

Impact of Organizational Culture on Multiple Commitments: Mediating Role of Organizational Learning

Shilpi Saha
S. Pavan Kumar

National Institute of Technology Karnataka, Surathkal

Abstract

The current dynamic environment has impelled organizations to learn continuously and keep up with changing trends. Learning and culture of organizations are considered two most important components that can facilitate high performance for business in organizations. This study attempts to study the mediating effect of organizational learning between organizational culture and multiple commitments. Data were collected from 712 employees working in different public sector undertakings (PSUs) across India. Structural equation modeling was used as a statistical tool to verify the proposed relationships. The findings of the present study indicate that organizational culture significantly predicts affective organizational commitment. Organizational learning mediates the relationship between organizational culture and affective organizational commitment. Organizational learning has a significant impact on multiple commitments, that is, affective organizational commitment, group commitment and job involvement. Thus a study of the organizational culture helps organizations to formulate policies directed towards enhanced effectiveness of human resources. The results imply that organizations have to focus on building a culture that incorporates a sense of assertiveness, collaboration, creativity and at the same time, provide employees flexibility, learning, opportunities for growth and reward them for their contributions to increase their commitments.

Keywords: Organizational Culture, Organizational Learning, Affective Organizational Commitment, Group Commitment, Job Involvement, Employees, Public Sector Undertakings

1. Introduction

The new business environment demands organizations to be competitive. They have to adapt to rapid changes to meet demands of the competitive business scenario (Popper & Lipshitz, 2000). Organizational culture and

organizational learning are very important for survival and growth of organizations in this context (Cook & Yanow, 2011). All employees working in any particular organization have to learn certain new things that are considered essential to boost productivity. Organizational learning suggests learning has to occur at an organizational level and not only at an individual level (Pillania, 2006). Understanding the role of culture in the functioning of an organization is a recent aspect that is being focused in organization behaviour (Pondy & Mitroff, 1979). It is often seen that not all employees welcome change. So organizations are often resistant to change owing to less readiness to change. This needs to be taken care by finding possible interpretations and solutions. Organizational culture has to be changed to remove resistance in organizational learning (Schein, 1985; 1992).

For the change to occur, organizational learning has to take place so that the organization can evaluate its self-understanding of ways to deal with business. Culture is used by management to nurture the beliefs, behaviors and understandings of individuals of an organization to reach specified goals (Deal & Kennedy, 1982). Organizations can maintain a good work environment in this way. This will make employees develop positive feelings for their organizations.

Organizational commitment is the extent to which an individual identifies with his or her organization. It depends on how well the individual accepts the organization's goals and objectives. There is a willingness of the employees to exert a lot of effort in the organization's activities and to be its part (Mowday, Steers & Porter, 1982). Commitment is also known to be the one of the most significant factors among top performing companies and companies with average performance. It is clearly observed in a cumulative manner that organizational commitment is responsible for achieving the goals of an organization. However, more than one-third of employees had low commitment

levels towards their job and organization (TNS Worldwide, 2002).

Employees who exhibit high organizational commitment are likely to perform better (Laschinger, Wilk, Cho & Greco, 2009). Organizational commitment is one such variable which was researched abundantly by the research scholars in recent years in education sector (Kumar & Giri, 2013). Commitment is present in all settings that involves social relations. It can be argued that the world of work is becoming characterized by rapid competition and developments globally in business. To be able to generate performance, companies must be able to adapt to the changing conditions by making employees being committed to their organization (Jaramillo, Mulki & Marshall, 2004). Under such turbulent business environment, organizations have to continuously look for qualified, skilled and committed employees.

There is lack of methods and components to improve organizational commitment of employees. There is a need to understand how commitment can be created in employees and enjoyed over time in organizations. It was claimed that organizational culture is highly non-supportive for a positive learning environment in public sector organizations of India (Pillania, 2006). However, this is contradictory with recent research findings. Gupta and Pannu (2013) argue that organizational culture of public sector undertakings is found to be very supportive due to high job satisfaction levels. This is because employees have commitment, cooperation, teamwork and proactivity among themselves (Jain, 2013). This contradiction can be cleared by inquiring about the culture in these organizations.

Group commitment is a form of commitment that gauges the level of bonding of an individual with his or co-workers (Randall & Cote, 1991). Group commitment is a very new concept in the domain of multiple commitments. Those employees and work groups who are more committed towards their organization have high morale, lower turnover, increased productivity and performance (Cohen, 2003; Mowday et al., 1982). Job involvement is an attachment towards job which is different from organizational commitment and group commitment (Cohen, 2003, Kanungo, 1982; Randall & Cote, 1991). There are many studies on job involvement. However, very little

attention is paid to explore job involvement in relation to other workplace factors. Despite the presence of significant amount of research in the areas of organizational culture, organizational learning and commitment, little attempt has been made to link the three and translate these findings systematically into a comprehensive review of current knowledge in Indian public sector organizations.

2. Literature Review

2.1 Organizational Culture

Organizational culture is an important aspect of organizational behaviour (Kristof, 1996). It can be thought of a concept that encompasses the way organizations think (O'Reilly, 1989). Culture refers to shared values of reality that emerges through social interactions in organizations. Potter (2003) suggests that values, beliefs and norms that are practiced in organization form organizational culture. Wallach (1983) has divided organizational culture into three parts - bureaucratic, supportive and innovative.

The bureaucratic culture is characterized by hierarchical, clear authority lines, organized, compartmentalized and systematic work. The flow of information and authority is hierarchical based on control and power. The various adjectives used for bureaucratic culture are power oriented, solid, cautious, regulated, established, ordered, structured, procedural and cultural-hierarchical.

An innovative culture is known to engender a creative and dynamic work environment. People are always under stress to perform better. The various adjectives that are used to describe innovative culture are result-oriented, risk-taking, creative, pressurised, challenging, stimulating, enterprising and driving.

The supportive culture is characterized by confidence, encouraging, trusting, people-oriented and friendly work culture. Adjectives used for this culture are supportive, trusting, equitable, safe, social, encouraging, relationships-oriented and collaborative.

