



Prediction of Organizational Commitment Dimensions Based on Elements of Organizational Learning (case study: Police of Mazandaran province)

Alireza Bagheri*, Mohammad Salehi

Department of Educational Management, Sari Branch, Islamic Azad University, Sari, Iran.

ABSTRACT

This research is looking for study of predicting the organizational learning components based on dimensions of organizational commitment in the police personnel of Mazandaran. This study is a descriptive survey that was carried out by field. The study population included all law police personnel of Mazandaran province which 390 persons were selected as subjects and with random method. The instrument used is questionnaire which included 54 questions. For determining the reliability of study, the Cronbach's alpha method was used and for the validity of face and content validity was used. To analyze the data, descriptive and inferential statistical methods, Pearson correlation coefficient tests and multiple regression analysis were used. According to the correlation coefficient between the components of organizational learning, organizational commitment can be predicted and according to the 0/506 correlation coefficient in the main theory, organizational learning influences on organizational commitment. The police of Mazandaran (in Iran) must institutionalized learning in the area of internal the organizations and outside interactions to achieve organizational commitment among employees.

Keywords: Individual Learning; Internal Organizational Learning; External Organizational learning; dimensions of Organizational commitment; Police.

INTRODUCTION

In the third millennium, organizations need new strategies to be able to save their dynamicity in interaction with other organizations and environments and develop their growth process during the changes. Under consideration organizations act in an environment that require having flexible strategies because of rapid changes; in fact, the success key of organizations in an unpredictable and dynamic environment is an issue that is crucial in today world (Bahrami, Kiani, Montazeralfaraj, Zadeh, & Zadeh, 2016; Nabatchian, Moosavi, & Safania, 2014). Learning is a process that can eliminate existed challenges in a long term procedure; organizational learning transforms existed conditions to preferable conditions (Shahrabi, 2012). Learning and knowledge acquirement is a competitive course for today's organizations. In the other word, organizational learning is a long term activity that transforms conditions to a useful competitive conditions. Whatever that our personnel learn affect organizations' future. Totally, Organizational learning is main tool for achieving organizational strategies (Namada, 2018). On the other hand,

* . Corresponding Author: Alireza_4706@yahoo.com

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Organizational learning is a tool that preserve knowledge in an organization; and other individuals can apply it as well as knowledge creators(Sinkula, 1994). More than learning, interest and heart links among colleagues and organizations are basics of organizational need, personnel should engage themselves to organization; therefore, organizations evaluate commitment among their personnel, because behavior may descend during the time(Irefin & Mechanic, 2014).

Therefore, organizational commitment has gain special status among organizations. Experts of management especially experts of organizational behavior believe that commitment has been studding widely. Lots of the early studies have been pointed to commitment of personnel to employers. Recently, commitment to guild, profession and profession path have been considered increasingly(Meyer & Allen, 1997). Organizational commitment is a multi- dimensional mental and spiritual status that determines the relation between individual and organization. Meyer and Allen (1997), claimed that affective commitment, continuous commitment and normative commitment are different components of commitment. Affective link of personnel points to their recognition and struggle in organization. Personnel remain in organization because of their own interest; in contrast, continuous commitment points to awareness of personal costs in the case of leaving the organization. Personnel commitment for continuing their profession and their responsibility in the organization reflect their normative commitment. Such employee remains at organization and believes that he/she should remain in the organization(Gormley & Kennerly, 2010). In addition, organizational commitment can follow with affective respond of personnel to positive evaluation of working place. When individuals believe values and aims of organization or extremely tend to remain in the organization, this affective response may appear as interest to organization(Devece, Palacios-Marqués, & Alguacil, 2016). According to police responsibility for creating sustainable safety, this organization can be successful in doing their heavy missions when its personnel are interested and responsive and mangers have high insight. Based on multi-dimensional aspects of safety, considerations show that organizational learning and commitment in police organization are negligible; therefore, according to importance of this issue, present study tries to predict the effect of elements of organizational learning on dimensions of organizational commitment among polices of Mazandaran province (in Iran).

