



ISSN: 0976-3376

Available Online at <http://www.journalajst.com>

ASIAN JOURNAL OF
SCIENCE AND TECHNOLOGY

Asian Journal of Science and Technology
Vol. 07, Issue, 06, pp.10400-10406, June, 2016

RESEARCH ARTICLE

THE FUTURE MODEL OF THE RELATIONSHIP BETWEEN ORGANIZATIONAL LEARNING CULTURE AND ORGANIZATIONAL COMMITMENT IN PUBLIC SECTOR; CASE STUDY: ALBORZ PROVINCE INDUSTRY, MINE AND TRADE ORGANIZATION

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ARTICLE INFO

Article History:

Received 15th March, 2016
Received in revised form
28th April, 2016
Accepted 20th May, 2016
Published online 27th June, 2016

Key words:

Organizational Commitment,
Organizational Learning Culture,
Learning Organization,
Mining and Trade Organization

ABSTRACT

Because of the current environmental challenges in terms of rapid technology development, increased customer expectations and the need for flexibility, organizations have been forced to look for ways to sustain their survival. In the meantime, many organizations have recognized and attempted solutions to increase organizational learning capability and organizational commitment. By implementing these programs, while modifying effective variables on individuals' perceptions, internal and external barriers have been overcome by utilizing individual learning and empowerment. And provide the necessary background for nurturing employee commitment. The purpose of this study was to develop a future model of the relationship between organizational learning culture and organizational commitment in Iranian governmental organizations through a correlational method. The statistical population consisted of managers and staff of Alborz Mine and Trade Organization. It can be said that conducting educational activities in the organization and optimizing the organizational learning culture in addition to enhancing the capabilities and skills of the employees and providing context for the learning organization also provides greater commitment to the organization and greater motivation for future learning among employees.

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INTRODUCTION

In today's world, change is a common feature of all walks of life and the struggle to face it is one of the most important challenges facing mankind. But how organizations deal with these huge waves of change Organizations need the preparedness and commitment to change and adapt. According Peter Senge(1990) organizations will achieve future success by discovering how to benefit from the commitment and responsibility of learning at all levels of the organization. Therefore, this learning culture plays a special role in today's organizations. Organizational learning is a reflection of high intelligence and high load Productivity of emerging opportunities in the organization's commitment to continuous improvement (Markwart2002). Likewise the commitment of the staff increases stability. Professional, loyal, consistent, valuable and organizational staff have a strong motivation, desire and commitment to maintain and maintain the membership of the organization as one of the essential needs of any organization. The organization needs staff to act beyond their normative duties, perhaps because many communities

lack adequate human resources due to lack of adequate human resources, while other nations do not. The lack of abundant natural resources has only accelerated the pace of development due to the use of dedicated human resources. Therefore, today's organizations need not only greater knowledge and information, but also self-reliance and confidence in their independence. Self and creativity need more work To achieve these characteristics, the organization must commit its most important source and competitiveness factor to its workforce. One of the most important organizational variables is organizational commitment. Lack of organizational commitment creates a major problem in organizations that affects the performance of human resources, This form is rarely found in most organizations; organizational commitment is summarized in three ways:

- Strong belief in the organization and acceptance of organizational goals
- Toil and strive for organizational goals
- One's desire to stay in the organization

This article attempts to gain a useful understanding of the relationship between organizational learning culture and its components with organizational commitment in Alborz Province Industry, Mine and Trade Organization.

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Organizational learning culture: The present is an age of dramatic change in organizations. It is an age in which the intellectual structure is deeply committed to deepening information and focusing on the engagement of knowledgeable and dedicated human resources rather than functional manpower. To use a tool called the culture of learning to confront uncertainty, maintain a position and create innovation to expand its competitive arena requires that the organization make organizational learning and organizational commitment a strategic need. Necessary to pioneer in the field of competition c Thierry, among its priority programs put. Organizational learning culture is actually a process that creates values through the integration of different components of culture and knowledge.

The concept of organizational learning culture is defined as a set of norms and values about the activities performed in an organization. These norms and values must provide systematic support for deep attitudes aimed at achieving high levels of organizational learning. Elements of organizational learning culture include information acquisition, information interpretation, and behavioral and cognitive change. On the other hand, the innovation capability structure consists of innovative culture and innovation, and the innovation itself consists of two parts: executive and technical innovation. Organizations need to pay particular attention to how information is acquired and emphasize information interpretation, to enhance organizational learning culture and to look closely at the processes that are taking place to maximize learning impact on innovation capability and to try processes related to each variable Accurately and thoroughly during the process (Rezaei Dolatabadi et al., 2012)

Dimensions of Organizational Learning: The dimensions of organizational learning in *Diane Osterhause Neefe*'s view are:

Common Vision: A common vision for individuals and organizations is like the stars of the sky to find a path. In Peter Senge's model, having a shared vision for building and paying for a learning organization is crucial. Because this perspective is the focal point and source of energy and mobility necessary for shared learning.