Organizational culture is widely regarded as the humanizing component in business. It gives rise to an enabling atmosphere for airing mutual expectation between an employee and organization. This helps employees to trust each other, facilitate communication and develop organizational commitment.

2.2 Organizational Learning

Tushman and Romanelli (1985) suggest that an organization has to change when there are certain developments that make existing strategies obsolete in organizations. Restructuring the relationships and learning new ways of working in organization are the ways for long run survival (Haveman, 1992). Organizational learning is necessary as its efforts are directed towards organizational effectiveness (Sahin & Simsek, 1996).

Individuals of a work group need to learn to work productively. They will have to invest efforts and learn things necessary for effective attainment of goals. Organizational learning helps to learn and re-learn in order to update individuals with necessary skills. This acts as a principal measure of renewal of strategy of an organization.

2.3 Multiple Commitments

More than one form of commitment may be exhibited by the employees in the workplace simultaneously. For example, an employee wanting to develop commitment may end up building attachment towards the organization or the members of his or her work group (Meyer & Allen, 1997). It would be better on the part of employees if they are committed to more than one aspect of work, like, the work group or job or organization (Saha & Kumar, 2015). Hence, it is necessary to study multiple commitments to have a clear knowledge of commitment (Cohen, 1993, 2003).

2.3.1 Affective Organizational Commitment

Affective organizational commitment is the emotional attachment of an individual with his organization (Morrow, 1993). It is believed to exist when there are positive feelings about the organization (Meyer & Allen, 1997). An individual who is affectively committed to his organization might be more attached to his or her organization, to join and be active in relevant matters. The same is not true for individuals who possess normative and continuance commitment. This is due to the reason that such persons might be more interested in aspects of their occupation as a whole instead of their organization. For example, individuals who wish to scale up higher in pay might leave his or her organization in search for better paid jobs. In another example on a similar note, individuals who do not want to be associated with an organization opt to

leave. Hence, affective organizational commitment is an important behavioral aspect.

2.3.2 Group Commitment

Group commitment refers to the strength of attachment of an individual with all members of his work group (Randall & Cote, 1991). It is relatively less researched in all forms of commitment (Morrow, 1993). Group commitment involves good relationships and interactions among group members and is important to develop social ties between the employee and the organization (Randall and Cote, 1991). They suggest that employees relate and identify themselves with the work group once they start working jointly. This, in turn, translates into positive attitudes towards the organization. They explained that on being hired, one's initial reference group gratifies one's needs for guidance and reassurance and exerts a lasting influence over individual attitudes to the organization. A reason for analyzing group commitment as a separate construct together with affective organizational commitment is the need to demonstrate the distinction between them. In addition, it is also essential to determine if group commitment is an equally important concept like other forms of commitment.

2.3.3 Job Involvement

Blau (1985) defines job involvement as the extent to which an individual identifies psychologically with his/her job. In the early approach to job involvement, Lodhal and Kejner (1965) argued that job involvement is the internalization of values about the goodness of work or the importance of work for the person's worth. One of the objects of commitment for an employee in the workplace could be his/her job, which can be termed as job involvement.

3. Theoretical Framework

3.1 Organizational Culture and Multiple Commitments

One of the factors which can influence the relationship among employees is its organizational culture. It is a vital component of organizational success. The values of an organization are based on its culture. Employees who are acquainted with various cultural dimensions generally have positive feelings about organizational commitment (Ooi, Boon & Arumugam, 2006). Organizations that have bureaucratic culture do not have employees who are satisfied and committed to

their job (Silverthorne, 2004). Instead, a culture that has a good mix of all three types may have employees who have good commitment levels and job involvement (Bigliardi, Dormio, Galati & Schiuma, 2012). Harris and Mossholder (1996) found that organizational culture influences outcomes of individuals such as satisfaction and commitment.

It is always better if learning takes place collectively as employees generally work in groups (Wegner, 1987; Cohen, 1996). People often prefer to work in groups. Collectivist tendencies exist among Indians (Hofstede, 1980; Singh, 1990; Verma & Triandis, 1999). Group commitment emphasizes on the "collective" nature of work. It develops when there is good relationship among employees (Randall & Cote, 1991). It may be suggested that learning collectively in groups may be able to strengthen group commitment (Bigliardi et al., 2012).

There is a paucity of research verifying the impact of organizational culture on commitment forms in Indian public sector undertakings. Also, there is no creditable research work which verified the relationship between organizational culture and group commitment. This led us to propose the following hypotheses:

H1(a,b,c): Organizational culture will be positively related to affective organizational commitment, group commitment and job involvement.

3.2 Organizational Culture and Organizational Learning

Learning is considered essential activity in every organization. As the business becomes more globalized, organizational learning assumes even greater significance. Organizational culture plays a key role in organizational learning (Lee & Chen, 2005) as culture affects the behaviour of employees. The culture predicts the amount of relevance it poses on organizational learning (Sanz-Valle, Naranjo-Valencia & Jimenez-Jimenez, 2011). Thus the culture of an organization must value the way employees are given freedom. Innovative culture and healthy relationships help to foster organizational learning levels. Focus on innovation is known to have a significant effect on organizational learning (Sanz-Valle et al., 2011). Looking at the pace at which the business is taking its course in globalized and liberalized economy, more research is warranted between organizational culture

and organizational learning. This led to developing the following hypothesis:

H1(d): Organizational culture will be positively related to organizational learning.

3.3 Organizational Learning and Multiple Commitments

Employees feel attached to their organization as they learn (Bambacas, 2010). This may lead them to think that learning improves their knowledge and skills. They will feel obliged to work for their organization which helped them improve their skills. They are likely to develop positive feelings about their organization.

Senge (1990) suggests that organizations that encourage learning in the interest of employees will help generate involvement with the job. Group commitment develops when there is collective work or interactions among employees. This would help to build good relationship and facilitate group work. Thus organizational learning may help build group commitment by learning together. Highly committed group members maintain unity with their team members when they face threat (Ellemers, van Rijswijk, Bruins & de Gilder, 1998b). Learning among employees helped build commitment within work groups in manufacturing firms in US (Kukenberger, Mathieu & Ruddy, 2012).

