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Entitled:

**THE IMPACT OF ORGANIZATIONAL LEARNING ON
ORGANIZATIONAL COMMITMENT IN THE ALGERIAN
ENTERPRISES:
A DISCRIMINANT FUNCTION ANALYSIS**

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Abstract:

This study aimed to investigate the impact of organizational learning on organizational commitment in Algerian enterprises, a little researched area especially in the Algerian organizational context.

A discriminant function analysis was adopted in order to reach the objectives of this study. An online questionnaire was used as a data collection tool, and a random simple sample of one hundred employees was selected for this study. An SPSS program was used to analyze the collected data.

The main results showed that affective commitment is affected by two dimensions of organizational learning, embedded systems, and empowerment.

Results revealed also that four dimensions of organizational learning namely; embedded systems; empowerment, system connections, and strategic leadership affect continuance commitment.

Normative commitment is affected by two dimensions of organizational learning, which are systems connection and strategic leadership.

Keywords: organizational learning, organizational commitment, dimensions of organizational learning, affective commitment, continuance commitment, normative commitment.

المخلص:

هدفت هذه الدراسة إلى تقصي أثر التعلم التنظيمي على الالتزام التنظيمي في المؤسسات الجزائرية, وهو مجال قليل البحث خاصة في السياق التنظيمي الجزائري.

وقد اعتمدت هذه الدراسة على نموذج المعادلات التمييزية للوصول إلى الأهداف المسطرة. وكذا على الاستبيان الإلكتروني لجمع عينة عشوائية بسيطة مكونة من مئة موظف. وتحليل البيانات استعملت الباحثة برنامج SPSS

وأظهرت النتائج الرئيسية أن الالتزام العاطفي يتأثر ببعدين من أبعاد التعلم التنظيمي وهما، النظم المضمنة و التمكين

كما كشفت النتائج أيضا عن أن أربعة أبعاد للتعلم التنظيمي تؤثر على الالتزام المستمر و هي: النظم المضمنة ؛ التمكين ، ربط المنظمة بيئتها ، والقيادة الإستراتيجية.

ويتأثر الالتزام المعياري ببعدين من أبعاد التعلم التنظيمي ، وهما ربط المنظمة بيئتها والقيادة الإستراتيجية

الكلمات المفتاحية: التعلم التنظيمي، الالتزام التنظيمي ، أبعاد التعلم التنظيمي ، الالتزام العاطفي ، الالتزام المستمر ، الالتزام المعياري

Dedication

At times, our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.” – Albert Schweitzer

To my loving parents,

To my supportive sisters,

To my caring brothers,

To my friends

I dedicate this work

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General introduction

Introduction:

In a digital era, characterized by a rapid pace of information flow, economies are obliged to develop and sustain long-term growth, through the capitalization of intellectual property, and accept knowledge as a prime source of competitive advantage.

Companies in such economy, find themselves in an unstable environment, symbolized by constant changes that are unpredictable.

In order to cope with all of the challenges that the new environment imposes, it was necessary for these companies to realize that the traditional command and control management style is no longer effective and thus, the need for change was mandatory.

As the traditional management style started to disappear, another paradigm appeared, organizational learning which According to Arafa- Skaik has become “a widespread philosophy in modern companies, from the largest corporations to the smallest ventures”(p.2)

Organizational learning, offer to companies what the traditional management failed to offer, in an unstable environment, it first and foremost helps increase the ability to create knowledge, transfer it and most importantly utilize it , indeed becoming a learning organization means necessarily becoming an organization that learning is its core competency. And because the faster the world changes, the more there is to learn, organizational learning help transform organizations into more flexible, fast-acting organizations, aware of their competitors’ actions and well-suited to rapidly and effectively respond to their costumers’ needs.

Another virtue of adopting a learning organization orientation is developing employees’ organizational commitment. Indeed, becoming a learning organization results in committed employees, who believe in the organization’s mission, goals and objectives and who are willing to exert effort on behalf of their organization, and have a strong desire to maintain with it (Mowday et al., 1979).

Farrell (1999) believes that a learning orientation forms a greater organizational commitment and esprit de corps. Similarly Tseng (2010) states that the learning orientation practices are applicable to the context of developing employee’s commitment towards their organizations

➤ Problem statement :

Coping with the challenges of the digital era through organizational learning, while increasing the commitment of employees is the new reality of organizations across the globe, but is it the case for the Algerian context?

Thus, the research main problem can be formulated in the following question “does organizational learning has an impact on organizational commitment in Algerian enterprises?”

Other sub-questions can be derived from this main research problem:

Are the dimensions of organizational learning available in Algerian enterprises?

Are Algerian employees committed to their enterprises?

➤ Research variables:

The independent variable is the seven dimensions of organizational commitment developed by Yang et al., (2004), which are

- Continuous learning
- Dialogue and inquiry
- Team learning
- Embedded systems
- Empowerment
- System connection
- Strategic leadership

The dependent variable is the three components of organizational commitment developed by Allen and Meyer (1990)

- Affective commitment
- Continuance commitment
- Normative commitment

➤ Research hypotheses :

Six hypotheses were advanced in order to respond to this research problem:

H1: there is a statistically significant effect of empowerment on affective commitment in the Algerian enterprises

H2: there is a statistically significant effect of embedded systems on affective commitment in the Algerian enterprises

H3: there is a statistically significant effect of systems connection on continuance commitment in the Algerian enterprises

H4: there is a statistically significant effect of empowerment on continuance commitment in the Algerian enterprises

H5: there is a statistically significant effect of strategic leadership on normative commitment in the Algerian enterprises

H6: there is a statistically significant effect of systems connection on normative commitment in the Algerian enterprise

➤ Research objectives:

This research's main objective is to discover the impact of organizational learning on organizational commitment with reference to the Algerian organizational context, but also:

- Assess the availability of the seven dimensions of organizational learning in a sample of Algerian enterprises
- Investigate the level of organizational commitment among these enterprises' employees
- Continue the discourse on organizational learning and organizational commitment, and the nature of the relationship that links both of them.
- Provide recommendations that might be useful to these Algerian enterprises

➤ Research importance :

- The research might be useful for researchers seeking to examine the nature of the relationship between organizational learning and organizational commitment, specifically in the Algerian context.
- Recommendations of this research might help the management of enterprises understudy , to adjust things and to correct mistakes
- The research might also contribute to raising employees' interest in both organizational and organizational commitment

➤ Previous studies:

This section review a selection of studies concerned with organizational learning, organizational commitment and their relationship with other variables. In addition, it will also review studies focused on the relationship between both organizational learning and organizational commitment. A total of 28 studies from different regions of the world have been gathered through online libraries, electronic journals, and websites.

Previous studies related to organizational learning:

- In a study conducted by Michna (2009); Poland; on “the relationship between organizational learning and SME performance in Poland”

The main purpose was to identify and define the dimensions of organizational learning and the way it affects SME performance; the sample size of study consisted of 211 Polish enterprises.

The findings identified and defined eleven empirical dimensions of organizational learning, strategy stability, approach to risk and experimentation, creating individual learning opportunities for the employees, dialogue and empowerment, collaboration and team learning, leaders' attitudes, connecting the organization to its environment, knowledge acquisition, organizational memory, hiring and compensation and key results.

The research also indicated the existence of significant differences in organizational learning depending on some aspects such as: the number of employees, the age of the company and the line of business. And showed that performance measured by sales and employment growth is mostly dependent on the following dimensions: dialogue and empowerment of the employees, collaboration, team learning, and leader's attitudes.

- Haibo et al, (2009); China, on the other hand undertook an empirical study on “on the construct and effective mechanism of organizational learning”.

For the purpose of providing empirical proof to two research issues, namely organizational learning construct and its effects on individuals and the organization, the research was based on a survey of 908 managers and employees from 43 companies from different regions in China.

The results confirmed that organizational learning in Chinese enterprises is a multi-dimensional construct comprising inter-organizational learning, organization-level learning, collective learning, individual learning, exploitation learning, and exploration learning. In addition to this it was revealed that the unit-level dimensions of organizational learning (all dimensions mentioned above except individual level) affect employees' satisfaction and emotional commitment through the mediation of individual learning. Moreover findings showed that in organizations characterized by high level of organization-level learning and low level of exploitation learning, a strong correlation between employees' satisfaction and

emotional commitment and their turnover intention exist. Lastly, it was also proven that organizational learning affects organizational financial performance through the full mediation of organizational innovation.

- In a study by Aichouch (2011); Algeria; entitled “organizational learning as an introduction for improving corporation performance, SONATRACH corporation as a case study”

The fundamental aim was to discover the relationship between organizational learning and organizational performance. Thus, the problematic of the study is “how can organizations improve their performance through the introduction of organizational learning “

The main results of the study revealed that organizational learning is continuous process that takes place automatically as part of organizational culture; results also showed that the learning organization is the organization skilled in generating, acquiring and transferring knowledge to its all administrative levels; and stressed that organizational learning is a key to organization’s success and performance improvement.

As for improving organizational performance through organizational learning the study suggested the adaption of a learning orientation by the upper management and transforming the organization to a learning organization which; provides a flexible organizational structure based on decentralization, away from bureaucracy and routine, the study also recommended building an organizational culture based on individuals that support teamwork and team spirit.

- Ramirez et al (2011); Spain; carried out study on “knowledge creation, organizational learning and their effects on organizational performance “.

Its main aim was to determine the relationship between SECI model of knowledge creation and organizational learning and to examine the joint influence of these two variables on organizational performance.

The research was based on sample population composed of 1200 firms with the highest volume of operations in Spain; and the main findings of the study confirmed that knowledge creation implies the management of learning processes of the organization’s members. The findings provided also empirical evidence on the existence of a positive and direct relationship between organizational learning and performance and the existence of positive direct and indirect effects of four modes of conversion of knowledge on performance.

- Majila (2012); South Africa ; conducted a study entitled ”organizational learning in the public sector a study with reference to the eastern cape department of human settlements”

With a general objective to contribute to the discourse on organizational learning in public sector organizations through the proposal of an organizational framework suitable for implementation in a public sector environment, using the practical context of the department of human settlements in the eastern cape province as a reference point to help guide the conceptual design to maintain a sense of practicality.

The findings of the study showed that the department is not a learning organization, although it does engage in organizational learning practices at a small scale. However it has been proven that it is possible to convert the department into a learning organization if Senge’s five learning disciplines can be complemented with a knowledge sharing system and complexity theory utilized in a positive manner. The study also led to the formulation of organizational learning framework for the department.

- In a study of Aponte and Zapata (2013); Colombia; entitled “a model of organizational learning in practice”

That aimed at providing empirical evidence on the organizational learning process involved in the design of a new packing service for the pharmaceutical sector, using the 4L model designed by Crossan et al (1999) and its further developments, and was conducted in D&A Farmaempaqués (DFE); a Colombian firm specialized in design, development and administration of packing services for pharmaceutical sector.

It is an exploratory study, based on a qualitative research through the use of both interviews and focus group as research instruments.

It was found that the new packing service is an output of a process nourished from individual and with group learning and became then an institutionalized profitable business; as stated in the original version of the 4I model; moreover the design of this new service is better understood if we take into consideration complex human capabilities and cognitive process as proposed by other authors (Castaneda and Pérez (2005) and Castaneda and Fernandez (2007)) who improved the original model. Another important result revealed that organizational learning is not always a lineal process, in fact individual and group learning are often parallel interacting and unfinished; in DFE indeed the owner of the idea of the new packing service

stated that he had learning inputs coming from different groups within the organization such as finance, production and management and also from other pharmaceutical organizations.

- In their study entitled “training and performance: the mediating role of organizational learning” Aragon et al (2014); Spain,

Confirmed the absence of empirical evidence on the direct effect of training on performance; leading theoretical literature to often suggest the existence of other mediating variables that link the two, thus the objective of this study was to analyze the relationship between training ; in particular a learning-oriented training , and performance and the mediating role of organizational learning in that relationship.

The study was based on a sample population of 1600 Iberian firms in both public and private sector, learning-oriented training was measured through broad application of training; planned and longterm orientation training, team oriented training and finally multi-skills training , while organizational learning was measured through its three levels individual , group and organizational level ; as for performance; return on assets , profit per employee , profit margin and return equity was used as measures.

The main findings of the study provided empirical evidence supporting the organizational learning mediating effect in the relationship between training and performance. Furthermore they proved that learning-oriented training contribute to each level of organizational learning and suggests for organizations to foster their organizational capability in order to achieve better performance .

- In her study entitled “measuring organizational learning: Model testing in two Romanian universities”, Guta, (2014); Romania,

Aimed to test a conceptual model of organizational learning on a sample of employees (workers and researchers)from two Romanian universities; the model comprises the process of organizational learning and organizational performance as well as some concepts related to this two notions as: practices/tools facilitating organizational learning (employee survey system; customer survey system ; after action review; attending external training program; searching external knowledge or collaboration ,building organizational knowledge base; building a map with knowledge; teaming for excellence and dialog)and the value of human capital (the value of knowledge possessed by employees) .

The findings of the study indicated positive relationships between the components of the organizational process (knowledge acquisition, information distribution, information interpretation and organizational memory) and organizational performance, the practices/tools considered in the model were found relevant for facilitating the organizational learning process. As for the value of human capital it was proven that it is correlated with both the components organizational process and with the organizational performance. Thus, the model is useful for undertaking a diagnosis at the organizational level.

- In a study conducted by Al Bey (2015); Algeria; on “the role of organizational learning in supporting and enhancing projects management; Algérie Télécom as a case study”.

The main objective was to study the possibility of adapting an organizational learning culture in ‘Algérie télécom’ projects; taking into consideration that projects are characterized by its nonrepetitive nature; and learning is a routine based action, thus, the problematic of the study was “to what extent organizational learning can be used to support and enhance these operations and what are the mechanism that can help in this context”.

The main findings revealed the existence of a significant relationship between the availability of levels and requirements of organizational learning and the improvement of unitary production projects, new product design projects and exceptional and complex processes projects.

- “Organizational learning as a success factor for strategic alliances; Soidal laboratory as a case study”, is a research done by Khedim Amel (2017); Algeria.

Its main purpose was to analyze the extent to which organizational learning is critical to the success of strategic alliances established by Soidal laboratory. Thus, it investigated the existence of a possible relationship between organizational learning dimensions (individual, organizational, cultural) and the success of strategic alliances within the Soidal pharmaceutical laboratory.

The main findings of the study can be summarized as following , first, the individual dimension (employees’ capacity of absorption) influence positively the outcome of alliances of Soidal; it in fact explains 25.2% of its success, in other word the more those employees are able to absorb new knowledge, the more the alliance will achieve its objectives. Second the organizational dimension has positive influence on the outcome of alliances, meaning that

organizational structures that promote learning such as staff training, mentoring, etc. have a positive impact on the success of these alliances; it indeed explains 23.2 % of it. And third the cultural dimension; has no impact on the success of strategic alliances of Saidal group which means that the cultural differences between the different allies in the field studied is not considered a handicap, on the contrary ,it is a source of innovation.

Previous studies related to organizational commitment:

- Khatib (1996), United State of America investigated “organizational culture, subcultures, and organizational commitment”.

The research divided custodial workers of the residence department at a land-grant university, into three distinct groups, each with a different supervisory team, and located in a different physical proximity; the three groups belong to the same organization and have the same job description and compensation.

The objective of this study wad to examine whether differences in behavioral norms (task support, task innovation the social relationship, the personal freedom) and shared values (organizational climate, job design, supervisory leadership, peer leadership) exist among the three custodial groups, and if so, to what extent do these differences impact organizational commitment (intent to stay, motive to perform, value agreement with organization).

Findings show that the three groups’ perceptions of behavioral norms are favorable while their perceptions of shared values that are unfavorable.

All three groups reported an overall strong commitment to their organization; which might be a result of the favorable perceptions they have about behavioral norms.

- AlQurashi (2009), Saudi Arabia, conducted an “investigation of antecedents and consequences of organizational commitment among government administrative employees in Saudi Arabia”

The study aimed to improve the understanding of public- sector work behavior, with particular reference to organizational commitment; and investigated how the commitment components are associated with and mediate relationships with the set of possible work behaviors, 770 employees from different organization levels have been selected as a sample.

Results showed that antecedents like opportunities for learning, impersonal bureaucratic arrangements and Hofstede's four cultural dimensions are significantly correlated with affective, normative and continuance commitment; findings also revealed that consequences like intention to leave and organizational citizen behavior were fully mediated by the commitment components.

- In his study on "perceptions of organizational justice, job satisfaction , and organizational commitment in intercollegiate athletics : a study of NCAA men's sport coaches", Thorn (2010) , United States of America

Aimed to examine the relationship among organizational justice components (procedural, distributive, and interactional), overall job satisfaction and organizational commitment within the intercollegiate athletics setting.

The findings indicated the existence of significant interactional effects between sport type and NCAA (National collegiate Athletic Association) division, and a significant interactional effect between sport type and job title.

The results also proved the absence of significant differences on perceptions of overall job satisfaction or organizational commitment, different organizational justice components contributed uniquely to predicting both overall job satisfaction and organizational commitment among all sport types.

While sport type did not significantly moderate the relationship between distributive justice and overall job satisfaction, marginal means plot indicate interactions to be present.

- Ariffin (2013),Malaysia, on "measuring organizational commitment through its relationship with organizational identity, organizational citizenship behavior and organizational employer branding"

The main objective of the study was to investigate the structural relationships between organizational identity (similarity and membership), organizational citizenship behavior (courtesy, altruism, civic virtue, and sportsmanship), organizational employer branding (brand awareness and brand value), and organizational commitment (affective and normative) among Malaysian hotel employees. It also aimed to assess the mediating effect that organizational citizenship behavior on the relationship between organizational identity and organizational employer branding.

Results show that all four variables are perceived as valid constructs.

Organizational identity is significantly related to organizational citizenship behavior, and to organizational employer branding. In addition organizational citizenship behavior is not significantly related to organizational employer branding. Moreover organizational employer branding has a direct significant impact on organizational commitment. And last organizational citizenship behavior mediates the relationship between organizational behavior and organizational employer branding.

The relationship between organizational identity, organizational citizenship behavior, and organizational employer branding and organizational commitment is confirmed, respondents perceive that the more they possess organizational identity, organizational citizenship behavior and organizational employer branding , the ore they are committed to their organizations.

- Shin (2013),United Sates of America , studied “the relationship between leadership styles, organizational commitment, and organizational outcome in Oklahoma’s volunteer fire department

He intended through this study to determine the dominant leadership styles, and to examine the relationship between these leadership styles and organizational commitment.

Results indicated that transformational and transactional leadership styles are positively correlated to organizational commitment, while laissez-faire leadership style is negatively correlated to the latter.

- Pettengill (2016), United State Of America, undertook a study on ” Organizational sense of belonging and affective organizational commitment among community college faculty”

The purpose of the study was to investigate the organizational sense of belonging and affective organizational commitment among adjunct faculty, and full-time faculty, at Mid-Atlantic community college, to determine whether there is difference in the perceptions of belonging and commitment between these two groups of faculty.

The results revealed that adjunct faculty had significantly lower levels of organizational sense of belonging and affective organizational commitment than their full-time colleagues; no significant differences with respect to gender and ethnicity between both groups were found.

The results indicated also that full-time faculty members are more likely to have higher degrees than adjunct faculty, ethnicity and gender are not significant between both groups.

- Wertheim (2016), United States Of America , examined "the effect of organizational commitment , organizational based self esteem and work engagement on nurses' perception of medication errors"

The aim for this study was to determine whether relationships between organizational commitment, organizational-based self esteem, work engagement and nurses' perception of medication errors exist, from a sample of registered nurses working in acute care facilities across the United States.

The findings of the study indicated the existence of a negative relationship between organizational-based self esteem and nurses' perception of medication errors, and the absence of statically significant relationships between organizational commitment (affective, normative and continuance), nurse work engagement (vigor, dedication and absorption) and nurses' perception of medication error.

- Van Schaijk(2018), Netherland, conducted an investigation on "the relationship between affective organizational commitment , organizational citizenship behavior and innovative behavior , in a research with extensive training and innovative organizational climate as moderators"

The purpose was to examine the relationship between affective organizational commitment and organizational citizenship behavior through the lens of social exchange theory as well as the relationship between affective organizational commitment and innovative behavior through the lens of social identity theory. The study also aimed to test the moderating role of training between affective organizational commitment and organizational citizenship behavior and the moderating role of innovative organizational climate between affective organizational commitment and innovative behavior.

The findings revealed a positive relationship between affective organizational commitment and organizational citizenship. Moreover, evidence for the moderating effect of extensive training on the relationship between these two variables was found.

The research did not find evidence for a direct relationship between affective organizational commitment and innovative behavior, nor for this relationship with innovative organizational climate as a moderator.

Previous studies on the impact of organizational learning on organizational commitment:

In an attempt to learn about the impact of organizational learning on organizational commitment, some studies have been reviewed.

- Farrell (1999), Australia , studied the “antecedents and consequences of a learning orientation”

His study was undertaken for the purpose of developing and testing a model of the antecedents (structure and environment) and consequences (organizational commitment and organizational innovativeness) of a learning orientation (which was measured through open mindedness, shared vision and commitment to learning), the study is based on a sample of the top 2000 Australian companies.

To sum up the findings, it was revealed that centralization had a negative effect on a learning orientation; while market turbulence has a positive effect on a learning orientation; the results also suggest that a learning orientation had a positive effect on organizational commitment and esprit de corps, and on organizational innovativeness.

- Hsu (2009), Taiwan, study on the ”organizational learning culture’s influence on job satisfaction, organizational commitment and turnover intention among R&D professionals in Taiwan during an economic downturn”

Was undertaking for the purpose of investigating the relationship between organizational learning culture and three outcomes: job satisfaction, organizational commitment, and turnover intention of R&D professionals in the high-tech industry in Taiwan.

The results of the study revealed that R&D professionals’ perceptions of a high level of organizational learning culture has a positive effect on job satisfaction and organizational commitment, and job satisfaction has a negative effect on turnover intention and a positive effect on organizational commitment.

The results showed the absence of significant relationship between organizational learning culture and turnover intention, and organizational commitment and turnover intention.

The results also suggested that there is an indirect impact of organizational learning culture on turnover intention when job satisfaction or organizational commitment is considered as a mediator.

- Aghaei et al., (2012), Iran , conducted a study on the “ relationship between learning organization and organizational commitment among employees of sport and youth head office of western provinces of Iran”

The aim of it 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 findings of the study showed the existence of a significant relationship between learning organization and organizational commitment among employees of sport and youth head office of western provinces of Iran

Among the seven dimensions of learning organization team learning has the highest effect on organizational commitment, while dialogue has the lowest effect.

Results also showed that the relationship between learning organization and both emotional and normative commitment is significant, but the relationship between learning organization and continuous commitment is not significant

- 1) Balay (2012), Malaysia, conducted a study on the “effect of learning organization perception to the organizational commitment : a comparison between private and public university”

The objective of the study is to compare the impact of faculty member’s perceptions of learning organization to their organizational commitment in the context of private and public university.

The findings of the study showed that learning organization and organizational commitment perception by faculty members working in private university was significantly higher than by those working in public university.

Faculty members’ perception of learning organization dimensions (continuous learning, dialogue and research, team learning shared systems, reinforced employees, inter-systems connection, and supportive leadership) was significantly higher in private university.

As for the organizational commitment levels' (identification, internalization and compliance) perception, it differed significantly according to the type of university. The study showed that the identification and internalizations levels were significantly high in private university while compliance level was higher in the public one.

In addition, the research showed that one dimension of the learning organization (reinforced employees) affected positively the compliance level of organizational commitment. In the other hand, two dimensions of the learning organization (team learning and shared systems) impacted positively the identification level of organizational commitment.

Finally, it was found that none of organizational learning dimensions have a significant impact on internalization level of organizational commitment.

- Kalyar et al., (2012), Pakistan, undertook a study entitled “organizational learning and organizational commitment: a correlational study in manufacturing context”

Their study aimed to investigate the impact of organizational learning on organizational commitment in the Pakistani manufacturing context; data were collected from 77 employees from three manufacturing organizations,

Researchers used Garvin et al's (2008) dimensions (supportive learning environment, concrete learning processes and practices and Leadership that reinforces learning)to measure organizational learning and Angle and Perry's (1981) corporate questions to measure organizational commitment

Results indicated that organizational learning is positively linked to organizational commitment and the former enhance the latter positively and effectively.

- Mehrabi et al.,(2013), Iran , in a study on “ the relationship between organizational commitment and organizational learning (boroojerd Telecommunication Company as case study)”

The main purpose was to investigate the relationship between organizational commitment and organizational learning among employees of Boroojerd Telecommunication Company.

It was shown in the findings, the existence of a significant relationship between organizational commitment and organizational learning.

Results also showed the existence of a significant relationship between organizational commitment and each dimension of organizational learning (continuous learning, research and discussion, team learning, delegation, study systems, system relationship, strategic leadership for learning).and the existence of a significant relationship between organizational commitment and each level of organizational learning (individual, group, and organizational level).

