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### Relationship between learning organization and organizational commitment among employees of Sport and Youth Head Office of western provinces of Iran

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#### ABSTRACT

The aim of this cross sectional study was to determine the relationship between learning organization and organizational commitment among employees of Sport and Youth Head Office of western provinces of Iran. The sample population included 130 employees. We used two standard questionnaires including learning organization of Watkins and Marsick (DLOQ) and organizational commitment of Allen and Meyer. The face and content validity of questionnaires were confirmed with experts and professors in the sports management field. Cronbach's alpha reliability test of DLOQ and organizational commitment were 0.96 and 0.88, respectively. Descriptive statistics, correlation coefficients, and stepwise multiple regression were used to analyze data. Results showed that there were high and significant correlation between learning organization and organizational commitment ( $r=0/5$ ;  $P=0/001$ ). Also the relationship of learning organization with emotional commitment ( $r=0/551$ ;  $P=0/001$ ), and normative commitment ( $r=0/460$ ;  $P=0/001$ ) was significant, but the relationship between continuous commitment and learning organization was not significant ( $r=0/156$ ;  $P=0/084$ ). Regression analysis of seven dimensions of learning organization and organizational commitment showed that the highest standardized coefficient was seen in the fourth model, between "team learning" and "organizational commitment" ( $\beta=0/383$ ) and the lowest effect coefficient was reported in the fifth model, between "dialogue" and "organizational commitment" ( $\beta=-0/247$ ). The highest and lowest amount of variance in "organizational commitment" were explained by seventh model (seven dimensions of learning organization) (28/1%) and the first model (dialogue) (10/4%), respectively. Results of the current study suggest to the managers of ministry of Youth and Sports departments to strengthen and enhance their employees' commitment.

**Key words:** Organizational Commitment, learning Organization, Staff, Sport and Youth Department

#### INTRODUCTION

Without centrality of human power in every organization and unit doing the activity and performance is impossible. By beginning of 21<sup>st</sup> century, a new era of evolution in life and organizational structure has begun. A wide change in economical environment that has happened by globalization as well as development and evolution of technology makes it essential to have fundamental improvements in organizations in order to have conformity with the New

World. Organizations may no longer survive with the principals and successful characteristics of that have been used before. The only way for success in entering the world market is smart pursuit of environmental challenges and moving towards innovation and new creativities using modern methods of management. [1] So learning organization is introduced as an efficient factor by using the environmental conditions for the benefit and improving the organization. There are different definitions for learning organization. Senge (1990) defines the learning organization as an organization that possesses, not only an adaptive capacity, but also “generativity” that is, the ability to create alternative futures. He believes that learning organization as an organization in which people enhance their abilities continuously to attain considerable results, grow new thinking patterns, and by doing this group and collective thinking can be spread.

Senge identifies the five disciplines that a learning organization should possess: team learning emphasis on the learning activities of the group rather than on the development of team process; shared visions ability to unearth shared “pictures of the future” that foster genuine commitment and enrollment rather than compliance; mental models deeply held internal images of how the world works; personal mastery continually clarifying and deepening personal vision, focusing energies, developing patience, and seeing reality objectively; and system thinking ability to see interrelationships rather than linear cause-effect chains. [2] Considering what Tom Peters believes we can say that the only source of power and stability for organizations is their better and faster learning in comparison to their rivals. [3] So, for their survival, organizations have to utilize the strategies of the learning organization. On the other hand, among determining factors of success of an organization in the current world, we can point to the level of employees’ loyalty, accompaniment, and commitment parallel to the happening changes.

There are different definitions for organizational commitment. They mostly define it as the attitude of a person towards his/her job. This attitude shows to what extent the person is attached to his/her job. In the other words, we can say that organizational commitment is the relative ability of people identification with their specific organization and the amount of involvement that they have with their organization. [4]

Today’s learning organization is increasingly under special attention among organizations that are interested in increasing competitive, innovative, and effective advantage. The current era is the time of hurried changes and uncertainty to future. If the organization not able to adapt itself with these changes, perhaps it would be in the jeopardy of downfall. [5]

