

## **Introduction**

Knowledge of the local and regional managers has realized, successful future depends on human capital development and social and urban issues such as city managers and policy makers are interested in learning. The private sector is not only to learn and adapt to the realities of the changing economics of innovation, but also the public sector is perceived to be ordained. This type of learning is interactive learning requires self-awareness and the ability to learn from past successes and failures, in other words, learning how to learn. Thus the human being as part of a changing environment requires new definitions of citizenship. Such situational awareness necessary for the development of a learning community is being called, which society where learning is a continuous and lifelong. Learning Communities in a vast body of sociological theories of learning and show respect. City learning is learning communities, like all positions, product development, and structure and process innovation. Development processes with decisions about how learning resources in the social sectors (urban, economic, educational, public and voluntary) are mobilized. Viewing the city, learning is a new phenomenon in cities, towns and regions, and potentially one of the strongest and most important movements of our turbulent times.

The concept learning from the introduction is citizens in urban management as necessary. In this paper, the concept of a learning goal is to show the factors shaping this concept. Here the question is what is the status of Tehran on the basis learning? And more importantly, the steps of creating a learning city, Tehran have what condition? Explain the role of each of the elements in the formation of learning in the city of Tehran, is an issue that can be carefully studied and the objective of this research. This study investigates the role of each of these deals in the 6th district of Tehran. Accordingly, this study sought to answer three main questions that are expressible as follows:

Question 1: What is the status of Tehran is divided on the basis of learning?

Question 2: What is the status of Tehran is learning the steps of the city?

Question 3: Each of the main elements in the formation of learning are located in Tehran in what position?

For answers to any of the above questions, the paper first reviews the literature on the concept of learning is discussed. Then it presents a conceptual model and research methodology. The study findings will be presented at the end of the main conclusions and recommendations of the study are discussed.

### **Materials and methods**

In the current research literature to explain various aspects of the study and learning of learners and the situation in Tehran were studied by questionnaire. Therefore, a quantitative survey method to collect and analyze data has been used. The aim of the study is descriptive, because the purposes of explaining various aspects of learners are in the 6th district of Tehran. Depth study of the application - is developed. In this study, the literature review and data mining, a questionnaire was developed accordingly. In this study, random sampling is used. Due to the specialized nature of the subject population consisted of a group of experts and specialists who work in organizations with a means of learning are important. Different levels, different job classes, serving a variety of local organizations, community suitable for an applied, descriptive statistics, the results can be generalized. Sample after sample of 78 was obtained from the calculations. During data collection, to ensure that 100 questionnaires were distributed and fully completed the questionnaire, 80, was cited in the analysis. Data for this study by distributing a questionnaire with general items and 92 items to measure four independent variables were collected. All items with a five-item Likert scale designed. This study examined five variables that include: 1- Mission and Strategy, 2- Teaching Creativity and Learning, 3- Leadership and Empowerment (participation), 4- Development Communication, 5- empowering knowledge workers. Items used to test the research hypotheses, the researchers conducted studies and resources, has been extracted. To determine the reliability test of Cronbach's alpha is used. According to the results of the reliability test, the values obtained for the total scale and subscale reliability level of at least 70% higher, and therefore the use of the questionnaire has good reliability. In order to analyze the data collected from the questionnaire were analyzed using SPSS software and the error level of 5% was used for testing hypotheses. Statistical distributions of selected

experimental data to determine the homogeneity of the Kolmogorov - Smirnov (KS) were used. Statistical hypotheses of this study are as follows:

- H<sub>0</sub>: Variables with the desired distribution
- H<sub>1</sub>: Variables with out of the desired distribution

Test statistic equal to the maximum absolute difference between the observed relative frequencies, cumulative relative frequency theory of accumulation, means:

$$D_n = \text{Maximum}|F_e - F_o|$$

Which  $F_e$  and  $F_o$  are the cumulative relative frequency and theoretical cumulative relative frequency and n degrees of freedom are observed. If the test statistic is smaller than the amount calculated under the null hypothesis is accepted and the table, otherwise it is rejected. One of the assumptions of normal distribution of mean test was used. The t-test statistic with n-1 degrees of freedom and is calculated using the following equation.

$$t = \frac{\bar{x} - \mu_0}{S_{\bar{x}}}$$

The results of this test consist of two outputs. The first outputs of statistical hypothesis testing are presented and calculated data, respectively, the mean, standard deviation, standard error of the mean indicated. Statistical test shows that the mean value of 3 is smaller, but it should be through inferential statistics (hypothesis test or confidence interval) should be approved.