An employee will be involved in his job when he finds interest in his job. He needs necessary skills to be able to perform his job. Learning provides the necessary skills and trains employees to be capable to perform the job. It is only then that the employee will be able to identify with the job. Hence, organizational learning may help to enhance job involvement. There has been very little or no research concerning organization learning's effect on group commitment. Possible extension of the existing knowledge to verify the impact of organization learning on different forms of commitment. Thus, the following hypotheses were framed:

H2(a,b,c): Organizational learning will be positively related to affective organizational commitment, group commitment and job involvement.

3.4 Interrelationship among Multiple Commitments

Evaluating the impact of extent of decision making in one's work group on attachment with the organization

is very important for the organization's long term performance. Chen and Chiu (2009) reported that employees who are highly involved with their job display good performance at work. They also display desirable behaviours in the process.

Research suggests that organizational commitment can have an impact on group commitment (Cohen, 2003). Work group of an individual is important for his orientation towards work (Lodhal & Kejner, 1965). Group members provide necessary support to an employee for successful completion of work. This provides satisfaction to the employee and he develops interest in his work. This gives scope for group commitment to have an impact on job involvement of employees (Randall & Cote, 1991). According to Cohen (2003), this research is supported in Canadian and Israeli cultures. Hence, research in Indian context is warranted for better understanding.

Job involvement is a very stable attitude which does not change easily over time (Blau & Boal, 1989). Satisfaction with work in the organization and with the group will make employees satisfied with the organization in the long run. This may strengthen his attachment with the organization Hence, group commitment may help to improve affective organizational commitment of employees (Cohen, 2003). There are very few studies to establish the impact of group commitment on organizational commitment. This led to formulation of the following hypotheses:

H3(a,b): Group commitment will be positively related to affective organizational commitment and job involvement.

3.5 The Mediating Role of Organizational Learning

Organizations emphasize on gaining knowledge while performing their business. Raj and Srivastava (2013) argue that organizational learning has a mediating impact in the relationship between organizational culture and HRM practices that are responsible for generating commitment forms (Gellatly, Hunter, Currie & Irving, 2009). It happens because learning boosts the confidence level of employees and they develop attachment to their organizations (Bigliardi et al., 2012). The mediating nature of organizational learning levels between organizational culture and commitment forms has not been examined.

According to Baron and Kenny (1986), a variable can act as a mediator when the following terms are met: (a) significant levels of variation in the presumed mediator is caused by varying levels of the independent variable, (b) significant variations in the dependent variable caused by the presumed mediator and (c) a previous significant relation between a dependent variable and independent variable becomes less significant due to the presence of presumed mediator. However, multiple commitments were not included in the test for mediation. Hence, the present study aims to study the impact of organizational culture on multiple commitments through organizational learning by proposing the following hypotheses:

H4(a): Organizational learning will mediate the relationship between organizational culture and affective organizational commitment.

H4(b): Organizational learning will mediate the relationship between organizational culture and group commitment.

H4(c): Organizational learning will mediate the relationship between organizational culture and job involvement.

Figure 1 shows the hypothesized model based on the theoretical framework.

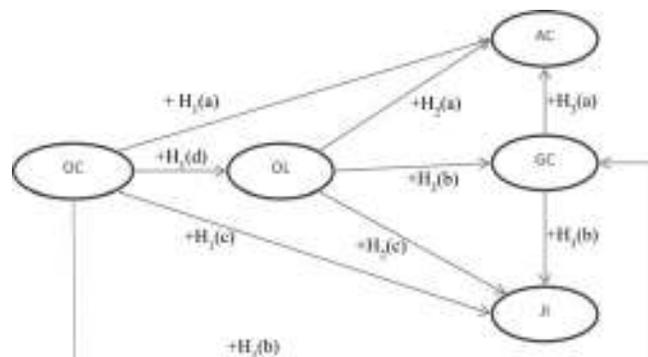


Figure 1: Hypothesized model

Note: OC = Organizational Culture; OL = Organizational Learning; AC = Affective Organizational Commitment; GC = Group commitment; JI = Job Involvement; + indicates positive impact.

4. Method

The sample consisted of respondents belonging to managerial cadre from nine different large scale organizations termed as public sector undertakings in India. These organizations belonged to bauxite, petroleum and heavy industries located in the states

covered were Orissa, Madhya Pradesh, Delhi, West Bengal, Assam, Maharashtra and Karnataka. Convenient sampling technique was adopted to identify organisations. Care was taken to collect data from these organizations so that maximum regions were covered across India. The names of the organizations are not revealed due to anonymity request made by them. The sample consists of employees from different departments, namely, HR, Finance, Electrical, Instrumentation, Civil, Environment, Tender and Contract, Sales, Production, Chemical, Lab, Research and Development and several other departments. Participation of employees in this study was voluntary. Respondents were asked not to disclose their identities so that the identities are anonymous. They were requested to respond to all the questions. It took a maximum of forty-five minutes to completely respond to the questionnaire. The filled questionnaires were collected over duration of five days from each of the organizations.

The survey was conducted using cross sectional survey design. The sample consisted of respondents belonging to managerial cadre from public sector undertakings

Table 1: Sample Characteristics

Gender	Male	95.6%
	Female	4.4%
Age-group	21-30 years	19.4%
	31-40 years	39.3%
	41-50 years	27.9%
	51-60 years	13.3%
Marital Status	Single	15%
	Married	85%
Qualification	B.E./B.Tech	61.3%
	M.E./M.Tech	36.2%
	Ph.D.	2.5%
Level of Management	Entry	44%
	Middle	44%
	Senior	12.1%
Maximum Tenure	With present employer	33
	Total work life of employee	37

located in various parts of India. Convenience sampling technique was adopted to identify organisations. Convenience sampling is adopted for many studies related to organisation behaviour (Verma & Duggal, 2015). This procedure entails participation from all regions based on convenience, willingness, interest and availability of respondents to obtain quality responses (Teddlie & Yu, 2007). Table 1 demonstrates the sample characteristics. The sample includes executives of different departments, namely, electrical, mechanical, instrumentation, finance etc. Participation in the study was voluntary and identities of participants were kept anonymous. Anonymity and confidentiality was preserved in this way leading to more accurate responses. A passive consent approach was adopted. The receipt of a completed questionnaire was left at the discretion of the respondent. The respondents had the liberty of not answering any particular question. However, they were requested to answer leaving out least number of questions.

