

# EXAMINING ORGANIZATIONAL LEARNING CULTURE AS THE OUTCOME OF ORGANIZATIONAL COMMITMENT: A STUDY OF UNIVERSITIES TEACHERS OF KASHMIR

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## ABSTRACT

Organizational learning culture becomes one of the important factors that increase the organizational commitment. The main purpose of this study was to explore the importance of OLC of universities teachers of Kashmir as the outcome of organizational commitment. Firstly a brief introduction of organizational learning culture on organizational commitment and then review on OLC and organizational commitment. In this study the impact of organizational learning culture on organizational commitment has also been analyzed. The data was collected from 411 university teachers of Kashmir through questionnaires. The result reveals that organizational learning culture has significant positive relationship with organizational commitment among the teachers of Kashmir.

**Keywords:** *Organizational learning culture, organizational commitment, university teachers.*

## I. INTRODUCTION

The aim of this research study is the impact of organizational learning culture on employee's organizational commitment among Kashmir university teachers.

True, the very growth of our civilization depends on the advancement of education – yes, education alone provides opportunities to all for their complete development. And truly, responsibility falls primarily on grand shoulders of the Teacher. Teaching is a human service profession and certainly the most prestigious of all professions. Teachers, whatever the subject area, play a moral role, and it is their bounden duty to be socially acceptable by keeping themselves morally upright and refraining from any immoral relations. Teachers are the creators of scientists, philosophers, leaders, administrators, politicians, advocates, in fact all who matter.

The ever increasing competition in the market has compelled the organizations to devise the strategies for enhancement of their performance to gain a competitive advantage in the market (13). Organizations are promoting the learning environment for this purpose. Organizational learning is a transformational process through which different stakeholders contribute their learning experiences both individually and collectively to attain organizational goals (14). This helps the organization to adapt to the changing environment (7). The organization's ability to learn, acquire knowledge and innovate has emerged as an important factor influencing organizational performance and survival (14, 9). Learning plays a vital role in almost all the fields but its importance increases by many folds in the education sector. Universities are important places built implicitly as well as explicitly on the notion of learning at all levels incorporating knowledge, addition to existing knowledge, growth and improvement, and creativity (12).

## II. LITERATURE REVIEW

### 1. Organizational commitment

Allen and Meyer (3, 4) presented a widely-regarded and integrative theoretical framework of organizational commitment. They defined organizational commitment as “a psychological link between the employee and his or her organization that makes it less likely that the employee will voluntarily leave the organization” (4). Allen and Meyer (4) have termed the three components of organizational commitment as affective commitment,

continuance commitment, and normative commitment based on Morrow's (1993) framework. First, the affective component of organizational commitment is defined as "the employee's emotional attachment to, identification with, and involvement in the organization" (3). Therefore, employees with a strong affective commitment continue employment with the organization because they want to do so. Second, continuance commitment is related to "an awareness of the costs associated with leaving the organization" (3). Thus, employees whose primary link to the organization is based on continuance commitment remain because they need to do so. Finally, normative commitment reflects "a feeling of obligation to continue employment" (3). In consequence, employees with a high level of normative commitment feel that they ought to remain within the organization.

## II. LEARNING ORGANIZATION CULTURE

Watkins and Marsick's (16) framework of learning organization served as another theoretical basis for this study. Based on previous research, they identified seven action imperatives for a learning organization and defined them as the dimensions of learning organization culture. Each dimension is described in detail in the following.

### 2.1 Creating continuous learning opportunities

According to Watkins and Marsick (15), this dimension may involve a continuous learning center, on-line learning, global dialogue teams, developmental coaching related to career planning and on-the-job learning experiences that include challenging work assignments and mentoring. Watkins and Marsick (15) argued that "continuous learning is supported by experiments in teaching managers to be facilitators and coaches". This dimension motivates workers to manage their own learning.

### 2.2 Promoting inquiry and dialogue

This dimension emphasizes the power of discussion "by telling what is on one's mind, asking questions about its impact, listening for the reasoning in people's answers, and keeping open to new viewpoints" (15). According to Watkins and Marsick's (15) study, inquiry and dialogue cannot occur unless there is a climate supporting a developmental approach to learning.

### 2.3 Encouraging collaboration and team learning

Watkins and Marsick (15) argued that "team learning is enhanced when teams learn the skills of framing, reframing, experimenting, crossing boundaries, and creating an integrative perspective".