This trend of changes may convince the managers of organizations to this believe that without organizational learning, there would be no method for constant success of the organization. Because of superior learning processes, including a source of competitive advantage, establishment of learning organization is the first and most important functional move towards attaining organizational quality and excellence and thus leads to enhancement of function. Theorists emphasize on the necessity of organizational learning and establishing learning organization, and consider it as an effective factor in decreasing expenses and consequently organization’s progress in the entirely changing world. [1] Creating a learning organization in sports protects usually these units against environmental changes. In addition, the main problems in many countries for accessing a target are absence or lack of work conscience, and professional and organizational commitment of staff in their different units and organizations. So, one of the reasons that indicates the importance of studying and exploring organizational commitment, is that those organizations with high level of organizational commitment, usually have higher performance, and less absence and delay by their staff. In many cases, organizations need individuals that bring benefit for the organization even beyond their regular duties of work. [6] All of the definitions used in the field of organizational commitment include common concepts which are the level of person’s loyalty to the organization, having a sense of belonging to organization, willing to work and using all the forces for making progress in the organization. Meyer & Allen represent 3 dimensions or subscales for commitment:

Emotional commitment: The affective component refers to attachment to the organization such that the strongly committed individual identifies with, is involved in, and enjoys membership in the organization. Continuance Commitment: The continuance component refers to a “tendency to engage in consistent lines of activity” on the basis of the individual’s awareness of the costs associated with leaving the organization. Normative Commitment: the normative component refers to commitment based on a moral belief or obligation that “it is the right and moral thing” to remain with the organization Includes peoples feeling toward the necessity of staying in the organization. [7]

Today's organizations need effective and competent managers to attain their goals toward holistic growth and development. Totally efficiency and effectiveness of an organization depends on its human power efficiency and effectiveness, particularly the managers of the organization. Organizational commitment is one of the most effective factors on the managers' function. So we should look for the effective methods to increasing those factors and one of those factors is moving towards learning organizations [8]. In researches by Ahmadi (2010), Yaghubi (2010), Etki (2010), Jun Jo (2010), Radoan Chi Rez (2009), Bodlabi (2009), Habibpur Dehkordi (2011), Yen Su (2009), and Deyrani (2007) was also shown that the development of organizational learning and creating a learning organization would affect the staff's commitment. [8, 9, 10, 11, 12, 13, 14, 15, 16]

Therefore, consider the centrality of human power, and staff commitment and loyalty to the organization, it is necessary to use some methods to move this human capital toward attaining organizational goals. Development of the organizational learning and its culture and the need to create a learning organization as an essential factor in maintaining and even the identity of sports organizations particularly the sport and youth head offices can have a great effect in this area. Therefore study of applied researches in organizations specially sports institutions and giving effective feedbacks can offer a considerable help in realization of learning organization and consequently increasing the number of committed and loyal employees.

Watkins and Marsick (2004) identified seven distinct but they related dimensions of a learning organization at individual, team, and organizational levels. These dimensions and their definitions are described as follows. The first dimension, continuous learning, represents an organization's effort to create continuous learning opportunities for all of its members. The second dimension, inquiry and dialogue, refers to an organization's effort in creating a culture of questioning, feedback, and experimentation. The third dimension, team learning, reflects the "spirit of collaboration and the collaborative skills that undergird the effective use of teams". The fourth dimension, empowerment, and means an organization's process to create and share a collective vision and get feedback from its members about the gap between the current status and the new vision. The fifth dimension, embedded system, indicates efforts to establish systems to capture and share learning. The sixth dimension, system connection, reflects global thinking and actions to connect the organization to its internal and external environment. The seventh dimension, strategic leadership, shows the extent to which leaders "think strategically about how to use learning to create change and to move the organization in new directions or new markets". [17] The learning organization is viewed as one that has the capacity to integrate people and structures in order to move toward continuous learning and change.