4.1 Measures

4.1.1 Organizational Culture

A scale developed by Wallach (1983) measuring organizational culture consisting of 24 items was used (e.g. 'Mutual trust and loyalty is the glue that holds my organization together'). All items were measured on a five-point likert scale ranging from "Describes my organization most of the time" to "Does not describe my organization".

4.1.2 Organizational Learning

Organizational learning variable was drawn from Bontis, Crossan and Hulland (2002) framework. It consisted of 10 items (e.g. 'My organizational structure allows us to work effectively'). All items were measured on a five-point likert scale ranging from "strongly agree" to "strongly disagree".

4.1.3 Affective Organizational Commitment

Affective organizational commitment was drawn from the three factor model proposed by Meyer and Allen (1997). It was measured based on Meyer and Allen's (1991) organizational commitment scale. It consisted of 8 items (e.g. 'I would be very happy to spend the rest of my career with this organization'). All items were measured on a five-point likert scale ranging from "strongly agree" to "strongly disagree".

4.1.4 Group Commitment

Group commitment was assessed using Ellemers, Gilder and Heuvel's (1998a) scale. It consisted of 7 items (e.g. 'I am prepared to do additional work when this benefits my work team'). All items were measured on a five-point likert scale ranging from "strongly agree" to "strongly disagree".

4.1.5 Job Involvement

Job involvement was measured using Kanungo's (1982) scale. It has 10 items (e.g. "I am very much involved personally in my job"). All items were measured on a five-point likert scale ranging from "strongly agree" to "strongly disagree".

4.2 Statistical Tools and Techniques used for Data Analysis

To analyse the data, the Statistical Package for Social Sciences (SPSS) version and AMOS version were used. The statistical analyses such as obtaining descriptive statistics, developing the correlation matrix, and calculating Cronbach's Alpha values of the various measures used in the study have been analysed using SPSS. The hypothesized model emerging from literature review was subjected to analysis and fit tests. A variety of Goodness-of-Fit indices as provided by AMOS (Bentler, 1990; Kline, 2005) were utilised for this purpose. AMOS tool was used to perform some advance statistical techniques such as creating structural equation models. The hypothesised model was tested and the conclusions regarding the model fit and acceptance are reported.

4.3 Data Analysis

The data was subjected to statistical analysis in order to test the above hypotheses. First, mean, standard deviation (SD), reliability and inter-correlation were computed. Table 2 shows the mean, SD and reliability coefficients for all the measures.

As the values for Cronbach's Alpha are well above the recommended threshold of .70, hence the reliability of the measurements is considered valid (Fornell & Larcker, 1981). Table 2 shows the results of bivariate correlation between the latent variables.

Indicators having standardised residual greater than |4| were dropped (Hair et al., 2006). Attention was given to the indicators which had standardized residuals between |2.5| and |4|. Modification indices and loading estimates were checked to detect problems associated with the indicators. Since the items JI3, JI4, JI7, AC3, AC8, OC6, OC8, OC17, OC21 and OC24 have very high standardised residuals, these items were removed for further analysis. Hence, all indicators with factor loadings greater than .50 and residuals less than |2.5| were considered for further analysis. The fit indices for the overall measurement model are displayed in table 3.

The model is prepared in a recursive manner to avoid problems associated with statistical identification (Hair, Black, Babin, Anderson & Tatham, 2006). The results of the model with completely standardized path coefficients for the model are demonstrated in figure 2. This model showed a perfect fit with the data (X^2

Table 2: Descriptive Statistics and Correlations among Latent Variables with Reliability Coefficients on the diagonals

Variable	Mean	SD	Culture	OL	OC	GC	JI
OC	4.02	.51	.90	.62	.42	.47	.49
OL	4.02	.57	.62	.86	.51	.56	.61
AC	3.77	.70	.42	.51	.83	.49	.47
GC	4.22	.55	.47	.56	.49	.83	.65
JI	3.92	.66	.49	.61	.47	.65	.86

Note: All correlations are significant at $p < .001$; OC = Organizational Culture; OL = Organizational Learning; AC = Affective Organizational commitment; GC = Group commitment; JI = Job Involvement.

Table 3: Goodness of Fit Results for Overall Measurement Model

Model	X ²	X ² /df	GFI	CFI	RMSEA	Items Deleted	Reason
CFA1	4089.29	2.51	.83	.85	.04	JI7	HSR
CFA2	3887.50	2.48	.84	.86	.04	OC6	HSR
CFA3	3669.54	2.42	.84	.87	.04	JI4	HSR
CFA4	3537.32	2.42	.85	.87	.04	AC3	HSR, LFL
CFA5	3339.83	2.38	.85	.87	.04	AC8	HSR, LFL
CFA6	2799.99	2.07	.87	.90	.04	OC17	HSR
CFA7	2660.62	2.05	.88	.91	.04	OC24	HSR
CFA8	2509.84	2.01	.88	.91	.04	JI3	HSR
CFA9	2424.84	2.02	.88	.92	.04	OC21	HSR
CFA10	2159.16	1.88	.89	.93	.03	OC8	HSR
CFA11	2021.53	1.83	.90	.93	.03	-	-

Note: LFL = Low Factor Loading; HSR = High Standardised Residual; OC = Organizational Culture; OL = Organizational Learning; AC = Affective Organizational Commitment; GC = Group commitment; JI = Job Involvement.