- Deng and Su (2016), China , on ” the influence of organizational learning strategies on the affective commitment of employees in the retailing enterprises”

Aimed at exploring the impact of organizational learning strategies, namely sharing vision learning commitment and open mindedness on affective commitment; 330 employees of a Chinese retail enterprise have been selected as a sample.

- Arafa Sakaik (2017), Palestine, conducted a study on the “effect of the learning organization on organizational commitment in local commercial banks in the Gaza strip”

The main findings of this study showed the existence of the dimensions of the learning organization at a moderate level in these banks, while organizational commitment is at a higher level.

In addition, results proved that organizational commitment is positively affected by three dimensions of organizational commitment which are ‘establishing system to capture and share learning’, ‘Providing a strategic leadership for organizational learning’ and ‘connecting the bank to its environment’, indeed these dimensions explained jointly 50,8% of the variation in organizational commitment.

- Kamali et al., (2017), Iran , on “ studying the relationship between organizational learning and organizational commitment of staffs of well-being organization in Yazd province “

The research aimed to study the relationship between organizational commitment and organizational learning of the staff of well-being organization.

The results indicated that the organizational learning and organizational commitment are averagely low in the organization. However a positive and direct relationship between

organizational learning and organizational commitment's levels (affective, continuous, and normative) was found.

In addition, the highest correlation among these levels and organizational learning appeared between the latter and affective commitment.

- Yenidogan and Sencan (2017), Turkey, investigated “ the effect of organizational learning on organizational commitment in accommodation sector”

Their study was undertaken for the sake of identifying the relationship between employees’ organizational learning inclination and organizational commitment in 20 hotels in Istanbul city.

The main findings indicate the existence of a statistically meaningful correlation between employees’ organizational learning inclination and organizational commitment.

The results also indicate the existence of a statistically significant relationship between employees’ organizational learning inclination and emotional commitment; and the absence of a statistically meaningful correlation between employees’ organizational learning inclination and both normative and continuance commitment.

It was also stated that employees’ ages and positions do not have a meaningful effect on organizational commitment while employees’ education levels and working period have a significant effect on organizational commitment, as that employees with a graduate level are more committed and loyal to their organization and less inclined to leave the workplace; and employees with over 11 years of experience are highly committed to their organization than the other groups.

Table I: A summary of previous studies

previous studies on organizational learning			
Researcher and year	Title of the research	Objectives	Results
Michna (2009)	The relationship between organizational learning and SME performance in Poland	To identify and define the dimensions of organizational learning To examine the impact of these dimensions on SME performance	Seven dimensions were identified SME performance was most dependent on four dimensions namely: dialogue and empowerment, collaboration, team learning and leader’s attitudes

Haibo (2009)	An empirical study on the construct and effective mechanism of organizational learning	To provide empirical evidences for the organizational learning construct and its effects on individuals and their organizations	<p>Organizational learning in Chinese enterprises is a multi-dimensional construct</p> <p>Unit-level of organizational learning affect employees' satisfaction and emotional commitment through the mediation of individual learning</p> <p>High level of organization-level and low level of exploitation learning leads to a strong correlation between employees' satisfaction, their emotional commitment, and their turnover intention.</p> <p>Organizational learning affects organizational financial performance through the mediation of organizational performance</p>
Aichouch (2011)	Organizational learning as an introduction for improving corporation performance	To discover the relationship between organizational learning and organizational performance	organizational learning influence positively the organizational performance
Ramirez et al., (2011)	Knowledge creation , organizational learning and their effect on organizational performance	<p>To examine the relationship between SECI model of Knowledge creation and organizational learning.</p> <p>To examine the influence of knowledge creation and organizational learning on organizational performance</p>	<p>Knowledge creation implies the management of individuals' learning processes</p> <p>The existence of a direct and positive relationship between organizational learning and organizational performance</p>
Majila (2012)	Organizational learning in the public sector : a study with reference to the eastern cape department of human settlements	To contribute to the discourse on organizational learning in public sector through	The formulation of organizational learning framework for the public sector

		the proposal of organizational learning framework in this sector	
Aponte and Zapata (2013)	A model of organizational learning in practice	To provide an empirical evidence for the 4I model of organizational learning from the pharmaceutical sector	The design of a new packing service follows indeed the four processes described in the 4I model
Aragon et al., (2014)	Training and performance: the mediating role of organizational learning	To provide an empirical evidence for the mediating role of organizational learning in the relationship between learning-oriented training and performance	The relationship between training , in particular learning-oriented training and performance is mediated by organizational learning Learning- oriented training enhance individual, group and organizational learning
Guta (2014)	Measuring organizational learning: model testing in two Romanian universities	To test a conceptual model of organizational learning in two Romanian universities	The model is useful for undertaking a diagnosis at an organizational level
Al bey (2015)	The role of organizational learning in supporting and enhancing projects management: Algérie Télécom as a case study	To examine the extent to which organizational learning can be used to support and enhance Algérie Télécom projects	The existence of a significant relationship between the availability of levels and requirements of organizational learning and the improvement of Algérie Télécom's projects
Khedim (2017)	Organizational learning as a success factor for strategic alliances: Soidal laboratory as a case study	To examine the extent to which organizational learning is critical for the success of strategic alliances of Soidal laboratory	Two dimensions of organizational learning (individual dimension and the organizational dimension) have a positive influence on strategic alliances Cultural dimension has no effect on these strategic alliances
Previous studies on organizational commitment			

Khatib (1996)	Organizational culture, subcultures, and organizational commitment	To examine whether differences in behavioral norms and shared values exist among a sample of custodial workers and to what extent these differences can impact organizational commitment	The favorable perception of behavioral norms among custodial workers resulted in a strong commitment of these workers towards their organization
AlQurashi (2009)	An investigation of antecedents and consequences of organizational commitment among government administrative employees in Saudi Arabia	To improve the understanding of public-sector work behavior, with particular reference to organizational commitment To investigate how the commitment components are associated with and mediate relationships with the set of possible work behaviors	Some antecedents (opportunities for learning, impersonal bureaucratic arrangements and Hofstede's four cultural dimensions) are significantly correlated with affective, normative and continuance commitment Both consequences (intention to leave and organizational citizen behavior) are fully mediated by the commitment components.
Thorn (2010)	Perceptions of organizational justice, job satisfaction, and organizational commitment within the intercollegiate athletics setting	To examine the relationship among organizational justice components, overall job satisfaction, and organizational commitment within the intercollegiate athletics setting	Organizational justice components (procedural, distributive, and interactional) contribute uniquely to predicting organizational commitment among all sports types
Ariffin (2013)	Measuring organizational commitment through its relationship with organizational identity, organizational citizenship behavior and organizational employer branding	To investigate the structural relationships between organizational identity, organizational behavior citizenship behavior, organizational employer branding and organizational commitment among Malaysian hotels employees	Organizational employer branding had a direct significant impact on organizational commitment The more employees possess organizational identity, organizational citizenship behavior and organizational employer branding, the more they are committed to their organizations

Shin (2013)	The relationship between leadership styles, organizational commitment, and organizational outcome in Oklahoma's volunteer fire department	To determine the dominant leadership style in Oklahoma's volunteer fire department To examine the relationship between leadership styles and organizational commitment	Transformational and transactional leadership styles are positively correlated to organizational commitment, laissez-faire leadership style is negatively correlated organizational commitment
Pettengill (2016)	Organizational sense of belonging and affective organizational commitment among community college faculty	To investigate the differences in the perception of belonging and affective organizational commitment among members of an adjunct faculty and a full-time faculty at a community college	adjunct faculty has significantly lower levels of organizational commitment than their full-time colleagues
Wertheim (2016)	The effect of organizational commitment, organizational-based self esteem and work engagement on nurses perception of medication errors	To examine relationships between organizational commitment, organizational commitment, organizational-based self esteem, work engagement and nurses' perception of medication errors	The absence of statically significant relationships between organizational commitment , nurse work engagement and nurses' perception of medication error
Van Schaijk (2018)	The relationship between affective organizational commitment, organizational citizenship behavior and innovative behavior: in a research with extensive training and innovative organizational climate as moderators	To investigate the relationship between affective commitment and organizational citizenship behavior To investigate the relationship between affective commitment and innovative behavior	There is a positive relationship between affective commitment and organizational citizenship behavior. Extensive training moderate the relationship between affective commitment and organizational citizenship behavior

		<p>To test the moderating role of training between affective commitment and organizational citizenship behavior</p> <p>To test the moderating role of innovative organizational climate between affective commitment and innovative behavior</p>	<p>There is no direct relationship between affective commitment and innovative behavior</p> <p>Innovative organizational climate does not moderate the relationship between affective commitment and innovative behavior</p>
<p>Previous studies on the relationship between organizational learning and organizational commitment</p>			
Farrell (1999)	Antecedents and consequences of a learning orientation	To test a model of antecedents and consequences of a learning orientation	A learning orientation has a positive effect on organizational commitment
Hsu (2009)	Organizational learning culture's influence on job satisfaction, organizational commitment, and turnover intention among R&D professionals in Taiwan during an economic downturn	To investigate the relationship between organizational learning culture and three outcome namely job satisfaction, organizational commitment, and turnover intention	Organizational learning culture has a positive effect on organizational commitment Organizational commitment mediate the relationship between organizational learning culture and turnover intention
Aghaei et al., (2012)	Relationship between learning organization and organizational commitment among employees of sport and youth head office of western provinces of Iran	To determine the nature of the relationship between learning organization and organizational commitment	<p>There is a significant relationship between learning organization and organizational commitment</p> <p>Among the seven dimensions of the learning organization team learning has the highest effect on organizational commitment Dialogue has the lowest effect on organizational commitment</p> <p>The relationship between learning organization and both emotional and normative commitment is significant</p>

			The relationship between learning organization and continuance commitment is not significant
Balay (2012)	Effect of learning organization perception to the organizational commitment : a comparison between private and public university	To compare the impact of faculty member's perception of the learning organization to their organizational commitment in both public and private university	<p>The perception of the learning organization and organizational commitment is significantly higher in the private university</p> <p>The perception of the learning organization's perception is significantly higher in the private university</p> <p>Two levels of organizational commitment are significantly high in the private university namely internalization and identification</p> <p>Compliance-the third level-is significantly higher in the public university</p> <p>One dimension of learning organization namely reinforce employees, has a positive effect on compliance level</p> <p>Two dimensions of learning organization namely team learning and shared systems have a positive impact on identification level</p> <p>None of the learning organization dimensions has a significant impact on internalization</p>
Kalyar et al., (2012)	Organizational learning and organizational commitment: a correlational study in manufacturing context	To investigate the impact of organizational learning on organizational commitment in the Pakistani manufacturing context	organizational learning is positively linked to organizational commitment and enhance it positively and effectively.

Mehrabi (2013)	The relationship between organizational commitment and organizational learning among employees of Boroojerd Telecommunication company	To study the relationship between organizational commitment and organizational learning	There is a significant relationship between organizational commitment and each dimension of organizational learning There is a significant relationship between organizational commitment and each level of organizational learning
Deng and Su (2016)	the influence of organizational learning strategies on the affective commitment of employees in the retailing enterprises	To explore the impact of organizational learning strategies on employees' affective commitment	The existence of significant impact of the three strategies on employees' affective commitment, at different degrees. The effect of open-mindedness on affective commitment is higher than that of the learning commitment strategy
Arafa Sakaik (2017)	Effect of the learning organization on organizational commitment in local commercial banks in the Gaza strip	To study the impact of learning organization on organizational commitment	Dimensions of learning organization exist at a moderate level in local commercial banks of Gaza strip Organizational commitment exist at a higher level in these commercial banks organizational commitment is positively affected by three dimensions of organizational commitment namely establishing system to capture and share learning, providing a strategic leadership for organizational learning' and connecting the bank to its environment'

Kamali et al., (2017)	Studying the relationship between organizational commitment and organizational learning of staffs of well-being organization in Yazad province	To study the relationship between organizational learning and organizational commitment	<p>Organizational learning and organizational commitment are averagely low in the organization</p> <p>There is a positive and direct relationship between organizational learning and organizational commitment</p> <p>The highest correlation is found between organizational learning and affective commitment</p>
Yenidogan and Sencan (2017)	The effect of organizational learning on organizational commitment in accommodation sector	To identify the relationship between employees' organizational learning inclination and organizational commitment	<p>There is a statistically meaningful correlation between employee's organizational learning inclination and organizational commitment</p> <p>There is a statistically significant relationship between employees' organizational learning inclination and emotional commitment</p> <p>There is no statistically meaningful correlation between employees' organizational learning inclination and both normative and continuance commitment</p>

Chapter 1

**Theoretical framework for
organizational learning and
organizational commitment**

1.1. Introduction:

It becomes clear for organizations today, that organizational learning is the only solution for coping with the constant changes that characterize the digital era, and that adopting a learning orientation is the new challenge imposed on organizations by the novel economy, the economy of knowledge.

Organizations across the globe are aware of the importance of transforming themselves into learning organizations; where learning is the ultimate goal. Many of these organizations and in this transformational journey realize how beneficial and relevant are the practices of the learning orientation to the context of developing employees' commitment.

Thus, this chapter will address the following points:

- A conceptual introduction to organizational learning
- A conceptual introduction to organizational commitment
- The relationship between organizational learning and organizational commitment

1.2. A conceptual introduction to organizational learning:

There is a raising interest in organizational learning the last forty years, both in the academic and the business world, the emergence and the evolution this concept is reported below:

1.2.1. Genesis and evolution of organizational learning concept:

The phenomenon of learning has been a subject of heated debate in psychology for many years; it is typically a notion studied at an individual level of analysis; or even at the same level of analysis but in organizational context ,the example of Kolb (1984) which through his experiential learning model, , explores how people learn in organizations, undoubtedly the importance of the individual learning for the organization is not a new concept, it was traced back in 1936, Wright applied the learning curve concept to the work context , Arrow in 1962 pointed out the importance of “learning by doing” in reducing manufacturing costs ; and for Mirvis (1996), a theorist of organizational development , leaning is important for organization’s development. But the concept of organizational learning goes beyond the simple notion of individual learning in organizational context; it is the process by which an organization as whole learns. However this idea of transferring knowledge from the individual level to the organizational one is not new as it seems; Easterby-Smith et al., (2004), pointed out that this idea was held in an interesting debate between Cyert and March (1963) and Cangelosi and Dill (1965) about the best way for organizations to learn, whether it is by incremental changes and improvement or by radical adjustments to solve organizational tension (Rebelo & Gomes 2008).

Thus, learning is not a native concept of organizational science; it has been borrowed from psychology, which makes its introductory process subjected to a set of different interpretations, and though that the concept of organizational learning has legacy worth of 40 years in academia; it is still possible to determine the exact moment in which it was introduced to the organizational science (Rebelo & Gomes 2008).

A review of literature indicates that one of the earliest reference to the term ‘organizational learning’ is found in Argyris and Schön book “Organizational Learning: A Theory of Action Perspective” published in 1987 Denton (1998).

There is a large consensus among researchers that Argyris and Schön work has contributed greatly to the introduction of organizational learning in addition to other scholar. The following is glimpse into these pioneers' work:

Argyris and Schön (1978): the premise of their work is based on Dewey's (1933/1960) conception of inquiry, in which "thoughts and action are connected to move from a state of doubt or confusion to a resolution of doubt". Argyris and Schön introduced thus the theories of action, as well as the single and double loop learning. Theories of action include espoused theories of action which provide an explanation for a pattern of an activity or a way of doing things while theories-in-use are the ones that govern the actual behaviors and tend to be tacit structures. According to Argyris and Schön(1978) learning is a process of putting those cognitive theories into action and changing them; either by refining them which is what is referred to as single loop learning or rather by questioning norms and assumptions which is what is called double loop learning (Turi, Mahmud, Toheed, and Sorooshian ,2019). Further details on these two types of learning will be provided in next chapter

Daft and Weick (1984): consider organizations as interpretation systems in which individuals interpret what has been done, define what they have learned and explore what has to be done next, that is to say, learning is distinguished from interpretation by the concept of action, and it involves new response of action based on interpretation. For Daft and Weick (1984), organizations, although possess the same mechanism as individuals to set goals, process information, or perceive the environment; the organizational interpretation process is more than the sum of what occurs individually. Organizational interpretation is based on data sharing and puzzling developments in order to allow groups to converge on approximate interpretation (Turi et al., 2019).

Fiol and Lyles (1985): confirm that major theorists including Daft and Weick, agree that organizational learning is more than just the sum of individuals learning. According to this theory, there is a general agreement among scholars that learning is conditioned by social, behavioral and cognitive changes in an organization, while social and behavioral changes are those related to actual responses, structures and action, cognitive ones are the new and shared understandings or conceptual maps of organizational members .Fiol and Lyles (1985) proposed based on these changes a distinction between organizational adaptation and organizational learning. Organizational adaptation includes behavioral and social changes separate from cognitive changes; it is referred to as the ability to make incremental

adjustments because of environmental, goal, policy, or other changes. It is a similar concept to single loop learning. As for organizational learning, it includes behavioral and cognitive changes, such as new insights, understandings, cognitive maps, and associations between past actions their effectiveness and future actions; it is associated with higher-level-learning and double-loop-learning (Turi et al., 2019).

Levitt and March (1988): focus on routinized behaviors rather than inquiry and interpretation in their analysis of organizational learning, which they define as routine-based, history-dependent and target-oriented. The generic term "routines" includes the forms, rules, procedures, conventions, strategies, and technologies around which organizations are constructed and through which they operate. It also consists of the structure of beliefs, frameworks, paradigms, codes, cultures, and knowledge that buttress, elaborate, and contradict the formal routines. The transmission of these routines among the members of the organization occurs through socialization, education, professionalization, imitation and personal movement. According to them, organizational interpretation is a challenging task because it depends on the frame within which events are comprehended and can be tainted by the ambiguity of success. Success is considered a barrier to organizational learning; given that it leads to complacency traps; where successful organizations rely solely on past achievement to guide future action. They also point out how superstitious learning can be a barrier for learning in an organization, it usually occurs when the subjective experience of learning is compelling, but connections between actions and outcomes are misinterpreted (Turi et al., 2019).

More articles centered on the concept of organizational learning appeared ever since the publication of these pioneers 'work, but it was only until the 90s that the topic became well-known, especially after the publication of senge's book "The fifth discipline: the art and the practice of learning organization", in which he showed organizations practical ways to apply and improve learning. This period also witnessed the emergence of new interrelated concept: the learning organization concept (the work of Marquardt 1996 and Peddler et al., 1991). Organizational learning continued to attract researchers which led to the appearance of two branches in literature: the organizational learning perspective which focuses on perceiving the learning process and the learning organization perspective which is more practical and oriented towards the creation of models that helped organizational learning. In 1991 a special issue on organizational learning was published in *Organization Science*, two years later in 1993 the first issue of the learning organization was published; the same year knew the

creation of ECLLO the European Consortium for Learning Organization (Rebelo & Gomes 2008).

According to Bappuji et al., (2004), the use of organizational learning to explain other organizational phenomenon was an important development in the field. In fact the popularity of the concept was due to its link with competitive advantage and performance, thus many research tried to provide scales that relate organizational learning to performance; examples of Bontis et al., (2002) in their article “managing an organizational learning system by aligning stocks and flows”, also Yang et al., (2004) in their article entitled “the construct of the learning organization: dimensions, measurement, and validation”(Johyhibabu, Farooq, and pardhan, 2010).

Nowadays, Learning is a familiar term in the lexicon of organizations, more precisely successful organizations, but it is still half way on its journey of being fully accepted and recognized, the future of organizational learning and learning organization depends on the efforts of researchers to establish them firmly as well-received concepts in organizational sciences, as well as in real world of organizations (Rebelo & Gomes 2008).

1.2.2. Organizational learning perspectives:

As it is already mentioned, learning is not native to organizational sciences, and its introductory process was subjected to many interpretations.

Thus, the concept may fall into many perspectives. According to Fiol and Lyles (1985), “no theory or model of organizational learning is widely accepted....Each researcher approaches the subject from different perspectives, leading to more divergence” (p.803).

In its early stages, literature of organizational learning approached the concept through the process perspective which deals with what is organizational learning and how it happens; two perspectives dominated this era, cognitive and cognitive-behavioral perspective. In recent years, organizational learning is approached more as a situation-specific practice, which led researchers to study learning in social-constructive and social-cognitive perspectives (Hariharan and Vivekanand, 2018).

1.2.2.1. The cognitive perspective:

Researchers embracing this perspective view organizational learning as the growth of new insights through assumptions, causal maps and interpretive schemas review. It is the changes

in individuals' cognition characterized by human information processing that include acquiring, forming, storing, manipulating, discarding and implementing information. Hedberg (1981) explains organizational learning saying that: "organizations do not have brains, but they have cognitive systems and memories. As individuals develop their personalities, personal habits, and beliefs over time, organizations develop their views and ideologies". But extending the individual-cognitive perspective to analyze organizational learning is less useful because capacity and learning styles of individuals and those of organizations are different. Literature review of this perspective reveals a variety of theoretical models that lack empirical evidence (Hariharan & Vivekanand, 2018).

1.2.2.2. Cognitive-Behavioral perspective:

The view of organizational learning as 'insights guiding behaviors' or what is known as behaviors leading to new insights', is reported in this present section.

Simon (1991) states that in organizations individuals are the ones who learn by changing their cognitive thoughts which results in actions that influence individual and organizational behavior. Inkpen and Crossan (1995) believe that in experiential learning, behavioral change is joined by cognitive change creating new beliefs and leading to an integrated learning. March and Olsen (1995) and through their experiential learning cycle explain that individual belief stimulates action that is the basis of organizational action that effects environment which in turn alters individual beliefs. Argyris and Schon (1978) link individual learning to the organizational one through the theories of action. Daft and Weick (1984) propose that interpretation requires cognitive changes while learning requires behavioral changes.. Fiol and Lyles (1985) consider learning as the process of obtaining knowledge over experience leading to a change in behavior. Kim's (1991) organizational learning model which is an extension of the individual one is based on two levels of learning conceptual and operational. The former deals with the acquisition of new through the physical ability to produce action and the latter is about the ability to articulate one's experience through challenging existing frameworks and building new ones, according to Kim learning is a combination of four process which consist of observing, assessing, designing, and implementing; while assessing and designing are a part of the conceptual learning, observing and implementing produce operational learning. Individual learning is then translated into the development of individual mental models that once shared produce organizational learning. (Hariharan & Vivekanand, 2018).

1.2.2.3. Social constructional perspective:

Taking in account the importance to the social aspects of learning and the interpretation of organizational learning as a steady social activity that individuals undertake in their work settings, very different from the cognitive viewpoint; this social constructional perspective views the learning process as a part of participation patterns of individuals rather than a cognitive process that occurs in individuals' minds. According to Yanow and Cook (1993), organization learns when individuals' know-how are collectively established in organizational tasks, collective learning is developed through collaborative practices that aims to interpret and solve practical problems. Boreham and Morgan (2004) state that dialogue nurtures social order and learning that becomes routines through the mediating effect of culture (Hariharan & Vivekanand, 2018).

1.2.2.4. Social-cognitive perspective:

It is a combination of the three other perspectives; that studies during the interaction of individuals, the social behaviors and the cognitive processes. This perspective is well-illustrated in the 4I frame work, that explains organizational learning through four sub-process intuiting, interpreting, integrating and institutionalizing grouped in three levels individual, group and organizational; intuiting is known as the process of pattern recognition while interpreting refers to a social activity that aims to develop a common understanding, integrating reflects the process that puts common understanding into collective action and finally, institutionalization represents the integration of the tested collective actions into routines. Organizations learn through balancing exploitation and exploration. The exploitation of existing knowledge occurs through the feedback flow that goes from institutionalization to intuition while the exploration of new knowledge happens through a feed forward flow that goes from interpretation to integration (Hariharan & Vivekanand, 2018).

