ORGANIZATIONAL COMMITMENT AND ITS RELATIONSHIP WITH ORGANIZATIONAL LEARNING (CASE STUDY: GENERAL DIRECTORATE OF PORTS AND MARITIME OF MAZANDARAN PROVINCE)

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Abstract
The purpose of this research is investigating the relationship between organizational commitment and organizational learning. The statistical population consists of 167 employees of General Directorate of Ports and Maritime of Mazandaran Province who have at least bachelor degree, which a sample of 115 employee’s were selected randomly based on Cochran formula. Data was collected by organizational commitment questionnaire of Allen and Meyer with 24 questions and organizational learning capability questionnaire of Cho et al with 25 questions. Validity of questionnaires were approved formally and their reliability were 0.723 and 0.922 respectively by Cronbach’s alpha. Correlation analysis was used in order to test hypothesis. Findings show that there is a significant relationship between organizational commitment components and organizational learning of employee’s of General Directorate of Ports and Maritime of Mazandaran Province, but there is no significant relationship between commitment and organizational learning. At the end, based on findings from statistical analysis, some solutions for improving the relationship between organizational commitment and learning are proposed.

Keywords: Organizational Commitment, Organizational Learning, Ports And Maritime.

Introduction
Organizational learning is defined as a set of organizational actions such as knowledge acquisition, distributing information, interpreting information, and memory which has conscious or unconscious effect on positive organizational change [26]. It is defined as a way in which organizations produce, complete and organize knowledge, normalize their activities based on it and make it into their own culture. Garcia-Morales et al, defines organizational learning as company capability for keeping and improving its performance based on experiences and imagine this capability as ability to acquire and exploit tacit and explicit knowledge, knowledge sharing and use of knowledge [14]. Porter et al defines organizational commitment as accepting organization values and involvement in organization and the criteria for measuring it are included motivation, desire to continue working and accepting organizations value [3]. Simply, organizational commitment can be defined as belief in the values and goals of organization, a sense of loyalty to organization, moral obligation, tendency and feeling need to stay in organization [8]. Commitment is the tendency to do continuous activities, in Salansik’s point of view, commitment is a human state in which person believes in doing continuous activities through his actions and keep his effective involvement in doing them. Porter et al defined commitment as the relative strength of an individual’s identification with and involvement in a particular organization that has three factors:

a) A belief in the organization's goals and values
b) A willingness to exert considerable effort on behalf of the organization
c) A strong desire to maintain membership in the organization [25]
Meyer and Allen considered commitment as an internal state which has at least three separable components and each component has a different function of preconditions and decisive factors. In fact, one of the most important studies in multi-factor commitment is for Meyer and Allen (1997), in their point of view there are three types of commitment:

1- Affective commitment: is referred to the employee’s emotional attachment to organization, identification with the organization and active involvement in organization. Usually employee’s which have emotional commitment, have a tendency to remain in organization and this is one of their desires.

2- Continuous commitment: is referred to benefits and costs related to remain in organization or leave it. Usually employee’s who have continuous commitment will remain in organization unless leaving organization has a high cost for them.

3- Normative commitment: which is referred to employee’s feeling of obligation to their workplace. So employee’s will remain in organization while they believe remaining in organization is a true and appropriate decision [19]. Organizational learning is the most important way for performance improvement in long term, in near future only organizations can claim superiority that enable to utilize capabilities, commitment and people learning capacity at all levels of organization. In organizational learning, organization members by identifying and correcting mistakes and the reasons behind them and correction of errors, will learn lessons for future and prepare for coping with possible changes and events [22].

Organizational learning has many positive outcomes. It has effects on job satisfaction, acceptance ability and dealing with changes and challenges, and also employee’s organizational commitment. It also causes promotion of employee’s professional competency [10]. Organizational commitment is one of the dimensions of employee’s behavior in every organization. In fact, reaching to empowerment culture depends on development and stability of people emotional connection and commitment to organizational values. Lack of commitment to organization and work, is a problem for organization. Organizational commitment is the people attachment to organization and identification with it, in which employee’s will believe in goals and values of organization and try to achieve them [2].

Organizations are the major parts of each society and arise based on needs of society and can have an important role in growth and improvement of society. One of the main elements of each organization is human resource, which can has an important role in efficiency of it. One of the important dimensions of organization is organizational commitment. It can be useful for developing a healthy organizational environment, increasing organizational morality, creating motivation, and increasing production and efficiency of organization [7].

Regarding to mentioned details, and because of its great and considerable impacts on organization, as there is no study in organizational learning and commitment in this general directorate, researchers try to address this issue in this paper and answer if there is any relationship between employee’s organizational commitment and its component with employee’s organizational learning in this general directorate.