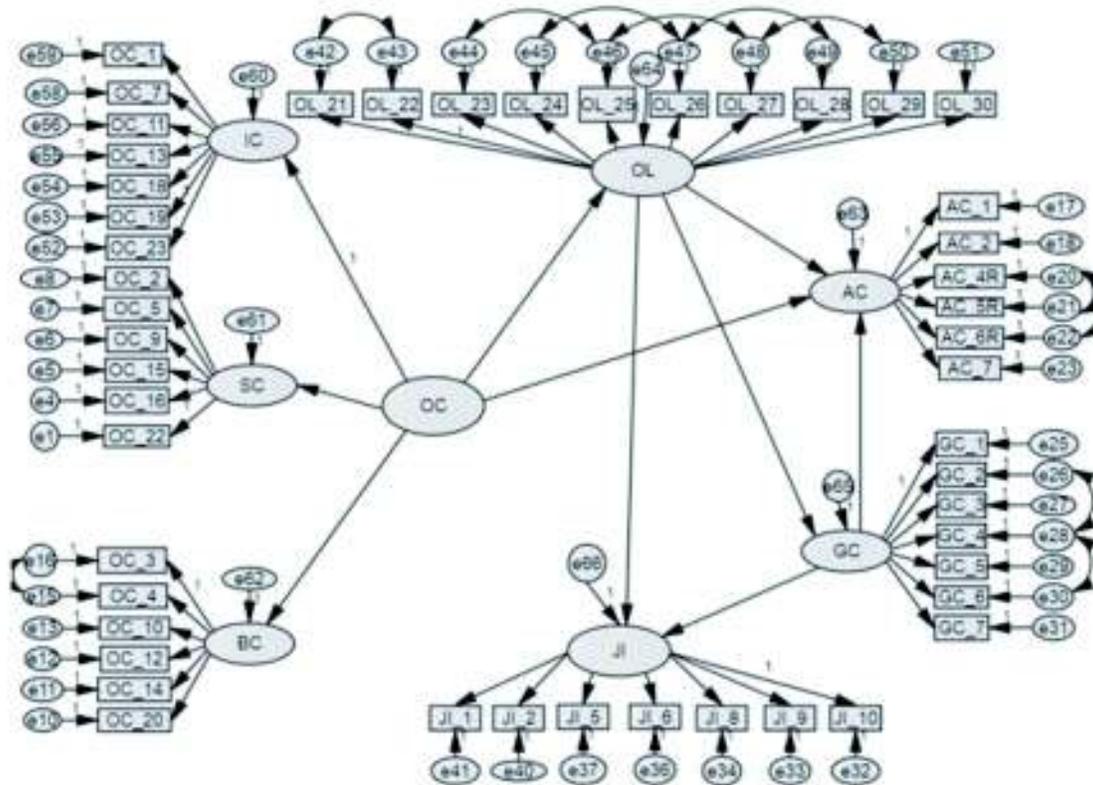


Figure 2: Structural equation model showing standardized estimated parameters

Notes: Only significant path coefficients are displayed; OC = Organizational Culture; OL = Organizational Learning; AC = Affective Organizational commitment; GC = Group commitment; JI = Job Involvement.

= 2044.12, $X^2/df = 1.86$, GFI = .90, CFI = .93, RMSEA = .03) which is considered to be an overall acceptable fit. A X^2/df value of less than or equal to 3 is considered a reasonable good indicator of the model fit (Bentler, 1990; Hair et al., 2006). GFI, TLI and CFI have values greater than .90. these values are considered to be good model fit indices (Bentler, 1990). A good fit is also indicated by RMSEA value of less than .05 (Hair et al., 2006).

5. Results

Table 4 shows the hypotheses results. Culture is positively related to affective organizational commitment ($\beta = .23, p < .01$) and organizational learning ($\beta = .78, p < .001$). Hence, hypothesis H1(a) and H1(d) are accepted. Organizational learning shows significant relationship with affective organizational commitment ($\beta = .48, p < .001$), group commitment ($\beta = .63, p < .001$) and job involvement ($\beta = .43, p < .001$). Hypothesis H2(a), H2(b) and H2(c) are thus accepted. Culture is not positively related to group commitment ($\beta = .17, p > .05$) and job involvement ($\beta = .12, p > .05$). This rejected hypotheses H1(b) and H1(c).

Table 5 shows the results for mediating role of job involvement based on the suggestions of Baron and Kenny (1986) and Sobel (1982). The total mediation effects for all the paths were significant at $p < .001$. The results confirm the mediating effects of OL in the relationship between Culture and three outcome variables, that is, AC (Sobel z value = 5.15, $p < 0.01$), GC (Sobel z value = 7.79, $p < 0.01$), JI (Sobel z value = 5.86, $p < 0.01$) relationship. For Sobel's (1982) test, the statistics are compared with the standard prior critical values ($z = 1.645$ when $p < .05$, $z = 2.326$ when $p < .01$). Thus these measures, Baron and Kenny (1986) method and Sobel (1982) method confirm the mediation effect of OL in one of the three relationships. Hypothesis H4(a) is accepted and H4(b) and H4(c) are rejected.

6. Discussion

Culture is known to be a very important component in organizations. The findings of this study indicate that organizational culture predicts affective organizational commitment. This has been found to be consistent with Malaysian research (Ooi, Boon & Arumugam, 2006). It enhances our knowledge of building a committed workforce in organizations by

Table 4: Path Coefficients and Inferences Drawn on Hypotheses

Hypotheses	Paths	Path Coefficients	Result	Hypotheses	Paths	Path Coefficients	Result
H1(a)	OC → AC	.23*	Accepted	H2(a)	OL → AC	.48**	Accepted
H1(b)	OC → GC	.17	Rejected	H2(b)	OL → GC	.63**	Accepted
H1(c)	OC → JI	.12	Rejected	H2(c)	OL → JI	.43**	Accepted
H1(d)	OC → OL	.78**	Accepted	H3(a)	GC → AC	.23**	Accepted
				H3(b)	GC → JI	.47**	Accepted

Notes: ** denotes significant at $p < .001$ level; *denotes significant at $p < .01$ level; OC = Organizational Culture; OL = Organizational Learning; AC = Affective Organizational Commitment; GC = Group commitment; JI = Job Involvement.

