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Investigating the Impact of Social Capital and Organizational Learning on the Organizational Performance (Case Study: Payame Nur University of Kermanshah Province)

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Abstract
The aim of this study was to analyze the impact of social capital and organizational learning on organizational performance in Payame Noor University of Kermanshah province. It is a functional purpose study with descriptive – survey method. The statistical population includes 470 employees of Payame Noor University in Kermanshah province. A sample of 212 people was chosen using Cochran formula. Data were collected through social capital questionnaire of Ownegh (2005), Akbari et al. (2013) and organizational performance of Baharestan et al. (2012). The validity (content, convergent, divergent) and reliability (factor load, composite Reliability coefficient, and Cronbach's alpha coefficient) of questionnaires indicated that the measurement tools are of good reliability and validity. The results of the research by SMART-PLS software and using t test statistics and path coefficients (β) showed that social capital has strong, direct and significant impact on organizational learning and organizational performance. Also, social capital has strong, direct, indirect and significant impact on the organizational performance. On the other hand, organizational learning can play the mediating role in the relationship between social capitals on organizational performance. On the other hand, social capital can improve the positive effect that organizational learning has on the organizational performance as a moderating variable.

Key words: *Social Capital, Organizational Learning, Organizational Performance.*

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Introduction

Future organizations like today's organizations will work in a highly competitive and complex environment. Rapid flow of scientific knowledge in the twenty-first century subjects the organization's viability to the various factors. According to many common but unspoken assumptions, one of the survival conditions of organizations in such an environment is that the distinction between diverse populations and diverse container (organizational culture, organizational structure, organizational systems, etc.) not to be away from the thought. As adherence from the illustrative explanation of the complexities, relations search, synergistic relations, organizational reminder, managing diversity and promotion of mutual compatibility are other alternatives. In such circumstances, organizations are successful that make themselves agile and dynamic and reproduce their own and forget the illusion inadequate process of change and begin the dramatic movement from the linear language to the live language, from the machine-based to the ecology-based assumptions and from the rigid structures to the changing environments. These changes require capital. Therefore, any organization require at least three kinds of capital which are complement each other in order to achieve its objectives and development of the organization subjects to the presence of every three minimum capital category, i.e. social, human and economic capital. Today, the development literature on the topic of capital contains many forms of this concept. In a general sense, capital denotes the set of assets, facilities and resources, which are reflected in various forms (Etesami and Fazeli Kebria, 2009). There has been various divisions of capital. Capital divided into four categories: economic, human, social and cultural capital. The purpose of economic capital is financial assets or financial infrastructure (buildings and industrial machines and equipment). Human capital is a concept that includes capabilities such as expertise knowledge available in the organization's personnel (Peng Lin, 2011). In fact, human capital includes the skills and abilities that people acquire it which are capabilities in the field of education, verbal and communication skills, self-confidence, leadership and so on.

Cultural capital is another dimension of capital. Bourdieu stated that when speaking of cultural capital, we consider a set of knowledge and cognitive abilities which is manifested in the form of cultural tools and goods. In the sense that it is not dissimilar to the concept of human capital at the sight of Coleman. Cultural capital is all that we now know as cultural goods. These goods are a form of cultural capital that affects social relations and dynamic and efficient social network. And finally, social capital is as the fourth dimension of accumulation of potential or actual sources such as expertise and skills that relates to the property of a durable network of more or less institutionalized relationships between individuals that is created with membership in a group. Social capital is embodied in the relationships between people. And when relations between individuals transform in manners that facilitate action then social capital is created.

Social capital is a set of norms in social devices that promotes the cooperation level of its members and reduces the cost level of the exchanges and communications (Manzur and Yadipour, 2008).

Thus, social capital as one of the capitals along with other sources of capital is affecting economic growth. At first glance, social capital is largely ignored in economic growth but this kind of capital is necessary condition for economic growth of any society; Because economic growth requires rule relations of social activists (Suezi and Mohammadi, 2011).

Elgar et al. (2011) defined the social capital as "actual or potential resources related to possession of a durable network of more or less informal relationships of admitted or mutual acquaintance".

