

A Perceptual Study About Organizational Learning Practices & Its Effect on Organizational Commitment

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ABSTRACT

The growth of an employee is highly influenced by the growth of the organization which is highly dependable on how organization is maintaining the learning environment within the workplace. Researcher explored about the relationship between the organizational learning practices & organizational commitment of employees as the faculty members teaching in higher educational learning institutions of Gwalior, Madhya Pradesh. Faculties were approached as respondents for this study. Out of 250 questionnaires only 200 responds were taken as sample for & also the analysis was done by applying the reliability test, factor analysis & regression tests through SPSS. The findings of the study revealed that there is a positive & significant relationship between the organizational learning practices & organizational commitment of faculties of teaching firms. This paper further concludes that for attaining strong organizational commitment the organizational learning practices must have been given more priority for the academic institutions as it is directly linked with employee's commitment.

Key words: Organizational Learning, Organizational Commitment & Job Satisfaction

Introduction

Learning is never ending process at every stage of life. It is not only applicable for individuals but also the same for the organizations. Learning is also never ending procedure for efficient working of the organizations in uncertain environment. As we all know economies are growing day by day & every single thing is getting globalized in context of professional working. So all these factors are somewhere imposing lot compulsion on the part of the organization to focus on changes continuously. Failures will be there if they ignore the demand of the changing world. Adaptability on the part of organizations will ensure the competitiveness & also their survival which will also help organization in acquiring new knowledge.

In order to achieve high performance standards organizations needs to focus on more learning needs of their manpower. They will be trained or provided with lot of learning opportunities then definitely organization could easily reach the heights in corporate world. By doing this they not only enrich their performances but also they can earn the loyalty & commitment of their employees for the organization. In 1990, Senge explained the concept of organizational learning as the organization who possess also the generatively along with adaptive capacities which will help in creating & enhancing alternative future. He further explained that the organization who follow this practice can easily generate good results which could be seen in growing innovative thinking patterns along with promotion in group thinking modules. Richardson (1995) said about affective organizational learning could be done through the creation of new markets, innovative products & services & procedures for becoming responsive to changed environment which is the key strategic issue in

recent years. According to Hitt (1995), Giriego, Geroy, and Wright (2000) learning organization is an organization looking for transformation and excellence through interrupted and continuous organizational renewal and gradually mastering in this subject. According to few of the researchers learning organization is to use & share reshaped skills individually as well organizationally, To Gold (1997), Dunphy, Turner, and Crawford (1997). Garrat (1990) clarifies few characteristics about organizational learning for better understanding. These are- 1) To encourage & motivate employees for regular learning at all levels. 2) To have provision in terms of system to keep an eye on learning & moving process. 3) Give priority to learning & let other to be able for transformation.

In general commitment is defined as the one's attitude towards their jobs. It could also be understood as one individual attachment to his or her work place & job to. It also being understood as psychological state of mind which usually motivates the person towards the achievement of any specific goal. So it becomes very important on the part of HR people of the organization to develop such commitment because studies says that it has positive effect over the employee's productivity, labor turnover & so many interrelated functioning of the organization. As per the Meyer and Allen (1997), he defined the term organizational commitment as the state which characterizes the relationship of employees towards their organization by which he or she decides to continue his or her services in an organization for a long run. As per Jaw and Liu (2004) the commitment is not a relationship with human type of concept but it also involves how to generate human energy along with how to activate human mind. Without the presence of commitment, the application of new ideas and new emerging initiatives will surely be compromised (see Ramus and Steger 2000 cited in Jaw & Liu, 2004).

So, In order to improve the commitment, loyalty on the part of employees for their organization is important to improvise provisions for learning opportunities where employees could grow & develop themselves for better future advancement. This was thought which has been taken into consideration where researcher tried to study the relationship of organizational learning practices effect over employee's commitment for their organization. According to Maryam Yaghoubi et.al (2010) learning organization along with organization commitment shares a positive & also the significant relation with each other. On another study Chien-Chi, T. (2010) explored about the strong influence of learning organization practice over the organizational commitment where the relationship between mentioned variables is reciprocal.

