

The Impact of the Learning Organization on Organizational Maturity and Educational Performance of Faculty Members at Farhangian University, Region 9 of the Country

ABSTRACT

Learning organizations, by creating a supportive environment and encouraging continuous learning, can contribute to organizational maturity. This maturity not only includes the improvement of organizational processes and culture but also leads to increased collaboration and interaction among faculty members. Therefore, the overall objective of the present study was to examine the impact of the learning organization on organizational maturity and the educational performance of faculty members at Farhangian University, Region 9 of the country. In terms of purpose, this research was applied, and in terms of method, it was descriptive of the survey type. The statistical population consisted of all official faculty members, seconded faculty members, and adjunct instructors of Farhangian University, Region 9, totaling 263 individuals. Based on Cochran's formula, 156 individuals were selected as the statistical sample using stratified random sampling. Data were collected using the Learning Organization Questionnaire developed by Tavassoli (2012) with 30 items, the Organizational Maturity Questionnaire developed by Afshar (2015) with 33 items, and the Educational Performance Questionnaire developed by Zandi (2013) with 25 items. The face validity and content validity of the instruments were confirmed by experts, and their reliability was calculated using Cronbach's alpha coefficient, yielding values of 0.89 for the learning organization questionnaire, 0.93 for the organizational maturity questionnaire, and 0.87 for the educational performance questionnaire. Structural equation modeling was used for data analysis. The results indicated that the learning organization had a positive and significant effect on organizational maturity (with a standardized coefficient of 0.57), and the learning organization also had a positive and significant effect on the educational performance of faculty members (with a standardized coefficient of 0.78). Furthermore, the learning organization had a stronger effect on the educational performance of faculty members compared to organizational maturity. The findings of the present study demonstrated that the learning organization has a positive and significant impact on both organizational maturity and the educational performance of faculty members at Farhangian University, Region 9 of the country, and that the proposed model exhibited an appropriate level of goodness of fit. Therefore, it is recommended that more training programs and collaborative opportunities be provided for faculty members, as these measures can contribute to the continuous improvement of educational and research quality at the university and ultimately support the achievement of Farhangian University's educational and pedagogical objectives.

Keywords: Learning organization, organizational maturity, educational performance, faculty members



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Introduction

In contemporary organizational environments characterized by rapid technological change, increasing complexity, and heightened expectations for performance and accountability, organizations must continuously adapt and evolve to remain

effective and sustainable. One of the most influential paradigms that has emerged to address these challenges is the concept of the learning organization, which emphasizes continuous learning, knowledge sharing, and adaptive capacity as fundamental mechanisms for organizational development and performance improvement. A learning organization is defined as an organization that facilitates the learning of its members and continuously transforms itself by encouraging innovation, knowledge exchange, and collective problem-solving. Such organizations promote environments where employees actively engage in acquiring, sharing, and applying knowledge to improve both individual and organizational performance. The importance of learning organizations has been widely recognized across various sectors, particularly in educational institutions where knowledge creation, dissemination, and application are central to institutional missions. Research indicates that learning organizations enhance innovation, adaptability, and performance by fostering collaborative learning environments and encouraging continuous professional development (1, 2). Furthermore, organizational learning processes contribute to organizational sustainability by enabling institutions to develop dynamic capabilities, strengthen networks, and enhance innovation performance, thereby ensuring long-term effectiveness and competitiveness (3, 4). In the context of higher education, where faculty members play a crucial role in knowledge production and dissemination, the presence of learning organization characteristics is particularly important, as it enables faculty to continuously improve teaching practices, engage in innovative instructional methods, and enhance educational outcomes (5, 6).