Ahmadi et al (2010) defined capital as "a cer-

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tain set of informal norms or values that the group members take part in it that cooperation and collaboration is permitted among them". Pyrahi (2009) defined capital as "forces that increase the economic development potential in a community by creating and strengthening social relations and social organization patterns".

Social capital in the organization brings various outcomes for the organization such that it can be pointed to organizational learning and organizational performance. Sinkula considers organizational learning as a tool by which knowledge is protected, so that other people in addition to the knowledge creators can also apply it. Experts have defined learning as a relatively permanent change in behavior or potential behavior that directly or indirectly arise from experience. This definition is based on four important points: learning includes the concept of change. A person will differ a bit about the past whether good or bad after learning. b) Change caused by learning is somewhat stable. Thus, students who memorize a subject for the exam quickly forget them and indeed he/ she did not learn anything. c) Learning affects the potential behavior. Since we cannot understand the person's learning by looking at her/him so we should rely on observation to determine the individual's learning. d) Learning arises from direct or indirect experience. Learning can be achieved from a variety of methods that are:

Observation that is the power basis of human analysis of the surrounding data; Insight or intuition: It is a vision or judge that the observer finds in his/her conscious mind from what is seen around after analyzing and processing data. Knowledge is the communication of information and facts that the person has to conclude.

Inductive: The mental process of reasoning from component to the total. The human's mind reaches a general concept from partial concepts (Rezaei, 2003).

On the other hand, organizational performance evaluation refers on how to carry out the missions, tasks, organizational activities and results of doing them. Evaluation refers to the complex process of assessment, valuing and judgment on the performance. Evaluation and measurement of performance in the public sectors are a systematic effort to know that to what extent the government services meet people's needs and to what extent the government has the ability to meet it. Different categories of performance evaluation can be outlined as follows:

1. The first category: organizational performance evaluation, management performance evaluation, managers' performance evaluation, employee performance evaluation, systems and organizational processes performance evaluation, designs performance evaluation and so on. In this category, the evaluation topic is a base.

2. Second category: internal evaluation (where the assessment team address the evaluating, valuing and judging about performance) and external evaluation (where the external and independent assessment team address the evaluating, valuing and judging about performance).

3. Third evaluation: comprehensive performance evaluation (which includes all aspects of organizational performance) and relative performance evaluation (which provides the relative comparison of performances during the period of time or with other peers and competitors) (Akbari and Fakhri, 2013).

Given the above, it must be said that in recent years the organizational and management issues are interested in the importance of social capital as an intangible organizational asset. Social capital is defined as one of the features of social organization such as trust, norms and networks that can improve the effectiveness and efficiency of society by facilitating, training and developing coordination activities. Available scientific evidences show that societies that are in higher levels of social capital have experienced faster economic devel-

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opment and have better situation in terms of organizational performance. In other words, it supports the organization to achieve an excellent performance in order to strengthen and improve organizational learning.

It must be said that organizations in which the social capital is high have more capabilities in learning compared to the organizations in which the social capital is low.

The main question is whether social capital and organizational learning affect the organizational performance at Payame Noor University of Kermanshah province?

The following are examples of research on the subject of the study in both inside and outside the country. Al Agha et al (2012) examined the relationship between social capital and organizational learning: A Case Study of headquarters personnel of the preventive police. The results showed that social capital and organizational learning have a significant relationship. Mirek Zadeh et al (2012) examined the role of social capital in organizational learning of agricultural organization staffs in Kurdistan Province. The results showed that social capital is effective in organizational learning. Hosseinpur and Azar (2011) examined the social and intellectual capital with organizational performance. The results showed that the human and communication aspects, and cognitive and communication aspects (social capital) had the greatest effect on performance.

Emamgholi (2011) examined the role of social capital on organizational performance (Case Study: management of Tejarat bank branches in Qazvin Province). The results showed that social capital has an impact on organizational performance. Alame and Moghadami (2010) examined the relationship between organizational learning and organizational performance in a study: A Case Study: driving force unit of Iran Khodro Company. The results showed that there is a significant relationship between organizational learning and organizational performance. Asadi et al (2009) examined the relationship between organizational learning and organizational performance in the experts of Physical Education Organization of Islamic Republic of Iran. The results showed that there is a significant relationship between organizational learning and organizational performance. Rasouli and Khedri (2013) examined the relationship between social capital and organizational learning among employees of Imam Khomeini Relief Committee in the Bushehr province.