Theory and review of literature

In terms of time, "organizational learning" is older than "learner organizations". Although background of organizational learning returns to 1938 and the book of "experience and education" of Dewey (1986), it seems that the term of organizational learning firstly was used by Levitt and March (1988), when they studied behavioral aspects of organizational decision making(Bawany, 2016). Bayraktaroglu and Kutanis (2003), believed that the history of attention of academic centers to the subject of organizational learning returns to late of 1950s. Despite of great age of organizational learning, this issue had not gained attention till late of 1970s. At this time, lots of the theorists focused on organizational learning(Argyris, 1977; Shrivastava, 1983). Although activities and researches followed till 1980s, in 1990 organizational learning was only one of the important issues in different trends of management and many novel issues have been proposed as well(Dawes, 2003). However, learning forms the basis of success in a business. On the other hand, Effective learning cannot be created automatically by presenting information to an organization. Organization should provide conditions during which learning process, creation of new knowledge and updating common mental patterns have been facilitated(Choe, 2004).

Individual learning: it is modification of results based on changes in individuals' behavior(Yang, 2004); Individuals develop their personality, believes and personal habits during

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the time and increase their knowledge and insights; in the other word, they do self-learning(Örtenblad, 2001). In fact, in individual learning, individuals institutionalize learning process for their own.

Intra-organizational learning: It is a process during which the results have been improved and preferable incomes have been achieved by changing regulations and organizational strategies; in the other word, inter-organizational learning is a process that leads to updating and changing organization's common mental models(Choe, 2004). Therefore, individual learning is bases of organizational learning; this means that organizations learn only when their personnel learn. Although when personnel learn organizational learning will not occur necessarily. Individual learning cannot automatically lead to organizational learning, rather the process of organizational learning should have been provided(Yang, 2004).

Inter-organizational learning: In today's era, organizations should go beyond the intra organizational learning and pay attention to inter organizational learning and increase their knowledge through outer links to survive and be able to compete with their competitors. In recent years, lots of studies have been carried out that have focused on inter organizational learning and considered unique behaviors among organizations; such as strategic approaches, common capitalization, networks and other forms of formal interactions between organizations(Holmqvist, 2003). In inter-organizational learning, different organizations interact knowledge; the most important part of interactions is ease of accessibility to different forms of information (about individuals, facilities, systems, managerial activities, individuals' values and believes) (Holt, Love, & Li, 2000).

Organizational commitment: In behavioral sciences, organizational commitment has been considered widely(Richards, 1994). Morrow has recognized more than 25 conceptualizations and measurement. Common aspect of these notions is that all of them knows it a kind of joints between organizations. Scholl believes that definition of each person of organizational commitment relates to his approach to organizational commitment. Salancik knows commitment a status in which organization's member engages himself to his behavior and activities; this person believes that he should continue this behavior and keep on his effective contribution(Zahed-Babelan & Moenikia, 2010). The most significant definition is related to Meyer and Allen. They knew organizational commitment an attitude; this is a mental status which shows a kind of interest, need and requirement for continuing services in an organization. Interest is heart's desire to continue activities in an organization; need means that a person is inevitable to work in the organization because of his capitalization in that organization; requirement means debt and responsibility of an individual in an organization that make him to remain in the organization(George, Jones, & Sharbrough, 2005). Meyer and Allen (1997), are pioneer of multi-dimensional approach, affective, continuous and normative dimensions are three dimensions of organizational commitment that form their model(Atak & Erturgut, 2010). Based on existed views, different dimensions have been proposed for organizational commitment; in a conclusion its dimensions can listed as follow:

Affective commitment: shows emotional interest of an employee to his organization that is explained by creation of a link between individual's identity, organization and his mental interest to organization regardless of its valuable tool, this kind of commitment has led to desire of employee for continuing his working in the organization(Meyer & Allen, 1997).

Continuance commitment: Continuance commitment of employee for remaining in the organization because of costs of leaving organization or rewards of remaining in the organization. Continuance commitment develops cost understanding (profit vs. loss); it requires awareness of personnel of profits and losses, therefore, different personnel who face with similar conditions, may experience different levels of continuance commitment(Devece et al., 2016; Powell & Meyer, 2004).

Normative commitment: It focuses on organization's social experiences, desire and loyalty of an employer (Nowakowski & Conlon, 2005; Paré, Tremblay, & Lalonde, 2001). Normative dimension is a sense of responsibility for continuing working in the organization; employees with higher level of normative commitment think that they should remain in the organization (Meyer & Allen, 1997).