Organizational maturity represents another critical dimension of organizational development and effectiveness. Organizational maturity refers to the extent to which an organization has developed structured processes, effective leadership, efficient communication systems, and a culture that supports continuous improvement and performance optimization. Mature organizations exhibit higher levels of coordination, strategic alignment, and operational efficiency, which contribute to improved organizational performance and sustainability. Organizational maturity reflects the organization's readiness to manage complexity, implement strategic initiatives, and achieve desired outcomes effectively. Studies have shown that organizational maturity is closely associated with organizational excellence, performance improvement, and institutional effectiveness, particularly in educational and professional environments (7, 8). Organizational maturity also influences employees' psychological and behavioral outcomes, including job satisfaction, empowerment, and engagement, which in turn contribute to improved organizational performance and reduced organizational dysfunction (9, 10). Furthermore, organizational maturity is closely linked to organizational readiness for technological and structural change, as mature organizations possess the structural and cultural capabilities necessary to successfully adopt innovations and respond effectively to environmental challenges (11). Therefore, organizational maturity can be considered a fundamental indicator of organizational effectiveness, stability, and long-term sustainability.

The relationship between learning organizations and organizational maturity has attracted significant attention in organizational and educational research. Learning organizations play a crucial role in promoting organizational maturity by facilitating knowledge acquisition, improving organizational processes, and enhancing collective learning capabilities. Through continuous learning and knowledge sharing, organizations can develop more effective structures, strengthen leadership capabilities, and enhance organizational adaptability. Empirical studies have demonstrated that organizational learning significantly contributes to organizational development, process improvement, and performance enhancement by fostering innovation and improving organizational competencies (12, 13). Additionally, learning organizations promote organizational empowerment, enhance communication, and facilitate collaborative learning environments, which contribute to organizational maturity and effectiveness (14, 15). These findings suggest that learning organizations serve as a foundational mechanism for organizational growth, development, and maturity, particularly in knowledge-intensive environments such as universities and educational institutions.

Another critical outcome associated with learning organizations and organizational maturity is employee performance, particularly educational performance in academic settings. Educational performance refers to the effectiveness of faculty members in fulfilling their teaching, research, and professional responsibilities. Faculty members' performance plays a central role in determining the quality of educational institutions, influencing student learning outcomes, institutional reputation, and overall organizational effectiveness. Learning organizations enhance employee performance by fostering a culture of continuous learning, collaboration, and innovation. Research has consistently demonstrated that organizational learning positively influences employee performance by enhancing skills, knowledge, motivation, and engagement (16, 17). Moreover, learning organizations facilitate knowledge sharing and employee engagement, which serve as key mechanisms for improving employee performance and organizational effectiveness (18). Similarly, human resource management practices that support learning and employee engagement have been shown to significantly improve organizational performance and employee productivity (19). These findings highlight the critical role of learning organizations in improving individual and organizational performance, particularly in academic institutions where faculty members serve as primary agents of knowledge creation and dissemination.

In addition to learning organization characteristics, organizational maturity also plays a significant role in enhancing employee performance. Mature organizations provide structured environments that support employee development, effective leadership, and efficient organizational processes, all of which contribute to improved performance outcomes. Organizational maturity enhances organizational stability, reduces uncertainty, and improves organizational coordination, enabling employees to perform their roles more effectively. Research has shown that organizational maturity contributes to improved organizational efficiency, alignment, and effectiveness, which positively influence employee performance and organizational outcomes (8, 20). Furthermore, organizational maturity enhances employees' psychological safety, empowerment, and engagement, which are critical factors influencing performance, motivation, and innovation (9, 10). These findings suggest that organizational maturity serves as a critical foundation for improving employee performance, particularly in knowledge-intensive environments such as universities and educational institutions.

Given the importance of continuous learning, organizational development, and performance improvement in educational institutions, it is essential to examine how learning organization characteristics influence organizational maturity and faculty members' educational performance. Therefore, the aim of the present study is to examine the impact of the learning organization on organizational maturity and the educational performance of faculty members at Farhangian University, Region 9 of the country.

