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## Examining the Role of Organizational Intelligence and Moral Intelligence in Enhancing Organizational Learning with Emphasis on the Mediating Role of Organizational Entrepreneurship

### ABSTRACT

The aim of this study is to examine the role of organizational intelligence and moral intelligence in enhancing organizational learning, with emphasis on the mediating role of organizational entrepreneurship. Although the pairwise relationships among these variables have been examined in previous studies, integrating them within a unified framework—particularly by considering organizational entrepreneurship as a mediating variable in Iranian service and healthcare organizations—constitutes a significant research gap. Most domestic studies have focused solely on direct relationships and have not employed advanced methods such as structural equation modeling to test mediation effects. In addition, limited attention has been paid to moral intelligence alongside organizational intelligence, especially in the healthcare sector, which is fundamentally grounded in trust, accountability, and ethics, despite the potential of this combination to exert a profound influence on organizational learning. The present research adopts a descriptive correlational design. The statistical population includes all employees—permanent, contractual, and service staff—of the West Azerbaijan Province University of Medical Sciences and Health Services, totaling 15,000 individuals. The sample size was determined using Morgan's table, resulting in the selection of 375 participants, who were randomly chosen to complete the questionnaires. Data collection instruments consisted of standardized questionnaires, which, after reassessing and confirming validity, credibility, and reliability and updating them in accordance with current information, were administered to the sample. To confirm or reject the research hypotheses through scientific methods, Cronbach's alpha coefficient ( $\alpha = 0.923$ ) was used to assess questionnaire reliability, and the Kolmogorov-Smirnov test was employed to examine the normality of the data. Data analysis involved descriptive statistics, including frequencies, percentages, means, charts, and relevant tables, to describe the statistical samples, and inferential analysis to test all research hypotheses using path analysis and structural equation modeling, conducted with LISREL software. The results indicate that organizational intelligence and moral intelligence have a significant effect on organizational learning through the mediating role of organizational entrepreneurship at the West Azerbaijan Province University of Medical Sciences and Health Services.

**Keywords:** Organizational intelligence and moral intelligence; organizational learning; organizational entrepreneurship.

### Introduction

Organizational effectiveness in contemporary environments is increasingly contingent upon intangible capabilities that enable organizations to adapt, innovate, and learn continuously. Rapid technological change, growing ethical scrutiny, and heightened expectations for service quality—particularly in knowledge-intensive and health service organizations—have shifted managerial attention from purely structural and financial resources toward cognitive, ethical, and learning-oriented

capacities. Within this context, organizational learning has emerged as a central mechanism through which organizations transform experience into knowledge, enhance performance, and sustain competitiveness. Meta-analytic and empirical evidence consistently indicates that organizations with stronger learning cultures are better positioned to develop human capital, promote proactive behaviors, and respond effectively to environmental uncertainty [1, 2]. Consequently, identifying the antecedents and enabling conditions of organizational learning has become a priority in management and organizational behavior research.

Organizational learning is commonly conceptualized as a collective process through which organizations acquire, interpret, distribute, and institutionalize knowledge to modify behavior and improve outcomes. Early theoretical foundations emphasize information processing, sense-making, and feedback mechanisms as core elements of learning organizations [3]. More recent perspectives extend this view by highlighting cultural, leadership, and ethical dimensions that shape employees' willingness to share knowledge, experiment, and reflect on practice [1]. In service-oriented and public-sector organizations—especially healthcare institutions—organizational learning is not merely a performance-enhancing mechanism but also a critical determinant of service quality, patient safety, and organizational resilience [4]. Despite its recognized importance, empirical findings suggest that many organizations struggle to translate learning ideals into sustained practice, indicating the need to examine deeper organizational drivers.

One such driver is organizational intelligence, which refers to an organization's collective capacity to perceive environmental signals, process information, make effective decisions, and coordinate action in pursuit of strategic goals. Organizational intelligence integrates strategic vision, shared understanding, structural flexibility, and knowledge utilization, enabling organizations to respond intelligently rather than reactively to change [5]. Empirical studies in educational and healthcare settings demonstrate that higher levels of organizational intelligence are associated with improved learning processes, innovative behavior, and employee performance [6]. From a systems perspective, organizational intelligence provides the cognitive infrastructure that allows learning processes to emerge, be sustained, and aligned with organizational strategy.

Alongside cognitive capacities, ethical dimensions of organizational life have gained growing prominence. Moral intelligence, defined as the ability to distinguish right from wrong and to act based on universal ethical principles such as integrity, responsibility, compassion, and forgiveness, has been increasingly examined as a key managerial and organizational attribute. Unlike formal ethical codes or compliance systems, moral intelligence reflects internalized values that guide behavior in complex and ambiguous situations [7, 8]. In organizational contexts, moral intelligence shapes trust, psychological safety, and social responsibility—conditions that are essential for open communication and collective learning.

Empirical evidence suggests that moral intelligence among managers and employees is positively related to job satisfaction, organizational commitment, and social responsibility, particularly in service and public organizations [9, 10]. In healthcare environments, where ethical sensitivity, accountability, and interpersonal trust are paramount, moral intelligence plays a decisive role in shaping organizational climate and employee attitudes. Prior studies further indicate that ethical and moral climates foster knowledge sharing and learning by reducing fear of blame and encouraging reflective dialogue [11, 12]. Nevertheless, moral intelligence has often been examined in isolation from broader organizational learning frameworks, leaving its integrative role insufficiently theorized.