### 2.4 Establishing systems to capture and share learning

Watkins and Marsick (15) argued that this dimension focused on the ability of an organization to preserve what is learned so that the learning will remain during ongoing changes. Learning organizations save the learning gained by systematically capturing and preserving what is learned (15).

### 2.5 Empowering people toward a collective vision

Watkins and Marsick (15) argued that "everyone has an idea of what the whole picture looks like, knows how to get something done in the organization, has a budget with which to take action, and has the knowledge of how to influence or work with people". In short, everyone has the capability to share knowledge and contribute to the learning organization.

### 2.6 Connecting the organization to its environment

Watkins and Marsick (15) used a system perspective to explain the reason and means for connecting and integrating the organizational system to its environment. A learning organization is based on a close connection between the organization and several environmental forces such as economic, socio, political, and technological forces.

### 2.7 Providing strategic leadership for learning

Watkins and Marsick (15) stated that "leaders help people create a collective vision toward which the entire organization can work in a learning organization". In other words, it is difficult to create a learning organization without supportive and appropriate leadership in the organization.

### Conceptual framework

#### Elements of Organizational learning culture

- *Creating continuous learning opportunities*
- *Promoting inquiry and dialogue*
- *Encouraging collaboration and team learning*
- *Establishing systems to capture and share learning*
- *Empowering people toward a collective vision*
- *Connecting the organization to its environment*
- *Providing strategic leadership for learning*

#### Elements of Organizational Commitment

- *Affective commitment,*
- *Continuance commitment*
- *Normative commitment*

### Hypotheses

1. There is significant positive relationship between organizational culture and organizational commitment of teachers in Higher Education Institutes.
2. Normative commitment is less than the affective commitment in teachers of Higher Education Institutes.

### Objective

This study was to explore the importance of OLC of 411 universities teachers of Kashmir as the outcome of organizational commitment.

### Methodology

#### Instruments

**Organizational commitment** by Myers and Allen, (2) was used. The scale has 22 total items and three subscales including continuance, affective and normative commitment. Respondent are advised to rate the items on 5-point Likert-type scale varying from strongly disagree (1) to strongly agree (5). The items used in the measuring organizational commitment were loaded into four different dimensions of organizational culture.

**Organizational learning culture** (17) has 21 items and 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Scale covers the wide range of aspects of organizational culture e.g., training and development, encouragement for taking calculated risks and initiatives, cooperation towards learning, communication related to lessons learned from past, access over resources, supervisory support, values, trust, and compatibility of culture with the world outside etc.

#### Procedure

The complete information about the teachers of the universities was obtained through the websites, prospectus and from HR departments of some of the universities. After preparing a complete list of all the faculty members who had at least two years' experience at the same university we randomly selected 411 faculty members and contacted them personally and through emails to get the questionnaires filled.

#### Data analysis technique

Principal Component Analysis (PCA) was employed to extract factors from different items of both questionnaires on each construct included in this study. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy test, and Bartlett's test of sphericity were run for testing the adequacy of current data. Cronbach's alpha reliability was computed to check internal consistency of measure/constructs. Multiple regression analysis was also used in order to determine the effects of different dimensions of organizational learning culture on different dimensions of organizational commitment of the teachers. Paired sample *t*-test was employed to determine the significance of the difference between affective commitment and normative commitment of the university teachers.

## Results

Data was collected on 43 items of both scales e.g., organizational learning culture (21 items) and organizational commitment (22 items). Subjects' scores on all the 43 items ranged from 01 to 05 (separate means and standard deviations for both questionnaires separately). Mean scores on all the items vary from 2.51 to 4.34; whereas standard deviations of responses on all the items range from 0.64 to 1.32. Mean of mean scores of organizational learning culture is 3.84. Normative commitment receives relatively low scores with the minimum mean of mean scores (3.42) as compared to affective commitment (3.93) and continuance commitment (3.78).

Values of Cronbach's alpha were computed for each construct in order to test the internal consistency of the items used to measure different constructs. Table 2 presents that computed values of Cronbach's alpha for each of the construct used in this study are above .80 i.e. 0.93, 0.89, 0.86 and 0.81 for affective commitment, organizational learning culture, continuance commitment and normative commitment respectively. This reveals that data on all the constructs used in this study are internally consistent.