Methods and Materials

This study is applied in terms of purpose and descriptive-survey in terms of methodology. The statistical population consisted of all official faculty members, seconded faculty members, and adjunct instructors of Farhangian University, Region 9 of the country (Semnan, Mazandaran, and Golestan), during the 2024–2025 academic year, totaling 263 individuals. Based on Cochran's formula, 156 individuals were selected as the statistical sample using stratified random sampling according to university unit and gender (Table 1).

Table 1. Statistical Population and Sample Size by University Unit and Gender

University	Gender	Population	Sample	Percentage
Semnan	Male	41	24	15.6
	Female	8	5	3.0
Mazandaran	Male	115	68	43.7
	Female	46	28	17.5

Golestan	Male	36	21	13.7
	Female	17	10	6.5
Total	—	263	156	100

The data collection instruments used in this study were as follows:

– **Tavassoli’s Learning Organization Questionnaire (2012):** This questionnaire consists of 30 items and 5 dimensions (personal capabilities and competencies, mental patterns and models, shared vision and aspirations, team learning, and systems thinking), and is designed based on a five-point Likert scale (very low, low, moderate, high, very high), scored from 1 to 5, respectively.

– **Afshar’s Organizational Maturity Questionnaire (2015):** This questionnaire consists of 33 items and 8 dimensions (process orientation, systemic perspective, human resources, social responsibilities, stakeholder satisfaction, leadership and management capability, improvement, learning and value, and knowledge management), and is designed based on a five-point Likert scale (very low, low, moderate, high, very high), scored from 1 to 5, respectively.

– **Zandi’s Educational Performance Questionnaire (2013):** This questionnaire consists of 25 items and is designed based on a five-point Likert scale (very low, low, moderate, high, very high), scored from 1 to 5, respectively.

The face validity and content validity of the instruments were confirmed by subject-matter experts. Their reliability was calculated using Cronbach’s alpha coefficient, yielding values of 0.89 for the learning organization questionnaire, 0.93 for the organizational maturity questionnaire, and 0.87 for the educational performance questionnaire. Since these values exceeded the acceptable threshold of 0.70, they were considered statistically reliable and acceptable.

For data analysis, descriptive statistics including mean and standard deviation were used. In the inferential statistics section, structural equation modeling (SEM) was employed to examine the research hypotheses. Data analysis was performed using SPSS version 27 and LISREL version 8.5 software.

Findings and Results

The findings of the study are presented in two sections: descriptive and inferential. In the descriptive section, the mean and standard deviation of the research variables are presented in Table 2.

Table 2. Mean and Standard Deviation of Research Variables

Research Variables	Variable Code	Mean	Standard Deviation
Learning Organization	SY	3.24	0.642
Personal capabilities and competencies	SY1	3.36	0.785
Mental patterns and models	SY2	3.06	0.699
Shared vision and aspirations	SY3	3.24	0.733
Team learning	SY4	3.32	0.840
Systems thinking	SY5	3.25	0.779
Organizational maturity	BS	3.09	0.627
Process orientation	BS1	3.23	0.685
Systemic perspective	BS2	3.17	0.856
Human resources	BS3	3.43	0.825
Social responsibilities	BS4	3.35	0.786
Stakeholder satisfaction	BS5	2.96	0.799
Leadership and management capability	BS6	2.95	0.873
Improvement, learning, and value	BS7	2.81	0.914
Knowledge management	BS8	2.90	0.817
Educational performance	AA	3.31	0.840

According to Table 2, the learning organization variable has a mean of 3.24 and a standard deviation of 0.642. Among its dimensions, personal capabilities and competencies have the highest mean (3.36), while mental patterns and models have the

Furthermore, comparison of the standardized coefficients shows that the effect of the learning organization on educational performance (0.78) is greater than its effect on organizational maturity (0.57).