Mark abnormal assumptions were used for the test. T-test is a test such hypotheses and methods so that the sample mean values of each of the claims is low. Each mean value is greater than fifty percent likely. The number of samples is greater than the mean (x), the binomial distribution with parameters n and np, which  $p = \frac{1}{2}$ .

If the sample size is small, cumulative binomial probabilities refer to the table but if n are large; the normal distribution is a good approximation to the binomial. In case the test statistic is:

$$z = \frac{x - np_0}{\sqrt{np_0(1-p_0)}} \quad p_0 = \frac{1}{2}$$

The z-statistic for testing hypotheses against the larger table is calculated assuming  $z$ ,  $H_0$  may be rejected.

The hypothesis of equality of mean average value of the variable range of means Likert five divided by 3 is investigated. The null hypothesis represents a smaller number of variables 3 and the results of the factor indicates the hypothesized factor and vice versa.

Hypothesis  $H_0$  and  $H_1$  are as follows:

The mean change in the status of the respondents is low.

(Hypothesis the researcher)  $H_0: \mu \leq 3$

The mean change in the status of the respondents is high. (Hypothesis the opposite)

$H_1: \mu > 3$

In this paper we consider the comparison subject's analysis of variance (ANOVA) was used. To identify the differences between the participants in the current study (based on level of education, place of work organization and organizational) LSD post hoc test was used.

### **Finding and results**

In this section, data analysis, descriptive statistics and inferential statistics were used. In descriptive statistics, frequency tables and graphs from the data fits are described in the statistics, types of tests were used to analyze the content of the questionnaire. Among the objectives of the study was to assess the current status of the norms of Tehran and organizations are learning.

The hypothesis of study: Tehran's position on the basis the learning city

The first question deals with the issue of the current study, what is the status of the city of Tehran as a learning city?

Because the Sig value of the test variable mission and strategy, creative teaching and learning, leadership and empowerment is more than 0.05, the null hypothesis of normal distribution of the variables is confirmed and therefore further studies comparing single-sample parametric test should be used. Variables on the development of communication and enabling knowledge workers Sig value is less than 0.05, reject the null hypothesis of normally distributed variables and nonparametric tests should be used for the investigation. The null hypothesis represents a smaller number of variables than the indicator factor of 3 is assumed.

- ✓ Changing the mission and strategy of the lower and upper bound together with other symptoms, it could be concluded that the variables in the learning status of respondents is low. (Assuming the researcher).
- ✓ About the variables education, creativity and learning, according to the lower bound and upper bound together with other symptoms it can be concluded that the variables education, creativity and learning in the learning status of respondents is low. (Assuming the researcher).
- ✓ About the variables on leadership and empowerment, positive means the upper limit and lower limit is negative means (not well marked), it can not be accept the null hypothesis stated that Tehran's leadership and empowerment in changing the current situation in the state is low.
- ✓ About the variable of development of communication, the amount of test sig is less than 0.05 or greater than the number of positive differences and negative differences, the null hypothesis is accepted. Communication of the variables in the learning situation of the respondents is low (say researchers).
- ✓ About the empowerment variable, knowledge workforce, the amount of test sig is less than 0.05 or greater than the number of positive differences and negative differences, the null hypothesis is accepted. The mean change in the learner's knowledge workforce empowerment status of respondents is low. (Assuming the researcher)
- ✓

Investigation of steps to make learning city of Tehran:

The current study examines the second question deals with the issue of what is the status of base on steps to become learning city?

