The Relation Between Organizational Learning and Information Technology in Companies with International Activities During the Covid-19 Pandemic

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Abstract

The paper discusses the phenomena of the present such as information technology and organizational learning as elements of business performance. In order to better understand the study, a theoretical paradigm of the relationship between information technology performance and elements of organizational learning was created. The mentioned theoretical paradigm was conditioned by the focus on the new theoretical thesis of the pandemic that is currently ruling in the world. To test the research variables, a quantitative method of de-effective approach was used. Through this quantitative method, statistical analysis of data derived from the research questionnaire was used. According to the T-test, correlation and regression analyses the article was improve statistically significant relationships between information technology items and certain organizational learning as a business performance, in Southeast European Country companies dealing with international activities during the period of Covid 19, also is improved statistically significant difference between the influences of high values (values above average) and low values (values below average) dimensions of information technology on individual organizational learning during the Covid -19 pandemic and finally statistically significant correlations between information technology items and observed performances (of organizational learning).

Key words: Information technology, organizational learning, covid 19, performance, CEO

1. Introduction

The main (general) goal of the research is to determine the direction and intensity of information technology influences on certain organizational and business performances in companies in SEEC companies that are dealing with international activities during the pandemic Covid 19 period. In this sense, the results of the research are expected to reveal these relations, and the discussion of the obtained results to clarify them. Based on these considerations, proposals for appropriate directions will define actions for leaders and managers, all with the aim of improving organizational learning and business performance in companies in Kosovo. Such research can be of great importance for theory and management practice and business aspects of using modern information technologies in companies dealing internationally in Kosovo during the Covid 19 pandemic period. The research also has certain specific goals. In the first place, the goal is to examine the existing one the level of modernity and application of information technologies, as well as the level of attention paid information technologies in companies in. The overall situation is observed, as well as the state of information technology depending on several criteria: gender CEO, age CEO, ownership structure of the company, financial performance, professional respect according to leader

and trust in management actions. Furthermore, the objective of the paper is to examine whether they are information technology indicator of individual level of the organizational and business performance, that is, whether there is an impact of information technology on certain organizational and business performance such are: organizational learning and elements of organization learning performance, in companies in Southeast Europe Countries. In addition, the goal of the paper is to define guidelines for leaders and managers on how to improve company performance.

Basic hypothesis:

H: There are statistically significant relationships between information technology items and certain organizational learning processes as business performance in companies during the period of Covid 19.

Special hypotheses:

H1: There is a statistically significant difference between the influences of high values (values above average) and low values (values below average) dimensions of information technology on individual organizational learning during the Covid -19 pandemic.

H2: There are statistically significant correlations between information technology items and observed performances (of organizational learning).

2. Theoretical background

2.1 The concept of organizational learning

According to (Reynolds Fisher, White, 2000), organizational learning is a thought process, in which members of all levels in the organization participate, and includes the collection of information from external and internal environment. This information is filtered through a collective meaningful process, which results defining directions for taking actions in the field of organizational behavior and theories, necessary to respond to constant change. This definition emphasizes that organizational learning is a process through which they collect information and then interpret it through a cognitive, social process. Collected information represents the organizational knowledge base. This knowledge is stored in the "memory" of the organization (Kinicki, Kreitner, 2006). Simply put, organizational knowledge emerges during the process of organizational learning. Organizational knowledge represents all skills, knowledge and abilities that both employees and management of the organization have, and on the basis of which they lead their own business (G.C. Kane & Maryam Alavi, 2007). Organizational knowledge must be constantly applied as it is not it would lose, but it must also increase.

The process of organizational learning has a technical and social character (G.C. Kane & Maryam Alavi, 2007) (Arthur M. Langer, 2018). The technical character is reflected in the processing of information (collection, processing, storage, exchange and use of information). The social character is reflected in various forms of social interactions among members of the organization. It is this interaction that makes it possible to organize learning creates knowledge that no individual member of the organization has (Arthur M. Langer, 2018).

Organizational Learning (OL) and the Learning Organization - LO), are not the same terms. Organizational learning is a process, while an organization that learns both the condition and the consequences of that process (Arthur M. Langer, 2018).

