

A Study on the Relationship Between the Application of the Principles of Learning Organization (Based on Senge Model) and the Quality of the Work Life of the Faculty Members of Islamic Azad Universities of the West of Mazandaran Province in 2009-10

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Abstract: The main goal of the present research is to study the relationship between using learning organization components (5 components including personal mastery, mental models, shared vision, team learning and systematic thinking) and the quality of work life of the faculty members in the Islamic Azad Universities of the west of Mazandaran. The method of the descriptive research is of correlational type. Statistical population includes all the full time faculty members of Islamic Azad Universities of the west of Mazandaran. 214 people among them were chosen by random stratified sampling in accordance with the population and based on Morgan table and the questionnaires were distributed to them. Two researcher-made questionnaires namely learning organization questionnaire including 30 questions according to Likert scale and quality of work life questionnaire including 32 questions based on Likert scale were regulated. The reliability of the questionnaire was assessed by adoption from scientific resources and the studies and evaluations of supervisors and advisers and a number of experts in management, psychology and educational sciences. Its validity was also assessed through primary investigation and 40 samples chosen from the main population and by using the Cronbach Alpha coefficient, the validity of the learning organization questionnaire was measured 0.97 and the validity of the quality of work life questionnaire was measured 0.92. The results of the present study have been analyzed using descriptive statistics (calculation of frequency, percentage, drawing graphs and compiling tables) and inferential statistics (stepwise regression analysis test and Pearson's correlation coefficient test). The results of the study indicate that 1-There's a significant relationship between the principles of learning organization and the quality of work life of faculty members of the Islamic Azad Universities of the west of Mazandaran. 2-There's a direct and significant relationship between the individual capabilities of the faculty members and the quality of their work life. 3-There's a direct and significant relationship between the mental models of the faculty members and the quality of their work life. 4-There's a positive and significant relation between the shared vision of the faculty members and the quality of their work life. 5-There's a positive and significant relationship between the team learning of faculty members and the quality of their work life. 6-There's a direct and significant relationship between the systematic thinking of the faculty members and the quality of their work life.

Key words: Learning organization components • Quality of work life • Islamic Azad Universities of west of Mazandaran • Faculty members

INTRODUCTION

Learning means the frequent transformations in behavior, which are shaped on the basis of experiences and are encoded within organizational regulations [1]. According to Senge (1990) who is one of the pioneers of the theory of learning organization, organization is a place

where new and comprehensive patterns of thought in that theory grow. It's a place where the communal inclinations and wills are released and the individuals constantly understand how to learn together. To the other words, in the learning organization the emphasis is put on learning on the individual, communal and organizational level [2].

Senge believes that the learning organization is consisted of five disciplines: personal mastery, mental models, shared vision, team learning and systematic thinking.

Learning organization is an organization with high effectiveness and competitiveness because it has the capability to produce new knowledge and gains valuable experiences; therefore, it is creative and can convey the knowledge for the quick resolution of the problems [3].

When we look at the organizations as learning organizations, the traditional dimensions of human resources management will take a new shape. Actually, the idea of knowledge-based organizations, changes the pivot of human management on new pedestals [4].

Since in the learning organizations, the information experts who are gold collar workers replace blue collar workers, the new challenge of human resources management in the learning organizations is to administer these knowledge-workers. The responsibilities of human resources management in the learning organizations is pivoted on attracting, preserving and safeguarding the knowledge workers [4].

The perception of each cultural environment of the quality of work life is a unique perception and the managers should endeavor to recognize it. Once the affairs related to the preservation and safeguarding of the staff at an organization is discussed, it's necessary that the different and complex dimensions which bring into existence the needs and personal, communal and organizational inclinations and the personal and group differences in interpreting the conditions of high-quality work be brought under spotlight and the humans be studied with all of the dimensions of their beings in relation to the work and social life. Looking at human being as a system or part of a working system has created the conception that human can be studied as a mechanical system, while it's the identification of the intangible dimensions of the human being that complicates his preservation [5].

