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Original Article (Quantitative)

Studying the relationship between teacher's scientific self-efficacy with the emergence of innovative educational behaviors with an emphasis on the mediating role of educational beliefs

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Abstract

The present study was conducted with the aim of elucidating the relationship between organizational learning and organizational culture. In terms of purpose, the study is developmental, and in terms of methodology, it is qualitative and based on a systematic literature review. The statistical population consisted of 15 studies published in معتبر scientific databases between 2010 and 2021 that addressed the research topic and were selected for in-depth analysis. The findings of the study were presented and discussed in the form of two main research questions. The results indicate that organizational learning is a dynamic and multilevel process shaped through interaction among individual, group, and organizational learning. Organizational culture, as the primary context for this process, can play either a facilitating or inhibiting role. The findings show that dimensions such as innovation, teamwork, participation, and risk acceptance in organizational culture have a direct impact on the effectiveness of organizational learning. On the other hand, hierarchical cultures, by creating communication barriers and reducing flexibility, constrain organizational learning. In addition, organizational factors such as transformational leadership, decentralized structures, and efficient information systems were identified as mediating variables in strengthening the relationship between organizational culture and organizational learning. By providing a conceptual framework, this study demonstrates that organizations can enhance their learning capabilities through the development of a learning culture, strengthening organizational dialogue, and designing flexible structures. It can also help managers design strategies for developing organizational culture and improving learning processes.

Keywords:
Scientific self-efficacy, Innovative educational behaviors, Educational beliefs, Educational strategies.

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