1.2.3. The rationale for organizational learning:

The emergence of organizational of organizational learning has been heavily influenced by numerous factors; these factors justify the need for such practice. Denton (1998), classified them in six categories:

- The shifting importance of factors of productions
- Knowledge as a source of competitive advantage

- The increasingly rapid pace of change in business environment
- Dissatisfaction with the existing paradigm
- The increasingly competitive nature of the business environment
- Increasingly demanding consumers

1.2.4. Definition of organizational learning

Organizational learning is a multidimensional concept that has been explored from different aspects by many scholars. Below some of the definitions proposed to explain organizational learning:

Table 1.2.1: definitions of organizational learning

Researcher	Year	Definition
Argyris and Shon	1978	A process of detecting and correcting errors.
Fiol and Lyles	1985	Process of improving actions through better knowledge.
Levitt and March	1988	Encoding inferences from history into routines that guide behavior.
Pedler et al	1988	An organization which facilitates the learning of all its members and continuously transforms itself.
Huber	1991	An entity learns if through its processing of information, the range of its potential behavior is changed.
Stata	1992	Organizational learning occurs through shared insights, knowledge and mental models... and builds on past knowledge and experience.
Garvin	1993	An organization skilled at creating, acquiring, and transferring knowledge ,and at modifying its behavior to reflect new knowledge and insights
Jashapara	1993	A continuously adaptive enterprise that promotes focused individual, team and organizational learning
Kim	1993	Increasing an organization capacity to take effective action.
Ulrich ,Jick and Glinow	1993	Capacity to generate and generalize ideas with impact

Bennet and O'Brien	1994	An organization that has woven a continuous and enhanced capacity to learn, adapt and change its culture
Crossan et al	1995	Learning is a process of change in cognition and behavior.
Nevis , DiBella and Gloud	1995	The capacity or process within an organization to maintain or improve performance based on experience
Sinkula	1994	A three stage process that includes information acquisition , information dissemination, and shared interpretation
Slater and Narver	1995	
Marquardt	1996	An organization which learns powerfully and collectively and is continually transforming itself to better collect, manage, and use knowledge for success
Tippins and Sohi	2003	Information acquisition, information dissemination, shred interpretation, and the development of organizational memory.
Balasubramanian	2011	Processing of information bringing behavioral changes among the employees
Popva-nowak and Cseh	2015	Process of improving action in light of better knowledge

Adapted from Farrell (1999), Bontis, Crossan, and Hulland (2002), and Turi et al., (2019)

A review of these definitions reveals two approaches within which organizational learning is analyzed.

The first approach defines organizational learning as a process by which organizations learn and develops new knowledge, and the second approach defines it as the organizational orientation to learn or as an organizational capability that facilitates the organizational learning process (Aragon, Jiménez, and valle, 2014).

According Denton (1998) the first approach is usually found in the organizational learning literature; while the second one is most likely found in the learning organization literature since the latter deals usually with what is called the presence of learning enablers or facilitators of learning.

In his book “organizational learning and effectiveness”, Denton (1998), classified authors writing in this field in to schools: Consultancy school and Academic school.

He believes that authors from the first school are either management consultants (Tobin 1993) or senior managers (Stata 1989) or small number of academics (Garvin 1993) while authors from second school are the majority of academics (Huber 1991).

Denton (1998) also revealed that one of the main differences between the two schools is the choice of the terms organizational learning and learning organization; while members of the academic school use organizational learning, members of consultancy school prefer to use learning organization, and that is due to the approach of analysis adopted by each school. In addition to that consultancy school provides recommendations about the best practices to establish, for managers seeking the transformation of their organization into a learning organization. While academic school attempts to assess the concept critically through analyzing the process of learning, the difference between individual and organizational learning as well as identifying principals and processes involved in developing a learning organization.

Below a table summarizing the major differences between the two schools:

Table 1.2.2: Organizational learning between consultancy school and academic school

Characteristics	Consultancy school	Academic school
Type of authors	Consultants Senior managers Some academics	Academics
Key writers	Calhoun Wick C. Michael Marquardt Angus Reynolds David Garving Daniel Tobin	Marlene Fiol George Huber Marjorie Lyles Peter Vaill
Target audience	Mangers Consultants	Academics Students
Perspective	Best practice Seek to make recommendations	Analytical Theoretical
View of organizational learning	Positive	Neutral
Terminology Source of information	Learning organization Case studies	Organizational learning Empirical research Case studies
Type of publication	Books Harvard Business Review Training and personnel journals	Academic journals Some books

Source: Denton (1998, p.38)

Literature review tends generally to use both terms interchangeably. Though the first one is a process, and the latter is considered an entity (Denton, 1998).

Thus it is concluded that “organizational learning is the activity and the process by which organizations eventually reach the ideal of a learning organization” (Skaik 2017, P. 14)

As affirmed by Denton (1998, p.45) “the clear difference in approach and outcome between the two schools means that anyone interested in organizational learning should be aware of the existence of both schools”. This study will follow the consultancy school (organizational learning capability approach) to examine organizational learning.

1.2.5. Types of organizational learning

There are many classifications of organizational learning depending on the author and his analysis.

Busch(2008) affirmed in his book ‘Tacit Knowledge in organizational learning ‘, that while scholars from the first approach (organizational learning) emphasize on processes like single loop through to triple loop learning or the activity of knowing, scholars from the second approach (learning organization), use the findings of the former as a prescription for how firms can consistently learn.

Table1.2.3: different classifications of organizational learning

The author	The classification	Definition	Criterion of classification
Argyris & Shön (1978, pp.2-3, 27)	Single loop learning	“When the error detected and corrected permits the organization to carry on its present policies or achieve its present objectives, then that error detection and correction process is single loop learning”	Used the concept of theories of action to distinguish between the three levels of learning. According to them organizational leaning might be understood as the testing and the restructuring of organizational theories of action.
	Double loop learning	“Double loop learning occurs when error is detected and corrected in ways that involve the modification of an organization’s underlying norms, policies, and objectives”	

	Deutro learning loop	<p>“When an organization engages in the deutro-learning, its members learn, too, about previous contexts for learning. They reflect on and inquire into previous episodes of organizational, or failure to learn.....They discover what they did that facilitated or inhibited learning, they invent new strategies for learning, they produce these strategies and they evaluate and generalize what they have produces. The results become encoded in individual images and maps and are reflected in organizational learning practice”</p>	
Busch (2008, p.22)	<p>Single learning loop</p> <p>Double learning loop</p> <p>Deutro learning loop</p> <p>Triple learning loop</p>	<p>“An example of a single loop learning process is improving workplace efficiency”.</p> <p>“A double loop example would be questioning how or why inefficiency occurred in the first place and to a lesser extent the undertaking of innovative thinking”.</p> <p>“Deutero means learning how to learn, but as an example of this level in organizational learning, what is meant is some form of critical self-reflection (of processes)”.</p> <p>“an example of triple loop learning would be an organization continually challenging or questioning its very purpose and directions”</p>	<p>Based his work on Argyris and Schön classification and developed a fourth level of learning</p> <p>Which is based on a higher level of inquiry, indeed it questions the whole purpose and the directions of the organization.</p>
Teece (2008, pp.211-212)	Learning-by-doing	<p>“A category of learning that is most closely associated with manufacturing activities. During this stage, learning primarily involves the acquisition of increasing skills in production in order to reduce input factor costs per unit of output.”</p>	<p>Based his classification on the innovation literature That assumes that learning within firms occurs in many different varieties.</p>

	<p>Scientific learning</p>	<p>“...Scientific learning entails acquiring knowledge about the fundamental laws of science and nature. As the stock of scientific knowledge increases, the cost of undertaking science-based invention decreases.... scientific learning plays an essential role in the processes of technological change. It provides not only many of the tools that are useful in the search for new products and processes but also a powerful heuristic that guides this search process</p>	
	<p>Learning-by-searching</p>	<p>“Learning-by-searching entails searching out and discovering the optimal design of a new product or process. This form of learning is most closely associated with development activities and has a strong commercial dimension. For example, firms may engage in a search to discover the specific product characteristics that are desired in the marketplace and then seek to incorporate them into their designs. Firms may also attempt to innovate by scanning the technology sets of rival firms”.</p>	<p>Specifically, technological innovation which has usefully been described as consisting of several different categories of learning.</p>
	<p>Learning-by-using</p>	<p>“Is the process by which the performance and maintenance characteristics of a new product are determined through feedback from consumers who have extensive experience with the product.</p> <p>This form of learning is particularly important in determining the optimal characteristics of new, highly complex technologies”.</p>	

Marquardt (2002, p.25)	<p>Adaptive learning</p> <p>Anticipatory learning</p> <p>Action learning</p>	<p>“Occurs when we reflect on past experience and then modify future actions”.</p> <p>“Is the process of acquiring knowledge from envisioning various futures (an approach that moves from vision to reflection to action).This approach to learning seeks to avoid negative results and experiences by identifying the best future opportunity and determining ways to achieve that future”.</p> <p>“Means inquiring about and reflecting on reality on a present, real-time basis and applying that knowledge toward developing the individual, the group, and the organization”.</p>	<p>Used the tense to distinguish the three categories of learning.</p> <p>Adaptive learning is based on past experiences</p> <p>Thus: adaptive = past</p> <p>Anticipatory learning is based on various envisioned futures</p> <p>Thus : anticipatory= future</p> <p>Action learning is based on present events</p> <p>Thus : action =present</p>
Senge (1990a,1990b)	<p>Adaptive learning</p> <p>Generative learning</p>	<p>“... ‘Survival learning’ or what is more often termed as ‘adaptive learning’ is important-indeed it is necessary”. (p.14)</p> <p>“Adaptive learning, which is about coping”. (p.8)</p> <p>“... Generative learning that enhances our capacity to create “. (p.14)</p> <p>“... Generative learning, which is about creating”. (p.8)</p>	<p>Used the term coping to describe adaptive learning, And creating to describe generative learning.</p> <p>Which make the former a necessity and a base for the development of the latter.</p> <p>Indeed Senge stresses that learning in organizations is a combination of both</p>

Source: developed by the researcher depending on Agyris & Schon (1978), Busch (2008), Teece (2008), Marquardt (2002), and Senge (1990a, 1990b)

1.2.6. Levels of organizational learning:

Regardless the approach adopted there is a general consensus in this field that organizational learning is a multilevel concept.

1.2.6.1. Individual level learning:

According to Bontis et al (2002)—advocators of the first approach- it consists of generating new insights and developing cognitive maps that are considered to be individual competencies, however, the development of these cognitive maps requires both motivation, and direction or focus. Similarly Marquardt (2002, p.25)—author from the second approach - defines individual level learning as “changes in skills, insights, knowledge, attitudes, and values acquired through self study, technology-based instruction, and observation”.

1.2.6.2. Group level learning:

Bontis et al., (2002, p.443) describe it as “the sharing of individual interpretations to develop a common understanding”, in the same sense Marquardt (2002, p.25) affirms that this level of learning “covers the increase in knowledge, skills, and competencies accomplished by and within groups”.

The only difference between the two approaches in their perception of group level learning is the use of the term group and team. Bontis et al., (2002, p.443) prefer the term group, because according to them “in many cases, there is no team, but simply a group of individuals who struggle to develop a shared understanding”.

1.2.6.3. Organizational level learning:

The first approach ; that deals with organizational learning in a neutral way state that organizational level learning “involves embedding individual and group learning into the non-human aspects of the organization including systems, structures, procedures and strategy” (Bontis et al., 2002, P.444)

Likewise, the second approach that has a very positive view of the potential benefits of organizational learning affirms that organizational level learning “represents the enhanced intellectual and productive capability gained through commitment to and opportunities for continuous improvement across the organization” (Marquardt, p.25).

There seem to be also another consensus in this field which is about how the three levels of learning are distinct yet interrelated, Yang et al (2004, pp.40-41) state that “the organization needs to work with people at the individual and group level first. People also need to be empowered to take learning initiatives..... Although people initiate change on their own as a

result of their learning, organizations must create facilitative structures to support and capture learning in order to move forward their missions.”

1.2.7. Organizational learning models:

Within the two approaches there are plenty of organizational learning models below, glimpse of the most important ones found in literature.

1.2.7.1. Models from the first approach :

1.2.7.1.1. Crossan et al 4I framework of organizational learning :

It comprises four related sub-processes intuiting , interpreting, integrating and institutionalizing that take place within three levels : individual , group and organization , these levels represent the structure through which organizational learning occur while the four sub processes are considered to be the link that binds the structures together (Crossan, Lane, and white, 1999).

Intuition level is defines as “a process of (past) pattern recognition.... [It] focuses on the subconscious process of developing insights” (Crossan et al., 1999, p.525, 228)

Interpretation is defined as “the explaining, through words and/or actions, of an insight or idea to one’s self and to others. This process goes from the preverbal to the verbal, resulting in the development of language”. (Crossan et al., 1999, p.525)

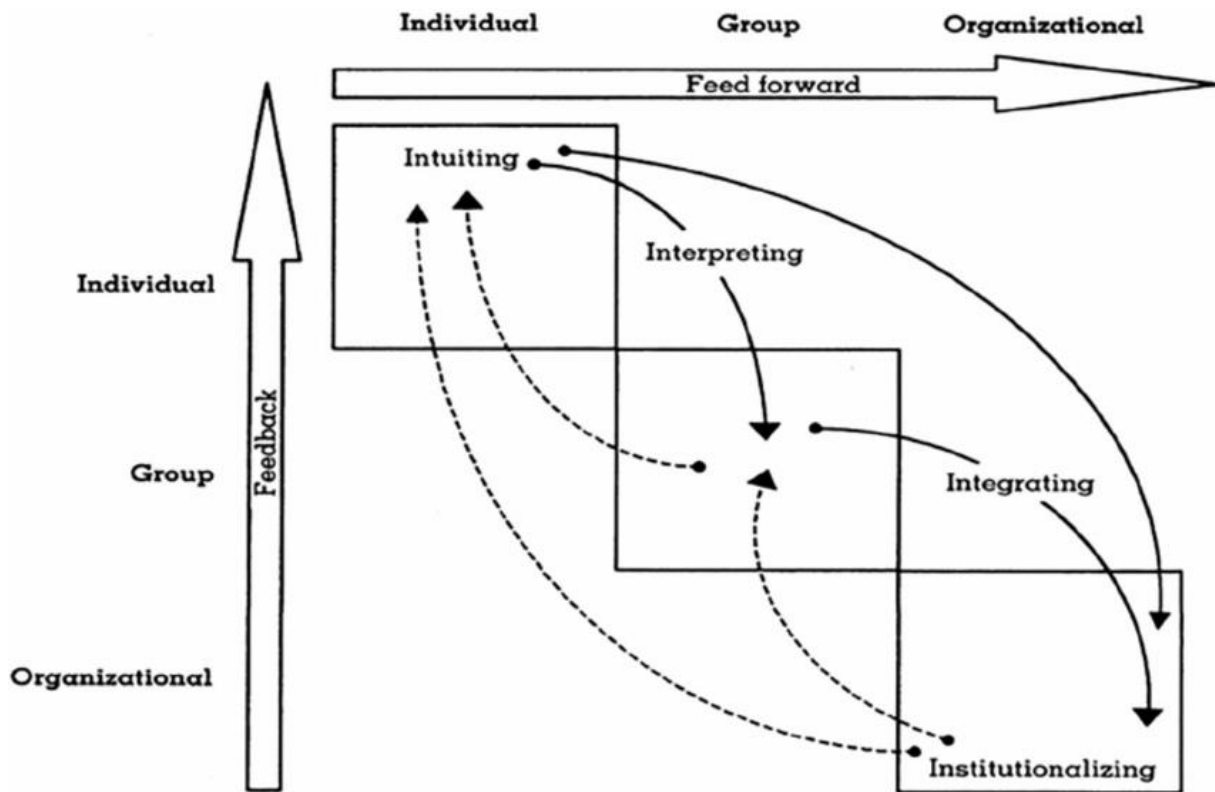
Integrating is considered to be “the process of developing shared understanding among individuals and of taking coordinated action through mutual adjustment....this process will initially be ad hoc and informal process, but if the coordinated action are recurring and significant, it will be institutionalized”. (Crossan et al., 1999, p.525)

Institutionalizing is explained as “the process of ensuring that routinized actions occur.... [it] is the process of embedding learning that has occurred by individuals and groups into the organization, and it includes systems, structures , procedures, and strategy”.(Crossan et al., 1999, p.525)

While Intuiting takes place at the individual level and institutionalizing at the organizational level, interpreting links the individual and group levels and integrating connect the group and organizational levels. (Crossan et al., 1999)

The 4I framework, assume “that organizational learning is a dynamic process.... [that] creates tension between assimilating new learning (feed forward) and exploiting what has been already learned (feedback)” (Crossan et al., 1999, p.532)

Figure 1.2.1: Organizational Learning As a Dynamic Process



Source: Crossan et al., (1991, p.532)

1.2.7.1.2. Tippins and Sohi ‘s model :

In their article “IT competency and firm performance: is organizational learning a missing link?” ; Tippins and Sohi (2003) approached organizational learning as a four component process: information acquisition, information dissemination, shared interpretation, and development of organizational memory.

Information acquisition: is defined as “the process by which firms actively seek out and gather useable information... [these] information can be acquired from three distinct sources. First, organizations can acquire information through direct experience... [with] either an internal focus (e.g., process improvement), or an external focus (e.g., primary market research).Second, firms can gather information based on the experience of others...[such as] informal discussion with customers [that] are often fruitful in terms of supplying new market

intelligence. Third, information can be acquired from the organization's own memory... [that] serves as a warehouse for information within the firm".(Tippins & Sohi, 2003, p.749)

Information dissemination: represents "the extent to which the information that is obtained by an organization is shared between its functional units, through formal and informal channels". (Tippins & Sohi, 2003, p.749)

Shared interpretation: indicates "the presences of consensus among organizational members with regard to the meaning of information...once members are in agreement as to the meaning of information, they can then act upon the information in a concreted manner". (Tippins & Sohi, 2003, p.749)

Organizational memory: which is defined by Moorman and Miner (1997) as "the amount of stored information or experience an organization has about a particular phenomenon". Two types of organizational memory can be generally distinguished declarative and procedural; the former comprises knowledge of facts and events while the later contains knowledge about routines, processes, and procedures. (Tippins & Sohi, 2003)

1.2.7.2. Second approach models:

Models from this approach can be classified into four different perspectives:

1.2.7.2.1. Systems thinking:

Developed by Senge in the 1990's, it focuses on identifying the necessary conditions to build a learning organization, called the five disciplines. The first discipline is team learning which focuses on the learning activities of the group; the second one is shared vision which the ability to exhibit the pictures of the future in order to encourage genuine commitment; the third discipline is mental models which are conceptual frameworks comprising generalizations and assumptions about how the world works; the fourth discipline is personal mastery which is a set of specific principles and practices that enables a person to learn, create a personal vision, and view the world objectively; the fifth and the final discipline is system thinking which emphasizes on the ability to identify interrelationships instead of only the linear cause-effects chains.(Yang et al , 2004)

1.2.7.2.2. Learning perspective :

Advanced by Pedler et al (1991), it presents comprehensive facets of learning at all organizational levels and incorporates traditional elements of management in supporting the learning activity; according to them, learning occurs through eleven different areas : a learning approach to strategy , participative policymaking, informing, formative accounting and control, internal exchange , reward flexibility, enabling structures, boundary workers as environmental scanners, inter-company learning, learning climate; and self-development for everyone. (Yang et al, 2004)

1.2.7.2.3. Strategic perspective :

Emphasizes on managerial practices and strategic building blocks; given that these practices and strategic blocks are important prerequisites for becoming a learning organization, Garvin(1993) states that learning organizations must be skilled at five activities which are systematic problem solving, experimentation with new approaches, learning from successes and failures, learning from best practices, and transferring knowledge quickly and efficiently throughout the organization, while Goh (1998) states that organizations possess five core strategic building blocks namely , clarity and support for mission and vision , shared leadership and involvement , a culture that encourages experimentation ,the ability to transfer knowledge across organizational boundaries, and teamwork and cooperation. (Yang et al, 2004)

1.2.7.2.4. Integrative perspective:

Established by Marsick and Watkins (1993, 1996), it presents an integrative model of organizational learning that combines two central organizational constituents, people and structure. They identified seven dimensions of organizational learning at the individual, group, and organizational levels; these dimensions are distinct yet interrelated. (Yang et al, 2004)

At the individual level we find;

Create continuous learning opportunities: “learning is designed into work so that people can learn on the job; opportunities are provided for ongoing education and growth” (Marsick & Watkins, 2003, p.139)

Promote dialogue and inquiry: “people gain productive reasoning skills to express their view and the capacity to listen and inquire into the views of others, the culture is changed to support questioning, feedback, and experimentation” (Marsick &Watkins, 2003, p.139)

At the group level we find:

Encourage collaboration team learning: “work is designed to use groups to access different modes of thinking; groups are expected to learn together; collaboration is valued by the culture and rewarded” (Marsick &Watkins, 2003, p.139)

At the organizational level we find:

Create systems to capture and share learning: “both high- and low- technology systems to share learning are created and integrated with work; access is provided; systems are maintained” (Marsick &Watkins, 2003, p.139)

Empower people toward a collective vision: “people are involved in setting, owning and implementing a joint vision; responsibility is distributed close to decision making so that people are motivated to learn toward what they are held accountable to do”. (Marsick &Watkins, 2003, p.139)

Connect the organization to its environment: “people are helped to see the effect of their work on the entire enterprise, people scan the environment and use information to adjust work practices; the organization is linked to its communities”. (Marsick &Watkins, 2003, p.139)

Provide strategic leadership for learning: “leaders model, champion, and support learning; leadership uses learning strategically for business results”. (Marsick &Watkins, 2003, p.139)

According to Örténblad (2002) ; there are four understandings of the learning organization construct , the first one is the classical perspective that emphasizes on knowledge acquisition and retention in organizational memory, the second is the learning at work perspective , in which learning organization is viewed as an entity where employees can learn, the third perspective is the learning climate perspective in which learning organization is seen as organizations that provides a learning environment where employees are supported and encouraged to learn and finally the leaning structure perspective in which the learning organization is regarded as a flexible entity. Marsick and Watkin’s (1993) are considered to be the only scholars that gathered all four understandings of the learning organization in one scheme. (Yang et al., 2004)

Thus, their approach is the one that has been adopted in this study

1.3. A conceptual introduction organizational commitment

This part of the research work is an attempt to explain an organizational behavior, which is organizational commitment

1.3.1. Organizational commitment theories:

Organizational commitment has been a subject of heated debate for more than 60 years. The burgeoning literature provides a rational explanation for organizational commitment.

The following lines describe the two most relevant theories that serve as a basis to justify the formation and development of such phenomenon:

1.3.1.1. Exchange theory :

According to AlQurashi (2009, p.16) “exchange theory views commitment as a result of encouragement/ contribution transactions between the organization and the employee”.

Similarly Tsui et al., (1997) explain that the employee-organization relationship is an exchange relationship, in which employees put out efforts expecting equitable treatment. The treatment is either social or economic

The social exchange theory states that an employee who feels appreciated and valued in his organization is most likely to show trust and emotional engagement to the latter; conversely when he feels that his employer is rapacious and selfish showing no concern for his employees will respond with less loyalty, trust and implication. (AlQurashi, 2009)

The economic exchange theory outlines “the financial and more tangible aspects of the exchange relationship ... [the] emphasis is on economic agreements such as pay for performance”. (Shore et al., 2006, p.839)

Generally, studies associate affective commitment with social exchange and continuance commitment with economic exchange. (AlQurashi, 2009) (Further details will be discussed).

Thus, “commitment is best conceptualized as social exchange relationship, in which perceived organizational support represents the employer side of the exchange and effective and continuance commitment represents the employee side of the exchange” (Shore et al., 2006, p.837).

1.3.1.2. Role conflict theory :

This theory assumes that organizations are made up of several sub-organizations, in which individuals have different roles with conflicting demand and expectations. This would be also the case for organizations that are not based on hierarchal relationships and unity of command that allow the employee to receive direction from only one supervisor. The more the employee's perception of role congruence is high (which necessarily means that role conflict perception is low) the higher his commitment to the organization is, and vice versa. Thus, according to role conflict theory organizational structure should decrease the ambiguity that the employee faces in executing his role, in order for him to be satisfied with it but also committed to the organization. (AlQurashi, 2009)

1.3.2. Organizational commitment approaches :

Organizational commitment can be explained within four different approaches. Researchers who define it as a unidimensional concept fall into one of these three approaches:

1.3.2.1. Attitudinal approach (affective commitment):

According to Mowday et al., (1979) this approach views organizational commitment as an attitude; through which a person's identity is linked to his organization; or through which their goals become highly integrated or congruent. It is characterized by

- a) "A strong belief in and acceptance of the organization's goals and values
- b) A willingness to exert a considerable effort on behalf of the organization
- c) A strong intent or desire to remain with the organization" (Mowday et al., 1979, p.226)

1.3.2.2. Behavioral approach (continuance commitment) :

It explains organizational commitment in terms of behavior; it focuses on the overt manifestations of commitment. Researchers of this approach assume that organizational commitment is a result of employees' will to save investments they made while working for the organization, such as time, friendships, benefits, pensions, and perceived lack of opportunities. (Laka-Mathebula, 2004)

This approach was first advanced by authors like Becker (1960) and Kanter (1968). According to Becker's side-bet theory "commitment is continued association with an

organization that occurs because of an employee's decision after evaluating the costs of leaving the organization" (Laka-Mathebula, 2004, p.12). Similarly Kanter defines commitment as "a profit associated with continued participation and a cost associated with leaving ". (Laka-Mathebula, 2004, p.12)

1.3.2.3. Normative approach:

It defines organizational commitment in terms of moral obligation; it assumes that the coherence of an employee's values and the organization's goals generates in that employee a sense of obligation that makes it hard for him to leave the organization. (Laka-Mathebula, 2004)

In this vein, Weiner (1982, p.421), defines organizational commitment as "the totality of internalized normative pressures to act in a way which meets organizational goals and interests".