Table 5: Direct, indirect and total effects for mediation by OL between OC with AC, GC and JI

Hypotheses	Paths	Variable	JI			OC			Mediation effect
			Direct	Indirect	Total	Direct	Indirect	Total	
H4(a)	OC → OL → AC	OC	.45*	.00	.45*	.23*	.47	.70**	Accepted
H4(b)	OC → OL → GC	GC	.49*	.00	.49*	.17	.38	.55	Rejected
H4(c)	OC → OL → JI	JI	.33*	.00	.33*	.12	.51	.63	Rejected

Notes: ** denotes significant at $p < .001$ level; OC = Organizational Culture; OL = Organizational Learning; AC = Affective Organizational Commitment; GC = Group commitment; JI = Job Involvement.

having a good organizational culture. This opens further scope of research to find ways to build high commitment in employees. People share good experiences like values, beliefs when they work together. In this process, they share positive views and attachment with the organization. However, culture does not have significant relationship with group commitment and job involvement. This may be because of the fact that not all employees share the equal amount of participation in decision making in a work group. Employees who are senior may enjoy a slightly higher amount of participation compared to junior employees. Hence, this could lead to demoralisation of the rest of the employees who have lesser right to participate in making decisions. A work group is identified by its group cohesiveness. Unequal distribution of power leads to low group cohesiveness. The performance of a group is viewed collectively. Group performance and individual performance are viewed from group perspective and individual perspective respectively. Thus, when the group cohesiveness is hindered, it also hinders group commitment of the employees in a work group.

The results indicate that organizational culture was found to have significant impact on organizational learning which is consistent with past studies (Lee & Chen, 2005). Culture in an organization will have differences, disagreements and hostility. Organizations should be able to detect and correct errors, if any, in the operation. Learning helps to focus on the right things and take corrective actions on errors. This is a continuous process. In this whole process, a good culture where the focus is on learning new things, the learning process evolved eventually from being a substantially problem-oriented process to problem-solving understanding of the organization.

Organizational learning has a significant impact on commitment forms like affective organizational commitment, group commitment and job involvement in accordance with the findings of the previous research (Bambacas, 2010; Kukenberger, Mathieu & Ruddy, 2012; Senge, 1990). Learning occurs when employees work together. In the event of problem solving there is collective work towards finding a solution. Learning is a process of gaining knowledge and improving skills. Employees should be willing to learn throughout their working span. It includes the ability to solve

problems critically. This helps to work together effectively and hence build commitment towards the organization. Learning is a process of collective work towards a common goal. When the goal or learning is achieved, the employees of the group will feel a sense of attachment towards the group and hence group commitment is strengthened. Employees feel they can identify with the organization more in terms of effectiveness, fulfilment, mental satisfaction and job involvement.

The results reveal that group commitment has significant impact on affective organizational commitment and job involvement which is at par with past research (Randall & Cote, 1991). Only affective commitment alone cannot explain an individual's commitment with his organization because of the presence of collective nature of work. Social ties give rise to attachment with group members. This leads to commitment with the work group members as well as the organization. On working with the group, the initial reference group gratifies one's needs for reassurance and guidance and it exerts a lasting influence over other behavioral attitudes like organizational commitment and job involvement. Importance of job in the lives of employees should be perceived in their lives. This is when they tend to place more importance on trying to help their colleagues with their work which leads to teamwork and in the process, organizational learning is achieved.

This study has also pointed the mediation of organizational learning, which implies that if there exists a good organizational culture that promotes the interests of the employees, then organizations can help provide employees with better work experiences leading to enhanced commitment towards the organization. Organizational learning in various forms like enriching one's knowledge by problem solving or collective work involving training sessions for improving performance can help increase satisfaction by achieving sound knowledge in the area concerned. In order to promote organization learning, a supportive culture is necessary. Cultures that trust, support and nurture the interests of employees are often preferred. This favour is reciprocated by them in the form of enhanced affective commitment. Baron and Kenny (1986) suggested that three relations should be significant, that is, between independent variable to

mediator variable and between mediator variable and outcome variable and between independent variable to outcome variable should be significant. In this study all these relations are significant. Hence, mediation by organizational learning was tested which is positive and in accordance with similar studies done in past (Raj & Srivastava, 2013). However, it is not a mediator between organizational culture and group commitment, organizational culture and job involvement. Since, culture does not significantly impact group commitment and job involvement, so there is no mediation of learning on these behavioural outcomes.

7. Implications

The results of this study carry many implications for Indian public sector undertakings. This study implies that organizations have to establish a mix of supportive, innovative and bureaucratic factors to the correct proportions to get their employees remain satisfied with the job as well as increase performance by promoting their interest areas. Flexibility in work hours and autonomy can be obtained. This provides employees with certain work that helps them learn new skills. This helps the organization to achieve sustainable competitive advantage. A culture that has the components of being supportive, bureaucratic and innovative encourages group work. It enhances creativity of employees by having less formal norms. Organizations should always thrive to build culture that supports innovation as against following the traditional practices of doing work.

Role of employees' organizational learning on attitudinal outcomes has been identified in this study. The results are pertinent to top as well as middle level managers who are involved in the governance of the organization directly and indirectly. Organizational culture was not exclusively related to organizational learning, but it also significantly predicted affective organizational commitment. Organizational learning was found to significantly predict affective organizational commitment. These findings are relevant to the managers and directors of the public sector undertakings to understand how affective organizational commitment develops. As globalisation and economy is growing, there exists tough competition among the public sector organizations. The recommendations of Harris and Mossholder (1996) about the purpose of organizational culture to avoid

dissatisfaction of employees and to promote positive outcomes are endorsed in the present study. The findings support calls from previous researchers that increased learning within organizations helps in employee identification and commitment with job (Silverthorne, 2004).

Employees need cognition, knowledge and participation to be able to develop skills for generating good productivity and positive behavioural outcomes. An implication of the present study is that it is not necessary that all employees having significant amount of affective organizational commitment would have strong group commitment. Therefore, it is essential on the part of the organization to ensure that employees are happy within their respective work groups. Fair measures should be adopted by the management like decentralising at all levels, giving recognition to the employees in the form of rewards and other beneficial measures like providing free canteen facilities and increasing remuneration for working overtime. Many individuals think that long working hours is in the welfare of the organization. However, longer working hours does not necessarily imply more productivity. Hence, the organizations should ensure fixed working hours and optimum time management. Also, in the light of changing competition, flexible working hours can be provided to employees who have personal obligation towards their families.