Walton (1973) also defines the quality of work life as the reaction of the workers toward the work especially its mandatory consequences in satisfying the occupational needs and mental health. Using this definition, the quality of work life emphasizes the individual consequences, working experiences and the modality of improvement of the work in order to meet the requirements of the individual [7].

Walton has regulated a theoretical pattern for specifying the quality of the work life which includes options such as: fair and sufficient payment, healthy and

safe workplace, the opportunity for growth and continued security, legality in the organization, the social dependence of work life, the overall living environment, social integrity and solidarity in the organization and the development of human capabilities.

University is a crucial organization in the process of development of every nation. It's an organization which can facilitate economic, social, political and cultural development. The prominent role of the university lies in two main activities namely education and research. The mutual impact of these two features guarantees the vitality and life of the university. Since the faculty members are the key members of the universities and institutions of higher education and their responsibility is to produce and transfer new knowledge to the society, paying attention to the quality of their work life is among the responsibilities of the administrators of the higher education institutions. One of the ways to improve the quality of work life of the faculty members is applying the principles of learning organization in the university [8].

The faculty members as one of the greatest treasures of each society and the most important elements of the educational establishment play a sensitive and defining role in educating specialized human resources and the results of their efforts finally brings with itself the growth and development of human societies [7].

Paying attention to human element in the organizations and especially the educational organizations is an option which has recently become the subject of attention in the science of human resources management. Following the efforts made by Hawthorne and other experts after him during the recent decades, the problems emanating from the complex factor of human being has been brought under spotlight with the title of "the quality of work life" which deals with the real situation of work and workplace in an organization[7].

Activities related to the betterment of the work life including providing welfare facilities, incentive initiatives, job security, giving importance to the role and position of faculty members in the institutions of higher education and laying the groundwork for their scientific and professional advancement are believed to be effective in the entrepreneurship of the faculty members [8].

Having said all, the present research firstly intends to investigate the relationship between the application of the principles of learning organization and the quality of work life of the faculty members of the Islamic Azad Universities of west of Mazandaran and then to review the power of prediction of the quality of work life through the principles of learning organization.

Kelley *et al.* (2007) carried out a research titled "An exploration of the relationship between learning organizations and the retention of knowledge workers." This research was conducted on a sample of knowledge workers in Information Technology. The research was done on 129 organizations and was intended to review the impact of application of the principles of learning organization on the job satisfaction of the workers and the importance of job satisfaction in the intention of occupational replacement.

The results showed that all of the principles of learning organization have relationship with at least one of the 6 dimensions of job satisfaction and from among them, encouragement and challenge (challenging responsibilities) have the greatest effect on the intention of occupational replacement. Moreover, the results of this research were indicative of the fact that all of the principles of learning organization have a positive and significant relationship with the principles of job satisfaction except for the principle of tranquility (satisfaction with the job) which has a reverse (negative) relationship with the mental models.

There's also a relationship between the principles of job satisfaction and the amount of the occupational replacement. The principles of learning organization have a significant relationship and correlation with the principles of job satisfaction and the principles of job satisfaction are similarly in specifying the amount of occupational replacement of the workers. Therefore, it can be concluded that there's a relationship between the principles of learning organization and the amount of occupational replacement of the workers.

During a set of researches aimed at specifying the predictors which affect job satisfaction, Fourie (2004) reached to the conclusion that there's a positive and significant relationship between the job satisfaction and the dimensions of work life. He concluded that the dimension of organizational environment as one of the dimensions of the quality of work life is the most important predictor of job satisfaction. No significant difference was observed in these cases (the quality of work life and job satisfaction) in terms of occupational rank, occupational success and the age of the workers of the organization.

- In a research titled "It's all about me: subtle change through personal mastery" and with a sample of 50 people consisted of the managers of health departments in Canada's Vancouver, Blandford (2005) concluded that how the high personal mastery can

lead to the emergence of personal changes in the personality of people and hence result in the participation of these people in organizational changes and help improve and better the effectiveness of the organization. Actually, high personal mastery leads to an increase in the impact of people in organizational changes, communicative skills, job satisfaction and resolution of occupational problems in a proper manner. Moreover, the increase of the personal mastery of the workers of organization significantly leads to the increase of the effectiveness of the organization.

