

Effect of Learning Culture on Organizational Commitment in IT Industry

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ABSTRACT-- *The purpose of the study is to understand the relationship between learning culture and organisational commitment in IT industry. The learning culture of the organisation is measured under several dimensions namely, continuous learning, dialogue & inquiry, team learning & collaboration, embedded systems, empowerment, systems connection and strategic leadership. The organisational commitment is studied in three aspects such as affective commitment, continuance commitment and normative commitment. The sample was 104 employees who are working in IT industry. The organizational commitment was used to detect the effects of learning culture in IT industry among employees. The results proved that the dimensions of learning organisation have positive effect on organisational commitment. Continuous learning did not have any effect over commitment.*

Key words-- *Learning culture, strategic leadership, embedded system, organizational commitment, IT industry, HRD climate, etc.*

I. INTRODUCTION

The cultural aspects of the learning organization is interesting and challenging for human resource development and learning disciplines. In general, organization commitment is influenced by the overall behaviour of learning culture in the organization which employees initiate. Moreover, from the perspective that organizational behaviour is the sum of individual practices, these cultural factors could be influenced by individuals' psychological perceptions. This research may give attention for employees who lack in organizational commitment and totally influencing learning culture on outcome related. The learning culture of the organisation is measured under several dimensions namely, continuous learning, dialogue and inquiry, team learning and collaboration, embedded systems, empowerment, systems connection and strategic leadership. The better the level of market alignment of an organisation, the higher the organisational commitment of employees. Nonaka (1991) have claimed that when learning orientation is stimulated in work environment, employees will get inspired, motivated to acquire, develop and impart new skills and outlooks. When an organisation can maintain learning environment, the individuals are given the freedom to take risks which in turn cultivates their potential. The psychological and social mind-set of individuals is further strengthened by boosting the alliance between the individual and the organisation. One of the basic tenets of the learning organization culture is the collaborative organizational learning process. A high level of organizational commitment has been found to influence a variety of organizational outcome variables, including organizational productivity, organizational dynamics and change, and moral engagement level. The interaction between organization and employee gives the organizational commitment and helps to improve in level of learning culture in IT Industry.

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II. REVIEW OF LITERATURE

Joo (2010) studied the effect of learning culture perceived by employees and leader member exchange quality on commitment of employees towards the organisation and their turnover intention. The organizational commitment and learning culture are totally dependent on variance in employee turnover intention which is turned negatively.

Lim (2010) examined the robust relationship among learning organization culture, job satisfaction and organizational commitment of employees in Korean company. The commitment of the employees moderately and positively influences the learning organization culture and job satisfaction. The results can be applied in management, developing interventions and practices

Jo and Joo (2011) investigated learning organization culture, organizational commitment and behavioural activity of knowledge sharing of employees. The study has implored theoretical and practical implications, limitation and recommendations for further use.

Tsai (2014) determined the subordinate elements of learning and organizational commitment of employees. With high organizational commitment from employees, their culture can be modified. Hence, the author has suggested taking measures to increase commitments of employees in order to become learning organizations.

Kofman and Senge (1990) explained five disciplines and organizational framework for learning organization. These demands with a tendency to become learning organization require people who combine their emotional, intellectual and physical energy for the success of the organization and have high commitment. Organizational loyalty which is a concept related to psychological unification and identification of an employee with the organization is the driving power behind organizational success.

Oberholster and Taylor (1999) indicated that the employees' loyalty towards the organization increases the feelings and interest within an organization. Hence, using such employees with high commitment strive more to fulfil what is expected from them and achieve organizational objectives.

Levitt and March (1988) made a complete theoretical study on organizational learning. The authors have discussed the methodologies required to develop the learning aspect of organisation and also the challenges they would face which need to be handled.

Thompson and Heron (2005) suggested that information sharing and culture are included in learning organization. It will help in create a meaning and feeling of purpose with organizational commitment. The researchers concluded that high organizational commitment is extend through the information sharing.

Katz and Kahn (1977) explained that no commitment in work leads the employees to skip the work, come to work late or leave work early. To increase commitment, the organization has changed the objective, quality and quantity of work to achieve organizational commitment in order to reduce absenteeism and employee turnover.