Study Objectives

1. To know about the underlying factors of organizational learning practices.
2. To study the effect of organizational learning practices on organizational commitment among the faculties teaching in educational institutions of Gwalior.

Literature Review

Özlem Yenidoğan & Hüner Şencan (2017) from Istanbul University studied about the variable's organization learning practices & it's effect over organizational commitment of employees. This study has been conducted on accommodation sector where researchers applied likert scale on 279 people out of which they gathered data from 260 people. Regression analysis was done to find out the correlation between the different dimensions of commitment & organizational learning. The findings of the study revealed that in objective of improving commitment on the part of employees the organizations must give importance to their organizational learning practices. The study showed the positive & significant correlation between both the

mentioned variables. In the same parlance one more study was conducted in same year by Md. Shariful Alam Khandakar & Dr. Faizuniah Pangil (2017) where they also studied the effect of same variables over informal work place learning. In this study they tried collected the data from 728 people out of which only 381 responded to it. The finding of this study also revealed the same as the above one revealed the positive & significant relationship between the affective commitment over informal workplace learning. Likewise in July (2011), Owoyemi, Oluwakemi Ayodeji, Oyelere, Michael, Elegbede, Tunde & Gbajumo-Sheriff, Mariam (2011) also studied the same relationship but taken learning through training. This paper studied about how to enhance employee's commitment for organization through training. They have taken training as an important part of learning. So they studied the relationship between training & commitment. For this they have also collected the data from 250 employees of management staff of financial firm of Nigeria. Finding of this study also reveals the positive & significant relationship between the mentioned variables. In last they concluded that if more training will given to employees then it will raise the higher level of commitment of employees towards the organization.

Taghrid S. Suifan (2015) the researcher tried to see the relationship of HR practices effects on organizational commitment. In this research, they studied the relationship through the scale used to measure organizational commitment by Meyer & Allen (1997) & for training as HR practices they used the scale by Yaha & Goh (2002) for person – organization's fit they used the tool by Netemeyer et.al. (1997) & for the last variable rewards measured by scale given by Sejjaka & Kaawaasse (2014). In this research the results shows the positive & significant association between of HR practices & organizational commitment. Another researcher, Ahmad, A.R & Marinah, A.(2013) studied the relationship between the learning organization & organizational commitment especially in schools. For this study researcher approached to the principles of public primary schools where out 600 principles only 107 principles finalized as respondent. This study shows the result where it has positive & significant relationship among the mentioned variables & also said that there is lot of future scope of further research.

Sofiah Kadar Khan & Mohd Zabid Hj Abdul Rashid (2015) in this research the authors searched for the relationship among the variables like organization culture, leadership, organization justice & organizational commitment taken as mediating variable over organizational citizenship behavior. Data was collected from the academic organization involved in learning institutions of Malaysia. The study found the same as organizational commitment as an mediating a factor for mentioned variables to influence the organizational citizenship behavior. This research determined the strong relationship between organizational commitment & organizational citizenship behavior also.

Similarly, in 2013, Tuti Andjarsari, Umar Nimran, Budi EkoSoetjipto & Ery Tri Djatmika in their paper studied about the relationship among the effects of organizational learning on organizational commitment, innovations & job satisfaction with special reference to small & medium enterprises & CSR of one of the Telecommunication ltd company of Indonesia. 136 owners & managers were taken from SME's. The findings were surprisingly different from the above literature in which they shows learning has positive & significant relationship with organizational commitment & innovation but negative effect on job satisfaction. Further this research also revealed the positive effect of commitment & innovation over job satisfaction is positive. Also one more researcher Chien-Chi Tseng & Gary N. McLean (2008) studied the effects of learning organizations practices on organizational commitment & effectiveness in Taiwan SME's. Again in this study also the finding revealed the same the positive & significant relationship among the variables mentioned above especially Taiwanese's SME's settings.