A learning organization emerges in the process of organizational learning, it develops abilities organizational learning, encourages and directs employees to learn, it changes relatively easily and quickly and improves its processes. In relation to organizational learning, the learning organization uses organizational knowledge for encouraging innovation and organizational effectiveness. So, a learning organization is an organization which proactively creates, acquires and transmits knowledge, on the basis of new knowledge and understanding there are changes in the behavior of the organization (Kinicki, Kreitner, 2006). This definition indicates on the characteristics of the learning organization: (D.R. Marie & C.Boudreau & G. MRose, 2000). New ideas are a prerequisite for learning. A learning organization strives to create new ideas and collecting new information. This is achieved by constantly monitoring the environment, by discovering new talents and constantly improving employees. New knowledge must be transferred through the organization. The learning organization seeks to reduce structural, process and interpersonal barriers to the transfer of information, ideas and knowledge among the members of the organization. New knowledge leads to changes in behavior. The learning organization is oriented toward results. Employees are encouraged to use new knowledge in order to be faster and more effective achieved organizational goals. According to (Robbins, Judge, 2009), the learning organization

has developed a continuous ability to adjust to change. As individuals learn, so do organizations. All organizations learn, whether consciously or not, because it is simply a condition for their survival (Kim, 1993). There is a difference only that some organizations learn better and more than others.

2.2 Capacity building for organizational learning

Simon (1991) believes that an organization learns in two ways: from existing members of the organization or by selecting new members of the organization who possess knowledge that the organization does not have. Accordingly, all learning takes place in the minds of people, that is, members of the organization. Similarly, DiBella, Nevis, and Gould (1996) believe that organizational learning increases with development existing capabilities or developing new ones. Cook and Yanow (1993) consider it necessary look for attributes through which the organization can meaningfully understand, possess and use knowledge, because organizational learning is not essentially a cognitive activity. At the very least, organizations do not have the typical means of cognition.

Learning capacity is a set of essential competencies, defined through special one's knowledge, skills and technological know-how, which differentiate the organization from competitors, as well as processes that allow the organization to adapt to its environment (D.R. Marie & C.Boudreau & G. MRose, 2000).

Capacity building for organizational learning can be presented graphically (Figure 1). Main idea in figure 1 is that organizational learning is the driving force for organizational success. Learning capacity enables an organization to respond to internal and external changes.

In this way, customer satisfaction, sales growth, and thus profitability are raised. Two The main factors for building and increasing the capacity for organizational learning are: (Kinicki, Kreitner, 2006).

- Mitigating factors. Facilitating factors are the internal structure and processes, which determine how easy or difficult it is to learn in an organization, as well as how effective learning is. They can help or hinder learning, depending on how these factors are approached. Facilitating factors are (DiBella, Nevis, Gould, 1996): setting priorities, differences in desired and current performance, attention paid to performance measurement, support for experimentation, climate of openness, continuous learning, operational diversity, multiple support, leader involvement and system perspectives.
- Learning style. Learning methods refer to the different opportunities that an organization uses in an attempt to create and maximize learning. Ways of learning are directly influenced by organizational culture and experience. Ways of learning can be (Miller, 1996): analytical learning (systematic data collection), synthetic learning (intuitive, systems thinking), experimental learning (by monitoring the results of the experiment), interactive learning (through information exchange), structural learning (through organizational routines) - standard processes and procedures for specific situations) and institutional learning (through modeling and exchange of values, beliefs and practices at the organizational level).

Figure 1: Capacity building for organizational learning (Kinicki, Kreitner, 2006)

Besides, responding to change is not possible without quality organizational learning. Change management requires managers to motivate and encourage employees, as well as provide them with feedback. In accordance with these tasks of managers, in the process of change management, the following learning principles should be taken into account: (G.C. Kane & Maryam Alavi, 2007)

1. Thawing old knowledge. Employees must accept the fact that old knowledge is often not enough for new challenges. Some do not find it difficult, while others resist change on this issue: they are not ready to learn new things. This requires managers to motivate people like this and explain to them why they need to get started and prepare to receive new knowledge.

2. Advancing towards new knowledge. Acquiring new knowledge requires employees to work, train, learn. In this principle of learning, the role of the manager is to empower and encourage employees to gain the will and strength for additional efforts aimed at acquiring new knowledge. In doing so, managers must have understanding for employees and must find the best ways to acquire and acquire new knowledge.