Another critical construct that bridges cognitive and ethical capacities with learning outcomes is organizational entrepreneurship. Organizational entrepreneurship refers to the extent to which organizations encourage innovation, proactiveness, risk-taking, and autonomy within existing structures. It captures the organization's ability to renew itself through internal entrepreneurial initiatives rather than relying solely on external change [13]. Research indicates that organizational entrepreneurship enhances adaptability, stimulates experimentation, and accelerates learning cycles by transforming ideas into actionable knowledge [14]. In this sense, entrepreneurial orientation operates as a dynamic mechanism that converts intelligence and values into learning-oriented behaviors.

The relationship between organizational learning and organizational entrepreneurship has been empirically supported across various organizational contexts. Studies in academic and service organizations show that entrepreneurial climates strengthen learning processes by legitimizing innovation, tolerating failure, and promoting cross-functional collaboration [4, 13]. Furthermore, organizational entrepreneurship has been identified as a key pathway through which knowledge networks and learning capabilities translate into innovation and performance outcomes [14]. These findings suggest that organizational entrepreneurship may function as a mediating mechanism linking deeper organizational capacities to learning outcomes.

Despite growing interest in these constructs, the existing literature reveals several gaps. First, many studies have examined organizational intelligence, moral intelligence, organizational entrepreneurship, and organizational learning in a fragmented manner, focusing primarily on direct relationships. For example, prior research has explored the link between organizational intelligence and learning [5, 6], or between moral intelligence and organizational learning [15], without integrating these variables into a comprehensive explanatory model. Second, the mediating role of organizational entrepreneurship has received limited empirical attention, particularly in public and healthcare organizations, where bureaucratic structures may constrain entrepreneurial behavior.

Third, much of the empirical evidence originates from private-sector or Western contexts, raising concerns about contextual generalizability. Studies conducted in non-Western and public-sector settings emphasize that cultural values, ethical norms, and leadership styles significantly shape organizational attitudes toward change and learning [16, 17]. In Iranian organizational contexts, especially within universities of medical sciences, the interplay between ethical values, intelligence capabilities, and entrepreneurial behavior may differ from patterns observed in market-driven organizations. Prior Iranian studies have highlighted the importance of ethical leadership, servant leadership, and value-based management in shaping employee attitudes and learning behaviors [9, 18], yet an integrated structural examination remains scarce.

Moreover, recent advances in organizational learning research emphasize the need to move beyond static associations and examine multivariate, process-oriented models that capture indirect and mediating effects [1, 2]. Structural equation modeling studies suggest that complex organizational phenomena such as learning and innovation are rarely the product of single factors; rather, they emerge from interacting cognitive, ethical, and behavioral mechanisms. However, empirical models that simultaneously incorporate organizational intelligence, moral intelligence, organizational entrepreneurship, and organizational learning—particularly in healthcare and academic institutions—are notably underrepresented in the literature.

Addressing these gaps is especially important for universities of medical sciences, which operate at the intersection of education, research, and healthcare service delivery. These organizations face intense pressure to adapt to scientific advances, regulatory demands, and ethical expectations while maintaining high standards of learning and innovation.

Understanding how organizational intelligence and moral intelligence jointly contribute to organizational learning, and whether organizational entrepreneurship serves as a critical mediating mechanism, can provide valuable insights for managers and policymakers seeking to enhance organizational capacity and service quality.

In sum, although prior studies have established the importance of organizational intelligence, moral intelligence, organizational entrepreneurship, and organizational learning as distinct constructs, limited research has examined their integrated relationships within a unified analytical framework. Building on theoretical foundations and empirical findings in organizational learning, ethics, and entrepreneurship, this study seeks to advance the literature by empirically testing a comprehensive model that captures both direct and indirect effects among these variables in a healthcare university context. The aim of this study is to examine the role of organizational intelligence and moral intelligence in enhancing organizational learning, with emphasis on the mediating role of organizational entrepreneurship.

### Methodology

This study is classified as applied research in terms of its objective and as descriptive–survey research in terms of data collection. Data were collected using both library-based and field methods. The primary data collection instrument was a questionnaire. Given the nature of the research, the statistical population comprised 15,000 employees of the West Azerbaijan Province University of Medical Sciences and Health Services. The sample size was determined using Morgan’s table, resulting in the selection of 375 participants. As all members of the population had an equal probability of being selected, simple random sampling was employed. After collecting the required data—primarily through the questionnaire—all data were coded and subsequently entered into LISREL software. The data and observations were then classified, descriptive statistics were calculated, and finally, in order to scientifically confirm or reject the research hypotheses, Cronbach’s alpha test was used to assess questionnaire reliability, the Kolmogorov–Smirnov test was applied to examine data normality, and Student’s t-test, path analysis, and structural equation modeling were conducted. Given the large volume and diversity of the data and observations, both descriptive statistics—such as frequency distribution tables and histogram charts—and inferential statistics—such as mean comparisons, analysis of variance, and correlations among research variables—were used for data analysis through the LISREL software package.