In a research conducted by Ji Hoon Song (et al 2009) in Korean society, to determine the validity of DLOQ questionnaire authors concluded that those 7 dimensions are appropriate tools (criteria) for culturing the learning organization. [18]

To show the importance of each of the above mentioned dimensions in realization of learning organization, so many investigations have been conducted. Scan Kin (et al. 2009), in a research titled "Explaining the characteristics of a learning organization as a learning environment" concluded that: 1. A learning organization is different from a traditional and formal organization. Learning organization is an environment that every person is free and encouraged to have communication and team work, and also people are not afraid of making mistakes. In addition, mistakes are considered as a normal process of the learning trend. 2. Learning is followed by development of the organization and attaining the organization's goals and it is actually an inseparable part in the organization's development. 3. There are four factors that are considered to be as the basics of organizational learning including organizational support of the learning environment, cooperation and exchanging knowledge, the culture of establishing a high communication, and motivating factors for the organization's improvement and development. [19]

Another study conducted by Safary's research (2008) about dimensions of learning organization in sports organizations of the Islamic republic of Iran, authors showed that there was no significant difference among dimensions of learning organization in 3 organizations of Physical Education, National Olympic Committee and Physical Education of the Education Department. Nevertheless, all of the 3 organizations, from the view of the characteristics of a learning organization and learning condition, scored lower than average in all dimensions of the organizations. [20]

Finally, by considering the importance of learning organization, the necessity of adaptation with the emerged changes and desirable using of the resulted changes is very important in determination of its survival. Now, an issue that must be put under more study is to estimate the level of commitment and dimensions of learning organization in Departments of youth and sports in western provinces of Iran. Additionally we wanted to know if learning organization and establishing such organization may predict the staff's organizational commitment in Departments of youth and sports in western provinces of Iran.

**Methodology of the research**

The method of the research was descriptive and of the correlative kind that has been conducted as survey. General population of present study included all staff of Sport and Youth Head Office of western provinces of Iran (N=203). The sample was determined using Morgan's Table (n=130) people that were selected using stratified sampling in those provinces (Kermanshah34, Hamadan38, Kurdistan29, and Elam29). 138 questionnaires were distributed among employees and 130 questionnaires were received. We used two standard questionnaires including learning organization (DLOQ) of Watkins and Marsick (1996) and organizational commitment of Allen and Meyer (1993). Learning organization questionnaire is comprised of 43 questions and has 3 dimensions including "individual level" (questions 1-13), "team/group level" (14-19), and "organizational level" (20-43) and organizational commitment questionnaire is comprised of 24 questions and has 3 dimensions including of emotional commitment (from question 1 to 8), continuous commitment (from question 9 to16), and normative commitment (from question 17 to24). The face and content validity of questionnaires were confirmed with 5 experts and professors in the sports management field, and Cronbach's alpha reliability test of learning organization (DLOQ) and organizational commitment were 0.96 and 0.88, respectively. This was a cross sectional study design. Descriptive statistics, Kolmogorov Smirnov, Pearson correlation coefficients, and stepwise multiple regression were used to analyze data.

**Table1. Cronbach's Alpha of dimensions of learning organization's questionnaire**

Levels	Dimensions of learning organization	Item numbers	Cronbach' s Alpha
Individuals	Continuous learning	1 - 7	0.918
	Inquiry and dialogue	8 - 13	0.869
Teams	Team learning	14 - 19	0.802
Organization	Embedded system	20 - 25	0.827
	Empowerment	26 - 31	0.882
	System connection	32 - 37	0.893
	Strategic leadership	38 - 43	0.912
Total number of items		1 - 43	0.966

To determine the reliability of different dimensions of learning organization, 15% of the statistical sample was chosen as pilot study. Table 1 shows Cronbach' s Alpha for learning organization questionnaire and its dimensions. Safary (2007) estimated the Cronbach's Alpha 0.84 for all the items of this questionnaire [20].

**Table 2. Cronbach's Alpha for organizational commitment questionnaire**

Dimensions of organizational commitment	Item numbers	Cronbach' s Alpha
Emotional commitment	1 -8	0.903
Continuous commitment	9 -16	0.778
Normative commitment	17 - 24	0.784
Organizational commitment	1 - 24	0.883

Table 2 also represents Cronbach's Alpha for organizational commitment questionnaire and its dimensions. For this purpose 15% of the statistical sample was chosen for pilot study. Tondnevis (et al.2006) also reported Cronbach's Alpha 0.81 for organizational commitment questionnaire [21].