3. Re-freezing of acquired new knowledge. It is very important that employees fully adopt new knowledge and apply it later. Only in this way will the benefits of new knowledge come to fruition. They must not be forgotten. Managers should provide feedback to employees, so that they are sure that they are on the right track and what knowledge they should use in certain situations (A.Krasniqi, 2019).

3. Methodology

Scientific research in this paper was performed using the following methods:

- analytical-synthetic method and content analysis method,
- expert methods of scientific research (data collection survey),
- methods of statistical data processing (descriptive statistics, t-test, correlation analysis, regression analysis and hierarchical regression analysis).

The research was conducted in companies in the countries of Southeast Europe. The research was conducted through a questionnaire. The research involved middle managers in companies in the countries of Southeast Europe, regardless of the branch of business. Responses were collected from a total of N = 380 middle managers. IBM SPSS Statistics software package was used to process all collected data. The research was conducted from 30.04.2020-20.08.2021.

3.1 Research instruments

3.1.1 Information technologies

In this paper, questions for measuring information technologies are formed on the basis of theoretical one's consideration and appropriate aspects of information technology observation. Thus, in numerous references, the importance of the degree of application of information technologies is pointed out (Z. Karim & Md. Rahman, 2019). In addition, numerous researchers are examined the importance of training and motivation of employees to work with modern information technologies (D.R. Marie & C.Boudreau & G. MRose, 2000). When choosing a questionnaire to measure information technology, several standard questionnaires from this were considered areas, such as (DeLone, McLean, 1992; Rosen, Weil, 1995; Seddon, Kiew, 1996; Gable, Sedera, Chan, 2008). Some important guidelines for further work were obtained from these questionnaires.

However, none of these questionnaires fit perfectly into the research needed to implement, in accordance with the objectives of the work and to test the set hypotheses. In this paper, questions for measuring information technologies are formed on the basis of theoretical one's consideration and appropriate aspects of information technology observation. Also added is also a question related to the importance that management in the company attaches to information technologies. Thus, for the purposes of this research, 6 questions (claims) were defined represent the state of information technology in the company. All six items are respondents rated with grades from 1 to 5, with 5 being the best grade.

3.1.2 Organizational learning

Argote (2013) indicates that researchers measure organizational learning in different ways: some are focused on the acquired knowledge of the members of the organization, and some on changes in performance. The same author points out that the best approach to measuring organizational learning depends on research questions and empirical context. In addition, one of the limitations of the chosen assessment approach organizational learning through questionnaires or verbal protocols, is that these methods are not in opportunities to recognize tacit knowledge (Z. Karim & Md. Rahman, 2019).

A shorter version of the dimensions of the questionnaire was used to measure organizational learning (DLOQ), by Marsick and Watkins (2003). Questionnaire it has 21 items and 7 dimensions. The answers were evaluated with grades 1-6, where 1 - not at all I agree, 6 - I completely agree.

The dimensions are as follows:

1. Creating opportunities for continuous learning (measures the support and opportunities that employees have to continuously learn).
2. Encouraging interest and dialogue (reflects the level of interactive interest, inquiries and dialogues in order to acquire or expand knowledge).
3. Encouraging cooperation and team learning (reflects the degree to which the company encourages cooperation between teams and learning activities).
4. Creating a climate for the acquisition and transfer of knowledge (reflects the level of climate and systems for acquisition, exchange and transfer of knowledge).
5. Training people for a collective vision (measures how many employees are involved in defining and implementing a common vision).
6. Connecting the organization and the environment (measures how much the company is connected to its environment).
7. Providing strategic leadership for learning (reflects the extent to which the company provides strategic leadership for learning practices)

Statistical methods for data analysis

The results of the research were obtained by applying appropriate statistical procedures and methods. IBM SPSS

Statistics software package was used. In particular, the following methods were applied:

- Descriptive statistics, to determine the state (average grades) of information technology items and the dimensions of the observed organizational learning during the Covid 19 pandemic.
- T-test, to determine statistically significant differences between the average estimates of the dimensions of the observed organizational learning, in cases where the dimension of information technology (IT) has low and high values of using during the period of Covid pandemic.
- Correlation analysis, to determine the mutual correlations of the analyzed information technology items, as well as the correlation between the IT information items and the observed organizational learning as an element of business performance.
- Regression analysis, to determine the predictive effect of information technology items (independent variables) on the observed organizational learning (dependent variables).