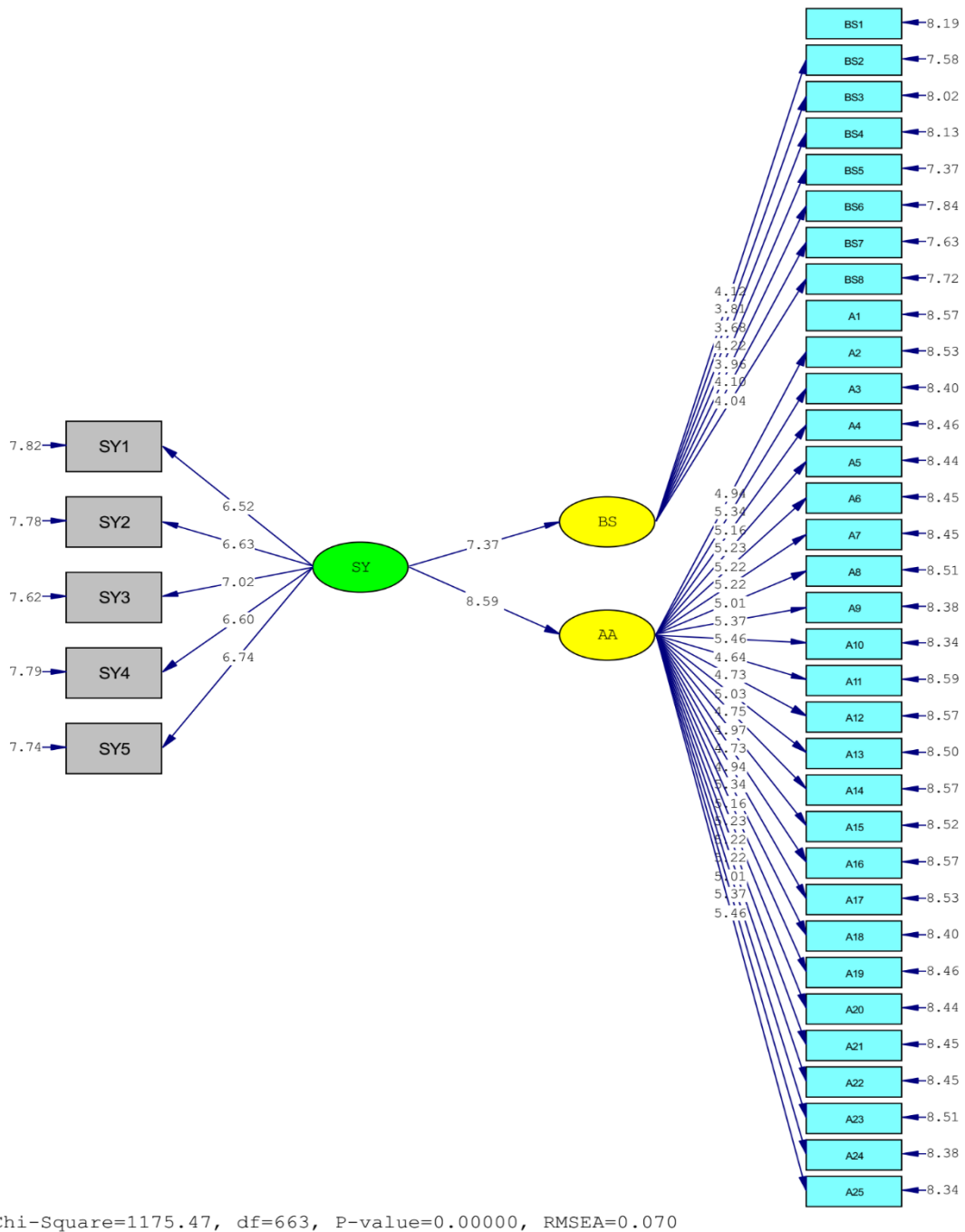


Figure 2. Model with T-Values

According to Figure 2, the t-value for all paths exceeds 1.96, indicating statistically significant relationships between variables at the 95% confidence level. The calculated t-value between the learning organization and organizational maturity is 7.37, while the calculated t-value between the learning organization and educational performance is 8.59. These findings confirm the statistical significance of the relationships between variables. Moreover, comparison of t-values indicates that the relationship between the learning organization and educational performance ($t = 8.59$) is statistically stronger and more significant than the relationship between the learning organization and organizational maturity ($t = 7.37$). Therefore, it can be

concluded that the learning organization plays a highly effective role in enhancing organizational indicators, particularly the educational performance of faculty members at Farhangian University, Region 9 of the country.