### Findings and Results

The organizational intelligence variable has a mean value of 3.8885. The obtained mean is higher than the acceptable threshold, indicating that this variable is in a favorable condition within the studied population.

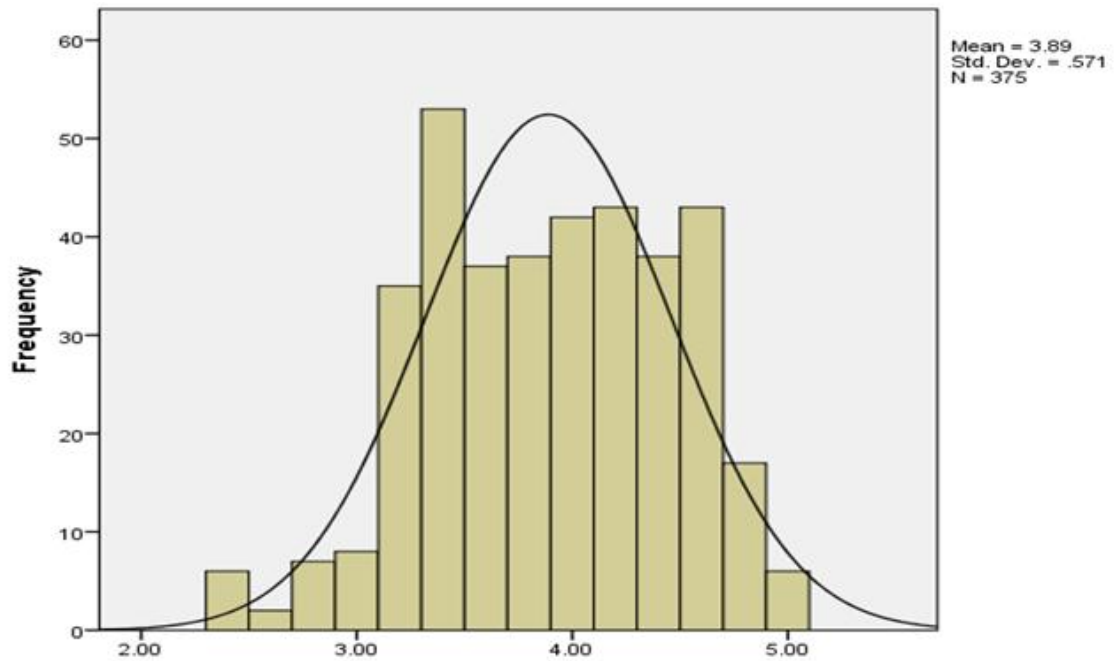
The moral intelligence variable has a mean value of 3.5152. The obtained mean is higher than the acceptable threshold, suggesting that this variable is also in a favorable condition within the studied population.

The organizational learning variable has a mean value of 2.3920. Based on this result, it can be stated that the level of organizational learning among employees of the West Azerbaijan Province University of Medical Sciences and Health Services differs significantly from the expected population mean, given the obtained significance level. Consequently, there is a perceived need to improve the status of this variable within the statistical population.

The mediating variable of organizational entrepreneurship has a mean value of 3.2231. The obtained mean among employees of the West Azerbaijan Province University of Medical Sciences and Health Services is higher than the expected level, indicating that this variable is in a favorable condition within the studied population.