Normative commitment is often a controversial issue, since a lot authors assumes that it is undistinguishable from affective commitment. (Paillé, 2005, p.714)

Organizational commitment can be seen as unidimensional or multidimensional construct depending on the author and his approach; however there seem to be an increasing consensus among researchers in the field of commitment regarding the multidimensionality of the concept (Meyer et al., 2002)

1.3.2.4. Multidimensional approach :

According to this approach, organizational learning is more than just an emotional attachment, sunk costs or moral obligation it is indeed the results of the interactions of those three components (Laka-Mathebula, 2004); more details on this approach will be provided in the section of organizational commitment models.

1.3.3. Definition of organizational commitment :

According to Meyer and Allen, (1991, p.61) organizational learning has been critically reviewed by so many authors and "among the issues of major concern in these review has been the lack of consensus in construct definition".

As discussed above, organizational commitment has been broadly approached from four different perspectives, below variety of definitions proposed by researchers within these four perspectives.

Table 3.1.1: Definitions of organizational commitment

Approach	Authors	Definitions
Attitudinal approach (affective commitment)	Kanter (1968,p.507)	“ The willingness of social actors to give their energy and loyalty to social systems , the attachment of personality systems to social relations which are seen as self-expressive”
	Hall, Schneider & Nygren (1970, pp.176-177)	“ The process by which the goals of the organization and those of the individual become increasingly integrated or congruent “
	Sheldon (1971,p.143)	“An attitude or an orientation toward the organization which links or attaches the identity of the person to the organization”.
	Buchanan (1974,p.533)	“A partisan, affective attachment to the goals and values of an organization, to one’s role in relation to goals and values and to the organization for its sake, apart from its purely instrumental worth”.
	Mowday, Porter & Steers (1982,p.27)	“The relative strength of an individual’s identification with and involvement in a particular organization”.

<p>Behavioral approach (continuance commitment)</p>	<p>Becker (1960,p.32)</p> <p>Kanter (1968,p.504)</p> <p>Hrebiniak & Alutto (1972,p.556)</p>	<p>“Commitments come into being when a person, by making a side-bet, links extraneous interests with a consistent line of activity”.</p> <p>“Profit associated with continued participation and’ cost’ associated with leaving”.</p> <p>“A structural phenomenon which occurs as a result of individual-organizational transactions and alterations in side-bets or investments over time”</p>
<p>Normative approach</p>	<p>Marsh & Mannari (1977,p.59)</p> <p>Wiener & Gechman (1977,p.48)</p> <p>Wiener (1982,p.421)</p>	<p>“The committed employee considers it morally right to stay in the company, regardless of how much status enhancement or satisfaction the firm gives him or her over the years”.</p> <p>“Commitment behaviors are socially accepted behaviors that exceed formal and/or normative expectations relevant To the object of commitment”</p> <p>“The totality of internalized normative pressures to act in a way which meets organizational goals and interests”</p>

Source: Meyer and Allen (1997, p.12)

Definitions within the fourth perspective will be provided in the section of organizational commitment.

1.3.4. Antecedents of organizational commitment :

A literature review reveals that organizational commitment has a variety of antecedents which are the variables that either develop or affect an individual's commitment. Similarly Allen and Meyer (1990) emphasized on the presence of a variety of potential variables, advanced as antecedents of organizational commitment. Consequently, they identified the general patterns in literature as well as the main differences in antecedents within each component of commitment (affective, continuance, normative):

1.3.4.1. Antecedents of affective commitment :

They fall into four categories namely, personal characteristics, structural characteristics, job related characteristics and work experience

1.3.4.1.1. Personal characteristics :

They are generally divided in three groups, the first group is the demographic characteristics such as age, tenure, sex and education that are usually linked to commitment by many authors though the weakness and the inconsistency of these links and even the impossibility to interpret them unequivocally in case of their existence, a vivid example of that is the positive relation between commitment and tenure that can be explained by tenure-related differences in job status and quality. Correspondingly, Mottaz (1988) demonstrated that the relation between these demographic characteristics and commitment is indirect and disappear once work rewards and work value are controlled. The second group of personal characteristics is personal dispositions which are found to be modestly correlated to affective commitment; these personal dispositions are mainly the need for achievement, affiliation, autonomy, personal work ethic, locus of control and central life interest in work. As for the third group of personal characteristics, interactions between personal dispositions and environmental factors are considered while examining the effect of these personal dispositions on commitment, for example employees who their needs are fulfilled and who are encouraged to express their values and utilize their abilities are more likely to have a positive work attitude that translates into commitment. (Meyer & Allen, 1991)

1.3.4.1.2. Organizational structure :

A number of studies examined the relationship between commitment and organizational structures. Results showed that affective commitment is linked to decentralization of decision

making and formalization of policy and procedure, nonetheless and due to the use of the individual level of analysis instead of the organizational one in these studies, results are assumed to be mediated by work experiences (i.e. employee/supervisor relation, role clarity, and feeling of personal importance) often associated with the structural characteristics. (Meyer& Allen, 1991)

1.3.4.1.3. Work experiences :

In opposition to the first two antecedents, a great amount of studies examined the link between affective commitment and work experiences. In general work experiences can be defined as “experiences that satisfy employees’ needs and/or are compatible with their values” and due to which commitment develops. Work experiences are divided into two categories, each categories is made up of a set of variables that correlates with affective commitment. The first category is the comfort category that is considered to satisfy employees’ need to feel comfortable in the organization both physically and psychologically; it consists of the following variables: pre-entry confirmation, equity in reward distribution, organizational dependability, organizational support, role clarity and freedom from conflict and supervisor consideration. The second category, on the other hand is competence- related experiences category , which contributes to employees’ feeling of competence in the work role ; it includes accomplishment , autonomy, fairness of performance-based rewards, job challenge, job scope, opportunity for advancement , opportunity for self-expression , participation in decision making, and personal importance to the organization. (Meyer& Allen, 1991)

1.3.4.2. Antecedents for continuance commitment:

As discussed above, continuance commitment is explained through perceived costs of leaving the organization; thus antecedents of this type of commitment can be anything that would increase these costs. Often studied antecedents are side bets, investments, and the availability of alternatives. Sid bets seem to be of many forms and can be work or nonwork- related. Vivid examples for work related bets are, the threat of wasting time and effort acquiring non-transferable skills, or losing attractive benefits of giving up seniority based privileges. As for nonwork-related bets having to uproot family and disrupt personal relationships can be a great example. These side bets are also characterized by their subjectivity, meaning that it differs from a person to another. Researchers assume that those side bets accumulate over time, and they often correlate them with proxy variables, such as age and tenure. Results might be

consistent but their interpretation seems to be difficult. The assumption of side bets accumulation with time age and tenure is also criticized taking to account that employees who develop transferable skills during their tenure, are more likely to leave the organization; then their younger less experienced peers. Other antecedents for continuance commitment in literature include both investments and alternatives, Rusbult and Farrell (1983); demonstrated that job commitment increased as the number and magnitude of investments increased and the attractiveness of alternatives decreased. However, their measure consisted of questions about the intention to stay rather than the need to stay; which does not necessary reflect continuance commitment. To conclude, alternatives and side bets are considered as antecedents of continuance commitment more on the basis of theoretical arguments than on the basis of empirical evidence. (Meyer& Allen, 1991)

1.3.4.3. Antecedents for normative commitment

The feeling of obligation to remain in the organization is often a result of the internalization of normative pressures exerted on the employee before his entry to the organization such as familial or cultural socialization, for instance parents that emphasize on the importance of remaining with one's organization, influence their children normative commitment to their organization in the future; also the cultures that stress the importance of the collective rather than the individual, has a huge influence on individuals. Normative pressures would also follow the employee's entry to the organization (organizational socialization), through the appraisal of employees loyalty culture. Normative commitment can be also a result of organizational investments, organizations that provides its employees 'rewards in advance' such as college tuition payments or an employee that costs his organization employment expenses such as job training expenses, may feel the obligation to remain in order to for his the debt to be paid. (Meyer& Allen, 1991)

1.3.5. Consequences of organizational commitment :

Mathieu and Zajac (1990), meta- analysis of organizational commitment consequences, acknowledged performance and withdrawal behaviors as the most widely studied consequences of commitment in the field.

1.3.5.1. Performance :

As confirmed by Mowday et al., (1982) and others researchers, relationship between organizational commitment and job performance is very weak and is considered to be "the

least encouraging finding in the organizational commitment literature”. However it is suggested that this relationship can be moderated by other factors such as pay policies for instance commitment can be highly correlated to performance when pay is tied closely with the latter (piece-rate systems) and conversely, when there is little connection such as in straight salary systems. This also stresses the importance of role clarity in predicting a strong relationship between performance and commitment. (Mathieu & Zajac, 1990)

1.3.5.2. Withdrawal behaviors:

For a lot of research organizational commitment has served successfully as antecedents for withdrawal behaviors which has been studied mainly through attendance , lateness and turnover ; findings often indicate the existing of positive correlation between the first variable and commitment and a negative correlation between the former and the other variables. (Mathieu & Zajac, 1990)

Attendance seems to have a high correlation with commitment, given that 75% of the between study variance was accounted for when using commitment as a predictor of attendance, concluding the absence of moderators though the heterogeneity of the latter measures. (e.g., days attended, reverse coded frequency, duration, excused/unexcused, or total number of days). However the presence of moderators that operate on individual basis such as the employee’s ability to attend was not directly tested in the meta-analysis, thus more researches on potential moderatos are still required. (Mathieu & Zajac, 1990)

As for lateness -the second measure of withdrawal behaviors- theory assumes that it has a slight negative correlation with commitment, considering that it is a spontaneous act, which influenced by a variety of factors beyond the control of the employee. (Mathieu & Zajac, 1990)

The most significant and predictable behavioral consequence of employee’s commitment is presumed to be the lower turnover rates. Correlation between these two variables has been widely examined however only recent studies have shown that this relationship is mediated by different cognitions and behavioral intentions; a great example of that is Mobley et al.,(1979) turnover process that assumed that a variety of work environment aspects such as supervisions practices and job content factors are likely to influence employee’s affective responses that would in turn initiate withdrawal cognitions and decision process that leads to the actual turnover. (Mathieu & Zajac, 1990)

Though the wide array of withdrawal cognitions and behavioral intentions types in Mobley et al.,(1979) model, researchers usually focus on perceived job alternatives, intention to search for job alternatives, and the intention to leave the organization, findings indicates that organizational commitment correlated strongly with both intentions while correlation between the former and perception of job alternatives was minimal. (Mathieu & Zajac, 1990)

Meyer et al., (1991) stress the complexity of the relationship between any component of commitment and behavior, given that these components would most likely have independent and possibly interactive effects on a particular behavior. For instance, while studying the relationship between continuance commitment and turnover other component of commitment should be considered, because “although a high level of continuance commitment might be sufficient to tie an individual to an organization, it is not necessarily the case that an individual low in continuance commitment will leave. Despite the low need to remain, an employee might stay because of the desire or obligation”. (p.74)

1.3.6. Foci commitment and commitment profiles:

In hope of making the three-component model of organizational commitment widely applicable, Meyer and Herscovitch (2001) introduced some minor adjustments to the original model, these adjustments emphasize mainly on the behavioral consequences of commitment. They distinguished between two types of commitment-relevant behaviors and provided a set of propositions on how the behavior can be influenced first by commitment to multiple foci or targets and second by the different components of commitment. (Herscovitch & Meyer, 2002)

Commitment-relevant behaviors can be classified into two categories, focal behavior and discretionary behavior the former is defined as “course of action to which the individual is bound by his or her commitment [such as] remaining with the organization” (Herscovitch and Meyer, 2002, p.475);While the latter “includes any course of action that, although not specified within the terms of the commitment, can be included within these terms at the discretion of the individual[such as]exerting extra efforts” (Herscovitch and Meyer, 2002, p.475).

These commitment-relevant behaviors are presumed to be effected by commitment to multiple foci but also by the different components of commitment. (Herscovitch and Meyer, 2002)

Foci commitment is considered to be a great development in the commitment literature; it embodies “a shift from studying organizational commitment alone towards the inclusion of commitment to other foci” (AlQurashi, 2009.p40), it usually “refers to what an individual focuses his/her commitment on” (Thorn, 2010, p.107).

It could be a particular unit, constituency or hierarchical level within the organization. (AlQurashi, 2009; Thorn, 2010)

This idea was first advanced by Morrow (1983) then Reichers (1985), who assumed that employees adopt variety of work-related commitments that jointly influence behavior. Meyer and Allen (1997), combined in a two-dimensional matrix the different foci of commitment - that Reichers (1985) presented in his multiple constituency models- and the different forms (components) of commitment as advanced by Meyer and Allen (1991). However, they admitted that combining these two conceptualizations would only result in a complex construct that is impossible to test or measure, consequently this matrix is often used to illustrate the differences between commitments forms and foci. (AlQurashi, 2009)

Figure 1.3.1: An integration of two multidimensional conceptualizations of commitment

	<i>Nature of Commitment</i>		
<i>Focus of Commitment</i>	<i>Affective</i>	<i>Continuance</i>	<i>Normative</i>
Organization			
Top Management			
Unit			
Unit Manager			
Work Team			
Team Leader			

Source: Suzan M. AlQurash (2009, p.41).

As mentioned earlier, Morrow (1983) and Reichers (1985) suggested that combined multiple work-related commitments influence behavior. Similarly, Meyer and Herscovitch (2001) assumed that studying and measuring commitment to what they called “specific target” (to designate commitment foci) can be advantageous in predicting behaviors.

Broad array of research has also validated that assumption, stressing that taking commitment to multiple foci in consideration would improve the prediction of behavior. (Herscovitch & Meyer, 2002)

The different components of commitment are also expected to exert a certain influence on behavior when combined. Meyer and Allen (1990), first, suggested that employees have each a profile that reflect the relative strengths of affective, normative and continuance commitment , later Meyer and Herscovitch (2001) proposed a set of suggestions regarding those profiles and how they interactively affect focal and discretionary behaviors.

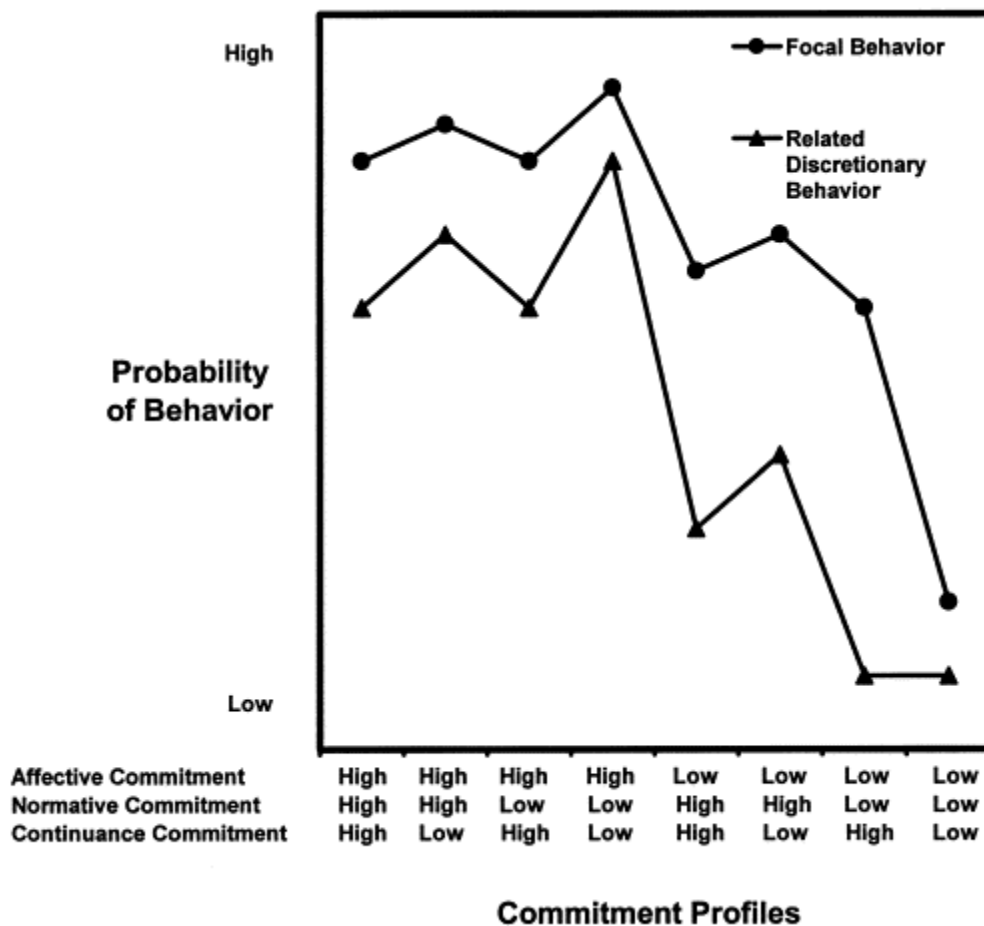
One basic prediction that Meyer and Herscovitch (2001) made is that focal behaviors are most likely to occur, as long as any form of commitment is strong, consequently the strength of the relationship between one component of commitment and the focal behavior is presumed to be greater when the other components are weak, they explained that when the two forms of commitment are strong, the behavior will still occur though the commitment of interest is weak, therefore the correlation between the former and behavior is attenuated.

Meyer and Herscovitch (2001) also predicted that the probability for discretionary behavior to occur is low when continuance commitment alone is strong, but quite high when affective commitment alone is strong. The positive impact of a strong affective commitment on discretionary behavior is most likely to be weakened when jointed with a strong continuance commitment because the former includes awareness of constraints on behavior; indeed, employees are less likely to stay committed, if those constraints were not present.

Normative commitment alone is also supposed to increase the probability for discretionary behavior to occur; though it would not be as great as when affective commitment alone is strong, that is because obligations are also perceived as constraining. (Meyer & Herscovitch, 2001)

To recap their predictions about the patterns of relations between commitment profiles and behaviors, they affirmed that: “the likelihood of both focal and discretionary behavior should be greatest in the case of “pure” affective commitment, followed by the cases in which affective commitment is accompanied by high levels of normative and/or continuance commitment. Normative commitment alone is expected to lead to greater likelihood of the focal behavior, and possibly discretionary behavior, than is continuance commitment. Continuance commitment should lead to a greater likelihood of the focal behavior than no commitment, but no difference is expected in the case of discretionary behavior”. (p.313)

Figure 1.3.2: probability of focal and discretionary behaviors expected for different commitment profiles.



Source: Meyer and Herscovitch (2001, p.314)

1.3.7. Organizational commitment models :

Since its outset the multidimensional construct of organizational commitment has been widely supported by many theorists and researchers, thereby the focus in this section will be on multidimensional models of organizational commitment.

As note previously, many researchers started to acknowledge commitment as a multidimensional construct; however a consensus on the dimensionality of this construct is still far from reach. Meyer and Herscovitch (2001) explained that “differences among the multidimensional frameworks stem largely from the different motives and strategies involved in their development” (p.303), they have also tabulated these different models for easier comparison as shown in table below.

Table 1.3.2: dimensions of organizational commitment within multidimensional models

Angle and Perry (1981,p.4):

Value commitment “Commitment to support the goals of the organization”.
Commitment to stay.....“Commitment to retain their organizational membership”

O’Reilly and Chatman (1986,p. 493):

Compliance..... “Instruments involvement for extrinsic rewards”.
Identification.....“Attachment based on a desire for affiliation with the organization”.
Internalization.....“Involvement predicated on congruence between individual and Organizational values”.

Penley and Gould (1988,p.46-48):

Moral”Acceptance of and identification with organizational goals”.
Calculative“A commitment to an organization which is based on the employee’s receiving inducements to match contributions”.
Alienative.....“Organizational attachment which results when an employee no longer perceives that there are rewards commensurate with investment; yet he or she remains due to environmental pressure”.

Meyer and Allen (1991, P.67):

Affective.....“The employee’s emotional attachment to, identification with ,and involvement in the organization”.
Continuance “An awareness of the costs associated with leaving the organization”.
Normative.....“A feeling of obligation to continue employment”.

Mayer and Schoorman (1992, p.673):

Value.....“A belief in an acceptance of organizational goals and values and willingness to exert considerable effort on behalf of the organization”.
Continuance.....“The desire to remain a member of the organization”.

Jaros et al (1993, pp.953-954):

Affective.....“The degree to which an individual is psychosocially attached to an employing organization through feelings such as loyalty, affection, warmth, belongingness,fondness, pleasure, and so on”.
Continuance.....“The degree to which an individual experiences a sense of being locked in place because of the high costs of leaving”.
Moral..... “The degree to which an individual is psychosocially attached to an employing organization through internalization of its goals, values and missions”.

Source: Meyer and Herscovitch (2001, p.304)

1.3.7.1. Angle and Perry's model:

Angle and Perry (1981), based their work on the findings of a factor analysis of items from the organizational commitment questionnaire developed by Mowday et al (1979) and Porter, Crampon, and Smith (1976). The questionnaire is generally considered as a unidimensional measure; however Angle and Perry's analysis showed its two fundamental factors, the first one is characterized by items that evaluate the willingness to remain (commitment to stay) ; while the second by items that evaluate the support for organizational goals.(Meyer and Herscovitch, 2001)

1.3.7.2. O'Reilly and Chatman 's model:

O'Reilly and Chatman(1986) multidimensional framework is considered -along with Meyer and Allen's model- to conceivably generate the most research. They based their model on the premise that considers commitment as an attitude toward the organization and that attitude is developed through a broad array of mechanisms. Consequently they referred to Kelman's (1958) researches on attitude and behavior change to distinguish the three forms of commitment that they named compliance, identification, and internalization. (Meyer and Herscovitch, 2001)

“Compliance occurs when attitudes, and corresponding behaviors, are adopted in order to gain specific rewards. Identification occurs when an individual accepts influence to establish or maintain a satisfying relationship. Finally internalization occurs when influence is accepted because the attitudes and behaviors one is being encouraged to adopt are congruent with existing values”. (Meyer and Herscovitch, 2001, p.305)

Although, O'Reilly and Chatman (1986) have provided support for their three-dimensional model, researchers were not able to differentiate identification from internalization; thereby both of the concepts were combined in their recent work to form normative commitment, which reflects more affective commitment than the normative one in Meyer and Allen's (1991) model. As for compliance, O'Reilly and Chatman(1986) found that it correlates positively with turnover; this surprising finding led to reservations about the validity of considering compliance a form of organizational commitment; however a close observation of the items measuring it reveals that these were used to asses commitment to perform rather than to commitment remain, which makes it similar to Meyer and Allen's continuance commitment, yet with a different behavioral focus.(Meyer and Herscovitch, 2001)

1.3.7.3. Penley and Gould's model:

Penley and Gould (1988) based their model on Etzioni's (1961) work on organizational involvement to identify three forms of organizational commitment, moral, calculative, and alienative. Their definition of moral commitment resembles to Jaros et al (1993) and Meyer and Allen's (1991) definition of affective commitment but also to Angels and Perry (1981) and Mayer and Schoorman's (1992) definition of value commitment. The calculative commitment in their model can be considered as a form of instrumental motivation rather than commitment; it corresponds mostly to compliance in O'Reilly and Chatman's (1986) model. Their definition of alienative commitment is to a certain extent similar to Meyer and Allen and Jaros et al's continuance commitment. (Meyer and Herscovitch, 2001)

1.3.7.4. Meyer and Allen's model :

This model was based on the perception of similarities and differences among the existing unidimensional constructs of organizational commitment. Common to these unidimensional approaches is the view that commitment is a force that binds the employee to his organization, and reduces the possibility of turnover (Meyer and Herscovitch, 2001). This force was labeled as "mind-set", which is "a frame of mind or psychological state that compels an individual toward a course of action". (p. 303)

it is clear that the nature of the psychological state differs thus Meyer and Allen distinguished three themes, first an affective attachment to the organization, second a perceived cost of leaving the organization, and third an obligation to stay in the organization, they argued that commitment can be accompanied by one or more of these mindsets and referred to them as affective, continuance and normative commitment. (Meyer and Herscovitch, 2001)

Employees with a strong affective commitment remain in the organization because they **want** to do so, others with a strong continuance commitment stay because they **need** to do so, and lastly those with a strong normative commitment often stay because they **should** do so. (Allen & Meyer, 1990, p.3)

Though a lot of researches have supported the dimensionality this construct, few controversies remain. First regarding the resemblance of affective commitment to the normative one, and second as to continuance commitment being a unidimensional construct. The first controversy can be explained by the high correlations between affective and normative commitment in spite of the good fit that the confirmatory factor analysis show

when items these two, define separate factors. Researches about the dimensionality of continuance commitment showed mixed results, some indicated evidence for unidimensionality, others showed evidence for two factors one correspond to perceived costs of leaving the organization whereas the other reflect acknowledgement of the absence of employment opportunities.(Meyer and Herscovitch, 2001)

The focus of this study is on organizational commitment as a multidimensional construct, specifically Meyer and Allen's (1991) three-components construct.