Refik Balay (2012) studied on faculties of public & private universities on their learning organizations perceptions to their organizational commitment. In this study finding shows the faculties of private universities enjoy high level of learning organizational perception than the public universities faculties & same for the commitment. Further the study revealed positive & significant relationship among the variables. Likewise Najaf Aghaei, Ali ziaee, and Shahnaz Shahrbanian in (2012) did study to find out the relationship between learning organization & organizational commitment within the employees of sport & youth head office of western provinces of Iran. In this study standard tools were used for data collection. The results of the study showed the positive & significant relationship among the variables. Further this study also showed that the relationship of organizational learning is significant with all the dimensions of commitment except one with continuous commitment is insignificant.

On the basis on above review so many researches has been done in analyzing the relationship between learning practices over job satisfaction, commitment, performance, or other attitudinal outcomes of employees. But, there was no researches have been seen where relationship has been studied for organizational learning practices over organizational commitment of employees of teaching sector. So, that made me the reason to explore more about the effect of mentioned & discussed variables.

Research Methodology

Data Collection

This research is the type of exploratory in nature. The primary data has been taken for this research from the respondents who teach in educational institutions of Gwalior only.

The secondary data is also being collected from different books, journals, magazines & from the sources available over internet to.

For this research the data was collected through the questionnaire prepared.

Selection of Sample

The sample population for this research paper was considered faculties & teachers of Gwalior city. The sampling method was purposive sampling & the sample size was taken 200.

Tools for the Research

The tool for this research paper was questionnaire given by for organizational commitment by Guy Pare, Hec et Cirano, Patrick Lalonde, Bell Mobilite (Nov. 1999). The measure would be Likert-type and would possess a sensitivity of 5, where the extreme values namely 1 and 5 would range “Strongly Disagree” (1) to “Strongly Agree” (5) respectively. The total items were 21 which was converted according to the 5 point likert scale starting from strongly Agree to strongly Disagree. For Data analysis firstly item to item correlation was applied to see the questionnaire's consistency. With the help of Cronbach's Alpha test was also applied to see the reliability of the questions in questionnaire. Further factor analysis & regression tests were applied to evaluate the impact of organizational learning on commitment level especially the affective commitment of faculties.

Reliability Test

Reliability test has been applied to calculate the reliability of all items in the questionnaire. There are two variables and the second variable divided into sub-variable along which the questionnaire has been divided

affective commitment and learning organization. There are five questions of affective commitment, and there are seven statements of learning organization. The reliability test has been applied separately for all the two variables. The items in the questionnaire were checked with the help of reliability analysis in which we use alpha by using SPSS software and the reliability test measures of all three variables given below:

Reliability Statistics For Organizational Learning

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Items
.894	.893	21

Reliability Statistics For Organizational commitment

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Items
.863	.866	5

In both the above reliability statistics it clearly visible that the value of cronbach's alpha is much higher than the standard value. In case of Affective organizationsl commitment it is .863 & in case of organizational learning it is 0.894. So, as per values it is considered that all the items in questionnaires for both the variables were highly reliable.

Data Adequacy

Further the researcher also evaluated the adequacy of the sample taken from the respondents. The application of KMO & Bartlett's test has been put to see whether the data collected is adequate for the study or not. From the above table it is very clear that the value of test is much higher than the standard value at the significant level. So the sample collected in numbers was found adequate for this study.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.808
(Bartlett's Test of Sphericity	Approx. Chi-Square	968.076
	Df	190
	Sig.	.000

FACTORANALYSIS OF AFFECTIVE LEARNING

Factor analysis of affective commitment of five statements of variable affective commitment has resulted into single dimension. This shows the uni-dimensionality of the scale.

Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.624	32.483	32.483	1.624	32.483	32.483
2	.986	19.726	52.210			
3	.884	17.679	69.888			
4	.861	17.220	87.108			
5	.645	12.892	100.000			

Extraction Method: Principal Component Analysis.