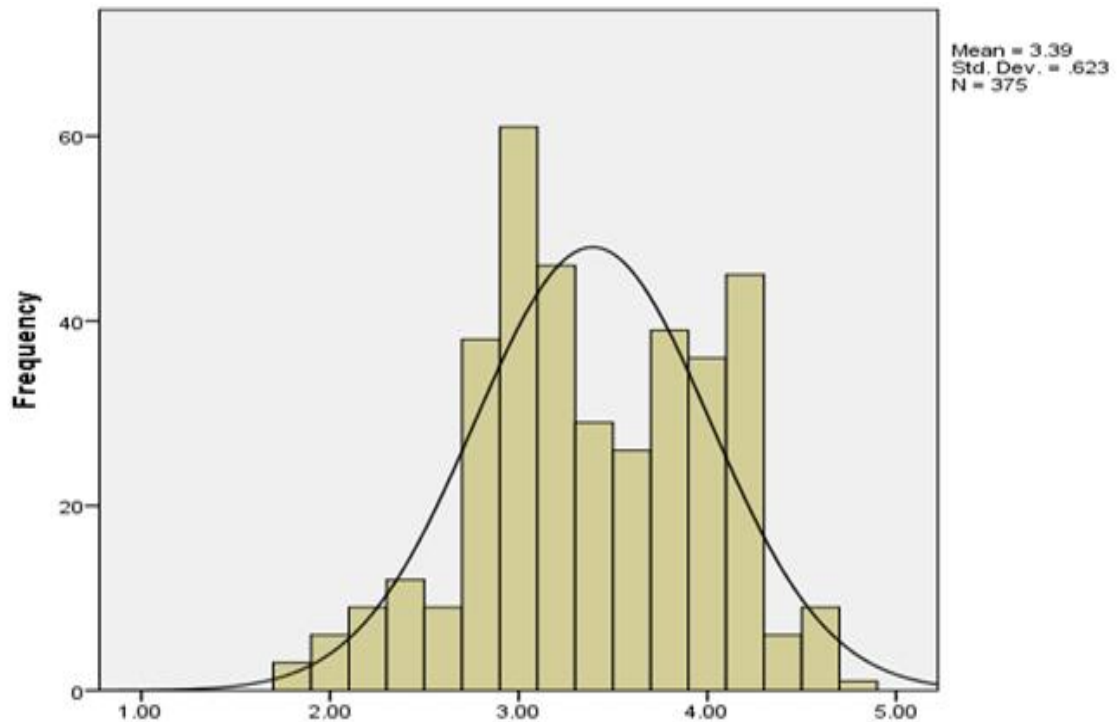
**Figure 1**

*Description of the Independent Variable: Organizational Intelligence*



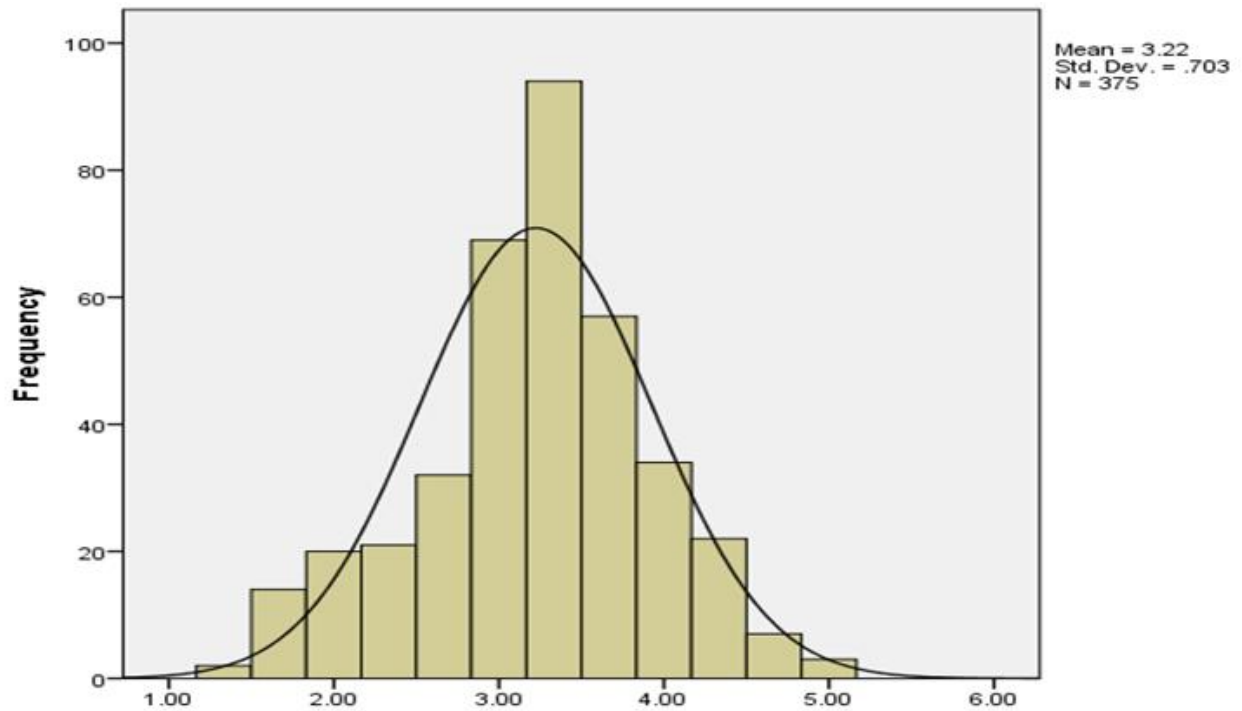
**Figure 2**

*Description of the Independent Variable: Moral Intelligence*



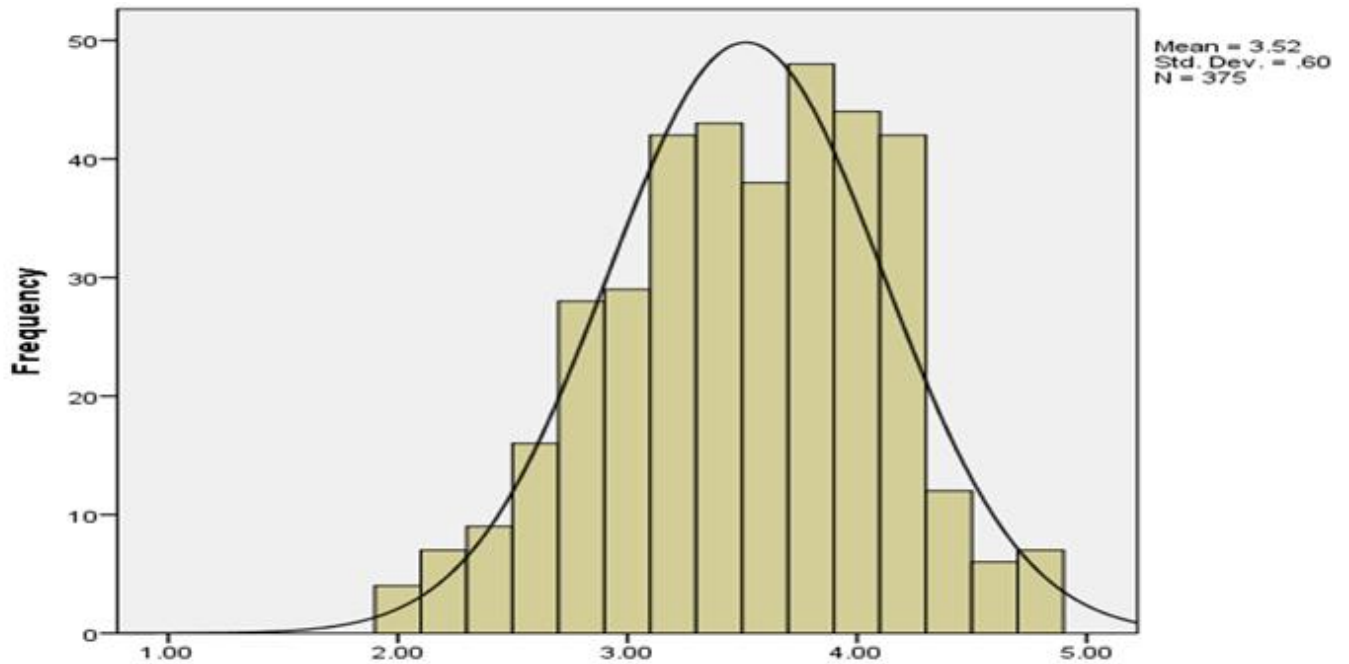
**Figure 3**

*Description of the Dependent Variable: Organizational Learning*



**Figure 4**

*Description of the Mediating Variable: Organizational Entrepreneurship*

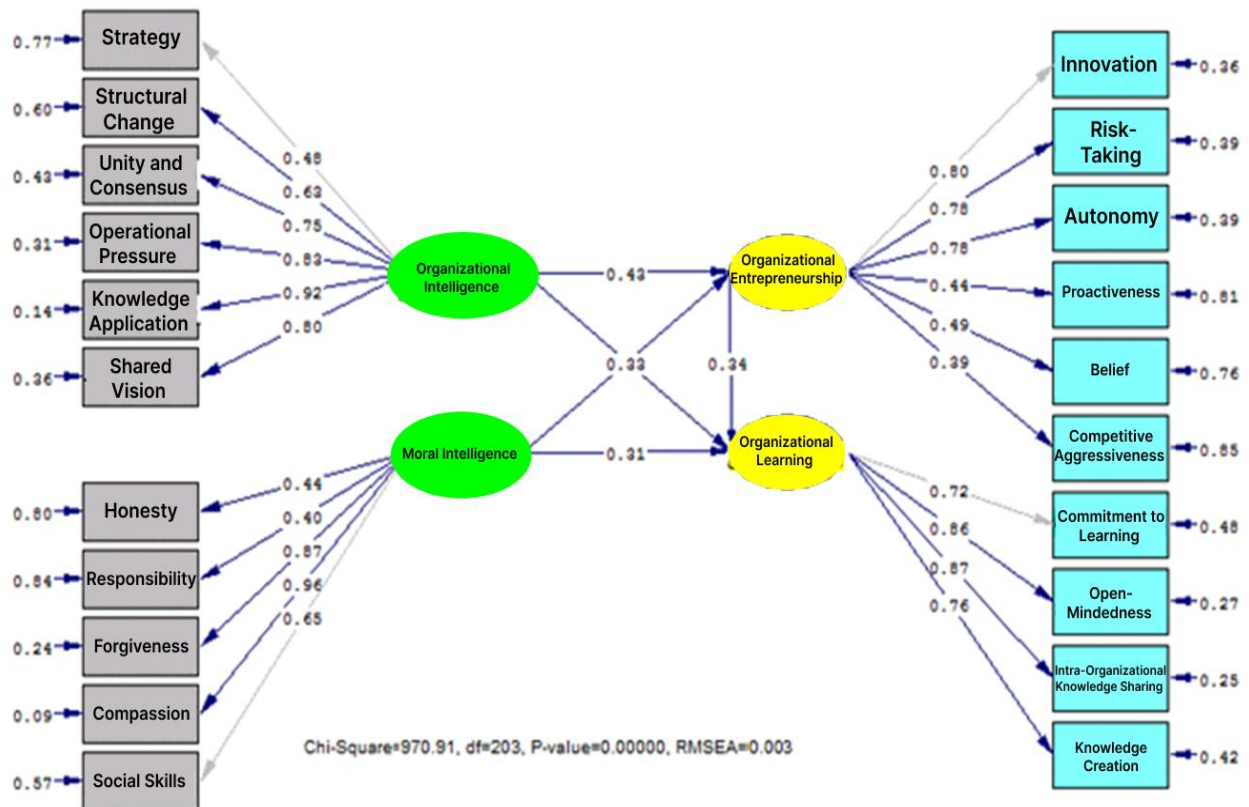


**Table 1***Kolmogorov–Smirnov Test for the Study Variables*

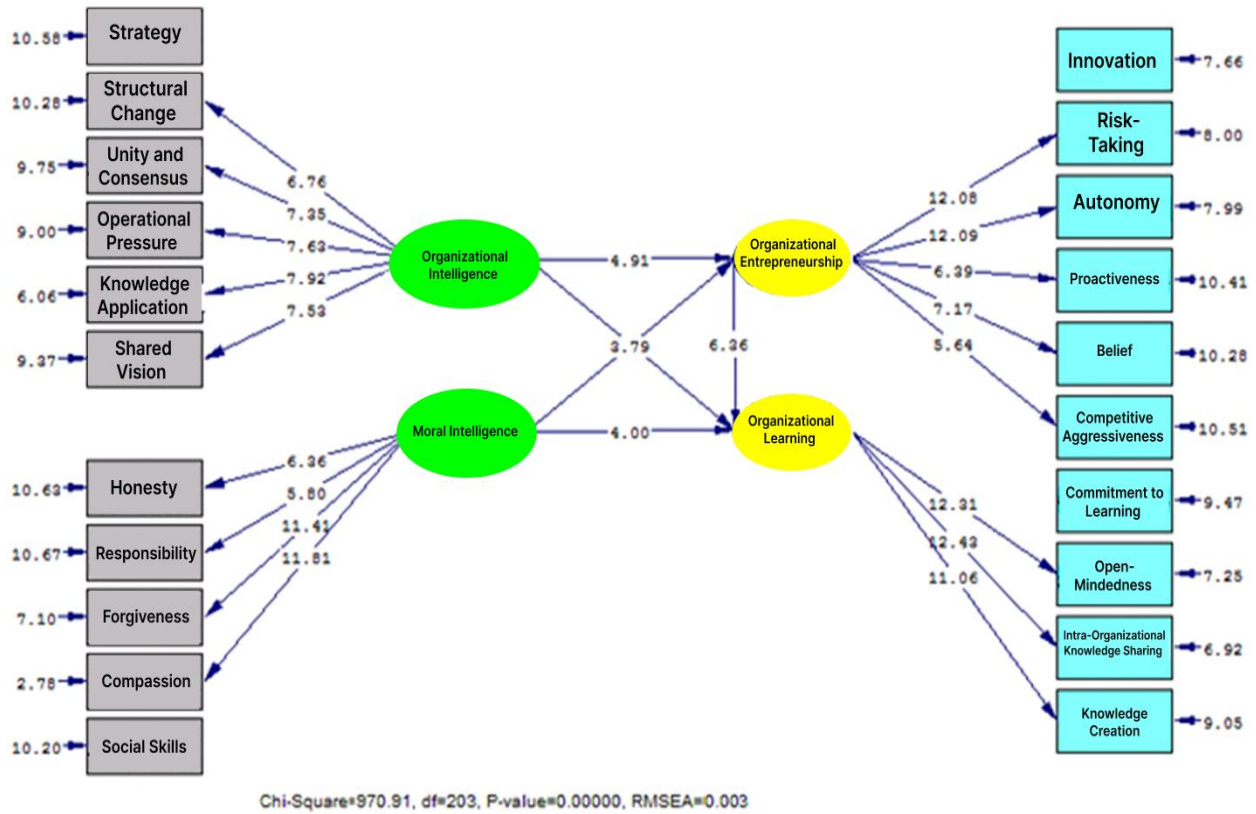
Indicator	Organizational Intelligence	Entrepreneurship	Moral Intelligence	Organizational Learning
Normal distribution parameters – Mean	3.8885	3.5152	3.3920	3.2231
Normal distribution parameters – Standard deviation	0.57063	0.60050	0.62346	0.70331
Kolmogorov–Smirnov test statistic	1.100	0.906	1.112	0.841
Significance level	0.239	0.257	0.086	0.203
Test result	Normal	Normal	Normal	Normal