Organizational Learning Culture: Members of any community, organization, or group, while learning to solve problems related to external adaptation and internal integration in some way, learn precisely how their cultures evolve over time to respond to problems in this way. Take it.

Working and Group Learning: Collective learning is a process in which the capacity of the group members is developed and aligned so that the results are what everyone really wanted. This learning is based on one principle and that is the principle of shared ideal

Knowledge Sharing: Knowledge transfer and distribution encompasses the organizational and technological transfer of data, information and knowledge. The capacity of an organization to transfer knowledge represents the ability to transfer and share the power that is essential to the success of a company.

System Thinking: An organization will only be pervasive if its executives start thinking about identifying systemic patterns and using this method as an effective tool in their daily behavior and decisions, thereby uncovering the hidden secrets of the Create their own.

Collaborative Leadership: The consequence of collaborative leadership is having a sense of employee engagement. Research on group dynamics has shown that participation and involvement are more people's interest, able to improve performance and provide better solutions to problems, and make decision makers more accepting. The research found that such group dynamics reduced resilience to change, increased commitment to the organization, and reduced levels of stress.

Employee Competency Development: Competency in the human resources literature is a set of measurable and observable knowledge, skills, and behaviors that contribute to the success of a job or post.

Organizational Learning and the Learning Organization: Organizational learning is distinct from the learning organization. Since the late 1980s - when the term learning organization was coined - the learning and organizational learning organization has been used interchangeably. In organizational learning, the learning process is larger than the sum total of individual learning; it involves two-loop and three-loop learning and involves cognitive and organizational activities. But the approach in the learning organization is a system with environmental monitoring mechanisms, decentralized and organic structures, and organizational learning culture flowing throughout the organization. While the learning organization is a specific form of organization that, according to Peter Senge, follows the five principles. Slow:

Subjective Models: In these organizations, everyone shares tacit knowledge as explicit and tangible knowledge and does not think the old way.

- **Personal skills:** Personal growth and learning
- **Systematic thinking:** All people focus on the components of the organization;
- **Shared insight:** Consensus on every component's plans and inspiration and motivation for all;
- **Group learning:** Learning is done through improved communication, creative thinking, effective dialogue.

Comparison between Organizational Learning Ability Models: The commonality and comparison of the seven models of organizational learning capability is that all of the above models are factors 1 - organizational culture 2 - organizational structure 3 - strategy 4 - employee collective learning 5 - organizational capabilities 6 - external factors in enhancing learning ability in the organization Are effective.

Organizational Commitment: One of the most important factors in the success of corporate and organization performance is human resources. Therefore, the development of organizational commitment requires effective human resource management (2013). Achieving appropriate growth increases, is accepted (Shaheen et al., 2013). Organizational commitment is critical to human resource management.

Table 1. Organizational Learning Stages (Ghorbanizadeh, 2008)

Description	caption	step
Exploring the internal and external environment, identifying and collecting useful information for the organization, reviewing the results of past performance and experiences and creating new information.	Acquisition / Creation of Information	1
Distribution and exchange of information between individuals, groups and different departments of the organization and their interpretation. At this stage, it is important to pay attention to the flow of information and the type of communication at different levels of the organization.	Interpretation / transfer of information	2
Applying information tailored to the organization's requirements and requirements; Practically using the information and evaluating its behavioral outcomes and generating new knowledge and adding it to current knowledge systems in the organization.	Applying information / knowledge creation	3
Generalize new knowledge throughout the organization and use it in daily activities and convert theoretical knowledge into practical and applied knowledge	Institutionalize knowledge	4