The Results Extracted from this Study Include:

- The education of personal capability leads to precise participation in the transformations.
- The education of personal capability in the managers who took part in the abovementioned research creates changes and leads to their congruence.
- The education of personal capability leads to progress in the personality-oriented growth of the individuals.

Personality-oriented Growth Includes Three Areas:

- The improvement of self-confidence
- The improvement of communicative skills
- The improvement of awareness and understanding of the personal methods and improving the leadership styles
- Designing the education of personal capability is an effective way in advancing the skills and personal abilities of the individuals.
- In a research titled "A study of learning organization and faculty development in higher education ", Lin (2004) explored the viewpoints of the university faculty members with regards to the extent of university's eagerness for learning under the current circumstances. This research investigated the conceptions of the faculty members about the learning organization and its growth and advancement. He finally concluded that the faculty members give more importance to the factors of their own growth and progress than the principles of learning organization.
- In a research titled "The link between self-managed work team and learning organization using performance indicators ", Power and Waddell (2004) declared that there's a relationship between the self-

managed work teams and learning organization. Qualitative data show that there's a positive and significant relationship between the self-managed teams and performance (knowledge performance, financial performance, customer satisfaction and occupational replacement.) There's also a positive relationship between the learning organization and the results of the performance of the organization. The systems of self-managed work teams should be put in their place and used to preserve learning in the organization and the managers should ensure the high level of organizational performance using these systems. The results showed that the learning organization has relationships with three types of organizational performance: knowledge performance, financial performance and customer satisfaction.

- In a research titled "The relationship among learning organization culture, job satisfaction and organizational commitment in the Lebanese banking sector and the effect of social patterns as moderator variables", with a sample consisted of 992 workers of the banks of Lebanon (5 main branches beside the related branches) and by exploring the relationship between the social patterns of individuals (including individualism and pluralism) and the dimensions of the culture of learning organization, job satisfaction and organizational learning, Dirani (2007) concluded that the dimensions of the culture of learning organization has a direct and significant relationship with organizational commitment and job satisfaction both in terms of inner aspect and outer aspect. In addition, organizational commitment has a direct and significant relationship with job satisfaction.

Chang and Lee (2007) conducted a research titled "A study on relationship among leadership, organizational culture, the operation of learning organization and employee's job satisfaction." This research was carried out on 1000 local companies in Taiwan. The results of the research showed that the organizational culture and leadership have a positive and significant impact on the amount of application of learning organization. The same application of the principles of learning organization has a positive impact on the job satisfaction of the workers. Encouraging the workers to constant learning, the deep acquisition of the culture and systematic thinking caused the workers to change their idea on their jobs and increased their inner satisfaction with their occupation.

Additionally, solidifying the beliefs of the workers about the values and entrusting authorities to them increases their motives for doing the jobs and as a result, increases their outer (external) satisfaction. This study showed that the style and behavior of the leader and the organizational culture has a huge impact on the amount of application of the principles of learning organization. With an accurate leadership, especially a reform-based leadership, the organizations are inclined to create a common perspective, personal capability and systematic thinking. The application of the principles of learning organization including common perspective, personal capability, systematic thinking and group learning has a positive impact in increasing the inner and outer job satisfaction of the workers.

- In a research titled "A management development model, measuring organizational commitment and its impact on job satisfaction among executives in a learning organization" and by selecting 208 people from MBA executives from the Ashland University, Pool (2007) came to the conclusion that there's a specific and tangible relationship between commitment, motive and job satisfaction and these elements are the key and crucial elements for the success of a learning organization. In this study, Pool dealt with the question that whether the extent of executive motive has a relationship (positive or negative) with the features of the learning organization and concluded that the experts of management development are interested in synergic elements and factors (including organizational commitment, occupational motive and job satisfaction) and that these factors influence the culture of learning organization. Learning organization improves the environment in such a way that the workers are encouraged to employ new and innovative ideas in order to realize their communal objectives.
- In a research titled "Investigating the relationship between the quality of work life and the performance of the female head chiefs of the girls' high schools of Tehran" and with a sample comprising 150 female head chiefs from the zones 3, 5, 6, 14 and 16 of Tehran's Department of Education, Kharrazian (2006) used the multi-stage cluster sampling method and concluded that there's a significant relationship between the quality of the work life of the head chiefs and their performance.