3.2 Econometric models

In order to achieve the purpose of the research, some research variables have been discussion will be:

Figure 2: Econometric model

$$Y_c = \beta_0 + \beta_1 DOL + \beta_2 ITP$$

4. Analyses

In this part of the paper, we will address the feature of dependent and independent variables, their effects on the validation of raised hypotheses and their relationships between themselves. So, the following table brings the description of the variables extracted from the questionnaire. Descriptive statistics for items and dimensions of the observed questionnaires:

information technology (IT), organizational learning (OL), is shown in Table 1. In information technology, the defined items of information technology are observed, as well as the dimension of information technology. In Table 1. among other things, the names of items and dimensions are given, a short name for each item and dimension, mean values and standard deviation of all items and dimensions, as well as Cronbach's alpha (α) for each dimension. Cronbach's alpha values range from $\alpha = 0.707$ to $\alpha = 0.932$.

Table 1 Descriptive statistics for items and dimensions of observed questionnaires

	Abbr.	N	Min	Max	Mean	Std. Deviation
					α	
1.						
Creating opportunities for continuous learning	OL1	380	1.00	6.00	4.5070	1.03314
Encouraging interest and dialogue	OL2	380	1.00	6.00	4.5904	1.08764
Encouraging cooperation and team learning	OL3	380	1.00	6.00	4.1956	1.14861
Creating a climate for acquiring and transferring	OL4	380	1.00	6.00	4.0912	1.37698
Enabling people for a collective vision	OL5	380	1.00	6.00	3.9693	1.35013
Connecting organization and environment	OL6	380	1.00	6.00	4.0395	1.35467
Providing strategic leadership for learning	OL7	380	1.00	6.00	4.0544	1.39584

4.1 The Correlation and regression analysis re the relation between IT and OL

First, the mutual correlations of the analyzed information

technology items were calculated (Table 2). These results refer to the total sample N = 380 respondents. Pearson's correlation was used. In Table 2, statistically significant correlations are indicated as follows: * p < 0.05; ** p < 0.01. It can be noticed that all correlations are statistically significant, and that ** p < 0.01.

	OL1	OL2	OL3	OL4	OL5	OL6	OL7
IT1	.244**	.363**	.226**	.382**	.486**	.784**	.454**
IT2	.120**	.350**	.261**	.357**	.591**	.234**	.673**
IT3	.217**	.307**	.237**	.670**	.568**	.509**	.679**
IT4	.226**	.389**	.471**	.714**	.567**	.674**	.651**
IT5	.224**	.246**	.536**	.643**	.340**	.568**	.738**
IT6	.346**	.206**	.606**	.619**	.450**	.555**	.612**

Table 2: Correlation coefficients between information technology items and dimensions of organizational learning
p < 0.05; **p < 0.01

	IT1	IT2	IT3	IT4	IT5	IT6	IT7	F	ig
				B					
OL1	-.056	.167	-.069	-.167	.247	.545	.107	10.458	.030
OL2	.034	.088	.047	-.178	.476	.076	.106	12.527	.020
OL3	.063	-.015	.167	-.178	.414	.132	.218	19.390	.021
OL4	.078	.078	.170	-.067	.322	.054	.223	21.945	.045
OL5	.122	.056	.056	-.009	.124	.089	.225	21.048	.012
OL6	.078	.034	.071	.087	.566	.087	.244	19.639	.002
OL7	.012	-.076	.239	.205	.042	.219	.334	31.406	.045

Table 3: Regression analysis (Predictors: IT items; Dependent variables: dimensions of organizational learning)

5. Discussion of the descriptive statistics between Organizational Learning and IT performance

Descriptive statistics, shown in Table 1, show that IT items have score values that are above average (3.00 for this questionnaire). This can be considered satisfactory. It is especially positive that the best rated item is the importance that management attaches to modern information technologies (IT6) during the covid pandemic 19. It is very important that top management recognizes the importance of using modern

information technologies. In such conditions, optimism is quite justified in terms of further procurement and application of modern information technologies in companies in the countries of Southeast Europe, as well as the effects that will be achieved.

The best rated dimension of organizational learning is Stimulation of Interest and Dialogue (OL2). All this indicates that employees are satisfied with their associates, that there is collegiality, mutual cooperation and trust in associates. Such results can be interpreted as a high average score for the organizational culture dimension Collectivism 2 (Group Collectivism) in companies in Serbia, according to Vukonjanski et al. (2012).