The public sector organizations can work on building a highly competitive workforce by adopting three strategies. First, they can leverage the positive effects of organizational culture by making decentralised structures where employees can discuss and come up with their own methods of solving issues. Decentralisation helps the employees feel that they have an active role in framing the policies of the organization. Second, public sector settings should hold interactive sessions about performance and responsibilities. Communication in these sessions would help people from different departments come together and discuss common technical and welfare issues related to the organization thus leading to organizational learning. Such sessions would build group commitment as people sharing common interests would come forward in making positive results in the form of increased productivity and performance. Third, the organizations should ensure that the senior

members recognise their junior colleagues in a work group as equally potential employees. This would provide the junior employees with the necessary support, recognition and guidance in the group work they perform.

8. Limitations and Future Scope of Research

This study is the first of its kind to have examined organizational learning as a mediator between organizational culture and multiple commitments in India. A unique contribution is that the findings have implications that are useful to managers and employees of public sector undertakings. Very limited research has been conducted for the betterment of attitudinal outcomes in this sector. However, there are certain limitations despite the contributions. Collection of diverse samples from different MNCs may yield industry specific results. The scope of this study can be further extended to determine if organizational learning mediates relationship between culture, job satisfaction and citizenship behaviours. Further research can be done to examine if learning moderates any such relationship. An extension for further scope of research could be for more sectors like food industry, health care and communication.

References

- Bambacas, M. (2010). Organizational handling of careers influences managers' organizational commitment. *Journal of Management Development*, 29, 807-827.
- Baron R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.
- Bentler, P.M. (1990). Comparative Fit Indexes in Structural Models. *Psychological Bulletin*, 107, 238-246.
- Bigliardi, B., Dormio, A.I., Galati, F. & Schiuma G. (2012). The impact of organizational culture on the job satisfaction of knowledge workers. *VINE: The Journal of Information and Knowledge Management Systems*, 42, 36-51.
- Blau, G.L. (1985). A multiple study investigation of the dimensionality of job involvement. *Journal of Vocational Behavior*, 27, 19-36.
- Bontis, N., Crossan, M. & Hulland, J. (2002). Managing an organizational learning system by aligning stocks and flows. *Journal of Management Studies*, 39, 437-469.
- Boon, O.K., & Arumugam, V. (2006). The influence of corporate culture on organizational commitment: Case study of semiconductor organizations in Malaysia. *Sunway Academic Journal*, 3, 99-115.
- Chen, C. C. & Chiu, S. F. (2009). The mediating role of job involvement in the relationship between job characteristics and organizational citizenship behavior. *Journal of Social Psychology*, 149, 474-494.
- Cohen, A. (1993). Work commitment in relation to withdrawal intentions and union effectiveness. *Journal of Business Research*, 26, 75-90.
- Cohen, A. (2003). Multiple commitments in the workplace: An integrative approach. Mahwah, NJ: Lawrence Erlbaum Associates.
- Cohen, M.D. (1996). Individual learning and organizational routine: emerging connections. In M.D. Cohen, & L.G. Sproull (Eds.), *Organizational Learning* (pp. 188-194). Thousand Oaks CA: Sage.
- Cook, S.D.N. & Yanow, D. (2011). Culture and Organizational Learning. *Journal of Management Enquiry*, 20, 355-372.
- Deal, T.E. & Kennedy, A.A. (1982). *Corporate Cultures: The Rites and Rituals of Corporate Life*. Reading, MA: Addison-Wesley.
- Ellemers, N., de Gilder, D., & van den Heuvel, H. (1998a). Career-oriented versus team-oriented commitment and behavior at work. *Journal of Applied Psychology*, 83, 717-730.
- Ellemers, N., van Rijswijk, W., Bruins, J., & de Gilder, D. (1998b). Group commitment as moderator of attributional and behavioral responses to power use. *European Journal of Social Psychology*, 28, 555-573.
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18, 39-50.
- Gellatly, I.R., Hunter, K.H., Currie, L.G. & Irving, P.G. (2009). HRM practices and organizational commitment profiles. *The International Journal of Human Resource Management*, 20, 869-884.
- Giri, V.N., & Kumar, S.P. (2013). Assessing the impact of Participation in Decision Making on Organizational Citizenship Behaviour: The Mediating Role of Organisational Commitment. In D. Chatterjee, M. Dhal & S.P. Pati (Eds.), *High-tech People, high-tech HR. Are we missing the humane touch?* (pp. 41-46). New Delhi: Bloomsbury.
- Gupta, S.J. & Pannu, H.K. (2013). A Comparative Study of Job Satisfaction in Public & Private Sector. *Indian Journal of Arts*, 1, 3-6.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6th ed.). NJ: Pearson.
- Harris, S.G. & Mossholder, K.W. (1996). The affective implications of perceived congruence with culture dimensions during organizational transformation. *Journal of Management*, 22, 522-547.