Harnaus et al (2008) examined the relationship between organizational learning and organizational performance: case studyof 202 companies in Croatia. The results showed that there is positive and significant relationship between organizational learning and organizational performance. Leana and Pil (2006) examined the impact of social capital and organizational performance in the public schools of city. The results of this study showed that social capital and organizational performance have impacts. Chang et al (2006) examined social capital, organizational learning, innovation, intellectual capital and performance. The results of this study showed that social capital affects organizational learning and organizational performance. Yang et al (2004) examined the effect of organizational learning. The results showed that organizational learning enhances the people and groups' performance and transfer of knowledge to the system enhance organizational performance.

According to the research model, the research hypotheses are as follows. It should be noted that in the following hypotheses, the variables' dimensions have been examined separately.

First hypothesis: social capital affects organizational learning.

The second hypothesis: organizational learning affects organizational performance.

The third hypothesis: social capital affects organizational performance.

The fourth hypothesis: organizational learning has mediator role in the impact of social capital on organizational performance.

Fifth hypothesis: social capital has moderating

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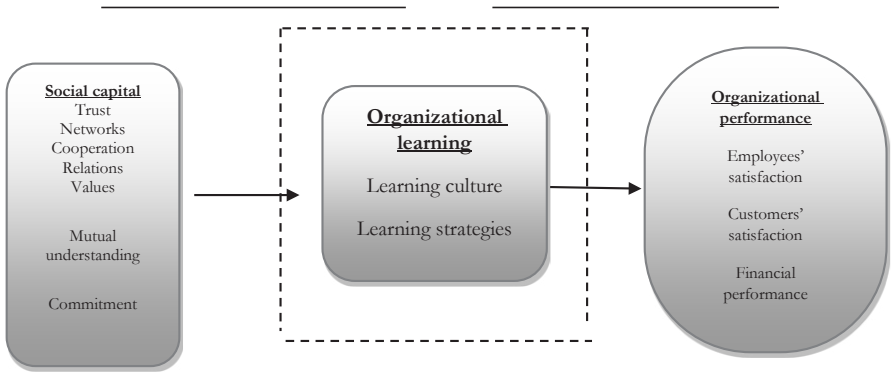


Figure 1. Conceptual Model Research

role in influencing organizational learning on organizational performance.

Research method

This is an "applied research" study and it is a "descriptive research" in terms of data collection. Since researchers sought to determine the relationship between variables, this is a "solidarity research". The statistical population in this study, according to the research variables, is all employees of Payame Noor University in Kermanshah that their number was 470 people. The sample size was 212 people that were obtained through Morgan table and people are selected by random. The main tools of data collection were as follows:

1. Social capital questionnaire of Ownegh (2005) that consists of 28 questions.
2. Organizational learning questionnaire of Akbari et al (2013) which consists of nine questions.
3. Organizational performance questionnaire (2012) that consists of 29 questions.

The measurement scale of the ideas was based on the five-item Likert scale that starts from "strongly disagree" and ends with "strongly agree". The scoring of questions is calculated from score 1 to score 5. To confirm the validity of the measurement tool, three types of assessment validity were used: content validity, convergent validity and divergent validity.

The content validity is created by ensuring compatibility between the measured parameters and the existing literature, this validity was obtained by a survey of teachers.

Convergent validity refers to this principle that indicators of each structure have moderate correlation with each other. According to Fornell and Larcker (1981), the convergent validity criteria is that Average Variance Extracted (AVE) is greater than 0.05. Divergent Validity is also measured by comparing the square root of AVE with the correlation between latent variables (Table 2). And for each reflective constructs, the square root of AVE should be more than the correlation of that construct with the other constructs in the model (Chua and Chen, 2009). Also in this study, two criteria (Coefficient of Cronbach's alpha and Coefficient of Composite Reliability) were used according to the Fornell and Larcker (1981) to determine the Reliability of the questionnaire. Coefficients of Cronbach's alpha for all variables in this study are greater than the minimum amount of (0.70). The Reliability of supplies are based on the real loadings factors of each structure unlike Cronbach's alpha which implicitly assumes that each index has the same weight; so, it presents a better criteria for reliability. The reliability of supplies should be a value greater than 0.70 to represent the internal stability of the structure. In table 1 and 2, the reliable and validity results of the measurement tool are given completely.