Table 3. Results of Path Analysis Findings

Hypotheses	t-value	Standardized Coefficient	Test Result
The learning organization has a positive and significant effect on organizational maturity at Farhangian University, Region 9	7.37	0.57	Confirmed
The learning organization has a positive and significant effect on faculty members' educational performance at Farhangian University, Region 9	8.59	0.78	Confirmed

According to Figures 1 and 2 and Table 3, since at the 95% confidence level and measurement error of $\alpha = 0.05$, the calculated t-values for all paths exceeded 1.96, the null hypothesis was rejected and the research hypotheses were confirmed. Therefore, it can be concluded that the learning organization has a positive and significant effect on organizational maturity (standardized coefficient = 0.57) and a positive and significant effect on educational performance (standardized coefficient = 0.78). Furthermore, the learning organization has a stronger effect on educational performance than on organizational maturity.

The final goodness-of-fit indices of the structural model based on LISREL output are presented in Table 4.

Table 4. Results of Structural Model Fit Indices at the 0.05 Significance Level

Index	Acceptable Value	Calculated Value	Result
Chi-square/df (χ^2/df)	< 3.00	1.77	Confirmed
RMSEA	< 0.08	0.070	Confirmed
GFI	> 0.90	0.93	Confirmed
NFI	> 0.90	0.92	Confirmed
CFI	> 0.90	0.92	Confirmed
AGFI	> 0.90	0.94	Confirmed
IFI	> 0.90	0.91	Confirmed
RFI	> 0.90	0.91	Confirmed

The results presented in Figures 1 and 2 and Table 4 show that the chi-square statistic is 1175.47 with 663 degrees of freedom, and the chi-square to degrees of freedom ratio is 1.77. Since values less than 3 indicate an acceptable model fit, the proposed model demonstrates a satisfactory fit. Additionally, the root mean square error of approximation (RMSEA) is 0.070, which is below the acceptable threshold of 0.08, indicating a good model fit. Other goodness-of-fit indices include the goodness-of-fit index (GFI = 0.93), normed fit index (NFI = 0.92), comparative fit index (CFI = 0.92), adjusted goodness-of-fit index (AGFI = 0.94), incremental fit index (IFI = 0.91), and relative fit index (RFI = 0.91). In all these indices, values above 0.90 indicate an acceptable model fit. Therefore, the proposed model demonstrates adequate fit, and the relationships among the variables are statistically significant.

Discussion and Conclusion

The findings of the present study demonstrated that the learning organization has a positive and statistically significant effect on organizational maturity among faculty members at Farhangian University, Region 9, and that this relationship is characterized by a relatively strong standardized coefficient, indicating that the development of learning-oriented structures and practices substantially enhances the organization's maturity level. This result highlights the fundamental role of continuous learning, knowledge sharing, and collaborative engagement in promoting organizational development and structural advancement. Organizational maturity reflects the organization's ability to establish systematic processes, enhance leadership effectiveness, and foster a culture of continuous improvement. The positive relationship observed in this study suggests that learning organizations provide the necessary cognitive, structural, and cultural infrastructure required for organizations to

evolve toward higher levels of maturity. This finding aligns with previous research emphasizing that organizational learning contributes directly to organizational development by enhancing structural alignment, improving knowledge management processes, and strengthening institutional adaptability (3, 12). Learning organizations facilitate continuous improvement and innovation, enabling organizations to refine their processes and improve organizational readiness for environmental challenges and technological transformation. In particular, learning organizations enhance organizational flexibility and responsiveness, which are essential components of organizational maturity and long-term sustainability (11, 13). Moreover, the results are consistent with findings indicating that organizational learning enhances empowerment, improves communication effectiveness, and strengthens organizational capabilities, which collectively contribute to the development of mature organizational structures (14, 15). These mechanisms allow organizations to develop more effective governance structures, improve decision-making processes, and foster institutional resilience, which are core indicators of organizational maturity.