1.3.7.5. Mayer and Schoorman's model:

Mayer and Schoorman (1992; 1998), developed their model using a refined measure advanced by Schechter (1985), they argued that commitment comprise two dimensions, one reflect the desire to remain (continuance commitment) while the other correspond to the willingness to exert effort (value commitment). Despite the fact that Mayer and Schoorman used continuance commitment to describe the desire to remain, the items they used to measure the former, reflects mainly the perceived costs of leaving the organization. The dimensions of this model may seem similar to the ones in Meyer and Allen (1991) and Angle and Perry's (1981) model, however a crucial difference between these models exists, three components model of Meyer and Allen distinguish three forms of commitment based the "mind-set" that bind the employee to the organization but the initial behavioral consequence of all three remain the same, continued employment. Conversely the two other models differentiate between continuance and value commitment based on behavioral consequences rather than mind-sets given that continuance commitment refers to the decision to stay or leave the organization while value commitment corresponds to the exertion of efforts in hope of attaining organizational goals. (Meyer and Herscovitch, 2001)

1.3.7.6. Jaros et al's model:

Jaros et al., (1993) advanced a model that looks similar to the one developed by Meyer and Allen (1991); they suggested that organizational commitment is a multidimensional construct that consists of affective, continuance and moral commitment. To measure the affective component Jaros et al., (1993) used an affect adjective check list that clearly reflects the great importance they placed on the actual feeling experienced by the employee, compared to Meyer and Allen (1991). Moreover, their definition of moral commitment resemble more to the definition of affective commitment in Meyer and Allen's (1991) model then to the

definition of normative commitment. Continuance commitment seems to be the only component that has been approached similarly in both models. (Meyer and Herscovitch, 2001)

1.4. The relationship between organizational learning and organizational commitment

After having discussed in details both organizational learning and organizational commitment in the last sections, an attempt is now made to explain the nature of the relationship between both variables in this section.

1.4.1. The nature of the relationship between organizational learning and organizational commitment:

The relationship between organizational learning and organizational commitment is driven from both the theory of social action advance by Kanter and Nonaka and the theory of public action that parsons developed. The first theory states that emotions and affections bound to social systems and it is a consequence of the group members' satisfaction of their social participation, whereas the second theory claims that learning is collective process that creates public knowledge through social interactions in a system (Aghaei, Ziaee, & Shahrbanian, 2012).

So far, a great majority of studies have examined organizational learning and organizational commitment with different focus. For the few studies that have dealt with these two phenomena, results often indicated a positive relationship. It is presumed that an environment in which learning is supported, employees are most likely to be motivated and eager to learn, expand and share brand-new competencies, take risks and reach their full potential ; leading them to enhance their psychological and social mindset and build up an attachment to their organization.

For the aim of this research, studies that have dealt with the relationship between organizational learning and organizational commitment will be classified in two categories; the former consists of those studies that have directly examined the relationship between the two variables using the Marsick and Watkins and Meyer & Allen Scales used in this study. The latter, on the other hand, comprises researches that didn't explicitly focused on the relationship between the two variables or did but with different scales.

1.4.2. Findings based on Marsick and Watkins scale for organizational learning and Allen & Meyer scale for organizational commitment:

Joo and Lim (2003) found that employees that perceived that their organization supports their continuous learning, promote dialogue and inquiry among them but also team learning, establish systems that capture knowledge, empower them constantly toward a collective vision, as well as providing them with a strategic leadership for learning and system connection, are most likely to be psychologically more attached to that organization.

Skaik (2017) demonstrated that establishing systems to capture and share learning explained 33.60% of the variation in organizational commitment , providing a strategic leadership for learning explained about 25.20% and connecting the organization to its environment explained approximately 19% of that variation (jointly they explained about 50.80% of the variation in organizational commitment), whereas the other dimensions including creating continuous learning opportunities , promoting dialogue and inquiry , encouraging collaboration and empowering people toward a collective vision , have insignificant effect on organizational commitment.

Similarly, Aghaei et al., (2012) confirmed that employees' perception of their organization's position as to its competitors; the emphasis on increasing its potential through expanding its employees' capabilities via specific programs (leadership for learning), can progressively enhance their commitment towards organizational goals.

Including employees in decision- making (empowerment) and encouraging them to learn constantly (continuous learning) would generate a collective learning environment in which employees help each other learn (team learning). This would likely lead them to have a common sense of responsibility toward their organizational goals and problems and overall sense of attachment and loyalty.

The results showed that learning organization has a significant relationship only with affective and normative commitment, which was not very surprising given that continuance commitment develops from the perception of costs associated with leaving the organization. As for the significant relationship between the other two forms of commitment and leaning organization, they explained that the majority of the employees were occupying a position that is related to their field of study and adopted to their skills thereby they developed interest in their duties and responsibilities and sought to increase their knowledge and skills.

Moreover, the existence of a friendly and constructive relationship between employees (resulting from the existence of a collective learning environment) encouraged them to develop an affective commitment to their organization. Normative commitment was probably a result of the establishment of educational programs that increased and enhanced employees' capabilities, these employees who perceived that the organization invested in them, developed a sense of obligation towards it that made leaving hard and full of guilt.

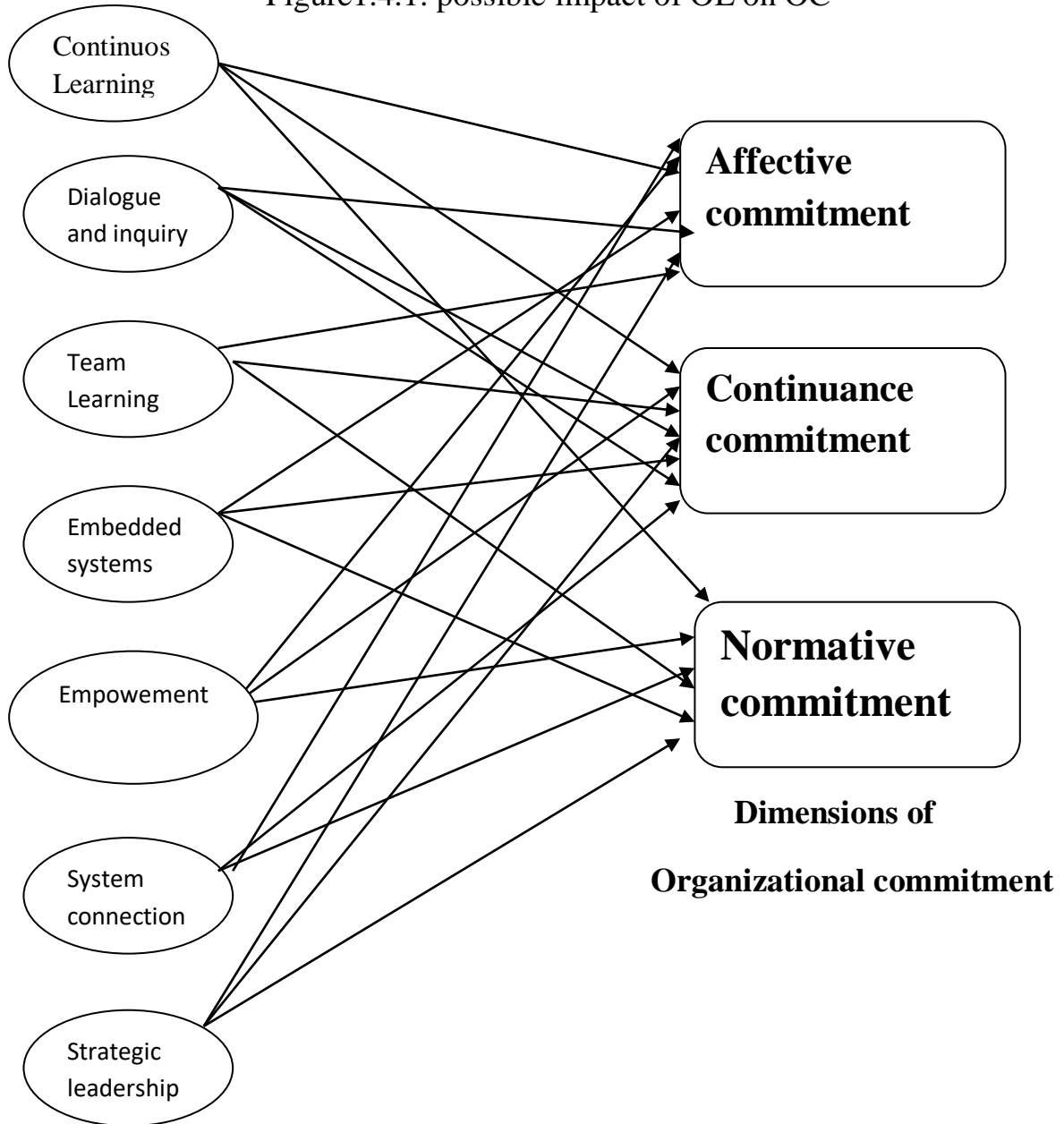
1.4.3. Other findings :

Farrell (1999) supposed that commitment is a consequence of a learning orientation; he suggested that the greater the level of learning orientation, the greater the level of organizational commitment and esprit de corps, indeed the findings of his research provided a strong support for his hypothesis. In this respect he stated, "...a learning orientation may foster a learning environment and further strengthen the alliance between the individual and the organization, in the form of greater organizational commitment and esprit de corps" (p.9).

Murer and Lippstreu (2008) assumed that a learning-oriented environment generates many advantages for both organization and employees; among which we find organizational commitment, they explained that an organization that develops mechanisms and a learning-friendly environment, boosts its employees leaning engagement which in turn leads to boosting their commitment.

Accordingly, there is a general consensus among researchers (Ahmad& Bakar, 2003; Bartlett, 2001; and Paul & Anatharaman, 2004) that training and education activities in addition to the enhancement of employee's skills, develop their commitment to the organization. Moreover Meyer and Allen (1997) found that training experiences effect commitment and reciprocally motivation for future training is therefore impacted by commitment. Cho and Kwon (2005) showed that self-directed learning readiness _which is a form of individual learning_ is a positively related to organizational commitment. Lok & Crawford (2001) found that supportive and innovative cultures positively affect organizational commitment whereas the bureaucratic ones have a negative impact on it. Robertson& O'Malley-Hammersley (2000) proved that the higher the levels of commitment are, the more positive the attitudes of knowledge sharing will be. Bhatnagar (2007) found that learning capability is highly positively related to affective and normative commitment.

Figure 1.4.1: possible impact of OL on OC



Dimensions of Organizational learning

Source: developed by the researcher based on the work of Yang et al., (2004) and Allen and Meyer (1990)

1.5. Conclusion:

To conclude, although organizational learning has been approached differently by so many scholars, it is possible to classify these approaches within two distinct groups (the process approach which commonly uses the term organizational learning and the learning enablers approach that use the term learning organization). This research adopted the second approach.

Similarly, organizational commitment was considered a unidimensional construct by some scholars and a multidimensional construct by others. However, in this research, the second approach was adopted because it was judged more suitable to the research objectives.

The next chapter will provide empirical evidence on the relationship between organizational learning and organizational commitment

Chapter 2

**Practical framework of the impact of
organizational learning on
organizational commitment**

2.1. Introduction:

After having established a theoretical framework for both organizational learning and organizational commitment through the introduction of basic theories, approaches, definitions... etc, related to both of these variables. And after having identified their dimensions, levels, and components and discussing the relationship between them in the last chapter.

An effort is now made to verify the set of hypotheses advanced by the researcher, through a practical framework that puts these theoretical conceptions to the test.

Thus this chapter will address the following points:

- Research methodology
- The impact of organizational learning on affective commitment (hypotheses testing)
- The impact of organizational learning on continuance commitment(hypotheses testing)
- The impact of organizational learning on normative commitment (hypotheses testing)

2.2. Research methodology

It describes the methodology that has been used to accomplish this research, from study, population and sampling method, to data collection and research method, to questionnaire design, to content validity.

2.2.1. Study population and sampling method:

The population of this study is composed of employees working in or state-owned (or commonly used term, public economic) , private, and mixed Algerian enterprises in five different industries namely, manufacturing industry, agriculture, services, constructions and hydraulics, and hydrocarbons, energy, mining and related services. Below some of the characteristics of the sample population:

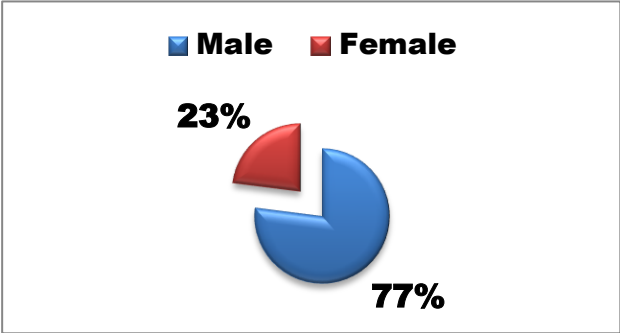
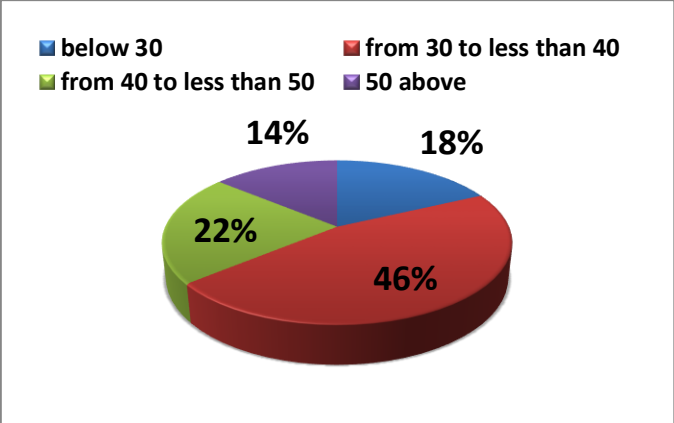


Figure (2.2.1): age groups

Figure (2.2.2): Gender

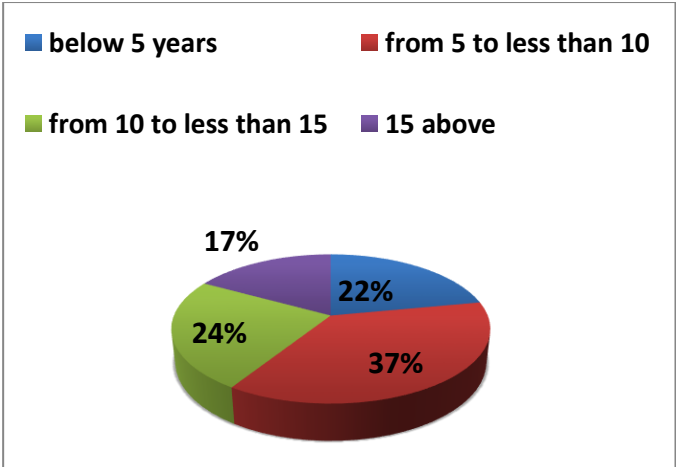
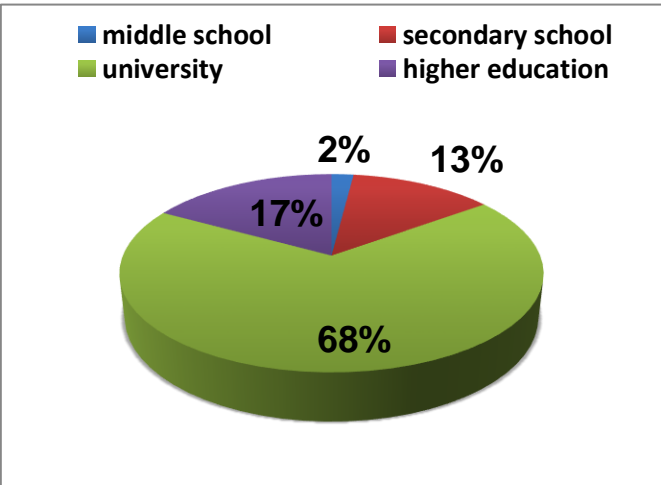


Figure (2.2.3): Educational attainment

Figure (2.2.4): Years of experience

Employees who have participated in this survey belong to Algerian enterprises in five different industries (Figure (2.5.2)). These enterprises have also different legal status (figure (2.2.6))

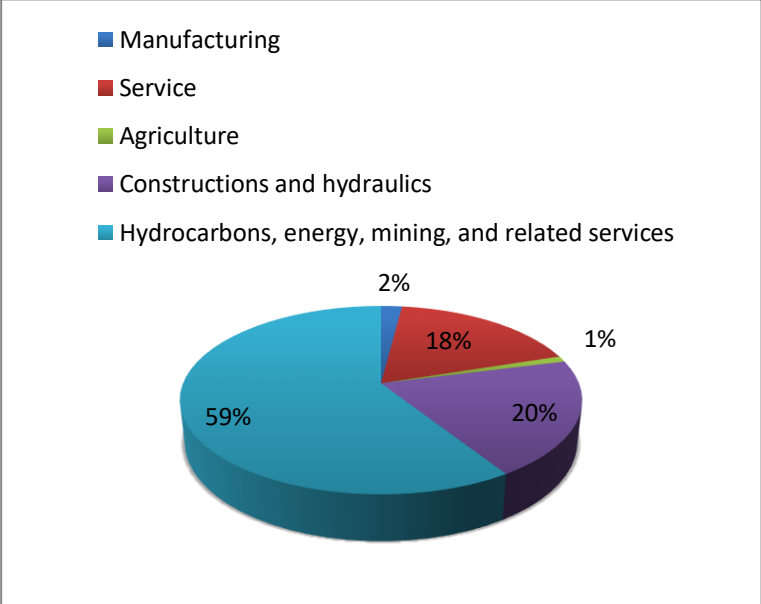


Figure (2.2.5): Industry type

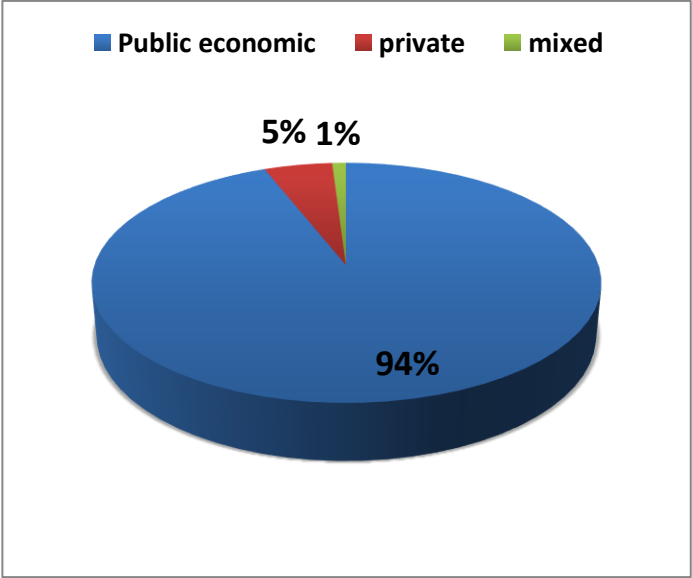


Figure (2.2.6): legal status

The sampling method used in this research is simple random sampling, thus an online questionnaire was mailed to random enterprises, and posted online on different social media sites.

2.2.2. Data collection and research method:

Researcher interest in employees' perceptions and beliefs, justify the use of a questionnaire as a primary research source. Other secondary sources were used in order to complete this research such as journals, books, research papers, reports, and websites.

This research is a descriptive analysis of the collected data, using the SPSS software.

2.2.3. Questionnaire design:

The questionnaire is composed of three parts:

- The first part consisted of personal information
- The second part measured the dimensions of organizational learning, through a bilingual (French and Arabic) form of the shortened version of the DLOQ (dimensions of learning organization questionnaire) developed by Yang et al., (2004) was used. Yang et al., (2004) suggested that the shortened versions commonly known as 21-item version would be better than 43-item original version for an organizational study because of the superior psychometric properties of the 21-item version.
- The third part measured organizational commitment, through three questions inspired from Allen and Meyer's (1990) questionnaire, each one of the three components was measured by a single question. (look appendices for more details)

2.2.4. Data measurement:

For the second part of the questionnaire a 5 points likert scale was used to measure each of the seven dimensions of organizational learning, as for the third part a nominal scale (yes/no scale) was used to measure organizational commitment, rather than Allen and Meyer 's (1990) 7 points likert scale.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

2.2.5. Analysis model description:

Discriminant function analysis is used to determine which continuous variables discriminate between two or more naturally occurring groups, in this research, the aim is to determine the dimensions of organizational learning that discriminate between employees who are committed and those who are not. In other words discriminant function analysis is used to determine the dimensions of organizational learning that are the best predictors of whether an employee is committed to his organization or not.

Since organizational commitment is regarded as multidimensional construct in this research, group membership will be determined for three categorical variables namely affective commitment, continuance commitment, and normative commitment.

Seven dimensions of organizational learning are tested; each dimension has three variables (look appendix (A))

Table (2.2.1): Items of each organizational learning dimension

Dimensions	Variables
Continuous learning	Help each other learn are giving time to support learning are rewarded for learning
Inquiry and dialogue	provide open feed-back ask what others think spend time building trust
Team learning	Have freedom to adapt their goals Revise thinking with information Acts on our recommendations
Embedded systems	Creates measurement systems Makes it lessons learned available Measures the results of training
Empowerment	Recognizes for taking initiatives Gives people control over resources Supports calculated-risk taking
Systems connection	Encourages global perspectives Works with the outside community Encourages diverse perspectives
Strategic leadership	Provide mentoring/ coaching Provide opportunities to learn Ensures consistent actions

Source: developed by the researcher based on Yang et al., (2004)

2.2.5.1. Assumptions of discriminant function analysis:

- Predictors must be independent
- Group membership must be mutually exclusive
- Absence of outliers
- Predictors should be normally distributed
- Within- group variance matrix should be equal across groups
- Predictor variables can't be highly correlated with one another
- For the sample size, the smallest group needs to exceed the number of predictors (4 to 5 observations for each item)

Discriminant function analysis comprises two steps, in the first step discriminant coefficients of the actual model are determined, and in the second one the predictor model is identified (the best predictor variables are determined).

2.3. The impact of organizational learning on affective commitment (hypotheses testing):

Step 1: in this step, an actual model of the study will be presented, through the introduction of discriminant coefficients:

Discriminant:

Table (2.3.1) provides an overview of the sample used in this study, with a total of 100 individuals.

Unweighted Cases		N	Percent
Valid		100	100,0
Excluded	Missing or out-of-range group codes	0	,0
	At least one missing discriminating variable	0	,0
	Both missing or out-of-range group codes and at least one missing discriminating variable	0	,0
	Total	0	,0
Total		100	100,0

Table (2.3.1): Analysis Case Processing Summary

Table (2.3.2) outlines the Mean values and standard deviations of the independents variables selected for the elaboration of this model.

affective commitment		Mean	Std. Deviation	Valid N (listwise)	
				Unweighted	Weighted
no	help each other learn	3,63	,875	24	24,000
	given time to support learning	3,08	1,139	24	24,000
	being rewarded for learning	2,54	,932	24	24,000
	provide open feed-back	3,00	,933	24	24,000
	ask what others think	3,21	,977	24	24,000
	spend time building trust	3,25	,944	24	24,000
	have freedom to adapt their goals	2,71	1,122	24	24,000
	revise thinking with information	2,96	1,122	24	24,000
	act on their recommendations.	2,67	1,090	24	24,000

	creates measurement systems	2,83	,917	24	24,000
	makes its lessons learned available	2,46	1,062	24	24,000
	measures the results of training	2,96	,999	24	24,000
	recognize for taking initiative	2,46	1,179	24	24,000
	gives employees control over resources	2,42	1,316	24	24,000
	support calculated- risk taking	2,21	1,021	24	24,000
	encourage global perspective.	2,29	,955	24	24,000
	work with the outside community	2,92	1,060	24	24,000
	encourage diverse perspectives	3,46	,833	24	24,000
	provide mentoring/ coaching	2,88	1,035	24	24,000
	provide opportunities to learn	2,88	1,116	24	24,000
	ensure consistent actions	3,00	1,063	24	24,000
yes	help each other learn	4,08	,813	76	76,000
	given time to support learning	3,86	,919	76	76,000
	being rewarded for learning	3,45	1,076	76	76,000
	provide open feed-back	3,46	1,148	76	76,000
	ask what others think	3,83	,999	76	76,000
	spend time building trust	3,84	,981	76	76,000
	have freedom to adapt their goals	3,67	1,088	76	76,000
	revise thinking with information	3,74	1,025	76	76,000
	act on their recommendations.	3,61	,994	76	76,000
	creates measurement systems	3,70	1,020	76	76,000
	makes its lessons learned available	3,71	1,056	76	76,000
	measures the results of training	3,78	,810	76	76,000
	recognize for taking initiative	3,79	1,099	76	76,000
	gives employees control over resources	3,92	,990	76	76,000

	support calculated- risk taking	3,42	1,192	76	76,000
	encourage global perspective.	3,70	1,083	76	76,000
	work with the outside community	3,75	1,034	76	76,000
	encourage diverse perspectives	3,87	,929	76	76,000
	provide mentoring/ coaching	3,86	,919	76	76,000
	provide opportunities to learn	3,78	,918	76	76,000
	ensure consistent actions	3,71	,977	76	76,000
Total	help each other learn	3,97	,846	100	100,000
	given time to support learning	3,67	1,025	100	100,000
	being rewarded for learning	3,23	1,109	100	100,000
	provide open feed-back	3,35	1,114	100	100,000
	ask what others think	3,68	1,024	100	100,000
	spend time building trust	3,70	1,000	100	100,000
	have freedom to adapt their goals	3,44	1,166	100	100,000
	revise thinking with information	3,55	1,095	100	100,000
	act on their recommendations.	3,38	1,090	100	100,000
	creates measurement systems	3,49	1,059	100	100,000
	makes its lessons learned available	3,41	1,181	100	100,000
	measures the results of training	3,58	,923	100	100,000
	recognize for taking initiative	3,47	1,251	100	100,000
	gives employees control over resources	3,56	1,250	100	100,000
	support calculated- risk taking	3,13	1,261	100	100,000
	encourage global perspective.	3,36	1,210	100	100,000
	work with the outside community	3,55	1,095	100	100,000
	encourage diverse perspectives	3,77	,920	100	100,000
	provide mentoring/ coaching	3,62	1,033	100	100,000

provide opportunities to learn	3,56	1,038	100	100,000
ensure consistent actions	3,54	1,039	100	100,000

Table (2.3.2): Group Statistics

Summary of Canonical Discriminant Functions

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	,660 ^a	100,0	100,0	,631

a. First 1 canonical discriminant functions were used in the analysis.