Because the Sig value of the test variable step instruction and learning, creativity, leadership and empowerment, development communication is more than 0.05, Null hypothesis of normally distributed variables is accepted, and therefore more studies need to be confirmed by comparing the parametric one-sample t-test was used. Mission and strategy variables and empowering force in vocational Sig value is less than 0.05, the null hypothesis is rejected normally distributed variables.

- ✓ Since the test sig is less than 0.05 or greater than the number of positive differences and negative differences, the null hypothesis is accepted. This means that the average change in the status of the mission and strategy in learning is low responders. (Assuming the researcher)
- ✓ Since the upper bound and lower bound of means positive, negative means (also not marked), the null hypothesis is not rejected and therefore it can be stated that in Tehran, the current situation, the pace of change in the teaching and learning of creativity is low.
- ✓ Since the upper bound and lower bound of means positive, negative means (also not marked), the null hypothesis is not rejected and therefore it can be stated that Tehran's leadership and empowerment at the current pace of change in status is low.
- ✓ Since the upper bound and lower bound of means positive, negative means (also not marked), the null hypothesis is not rejected and therefore it can be stated that the current situation in Tehran, a step change in the relationship of education is low.
- ✓ Since the test sig is less than 0.05 or greater than the number of positive differences and negative differences, the null hypothesis is accepted. This means that the variables in the learning of steps enabling knowledge workers in lower status of the respondents. (Assuming the researcher)

Components of learning city:

The third part of this study was to examine the questionnaire, each of the elements in the formation of learning in Tehran to assess the current position base on actor opinions.

Municipality as a learning organization:

The main question in the present study is to investigate this issue deals with the position of municipality on the basis of the learning organization.

Because the Sig value of the test variable and empowering leadership is more than 0.05, the null hypothesis of normal distribution of data was verified and therefore more studies comparing single-sample parametric test should be used. Mission and strategy variables on education, creativity and learning, development, communication and enabling knowledge workers Sig value is less than 0.05, reject the null hypothesis of normally distributed variables and nonparametric tests should be used for further studies.

## **Conclusions**

One of the defining characteristics of learners mission and strategy knowledge about the city and its citizens. So that all the training and activities to further the objectives and strategies of the citizens of the city and is aligned with it. The results showed that the mean change in Tehran's mission and strategy are low, so that the first duty of officials and city managers to define the mission and strategy of Tehran. Also, try to be aware of all the citizens of the City Mission and participate in its realization. And citizen education programs aligned with the mission to develop the city as the city realized purpose and mission. Therefore, all stakeholders in an integrated plan for lifelong learning citizens aligned with the goals and strategies developed should be taken. The city also has a presence in global competitiveness requires learning the necessary infrastructure for global communication. Cities of the learner must have the necessary infrastructure in virtual cities; one of the components of the research was the development of communication. Given that ICT is not still finding its place in Tehran and among citizens. And also be provided for all citizens to use the Internet

and computer training and education to all citizens, especially citizens can not be done through official ways.

In learning city, lifelong learning is no longer just a part of training; it is a guiding principle for all areas involved in learning contexts. Learning in such an approach will be applied to all citizens, without exception, also in response to the need for equal opportunities for social and have economic changes. In these research agencies, municipalities, universities, and education organizations, medium and small private citizens involved in the learning process were evaluated. For optimal use of the human potential and participation in the seminar group among institutions, organizations and citizens must be provided. In this study, it is recommended that the City Council called a council with decision-makers and managers of learning organizations are involved in the education of its citizens. Given the capacities and capabilities of each of the districts of Tehran, strategies and objectives of each of the learning areas of the city of Tehran is determined to realize. On the other hand, given that the goal can be achieved in large projects, should define in terms of the learning. Each task within the project area will be identified. Since one of the goals of the learner's global competitiveness is economic growth at the local level, each task within the project area was identified. Thus, enabling the realization of learning needs to recognition of the relative merits of these capabilities, and use them in regional and global levels.