Identifying the relationship between organizational commitment and organizational learning capability of General Directorate of Ports and Maritime of Mazandaran Province

Not to identify the relationship between organizational commitment and organizational learning capability of General Directorate Of Ports And Maritime Of Mazandaran Province

Figure 1. Research question
The relationship between organizational learning and organizational commitment

Organizational learning researchers examine it commonly by focusing on organizational commitment as a basic condition for change management in organization [18]. Organizational learning subject has the potential to have special effects on organizational commitment and in turn, affects employee’s quit the job. Organizational learning acts in order to increase organizational learning, stay in strong interaction with organization and approaching organization [15]. Organizations with strong cultures for people learning (memory and meaning) supply independency in order to doing their jobs. Findings of existing researches on examining the effects of independency on organizational commitment show there is positive correlation between these two structures [9].

About the relationship between learning and organizational commitment based on two frameworks, the relationship between learning and commitment draws included Nonaka and Counter. Counter, according to social action theory, showed that emotions and feelings that are limited to social system, members satisfaction resulted from participation in group. Parsons according to general action theory, believes that knowledge socially and through social interactions creates in a system. He considers learning as a collective process which creates general knowledge through dynamic interactions. In this model, there is information which is became knowledge when there is a common mental context between receiver and transformer of information. It means there is a common understanding of internal and external environment of organization and their relationships. When common environment is ignored, creation and distribution of information will not result in higher level of understanding and totally knowledge which creates due to social interactions between employee’s, will effect on organizational commitment improvement by creating public view between organizational members [13].

Literature review

Bodlayi et al in “organizational learning and trust”, by investigating mediator loops between psychological empowerment and organizational learning in administration of Mellat Bank staffs found that there is a significant relationship between organizational commitment and organizational learning.

Amin Bidokhti et al in “the moderating role of organizational commitment in relationship between organizational learning and succession management (Case study: selected universities of Tehran), found that organizational learning and its components has effect on organizational commitment.

Hazrati Viri et al in a research for investigating the relationship between organizational learning and organizational commitment in social and cultural deputy of Tehran municipality, found that there is a significant relationship between organizational learning and organizational commitment. The existence of relationship between organizational learning and normative and continuous commitment is to a lesser extent.

Cho and Kwon in “Self-directed learning readiness as an antecedent of organizational commitment: A Korean study”, found that readiness for self-directed learning has a positive relationship with affective commitment. However, normative and continuous commitment are negatively related to for self-directed learning[12].

Pak in his PHD thesis by investigating the effect of organizational learning, commitment and job satisfaction on work performance of public service managers in Malaysia, found that there is a positive relationship between organizational learning, organizational commitment, job satisfaction and managers work performance[21].

Krishna in a research by exploring effect of organizational learning on affective commitment (a case study
of a software company) found that there is a positive relationship between organizational learning and affective commitment of employee’s; and organizational learning components predict affective commitment. Hsu (2009), in his PHD thesis by studying the influence of organizational learning culture on job satisfaction, organizational learning and quit job (a case study of R&D department employee’s in a high-tech company in Taiwan) found that organizational learning culture has a positive effect on organizational commitment. This relationship was focused on affective commitment, and continuous commitment has no role in this relationship [16].

Rose et al in “effect of organizational learning on organizational commitment, job satisfaction and work performance, by studying 28 ministries located in Kuala Lumpur and Putrajaya”, found that organizational learning has a positive relationship with organizational commitment, job satisfaction, and work performance. Also organizational commitment and job satisfaction have a positive relationship with work performance and this variables mediates the relationship between organizational learning and work performance to some extent [24]. Kalyar et al in “organizational learning and organizational commitment: correlation study”, by studying manufacturing plants found that organizational commitment has the predictability of organizational learning nut leadership in organizational learning definition has no positive role [17].

Rezaee Dizgah et al in “the relationship between organizational commitment and organizational learning in medical science of Gilan”, found that there is a positive and significant relationship between three dimensions of organizational commitment (affective commitment, normative commitment and continuous commitment) and organizational learning [23].

Cho et al in “influence of organizational learning capability from a demographic view on organizational commitment, studying Korean companies”, found that organizational learning has a linear relationship with affective commitment and, there is no relationship between common vision and collaborative activity, leadership, knowledge, skills and collaborative decision making from components of organizational learning and normative commitment. Also from organizational learning components, collaborative decision making has the most effect on predicting affective commitment [11].