Table (2.3.3): Eigenvalues

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1	,602	44,350	21	,002

Table (2.3.4) : Wilks' Lambda

The larger the eigenvalue = 0,660, the more of the variance in the dependent variable is explained by the discriminant function.

The dependent variable has two categories (emotional attachment to the organization: yes or no), thus there is only one discriminant function.

The canonical correlation= 0,631 is the measure of association between the discriminant function and the dependent variable.

Smaller values of Wilks' lambda= 0,602 indicate greater discriminatory ability of the discriminant function. Accordingly, we have one good discriminant function since the significance test is smaller than 0,005

	Function 1
help each other learn	-,033
given time to support learning	,262
being rewarded for learning	,031
provide open feed-back	-,337
ask what others think	-,042
spend time building trust	,147

have freedom to adapt their goals	,046
revise thinking with information	,112
act on their recommendations.	,172
creates measurement systems	,131
makes its lessons learned available	,358
measures the results of training	-,024
recognize for taking initiative	,016
gives employees control over resources	,417
support calculated- risk taking	,350
encourage global perspective.	,074
work with the outside community	-,040
encourage diverse perspectives	-,666
provide mentoring/ coaching	,220
provide opportunities to learn	,154
ensure consistent actions	-,225

Table (2.3.5) provides an overview of the discriminant function's coefficients.

The standardized discriminant function coefficients in the table serve the same purpose as beta weights in multiple regression, but in a Reverse manner, in regression it minimizes the distance between means to the lowest possible level, while in DFA it maximizes that distance to the highest level possible.

The constant is null.

Table (2.3.5): Standardized Canonical Discriminant Function Coefficients

Table(2.3.6) : Functions at Group Centroids

	Function
1	
affective commitment	1
no	-1,431
yes	,452

Unstandardized canonical discriminant functions evaluated at group means

Centroids are the mean discriminant scores for each group. This table is used to establish the cutting point for classifying cases (emotionally committed, yes= 0,452 and no =-1,431); If the two groups are of equal size, the table is used to draw them. If the groups are unequal, (This research's case, yes= 76, no=24) the optimal cutting point is the average of the two values. Thus, to distinguish between employees who are emotionally committed to their

organizations and those who are not, the sum of the two values should be divided into two:

$$\text{Cut score} = (0,452 - 1,431) / 2 = -0,4895$$

Thus, in case when substituting the values of independent variables and obtaining a result that is less than -0,4895, we conclude that the employee is not emotionally committed to his organization and vice versa.

The actual model is represented in the bar- graphs below:

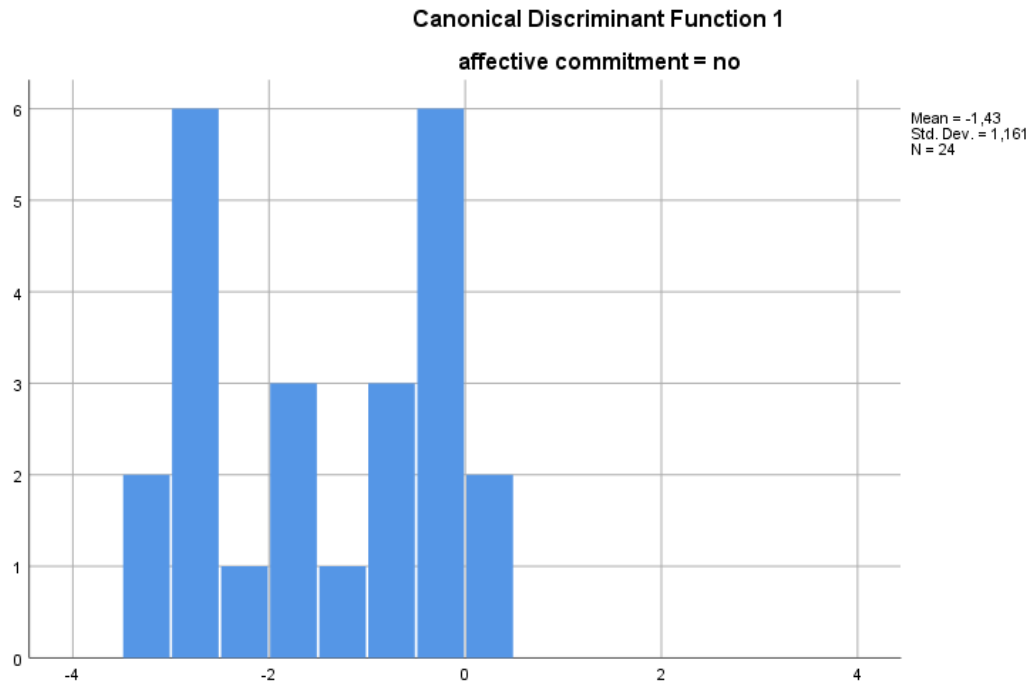


Fig (2.3.1): Canonical discriminat function 1, affective commitment= no

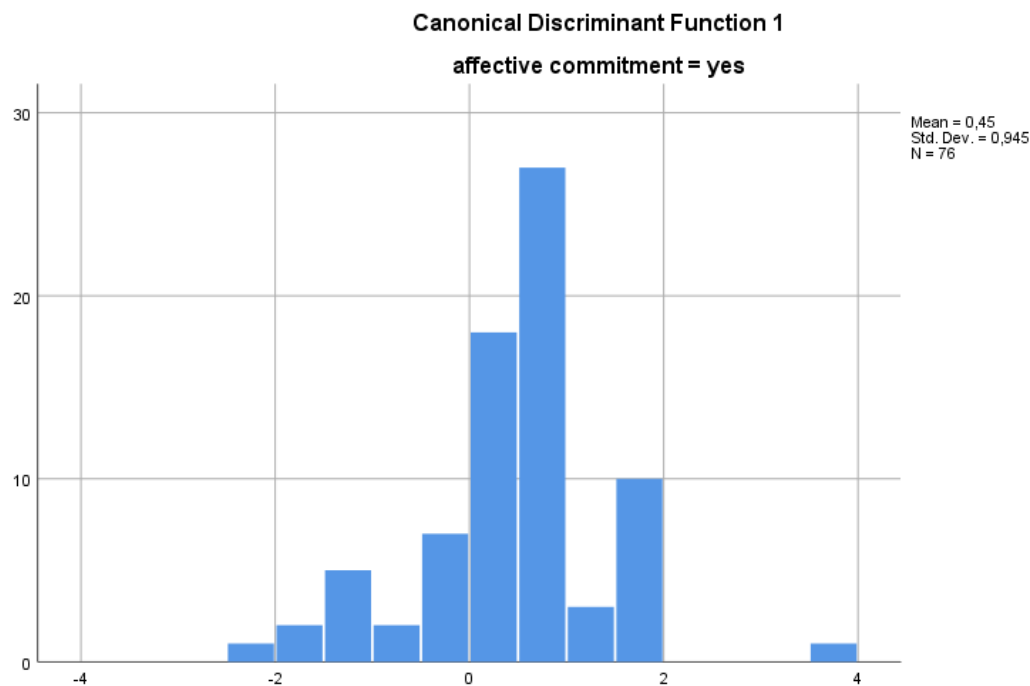


Fig (2.3.2): Cananonical discriminant function1, affective commitment =yes

Table(2.3.7): Classification Results^{a,c}

			Predicted Group Membership		Total
			affective commitment	No	
Original	Count	no	16	8	24
		yes	10	66	76
	%	no	66,7	33,3	100,0
		yes	13,2	86,8	100,0

a. 82,0% of original grouped cases correctly classified.

Sensitivity and specificity test: the table above provides the needed data to test the sensitivity and specificity among the actual model's components and those of the predictive one. Overall, 82.0% of the original grouped cases are correctly classified.

Sensitivity between the actual model and the predictive one is estimated at 86, 8% for those employees who feel emotionally attached to their organizations.

Step 2: independent variables that influence the discriminant function the most will be selected at this stage. In other words, the best predictor variables studied in this model will be selected as follows:

Stepwise Statistics

Table (2.3.8): Variables Entered/Removed^{a,b,c,d}

Step	Entered	Statistic	df1	df2	Wilks' Lambda		Exact F		Sig.
					df3	Statistic	df1	df2	
1	gives employees control over resources	,733	1	1	98,000	35,687	1	98,000	,000
2	makes its lessons learned available	,699	2	1	98,000	20,841	2	97,000	,000

At each step, the variable that minimizes the overall Wilks' Lambda is entered.

- a. Maximum number of steps is 42.
- b. Minimum partial F to enter is 3.84.
- c. Maximum partial F to remove is 2.71.
- d. F level, tolerance, or VIN insufficient for further computation.

Table (2.3.8) provides an overview of the independent variables at which Wilks' Lambda is at its lowest levels.

Thus, the table above allows us to select independent variables which have the most influence on the predictor model that will be adopted for this research.

There are about 42 ideal steps to select the best variables, and that is with values ranging between 3, 84 and 2, 71.

Thus, two independent variables are considered to be best fitted for the predictor model, namely "gives employees control over resources" with a lambda value estimated at 0,733 and "makes its lessons learned available" with a lambda value estimated at 0,699

Table (2.3.9) : Eigenvalues

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	,430 ^a	100,0	100,0	,548

a. First 1 canonical discriminant functions were used in the analysis.

Table (2.3.10) : Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1	,699	34,675	2	,000

The larger the eigenvalue = 0,430, the more of the variance in the dependent variable is explained by the discriminant function.

The dependent variable has two categories (emotional attachment to the organization: yes or no), thus there is only one discriminant function.

The canonical correlation= 0,548 is the measure of association between the discriminant function and the dependent variable.

Smaller values of Wilks' lambda= 0,699 indicate greater discriminatory ability of the discriminant function. Accordingly, we have one good discriminant function since the significance test is smaller than 0,005.

Thus, the equation of this research's predictor model is: $Y1 = 0,443X1 + 0,711X2$ (coefficients from table the (2.3.11))

X1: makes its lessons learned available

X2: gives employees control over resources

Y1: Affective commitment

	Function 1
makes its lessons learned available	,443
gives employees control over resources	,711

Table (2.3.11): Standardized Canonical Discriminant Function Coefficients

Table (2.3.12): Functions at Group Centroids

affective commitment	Function 1
No	-1,155
Yes	,365

Unstandardized canonical discriminant functions evaluated at group means

Centroids are the mean discriminant scores for each group. This table is used to establish the cutting point for classifying cases (emotionally committed, yes= 0,365 and no =-1,155); If the two groups are of equal size, the table is used to draw these two group. If the groups are unequal, (this research's case, yes= 76, no=24) the optimal cutting point is the average of the two values.

Thus, to distinguish between employees who are emotionally committed to their organizations and those who are not, the sum of the two values should be divided into two.

$$\text{Cut score} = (0,365 - 1,155) / 2 = -0,395$$

Thus, in case when substituting the values of independent variables (ranging from -3 to 3) and obtaining a result that is less than -0, 395, we conclude that the employee is not emotionally committed to his organization and vice versa. The predictor model is represented in the figures below:

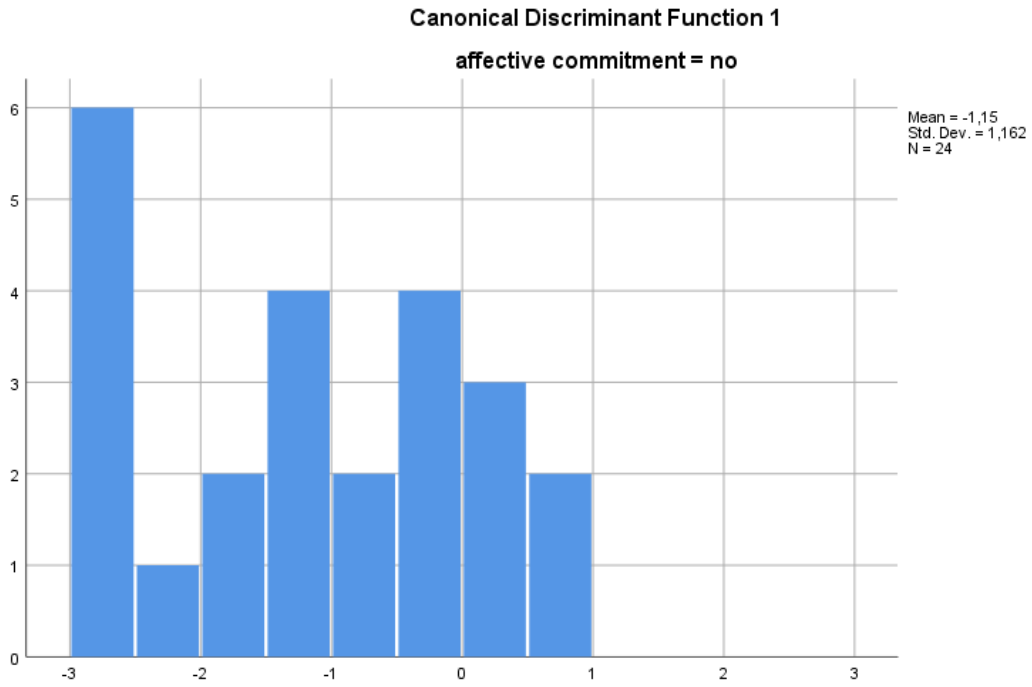


Fig (2.3.3): Cannonical discriminat function 1, affective commitment= no

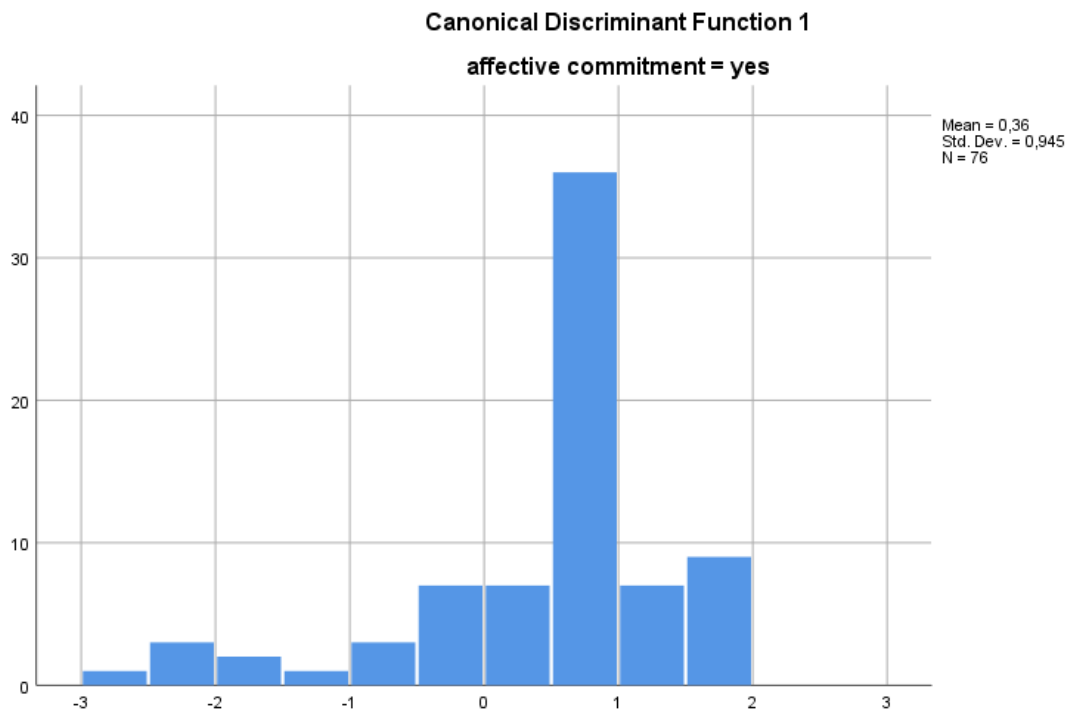


Fig (2.3.4): Cannonical discriminat function 1, affective commitment= yes

Table(2.3.13): Classification Results^{a,c}

		affective commitment	Predicted Group Membership		Total
			No	yes	
Original	Count	no	15	9	24
		yes	10	66	76
	%	no	62,5	37,5	100,0
		yes	13,2	86,8	100,0

a. 81,0% of original grouped cases correctly classified.

Sensitivity and specificity test: the table above provides the needed data to test the sensitivity and specificity among the actual model's components and those of the predictive one. Overall, 81.0% of the original grouped cases are correctly classified.

Sensitivity between the actual model and the predictive one is estimated at 86, 8% for those employees who feel emotionally attached to their organizations.

As for the result of the impact of organizational learning on learning on affective organizational commitment, there are two discriminant predictor variables which can be written as follows: $Y = 0,443X1 + 0,711X2$

These predictor variables are included in two dimensions of organizational learning:

The first dimension is embedded systems which include the variable (makes its lessons learned available, with a discriminant coefficient estimated at 0,443). The second hypothesis is accepted

The second dimension is empowerment which includes the variable (gives people control over resources, with a discriminant coefficient estimated at 0,711). The first hypothesis is accepted

2.4. The impact of organizational learning on continuance commitment (hypotheses testing):

Step 1 :

Discriminant :

Unweighted Cases		N	Percent
Valid		100	100,0
Excluded	Missing or out-of-range group codes	0	,0
	At least one missing discriminating variable	0	,0
	Both missing or out-of-range group codes and at least one missing discriminating variable	0	,0
	Total	0	,0
Total		100	100,0

Table (2.4.1) provides an overview of the sample used in this study, with a total of 100 individuals

Table (2.4.1): Analysis Case Processing Summary

Table (2.4.2) outlines the Mean values and standard deviations of the independents variables selected for the elaboration of this model.

continuance commitment		Mean	Std. Deviation	Valid N (listwise)	
				Unweighted	Weighted
no	help each other learn	3,60	,866	25	25,000
	given time to support learning	3,04	1,060	25	25,000
	being rewarded for learning	2,40	,913	25	25,000
	provide open feed-back	2,76	1,052	25	25,000
	ask what others think	3,28	,980	25	25,000
	spend time building trust	3,28	,936	25	25,000
	have freedom to adapt their goals	3,12	1,130	25	25,000
	revise thinking with information	3,20	1,155	25	25,000
	act on their recommendations.	2,84	1,248	25	25,000
	creates measurement systems	3,16	1,143	25	25,000

	makes its lessons learned available	2,48	1,229	25	25,000
	measures the results of training	2,96	1,020	25	25,000
	recognize for taking initiative	2,56	1,294	25	25,000
	gives employees control over resources	2,28	1,339	25	25,000
	support calculated- risk taking	2,40	1,080	25	25,000
	encourage global perspective.	2,32	1,030	25	25,000
	work with the outside community	2,48	,963	25	25,000
	encourage diverse perspectives	3,52	,872	25	25,000
	provide mentoring/ coaching	2,72	1,100	25	25,000
	provide opportunities to learn	2,80	1,225	25	25,000
	ensure consistent actions	2,80	1,080	25	25,000
yes	help each other learn	4,09	,808	75	75,000
	given time to support learning	3,88	,929	75	75,000
	being rewarded for learning	3,51	1,032	75	75,000
	provide open feed-back	3,55	1,069	75	75,000
	ask what others think	3,81	1,009	75	75,000
	spend time building trust	3,84	,987	75	75,000
	have freedom to adapt their goals	3,55	1,166	75	75,000
	revise thinking with information	3,67	1,057	75	75,000
	act on their recommendations.	3,56	,976	75	75,000
	creates measurment systems	3,60	1,013	75	75,000
	makes its lessons learned available	3,72	,994	75	75,000
	measures the results of training	3,79	,793	75	75,000
	recognize for taking initiative	3,77	1,085	75	75,000
	gives employees control over resources	3,99	,878	75	75,000
	support calculated- risk taking	3,37	1,228	75	75,000

	encourage global perspective.	3,71	1,063	75	75,000
	work with the outside community	3,91	,888	75	75,000
	encourage diverse perspectives	3,85	,926	75	75,000
	provide mentoring/ coaching	3,92	,818	75	75,000
	provide opportunities to learn	3,81	,833	75	75,000
	ensure consistent actions	3,79	,905	75	75,000
Total	help each other learn	3,97	,846	100	100,000
	given time to support learning	3,67	1,025	100	100,000
	being rewarded for learning	3,23	1,109	100	100,000
	provide open feed-back	3,35	1,114	100	100,000
	ask what others think	3,68	1,024	100	100,000
	spend time building trust	3,70	1,000	100	100,000
	have freedom to adapt their goals	3,44	1,166	100	100,000
	revise thinking with information	3,55	1,095	100	100,000
	act on their recommendations.	3,38	1,090	100	100,000
	creates measurment systems	3,49	1,059	100	100,000
	makes its lessons learned available	3,41	1,181	100	100,000
	measures the results of training	3,58	,923	100	100,000
	recognize for taking initiative	3,47	1,251	100	100,000
	gives employees control over resources	3,56	1,250	100	100,000
	support calculated- risk taking	3,13	1,261	100	100,000
	encourage global perspective.	3,36	1,210	100	100,000
	work with the outside community	3,55	1,095	100	100,000
	encourage diverse perspectives	3,77	,920	100	100,000
	provide mentoring/ coaching	3,62	1,033	100	100,000
	provide opportunities to learn	3,56	1,038	100	100,000
	ensure consistent actions	3,54	1,039	100	100,000

Table (2.4.2) : Group Statistics

Summary of Canonical Discriminant Functions

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	1,571 ^a	100,0	100,0	,782

a. First 1 canonical discriminant functions were used in the analysis.

Table (2.4.3): Eigenvalues

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1	,389	82,628	21	,000

Table (2.4.4): Wilks' Lambda

The larger the eigenvalue = 1,571, the more of the variance in the dependent variable is explained by the discriminant function.

The dependent variable has two categories (continuance commitment: yes or no), thus there is only one discriminant function.

The canonical correlation= 0,782 is the measure of association between the discriminant function and the dependent variable.

Smaller values of Wilks' lambda= 0,389 indicate greater discriminatory ability of the discriminant function. Accordingly, we have one good discriminant function since the significance test is smaller than 0,005.

	Function 1
help each other learn	,315
given time to support learning	-,064
being rewarded for learning	,170
provide open feed-back	,127
ask what others think	-,133
spend time building trust	-,007
have freedom to adapt their goals	-,219
revise thinking with information	,021
act on their recommendations.	,179

creates measurement systems	-,595
makes its lessons learned available	,181
measures the results of training	,096
recognize for taking initiative	,239
gives employees control over resources	,588
support calculated- risk taking	-,199
encourage global perspective.	-,103
work with the outside community	,579
encourage diverse perspectives	-,843
provide mentoring/ coaching	,438
provide opportunities to learn	,129
ensure consistent actions	,135

Table (2.4.5) provides an overview of the discriminant function's coefficients.

The standardized discriminant function coefficients in the table serve the same purpose as beta weights in multiple regression, but in a reverse manner, in regression it minimizes the distance between means to the lowest possible level, while in DFA it maximizes that distance to the highest possible.

The constant is null.

Table (2.4.5): Standardized Canonical Discriminant Function Coefficients

Table(2.4.6) :Functions at Group Centroids

	Function 1
continuance commitment	
No	-2,149
Yes	,716

Unstandardized canonical discriminant functions evaluated at group means

This table is used to establish the cutting point for classifying cases (continuously committed, yes= 0,716 and no =-2,149). The groups are unequal, (yes= 75, no=25), that is why the optimal cutting point is the average of the two values.