Descriptive statistics and Kolmogorov Smirnov analysis (for evaluation the normal situation of data), Pearson correlation coefficient (for evaluation any relations among variables), Durbin-Watson test (for independence of errors) and stepwise multiple regressions (for evaluation any effects of a variant out of estimated ones) were applied using SPSS software version 16 (level of significant P≤0.05).

RESULTS

Table 3. The results of Kolmogorov-Smirnov (K-S) test for determining normality of data distribution

cue	Dimensions of learning organization	Statistical amount for KS	Level of significance	Result
1	Inquiry and dialogue	0/903	0/388	Normal
2	Continuous learning	0/860	0/451	Normal
3	Team learning	1/141	0/148	Normal
4	Embedded system	1/009	0/260	Normal
5	Empowerment	1/044	0/226	Normal
6	System connection	1/126	0/159	Normal
7	Strategic leadership	0/839	0/483	Normal
Total score		0/918	0/368	Normal
1	Emotional commitment	1/055	0/216	Normal
2	Continuous commitment	0/713	0/690	Normal
3	Normative commitment	1/121	0/162	Normal
Total score of organizational commitment		0/789	0/563	Normal

To test if data were normally distributed the Kolmogorov-Smirnov Test was used. Results in Table 3 show that learning organization data ( $z=0.918$ ,  $p=0.368$ ) and data of organizational commitment ( $Z=0.789$ ,  $P=0.563$ ) are normal.

Table 4. Correlation between learning organization and organizational commitment

variable	Organizational commitment	
Learning organization	Pearson's correlation coefficient	0/499
	Level of significance	0/001
	Numbers	124
	Direction of correlation	positive

Regarding the results in table 4, there is a positive and significant relationship between learning organization and organizational commitment of employees ( $r=0.499$ ,  $P=0.001$ ).

Table 5. Relation between learning organization and subscales of organizational commitment in Departments of youth and sports

	Correlation test	Significance level	Pearson's correlation coefficient	r <sup>2</sup>	df
Learning organization	Emotional commitment	0/001	0/551	30/36	129
	Continuous commitment	0/084	0/156	2/43	129
	Normative commitment	0/001	0/460	21/16	129

Also, according to table5, the results of correlation coefficient shows that there is a positive and significant relationship between the emotional commitment ( $r=-0.551$ ,  $P=0.001$ ) and normative commitment ( $r=-0.460$ ,  $P=0.001$ ) with learning organization. In addition, there is no significant relationship between continuous commitment and learning organization. ( $r=-0.156$ ,  $P=0.084$ ).

Table 6. The relationship between learning organization and organizational commitment, by gender separation

Gender	Variable	Organizational commitment	
Male	Learning organization	Pearson's correlation coefficient	0/493
		Significance level	0/001
		Numbers	75
		Direction of correlation	Positive
		Result	Significant
Female	Learning organization	Pearson's correlation coefficient	0/498
		Significance level	0/001
		Numbers	49
		Direction of correlation	Positive
		Result	Significant

In order to determine the difference between 2 correlation coefficients (male and female), we used Fisher Z test.