The rest of the findings of the research were indicative of the fact that there's a direct and positive relationship-on average level-between participation in decision-making, job security, safe and secure job conditions, learning opportunity, legality in the workplace and the performance of the head chiefs. However, there isn't any significant relationship between the just wages and remunerations and the quality of job and the performance of the head chiefs.

Monfarednia (2008) conducted a research titled "Investigating the relationship between the quality of work life and the occupational erosion of the staff of the Azad Universities of Tehran." The sample of this research was consisted of 221 workers of four branches of Islamic Azad University in Tehran who were selected randomly.

The findings of the research showed that there's a reverse and significant relationship between the quality of work life and occupational erosion and as the quality of work life increases, occupational erosion decreases. The results of step by step regression showed that from among the 8 principles of work life, the principles of developing human capabilities and security and health of workplace were significant and the rest of principles had no impact on the occupational erosion of the workers.

Narenji Sani (2008) carried out a research titled "Investigating the relationship between the quality of work life and job satisfaction among the faculty members of the University of Tehran and Sharif University of Technology" with a sample consisted of 144 faculty members of the aforementioned universities. The results of the research indicated that:

- The professors of the University of Tehran and Sharif University of Technology are in a relatively unfavorable situation in terms of the quality of work life and in a relatively high level in terms of job satisfaction.
- There's a positive relationship between the principles of quality of the work life and job satisfaction.
- There isn't any significant difference between the quality of work life and job satisfaction of the professors of the aforementioned universities and there's only a slight difference in terms of social integrity and solidarity which is considered to be one of the dimensions of the quality of work life. In the other words, the faculty members of the Sharif University of Technology have a higher social integrity and solidarity in compare with the professors of the University of Tehran.

- The rest of the results indicated that in accordance with the precedence, legality in the organization, the opportunity for growth and constant security and development of human capabilities as the dimensions of the quality of work life which are as such the principles of learning organization have a multiplicative correlation with job satisfaction.
- In a research titled "The relationship between the quality of work life and the productivity of the performance of the staff of selected sport federations based on Achieve Model", Abrniam (2009) reached to the following conclusions:
- There isn't a significant relationship between the history of service and the majority of the principles of the quality of work life (except for the development of human capabilities which has a significant difference) and productivity (except for power and organizational commitment.)
- There isn't any significant relation between age and the majority of the principles of the quality of work life (except for legality and developments which have a significant difference) and productivity (except for power which has a significant difference.)
- The hypothesis of relationship between the quality of work life and productivity was confirmed and indicated that there is a significant relationship between all of the principles of the quality of work life except for the principles of the general environment of work life and productivity.
- In a research titled "Investigating the effectiveness of teaching the principles of the quality of work life on the organizational commitment of the workers of Adonis Company", Na'imabadi (2008) reached to the following conclusions: teaching the principles of the quality of work life including the general environment of life, social integrity and solidarity, the development of human capabilities and the provision of the opportunity of growth and constant security influences the increase of the organizational commitment of the workers.

The main focus of the present research is on investigating the relationship between the application of the principles of learning organization and the quality of work life. At the final part, the power of predicting the quality of work life through the principles of learning organization will be reviewed.

Purpose of the Research: The main purpose of the present research includes "the investigation of the application of the principles of learning organization and the quality of work life of the faculty members of the Islamic Azad Universities of the west of Mazandaran."

The Hypotheses of the Research:

- There's a relationship between the principles of the learning organization and the quality of work life of the faculty members of the Islamic Azad Universities of the west of Mazandaran
- There's a relationship between the personal mastery of the faculty members and the quality of their work life.
- There's a relationship between the mental models of the faculty members and the quality of their work life.
- There's a relationship between the shared vision of the faculty members and the quality of their work life.
- There's a relation between the team learning of the faculty members and the quality of their work life.
- There's a relation between the systematic thinking of the faculty members and the quality of their work life.