The results of the SMART-PLS software outputs in Tables 1 and 2 indicate that the measurement tool of validity (content, convergent, divergent) and reliability (loading factor, reliability of supplies, Cronbach's alpha coeffi-

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Research variables	Coefficient of Average Variance Extracted (AVE)	Loading factors	CR	Reliability Coefficient of Cronbach's alpha
Social capital SC	0.55		0.86	0.86
Trust		0.78		
Networks		0.73		
Cooperation		0.61		
Relations		0.78		
Values		0.78		
Mutual understanding		0.71		
obligation		0.78		
Organizational Learning OL	0.82		0.90	0.79
Learning culture				
Learning strategies		0.89		
		0.92		
Organizational Performance OP	0.52		0.76	0.73
Employees' satisfaction		0.80		
Customers' satisfaction		0.73		
Financial performance		0.61		

Table 1. Convergent validity and reliability of measurement tool

Variable	Social capital (SC)	Organizational learning (OL)	Organizational performance (OP)	Square root (AVE)
Social capital (SC)	1			0.74
Organizational learning (OL)	0.57	1		0.90
Organizational performance (OP)	0.70	0.69	1	0.72

Table 2. The correlation matrix and divergent validity analysis

cient) are appropriate.

Results analysis

To analysis and evaluation of the model for this study, the data analysis was used by structural equation model. Structural equation modeling is a statistical model for linear relationships between latent variables (unobserved) and manifest variables (observed). In other words, structural equation modeling is a powerful statistical technique that combines measurement model (confirmatory factor analysis) and structural model (regression or path analysis) with a statistical test at the same time. Through these techniques, researchers can reject hypothetical structures (models) or approve their compliance with data. In this research, SMARTPLS software was used for analysis.

This software analyzes structural equation models that include multiple variables and direct, indirect and interactivity effects, this software are appropriate for Testing Moderating Effects (Bagozi and Fornell, 1982). Esposito Vinzi et al (2010) reported that the path models of PLS are estimated in two stages. The first stage estimates the score of the hidden variables for each latent variable. And in the second stage, the moderating role of latent variables is studied depending on their status in the path model.

Due to the nature of the second stage, many of the recommendations for the Testing Moderating Effects of multiple regressions are

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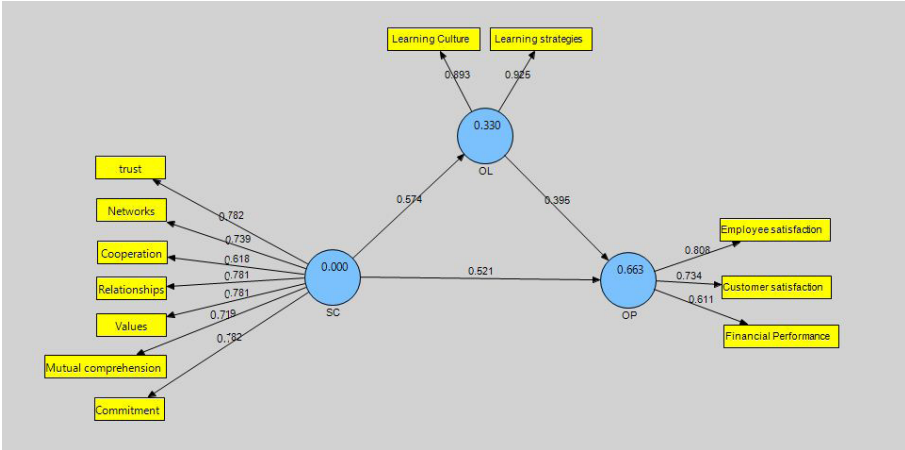