Mehrabi et al in “the relationship between organizational commitment and organizational learning (case study: Brojerd telecommunication)” found that there is a significant relationship between organizational commitment and organizational learning and triple individual, group and organizational components [20].

**Research questions**

**Main question**

Is there any relationship between organizational learning and organizational commitment of employee’s of general directorate?

**Secondary questions**

Is there any relationship between organizational learning and affective commitment of employee’s of general directorate?

Is there any relationship between organizational learning and continuous commitment of employee’s of general directorate?

Is there any relationship between organizational learning and normative commitment of employee’s of general directorate?

**Methodology**
This study of the nature and objectives of researchers, and of its use and end is in applied researches category, and this study in terms of research purpose is in descriptive researches survey category and is cross-sectional method. The statistical population of present study is employee’s of General Directorate of Ports and Maritime of Mazandaran Province, who work in Nowshahr and have at least bachelor degree. The number of statistical population is 167 people based on recent existing information during the research. Researches use random sampling method and to determine number of samples, they use Cochran formula.

\[
\[ n = \frac{z^2 \cdot p \cdot q \cdot N}{d^2 \cdot (N-1) + z^2 \cdot p \cdot q} \]
\]

Based on researcher’s previous experience, total number of selected sample with 15% likelihood of loss, 128 people are selected. As we expected, all of the distributed questionnaires were not completed and the final sample is reduced to 115 people, which is more than primary estimation of Cochran formula.

**Data collection methods**

For gathering information about the subject and literature review, we use data library method (such as internet, related academic books, papers). In field Method of this study, we used questionnaire in order to collect data. For investigating independent variable, Alan and Mayer questionnaire with continuous, normative and affective commitment dimensions, was used which Samya Kalantari et al [6] used it before. To investigate dependent variable, Cho et al questionnaire on learning capability with a five-point Likert rating scale was used.

**Table 1: Cronbach alpha coefficients**

<table>
<thead>
<tr>
<th>variable</th>
<th>cronbach alpha coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Learning</td>
<td>0.922</td>
</tr>
<tr>
<td>Organizational Commitment</td>
<td>0.723</td>
</tr>
</tbody>
</table>

According to above table, Cronbach's alpha for questionnaires is more than 0.70, which shows high reliability of questionnaires and questions consistency with each other, therefore questionnaire in this study have the sufficient validity.

**Data analysis method**

In this study, after collecting data, necessary information were coded by means of distributed questionnaires and then entered in SPSS software. To analyze demographic data (experiment and education), descriptive analysis were used and to analyze data, the following inferential tests were used:

1- K-S test (Kolmogorov–Smirnov) to check the normality of each question distribution.
2- Pearson coefficient for investigating the relationship between dependent and independent variables.

**Findings**

**Statistical inference analysis**

Before doing test, it is needed to test normality of data by appropriate test; In order to do that, Kolmogorov–Smirnov test was used. For investigating normality of variables, the below method is used:

- \( H_0 \): Variables have normal distribution
- \( H_1 \): Variables don’t have normal distribution

**Table(2): One-Sample Kolmogorov-Smirnov Test**

<table>
<thead>
<tr>
<th>variable</th>
<th>Kolmogorov-Smirnov Z( \bar{y} )mp. Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Commitment</td>
<td>1.030</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Affective Commitment</th>
<th>1.225</th>
<th>0.099</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Commitment</td>
<td>1.362</td>
<td>0.049</td>
</tr>
<tr>
<td>Normative Commitment</td>
<td>1.339</td>
<td>0.056</td>
</tr>
<tr>
<td>Organizational Learning</td>
<td>0.569</td>
<td>0.903</td>
</tr>
</tbody>
</table>

Test distribution is Normal.
Calculated from data.

In this test, null hypothesis is: data distribution is normal, and alternative hypothesis is opposite of it. According on table (2); given the significance level of all data except continuous commitment is more than 0.05, it can be said that distribution of questionnaire is normal. So for testing questions, parametric statistics methods can be used.

\[
\begin{align*}
H_0 &: \rho = 0 \\
H_1 &: \rho \neq 0
\end{align*}
\]

Research questions test

Secondary question 1- Is there any relationship between organizational learning and affective commitment of employee’s of general directorate?

Table (3): Correlations

<table>
<thead>
<tr>
<th>Affective Commitment</th>
<th>Organizational Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>0.149</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.112</td>
</tr>
<tr>
<td>N</td>
<td>115</td>
</tr>
</tbody>
</table>

In order to investigate correlation between two variables, \( H_0 \) and \( H_1 \) hypothesis were used, which \( H_0 \) means there is no significant relationship between two variables and \( H_1 \) shows there is a significant relationship between two variables. As shown in table 3, given significance level is more than 0.05; so no significant correlation between affective commitment and organizational learning was accepted and significance between affective commitment and organizational learning was rejected. Therefore, it can be said that there is no relationship between affective commitment come from employee’s emotional attachment to organization and organizational learning.