Before determining the impact of organizational learning culture on the three dimensions of organizational commitment, this study employs exploratory factor analysis using principal component analysis with varimax rotation method in order to confirm the construct validity. Results of factor analysis have been presented in Tables 3 and 4. Results of KMO test of sampling adequacy and Bartlett's tests of sphericity have been presented in Table 3.

According to the table values of KMO in case of all the variables are greater than 0.80. This satisfies the criteria suggested by Hutcheson and Sofroniou (1999). Last two columns of table 3 present the results of Bartlett's test of data sphericity. According to these results significance level of the Chi-square test statistic is less than 0.001 in case of all the constructs. Hence, this study rejects the null hypothesis of no correlation among items of each construct. Both tests i.e. KMO measure of sample adequacy and Bartlett's test of sphericity suggest that we can proceed with factor analysis. Table 4 exhibits the Eigen values of the extracted components and the percentage of variance explained by each component. Straub et al. (2004) and Hinton Bedford, Congdon and Whicker (2004) suggest that in principal component analysis those factors should be retained as principal components which are extracted with the magnitude of Eigen values above 1. Our study retains four components of organizational learning culture and one component for each of the dimensions of organizational commitment i.e. affective commitment, continuance commitment, and normative commitment.

**Table 1**  
**Demographic Profiles of Respondents**

Respondents	Demographics	Frequency	Percentage
Gender (N=411)	Male	281	68.4
	Female	130	31.6
Age (N=410)	Under 30	192	46.8
	30-39	135	32.9
	40-49	59	14.4
	50-59	16	3.9
	Above 60	8	2.0
Qualification (N=405)	Bachelor's Degree	06	1.5
	Master Degree	293	72.3
	M.Phil or Ph.D	97	24.0
	Others	09	2.2
Designation (N=407)	Lecturer	309	75.9
	Assistant Professor	73	17.9
	Associate Professor	18	4.5
	Professor	07	1.7

**Table 2**  
**Reliability of Measurements**

Constructs	Valid N	No. of Items	Cronbach's Alpha
Organizational Learning Culture	392	21	0.89
Affective Commitment	388	08	0.93
Continuance Commitment	396	08	0.86
Normative Commitment	385	06	0.81

**Table 3**  
**KMO and Bartlett's Test**

Constructs	No. of Items	KMO Measure of Sample Adequacy	Bartlett's Test of Sphericity (chi-square)	Bartlett's test of Sphericity (sig.)
Organizational Learning culture	21	0.86	7254.65	0.000
Affective Commitment	08	0.92	1632.38	0.000
Continuance Commitment	08	0.86	1237.64	0.000
Normative Commitment	06	0.82	864.75	0.000

**Table 4**  
**Eigen Values and Total Variance Explained**

Construct	Components	Total	Initial Eigen Values	
			% of Variance Explained	Cumulative % of variance explained
Organizational Learning culture	OLC1	12.53	51.65	51.65
	OLC2	5.65	17.56	69.21
	OLC3	2.54	11.64	80.85
	OLC4	1.08	09.42	90.28
Affective Commitment	AC	4.76	82.7853	82.78
Continuance Commitment	CC	5.54	71.87	71.87
Normative Commitment	NC	3.79	60.45	60.45

**Table 5**

**Multiple Regression Analysis to Find Effects Of Individual HR Practices**

Dependent Variables

Independent variables	1			2		3	
	Affective Commitment		Continuance Commitment		Normative Commitment		
							OLC1
0.29*	0.19*	0.13*					
OLC2		0.24*		0.21*		0.11*	
OLC3		0.21*		0.16*		0.28*	
OLC4		0.19*		0.15*		0.18*	
Adjusted R2		0.87		0.74*		0.72*	
F-Statistics		379.87*		142.61*		138.44*	

Note: \* and \*\* represent significance at less than 0.01 and 0.05 respectively

**Table 6**

**Paired Sample T-Test for Difference between Affective Commitment and Normative Commitment**

Variables	Mean	Std. Deviation	Mean Difference	t-Statistic	Sig.(t)
Affective Commitment	3.93	1.09	0.51	3.33	0.001
Normative Commitment	3.42	0.99			

In case of organizational learning culture the four extracted components cumulatively explain 90.28 percent of the total variance of 21 items used in the measurement of organizational learning culture. In the case of three dimensions of organizational commitment the Percentage of the total variance explained by each of the extracted component is 82.78, 71.87 and 60.45 for affective commitment, continuance commitment and normative commitment respectively.

