

The Relationship between Organizational Commitment and Organizational Learning (Boroojerd Telecommunication Company as Case Study)

Dr Javad Mehrabi

Department of Management, Qazvin Branch, Islamic Azad University, Qazvin, Iran

E-Mail: Mehrabijavad@Qiau.Ac.ir

Mehrdad Jadidi

Post graduate of Public Administration, Boroojerd Branch, Islamaic Azad University, Boroojerd, Iran

Dr. Fridodin Allameh Haery

Department of Management, Mobarekeh Branch, Islamic Azad University, Isfahan, Iran

Mehrdad Alemzadeh

Post graduate of Public Administration, Boroojerd Branch, Islamaic Azad University, Boroojerd, Iran

Abstract

The purpose of this study is to study the relationship between organizational commitment and organizational learning among employees of Borojerd Communication Company. The statistical population of the study is employees of Borojerd Communication Company. The sample size was determined 162 based on Morgan table of sampling for population with 280 members. The sample members selected by random sampling method. In order to gather data, the standard questionnaire of Myer and Allen with 18 items to measuring organizational commitment and also the standard questionnaire of Johtibabo et al. for organizational learning with 66 items were used. In order to examine validity of the questionnaire, content validity was used and then the questionnaire correct and modified by some management professors and final version of the questionnaire designed. Also Crocbach's Alpha was used to examine reliability of the questionnaire. Pearson correlation coefficient was the most important statistical method that used to analyzing hypotheses and concluding results in SPSS. The results of the study indicate that there are significant relationships between organizational commitment and organizational learning. Also significant relationships were found among different levels of organizational learning with organizational commitment and learning in individual, group, and organizational levels.

Keywords: Organizational Commitment, Organizational Learning, Learning Dimensions, and Learning Levels

Introduction

Nowadays world is becoming complex increasingly (Fisser and Browaeys, 201: 58). Nowadays organizations face with social development in different areas such as globalization, technological progresses, and organizational competition continually (Govaerts et al., 2011: 35). In such environments, some organizations were successful and some others were unsuccessful. So this question should answer that what is differentiates successful organizations from unsuccessful? In term of this, De Geus (1997) pointed out that ability of rapid learning than competitors maybe is the most important competition advantage in organizations (Fisser and Browaeys, 2010: 58). Organizational learning increases organizational abilities to promote and apply knowledge in term of adaptation with external environment changes (Loon Hoe and McShane, 2010: 364). Indeed, successfulness in nowadays complex and variable world requires innovation (Van Winkelen, 2010: 8). On the other hand, it is necessary to promote high levels of commitment among organizational members to maintain competition advantage in their market and product (Joo and Park, 2010: 483). Organizational commitment refers to member's personal feeling toward organization (Joo and Park, 2010: 483) and also is a perceived psychological status that ties individuals to activity method about goals and motivation of loyalty toward a method (Lee et al., 2010: 131). Indeed, organizational commitment focuses on this issue that satisfies employee's needs by reciprocal action with organization (Fisser et al., 2010: 282).

Therefore, the main purpose of the study is to examine the relationship between organizational commitment and organizational learning among employees of Borojerd Telecommunication Company.

Theoretical Framework

Organizational Commitment

Organizational successfulness is depended on two important concepts (organizational satisfaction and organizational commitment) increasingly (Westover et al., 2010: 375). From another perspective, organizational reward is the most important determinant factor for organizational commitment (Ashman, 2007: 7). Organizational commitment studied by many authors in term of its components, experiences, correlations, and outcomes. Myer and Allen (2000) indicate that organizational commitment defined as a perceived psychological status that determines the relationship between employees with their organization and decrease probability of leaving organization (Rego et al., 2008: 59). Myer and Allen (1997) found that organizational commitment includes emotional, normative, and continuous commitments. Emotional commitment refers to extend that employee's feeling toward organization. Continuous commitment refers to description of individual's needs toward commitment in organization based on the perceived costs. Normative commitment describes extend that employee's believe on organizational commitment and maybe influenced by social norms. These three dimensions suggest that individuals stay at their organizations, because have emotional commitment toward their organization. Myer and Allen (1991) found that the

components of commitment could experience simultaneously and with different levels (Elele et al., 2010: 372). The components of organizational commitment determined by different methods and probably have different implications for occupational behaviors. Organizational commitment maybe influenced by positive occupational experiences and perceived organizational supports primarily. This commitment consider as important factor of participation in organization. This determined through believing on organizational goals and values, orientation toward effort in organization, and maintaining organizational membership. Normative commitment maybe is based on social pressure and commitment of organization. Commitment toward organization influenced by individual and cultural socialization. Continuous commitment influenced by external observations and impressions such as retirement and continuous plans (Elele et al., 2010: 372).

Organizational Learning

Learning is a social process (Limerick et al., 1994: 35) that provides organizations with opportunities to repeat their previous successfulness experiences (Trim et al., 2007: 335). Organizational learning is a set of organizational efforts such as knowledge acquisition, information distribution, information interpretation, and mind that influence positive organizational revolution considerably and inconsiderably (Tempelton et al., 2002: 175). Indeed, organizational learning is a path to achieve competitive advantage (Hong et al., 1999: 173).