Figure 2. Model structural coefficients

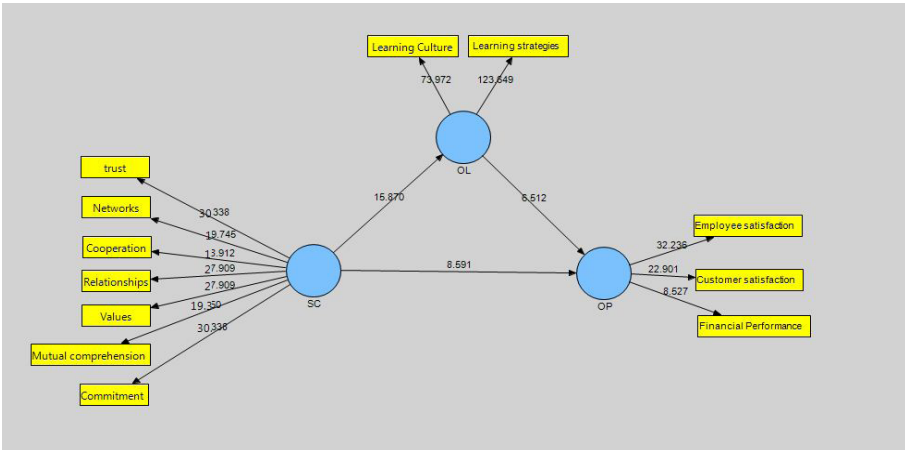


Figure 3. T-test results

Path	Coefficient	t-test	Significant level	Impact rate
Social capital (SC); organizational learning (OL)	0.574	15.870	Significant	Strong
organizational learning; (OL) organizational performance (OP)	0.395	6.512	Significant	Strong
Social capital (SC); organizational performance (OP)	0.521	8.591	Significant	Strong

Table 3. Results summary of the hypotheses test

through SMART-PLS software. Then, the outputs software and their analysis are given. Notably, the t-value or significant interaction effect of variables are shown. If t-value is greater than 1.96 then there is a positive and significant effect. If t-value is between +1.96 and -1.96 then there is not significant effect and if it is lower than -1.96 then there is negative and significant effect (Chen, 2003).

Data obtained from field research were conducted in SMART PLS software and the above results were obtained in accordance with Figures 2 and 3. Analysis of each of the relationships that actually represent a useful and concise hypothesis is shown in Table 3.

According to Table 3 that is obtained based on the results of the test hypotheses, it can be concluded that: the result of first hypothesis

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Relationships	Direct effects	Indirect effects	Total effects
SC ---------- OL	0.574	-	0.574
OL ---------- OP	0.395	-	0.395
SC -------- OP	0.521	0.226	0.747

Table 4. Separation of total, direct and indirect effects

Significant level	Standard deviation error	Test statistics	Type of test	Input
0.000	0.03642164	6.22514471	Sobel test	a =0.574
0.000	0.036461	6.2175563	Arowan test	b = 0.395
0.000	0.03637714	6.23276097	Goodman test	
0.000				