Methodology: The research method used in the present study is descriptive of correlational type and investigates the relationship between the application of principles of learning organization and the quality of work life of the faculty members of the Islamic Azad Universities of west of Mazandaran from the viewpoint of the full-time faculty members of these universities. The statistical population of the present research consists of all the full-time faculty members of the Islamic Azad Universities of the west of Mazandaran the number of whom stood at 480 in the 2009 educational year. 214 people were selected through random stratified sampling in proportion to the volume of statistical population and using the Morgan table and the formula of sample volume. As the research method, two researcher-designed questionnaires for assessing the learning organization and the quality of work life were used while the learning organization questionnaire contained 30 multiple-choice questions (including 5 choices) in accordance with Likert 5-degree scale and the quality of work life contained 32 5-degree questions of the Likert scale. The reliability of the questionnaires was investigated through studies and assessments made by supervisors and advisors and a number of experts in management, psychology and educational sciences and

its validity was ensured through primary studies and with 40 people selected from the main population as sample. By applying the Cronbach alpha coefficient, the reliability of the learning organization questionnaire was measured 0.97 and the validity of the quality of work life questionnaire was measured 0.92.

Information extracted from the present research is analyzed in the level of descriptive statistics (percentage, frequency, drawing graphs and compiling tables) and inferential statistics (stepwise regression analysis and Pearson's correlation coefficient.)

Findings of the Research:

- There's a relationship between the principles of learning organization and the quality of work life of the faculty members of the Islamic Azad Universities of the west of Mazandaran.

On the basis of the correlation coefficients extracted, there's a relationship between the principles of learning organization (personal mastery, mental models, shared vision, team learning and systematic thinking) and the quality of work life. In the other words, the principles of learning organization (personal mastery, mental models, shared vision, team learning and systematic thinking) play an important role in explicating the amount of the quality of work life.

The results of the table above are indicative of the fact that the principles of learning organization (personal mastery, mental models, shared vision, team learning and systematic thinking) explicate only 3.2% of the variance of the quality of work life.

As it can be seen, the application of the principles of learning organization (personal mastery, mental models, shared vision, team learning and systematic thinking) play a role in explicating the amount of the quality of work life of the faculty members. In the other words, the table above is indicative of the fact that there's a significant relationship between the principles of learning organization and the amount of the quality of work life and the relationship which is observed is statistically significant in the 0.05 level.

The above table is indicative of the fact that from among the principles of learning organization, the principle of mental models plays a role in explicating the amount of the quality of work life and, the amount of influence which the mental models have on the quality of

Table 1: The correlation coefficient between the principles of learning organization and the quality of work life

Principles of learning organization	Quality of work life
Personal mastery	0.141 *
Mental models	0.192 **
Shared vision	0.142 *
Team learning	0.137 *
Systematic thinking	0.145 *

** Significance level is at 0.01

* Significance level is at 0.05

Table 2: The statistical indices of regression analysis regarding the first hypothesis of the research

Correlation coefficient R	Square of correlation coefficient R ²	The square of the moderated correlation coefficient R ₂	Standard error
0.192	0.037	0.032	12.73

Table 3: The test of variance analysis for ensuring the significance of the model used

Sources of differences	Sum of the squares (S.S)	Degrees of freedom (d.f)	Mean of squares (M.S)	F ratio	Significance level
Regression	1314.096	1	1314.096	8.099	0.005
Residual	34396	212	162.245		
Sum	35710.112	213			

Table 4: The variables which are entered in the regression equation using the stepwise model

The index of the source of changes	Partial regression coefficient (B)	Standard error	The standard coefficient of regression partiality (B)	Significance test (t)	Significance level
Mental models	0.435	0.153	0.192	2.846	0.005

Table 5: Standard regression coefficient for the variable existing in the model (mental models)

Predictor variable	B	SEB	B	t	Sig
Mental models	0.435	0.153	0.192*	2.846	0.005

Significance level is at 0.05 P<0.0005

Table 6: The distribution of the correlation coefficient between the personal mastery and the quality of work life

Variables	Personal mastery	Quality of work life	d.f	Cd	α level	R table	Significance level	tr	T table
Personal mastery	1.000	0.0141(
Quality of work life	0.141*	1.000	212	1.98%	0.05	0.113	0.039	2.073	1.98