As shown in Table 1, the significance level of the Kolmogorov–Smirnov test for all study variables is greater than 0.05. Therefore, the variables examined in the present study follow a normal distribution, and parametric tests can be used to test the research hypotheses.

After completing the stages of model validation and confirmation, including the assessment of construct validity and discriminant validity, the relationships among the research constructs were tested, and the final and overall structural model was specified. For this purpose, the proposed model was designed using LISREL software. Given that the root mean square error of approximation (RMSEA) for most measurement and assessment models in this study was reported to be less than 0.10, no model modifications were required to accurately estimate the path coefficients for hypothesis testing. Accordingly, the final model was retained without revision.

**Figure 5***Standardized Coefficients of the Structural Model*



**Figure 6***t-Values for Assessing the Significance of the Structural Model*

Overall, several types of goodness-of-fit indices are available for evaluating path analysis models. In this study, the following indices were used for model evaluation: chi-square ( $\chi^2$ ), root mean square residual (RMR), goodness-of-fit index (GFI), adjusted goodness-of-fit index (AGFI), normed fit index (NFI), non-normed fit index (NNFI), incremental fit index (IFI), comparative fit index (CFI), and the highly important overall index of root mean square error of approximation (RMSEA).

**Table 2***Goodness-of-Fit Indices of the Structural Model*

Index	Acceptable threshold	Estimated value
Root mean square residual (RMR)	Close to zero	0.036
Standardized root mean square residual (SRMR)	Close to zero	0.049
Goodness-of-fit index (GFI)	Approximately 0.90	0.92
Normed fit index (NFI)	Approximately 0.90	0.93
Non-normed fit index (NNFI)	Approximately 0.90	0.96
Incremental fit index (IFI)	Approximately 0.90	0.97
Comparative fit index (CFI)	Approximately 0.90	0.90
Root mean square error of approximation (RMSEA)	Less than 0.10	0.066

As indicated by the goodness-of-fit indices presented in the table above, the final structural model demonstrates strong validity and robustness. Accordingly, the final model exhibits an acceptable fit and does not require further modifications or adjustments.