Kamali, Asadollahi, Afshari, Mobaraki, and Sherbaf (2017), carried out a study entitled "the moderator role of organizational commitment in relation with organizational learning and management of succession in Tehran selected Universities". The main question of present study is that: Is there any relationship between succession management and organizational learning through organizational commitment?

Present study, which is correlational explanative study, is the best predictor among organizational learning components that includes contributive leadership, systematic thought and merit development variables. Maleki (2016), carried out a study entitled the relationship between culture of organizational learning and organizational commitment. The results of study indicated that there is positive relationship with correlation coefficient of 0.699 among 7 dimensions of organizational learning culture and organizational commitment. Boudlaie and Koushki Jahromi (2011), carried out a study entitled "organizational learning and trust, mediator chains between psychological empowerment and organizational commitment". The main question of this study was: how much organizational learning and trust can affect the relationship between psychological empowerment and organizational commitment. The results showed that there is direct and high correlation between all the variables of the study such as psychological empowerment, organizational learning, commitment and trust.

Hsu (2009), studied the effect of culture of organizational learning on job satisfaction, job commitment and intention to leave the job among personnel of research and development section of Taiwan advanced technology industry. The results of this study, which was done on 418 personnel, showed that personnel understanding of higher culture of organizational learning had positive effect on job satisfaction and organizational commitment. Although there is not any significant relationship between culture of organizational learning and intention to leave the job.

METHODOLOGY

Present study is a survey-descriptive type; statistical population is personnel of police force of Mazandaran province (in Iran) and 390 statistical samples were selected accidentally through split cluster at three areas of west, east and center.

Based on descriptive findings of demographic population, 76 responders (19.5%) were female and 314 (80.5%) were male. Bachelor's degree holder were 142 persons (36.4%) and PhD holders were 27 persons (6.9%); in addition, junior officers were 179 persons (45.9%) and senior officers were 98 persons (25.1%).

Measurement tools of present study are two questionnaires that were prepared by researcher for evaluating organizational learning and organizational commitment. These questionnaires are prepared by using theoretical bases, existed questionnaires and experts' comments. The main items of each questionnaire included 3 components and 9 indexes; and 27 items were predicted for each of them; then questionnaires were distributed, gathered and analyzed. Content validity were assessed by experts and probable vagueness and problematic items were modified; to evaluate reliability of questionnaires alpha Chronbach coefficient was used that was 0.91 for organizational learning and 0.89 for organizational commitment that showed proper reliability level of each

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questionnaire. Content validity showed that to what extent items can introduce total or part of the content. In addition, construct validity was evaluated.

RESULTS

In present study, first data were analyzed descriptively and then to consider the effect of components of organizational learning on dimensions of organizational commitment, Pearson coefficient and multi-variables regression were used through SPSS software.

Main hypothesis: There is significant relationship between components of organizational learning and dimensions of organizational commitment.

Based on the results of Table 1, there is a positive and significant relationship between individual learning, inter and intra-organizational learning and dimensions of organizational commitment.

Table 1. The results of correlational coefficient of hypothesis

Components of organizational learning	Sig.	Error	R	Conclusion
Individual learning	0.000	0.05	0.413	Significant relationship
Intra-organizational learning	0.000	0.05	0.438	Significant relationship
Inter-organizational learning	0.000	0.05	0.496	Significant relationship
Main hypothesis	0.000	0.05	0.506	Significant relationship

First subsidiary hypothesis: Components of organizational learning can predict affective commitment.

Based on the results of Table 2, the testing value for the relationship between each components of organizational learning and affective commitment was 62.554 that is significant at 0.95 level ($P=0.000$). The amount of R^2 showed that 0.139 of affective commitment variance was explained by components of organizational learning. In addition a glance on regression variables indicated that components of individual learning ($B=0.399$) can predict affective commitment positively and significantly.

Table 2. Multiple regression analysis of relationship between each component of organizational learning and affective commitment

Predictor variables	Criterion variable	F	P	R	R^2	β	t	ρ
Individual learning	Affective commitment	62.554	0.000	0.373	0.139	0.399	8.589	0.399
Intra-organizational learning						0.300	6.199	0.300
Inter-organizational learning						0.396	8.501	0.396

Second subsidiary hypothesis: Components of organizational learning can predict continuance commitment.