The findings also demonstrated that the learning organization has a positive and significant effect on faculty members' educational performance, with an even stronger standardized coefficient than its effect on organizational maturity. This finding highlights the direct and substantial influence of learning-oriented organizational environments on improving individual-level performance outcomes, particularly in academic settings. Educational performance among faculty members depends heavily on continuous professional development, access to knowledge resources, collaborative learning opportunities, and organizational support. Learning organizations foster these conditions by promoting knowledge sharing, encouraging innovation, and supporting professional growth. This finding is consistent with research demonstrating that organizational learning positively influences employee performance by enhancing competencies, motivation, and engagement (16, 17). In educational institutions, where faculty members are responsible for teaching, research, and academic development, learning organization characteristics play a crucial role in improving instructional effectiveness and professional performance. Additionally, knowledge sharing and employee engagement, which are key components of learning organizations, have been shown to significantly improve employee performance and organizational effectiveness (18, 19). Learning organizations encourage collaborative learning, peer interaction, and professional dialogue, which enhance faculty members' teaching skills, instructional innovation, and pedagogical effectiveness. Furthermore, professional learning communities and collaborative environments contribute to innovation in teaching practices, thereby improving educational performance and instructional quality (2, 5). This finding confirms that learning organizations not only contribute to organizational development but also directly enhance individual-level performance, particularly in knowledge-intensive environments such as universities.

Another important finding of the study is that the effect of the learning organization on educational performance is stronger than its effect on organizational maturity, suggesting that learning organization characteristics may influence individual-level outcomes more immediately and directly than structural organizational development. This finding can be explained by the fact that learning organizations provide immediate access to knowledge, training opportunities, and collaborative learning environments, which directly enhance faculty members' competencies and performance. Organizational maturity, on the other hand, represents a broader and more complex organizational construct that develops gradually over time through sustained organizational learning, structural alignment, and leadership development. This interpretation is supported by previous studies indicating that learning organizations influence employee performance through mechanisms such as knowledge sharing, empowerment, and engagement, which directly affect individual performance outcomes (15, 18). Additionally, learning organizations facilitate continuous professional development and innovation, which enhance individual performance more rapidly than broader organizational transformations (1, 4). This finding suggests that learning organization initiatives may serve as a critical mechanism for improving educational performance in the short term while simultaneously contributing to organizational maturity over the long term.

The results of this study also highlight the important role of organizational maturity in enhancing organizational effectiveness and performance outcomes. Organizational maturity contributes to improved organizational coordination, effective leadership, and structured organizational processes, which support employee performance and institutional effectiveness. Mature organizations provide stable environments that facilitate knowledge sharing, professional development, and effective communication, which enhance organizational functioning and employee performance. This finding is consistent with previous research demonstrating that organizational maturity is associated with improved organizational effectiveness, enhanced employee motivation, and improved organizational performance (7, 8). Organizational maturity also contributes to improved organizational climate, reduced organizational dysfunction, and enhanced employee engagement, which are essential factors influencing employee performance and organizational effectiveness (9, 10). These findings indicate that organizational maturity serves as a critical foundation for organizational development and performance improvement, particularly in academic institutions where structured processes and effective leadership are essential for achieving educational objectives.