Liao Chang and Wu (2010) analysed the need for learning organisation, in this fast moving environment and technology. This study has concluded that learning organization is best option for knowledge intensive industry in learning plan system.

Slater and Narver (1995) studied that effective organization is facilitated in development of knowledge and organizational learning. Thus, by using new knowledge to improve organizational performance they came in to

idea of learning organization to improve performance. By showing the performance of the organization through productivity which contributed towards the organization learning.

Gupta, Iyer and Aronson (2000) examined the knowledge management process. The process has to deal with development storage, retrieval and dissemination of information and expertise in learning to improve organizational performance. The options become competitive and innovative in organization productivity due to the learning culture which implemented for knowledge management.

Namada (2018) suggested that the organization seeks the competitive advantage through organization learning. The author examined the concept of organizational learning through constructs like knowledge distribution, organizational memory, information interpretation and knowledge acquisition. Further, the study focuses primarily on the factors which cause organizational learning and the competitive advantage developed by organizational learning.

Tsang (1997) examined the aspects of practicing the learning culture and also on the perspective of how the organization is going to learn. The researcher targeted two different stream, conceptualization and methodology of the learning organization.

Pennings, Barkema and Douma (1994) examined the longitude and lateral features of organization learning. The authors have proved that developments were more insistent when related to an organization's core competencies and are fully owned, and they accept acquisition rather than internal growth. Based on an organization's ability to diversify, their expansions are likely to last longer.

Argote and Miron Spektor (2011) investigated whether organizational experience interacts with the context to create knowledge. The context is conceived as having both a latent component and an active component through which learning occurs. They have discussed the current and emerging research themes related to components of learning framework.

III. RESEARCH METHODOLOGY

The respondents considered for the study are 104 staff members working in information technology industry. The researchers have used the structured questionnaire. In the questionnaire, two parts were available to the respondents to counter. They are organisational learning and organisational commitment. The organisational learning was measured using the scale developed by Marsick and Watkins (2003). Organisational learning is studied under seven dimensions namely, continuous learning, dialogue and inquiry, team learning and collaboration, embedded systems, empowerment, systems connection and strategic leadership. Organisational commitment was measured using the instrument designed by Allen and Meyer (1990) in three dimensions, affective, continuance and normative commitment.

IV. ANALYSIS AND INTERPRETATIONS

The demographic profile of the respondents is presented in Table 1.

Table 1: Demographic Profile of the Respondents

Demographic Profile		Frequency	Percentage
Age (years)	18 -25	56	53.8
	26 – 40	40	38.5
	41 – 55	8	7.7
Gender	Male	60	57.7
	Female	44	42.3
Education	Diploma	8	7.7
	Undergraduate	58	55.8
	Postgraduate	38	36.5
Annual income (Rs.)	2 – 5 lakhs	44	42.3
	6 – 10 lakhs	28	26.9
	Above 10 lakhs	32	30.8

Source: Primary Data.

The study has attempted to measure the determinants of organisational commitment using multiple linear regression analysis in IBM SPSS version 21. The determinants are identified using three MLR models.

Organisational commitment = $\alpha + \beta_1$ continuous learning + β_2 dialogue & inquiry + β_3 team learning & collaboration + β_4 embedded systems + β_5 empowerment + β_6 systems connection + β_7 strategic leadership.

Affective commitment = $\alpha + \beta_1$ continuous learning + β_2 dialogue and inquiry + β_3 team learning and collaboration + β_4 embedded systems + β_5 empowerment + β_6 systems connection + β_7 strategic leadership.

Continuance commitment = $\alpha + \beta_1$ continuous learning + β_2 dialogue and inquiry + β_3 team learning and collaboration + β_4 embedded systems + β_5 empowerment + β_6 systems connection + β_7 strategic leadership.

Normative commitment = $\alpha + \beta_1$ continuous learning + β_2 dialogue and inquiry + β_3 team learning and collaboration + β_4 embedded systems + β_5 empowerment + β_6 systems connection + β_7 strategic leadership.