Table 5. Sobel, Arowan and Goodman's tests

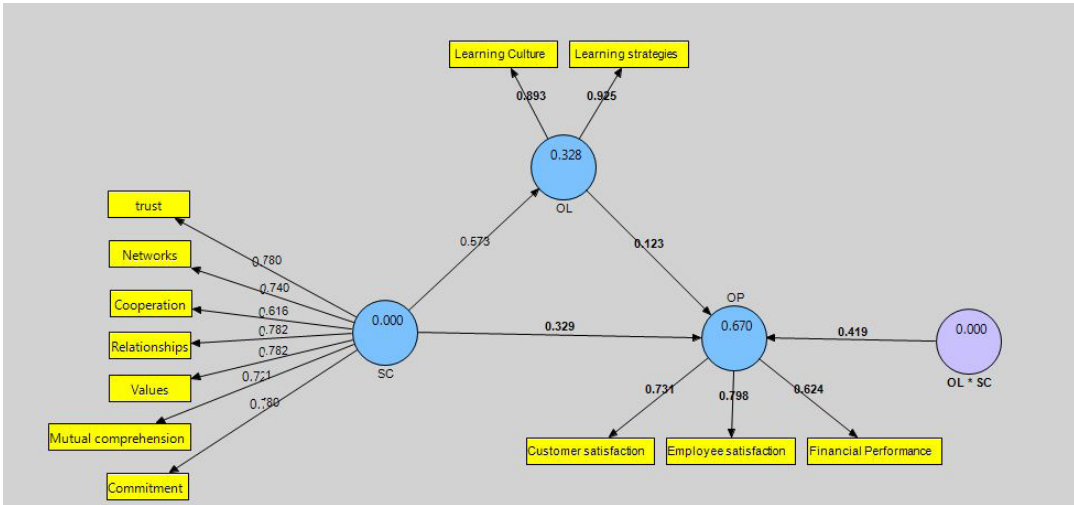


Figure 5. The mediating role test of social capital in the relationship between organizational learning and organizational performance (path coefficients)

test according to the path coefficient of 0.574 and t-test of 15.870 shows that social capital has significant and strong impact on the organizational learning. In the second hypothesis with path coefficient of 0.395 and t-test of 6.512, the result was that the organizational learning has positive and significant impact on the organizational performance. The results of the third hypothesis test with path coefficient of 0.521 and t-test of 8.591 show that social capital has positive and significant impact on the organizational performance. It is necessary to present the total, direct and indirect effects for endogenous variables of the model to investigate the rate of direct and indirect effect of independent variables on the dependent variables (table 4).

Table 4 shows that social capital has positive and significant impact on organizational learning and organizational learning has direct and significant impact on the organizational performance. As a result, the mediating role of organizational learning was supported in the social capital and organizational performance relationship. In addition, the t-values and p-value were assessed for mediating variable through Sobel test in which T=6.22 and p-value=0.000 were obtained that confirmed our result. Also, as shown in table 5, the results of Arowan and Goodman's tests are confirming like Sobel test.

Therefore, fourth hypothesis of this study was

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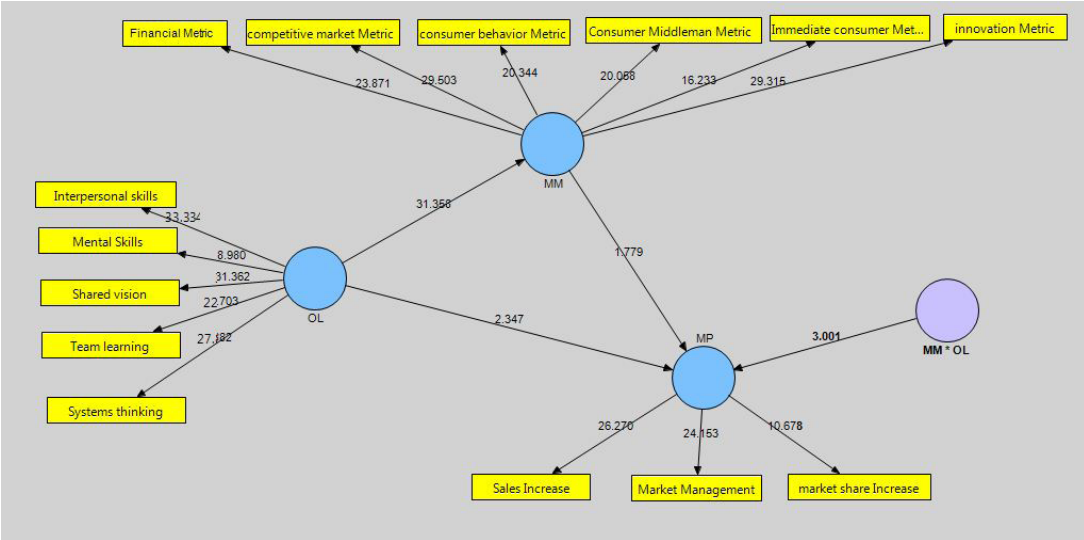


Figure 6. The test of moderating role of social capital in the relationship between organizational learning and organizational performance (t- values)

Variable	Communality mean	
Social capital (SC)	0.555	-
Organizational learning (OL)	0.826	0.330
Organizational learning (OL) in the presence of mediating variable	0.759	0.328
Organizational performance (OP)	0.521	0.663

Table 6. Model fitting

also confirmed. In the fifth hypothesis test that the mediating role of the organizational learning was assessed in the relationship between marketing metrics and marketing performance, the results are shown in the figures 5 and 6.