FACTORANALYSIS OF ORGANIZATION LEARNING

In the application of factor analysis the 35 statements about the learning organization were made & subjected to EFA (Analysis for Exploratory Factyor) and the results of the test gave five factors. The another KMO test values shows the significant findings about the factor of learning organization which is (.000). Also the Kaiser-Meyer-Olkin was applied to measure the Sampling Adequacy whose value was found upto (.808) And also the Bartlett's Test of Sphericity Approx. Chi-Square value is (968.076) and df value is (190) which indicated that the data could also be used for further type of analysis. The following table shows the factors identified & discovered for organizational learning with their separate factor loading along with their percentage of contribution in organizational learning.

S. No.	Factor Name	Eigen Value		Statement	Loading Value
		Total	Variances		
1	Leadership	2.845	14.226	L18 To what level there are things for working here (people, policies, or conditions) which encourage you to work harder.	.708
				L10 My organization makes its lessons learned available to all employees.	.666
				L17 people are encouraged in my company to get answers from across the organization for solving problems.	.588
				L7 people spend more time in building trust with employees in my organization.	.574
2	Continuous learning	2.598	12.989	L11 To what level does your supervisor motivate people who work for him to exchange opinions and ideas	.703
				L2 To what level does the organization have a real interest in the welfare and happiness of those who work here.	.691
				L13. people are given time to support learning in my company.	.665
				L5 people are rewarded for learning in my company.	.586
				L8 leader mentors and coaches those he or she leads	.645
3	Empowerment	2.377	11.886	L16 How much satisfied you feel with the growth you have made in this company till now.	.875
				L15. My company gives control to people over the resources they need to complete their work	.655
				L20 My company creates systems to measure gaps between current and expected performance.	.554
				L19 In my organization, leader continually look for opportunities to learn	.477

S. No.	Factor Name	Eigen Value		Statement	Loading Value
		Total	Variances		
4	Satisfaction	2.253	11.266	L4 I am proud to tell others that I am part of this organization	.754
				L9. In my organization, teams/groups have the freedom to adapt their goals as needed	.636
				L12. Considering your skills and the effort you put into the work, how satisfied are you with your pay	.614
				L3 My organization works together with the outside community to meet mutual needs	.411
5	Team learning collaboration	1.776	8.829	L1 In my organization, people help each other learn	.692
				L14 To what extent do people in your work group encourage you to work as a team	.580
				L6 To what extent do people in your work group help you find ways to do a better job	.495

Factors Identified for Organizational Learning

From the above table it becomes very clear that for organizational learning 5 factors have been identified. The name of the factors are given below-

1. Leadership
2. Continuous Learning
3. Empowerment
4. Satisfaction
5. Team learning collaboration

Leadership

For any organizational effective learning environment should be very supportive on the part of leaders who lead. Supporting & constructive leadership is very important to make people within the organization learned & prompt. Under this as a head of the organization we need to understand that employee's freedom is not to be compromised when comes to advance them for any new change. It mainly deals with how you support, motivate & encourage your people for betterment or in solving their problems. Also supported by Senge (1990b).

Continuous Learning

As we all know that learning is the never ending process. Similarly for the organization also it is very important when it comes to compete along the manpower to defeat the competitors. It is very important for those who head that how they are providing help & support for the welfare & happiness of the employees. With this they learn & make themselves better & competitive. Fiol, M. C., & Lyles, M. A. (1985)

Empowerment

As we all know the freedom is important. Similarly for the betterment of working people or for creating improved learning culture people at the work place should feel confident enough as a part of organization. If they feel less fear they learn better & accordingly they implement supported by Nont Sahaya 2012.