Thus, to distinguish between employees who are continuously committed to their organizations and those who are not, the sum of the two values should be divided into two.

$$\text{Cut score} = (0,716 - 2,149) / 2 = -0,7165$$

Thus, in case when substituting the values of independent variables and obtaining a result that is less than -0,7165, we conclude that the employee is not continuously committed to his organization and vice versa. The actual model is represented in the figures below:

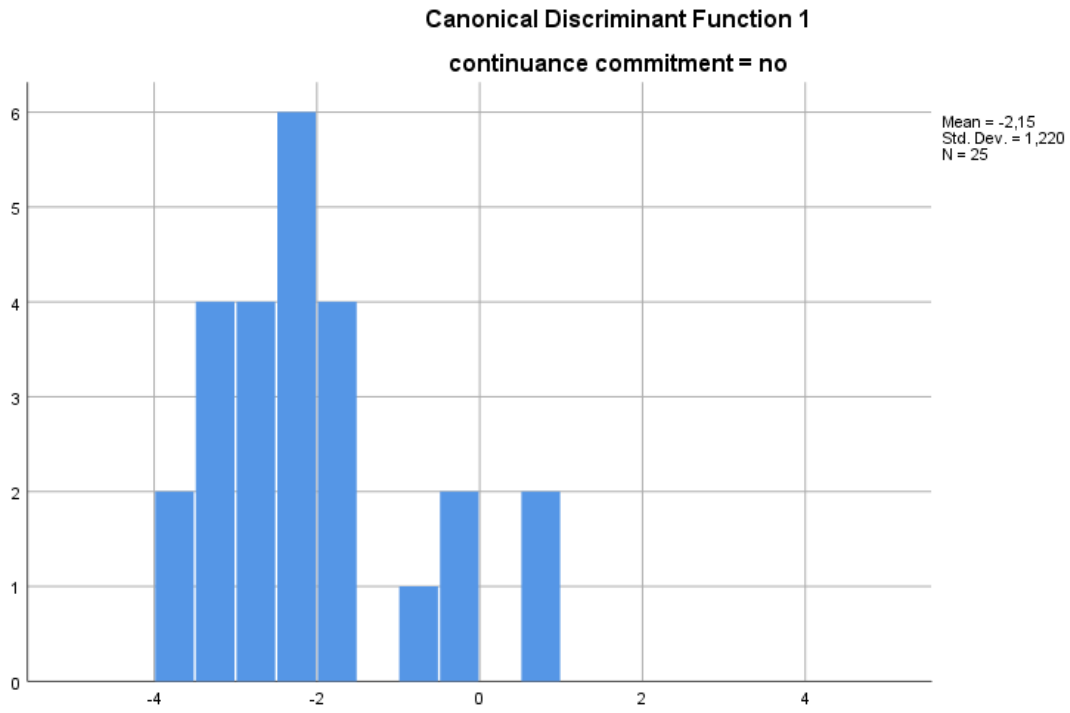


Fig (2.4.1): Canonical discriminat function 1, continuance commitment= no

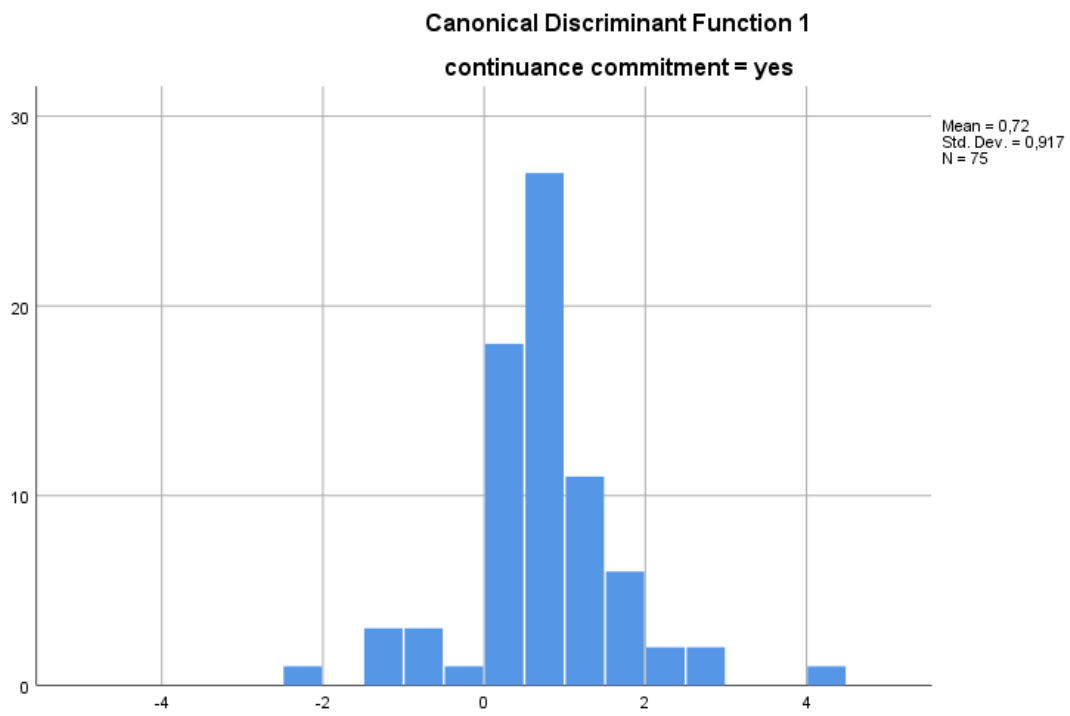


Fig (2.4.2): Canonical discriminat function 1, continuance commitment= yes

Table (2.4.7) : Classification Results^{a,c}

		continuance commitment	Predicted Group Membership		Total
			no	yes	
Original	Count	no	21	4	25
		yes	5	70	75
	%	no	84,0	16,0	100,0
		yes	6,7	93,3	100,0

a. 91, 0% of original grouped cases correctly classified.

Overall, 91.0% of the original grouped cases are correctly classified.

Sensitivity between the actual model and the predictive one is estimated at 93, 3% for those employees who feel continuously committed to their organizations.

Step 2:

Stepwise:

The independent variables which have the most influence on the predictor model are presented in the table (2.4.8) below,

There are about 42 ideal steps to select the best variables, and that is with values ranging between 3, 84 and 2, 71.

Thus, five independent variables are considered to be best fitted for the predictor model, namely:

“gives employees control over resources” with a lambda value estimated at 0,647,

“work with the outside community” with a lambda value estimated at 0,578,

“encourage diverse perspectives” with a lambda value estimated at 0,497,

“provide mentoring and coaching” with a lambda value estimated at 0, 455

“create measurement systems” with a lambda value estimated at 0,434

Table (2.4.8) Variables Entered/Removed^{a,b,c,d}

Step	Entered	Statistic	Wilks' Lambda			Exact F		Sig.	
			df1	df2	df3	Statistic	df1		df2
1	gives employees control over resources	,647	1	1	98,000	53,507	1	98,000	,000
2	work with the outside community	,578	2	1	98,000	35,482	2	97,000	,000
3	encourage diverse perspectives	,497	3	1	98,000	32,441	3	96,000	,000
4	provide mentoring/ coaching	,455	4	1	98,000	28,452	4	95,000	,000
5	creates measurement systems	,434	5	1	98,000	24,553	5	94,000	,000

At each step, the variable that minimizes the overall Wilks' Lambda is entered.

- a. Maximum number of steps is 42.
- b. Minimum partial F to enter is 3.84.
- c. Maximum partial F to remove is 2.71.
- d. F level, tolerance, or VIN insufficient for further computation.

Table (2.4.9) :Eigenvalues

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	1,306 ^a	100,0	100,0	,753

- a. First 1 canonical discriminant functions were used in the analysis.

Table (2.4.10) : Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1	,434	79,791	5	,000

The larger the eigenvalue = 1,306, the more of the variance in the dependent variable is explained by the discriminant function.

The dependent variable has two categories (continuance commitment: yes or no), thus there is only one discriminant function.

The canonical correlation= 0,753 is the measure of association between the discriminant function and the dependent variable.

Smaller values of Wilks' lambda= 0,434 indicate greater discriminatory ability of the discriminant function. Accordingly, we have one good discriminant function since the significance test is smaller than 0,005.

Thus, the equation of this research's predictor model is:
 $Y2 = 0,755X1 + 0,642X2 + 0,580X3 - 0,384X4 - 0,754X5$

(Coefficients from the table (2.4.11))

X1: works with the outside community

X2: gives employees control over resources

X3: provides mentoring/ coaching

X4: creates measurement systems

X5: encourages diverse perspectives

Y2: continuance commitment

	Function 1
creates measurement systems	-,384
gives employees control over resources	,642
works with the outside community	,755
encourages diverse perspectives	-,754
Provides mentoring/ coaching	,580

Table (2.4.11): Standardized Canonical Discriminant Function Coefficients

Table (2.4.12) :Functions at Group Centroids

	Function 1
continuance commitment	
no	-1,959
yes	,653

Unstandardized canonical discriminant functions evaluated at group means

This table is used to establish the cutting point for classifying cases (continuously committed, yes= 0,653 and no =-1,959). The groups are unequal, (yes= 75, no =25), that is why the optimal cutting point is the average of the two values.

Thus, to distinguish between employees who are continuously committed to their organizations and those who are not, the sum of the two values should be divided into two.

$$\text{Cut score} = (0,653 - 1,959) / 2 = -0,653$$

Thus, in case when substituting the values of independent variables (ranging from -4 to 4) and obtaining a result that is less than -0,653, we conclude that the employee is not continuously committed to his organization and vice versa. The predictor model is represented in the figures below:

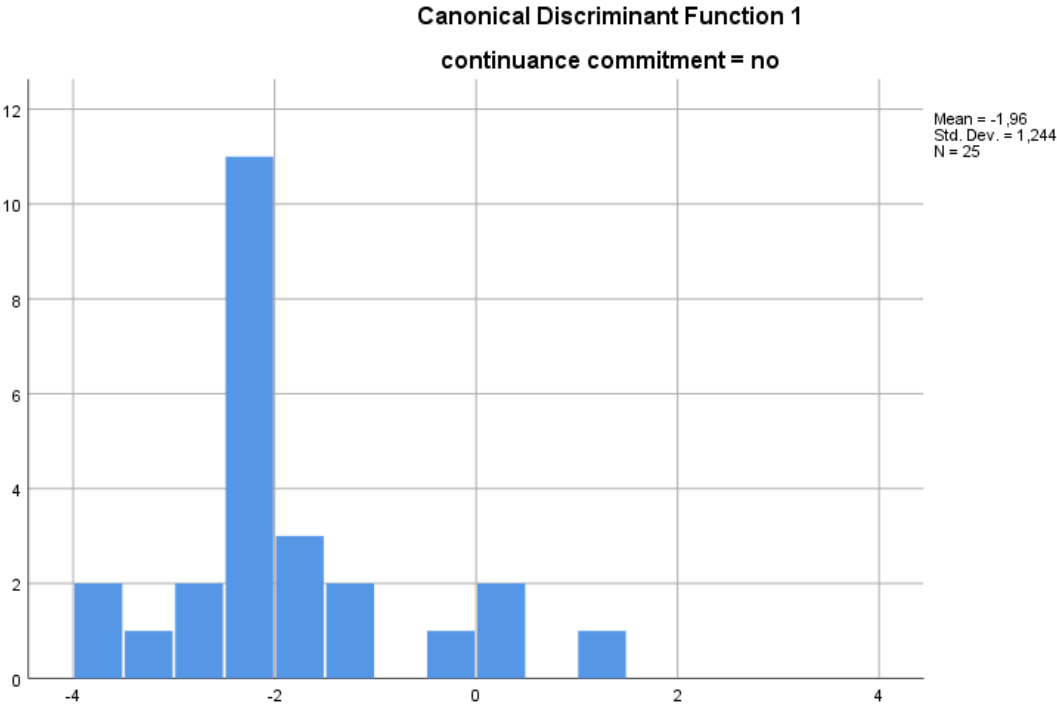


Fig (2.4.3): Cannonical discriminat function 1, continuance commitment= no

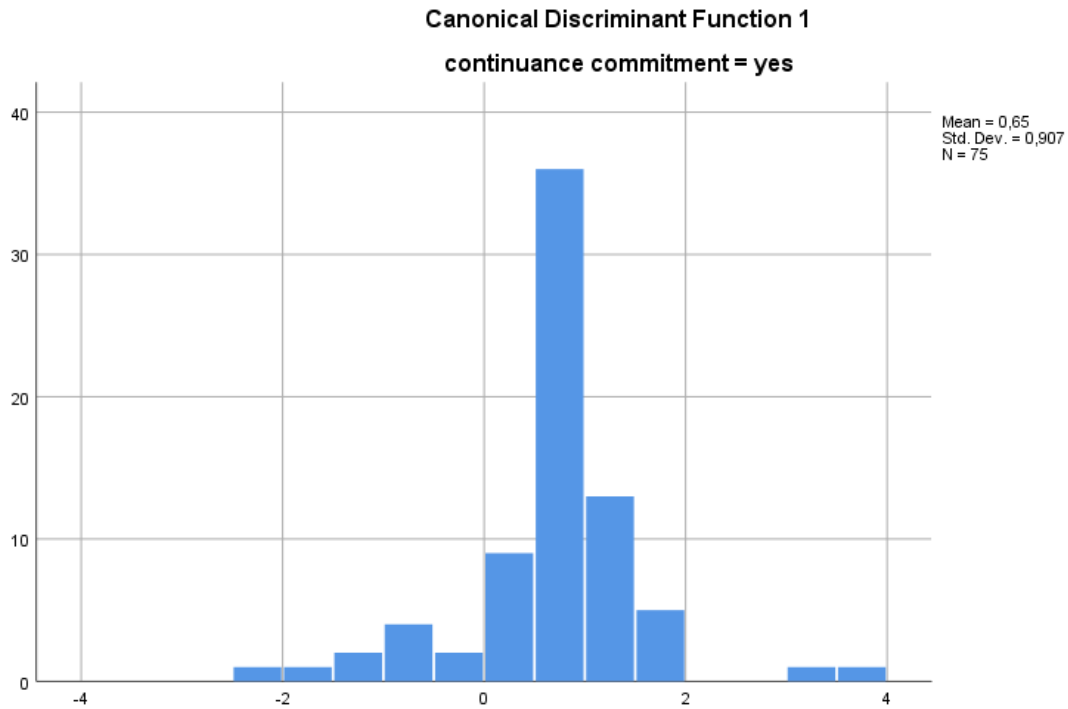


Fig (2.4.4): Canonical discriminat function 1, continuance commitment= yes

Table (2.4.13) : Classification Results^{a,c}

		Predicted Group Membership			
		continuance commitment	no	yes	Total
Original	Count	no	21	4	25
		yes	6	69	75
	%	no	84,0	16,0	100,0
		yes	8,0	92,0	100,0

a. 90,0% of original grouped cases correctly classified.

Overall, 90.0% of the original grouped cases are correctly classified.

Sensitivity between the actual model and the predictive one is estimated at 92, 0% for those employees who feel continuously committed to their organizations.

As for the result of the impact of organizational learning on continuance organizational commitment, there are five discriminant predictor variables which can be written as follows:

$$Y2 = 0,755X1 + 0,642X2 + 0,580X3 - 0,384X4 - 0,754X5$$

These predictor variables are included in four dimensions of organizational learning:

The first dimension is embedded systems which includes the variable (creates measurement systems, with a discriminant coefficient estimated at -0,384)

The second dimension is empowerment which includes the variable (gives employees control over resources with a discriminant coefficient estimated at 0, 642). The fourth hypothesis is accepted

The third dimension is systems connection which include two variables (works with the outside community with a discriminant coefficient estimated at 0,755 and encourages diverse perspectives with a discriminant coefficient estimated at -0, 754). The third hypothesis is accepted

The fourth dimension is strategic leadership which includes the variable (provides mentoring/coaching with a discriminant coefficient estimated at 0,580)

2.5. The impact of organizational learning on normative commitment (Hypotheses testing):

Step 1 :

Discriminant

Unweighted Cases		N	Percent
Valid		100	100,0
Excluded	Missing or out-of-range group codes	0	,0
	At least one missing discriminating variable	0	,0
	Both missing or out-of-range group codes and at least one missing discriminating variable	0	,0
	Total	0	,0
Total		100	100,0

Table (2.5.1) provides an overview of the sample used in this study, with a total of 100 individuals

Table (2.5.1): Analysis Case Processing Summary

Table (2.5.2) outlines the Mean values and standard deviations of the independents variables selected for the elaboration of this model.

normative commitment		Mean	Std. Deviation	Valid N (listwise)	
				Unweighted	Weighted
no	help each other learn	3,67	,917	24	24,000
	given time to support learning	3,42	1,139	24	24,000
	being rewarded for learning	2,63	,924	24	24,000
	provide open feed-back	2,92	1,060	24	24,000
	ask what others think	3,42	1,060	24	24,000
	spend time building trust	3,29	1,083	24	24,000
	have freedom to adapt their goals	2,75	1,327	24	24,000
	revise thinking with information	2,96	1,301	24	24,000
	act on their recommendations.	2,83	1,308	24	24,000
	creates measurment systems	3,17	1,167	24	24,000
	makes its lessons learned available	3,00	1,103	24	24,000
	measures the results of training	3,21	1,103	24	24,000
	recognize for taking initiative	3,13	1,154	24	24,000
	gives employees control over resources	3,21	1,250	24	24,000
	support calculated- risk taking	2,58	1,349	24	24,000
	encourage global perspective.	2,83	1,167	24	24,000
	work with the outside community	3,08	1,283	24	24,000
	encourage diverse perspectives	3,58	,929	24	24,000
	provide mentoring/ coaching	2,83	1,204	24	24,000
	provide opportunities to learn	2,75	1,225	24	24,000
ensure consistent actions	3,29	1,233	24	24,000	
yes	help each other learn	4,07	,806	76	76,000
	given time to support learning	3,75	,981	76	76,000

	being rewarded for learning	3,42	1,099	76	76,000
	provide open feed-back	3,49	1,101	76	76,000
	ask what others think	3,76	1,005	76	76,000
	spend time building trust	3,83	,944	76	76,000
	have freedom to adapt their goals	3,66	1,027	76	76,000
	revise thinking with information	3,74	,957	76	76,000
	act on their recommendations.	3,55	,958	76	76,000
	creates measurment systems	3,59	1,009	76	76,000
	makes its lessons learned available	3,54	1,183	76	76,000
	measures the results of training	3,70	,833	76	76,000
	recognize for taking initiative	3,58	1,268	76	76,000
	gives employees control over resources	3,67	1,237	76	76,000
	support calculated- risk taking	3,30	1,189	76	76,000
	encourage global perspective.	3,53	1,183	76	76,000
	work with the outside community	3,70	,994	76	76,000
	encourage diverse perspectives	3,83	,915	76	76,000
	provide mentoring/ coaching	3,87	,838	76	76,000
	provide opportunities to learn	3,82	,828	76	76,000
	ensure consistent actions	3,62	,966	76	76,000
Total	help each other learn	3,97	,846	100	100,000
	given time to support learning	3,67	1,025	100	100,000
	being rewarded for learning	3,23	1,109	100	100,000
	provide open feed-back	3,35	1,114	100	100,000
	ask what others think	3,68	1,024	100	100,000
	spend time building trust	3,70	1,000	100	100,000
	have freedom to adapt their goals	3,44	1,166	100	100,000
	revise thinking with information	3,55	1,095	100	100,000

act on their recommendations.	3,38	1,090	100	100,000
creates measurement systems	3,49	1,059	100	100,000
makes its lessons learned available	3,41	1,181	100	100,000
measures the results of training	3,58	,923	100	100,000
recognize for taking initiative	3,47	1,251	100	100,000
gives employees control over resources	3,56	1,250	100	100,000
support calculated- risk taking	3,13	1,261	100	100,000
encourage global perspective.	3,36	1,210	100	100,000
work with the outside community	3,55	1,095	100	100,000
encourage diverse perspectives	3,77	,920	100	100,000
provide mentoring/ coaching	3,62	1,033	100	100,000
provide opportunities to learn	3,56	1,038	100	100,000
ensure consistent actions	3,54	1,039	100	100,000

Table (2.5.2): Group Statistics

Summary of Canonical Discriminant Functions

Table (2.5.3) :Eigenvalues

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	,614 ^a	100,0	100,0	,617

a. First 1 canonical discriminant functions were used in the analysis.

Table (2.5.4) : Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1	,619	41,914	21	,004

The larger the eigenvalue = 0,614, the more of the variance in the dependent variable is explained by the discriminant function.

The dependent variable has two categories (continuance commitment: yes or no), thus there is only one discriminant function.

The canonical correlation= 0,617 is the measure of association between the discriminant function and the dependent variable.

Smaller values of Wilks' lambda= 0,619 indicate greater discriminatory ability of the discriminant function. Accordingly, we have one good discriminant function since the significance test is smaller than 0,005.

Table (2.5.5) : Standardized Canonical Discriminant Function Coefficients

	Function 1
help each other learn	,100
given time to support learning	-,109
being rewarded for learning	,255
provide open feed-back	,119
ask what others think	-,349
spend time building trust	-,011
have freedom to adapt their goals	,286
revise thinking with information	,070
act on their recommendations.	,555
creates measurment systems	-,337
makes its lessons learned available	-,129
measures the results of training	,111
recognize for taking initiative	-,200
gives employees control over resources	-,517
support calculated- risk taking	,030
encourage global perspective.	,558
work with the outside community	,123
encourage diverse perspectives	-,715
provide mentoring/ coaching	,587
provide opportunities to learn	,571
ensure consistent actions	-,358

Table (2.5.5) provides an overview of the discriminant function's coefficients.

The constant is null.

Table (2.5.6): Functions at Group Centroids

normative commitment	Function 1
no	-1,381
yes	,436

Unstandardized canonical discriminant functions evaluated at group means

This table is used to establish the cutting point for classifying cases (normative commitment, yes= 0,436 and no =-1,381). The groups are unequal, (yes= 76, no=24), that is why the optimal cutting point is the average of the two values.

Thus, to distinguish between employees who have normative commitment and those who do not, the sum of the two values should be divided into two.

$$\text{Cut score} = (0,436 - 1,381) / 2 = -0,4725$$

Thus, in case when substituting the values of independent variables and obtaining a result that is less than -0,4725 we conclude that the employee does not have normative and vice versa. The actual model is represented in the figures below:

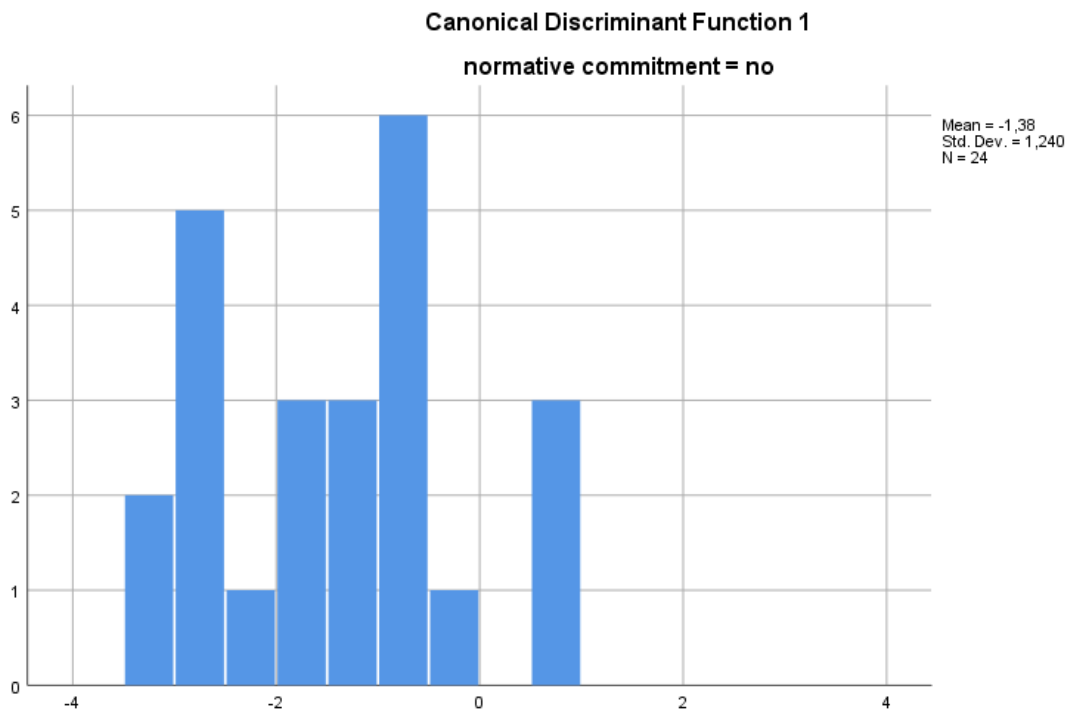


Fig (2.5.1): Cannonical discriminat function 1, normative commitment= no

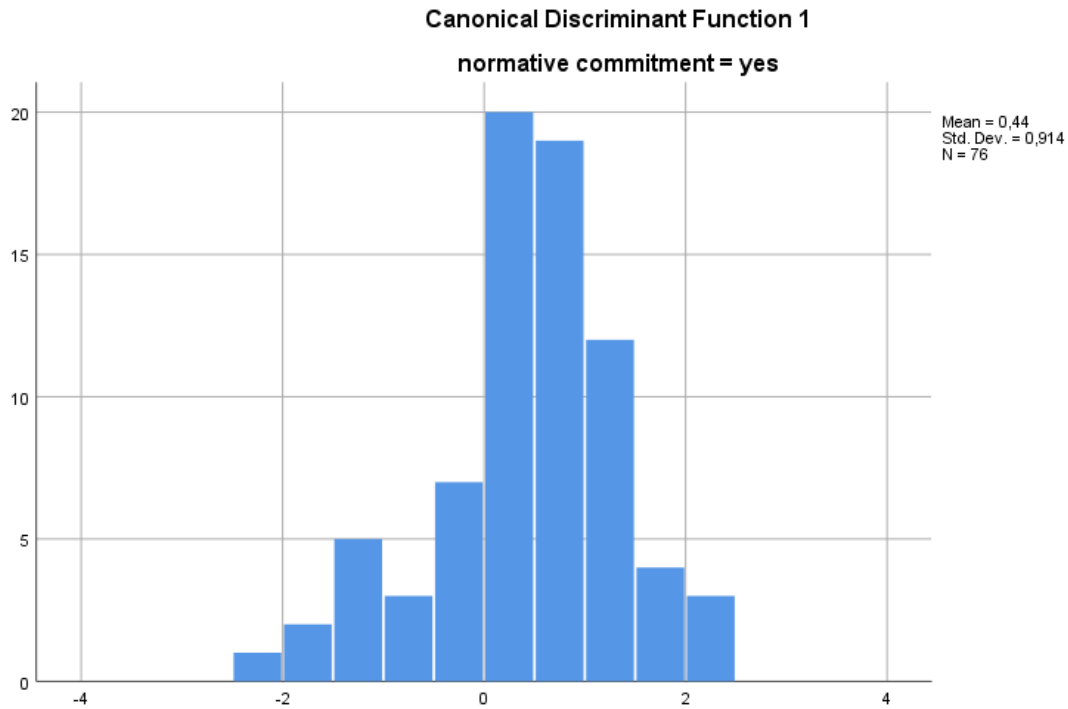


Fig (2.5.2): Canonical discriminat function 1, normative commitment= yes

Table (2.5.7) :Classification Results^{a,c}

		Predicted Group Membership		Total
		no	yes	
Original	Count	no	20	24
		yes	11	76
	%	no	83,3	100,0
		yes	14,5	85,5

a. 85,0% of original grouped cases correctly classified.