In this study, organizational learning model of Marstick and Watkins and developed scale of Bonitos et al. (2002), that evaluate outcomes of organizational learning in personal, group, and organizational levels and relate them to organizational performance, were used.

Organizational learning model of Marstick and Watkins concentrates on three components:

- Organizational learning in systems level, that leads to:
- Creation and management of knowledge outcomes, that leads to:
- Improvement of organizational performance and its value. They evaluated through financial assets and non-financial capital (Jyothibabu et al., 2010: 305). This model combines two basic organizational components that include individuals and structure.

This identifies seven related and differentiated dimensions of organizational learning that includes:

- **Continuous learning:** organizational efforts to create continuous learning opportunities for all members.
- **Research and discussion:** refers to organizational efforts to creatediscussion, feedback, and experiment climates (Jyothibabu et al., 2010: 305).

- **Team learning:** this refers to cooperation and group-working idea in effective manner (Weldy et al., 2010: 461) and also is a process that capability of group members developed (Bui et al., 2010: 214).
- **Delegation:** refers to organizational process to create and distribute collective perspective and receiving feedback from members about gap between existing conditions and new perspective.
- **Stubby system:** refers to efforts to create systems for learning attraction and distribution.
- **System relationship:** reflects overall thought and efforts to correlate organization to its internal and external environment.
- **Strategic leadership for learning:** refers to extend that leaders think about how to use learning for create and motivate organization toward new paths and markets (Jyothibabu et al., 2010: 305) also precipitates learning in organization as catalyzer (Bontis et al., 2002: 226).
- These dimensions placed in one of the personal, group, and organizational levels (Jyothibabu et al., 2010: 305).

Learning in personal level: theory of learning in personal level refers that how individuals change organizational climate and culture for learning. In this level, when learning occurs that differences, challenges, and separations act as factors to motivate answers (Marsick et al., 2003: 134).

Learning in group level: group learning includes participation in personal knowledge for developing a common impression (Bontis et al., 2002: 440).

Learning in organizational level: regardless of this fact that collect of individual's learning isn't high, but individuals have small image from organization. We can identify changes in organizations mental model, common values, and common memories through these images. Personal learning to organizational change is necessary but isn't sufficient. When individuals increase their capabilities for learning, they are able to promote overall capability of organization for learning.

Based on the literature review, conceptual model of study indicated in fig 1.

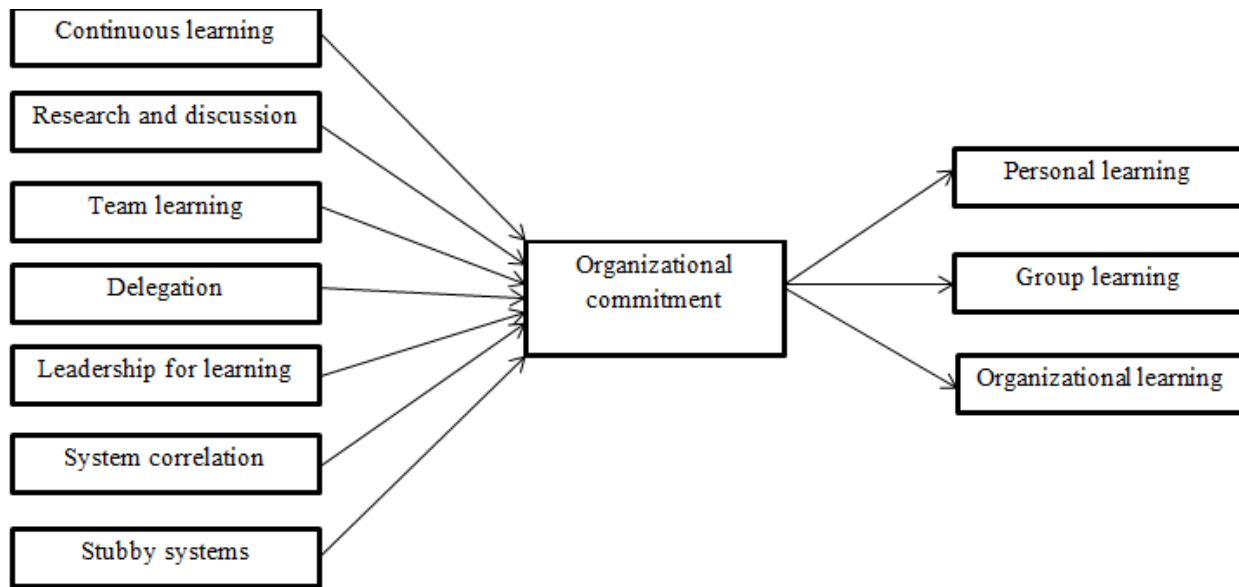


Fig 1: conceptual model of study

Research purposes

Main goal: examination of the relationship between organizational commitment and organizational learning

Subsidiary goal 1: examination of the relationship between organizational commitment and each of organizational learning dimensions

Subsidiary goal 2: examination of the relationship between organizational commitment and each of organizational learning levels

Hypotheses

Main hypothesis: there are significant relationships between organizational commitment and organizational learning.