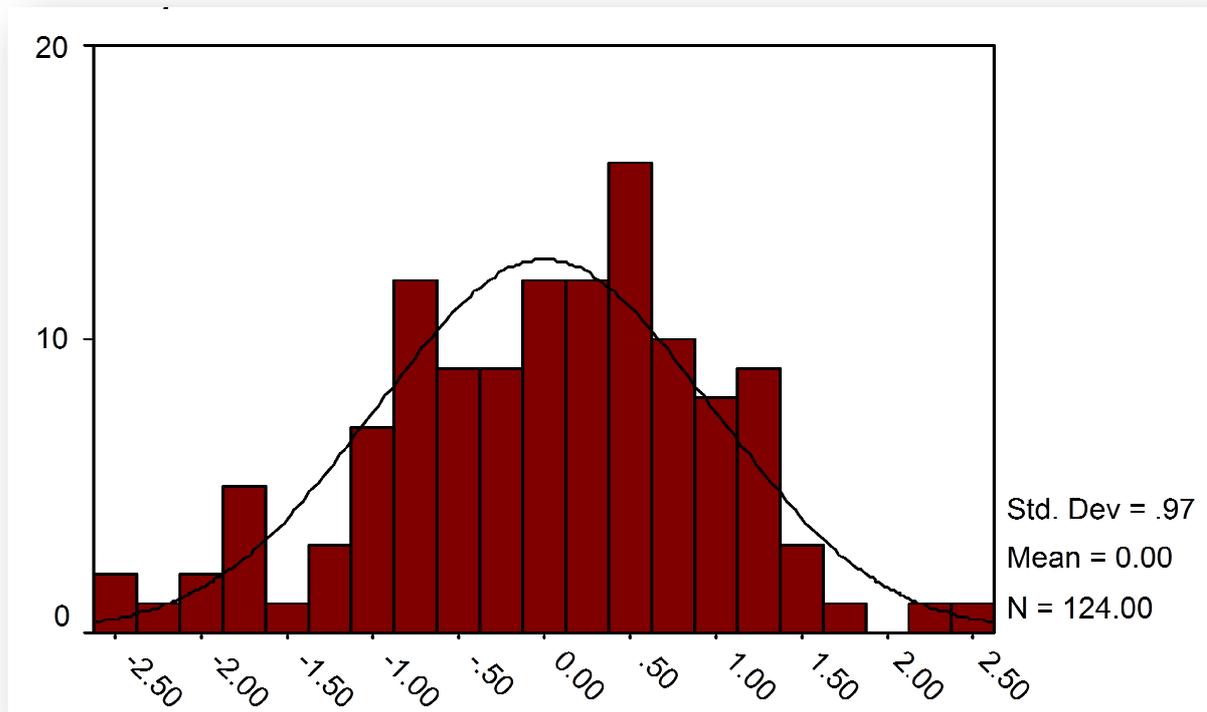
Table 6 shows that the relationship between learning organization and organizational commitment among males and females is significant (p=0.001). Also as it is presented in table 6 and equation 1, the result of Fisher Z test (critical Table, equivalent  $Z_r$  s for coefficients 0.493 and 0.498, were determined 0.538 and 0.546 respectively, so the calculated Z (0/26) is less than the 1.96 Z of the Table in level 0.05) showed that the difference between these 2 coefficients was not significant.

$$\text{Equation 1: } Z = \frac{0/546 - 0/538}{\sqrt{\frac{1}{75-3} + \frac{1}{49-3}}} = 0/054$$

**Table 7: Results of Durbin-Watson Test for independence of errors**

model	Correlation coefficient	Determination coefficient	Adjusted determination coefficient	Estimated standard error	Durbin-Watson test
1	0.323	0.104	0/097	14/1	2.174
2	0/404	0/163	0/150	13/68	
3	0/494	0/244	0/225	13	
4	0/510	0/260	0/235	12/97	
5	0/522	0/272	0/241	12/92	
6	0/534	0/274	0/237	12/95	
7	0/535	0/286	0/243	12/9	

Regarding the results of table7, Durbin Watson test equal to 2.174 that confirm regression test. According to the results, only 0.474 of changes in organizational commitment of employees is reasonable by learning organization in this model.



**Figure 1. Remaining of regression's adjusted coefficient**

As it is presented in Figure 1, the histogram plot has been used to test the normality distribution of residuals. Having a mean of zero and standard deviation of 0.97 confirmed the regression test.

Table 8. Variance and regression analyses of 7 dimensions of learning organization and organizational commitment

Model		Sum of squares	Df	Mean square	F	Significance level (0.05)
1	Regression	2826	1	2826	14/2	0/001
	remaining	24248/8	122	198/7		
	Total	27074/8	123			
2	Regression	4424	2	2212	11/81	0/001
	remaining	22650/7	121	187/2		
	Total	27074/7	123			
3	Regression	6613/8	3	2205	12/9	0/001
	remaining	20460/9	120	170/5		
	Total	27074/7	123			
4	Regression	7045/7	4	1761/5	10/46	0/001
	remaining	20029	119	163/3		
	Total	27074/7	123			
5	Regression	7363/5	5	1472/7	8/8	0/001
	remaining	19711/2	118	167		
	Total	27074/7	123			
6	Regression	7427/9	6	1238	7/3	0/001
	remaining	19646/8	117	167/9		
	Total	27074/7	123			
7	Regression	7745/1	7	1106/4	6/64	0/001
	remaining	19329/6	116	166/6		
	Total	27074/7	123			