Satisfaction

Satisfaction on the job is one of the most important key for happiness. If employee feels good being the part of organization, happy with what he or she is getting in return, do good talks about the organization that means they love their organization & they feels complete within the organization which automatically improves the learning of the people at workplace. Andjarsari, T., Nimran, U., EkoSoetjpto, B., & Djatmika, E. T.(2013)

Team learning collaboration

If the work culture of a company based of helping & encouraging on each other, that means they are maintaining the good team spirit & high learning on the part of organization. The motivation is high if unite attitude for learning is maintained at the workplace. This factor is also supported as per the Watkins and Marsick (1993, 1996, 2003).

FINDINGS OF REGRESSION ANALYSIS

Linear Regression: Regression analysis of effect of organization learning on affective commitment. The regression is calculated by taking the total of learning organization and affective commitment by using SPSS software. In this learning organization is an independent variable and affective commitment is dependent variable. Therefore, regression is calculated by taking dependent and independent variable.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.452 ^a	.204	.198	2.59127

a. Predictors: (Constant), LEARNING ORGANIZATION

b. Dependent Variable: AFFECTIVE COMMITMENT

As per the above table r square value is (.204) which is indicating about the independent variable is explaining (20.4%) variance over dependent variable (affective commitment).

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	227.814	1	227.814	33.928	.000 ^a
	Residual	886.335	132	6.715		
	Total	1114.149	133			

a. Predictors: (Constant), LEARNING ORGANIZATION

b. Dependent Variable: AFFECTIVE COMMITMENT

In the above model view the regression table showing the good impact as value of F is (33.928) at significant label (.000). As we can see that the value of F is more than 10 which is indicating high model predictability.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.400	1.359		6.916	.000
	LEARNING ORGANIZATION	.110	.019	.452	5.825	.000

a. Dependent Variable: AFFECTIVE COMMITMENT

On the bases of value shown above the regression results indicates about the independent variable which is having a significant impact over the dependent variable. Also the Learning organization has its impact which is signified by beta value of (1= 0.452, p of .000). The linear regression was also applied between the “Learning organization” (independent variable) and the “affective commitment” (dependent variable). In findings the significance level is .000 which is again less than .05 and it interpret that the result are significant at .110 there is significant relationship between learning organization on affective commitment, therefore it has been proved that there is a effect of learning organization on affective commitment of teachers. This study is also supported by the finding of the researchers like Aghaei, N., Ziaee, A., & Shahrbanian, Balay, R. & Tseng, C. C. (2012).

Findings

The study proved the positive & significant effect of organization learning practices over organizational commitment of faculties of Gwalior region. The above research says that there are so many factors which are responsible for effective organizational learning like leadership, continuous learning, empowerment, satisfaction & team learning collaboration. If these factors are maintained at the workplace then the organization is able to maintain the good & high learning practices with in the workplace & employees also feels like a family to the organization which somewhere add to their strong commitment for their organization or may the employer.

Further researcher have evaluated the effect of mentioned variable over the another where the finding says if there is a improvement in learning practices in the organization then the organization will enjoy more commitment on the part of their employees. They feel secure & more committed towards their organization. The more platforms will create by the organization for betterment of employees the employees in return becomes more responsible & committed for their employer.

CONCLUSION

This research has been concluded that organizational learning practices, showed the positive & significant impact on organizational commitment of teachers of Gwalior. Under learning organization seven sub-variables were find out which more affective. With the help of primary and secondary data we have applied the regression and factor analysis to identify which one is highly effective learning organization. There are more sub variables named like the learning organization, inquiry or investigation ,continuous learning, the dialogue, the collaboration along with the team learning, the creation of systems, the empowerment of people, the connection of the organization & the strategic leadership. The study results emphasize the role of organization learning is very effective on developing affective feeling for the organization. So in conclusion

we can say that the affective commitment could be improved strongly with the improvement in the organization learning practices.

Limitation for the study

1. The present study is confined up to teaching fraternity especially in Gwalior. It could be extended to some other region also for further studies.
2. The sample size is limited which could also be increased.
3. Findings of the study may not be similar all over as it is based on the particular environmental setting which could not be identical for all.

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