Table 2. Summarizes and compares learning models

theme	Model	year
To build an inclusive organization of the principles underlying Peter Senge's brain - -Collective learning ---Subjective models -Systemic attitude -Personal abilities Cognitive aspirations	Organizational Learning Ability Model Peter Senge	1990
Proposed Heath Learning Model of these Components1-Shared Values2-Task Teams3-Learning Style 4-Strategy 5-Structure 6-Staff 7-Skills 8-Systems	Organizational Learning Ability Model Heath	1995
Individual and group learning and organizational learning take place widely 1- Vision 2-Organizational culture 3-Strategy 4. Organizational structure encourages organizational learning	Organizational Learning Ability Model Markwart	1996
To survive and thrive, organizational learning is shaped by looking outward to the customer and the vision, personal needs and organizational capabilities of the .organization and senior executives are sensitive to the capabilities required	Organizational Learning Ability Model Thomas	1996
Factors: 1-Workgroup 2-Flexible Structures3-Strategy 4-Supportive Environment 5- Open Culture6-Quality 7-Vision 8-Creating and Transferring Knowledge 9-External Awareness Learning Features	Organizational Learning Ability ModelDenton	1998
To increase the readability of the model to generate an idea 1-Business context 2- Learning capability 3-Business model and business performance	Organizational Learning Ability Model young	1999
The two main factors as major factors of organizational learning are slave 1- Facilitating factors (process and internal structure) 2- Learning method (organizational experience and culture)	Organizational Learning Ability Model Kritzen	2001

From a lexical point of view, commitment is defined as commitment, meaning to undertake, to undertake, to undertake, to make a covenant. Describing the concept of commitment states that "Commitment is a strong belief in an idea, or system, commitment is the acceptance of a commitment to do something faithfully promised to do." Means the degree of psychological replication or attachment to an organization in which one is working. Numerous definitions of organizational commitment have emphasized the psychological dimension, although other aspects of commitment have been addressed.

Organizational Commitment Stages: Commitment comprises five stages of development (Brickman, 2000). The steps that characterize a person's dynamic interaction with the environment include: identification, experimentation, passion, exhaustion, and integration, while providing each stage with the opportunity to enter the next stage with a general awareness of how individuals are committed. Also offers.

Step One: Exploration

At this stage, individuals are informed about the results of a positive relationship with the organization.

Step Two: Experiment

At this stage, individuals discover the negative elements of organizational commitment and measure their enthusiasm and ability to express those elements.

Step Three: Passion

At this stage, the positive and negative elements are combined in the first and second stages, and individuals with a positive attitude toward the organization, with a willing commitment and willingness to contribute to the goals and values of their organization.

Stage Four: Relaxation and Fatigue

At this point, individuals feel that organizational activities have become monotonous due to duplicate activities in the workplace, which may lead to more challenging tasks.

Step Five: Integration

Individuals utilize the positive and negative elements of the organization to create a more flexible, complex, and durable commitment than previous forms of commitment (Liu, 2008, p. 119).

Study the research literature: Dennis (2000) investigates the relationship between empowerment and organizational commitment that has been supported. The results indicate that there is a positive and significant relationship between being effective and all aspects of organizational commitment. There is evidence to support the relationship between all dimensions of psychological empowerment with normative and emotional dimensions except self-determination.

The relationship between cognitive factors and commitment to survival is poor. The results confirm the relationship between the impact dimension and the commitment to sustainability. The lack of relationship between empowerment and sustainability commitment seems reasonable. Empowered employees remain a part of the organization because they want to be an organization. If they want to leave the organization, they must have a level of confidence. The relationship between psychological empowerment and commitment to survival seems to be an inverse one. Judge, (2001), in a self-study, examined the characteristics and complexities of work in relation to self-assessment of job satisfaction. The results indicate that job characteristics are mediated between self-evaluation and job satisfaction. Meyer (2001) was a research on organizational commitment and its component (emotional, continuum, and normative) meta-analysis of antecedents, correlates, and consequences. The basis of these researchers' work was to identify the relationships between the types of commitment to the organization and the relationships of these components with other variables in the antecedents. The implications of this were in the three-dimensional model of Meyer and Allen (1991). The results of their meta-analysis showed that the three forms of organizational commitment, despite being relevant, are still separable, not only for the components of organizational commitment but also for other variables such as job satisfaction, job involvement, and job commitment. It is also true. The components of emotional commitment and organizational persistence as expected. Associated with their antecedent variables, but no specific antecedent variables for normative commitment were identified.

Also, as expected, all types of organizational commitment were negatively correlated with cognitive withdrawal and tendency to leave the organization, and the emotional component of organizational commitment performed the strongest and most desirable correlation with organizational outcomes (including attendance and continuity). And organizational citizenship behavior) as well as employee-related variables (stress and work-family conflict). The normative component of organizational commitment also correlated with favorable outcomes, although these results were not robust.