Based on the results of Table 3, the testing value for the relationship between each components of organizational learning and continuance commitment was 142.544 that is significant at 0.95 level ($P=0.000$). The amount of R^2 showed that 0.27 of continuance commitment variance was explained by components of organizational learning. In addition a glance on regression variables indicated that components of intra-organizational learning ($B=0.482$) can predict continuance commitment positively and significantly.

Table 3. Multiple regression analysis of relationship between each component of organizational learning and continuance commitment

Predictor variables	Criterion variable	F	P	R	R^2	β	t	ρ
Individual learning	Continuance commitment	142.544	0.000	0.518	0.27	0.433	9.475	0.433
Intra-organizational learning						0.482	10.824	0.451
Inter-organizational learning						0.451	9.967	0.482

Third subsidiary hypothesis: Components of organizational learning can predict normative commitment.

Based on the results of Table 4, the testing value for the relationship between each components of organizational learning and normative commitment was 71.004 that is significant at 0.95 level ($P=0.000$). The amount of R^2 showed that 0.155 of normative commitment variance was explained by components of organizational learning. In addition a glance on regression variables indicated that components of inter organizational learning ($B=0.390$) can predict normative commitment positively and significantly.

Table 4. Multiple regression analysis of relationship between each component of organizational learning and normative commitment

Predictor variables	Criterion variable	F	P	R	R^2	β	t	ρ
Individual learning	normative commitment	71.004	0.000	0.393	0.155	0.313	6.486	0.313
Intra-organizational learning						0.342	7.157	0.342
Inter-organizational learning						0.390	8.333	0.390

CONCLUSION

In a general conclusion it should be mentioned that police organization needs higher organizational commitment because of its unique missions; to achieve organizational commitment among police forces, learning should be initialized among personnel, managers and process; personnel should benefit from inter-organizational capabilities and powers by systematic view and attention to macro organizational aims. In the other word, personnel can gain interest and affection by individual learning and developing intra-organizational learning; personnel obligate themselves to achieve police organization's aims by doing required efforts. These conditions obtained when learning culture develops across the organization that leads to enhancement of organizational successes. Based on carried out studies in literature review, components of organizational learning affect dimensions of organizational commitment; based on aforementioned explanations, study's hypothesis are listed as follow:

The first subsidiary hypothesis considered the relation between components of organizational learning and affective commitment; the results indicated that there is a positive and significant relationship between components of organizational learning and affective commitment; individual learning can predict affective commitment ($r=0.399$).

The second subsidiary hypothesis considered the relation between components of organizational learning and continuance commitment; the results indicated that there is a positive and significant relationship between components of organizational learning and continuance commitment; intra-organizational learning can predict continuance commitment ($r=0.482$).

The third subsidiary hypothesis considered the relation between components of organizational learning and normative commitment; the results indicated that there is a positive and significant relationship between components of organizational learning and normative commitment; inter-organizational learning can predict normative commitment ($r=0.390$).

The main hypothesis considered the relation between components of organizational learning and dimensions of organizational commitment; based on confirmation of subsidiary hypothesis and presence of significant and positive relationship between study's variables, positive correlation ($r=0.506$) and significant relationship have been confirmed. According to above issues it is suggested that:

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- Mazandaran police forces as a subset of police organization, do required efforts to achieve common goals among police managers and personnel, because its result will be mixture of individual aims and achievement of collective goals.
- One of the most important issues for organizational learning is having systematic attitude and thoughts; systematic view helps managers to line up learning process with total aims and such learning method causes recognition of capabilities and powers; convergence of organizational aims stabilize personnel commitment and interest.
- As individual learning is foundation of intra-organizational learning, Mazanaran's police, as a responsible entity for creation of sustainable safety, should predict proper organizational programing, and to achieve it, all the capabilities should be used and innovation and dynamicity should be developed among personnel .
- To create organizational learning all the organizational components should be involved. Effective components in achieving social security should be recognized by a targeted and integrated measurement; and learning methods should be recognized by the means of personnel and managers' experiences and knowledge. To boost and improve organizational commitment, required changes should be occurred.
- Social security is a multi-dimensional issue and its achievement needs inter organizational interaction. Regarding the role of different organizations in achievement of security, the share of each organization should be determined and a common learning should be happened among organizations by recognizing contact methods. Based on strategic aims and division of knowledge, organizations should participate in achievement of police ends.

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