The first component of organizational learning culture (OLC1) includes items of organizational learning culture related to training and learning opportunities, provision of open and honest feedback to each other, leaders' support for learning requests, and recognition of employees for taking initiatives and calculated risks etc. Items related to support of employees by colleagues and leaders, freedom to adapt goals if needed, opportunities to grow with the organization, confidence that organization would consider employees' recommendations, access over resources etc. are loaded into second component (OLC2) of organizational learning culture. Further, items of organizational learning culture related to consistency of values and belief between organization and its employees, trust among employees and between organization and employees, respect of each other and respect of employees by organization etc. are loaded into third component (OLC3). Finally, the fourth component of organizational commitment (OC4) covers the items related to communication among employees and between the organization and employees, evaluation of the organizational goals, revision of thinking as a result of group discussions, respect for others' opinion, measurement of gaps between current and expected performance of employees, working of the organization together with the outside community to meet mutual needs etc.

The extracted component of affective commitment includes eight items rated to the positive feelings of employees to continue working for an organization due to the expected benefits attached with the current job. This component covers the aspects of feelings about belongingness, emotional and personal attachment and involvement, enjoyment, and happiness etc. On the other hand, the extracted component of continuance commitment covers the aspects of considerations about costs of leaving the job. This component consists of eight items; fear of quitting the job without having another, difficulty in leaving the job even if desired, disturbance in life due to leaving the job, overall costs of leaving the job, staying at the current job as the matter of necessity, scarcity of alternative jobs, lack of options to consider leaving the organization, and involvement of personal sacrifices due to leaving the organization. Lastly, the extracted component of normative commitment includes six items; Feelings of obligation to remain at the organization, feelings of guiltiness for leaving the job, feeling that organization deserves employees' loyalty, considerations of staying at the organization due to

employees' felt obligations to the people in the organization, feelings that employees owe a great deal to the organization, and the employees' feelings that it would not be right to leave the organization even it were to employees' advantage. Overall, normative commitment represents the feeling of obligations and responsibilities of employees to remain a part of the organization. Table 5 presents the results of three models of multiple regression analysis. First, second and third model of the table shown the effects of the four components of organizational learning culture on affective commitment, continuance commitment and normative commitment. Overall, the effects of all the components of organizational learning culture on all the three dimensions of organizational commitment are positive and significant. But, this is important to note that affective commitment is the largest recipient of the effects of the four components of organizational learning culture. On the other hand, continuance commitment remains at the middle place, whereas normative commitment receives the lesser effects of organizational learning culture as compared to other dimensions of organizational commitment. First component of organizational learning culture i.e. OLC1 ( $\beta=.29$ ) is the most important determinant of affective commitment as compared to other components. This component covers the aspects of organizational learning culture like training, learning and feedback etc. However, effects of all other three components of organizational culture on affective commitment are significant at less than one percent significance level. Model 2 of the Table 5 represents that OC2 ( $\beta=.21$ ) is the most important factor of continuance commitment. OC2 includes the items of organizational learning culture related to support of employees by organization and colleagues, freedom to adapt goals if needed, learning opportunities, consideration of employees' recommendations, access over resources etc. Nevertheless, other components of organizational learning culture are also significant determinants of continuance commitment as mentioned earlier. The results of model 3 reveal that OC3 ( $\beta=.28$ ) occupies the most important place among the four components of organizational learning culture in determining the normative commitment. This component consists of the items of organizational learning culture like consistency of values and belief, mutual trust and respect etc. The fourth component of organizational learning culture (OLC4) is the second most important determinant ( $\beta=.18$ ) of normative commitment. Although the effects of this component in other two models are also significant yet its importance remains at the last place in these models. The values of adjusted R<sup>2</sup> in the above discussed three models represent that four components of organizational learning culture explain 87%, 74% and 72% of the total variance of affective commitment, continuance commitment and normative commitment respectively. The values of F-statistic are significant at less than one percent significance level which, suggest that all the three specified models are good fit. Hence, the joint effects of the four components of organizational culture are significant on all the three dimensions of organizational commitment.

Table 6 presents the results of paired sample t-test. According to the value of t-statistic (3.33) null hypothesis of no difference is rejected at less than one percent significance level. The mean difference between affective commitment and normative commitment is 0.51, which reveals that normative commitment level (3.42) is significantly less than affective commitment level (3.93).

