of the present study was to design an institutionalization model of organizational learning and its relations with self-efficacy, work enthusiasm and knowledge sharing by the Red Crescent Organization of the whole country, the method of analytical research was exploratory. Regarding the institutionalization of organizational learning, books, scientific texts, websites and scientific and research journals were reviewed, and nothing was found, so the researcher was forced to use studies in social sciences and sociology on institutionalize culture. There were about four hundred and eighty cases. Through the Delphi method, it was given to university commentators and Red Crescent Organization observers to be approved and a questionnaire was prepared. Then, in order to design a model for institutionalizing organizational learning, three stages were done by three software.

In the first stage, exploratory factor analysis was used using SPSS software to determine the index factors and determine the effective concepts in model design. Exploratory factor analysis is a method that is used to detect and measure hidden and scattering sources in observed measurements. Researchers have found that exploratory factor analysis can be quite useful in the early stages of an experiment or in the development of questionnaires. This type of analysis can be calculated through SPSS software. Considering the analysis of the exploratory factor on seventy-three concepts, five components were identified as the main components and these five components were considered by considering the literature, including managerial, goals, cultural, strategic and learning components.

Statistical Population

The statistical population of the Red Crescent Society of the country includes 31 general managers as well as 456 managers at the national level. The statistical population of the Red Crescent Society has been selected as a sample of 215 people. Managers of the Red Crescent Society in the departments of management, organization and methods, administrative affairs, support, relief and management, public relations are engaged in rescue services.

Sample size and measurement method

Using Cochran's formula in Pars Modir Scientific Database with online software, the sample size was determined to be 215 people. This number of sample sizes has been confirmed and the study on this number has been completed. The adequacy of the sample size was determined through statistical power and was determined in the value of 8.8.
INSTRUMENT
Questionnaire on the components of institutionalizing organizational learning:
The Organizational Learning Institutionalization Questionnaire is designed from five components: learning, goals, strategic, cultural, and management, and has thirty-two questions per component in a five-point likert scale. In order to determine the content narrative of the questionnaire, the components of institutionalizing organizational learning were presented to five members of the faculty of the university and its content validity was confirmed. Self-efficacy Questionnaire: Self-efficacy Questionnaire of Albert Bendura (2010) and Betz (2004) was used and shows how one organizes and implements the methods needed to achieve the expected situations. This questionnaire includes 17 questions for each component with a five-point Likert scale. This questionnaire was standard and its validity and reliability was previously approved.

Results
Exploratory factor analysis
Exploratory factor analysis was conducted using SPSS software in order to determine specific factors and effective and influential concepts in model design. In exploratory factor analysis, the result includes 5 heads. The first head shows the value of the sample adequacy software index, the kmo value of the Bartlett test statistic, which is an approximate to the chi-square test (shows the degree of freedom and sig of the test).
According to factor analysis on 73 effective concepts in institutionalizing organizational learning, 5 components were identified as the main components.
These 5 factors should be named according to the literature review. Each component includes a concept that will be mentioned:
Component) 1 Cultural: creating a culture of learning together - creating a culture of discovery and error and its correct way - spreading the culture of building trust in the organization - creating creative dialogue in the organization - using coaching methods in the organization to increase learning - creating culture of questioning in the organization - Creating a reference unit for the scientific and practical problem of work.
Component 2) Management: creating a clear vision to improve learning - holding exams to measure learning - influencing employee learning on the career path - creating learning skills to solve problems and open attitudes - commitment of managers to improve education - to determine the basics flow Information to take advantage of it - Reducing the number of middle managers to access information quickly.
Component 3 Strategic: moderation of manual and administrative procedures in learning problem - organization of organizational learning as job conditions - development of learning strategy in the organization - improvement of individual skills for the application of modern technologies - considering organizational learning as organizational learning) Organizational preparation - referring to the learning program in the statute and including it in the strategic plan.
Component) 4 Learning: Encouraging team learning - creating a virtual network to access learning resources - participating people in learning to help - paying attention to the type of understanding people learn from learning to systems - collaborating with the organization.
Component) 5 Objectives: - Participation of individuals in goal setting - Establishment of old norms in the organization - Creating a common understanding of organizational learning - Emphasis on goals - Pride of the product and superior services - Establishing belief in individual abilities - Documenting and communicating New learning behaviors and organizational success
Then, having five components of designing the institutionalization model of learning organization, including the strategic, goals, management, learning and culture components, as well as determining the importance and impact, organizational Learning Institutionalization Model was drawn as Figure (1). This figure shows the components of institutionalizing organizational learning pattern and the relationship between research variables in the structural equation model.