	IT	N	Mean	Std. Deviation	Std. Error Mean	Levene's Test for Equality of Variances		t-test for Equality of Means				
						F	Sig.	t	df	Sig. (2-tailed)	Mean Differ.	Std. Err. Differ.
OL1	Low	181	3.2772	2.10384	.08008	12.300	.001	-5.442	378	.004	-.11236	.10347
	High	181	3.7368	.80318	.06552			-5.442	363.743	.005	-.69896	.10347
OL2	Low	181	5.2561	2.12473	.08160	11.170	.001	-7.287	378	.050	-.76987	.10632
	High	181	5.9246	.33946	.06816			-7.287	366.381	.041	-.68976	.10632
OL3	Low	181	2.7702	1.10299	.08437	11.031	.001	-8.765	378	.023	-.45897	.10958
	High	181	4.6211	.96391	.06993			-8.765	365.416	.000	-.89753	.10958
OL4	Low	181	5.5439	1.56648	.09913	7.756	.006	-8.436	378	.000	-1.09474	.12977
	High	181	3.6386	1.67436	.08375			-5.436	367.731	.000	-1.09474	.12977
FP	Low	181	4.2962	.49035	.05734	5.689	.018	-5.848	378	.000	-.50977	.07444
	High	181	4.8060	.75438	.04747			-5.848	365.283	.000	-.50977	.07444

Table 4: T-test over the average scores of the observed variables, for Low IT and High IT

Furthermore, it should be noted that the dimension of organizational learning OL5 - Enabling people for collective vision has a slightly lower grade. Taking into account the items that make up this dimension, one can notice the similarity with certain dimensions of organizational culture according to the GLOBE project, such as: Orientation towards the future and Collectivism 1 (Institutional collectivism). These are the results of the research on organizational culture in companies in

Kosovo Vukonjanski, Nikolić, Hadžić, Terek, & Nedeljković, 2012), showed that these two dimensions have values around the average. In these facts, one should look for the causes of a slightly lower average grade for the dimension of organizational learning OL5 - Enabling people for collective vision. Employees of companies in Kosovo are not so much encouraged to take the initiative, a reasonable risk, nor do they gain a high degree of control over the resources needed to achieve tasks and goals.

5.1 Discussion of the results of correlation analysis

Table 2, shows the inter-correlations of information technology items. All correlations are statistically significant, strong and positive, which can be considered as an expected result. This points to the conclusion that companies have a uniform and consistent approach to information technology: if companies have modern information technology, then they use it, if they apply modern information technology, then there are effects of this application, if employees are trained to work with modern information technology, then will be motivated for this work, if the management attaches great importance to modern information technologies, then the company will own and use information technologies, etc. In contrast, companies that have a low rating for some of the items of information technology, will certainly have low ratings for other items of information technology. This shows that quantity also means quality, as well as that the importance attached to information technologies produces proportional effects in practice. It is obvious that companies that take information technology seriously do so in a balanced way at all levels, do not separate quantity from quality and take actions adequate to the importance they attach to information technology. Table 2 show correlations between information technology items and dimensions organizational learning, the dimensions of professional respect.

All correlations are statistically significant, strong and positive. (Hypothesis H2 is confirmed in this way.) Such results can be considered similar to the results of some other studies. When it comes to the connection between information technology and organizational learning, the results obtained here also show similarity with existing research. For example, according to (Real, Leal, Roldán, 2006), information technologies actually enable the process of organizational learning. Information technologies have a moderating role in strengthening the organizational learning process, which ultimately results in improved corporate competence (Qi Dong, Yang, 2015). The application of effective technology enables organizational networking to lead to competitiveness through organizational learning and innovation processes (Husain, Dayan, Di Benedetto, 2016). According to (Navimipour, Zareie, 2015), among other variables, the technological aspects of e-learning significantly affect employee learning satisfaction. Finally, Robey, Boudreau, and Rose (2000) suggest that information technologies have the potential to improve or weaken organizational learning. Among the dimensions of organizational learning, the strongest correlations are OL7 - Providing strategic leadership for learning and OL4 - Creating a climate for the acquisition and transfer of knowledge (Table 2). When it comes to the dimension OL7 - Providing strategic leadership for learning, here once again confirmed the key role of leaders and managers in the application and importance of information technology in the company. The high level of information technology in the company indicates leaders who have a high reputation, who are willing to learn and who act consistently with their personal beliefs. Likewise, the existence of such leaders signifies an atmosphere in which information technology is given importance. This is shown by the correlation between OL7 - Providing strategic leadership for learning and IT6 - The importance that top management attaches to modern IT, which is the highest of all observed correlations. Dimension OL4 - Creating a climate for acquiring and transferring knowledge also achieves high correlations. The explanation is that the acquisition and sharing of knowledge is much simpler, better and more efficient in the presence of modern information technologies. In contrast, of the dimensions on which the influence of information technology items is observed, the weakest correlations are OL1 - Creating opportunities for