Furthermore, the findings of this study emphasize the critical role of learning organizations in fostering innovation, adaptability, and continuous improvement in academic institutions. Learning organizations encourage experimentation, innovation, and collaborative problem-solving, which enhance organizational effectiveness and performance. In academic environments, where knowledge creation and dissemination are central organizational functions, learning organization characteristics are particularly important for promoting academic excellence and institutional effectiveness. Previous research has demonstrated that learning organizations enhance organizational innovation, improve organizational adaptability, and strengthen organizational performance by fostering continuous learning and knowledge sharing (3, 13). Additionally, learning organizations enhance employee engagement, motivation, and commitment, which contribute to improved organizational performance and effectiveness (18, 19). These findings suggest that learning organizations provide the structural and cultural conditions necessary for achieving sustainable organizational development and performance improvement in higher education institutions.

The results of this study have important implications for higher education institutions, particularly teacher education universities such as Farhangian University. Faculty members play a central role in preparing future teachers and shaping educational outcomes, and their performance directly influences the quality of teacher education and educational systems. Therefore, enhancing faculty members' performance and promoting organizational development are essential for improving educational quality and institutional effectiveness. The findings of this study suggest that developing learning organization characteristics can significantly improve faculty members' educational performance and enhance organizational maturity, thereby improving overall institutional effectiveness. These findings are consistent with research emphasizing that organizational culture, leadership, and learning-oriented environments significantly influence organizational performance and institutional effectiveness (4, 6). Learning organizations provide the necessary conditions for continuous professional development, collaborative learning, and organizational innovation, which enhance educational performance and organizational effectiveness. Therefore, promoting learning organization characteristics represents a critical strategy for improving organizational development and performance in higher education institutions.

One of the main limitations of this study is that it was conducted within a specific institutional and geographical context, namely Farhangian University, Region 9, which includes the provinces of Semnan, Mazandaran, and Golestan. This may limit the generalizability of the findings to other universities, regions, or organizational contexts with different structural, cultural, and organizational characteristics. Additionally, the study relied on self-reported data collected through questionnaires, which may be subject to response bias, including social desirability bias and subjective interpretation of questionnaire items. Another limitation is the cross-sectional nature of the study, which restricts the ability to establish causal relationships between variables

over time. Organizational maturity and learning organization characteristics are dynamic constructs that develop gradually, and longitudinal research would provide a more comprehensive understanding of their development and impact. Furthermore, other organizational variables, such as leadership style, organizational culture, and institutional support, were not examined in this study and may also influence organizational maturity and educational performance.

Future research should examine the relationship between learning organizations, organizational maturity, and employee performance in different types of higher education institutions, including public and private universities, to enhance the generalizability of findings. Longitudinal studies are recommended to examine the long-term effects of learning organization practices on organizational maturity and faculty performance over time. Future studies should also investigate the mediating and moderating roles of variables such as organizational culture, leadership style, employee engagement, and organizational commitment in the relationship between learning organizations and performance outcomes. Additionally, qualitative research methods, such as interviews and case studies, could provide deeper insights into the mechanisms through which learning organizations influence organizational development and performance. Comparative studies across different countries and cultural contexts would also contribute to a broader understanding of the role of learning organizations in higher education institutions.

University administrators and policymakers should prioritize the development of learning organization characteristics by promoting knowledge sharing, continuous professional development, and collaborative learning environments among faculty members. Providing training programs, workshops, and professional development opportunities can enhance faculty members' competencies and improve educational performance. Institutional leaders should also create supportive organizational cultures that encourage innovation, open communication, and continuous learning. Establishing professional learning communities and facilitating collaboration among faculty members can further enhance organizational learning and performance. Additionally, strengthening organizational structures, improving leadership effectiveness, and promoting knowledge management practices can contribute to enhancing organizational maturity and institutional effectiveness. By implementing these strategies, universities can improve faculty performance, enhance organizational maturity, and achieve sustainable organizational development.

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Authors' Contributions

All authors equally contributed to this study.

Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

All ethical principles were adhered in conducting and writing this article.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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