Table 9. Regression table

Model		Non-standard coefficients		Standard coefficients	t	Significance level
		Non-standard coefficient (B)	Standard error	Adjusted coefficient (Beta)		
1	Fixed value	70	4/15		16/87	0/001
	inquiry and dialogue	0/77	0/205	0/323	3/77	0/001
2	Fixed value	65/47	4/32		15/15	0/001
	inquiry and dialogue	0/113	0/301	0/047	0/347	0/709
	Continuous learning	0/845	0/289	0/368	2/92	0/004
3	Fixed value	64/65	4/13		15/65	0/001
	inquiry and dialogue	-0/581	0/346	-0/243	-1/67	0/096
	Continuous learning	0/501	0/292	0/218	1/71	0/089
	Team learning	1/242	0/347	0/503	3/58	0/001
4	Fixed value	64	4/12		15/54	0/001
	inquiry and dialogue	0/541	0/345	-0/226	-1/57	0/119
	Continuous learning	0/324	0/311	0/141	1/040	0/299
	Team learning	0/948	-3/90	0/383	2/42	0/017
	embedded system	0/483	0/302	0/211	1/6	0/112
5	Fixed value	565/4	4/22		15/5	0/001
	inquiry and dialogue	-0/591	0/346	-0/247	-1/7	0/090
	Continuous learning	0/251	0/314	0/109	0/801	0/425
	Team learning	0/803	0/403	0/325	2	0/049
	embedded system	0/278	0/335	0/122	0/829	0/409
	Empowerment	0/422	0/306	0/212	1/38	0/171

P<0/05

According to analysis of variance, significance of determination coefficient or linear relation is confirmed in model 1 between inquiry and dialogue with organizational commitment [p=0.001, F(1,122)=14.2]; in model 2 between inquiry and dialogue and continuous learning with organizational commitment [P=0.001, F(2,121)=11.81]; In model 3 between inquiry and dialogue, continuous learning and team learning with organizational commitment [P=0.001, F(3,120)=12.9]; In model 4 between inquiry and dialogue, continuous learning, team learning and embedded system with organizational commitment [P=0.001, F(4,119)=10.46]; In model 5 between inquiry and dialogue, continuous learning, team learning, embedded system and empowerment with organizational commitment [P=0.001], F(5,118)=8.8; In model 6 between inquiry and dialogue, continuous learning, team learning, embedded system, empowerment and system connection with organizational commitment [P=0.001, F(6,117)=7.3]; And eventually in model 7 between inquiry and dialogue, continuous learning, team learning, embedded system, empowerment, system connection and strategic leadership with organizational commitment [P=0.001, F(7,116)=6.46].Also as

significance levels 0.001 are less than presupposed significance level (0.05), the regression Model is proved. On the other hand these independent variant sets can significantly predict the dependent (correlate) variable (organizational commitment).

Coefficients' table shows that the adjusted standard coefficient for inquiry and dialogue equals  $B=0.323$  which is significant ( $P=0.001$ ,  $T=16.87$ ). That is this condition shows that this independent variable is a significant predictive of dependent variable (organizational commitment).

Then in the second sequence by entering the variable "continuous learning" to the model, significance level exists for this variable ( $P=0.001$ ,  $t=15.15$ ,  $t=0.368$ ), but for "inquiry and dialogue" this is not so, and regression model is representable as follows:

**In non-standard condition**

Organizational commitment =  $65.47 + 0.113(\text{inquiry and dialogue}) + 0.548(\text{continuous learning})$

**In adjusted condition**

Organizational commitment =  $0.047 + (\text{inquiry and dialogue}) + 0.368(\text{continuous learning})$

In the third sequence, by adding the variable "team learning" to the model, the model was significant ( $P=0.001$ ,  $t=15.65$ ,  $t=0.53$ ); however, it was not significant for inquiry and dialogue and continuous learning. So the regression model is represented as follows:

**In non-standard condition**

Organizational commitment =  $64.65 + (-0.581)(\text{inquiry and dialogue}) + 0.501(\text{continuous learning}) + 1.242(\text{team learning})$