### **Discussion**

The findings of this study represent that organizational learning culture plays significant positive role in the determination of organizational commitment. Hence, our findings are consistent with those of Wagner, 1995; Saeed and Hassan, 2000; Martins and Martins, 2003; Lok, Wang, Westwood, and Crawford, 2007; Yazdani and Yaghoubi (2011), Meyer and Allen (1991), Nystrom (1993) and Chow (2001) etc.

The effects of these dimensions (values, belief, respect, trust, (OLC1) support, freedom, opportunities, training learning and feedback (OLC2)communication, evaluation, cooperation with external world (OLC3) of organizational learning culture on the three dimensions of organizational commitment were found to be significant and positive. Nevertheless, on the basis of magnitudes of the coefficients different components of organizational learning culture have different importance in determining the three dimensions of organizational commitment. We found that aspects of organizational learning culture which are related to training and development, provision of open and honest feedback to the employees, leaders' response towards the learning requests of employees, and encouragement of the employees who take initiatives and calculated risks are most important to raise the level of affective commitment of the employees. This is also important to note that

researchers suggest that affective commitment is the most important dimension of organizational commitment. Continuance commitment (OC2) is another important determinant. Although external environment affect continuance commitment but the support of employees by colleagues and leaders, freedom of adapting the goals according to needs, access over resources and the degree of confidence that organization would consider the recommendations of employees etc are also other factors that lead the employees to compare their current position with the expected position at some other organization and these intensions create continuance commitment of employees with the organization. The third important dimension of organizational commitment, which has been discussed in the literature, is normative commitment (OC3). According to the findings of this study OC3 is the most effective factor of this dimension and includes the items like values, belief, respect, and trust etc. This is interesting to note that the findings of this study suggest that the overall level of normative commitment is weaker than affective commitment and continuance commitment of the teachers of Kashmir universities. This is evident from the fact that normative commitment appeared with the lower mean of mean scores (3.42) as compared to affective commitment (3.93) and continuance commitment (3.78). This may also be of the great interest that one of the items of normative commitment "It would not be right to leave my organization even if it were to my advantage" received the mean score of just 2.95 which is the minimum of all the 43 items used in this study. This suggests that poor level of normative commitment may lead to overall weak levels of organizational commitment of employees. Hence, we suggest that organizations should concentrate to frame out such policies which could pay special focus on building the normative commitment. Building the normative commitment does not require such changes in culture which heavily cost the organization rather it requires those changes in organizational learning culture which don't need heavy budgets such as moral pursuance and guidance, enhancing the levels of trust and belief and giving the gesture of respect to the employees etc. On the other hand, affective commitment and continuance commitment are attached with the cultural aspects which require organizational expenditures. On the basis of above, we believe that normative commitment can work in the situations when maintaining affective commitment of the employees becomes harder for the organization due to weak short term financial positions.

The fourth extracted component of organizational learning culture (OC4) covers the items related to communication, evaluation of organizational goals, and compatibility of organizational needs with the outside community etc. Although this component of organizational learning culture has not emerged as the most important factor of any of the three dimensions of organizational commitment nonetheless its effects on three dimensions are significant and positive.

### III. CONCLUSION AND RECOMMENDATIONS

On the basis of the findings of this study and above discussion we conclude that organizational learning culture is of the significant importance in creating organizational commitment of teachers of universities in Kashmir. However, different aspects of organizational learning culture possess different relative importance in the determination of three different dimensions of organizational commitment i.e. affective commitment, continuance commitment and normative commitment. Further, we conclude that universities in Kashmir are facing the problem of weak levels of normative commitment, than affective commitment and continuance commitment. This recommends that policy makers of the universities in Kashmir should pay special attention to build their employees' affective commitment and continuance commitment in general and normative commitment in particular. For this they should try to improve organizational learning culture by providing training and learning opportunities, encouraging the tradition of giving open and honest feedback, requesting departmental leaders to support their subordinates' learning requests, giving the confidence to the employees for taking initiative and calculated risks, giving freedom to employees to adapt goals if needed and giving access over resources. But, it is also important that organizations should set values and beliefs which are consistent with those of employees, to adopt strategies to develop trust among employees and between employees and organizations, to make employees to respect each other and to give the confidence and respects their employees. The organizations should also arrange seminars to make their employees ethically and morally strong. This

would enhance the level of normative commitment which is the weak dimension of organizational learning commitment of the teachers of Kashmir universities.

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