Given the amount of T=2.404 and path coefficient = 0.419, it can be concluded that social capital has moderating role in the relationship between two variables of organizational learning and organizational performance and fifth hypothesis is confirmed. Also, it can be concluded considering the path coefficient that by presence of social capital, the positive impact of organizational learning on the organizational learning is improved.

Model Fitting

Two models were tested in PLS models. Outer model that is equivalent to the measurement model and inner model that is equivalent to the structural model in other software models (LISREL, EQS, AMOS). The Communality mean was used to measure the fitting of the outer model and was used to fit the structural model. The value of communality mean indicates the percentage of indices changes that is justified by the corresponding structure. Researchers reported the acceptable level for the statistical communality more than 0.05 (Lee et al; 2008).

As seen in Table 6, statistical communality that shows the fitness of the model is more than 0.05. The value of that indicates the model

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ability for describing the structure are 0.330 and 0.663 for organizational learning and organizational performance, respectively. Also, the value is 0.325 for organizational learning when the mediating role of social capital is assessed. Finally, these results show that the presented model is an appropriate fit.

Discussion and Conclusion

Social capital has been highly regarded in different countries; So that most countries have made enormous investments in this area. This paper tries to analyze the impact of social capital and organizational learning on organizational performance of Payame Noor university of Kermanshah province. The results of first hypothesis showed that social capital affects organizational learning. It must be said that the organization must have dimensions of social capital in order to expand organizational learning in the organization correctly. In other words, with regard to social capital, the organization can be proud in competitive environment because organizational learning will expand as well. That's why organizations need more organizational learning in the today's competitive environment.

The results of this hypothesis also correspond with the study conducted by Mirec zade et al (2012), Al agha et al (2012), Chang et al (2006) and Rasooli and Khedri (2013).

In the second hypothesis, organizational learning has significant impact on the organizational performance. It must be said that the corresponding organization should emphasize on the organizational learning in the university so that increase the organizational performance through this way. In other words, if the organization now wants to survive in an environment of change then it should care about the organizational learning of its employees in order to help to its organizational performance.

The results of this hypothesis correspond with the research conducted by Asadi et al (2009), Allame and Moghadami (2010), Yung et al (2004) and Harnosu et al (2008). The role of social capital on the organizational performance was assessed by investigating the third hypothesis of the study. The results showed that they have significant effect together. It can be concluded that Payame Noor university of Kermanshah province should pay more attention to the organizational performance considering the role and the effect of social capital on it: because organizational performance will improve by considering the dimensions of social capital. The results of this hypothesis correspond with the research conducted by Emamgoli (2011), Hosseinpour and Azar (2011), Chang et al (2006) and Leona and Pil (2006). In the fourth hypothesis of the research, the mediating role of organizational learning in the effectiveness of the social capital on the organizational performance was assessed. The results showed that organizational learning has a mediating role in the effectiveness of the social capital on the organizational performance. In other words, organizational learning variable can increase the positive effect that social capital has on the organizational performance. Thus, Payame Noor university of Kermanshah province should pay special attention to the organizational learning in order to improve its organizational performance level. This can be achieved through attention to the social capital. Since in the conclusion of the first hypothesis mentioned, social capital can have significant effects on organizational learning; Finally, in the fifth hypothesis the moderating role of social capital in the effectiveness of organizational learning on organizational performance was evaluated, and the results showed that in the effectiveness of organizational learning on organizational performance, social capital has moderating role. Finally, with regard to the results of smart PLS model (PLS), it can be said that the research hypotheses are confirmed. In other words, the direct effect of social capital on organizational performance and organizational learning and the direct effect of organizational learning on the organizational performance and also indirect effect of the social capital on the orga-

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nizational performance were confirmed. And, by confirming this conceptual model of the research, it can be considered as an experimental model that can be a basis for future scientific and practical researches.

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