SH1: there are significant relationships between organizational commitment and each of organizational learning dimensions.

SH2: there are significant relationships between organizational commitment and each of organizational learning levels.

Research Methodology

This study is descriptive-survey. In order to gather information of the study, library and field methods were used, so that library method used to study theoretical framework and literature and then field method used to gather information through the questionnaire. The statistical population of the study is employees of Borojerd Communication Company. The sample size was determined 162 based on Morgan table of sampling for population with 280 members. The sample members selected by random sampling method. This questionnaire designed based on Likert scale of 6 point that includes the standard questionnaire of Myer and Allen with 18 items for organizational commitment and also the standard questionnaire of Johtibabo et al. In order to examine validity of the questionnaire, content validity was used and then the questionnaire correct and modified by some management professors and final version of the questionnaire designed after conducting a primary sampling with 30 members. Also Crocbach's Alpha was used to examine reliability of the questionnaire. The results of this coefficient indicate that Crocbach's Alpha is 0.88 for organizational commitment and 0.90 for organizational learning, therefore reliability of the questionnaire confirmed. In order to analyze data and concluding results, Pearson correlation coefficient was used.

Findings

In this section, the findings of the study used to analyze data and concluding results. In order to this, the results of every hypothesis indicated separately. In order to analyze data and concluding results, Pearson correlation coefficient was used.

Main hypothesis: there are significant relationships between organizational commitment and organizational learning.

In order to analyze this hypothesis, Pearson correlation coefficient was used. The results of this hypothesis indicated in table 1. As this table shows there is significant relationship between organizational commitment and organizational learning ($r: 0.743$, $sig: 0.000$). Therefore, it is resulted that the first hypothesis of this study confirmed and this concluded that there are significant relationships between organizational commitment and organizational learning.

Table 1: the results of Pearson correlation coefficient about MH

Variable	Average	Standard deviation	n	r	sig
Organizational commitment	4.3519	1.1116	162	0.743	0.000
Organizational learning	4.1852	1.2521			

SH1: there are significant relationships between organizational commitment and each of organizational learning dimensions.

In order to analyze this hypothesis, Pearson correlation coefficient was used. The results of this hypothesis indicated in table 2. As the table shows all of the relationships were confirmed and therefore it is resulted that there are significant relationships between organizational commitment and each of organizational learning dimensions.

Table 2: the results of Pearson correlation coefficient about SH1

Variables	Average	Standard deviation	r	sig	Hypothesis
Continuous learning	3.8765	1.4860	0.470	0.000	Confirmed
Research and discussion	4.1235	1.3270	0.690	0.000	Confirmed
Team learning	3.9383	1.4303	0.502	0.000	Confirmed
Delegation	3.8765	1.4902	0.505	0.000	Confirmed
Study systems	3.9136	1.4463	0.486	0.000	Confirmed
System relationship	3.8642	1.4765	0.457	0.000	Confirmed
Strategic leadership for learning	3.8951	1.5647	0.472	0.000	Confirmed

SH2: there are significant relationships between organizational commitment and each of organizational learning levels.

In order to analyze this hypothesis, Pearson correlation coefficient was used. The results of this hypothesis indicated in table 3. As the table shows all of the relationships were confirmed and therefore it is resulted that there are significant relationships between organizational commitment and each of organizational learning levels.

Table 3: the results of Pearson correlation coefficient about SH1

Variables	Average	Standard deviation	r	sig	Hypothesis
Personal level	4.7840	1.5107	0.397	0.000	Confirmed
Group level	3.7469	1.5416	0.378	0.000	Confirmed
Organizational level	3.6975	1.5647	0.372	0.000	Confirmed

Conclusion And Managerial Suggestions

This study was aimed to study the relationship between organizational commitment and organizational learning among employees of Borojerd Communication Company. The statistical population of the study is employees of Borojerd Communication Company. The sample size was determined 162 based on Morgan table of sampling for population with 280 members. The sample members selected by random sampling method. In order to gather data, the standard questionnaire of Myer and Allen with 18 items for organizational commitment and also the standard questionnaire of Johtibabo et al. for organizational learning with 66 items were used. In order to examine validity of the questionnaire, content validity was used and then the questionnaire correct and modified by some management professors and final version of the questionnaire designed. Also Crocbach's Alpha was used to examine reliability of the questionnaire. Pearson correlation coefficient was the most important statistical method that used to analyzing hypotheses and concluding results in SPSS. The results of the study indicate that there are significant relationships between organizational commitment and organizational learning. Also significant relationships observed among different levels of organizational learning with organizational commitment and learning in individual, group, and organizational levels. Based on the results of the study it is suggested that increase organizational commitment among employees to increasing organizational learning through motivating them to believe that organizations problem is their own problem, organization is section of their family, leaving organization is a big mistake, they have emotional relationship with organization, and there are friendship relationship between organization and its members.

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