**In adjusted condition**

organizational commitment =  $0.243(\text{inquiry and dialogue}) + 0.281(\text{continuous learning}) + 0.503(\text{team learning})$

In the 4<sup>th</sup> sequence, by entering the variable "integration with system" to the model, only "team learning" showed the significance association ( $P=0.001$ ,  $t=15.54$ ,  $t=0.383$ ) and the regression model is as follows:

**In non-standard condition**

Organizational commitment =  $64 + (-0.541)(\text{inquiry and dialogue}) + 0.324(\text{continuous learning}) + 0.948(\text{team learning}) + 0.483(\text{embedded system})$

**In adjusted condition**

Organizational commitment =  $-0.226(\text{inquiry and dialogue}) + 0.141(\text{continuous learning}) + 0.383(\text{team learning}) + 0.483(\text{embedded system})$

In the 5<sup>th</sup> sequence by entering the variable "empowering" such condition is dominating (the significance level exists just for "team learning") and the regression model is representable as follows:

**In non-standard condition**

Organizational commitment =  $65.45 + (-0.591)(\text{inquiry and dialogue}) + 0.251(\text{continuous learning}) + 0.803(\text{team learning}) + 0.278(\text{embedded system}) + 0.422(\text{empowering})$

**In adjusted condition**

Organizational commitment =  $-0.591(\text{inquiry and dialogue}) + 0.109(\text{continuous learning}) + 0.325(\text{team learning}) + 0.122(\text{embedded system}) + 0.222(\text{empowering})$

It should be mentioned that in the 6<sup>th</sup> sequence by entering the variable "association with system" and in the 7<sup>th</sup> sequence by entering the variable "leadership", there would be significance level for none of the variables.

## DISCUSSION AND CONCLUSION

Regarding the results, there is a significant relationship between learning organization and organizational commitment in employees of Sport and Youth Head Offices of Western provinces of Iran. This result is parallel with

the results of Habibpur Dehkordi (2010), Yaghubi (2010), Eteka (2010), Jun Ju (2010), Raduan Chi Rez (2009), Yen Su (2009), and Budelae (2008). [14,8,10,11,12,15,13] All these researches consider that organizational learning and learning organization as well as the attempt for developing learning organization, affect the rate of staff's loyalty and commitment. The reason for this relationship can be related to the staffs' understanding of the organization's position in comparison to rivals, emphasis on empowering and increasing capabilities, and then preparing some programs for enhancing the level of human power's capabilities, can gradually increase staffs' motivation and commitment toward their organization goals. So the relationship between organizational learning and organizational commitment is drawn on the basis of two frameworks. First, the theory of social action which was presented by "kanter and nonaka" and says that the affections and emotions bound to social system, results from the satisfaction of the group's members due to their social participation. Second, the theory of public action, presented by Parsons which says that the knowledge is created socially and through social interactions in a system. He considers learning as a collective process that creates public knowledge through dynamic interactions [22].

In this model, when information can be turned into knowledge, that there is a common background between the receiver and transferor of the information. Common background refers to a common understanding of internal and external environment of the organization and the relationship between them. Whenever we ignore the common environment, then creation and distribution of knowledge would not lead people to a higher level of understanding. Totally a knowledge that has been created among staff through social interactions, would affect organizational commitment among organizational members through establishing public viewpoints [13]. The results imply that involvement of staff in important decision makings, encourage them to better learning and more empowering and this would create agreement for collective learning and helping each other in this field. This also may lead to form a kind of opinion and common sense of responsibility toward the understanding of the organizations status, and its goals and problems. The final result of all of these activities is to increase the sense of attachment and royalty of the staff toward the organization and its goals and ideals.

Result also showed that the relationship of learning organization and organizational commitment was significant in both female and male groups. However, the result of Fisher test showed that there was no significant difference between men and women on either learning organization or organizational commitment. We may explain this finding by the similarity of the staffs' educational programs and their unite perception of the main mission of the organization, and so staffs' similar performing in their efficient responsibilities towards the organization.