- Haveman, H.A. (1992). Between a rock and a hard place: organization change and performance under conditions of fundamental environmental transformation. *Administrative Science Quarterly*, 37, 48-75.
- Hofstede, G. (1980). *Culture's Consequences: International Differences in Work-related Values*. Thousand Oaks, CA: Sage.
- Jain, V.K. (2013). HRD and Management - A Case Study of Public Sector Undertakings in India. *IOSR Journal of Business & Management*, 14, 33-40.
- Jaramillo, F., Mulki, J.P. & Marshall, G. (2004). A meta-analysis of the relationship between organizational commitment and salesperson job performance: 25 years of research. *Journal of Business Research*, 58, 705-714.
- Kanungo, R.N. (1982). Measurement of job and work involvement. *Journal of Applied Psychology*, 67, 341-349.
- Kline, R.B. (2005). *Principles and Practice of Structural Equation Modeling* (2nd ed.). New York: The Guilford Press.
- Kristof, A. (1996). Person-organization fit: an integrative review of its conceptualizations, measurement and implications. *Personnel Psychology*, 49, 1-49.
- Kukenberger, M. R., Mathieu, J. E. & Ruddy, T. (2012). A Cross-Level Test of Team Empowerment and Process Influences on Members' Informal Learning and Commitment. *Journal of Management*, Advance online publication. doi: 10.1177/0149206312443559.
- Kumar, S.P., & Giri, V.N. (2013). Impact of Teachers' Participation in Decision Making on Commitment Forms in Indian Engineering Institutions. *Pacific Business Review*, 5, 49-58.
- Laschinger, H.K.S., Wilk, P., Cho, J., & Greco, P. (2009). Empowerment, engagement and perceived effectiveness in nursing work environments: does experience matter? *Journal of Nursing Management*, 17, 636-646.
- Lee, Ch. & Chen, W.J. (2005). The effects of internal marketing and organizational culture on knowledge management in the information technology industry. *International Journal of Management*, 22, 661-672.
- Lodhal, T.M. & Kejner, M.M. (1965). The definition and measurement of job involvement. *Journal of Applied Psychology*, 49, 24-33.
- Meyer, J.P., & Allen, N.J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1, 61-89.
- Meyer, J.P., & Allen, N.J. (1997). *Commitment in the workplace: Theory, research, and application*. Thousand Oaks, CA: Sage.
- Morrow, P.C. (1993). *The theory and measurement of work commitment*. Greenwich, CT: JAI Press.
- Mowday, R.T., Steers, R.M., & Porter, L.W. 1982. *Employee-organization linkages: The psychology of commitment, absenteeism and turnover*. New York: Academic Press.
- O'Reilly, C. 1989. Corporations, culture, and commitment: motivation and social control in organizations. *California Management Review*, 31, 9.
- Ooi, Boon, K. & Armugam, V. (2006). The influence of corporate culture on organizational commitment: case study of semiconductor organizations in Malaysia. *Sunway Academic Journal*, 3, 99-115.
- Peters, T. & Waterman, R. (1982). *In Search of Excellence: Lessons from America's Best-run Companies*. New York, NY: Harper & Row.
- Pillania, R.K. 2006. State of Organizational Culture for Knowledge Management in Indian Industry. *Global Business Review*, 7, 119-135.
- Pondy, L.R. & Mitroff, I.I. (1979). Beyond open systems models of organization. In Cummings, L.L. & Straw, B.M. (Eds.), *Research in Organizational Behaviour* (pp. 3-39). Greenwich, CT: JAI Press.
- Popper, M., & Lipshitz, R. (1998). Organizational learning mechanisms: A cultural and structural approach to organizational learning. *The Journal of Applied Behavioral Science*, 34, 161-179.
- Potter, L. (2003). The communicator as gardener. *Communication World*, 20, 14-17.
- Raj, R. & Srivastava, B.L. (2013). The mediating Role of Organizational Learning on the Relationship among Organizational Culture, HRM practices & Innovativeness. *Management and Labour Studies*, 38, 201-223.
- Randall, D.M., & Cote, J.A. (1991). Interrelationships of work commitment constructs. *Work and Occupation*, 18, 194-211.
- Saha, S., & Kumar, S.P. (2015). Assessing the Relationship between Participation in Decision Making, Job Satisfaction and Multiple Commitments. *OPUS: HR Journal*, 6, 18-37.
- Sahin, A.E. & Simsek, H. (1996). *A qualitative assessment of organizational learning processes in selected Turkish public and private high schools*. Paper presented at the Annual Meeting of the University Council for Educational Administration, Louisville, KY, October.
- Sanz-Valle, R., Naranjo-Valencia, J.C., Jimenez-Jimenez, D., & Perez-Caballero, L. (2011). Linking organizational learning with technical innovation and organizational culture. *Journal of Knowledge Management*, 15, 997-1015.
- Schein, E. (1985, 1992). *Organizational Culture and Leadership* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Senge, P. (1990). *The Fifth Discipline: The Art and Practice of Learning Organizations*. New York, NY: Doubleday.
- Singh, J.P. (1990). Managerial culture and work related values in India. *Organizational Studies*, 11, 75-101.
- Sobel, M. E. (1982). Asymptotic intervals for indirect effects in structural equations models. In S. Leinhardt (Ed.), *Sociological methodology* (pp. 290-312). San Francisco:

Jossey-Bass.

- TNS Woldwide. 2002. Global employee commitment report. Retrieved from <http://www.tnsfres.com/gec2002/keyfindings/index.cfm>.
- Tushman, M.L., & Rommanelli, E. (1985). Organizational evolution: a metamorphosis model of convergence and reorientation. In Cummings, L.L. and Straw, B.M. (Eds). *Theories of Group Behaviour* (pp. 185-208). New York: Springer-Verlag.
- Verma, J., & Triandis, H. (1999). The measurement of collectivism in India. In W.J. Lonner, D.L. Dinnel, D.K. Forgays & S.A. Hayes (Eds), *Merging past, present and future in cross-cultural psychology: Selected papers from the Fourteenth International Congress of the International Association for Cross-cultural Psychology* (pp. 256-265). Bristol, PA: Swets&Zeitlinger.
- Wallach, E.J. (1983). Individuals and organization: The cultural match. *Training and Development Journal*, 12, 28-36.
- Wegner, D.M. (1987). Transactive memory: a contemporary analysis of the group mind. In B. Mullen, & G. Goethels(Eds.), *Theories of Group Behavior* (pp. 185-208). New York, NY: Springer-Verlag.

Shilpi Saha is a doctoral research scholar in School of Management at National Institute of Technology Karnataka (NITK), Surathkal, India. She has earned B.Tech and MBA from IIIT-Allahabad. Her research interests include Organizational Behaviour, Organizational Development and Human Resource Management. She has presented and published papers in doctoral management conferences and international journals. She can be contacted at shilpisaha@nitk.edu.in.

S. Pavan Kumar works as Assistant Professor at School of Management, National Institute of Technology Karnataka (NITK) Surathkal. He has obtained BE (CSE), M.Tech (HRDM) and Ph.D. (HRDM) from IIT Kharagpur. His research interest includes Organizational Development, Human Resource Analytics and Information Systems. He has published several papers in reputed international journals. He conducts workshops on Research Methodology at regular intervals.