**Table 3***Summary of Path Coefficients and Significance of the Estimated Parameters*

Independent construct	Dependent construct	Path coefficient	t-value
Organizational intelligence	Entrepreneurship	0.42	4.91
Organizational intelligence	Organizational learning	0.33	3.79
Moral intelligence	Entrepreneurship	0.33	3.79
Moral intelligence	Organizational learning	0.31	4.00
Entrepreneurship	Organizational learning	0.34	6.36

The results presented in Table 3 indicate that all hypothesized structural paths in the model are statistically significant and substantively meaningful. Organizational intelligence shows a positive and significant effect on organizational entrepreneurship ( $\beta = 0.42$ ,  $t = 4.91$ ) and a direct positive effect on organizational learning ( $\beta = 0.33$ ,  $t = 3.79$ ). Similarly, moral intelligence exerts a significant positive effect on organizational entrepreneurship ( $\beta = 0.33$ ,  $t = 3.79$ ) as well as on organizational learning ( $\beta = 0.31$ ,  $t = 4.00$ ). In addition, organizational entrepreneurship has a strong and significant positive effect on organizational learning ( $\beta = 0.34$ ,  $t = 6.36$ ). The magnitude and significance of these coefficients confirm that both organizational intelligence and moral intelligence contribute directly to organizational learning and indirectly through enhancing organizational entrepreneurship, thereby supporting the proposed structural model.

**Table 4***Summary of the Results of Hypothesis Testing*

No.	Research hypotheses	Significance test (t)	Effect coefficient	Result
1	Organizational intelligence affects organizational learning through the mediating role of organizational entrepreneurship at the West Azerbaijan Province University of Medical Sciences and Health Services.	3.79	0.33	Hypothesis confirmed
2	Moral intelligence affects organizational learning through the mediating role of organizational entrepreneurship at the West Azerbaijan Province University of Medical Sciences and Health Services.	4.00	0.31	Hypothesis confirmed
3	Organizational intelligence has a direct effect on organizational learning at the West Azerbaijan Province University of Medical Sciences and Health Services.	3.79	0.33	Hypothesis confirmed
4	Moral intelligence has a direct effect on organizational learning at the West Azerbaijan Province University of Medical Sciences and Health Services.	4.00	0.31	Hypothesis confirmed
5	Organizational intelligence affects organizational entrepreneurship at the West Azerbaijan Province University of Medical Sciences and Health Services.	4.91	0.42	Hypothesis confirmed
6	Moral intelligence affects organizational entrepreneurship at the West Azerbaijan Province University of Medical Sciences and Health Services.	3.79	0.33	Hypothesis confirmed
7	Organizational entrepreneurship affects organizational learning at the West Azerbaijan Province University of Medical Sciences and Health Services.	6.36	0.34	Hypothesis confirmed
8	Organizational intelligence has an indirect effect on organizational learning through the mediating role of organizational entrepreneurship at the West Azerbaijan Province University of Medical Sciences and Health Services.	2.66	0.35	Hypothesis confirmed
9	Moral intelligence has an indirect effect on organizational learning through the mediating role of organizational entrepreneurship at the West Azerbaijan Province University of Medical Sciences and Health Services.	3.51	0.36	Hypothesis confirmed

As shown in Table 4, all nine research hypotheses were empirically supported. The findings confirm that both organizational intelligence and moral intelligence significantly influence organizational learning, both directly and indirectly through the mediating role of organizational entrepreneurship. In addition, organizational intelligence and moral intelligence each have a significant positive effect on organizational entrepreneurship, which in turn significantly enhances organizational learning. The significance values ( $t > 1.96$ ) and the positive effect coefficients across all hypotheses demonstrate the robustness of the proposed relationships and highlight the central mediating role of organizational entrepreneurship in translating organizational and moral intelligence into improved organizational learning outcomes within the studied university context.

## Discussion and Conclusion

The findings of the present study provide robust empirical support for the proposed structural model and offer several important insights into the mechanisms through which organizational intelligence and moral intelligence contribute to organizational learning in a healthcare university context. The results demonstrated that both organizational intelligence and moral intelligence exert significant direct effects on organizational learning, while also influencing learning indirectly through the mediating role of organizational entrepreneurship. These findings confirm that organizational learning is not an isolated outcome of formal training or information systems, but rather the result of an interactive process in which cognitive capacities, ethical orientations, and entrepreneurial behaviors reinforce one another within the organization. In line with contemporary organizational learning theory, the results suggest that learning emerges from a combination of sense-making capabilities, value-based behavior, and proactive engagement with change rather than from structural arrangements alone [1, 2].