According to the findings of this research, the relationship between learning organization and emotional commitment, and normative commitment is significant; but the relationship between learning organization and continuous commitment is not significant. This is in consistent with the results of Yen Sue [15] and Ahmadi [9] that performed a similar research in public departments of Kurdistan province and found that learning organization was significantly related to the emotional and continuous commitments but it did not have significant relationship with normative commitment. In a research that was conducted by Yaghubi [8] in an educational hospital of Shiraz Medical University, authors concluded that there was a significant relationship between learning organization and all of the 3 dimensions of organizational commitments (emotional, normative, and continuous commitment). The reasons of the significant relationship between learning organization and normative commitment as well as for the significant relationship between learning organization and emotional commitment can be explained by this fact that the majority of the staff works in the position that is related to their field of study and skills. Additionally, as they like their positions they are interested in their duties and responsibilities and try to increase the level of their knowledge and skills in the related field. Besides, among other affecting factors in enhancing two commitment dimensions (normative and emotional), we can point to the existence of constructive and friendly interactions of the employees with each other in their job and duties. In addition, the establishment of the educational programs for enhancing capability level of the staff would increase their enthusiasm for doing the duties.

As it was mentioned before, the relationship between learning organization and continuous commitment (remain in the organization because of the lack of more suitable job opportunity) in the Department of youth and sports of the selected provinces was not significant. In addition to the intrinsic interest of the organization towards doing the job duties, there are other factors that their existence plays a role in making this relationship significant. The level of the organization's support of its staff in different situations and having suitable and reasonable payments and welfare services are among the most important factors in enhancing this dimension of commitment. Therefore, it seems that along with all the factors that eventually lead to empowerment of the staff we should pay attention to those factors that can somehow be named as "work life quality" and "job satisfaction". Therefore Kelly et al [14], in a research

about the relationship between learning organization and the amount of the job retaining concluded that all of the components of the learning organization, had relationship at least with one of the dimensions of job satisfaction among them reward and challenging responsibilities have the utmost effect. They also found that there was a relationship between job satisfaction and the job displacement. Components of learning organization had also a significant association with components of job satisfaction. Thus, based on what others found we concluded that there could be a relationship between dimensions of learning organization and the rate of job displacement among the staff.

By studying the analyses related to 7 regression models we found that the maximum adjusted coefficient (Beta) in the 4<sup>th</sup> model was between “team learning” and “organizational commitment” ( $\beta=0/383$ ) and the minimum effect coefficient was in model 5 between “converse and interlocution” ( $\beta= -0/247$ ). The main reason may be related to the fact that when staff trying to learn together this would produce a kind of sense of competition on enhancing more capabilities and skills that unconsciously leads to an increase in their commitment towards the organization. Budlaei et al [13], reported the effect of organizational learning on organizational commitment to be 0.024.

Also according to the determined calculated coefficient, the 7<sup>th</sup> model (7 dimensions of learning organization) with 28.1% and the 1<sup>st</sup> model (converse and interlocution) with 10.4 % showed the maximum and minimum variance of the “organizational commitment”, respectively. As a set of factors together would have a stronger effect, and consider to the effect of each dimension of learning organization on increasing commitment, this finding would be acceptable.

The results of the current study have several suggestions. First, we found that there was high association between learning organization and organizational commitment. So in order to have a valuable effect on the progress of organization, it is recommended to the authorities of the Ministry of Youth and Sports to prepare appropriate and useful educational programs, empower and show the importance of learning organization, and enhance the commitment and loyalty of the staff of these departments. Second, consider to the association of learning organization with emotional, normative, and continuous commitment, we recommend to the authorities of the Ministry of Youth and Sports to increase the salary and benefits of their staffs, enhance their enthusiasm, and so arise their emotional and normative commitment. This would cause to increase their motivation and consequently their efficiency. Third, consider that among the components of learning organization, “group learning” had the most and “converse and interlocution” had the least power of prediction, it is recommended to the managers of the Departments of Ministry of Youth and Sports to encourage their employees to share their experiences and capabilities with their colleagues, prepare programs and opportunities for employees’ creativity, and also improve their staff’s skill in reasoning and expressing constructive and useful viewpoints and opinions. Finally, regarding the role of “team learning” in clarifying the organizational commitment, it was recommended to the managers to involve their staff in decision makings and so improve the staff’s commitment by creating a sense of responsibility.

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