Overall, 85.0% of the original grouped cases are correctly classified.

Sensitivity between the actual model and the predictive one is estimated at 85, 5% for those employees who have a normative commitment.

Step:

Stepwise:

The independent variables which have the most influence on the predictor model are presented in the table (2.5.8) below,

There are about 42 ideal steps to select the best variables, and that is with values ranging between 3, 84 and 2, 71.

Thus, two independent variables are considered to be best fitted for the predictor model, namely:

“Provide opportunities to learn” with a lambda value estimated at 0,806,

“Encourage diverse perspectives” with a lambda value estimated at 0,767

Table (2.5.8): Variables Entered/Removed^{a,b,c,d}

Step	Entered	Statistic	df1	df2	df3	Wilks' Lambda		Exact F		Sig.
						Statistic	df1	df2		
1	provide opportunities to learn	,806	1	1	98,000	23,632	1	98,000	,000	
2	encourage diverse perspectives	,767	2	1	98,000	14,728	2	97,000	,000	

At each step, the variable that minimizes the overall Wilks' Lambda is entered.

- a. Maximum number of steps is 42.
- b. Minimum partial F to enter is 3.84.
- c. Maximum partial F to remove is 2.71.
- d. F level, tolerance, or VIN insufficient for further computation.

Summary of Canonical Discriminant Functions

Table (2.5.9) : Eigenvalues

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	,304 ^a	100,0	100,0	,483

a. First 1 canonical discriminant functions were used in the analysis.

Table (4.5.10) : Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1	,767	25,722	2	,000

The larger the eigenvalue = 0,304, the more of the variance in the dependent variable is explained by the discriminant function.

The dependent variables has two categories (normative commitment: yes or no), thus there is only one discriminant function.

The canonical correlation= 0,483 is the measure of association between the discriminant function and the dependent variable.

Smaller values of Wilks' lambda= 0,767 indicate greater discriminatory ability of the discriminant function. Accordingly, we have one good discriminant function since the significance test is smaller than 0,005.

Thus, the equation of this research's predictor model is: $Y3 = 1,260X1 - 0,585X2$ (Coefficients from the table (2.4.11))

X1: provides opportunities to learn

X2: encourages diverse perspectives

Y3: normative commitment

	Function 1
encourage diverse perspectives	-,585
provide opportunities to learn	1,260

Table (2.5.11) :Standardized Canonical Discriminant Function Coefficients

Table (2.5.12) : Functions at Group Centroids

	Function 1
normative commitment	
no	-,971
yes	,307

Unstandardized canonical discriminant functions evaluated at group means

This table is used to establish the cutting point for classifying cases (normative commitment yes= 0,307 and no =-0,971). The groups are unequal, (yes= 76, no=24), that is why the optimal cutting point is the average of the two values.

Thus, to distinguish between employees who have normative commitment and those who do not, the sum of the two values should be divided into two.

$$\text{Cut score} = (0,307 - 0,971) / 2 = -0,332$$

Thus, in case when substituting the values of independent variables (ranging from -3 to 3) and obtaining a result that is less than -0, 332 we conclude that the employee does not have normative commitment and vice versa. The predictor model is represented in the figures below:

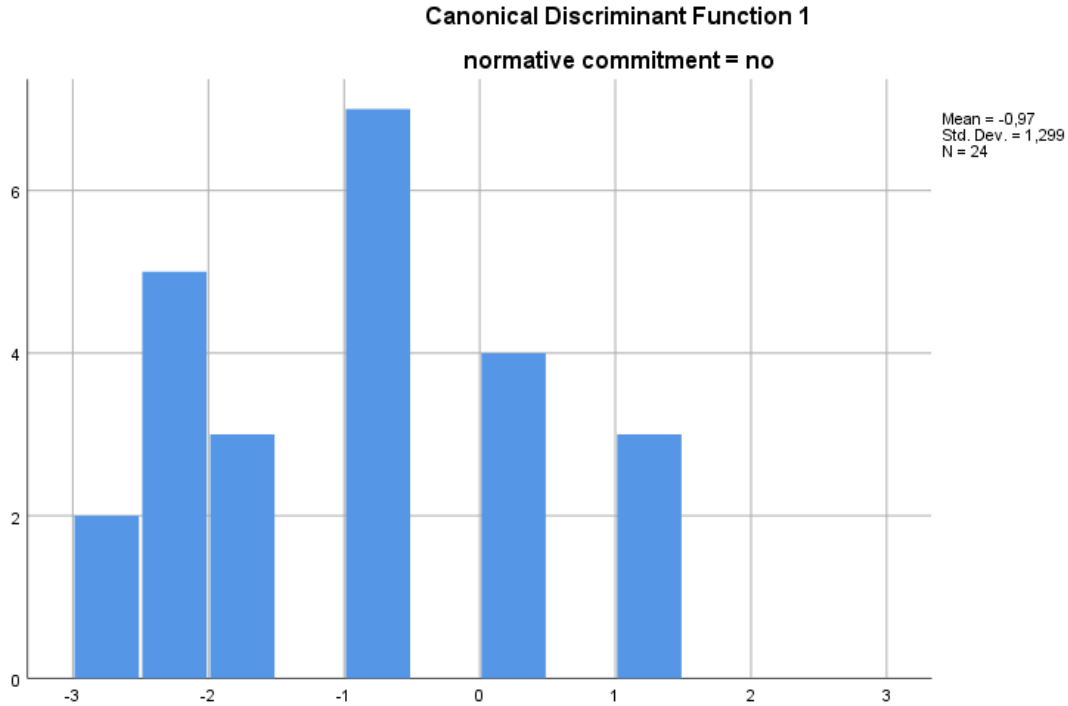


Fig (2.5.3): Canonical discriminant function 1, normative commitment= no

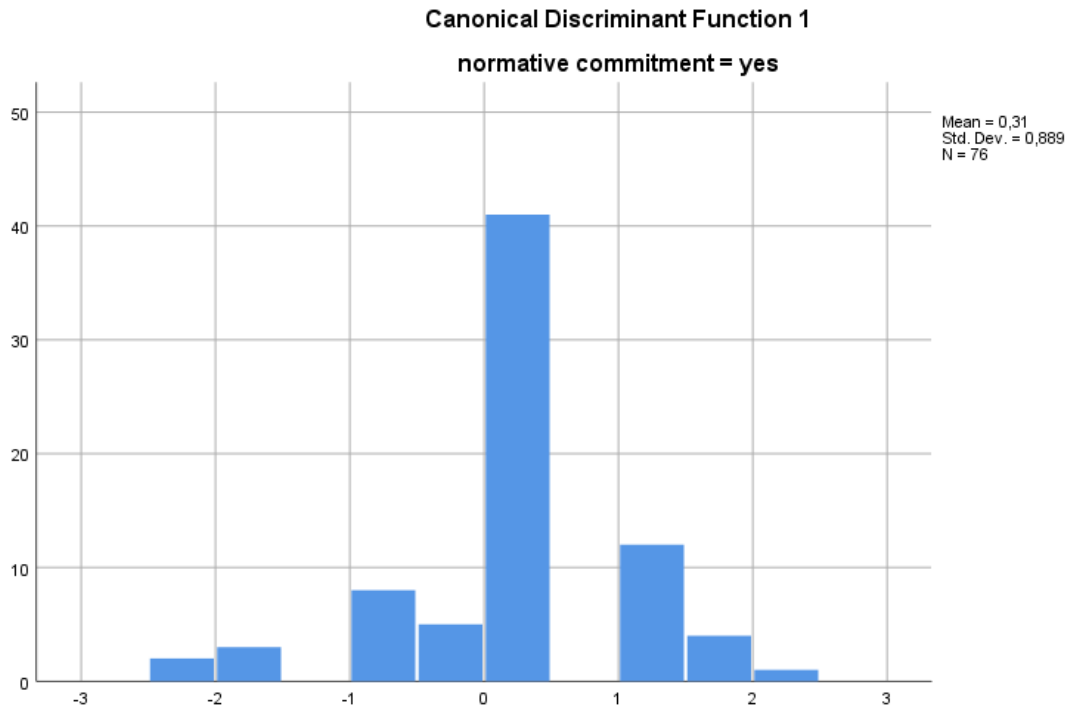


Fig (2.5.4): Canonical discriminant function 1, normative commitment= yes

Table (2.5.13) : Classification Results^{a,c}

		Predicted Group Membership		Total	
		normative commitment	no		yes
Original	Count	no	17	7	24
		yes	13	63	76
	%	no	70,8	29,2	100,0
		yes	17,1	82,9	100,0

a. 80,0% of original grouped cases correctly classified.

Overall, 80.0% of the original grouped cases are correctly classified.

Sensitivity between the actual model and the predictive one is estimated at 82, 9% for those employees who have normative commitment.

As for the result of the impact of organizational learning on normative organizational commitment, there are two discriminant predictor variables which can be written as follows: $Y3 = 1,260X1 - 0,585X2$

These predictor variables are included in two dimensions of organizational learning:

The first dimension is systems connection which include the variable (encourages diverse perspectives with a discriminant coefficient estimated at -0, 585).The sixth hypothesis is accepted.

The second dimension is strategic leadership which includes the variable (provides opportunities to learn with a discriminant coefficient estimated at 1,260).The fifth hypothesis is accepted

It is noticeable that continuance commitment shares with each of both affective commitment and normative commitment one common predictor variable.

“Gives control over resources” has successfully predicted both affective and continuance commitment and “encourages diverse perspectives” has predicted respectively continuance and normative commitment.

2.6. Conclusion:

The aim of this chapter was to provide empirical evidence to the research problem, for that purpose an online survey was distributed to over one hundred employees in several Algerian enterprises, and collected data were processed using (IBM SPSS 25).

Using a discriminate function analysis, to predict the dimensions of organizational learning that have the most influence on organizational commitment, results indicated the following:

Empowerment and embedded systems have the most significant effect on affective commitment out of all other seven dimensions, these two dimensions have also a significant effect on continuance commitment along with two other dimensions namely, systems connection and strategic leadership. As for normative commitment, it has been found that it is also significantly affected by systems connection and strategic leadership.

General conclusion

In the new knowledge economy where immense changes in organizational life and structure were introduced by strong globalization and great technological advancements, learning is considered the key element for organizations seeking survival.

In a faster, information-rich environment, having the ability to learn and adapt faster is necessary. The emergence of a learning organization over the past decade was a response to the immense changes introduced to the organizational lifestyle, learning organizations are structured in a way in which learning is favored and everyone is invited to learn and develop new insights and perspectives.

Despite the huge differences in approaches that have dealt with organizational learning, one assumption is common across these approaches, ‘organizations learn through its employees’, that is why increasing employees’ commitment towards their organizations is essential to the learning organization, along with other practices that it tries to establish. Committed employees believe in the organizational goals and objectives, they carry the vision of the organization and work to achieve it.

Since the learning orientation in organizations is presumed to develop employees’ commitment, this research focused primarily on investigating the impact of organizational learning on organizational commitment, a little researched area, especially in the Algerian context. Results of this investigation are reported below:

Theoretical results:

Organizational learning is a process and the learning organization is an entity, and considering that the literature of organizational learning is divided into two schools, while the first school regards organizational learning as a process through which learning occurs and the second school focuses on the learning capability of organizations.

The majority of researchers in the field of organizational commitment, consider the former a multidimensional construct, Allen and Meyer’s three-component model is the most accurate and well-conceptualized multidimensional construct.

The impact of organizational learning and organizational commitment is a little researched area. However, for the little researches that have been done, results were always positive.

Empirical results:

Embedded systems influence employees' affective commitment, when an organization creates and integrates high-and low- technology systems with work and gives employees access to data related to its past experiences and makes its lessons learned available for all of them it creates an affective commitment in them, as their identities become linked to the organization and they feel a strong belief in its goals and values.

Empowerment influence employees' affective commitment, when an employee feels that he is involved and in setting, owning, and implementing the organization's vision and when his responsibility is distributed close to decision making so that he has total control of resources that he needs to accomplish his tasks, he will identify with the organization' goals and objectives.

Embedded systems, empowerment, systems connection, and strategic leadership influence employees' continuance commitment. Continuance commitment is defined as the need to remain with the organization, that need is a result of the profit associated with continued participation in that organization. Thus, being a part of an organization that constantly measures its performance and looks for opportunities to grow, gives its employees control over resources they need, works with the outside community to meet mutual needs, provides mentoring and coaching to its employees, and encourages diverse perspectives, will make it hard for the employee to leave considering the high cost associated with that action.

Systems connection and strategic leadership influence normative commitment, when an employee find himself in an environment in which diverse perspectives are encouraged and opportunities to learn are provided; he will feel a moral obligation to stay with his organization, as he owes a lot to it.

Recommendations:

Give employees time to support learning and reward them generously for learning

Encourage employees to give honest and open feedback

Give employees the freedom to adapt their goals as needed

Recognizes employees who take initiatives and support those who take calculated risks

Act on their recommendations

Ensure consistency between the organization's actions and values

Suggested future researches:

Organizational learning: A comparison between the public and the private sector.

Organizational learning as a source of competitive advantage

The effect of commitment profiles on commitment-relevant behaviors.

Foci commitment

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Appendices:

Appendix (A):



الجمهورية الجزائرية الديمقراطية الشعبية
République Algérienne Démocratique et Populaire
وزارة التعليم العالي و البحث العلمي
Ministère de l'Enseignement Supérieur et de la Recherche Scientifique

Ecole Supérieure de Management de Tlemcen

المدرسة العليا لإدارة الأعمال بتلمسان

Questionnaire

استبيان

Ce questionnaire est conçu dans le cadre d'un mémoire de master 2 en management et stratégies des entreprises. Il a pour objectif d'étudier l'impact de l'apprentissage organisationnel sur l'engagement organisationnel dans les entreprises publiques économiques.

Prière de cocher la case appropriée pour chacune des questions, il n'ya pas de bonnes ou de mauvaises réponses, nous nous intéressons à votre perception de l'état actuel des choses.

Vos réponses ne seront traitées qu'à des fins statistiques et ce de manière totalement anonyme.

Merci d'avance pour votre aide.

صمم هذا الاستبيان في إطار انجاز مذكرة ماستر 2 تخصص إدارة أعمال واستراتيجيات المؤسسات. الهدف منه دراسة تأثير التعلم التنظيمي على الالتزام التنظيمي في المؤسسات العمومية الاقتصادية. الرجاء التأشير على المربع الذي تراه مناسباً لكل سؤال، لا توجد إجابات صحيحة أو إجابات خاطئة، نهتم فقط بوجهة نظرك للأمر كما هي في الوقت الحالي.

ستستخدم الإجابات المقدمة لأغراض إحصائية فقط وهذا دون الإخلال بسريتها.

نشكر لكم تعاونكم.

Premier axe : données personnelles

المحور الأول البيانات الشخصية

1/ Dans quel groupe d'âge vous situez vous ?

1/ إلى أي فئة عمرية تنتمي ؟

Moins de 30 ans entre 30 et 40 ans entre 40 et 50 ans 50 ans plus

أقل من 30 سنة

من 30 إلى 40 سنة

من 40 إلى 50 سنة

50 سنة فأكثر

2/ Êtes-vous :

/2 هل أنت:

Un homme

une femme

ذكر

أنثى

3/combien d'années de service cumulez-vous dans cette entreprise ?

/3 ماهو عدد سنوات خدمتك في هذه المؤسسة ؟

Moins de 5 ans

entre 5 et 10 ans

entre 10 et 15 ans

15 ans et plus

أقل من 5 سنوات

من 5 إلى 10 سنوات

من 10 إلى 15 سنة

15 سنة فأكثر

4/ quel est votre niveau d'instruction ?

/4 ماهو مستواك التعليمي ؟

Primaire

moyen

secondaire

universitaire

études supérieures

ابتدائي

متوسط

ثانوي

جامعي

دراسات عليا

Deuxième axe : L'apprentissage organisationnel

المحور الثاني : التعلم التنظيمي

Prière de choisir (cocher) une seule réponse pour chaque question الرجاء اختيار (التأشير على) إجابة واحدة لكل سؤال	Pas du tout d'accord غير موافق بشدة	Pas d'accord غير موافق	Indifférent محايد	D'accord موافق	Tout à fait d'accord غير موافق بشدة
<u>L'apprentissage continu</u> : _____ التعلم بالمستمر					
1/ dans mon entreprise , les employés s'aident les uns les autres à apprendre 1/ في مؤسستي، يساعد الموظفون بعضهم البعض على التعلم					
2/ dans mon entreprise les employés, bénéficient du temps pour apprendre 2/ في مؤسستي، يمنح الموظفون الوقت للتعلم					
3/dans mon entreprise, les employés sont récompensés pour leur apprentissage 3/ في مؤسستي، يكافئ الموظفون نظير تعلمهم					
<u>Dialogue et questionnement</u> : _____ الحوار والاستفسار					

<p>4/ dans mon entreprise, le dialogue entre les employés se caractérise par l'ouverture et l'honnêteté 4/ في مؤسستي، يتميز الحوار بين الموظفين بالصدق والانفتاح</p> <p>5/ dans mon entreprise, les employés expriment leurs opinions tout en respectant ceux des autres. 5/ في مؤسستي، يدلي الموظفون بأرائهم مع الحرص على احترام آراء الآخرين</p> <p>6/ dans mon entreprise, les employés cherchent à établir une relation de confiance entre eux 6/ في مؤسستي، يهتم الموظفون ببناء الثقة فيما بينهم</p> <p><u>التعلم الجماعي</u> : <u>Apprentissage en équipe</u> :</p> <p>7/ dans mon entreprise, les équipes/groupes sont libre à adapter leurs objectifs au besoin 7/ في مؤسستي، تمتلك الفرق/جماعات العمل حرية تكييف أهدافها حسب الحاجة</p> <p>8/ dans mon entreprise, les membres d'équipes/groupes de travail révisent leur manière de penser à la suite des discussions de groupe ou des informations recueillies 8/ في مؤسستي، يراجع أعضاء فرق/جماعات العمل أفكارهم بناء على نتائج المناقشات الجماعية والمعلومات المجمعة</p> <p>9/ dans mon entreprise, les équipes/groupes de travail sont convaincus que l'entreprise prendra en charge leurs recommandations 9/ في مؤسستي، تثق فرق/جماعات العمل بان المؤسسة ستأخذ بتوصياتها</p> <p><u>les systèmes pour capturer et partager l'apprentissage</u> : <u>أنظمة لمشاركة المعرفة والتعلم</u></p> <p>10/ mon entreprise dispose des systèmes permettant de mesurer l'écart entre la performance actuelle et la performance attendue 10/ تمتلك مؤسستي نظاما لقياس الفجوة بين الأداء الحالي والأداء المتوقع</p>						
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<p>11/mon entreprise met à la disposition de tous les employés les leçons tirées de ses expériences précédentes. 11/ تتيح مؤسستي الدروس المستفادة من تجاربها السابقة لجميع موظفيها</p> <p>12/ mon entreprise mesure l'impact du temps et des ressources consacrées à la formation 12/ تقيس مؤسستي عوائد الوقت والموارد التي أنفقت على التدريب</p> <p><u>La vision commune :</u> <u>رؤية جماعية مشتركة</u></p> <p>13/ mon entreprise apprécie les employés qui prennent des initiatives 13/ تقدر مؤسستي الموظفين الذين يتمتعون بروح المبادرة</p> <p>14/ mon entreprise permet aux employés l'accès aux ressources dont ils ont besoins pour accomplir leur travail 14 / تمكن مؤسستي الموظفين التحكم في الموارد التي يحتاجونها لانجاز أعمالهم</p> <p>15/ mon entreprise soutient les employés qui prennent des décisions à risques calculés 15/ تدعم مؤسستي الموظفين الذين يتخذون قرارات ذات مخاطر محسوبة</p> <p><u>L'ouverture sur l'environnement :</u> <u>ربط المؤسسة بالبيئة الخارجية</u></p> <p>16/ mon entreprise encourage les employés à penser d'une perspective globale 16/ تشجع مؤسستي الموظفين على التفكير من منظور شامل</p> <p>17/mon entreprise collabore avec l'environnement extérieur en vue de satisfaire les besoins mutuelles 17/ تعمل مؤسستي جنبا إلى جنب مع المجتمع الخارجي بهدف تلبية الاحتياجات المشتركة</p> <p>18/ mon entreprise encourage les employés à récolter les informations de ses différents départements lors de la résolution des problèmes 18/ تشجع مؤسستي الموظفين الحصول على المعلومات من مختلف أقسامها عند حل المشكلات</p>					
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<p><u>Le leadership stratégique pour l'apprentissage:</u> القيادة الإستراتيجية الداعمة للتعلم</p> <p>19/ dans mon entreprise, les dirigeants orientent (mentorat) et encadrent (coaching) les employés 19/ في مؤسستي، يحرص الرؤساء على توجيه الموظفين وتطويرهم</p> <p>20/ dans mon entreprise, les dirigeants cherchent continuellement des occasions d'apprentissage pour leurs employés 20/ في مؤسستي، يبحث الرؤساء باستمرار عن فرص تعلم لموظفيهم</p> <p>21/ dans mon entreprise, les dirigeants veillent à ce que ses actions soient en cohérence avec ses valeurs. 21/ في مؤسستي، يحرص الرؤساء على أن تتوافق أفعال هذه الأخيرة مع قيمها</p>					
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Le troisième axe : l'engagement organisationnel

المحور الثالث: الالتزام التنظيمي

	Oui (نعم)	Non (لا)
<p>1/ <u>L'engagement affectif</u> : <u>الالتزام العاطفي:</u></p> <p>Je me sens émotionnellement attaché à cette entreprise (je ressens un fort sentiment d'appartenance à celle-ci, comme si je faisais partie de la famille) اشعر بانني مرتبط عاطفيا بهذه المؤسسة (اشعر بإحساس قوي بالانتماء لهذه المؤسسة وكأنني فرد من أفراد العائلة فيها)</p> <p>2/ <u>l'engagement continu</u> : <u>الالتزام المستمر</u></p> <p>Même si je voulais, il serait très difficile pour moi de quitter cette entreprise en ce moment. سيكون من الصعب علي أن اترك هذه المؤسسة حاليا، حتى لو أردت ذلك</p> <p>3/ <u>l'engagement normatif</u> : <u>الالتزام المعياري -الأخلاقي-</u></p> <p>Je dois beaucoup à cette entreprise, c'est pourquoi je ressens une obligation d'en rester membre. أدين بالكثير لهذه المؤسسة، لذلك اشعر بانني ملزم بالبقاء عضوا فيها</p>		