* Significance level is at 0.05

Table 7: The distribution of correlation coefficient between the mental models and quality of work life

Variables	Mental models	Quality of work life	Degree of freedom d.f	C.d	α level	R table	Significance level	tr	T table
Mental models	1.000	0.192*							
Quality of work life	0.192*	1.000	212	3.68%	0.01	0.113	0.005	2.84	2.617

* Significance level is at 0.01

Table 8: The distribution of the correlation coefficient between the shared vision and quality of work life

Variables	Shared vision	Quality of work life	Degree of freedom d.f	C.d	α level	R table	Significance level	tr	T table
Shared vision	1.000	0.142*							
Quality of work life	0.142*	1.000	212	2.01%	0.05	0.113	0.038	2.088	1.98

* Significance level is at 0.05

Table 9: The distribution of the correlation coefficient between the team learning and quality of work life

Variables	Team learning	Quality of work life	Degree of freedom d.f	C.d	α level	R table	Significance level	tr	T table
Team learning	1.000	0.137*							
Quality of work life	0.137*	1.000	212	1.87%	0.05	0.113	0.045	2.01	1.98

* Significance level is at 0.05

Table 10: The distribution of the correlation coefficient between the systematic thinking and quality of work life

Variables	Systematic thinking	Quality of work life	Degree of freedom d.f	C.d	α level	R table	Significance level	tr	T table
Systematic thinking	1.000	0.145*							
Quality of work life	0.145*	1.000	212	2.10%	0.05	0.113	0.034	2.13	1.98

* Significance level is at 0.05

work life can be predicted by referring to the scores of the mental models variable. Additionally, the regression equation shows that the principle of mental models can explicate and predict the changes of the index variable (the quality of work life) to the extent of 56.66%.

Moreover, given the "t" which is calculated (2.846) and since the significance level is smaller than $P < 0.0005$, it can be said that the relationship between the principle of mental models and the quality of work life is significant and therefore the principle of mental models can be the best predictor of the amount of the quality of work life and the rest of principles of learning organization (personal mastery, shared vision, team learning and systematic thinking) are not entered in the regression equation because they don't contribute to the significance of the power of the multiple-variable regression model.

- There's a relationship between the personal mastery of the faculty members of the Islamic Azad Universities of the west of Mazandaran and the quality of their work life.

According to the correlation coefficient which is calculated, it can be said that there's a relationship between personal mastery and the quality of work life to the extent of 0.141.

In order to investigate the significance of this equation, the (tr) test has been used. According to the tr which is calculated (2.073) which is larger than the t table at the level of 0.05 (1.98) with the degree of freedom of 212, it can be said that the relationship between the personal mastery and the quality of work life is significant with a 0.95 point of certainty. Moreover, this correlation is positive and direct, which means that as the score of personal mastery increases, the score of the quality of work life of the faculty members of the universities increases accordingly and vice versa.

In order to investigate the intensity of correlation, the formula of coefficient of determination has been used and the coefficient of determination calculated (1.98%) shows that personal mastery can determine the variance of the quality of work life only to the extent of 1.98%.

- There's a relationship between the mental models of the faculty members of the Islamic Azad Universities of west of Mazandaran and the quality of their work life.

Given the correlation coefficient calculated, there's a relationship between the mental models and the quality of work life to the extent of 0.192. Given the tr calculated (2.84) which is larger than the t table at the level 0.01 (2.617) with the degree of freedom of 212, it can be stated that the relationship between the mental models of the faculty members and the quality of their work life is significant with a 0.99 point of certainty. It means that as the score of mental models of the faculty members increases, the score of the quality of the work life of faculty members of the universities increases accordingly and vice versa.

The coefficient of determination which is calculated (3.68%) also shows that mental models can determine the variance of the quality of work life only to the extent of 3.68%.

- There's a relationship between the shared vision of the faculty members of the Islamic Azad Universities of west of Mazandaran and the quality of their work life.