The significant positive relationship between organizational intelligence and organizational learning observed in this study is consistent with prior empirical evidence indicating that organizations with higher levels of strategic awareness, shared understanding, and information-processing capacity are better equipped to learn from experience and adapt to environmental demands. Organizational intelligence enables employees and managers to interpret complex signals, integrate dispersed knowledge, and align individual actions with collective goals, thereby facilitating continuous learning processes. Similar findings have been reported in studies conducted in governmental and educational organizations, where organizational intelligence was found to enhance learning capability and innovative work behavior [5, 6]. From a theoretical standpoint, these results support information-processing and systems-based views of organizations, which posit that intelligent structures and processes are foundational prerequisites for effective organizational learning [3].

In addition to its direct effect, organizational intelligence was found to have a significant indirect effect on organizational learning through organizational entrepreneurship. This finding underscores the importance of entrepreneurial mechanisms as conduits through which intelligence is translated into actionable learning outcomes. Organizational intelligence may create awareness and analytical capacity, but without an entrepreneurial climate that encourages innovation, risk-taking, and initiative, such intelligence may remain underutilized. The mediating role of organizational entrepreneurship observed in this study aligns with previous research suggesting that entrepreneurial orientation accelerates learning cycles by legitimizing experimentation and enabling organizations to convert insights into new practices and services [13, 14]. In healthcare and academic environments, where formal routines can constrain flexibility, organizational entrepreneurship appears to play a critical role in operationalizing intelligence into learning-driven change.

The findings also highlight the substantial role of moral intelligence in shaping organizational learning, both directly and indirectly. The direct positive effect of moral intelligence on organizational learning suggests that ethical awareness, integrity, and responsibility foster a climate conducive to reflection, dialogue, and knowledge sharing. When employees perceive that ethical principles guide managerial decisions and interpersonal relations, they are more likely to engage openly in learning behaviors, such as questioning existing practices and sharing mistakes without fear of punishment. This result is consistent with earlier studies that identified moral intelligence as a key predictor of organizational learning and knowledge exchange in service organizations [15]. It also resonates with research demonstrating that ethical and moral climates enhance trust and psychological safety, which are essential antecedents of learning-oriented behavior [11, 12].

Furthermore, the significant relationship between moral intelligence and organizational entrepreneurship observed in this study suggests that ethical values do not inhibit entrepreneurial behavior, as is sometimes assumed in highly regulated sectors, but rather support it. Moral intelligence may encourage responsible risk-taking and innovation by providing ethical boundaries within which entrepreneurial initiatives can flourish. This finding aligns with value-based leadership and spiritual leadership perspectives, which argue that ethical and moral foundations enhance, rather than constrain, organizational vitality and performance [8, 19]. Empirical studies in Iranian organizations have similarly shown that moral intelligence among managers is associated with higher levels of responsibility, commitment, and proactive behavior among employees [9, 10].

The strong positive effect of organizational entrepreneurship on organizational learning identified in this study further reinforces the centrality of entrepreneurial processes in learning-oriented organizations. Organizational entrepreneurship promotes experimentation, encourages employees to challenge existing routines, and facilitates the creation and dissemination of new knowledge. These dynamics are particularly relevant in healthcare universities, where rapid scientific advances and complex service demands require continuous learning and adaptation. Prior studies have emphasized that organizational entrepreneurship strengthens learning by fostering innovation networks and supporting knowledge creation processes [4, 14]. The present findings extend this literature by demonstrating that organizational entrepreneurship not only influences learning directly but also mediates the effects of deeper organizational capacities such as intelligence and ethics.

Taken together, the results of this study support an integrative perspective in which organizational intelligence provides the cognitive infrastructure, moral intelligence supplies the ethical foundation, and organizational entrepreneurship acts as a dynamic mechanism through which these capacities are converted into organizational learning. This integrative view addresses a key gap in the literature, where prior studies often examined these constructs in isolation or focused solely on direct effects. By empirically validating a multivariate model in a non-Western, public-sector healthcare context, the study contributes to a more nuanced understanding of how learning-oriented organizations function under conditions of ethical responsibility and institutional complexity [16, 17]. The findings also align with recent calls in organizational learning research to move toward process-oriented and mediation-based models that capture the complexity of organizational phenomena [1, 2].

Despite the contributions of this study, several limitations should be acknowledged. First, the cross-sectional design limits the ability to draw causal inferences among the studied variables. Second, the reliance on self-reported questionnaire data may introduce common method bias and social desirability effects. Third, the study was conducted within a single university of medical sciences, which may restrict the generalizability of the findings to other organizational or cultural contexts.

Future research is encouraged to adopt longitudinal or mixed-method designs to examine the dynamic evolution of organizational intelligence, moral intelligence, entrepreneurship, and learning over time. Comparative studies across different sectors, regions, or organizational types could further clarify the contextual conditions under which these relationships are strengthened or weakened. Additionally, future studies may explore the role of other mediating or moderating variables, such as leadership styles, organizational culture, or digital capabilities, to develop a more comprehensive explanatory framework.

From a practical perspective, the findings suggest that managers and policymakers in healthcare and academic organizations should adopt an integrated approach to organizational development. Investing in systems that enhance organizational intelligence, promoting ethical values and moral intelligence, and creating structures that support

organizational entrepreneurship can collectively strengthen organizational learning. Practical initiatives may include leadership development programs focused on ethical decision-making, mechanisms for encouraging innovation and calculated risk-taking, and organizational policies that support open communication and knowledge sharing.

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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

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants. Written consent was obtained from all participants in the study.

### 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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