Secondary question 2- Is there any relationship between organizational learning and continuous commitment of employee’s of general directorate?

Table (4): Correlations

<table>
<thead>
<tr>
<th>Continuous Commitment</th>
<th>Organizational Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>0.213*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.022</td>
</tr>
<tr>
<td>N</td>
<td>115</td>
</tr>
</tbody>
</table>

\( * \) Correlation is significant at the 0.05 level (2-tailed).

Table (4) shows that significance level is less than 0.05 and is equal to 0.022, so it is rejected that there is no significant relationship between Continuous commitment and organizational learning and it is accepted there is a correlation between two variables. So with 0.05 error rate, it can be said that there is a significant relationship between Continuous commitment of employee’s which impressed by their attitudes about staying in organization and organizational learning.
Secondary question 3- Is there any relationship between organizational learning and normative commitment of employee’s of general directorate?

Table (5): Correlations

<table>
<thead>
<tr>
<th></th>
<th>Normative Commitment</th>
<th>Organizational Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>0.213*</td>
<td>1</td>
</tr>
<tr>
<td>N</td>
<td>115</td>
<td>115</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level (2-tailed).

Table (6) shows that significance level is less than 0.05 and is equal to 0.014, so it is rejected that there is no significant relationship between normative commitment and organizational learning and it is accepted there is a correlation between two variables. So with 0.05 error rate, it can be said that there is a significant relationship between normative commitment of employee’s which impressed by their attitudes about staying in organization and organizational learning.

Main question- Is there any relationship between organizational commitment and organizational commitment of employee’s of general directorate?

Table (7) shows that, significance level is less than 0.05 and is equal to 0.002, so it is accepted that there is no significant correlation between organizational commitment and organizational learning and the correlation between these two variables is accepted.

So, in 1% error rate and 99% level of significance, it can be said there is a significant relationship between organizational commitment which resulted from belief in organization’s goals and values and employee’s interest to achieve organizational goals, and organizational learning.

Discussion and Conclusion

In this paper, the relationship between organizational commitment and its components- affective commitment, continuous commitment and normative commitment- and organizational learning capabilities in General Directorate of Ports And Maritime of Mazandaran Province was investigated. We found following results from SPSS V21 output:

- There is no significance relationship between organizational commitment and employee’s organizational learning which is similar to Hsu’s findings (2009), and is different from findings of “Cho and Kwon (2009)”, “Krishna (2008)”, “Rezayi Dizgah et al (2012)”, “Cho et al (2013)”.  
- There is a significant relationship between normative commitment and employee’s organizational learning which is in accordance to findings of “Hazrati Viri et al (2012)”, “Rezayi Dizgah et al (2012)”.  
- There is a significant relationship between continuous commitment and employee’s organizational learning which is similar to findings of “Rezayi Dizgah et al (2012)” and is different from findings of “Cho and Kwon (2009)” and “Hsu (2009)”.  

As other researchers found, commitment can increase employee’s safety, effectiveness, loyalty and creativity and can decrease their absence in work. As investigated in this research, it seems that due to the existence of a significant relationship between dependent and independent variables, it is possible to improve employee’s learning capabilities by adopting appropriate solutions for continuous commitment and normative commitment. Given to the results, the following suggestions are presented:

- In order to increase employee’s desire to attend organization, it is suggested to create active working groups and decision makers in maximum use of employee’s scientific and experimental capacities.
- Employee’s commitment can improve by a comprehensive fair payment system based on amount of performance utility.
- Increase motivation in employee’s by creating a stress free environment and providing suitable facilities for them.
- Practical support of employee’s, whether material or spiritual, intimate meetings with senior managers far from daily routine working relationship to improve organization.
- Efforts of senior managers to provide necessary background for new staffs getting familiar better and more with nature and goals of organization.
- Holding joint meetings and appropriate training courses about assigned job descriptions and tasks.

**Future Research**

Finally we suggest to other students, researchers and the ones who interested in these subjects, investigate following items:

- Investigating the relationship between organizational learning and emotional intelligence
- Investigating the role of organizational learning capabilities on organizational diagnosis improvement
- Investigating the influence of demographic characteristics on learning capability and organizational commitment
- Investigating the mediating role of emotional intelligence in relationship between organizational commitment and organizational learning.

**Acknowledgement**

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