continuous learning, and then OL2 - Encouraging interest and dialogue. Dimension OL1 - Creating opportunities for continuous learning consists of three items that relate to how much employees help each other in learning, how much time they get for learning and the amount of rewarding employees who learn. All of these items are, above all, related to some interpersonal relationships and attitudes of leaders towards employee learning. Therefore, this dimension does not depend so much on the degree of modernity of information technologies in the company, their application, the achieved effects, etc. The situation is similar with the dimension OL2 - Encouraging interest and dialogue. This dimension consists of items that describe open and honest feedback among employees, respect for other people's views and building mutual trust. These items also do not depend so much on information technology, but on the relationships between people and the leader who has the power to manage those relationships. In accordance with the results presented in Table 3 the strongest predictive effect of all items of information technology, on the dimensions of organizational learning, have items IT5 - Motivation of employees to work with modern IT, and then IT6 - The importance that management attaches to modern IT. The highest value of R² has the dimension OL7 - Providing strategic leadership for learning, which is also the highest value of R² of all observed dependent variables, in this paper. This can be explained by the fact that modern information technologies represent a significant segment in creating the overall conditions for organizational learning. At the same time, the procurement, use and effects of modern IT, as well as the importance attached to modern IT, are in the direct competence of the leader. Thus, modern information technologies are very important for leaders who think strategically and act in relation to organizational learning. The lowest values of R² have the dimensions OL1 - Creating opportunities for continuous learning, and then OL2 - Encouraging interest and dialogue. Such results are consistent with the results of the correlation analysis between the information technology items and the dimensions of organizational learning, which was previously discussed.

6. Conclusion

Both working hypotheses show that there are statistically significant relationships between the items of information technology and the observed organizational and business performance, in companies in Southeast Europe. Based on that, it can be stated that the main hypothesis of the research has been confirmed. The average grades for IT items are slightly above average, which indicates a good state of information technology in companies in the countries of Southeast Europe. The prospect is also good, given that the highest average score is IT6 - The importance that top management attaches to modern IT. If top management attaches the necessary importance to information technologies, then it is realistic to expect that the level of observed items of information technologies will increase.

- The conducted research gave the following results:
- The current level of modernity and application of information technologies, as well as the level of attention paid to information technologies in companies in the countries of Southeast Europe have been determined.
- It was found that information technology is an indicator of the level of observed organizational elements of the dimension of organizational learning,
- It was found that there is a statistically significant impact of information technology on the observed organizational elements dimensions of organizational

learning

The degree of possession, application and effects of information technology, training and motivation of employees to work with modern information technologies, as well as the importance that management attaches to modern information technologies, make up the dimension of information technology. The height of the assessment of the dimension of information technology is an indicator of the level of organizational and business performance in the company. If we consider all the technical, business, organizational and psychological effects of information technology, it is certain that the level of information technology in the company has a direct and indirect positive impact on the level of different organizational performance in the company.

All correlations between the items of information technology

and the observed organizational elements of organizational learning are statistically significant, strong and positive.

From the item of information technologies, the following items have the strongest correlations: IT5 - Motivation of employees to work with modern IT, then item IT6 - The importance that top management attaches to modern IT, and then item IT3 - The benefits of modern IT. (G.C. Kane & Maryam Alavi, 2007) The observed elements of organizational learning during the Covid 19 period, OL7 - Providing strategic leadership for learning and OL4 - Creating a climate for acquiring and transferring knowledge (from the dimensions of organizational learning) are the most important in correlation with IT.

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