AGFI=0.86 χ^2 = 185.8   GFI=0.92   RMSEA= 0.085
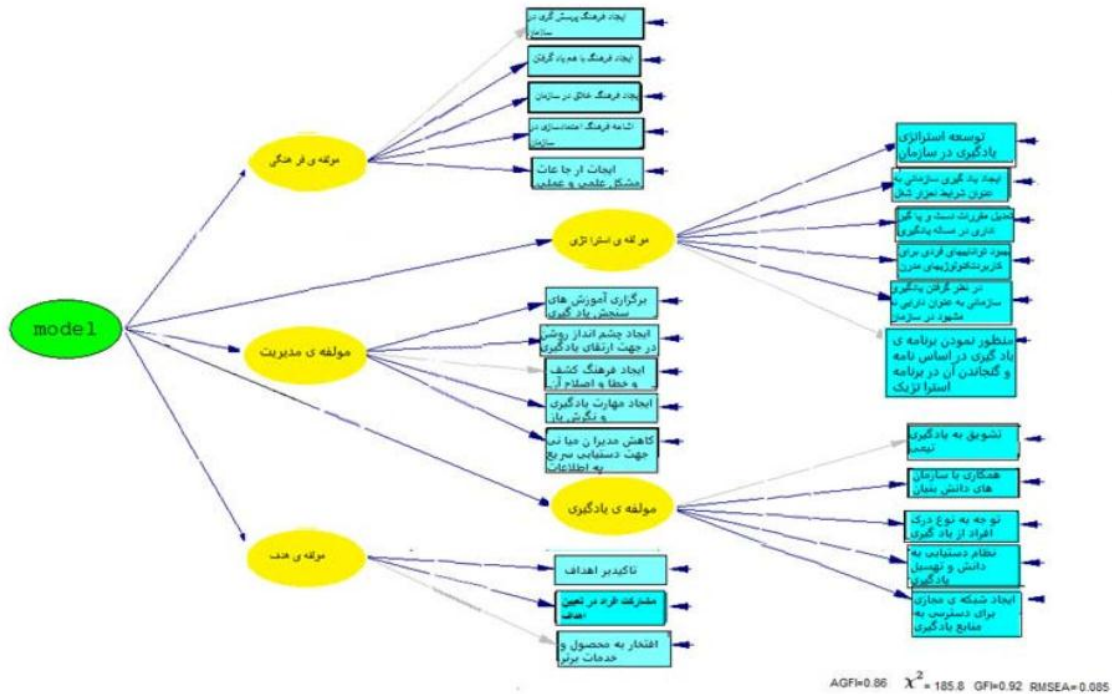
Discussion and conclusion

The main purpose of this study was to design a model of institutionalization of organizational learning and its relationship with the self-efficacy of work enthusiasm and knowledge sharing in the Red Crescent Organization of Iran. The main questions of the research were: what is the model of institutionalization of organizational learning? What resources are needed to create and institutionalize organizational learning? what are these resources? and what are the most important resources for self-efficacy and the need to share knowledge?

Key Question: What is the pattern of institutionalization of organizational learning?In summary, the main steps of the organizational learning institutionalization model were as follows: There was no information on institutionalizing organizational learning by reviewing books, scientific texts, scientific and research sites and journals, so the researcher was forced to study social sciences and sociology. Using the institutionalization of culture in general, the components extracted from these studies, which are about four hundred and eighty cases, were made available to academic commentators and Red Crescent Society experts through the Delphi method to be approved by experts on organizational learning. With the help of experts, about seventy-three concepts in the field of institutionalizing the culture of organizational learning were agreed upon by experts and a questionnaire was prepared. Then, having five components that pave the way for designing the institutionalization model of learning organization, including the strategic, goals, management, learning and culture components, as well as determining the importance, effectiveness and impact on these criteria through the DEMEATL technique and software, the institutionalization organizational learning model was drawn in figure 1 and the relationship between the research variables in the structural equation model.

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