On the Effects of Organizational Culture on E-Learning Readiness: An Iranian Experience

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ABSTRACT
An organization's success in implementing e-learning depends on the supports provided by the organizational culture. This paper is aimed to evaluate the impacts of organizational culture on e-learning readiness. To test the research hypothesis, Beta coefficient test was used. Research results indicated a significant positive impact of Clan and Adhocracy cultures on e-learning readiness. It was found that Market culture has a negative impact on e-learning readiness. Research findings cannot justify a relationship between Hierarchy culture and e-learning readiness.

Keywords: Adhocracy Culture, Clan Culture, E-Learning Readiness, Hierarchy Culture, Market Culture, Organizational Culture

1. INTRODUCTION
In the current challenging world, knowledge-based skill of employees is an important requirement for organizations to have competitive advantage. Traditional learning cannot meet the targets defined for the learning requirements of employees. It is shown (1) that e-learning is a suitable solution for organizations to cope with the changing nature of business related knowledge required to remain competitive and to reduce the learning cost (Minton, 2000).

According to Schreurs et al. (2009), e-learning readiness is an important factor affecting the successful adoption of e-learning.

Although a vast number of organizations tend to utilize the e-learning technology to benefit, because of the amount of investment required and the high rate of failure, many of them are reluctant to do so. That is, why it is necessary to find how the organization is ready to adopt the technology. The assessment should be done from different point of view, including employees, technological infrastructure, and innovation.
While the e-learning readiness is a key factor which affects the successful adoption of e-learning technology, the organizational culture plays the same role (Lea, 2003). According to Kinuthia (2007), culture affects the employees’ acceptance of learning process.

There are many researches, focusing on factors that affect organizational learning. Bates (2000) believes that organizational culture can facilitate the learning process. He also argued that culture can make the process hard. Schein (1993) believes that the organizational culture should support the learning process. He concluded that the development of learning would be hard if organizational culture fail to support the learning process. Therefore, organizational culture is a key factor if successful adoption of e-learning in an organization.

In this paper, the effect of organizational culture of e-learning readiness is investigated. In order to identify models of organizational culture, we have utilized Cameron and Quinn’s 4-dimension model (1999). We have also used Aydin and Tasci (2005) model to measure the e-learning readiness.

2. LITERATURE REVIEW

2.1. E-Learning Readiness

Electronic learning in today’s organizations includes presentation of electronic contexts or electronic experiences using information technology (Schreurs, Sammour, & Ehlers, 2009). This kind of learning is an important innovation which is used in collaborative environments. E-learning requires that the learners use the Internet, collaborate with peers and interact with the trainer, if he seeks support. Experienced e-learners can also use technology to monitor their training and ultimately become responsible managers of their own personal and career development. Asynchronous training, training at individual pace, just-in-time training, and cost-effectiveness lure organizations to e-learning (Powell, 2000).

E-learning gives organizations a unique opportunity to cope with rapid changes in knowledge requirements. An organization needs to be ready to accept e-learning because this learning technology requires a lump sum of investment. For an organization which intends to implement e-learning, readiness is defined as the mental or physical preparedness for that organization for some e-learning experience or action. As more and more organizations decide to join and expand e-Learning interventions, it becomes critical to assess their readiness to utilize technology for a successful implementation and accommodating learning strategies with their local needs (Bowles, 2004).

Readiness is a continuous process. University to implement e-learning in the fields of communications, equipment, security, human resources, finance, support and coordination, regulation, standard, content and should be properly prepared (Darab & Montazer, 2010). According to Kamaliyan and Fazel (2009) university students are relatively ready to take part in e-learning process. They argued that university must do more in issues like access to IT, skill improvement plans, and helping students to gain more from IT. Aydin and Tasci (2005) investigated e-learning readiness in Turkish companies. They have found that the companies in Turkey are relatively ready for e-learning, but they need more educated employees, e-learning champions, and outside vendors, and resources.

Researches on organizations readiness for e-learning provides managers questions, strategies, models, tools and guidance to evaluate organization readiness. E-readiness can be assessed by measuring the technical competencies and experience of working with computers. The competency should be supported by the people ability to direct their own training through appropriate knowledge, skills, attitudes, and habits of good conduct.

Designing an assessment tool has been considered by many researchers. Aydin and Tasci (2005) propose a questionnaire with seven categories including human resources, learning management system, content, information technology, learners, finance, and vendor. They
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