Table 2: Regression Coefficients

Model: DV	Independent Variable	β Coefficient	Standard Error
Organisational commitment	Continuous learning	-0.062	0.112
	Dialogue and inquiry	0.140	0.156
	Team learning and collaboration	0.108	0.113
	Embedded systems	0.750**	0.131
	Empowerment	0.800**	0.123
	Systems connection	0.129	0.105
	Strategic leadership	0.524**	0.120
Affective commitment	Continuous learning	-0.102	0.077

	Dialogue and inquiry	0.512**	0.107
	Team learning and collaboration	0.331**	0.078
	Embedded systems	0.641**	0.090
	Empowerment	0.498**	0.084
	Systems connection	0.333**	0.072
	Strategic leadership	0.465**	0.082
Continuance commitment	Continuous learning	-0.173	0.180
	Dialogue and inquiry	0.008	0.250
	Team learning and collaboration	0.403	0.182
	Embedded systems	0.433*	0.210
	Empowerment	0.301	0.198
	Systems connection	0.172	0.169
	Strategic leadership	0.472**	0.194
Normative commitment	Continuous learning	0.053	0.073
	Dialogue and inquiry	-0.103	0.102
	Team learning and collaboration	0.102	0.074
	Embedded systems	0.479**	0.086
	Empowerment	0.918**	0.081
	Systems connection	0.330**	0.069
	Strategic leadership	0.460**	0.079

Effect of dimensions of organisational learning on organisational commitment:

R, the multiple correlation coefficients, specifies the significance of prediction of the predicted variable. In model 1, R value of 0.822 indicates that the dimensions of organisational learning are good predictors of organisational commitment. R², coefficient of determination, represents the level of variation in predicted variable explained by predictor variable. In this model, 67.50% of variance in organisational commitment is explained by dimensions of organisational learning. Embedded system, empowerment and strategic leader are the significant (p<0.000) predictors of organizational commitment and all are positive predictors of OC. While continuous learning, dialogue and inquiry, team learning and systems connections failed to predict OC. When the employees have empowerment and a strategic leader to look up and an embedded system of knowledge sharing, the commitment of employees is augmented.

Effect of dimensions of organisational learning on affective commitment:

R, the multiple correlation coefficients, specifies the significance of prediction of the predicted variable. In model 1, R value of 0.867 indicates that the dimensions of organisational learning are good predictors of affective commitment. R², coefficient of determination, represents the level of variation in predicted variable

explained by predictor variable. In this model, 75.20 per cent of variance in affective commitment is explained by dimensions of organisational learning. Embedded system, dialogue and inquiry, team learning and systems connections, empowerment and strategic leader are the significant ($p < 0.000$) predictors of affective commitment and all are positive predictors of affective commitment. The continuous learning failed to predict the affective commitment.

Effect of dimensions of organisational learning on continuance commitment:

R, the multiple correlation coefficients, specifies the significance of prediction of the predicted variable. In model 1, R value of 0.650 indicates that the dimensions of organisational learning are good predictors of continuance commitment. R², coefficient of determination, represents the level of variation in predicted variable explained by predictor variable. In this model, 42.20 per cent of variance in continuance commitment is explained by dimensions of organisational learning. Embedded system and strategic leader are the significant ($p < 0.000$) predictors of continuance commitment and are positive predictors of continuance commitment. While continuous learning, dialogue and inquiry, team learning and collaboration, empowerment and systems connections failed to predict continuance commitment.

Effect of dimensions of organisational learning on normative commitment:

R, the multiple correlation coefficients, specifies the significance of prediction of the predicted variable. In model 1, R value of 0.960 indicates that the dimensions of organisational learning are good predictors of normative commitment. R², coefficient of determination, represents the level of variation in predicted variable explained by predictor variable. In this model, 92.10 per cent of variance in normative commitment is explained by dimensions of organisational learning. Embedded system, empowerment, systems connections and strategic leader are the significant ($p < 0.000$) predictors of normative commitment and all are positive predictors of normative commitment. While continuous learning, dialogue and inquiry, team learning and collaboration failed to predict normative commitment.

V. CONCLUSION

In this study, we could able to analyse about how the organization commitment of employees is influencing the learning culture. With the help this research, it is found that there is significant difference in effect of learning culture in organizational commitment was identified by different type of questions. By using analysis of regression, it is inferred that organizational commitment influencing the learning culture in IT industry. Finally the result implicates that employee and organization both influencing learning culture of employee.

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