The persistent component of organizational commitment had a specific status, meaning that it had no relationship and was negatively correlated. The interesting thing about this research team's work is the similarity of the results of the research carried out in different regions of the world, which suggests that there is a similar and related structure, despite the cultural differences in different countries. Also, the results in the manufacturing, service, and distribution sectors were not significantly different, which again points to the foregoing notion of a similar cultural spirit that prevails across organizations internationally. This can be explained by the prevailing aspect of globalization and cultural integration around the world. Of course, cultural differences and characteristics should never be overlooked, and even cultural differences and contradictions are not things to eliminate or hinder the organization but are variables that need to be recognized and helped to advance organizational goals. Yakubuki (2003) conducted a study on the background of employee redundancy and the importance of employee

empowerment and organizational commitment. The findings show that changing the personnel system to increase employee accountability and decision-making that results in staff empowerment is a strong determinant of employee overwork and other job-related characteristics include job satisfaction and staff overwork. There is no direct. Instead, organizational commitment is an important determinant of employees' double effort. Bugler (2004) examined the relationship between teacher empowerment and organizational and professional commitment and citizenship behavior. Pearson's correlation and multiple regression showed that teachers' perceptions of their level of empowerment were significantly associated with a sense of commitment to organization and profession as well as citizenship behavior. Johnson (2004) conducted a study of the conflict between senior managers and employees and their impact on employee empowerment and organizational commitment. The data analysis showed that the conflict between senior managers and empowered employees resulted in a lack of acceptance by the employees of the organization's goals. There was also a positive relationship between psychological empowerment and organizational commitment that did not exist in conflict situations, in other words, there were some moderating factors that strengthened or weakened this relationship.

In a meta-analysis of organizational dependencies, Riketa and Vandick (2004) compared this and the correlated factors of teamwork versus organizational commitment and commitment. A total of 76 studies were included in this meta-analysis from all five continents. The condition of one study in this study was to quantify the work on the one hand and examine the variables of organizational culture as well as components such as organizational commitment on the other. The results of this study indicated the importance of organizational culture variables and their strong relationship with organizational commitment in more than 85% of the included studies. The components of organizational commitment were also associated with organizational culture as a whole and its constituents such as the culture of partnership, mutual respect, innovation, and changeability. In this context, recommendations for collaborative management for these activities that require expertise and innovation were made. For non-specialized jobs, more emphasis was placed on emotional commitment and distributive justice.

In his research on organizational commitment, job redesign, employee empowerment, and the desire to leave the organization among middle managers and employees of five US transportation companies, Uboro (2006) found a significant relationship between job redesign, empowerment, and emotional commitment. The results showed that redesigning the job enhances the dimensions of empowerment, meaning being meaningful, effective, competent and self-organized, which ultimately facilitates emotional commitment and reduces the tendency to quit. Statistical analysis also showed a positive and significant relationship between sense of meaningfulness with emotional commitment and negative correlation between sense of competence with emotional commitment. In this study, the components of organizational culture (job empowerment and job involvement) with organizational commitment among newly graduated nurses were examined in terms of their relationship. This research is based on Cantor's work (1993 quoted by Joa et al. (2006)) in

which power is defined as the ability to equip human and material resources to achieve organizational achievement. Success over personality traits Cantor says empowerment is largely influenced by structural factors within the organization, and an empowering work environment ensures that employees have access to information, resources, support and learning opportunities. Other factors that facilitate access include specific job characteristics and relationships. The model tested in this study examined structural empowerment along with areas of work life, conflict, burnout, and organizational commitment. , Was able to achieve effective performance that led to a better understanding of the job in the area above, so that empowered employees feel more in control of the workplace and in this context they are more involved in the job activity. It was the kind of predictive and inexperienced one that included 496 newly graduated nurses studying in Ontario. Of these, only 226 returned the questionnaires in a usable manner. But the sample was sufficiently representative to conform to the research criteria. The majority of sample members (93.4%) were women and more than half (52.2%) were married or had a formal or informal life together. Their mean age was 27 years and had 20 months of nursing experience.

Bhatnagar (2007) conducted a study on "Predicting Organizational Commitment and the Role of Strategic Human Resources, Organizational Learning Ability, and Psychological Empowerment" in India. The results indicate that there is a positive and significant relationship between many components of psychological empowerment and the organizational commitment component, except the sense of competence, which was not significantly correlated with normative commitment. Also, there was no relationship between feeling of self-organization and emotional commitment. Overall, the findings showed a significant and positive but very weak relationship between organizational commitment and psychological empowerment.