Given the correlation coefficient which is calculated, there's a relationship between the shared vision and the quality of work life to the extent of 0.142. Given the tr which is calculated (2.088) which is larger than t table at

the level of 0.05 (1.98) with the degree of freedom of 212, it can be stated that the relationship between shared vision and the quality of work life is significant with a 0.95 point of certainty. Moreover, this correlation is positive and direct. It means that as the score of shared vision increases, the score of the quality of work life increases accordingly and vice versa.

The coefficient of determination which is calculated (2.01%) also shows that shared vision can determine the variance of the quality of work life only to the extent of 2.01%.

- There's a relationship between the team learning of the faculty members of the Islamic Azad Universities of west of Mazandaran and the quality of their work life.

Given the correlation coefficient which is calculated, there's a relationship between the team learning and the quality of work life to the extent of 0.137. Given the t_r which is calculated (2.01) which is larger than t table at the level of 0.05 (1.98) with the degree of freedom of 212, it can be stated that the relationship between team learning and the quality of work life is significant with a 0.95 point of certainty. Moreover, this correlation is positive and direct. It means that as the score of team learning of the faculty members of the universities increases, the score of the quality of work life increases accordingly and vice versa.

The coefficient of determination which is calculated (1.87%) also shows that team learning can determine the variance of the quality of work life only to the extent of 1.87%.

- There's a relationship between the systematic thinking of the faculty members of the Islamic Azad Universities of west of Mazandaran and the quality of their work life.

Given the correlation coefficient which is calculated, there's a relationship between the systematic thinking and the quality of work life to the extent of 0.145. Given the t_r which is calculated (2.13) which is larger than t table at the level of 0.05 (1.98) with the degree of freedom of 212, it can be stated that the relationship between systematic thinking and the quality of work life is significant with a 0.95 point of certainty. Moreover, this correlation is positive and direct. It means that as the score of systematic thinking of the faculty members of the universities increases, the score of the quality of work life increases accordingly and vice versa.

The coefficient of determination which is calculated (2.10%) also shows that shared vision can determine the variance of the quality of work life only to the extent of 2.10%.

ARGUMENT AND CONCLUSION

Results extracted from the findings of the present research according to the sequence of the hypotheses of the research include:

- The results of the first hypothesis test indicated that there's a significant relationship between the principles of the learning organization and the quality of work life of the faculty members of the Islamic Azad Universities of the west of Mazandaran. Among these principles, the principle of mental models plays a more remarkable role in explicating the quality of work life of the faculty members compared with the rest of principles and it can predict the amount of the quality of the work life.

This finding is in conformity with the results of the research carried out by Kelley *et al.* (2007) since they found out in their study that there's a positive and significant relationship between the application of the principles of learning organization and the job satisfaction and maintenance of the knowledge workers which is in accordance with the present research because job satisfaction is one of the consequences of the quality of work life and the issue of maintenance of the knowledge workers also includes the quality of the work life of the workers.

Moreover these results are in accordance with the researches of Rahimi and Yarmohammadzadeh (2005), Hsieny (2004), Chang and Lee (2007) and Dirani (2007) who came to the conclusion that there's a relationship between the learning organization and its principles and the quality of work life, job satisfaction of the workers and the improvement of work life and the institutionalization of these principles will lead to an increase in the quality of the life of the workers and the increase of their job satisfaction and their commitment to the organization and betterment in their fortitude and motives.

- The results extracted from the second hypothesis test indicated that there is a relationship between the personal mastery of the faculty members of universities and the quality of their work life to the extent of 0.141 which is a positive and significant relationship.

- Moreover, the results of the present research indicated that there's a relationship between the mental models of the faculty members of the universities and the quality of their work life to the extent of $r=0.192$ and the calculated relation is positive and significant. These findings are in accordance with the findings of the researches of Rahimi and Yarmohammadzadeh (2005) because they also came to the conclusion that there's a positive and significant relationship between the mental models and the quality of work life and this principle has the greatest effect in the quality of work life of the individuals.

In addition, this finding is not in accordance with the research of Kelley *et al.* (2007) which demonstrates a reverse and negative relation between mental models and the principle of tranquility which is one of the principles of job satisfaction.