Research Findings

Hypothesis 1: There is a meaningful relationship between continuous learning opportunities and organizational commitment. Path analysis was used to examine the relationship between continuing learning opportunities and organizational commitment. The findings indicate that there is a significant level of difference between continuous learning opportunities creation and organizational satisfaction and commitment equal (3.91) which is greater than the value (1.96) and indicates that There is a significant relationship between continuous learning opportunities and organizational commitment (95%). Also, the path coefficient between these two variables is equal to (0.33) and indicates the extent of the variable's impact on the creation of lifelong learning opportunities on organizational commitment. Therefore, the first hypothesis of the study is confirmed. Also by comparing the path coefficients it was concluded that the creation of continuous learning opportunities was ranked fifth in terms of the amount of impact on organizational commitment.

Hypothesis 2: There is a significant relationship between creating a questionnaire promotion and organizational commitment. Path analysis was used to investigate the relationship between promotion of questionnaire and

organizational commitment. The findings indicated that there is a significant level between the variables of promotion of inquiry and search and satisfaction and organizational commitment equal to (4.24) which is greater than the value (1.96) and indicates that the relationship There is a significant difference (95%) between promotion of inquiry and search and organizational commitment. Also, the path coefficient between these two variables is equal to (0.42) and indicates the extent of the variable affecting the promotion of inquiry and search on organizational commitment. Therefore, the second hypothesis of the study is confirmed. Also, by comparing path coefficients, it is clear that promotion of query and search rank third in terms of impact on organizational commitment.

Hypothesis 3: There is a significant relationship between the development of collaborative wisdom and team learning and organizational commitment. Path analysis was used to examine the relationship between micro-collaboration and team learning and organizational commitment. The findings indicate that there is a significant level between micro-collaboration and team learning and organizational satisfaction and commitment (2.96), which is greater than (1.96), indicating that the relationship There is a significant difference between the wisdom of collaboration and team learning and organizational commitment (95%). Also, the path coefficient between these two variables is equal to (0.29) and indicates the effect of micro-collaboration and team learning on organizational commitment. Therefore, the third hypothesis of the study is confirmed. Also, by comparing path coefficients, it is clear that co-operation and team learning are sixth in terms of impact on organizational commitment. The findings of the present study confirm the results of previous research.

Hypothesis 4: There is a significant relationship between the creation of access systems and decision making and organizational commitment. Path analysis was used to investigate the relationship between access systems and decision making and organizational commitment. The findings indicate that there is a significant level between the variables of access systems creation and decision making and organizational satisfaction and commitment equal (5.97) which is greater than the value (1.96) and represents There is a significant relationship between the creation of access systems and decision making and organizational commitment (95%). Also, the path coefficient between these two variables is equal to (0.57) and indicates the extent of the variable impact of the creation of access systems and decision making on organizational commitment. Therefore, the fourth hypothesis of the study is confirmed. Also, by comparing path coefficients, it is clear that creating access and decision-making systems is the first in terms of impact on organizational commitment.

Hypothesis 5: There is a significant relationship between empowerment and organizational commitment. Path analysis was used to examine the relationship between empowerment creation and organizational commitment. The findings indicate that there is a significant level between the variables of empowerment and organizational satisfaction and commitment (2.13) which is greater than (1.96) and indicates that the relationship between empowerment Individual empowerment and organizational commitment are significant (95%). Also, the path coefficient between these two variables is equal to

(0.21) and indicates the degree of impact of empowerment on organizational commitment. Therefore, the fourth hypothesis of the study is confirmed. Also, by comparing path coefficients, it is clear that empowering people is seventh in terms of impact on organizational commitment.

Summary and Conclusion

The results of the analysis of the mean of organizational learning culture by gender show that firstly the difference between the level of organizational learning in men and women is significant; secondly, the level of organizational learning culture in women is lower than men. Similarly, the results of the mean comparison test of two societies considering the inequality of variances for the organizational commitment variable show that the difference between the level of organizational commitment in both men and women is significant, and second, the level of organizational commitment in women. It is lower than men. According to the results of hypothesis testing, the main hypothesis was confirmed at the significant level of 5%. Based on organizational learning culture, it has a positive and direct relationship with organizational commitment of Alborz province employees of industry, mine and trade organization.

Acknowledgment

The authors would like to thank the respected staff of Alborz Province Mining and Trade Organization especially Dr. Iraj Moafagh Chairman of this organization in compiling this work. In 2014, this study was conducted in the organization and the results were verified.

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