- The results of the present research show that there's a positive and significant relationship between the shared vision of the faculty members and the quality of their work life.

This finding is in accordance with the findings of the researches of Chang and Lee (2007), Pool (2007), Rahimi and Yarmohammadzadeh (2005) and Kelley *et al.* (2007) because they had come to the conclusion in their study that having a shared vision in the organization will help improve the job satisfaction and organizational commitment of the staff and better the quality of their work life.

- The results of the fifth hypothesis test showed that there's a direct and significant relationship between the team learning of the faculty members and the quality of their work life.

This finding is in accordance with the results of the researches carried out by Power and Waddell (2004), Change and Lee (2007), Wang (2004), Kharrazian (2006), Kelley *et al.* (2007), Rahimi and Yarmohammadzadeh (2005) because they also concluded that the creation of learning opportunities and communal and team learning lead to the betterment and improvement of the quality of the work life of the staff; therefore, the more the organizations turn into learning organization and pioneer in knowledge-orientation, the more the quality of the work life of the staff and their job satisfaction will be enriched.

- The results of the sixth hypothesis test shows that there's a relationship between systematic thinking and the quality of work life of the faculty members to the extent of $r=0.145$ and this relationship is positive and significant.

This finding is in accordance with the findings of the researches carried out by Chang and Lee (2007), Rahimi and Yarmohammadzadeh (2005), Kelley *et al.* (2007) because they also concluded in their studies that systematic thinking leads to the improvement of inner and outer job satisfaction of the staff and the betterment of the situation of working environment. The quality of work life will be enriched, as well. Moreover, systematic thinking leads to an increase in the job satisfaction and the reduction of the occupational replacement of the staff.

There's also a relationship between the principles of job satisfaction and the amount of occupational replacement of the workers. The principles of the learning organization have a significant relation and integrity with the principles of job satisfaction and the principles of job satisfaction are effective in specifying the amount of occupational replacement of the workers. Therefore, it can be concluded that there's a relationship between the principles of learning organization and the amount of occupational replacement of the workers.

- During his research which was intended at specifying the predictors which influence job satisfaction, Fourie (2004) concluded that there's a positive and significant relationship between job satisfaction and the dimensions of the quality of work life. He concluded that the dimension of organizational environment as one of the dimensions of the quality of work life is the most important predictor of job satisfaction. No significant difference was observed in terms of occupational rank, occupational success and the age of the workers of the organization in these cases (the quality of work life and job satisfaction).

Suggestions:

- In addition to the convention of the meetings of the scientific departments' council, it is also possible to hold meeting for consultation between the university chancellors and the faculty members and make decisions regarding the quality of their work life and the application of the principles of learning organization and also with regards to turning the university into a real learning organization and take practical steps accordingly.

- In some of the universities, there are committees for improving the educational quality and since it is evident from their title, they greatly help improve the educational quality of the universities. Holding meetings in these committees and educational workshops and designing a system for receiving the suggestions can effectively contribute to establishing a learning organization and improving the quality of work life of the faculty members.
- The responsibility of the educational supervisors is to oversee the modality of teaching and employing the educational instruments and apparatus; however, such supervisors are not practically available in the educational system. The evaluation and supervision section of the universities are simply active in conducting polls and surveys and provide the university chancellors with a feedback on the work of professors through having the students complete survey forms. Therefore, it is suggested that educational supervisors be equipped with the adequate facilities which can enable them to accurately supervise the teaching of the professors and also the necessary authorities to do so be entrusted to them.
- Educational courses should be held for the inexperienced professors in the universities so that they can get acquainted with new educational instruments and this will improve the quality of education in the university.
- As per on-the-job training, there should be a comprehensive evaluation system so that holding such courses can be useful and effective.
- By identifying the educational needs of the faculty members and attracting the sponsorship of the high-ranking officials of higher education, a proper planning for improving the quality of the work life of faculty members should be carried out.
- In classifying the educational objectives and decision-makings, the viewpoints of the faculty members should be respected and more freedom of action should be given to them in doing their educational tasks which will create inner impetus, commitment and responsibility in them and this is one of the ways of improving the quality of their work life.

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