

## The Influence of Organizational Learning Capability on Organizational Commitment of Private Schools' Library Personnel

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**ABSTRACT.** Organizations continually face the challenges to compete effectively with global environments and in line with its success are the sincere commitment of employees. To cope up with the emerging needs of organizations, this study looked into the influence of organizational learning capability on the organizational commitment of library personnel. Quantitative research design was employed in this study using multiple regression analysis to determine the influence of organizational learning capability on organizational commitment. A survey questionnaire was administered to the 400 library personnel in private schools in Region XI, Philippines using total population sampling method. Findings show that organizational learning capability significantly influence organizational commitment. Further, results revealed that among the indicators of organizational learning capability, experimentation and openness was the strongest predictor of organizational commitment followed by dialogue and participative decision-making.



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## INTRODUCTION

Organizations nowadays are facing challenges due to worldwide competitiveness. Thus, requiring high commitment of employees to carry out multiple operations for the attainment of its strategic objectives and the organizational goals (Herrera and De Las Heras, 2021). However, issues on dissatisfaction relating to pay and incentives, professional growth and development, leadership and supervision, employee engagement, relationship between employees, work environment to include health and safety immensely create negative organizational commitment (Tatar and Ogun, 2019). At the organization's perspective, the predicaments on employee performance are generally the cause of low organizational commitment (Wiyana, and Sriathi (2021) which finally leads to high level of turnover intention (Guhao, 2019).

Basically, organizational commitment has an important effect on achieving the goals of the organization and on employees (Yalçın et al., 2021). This has positive connection towards achieving high level performance, low levels of absenteeism and turnover (Herrera, and De Las Heras-Rosas, 2021) and in assessing organizational competitiveness (Ahakwa et al., 2021). Organizational commitment refers to employees' attitudes and behaviors (Binti Hashim et al., 2020), which are classified as emotional, normative, and continuous. Guhao (2019) reported a high level of affective and continuous commitment in his study, which led to increased organizational productivity. According to Ramalho, Luiz de Paula, and de Oliveira (2018), affective bonding increases employees' emotional attachment to the organization. Furthermore, in the study of Parangat and Edao (2017), they noted the high level of normative and continuance commitment among public university administrators and teachers.

Organizational learning has a positive and significant impact on organizational commitment, according to a review

of numerous literatures with strong relationships between the variables (Kamali et al., 2019; Jaiswal and Sharma, 2019). According to the writers, valuing employees' educational requirements and supporting their learning requirements results in increased employee commitment and loyalty to the organization. Those with strong organizational commitment are those who are knowledgeable in providing the organization's procedures and are eager to learn more (Yenidoğan and Şencan 2017). Tamunomiebi et al. (2020) define organizational learning as a process carried out by someone in the organization to develop employees' competencies and preserve a competitive advantage in order to increase corporate productivity. It is empowering employees to develop new knowledge or improve existing knowledge through learning mechanisms, management techniques, processes, and innovation to help improve employee performance and high organizational commitment (Hussain, et al., 2018; Wiyana and Sriathi, 2021).

Furthermore, Ahakwa et al. (2021) believe that organizational learning is an important predictor of employee loyalty. To achieve individual efficiency and organizational success (Wahyuni et al., 2021), continuous learning experiences such as training courses, knowledge sharing, and group dialogue must be provided (Anggraeni, 2020; Wahyuni et al., 2021). According to Gomes and Wojahn (2017), dialogue is the most influential to organizational learning, and central to its development is good communication, which facilitates in the transfer of knowledge from one person to another.

Learning, in essence, is critical to ensuring corporate success and competitiveness (Turulja et al., 2021).

The researcher has chosen to perform a study using organizational learning capability as constructs to the organizational commitment of private schools' library personnel in Region XI in light of the aforementioned connection. According to a close examination, there is little literature

about the interaction of these two factors, particularly in the field of librarianship, making this study an important addition to the body of knowledge, as librarians are also called information specialists – providing accurate and in-time information for all its users. Their contribution to the organization in many accreditation and standardization efforts are highly important in today’s competitive environment. Hence, there is a need to conduct this study to cope up with the demands of time and academic milieu.

This study focused on the influence of organizational learning capability on the organizational commitment of private schools’ library personnel in Region XI, Philippines. Specifically, it sought:

1. To determine the level of organizational learning capability of private schools’ library personnel in terms of knowledge sharing, dialogue, participative decision-making, managerial commitment, experimentation and openness, knowledge transfer; and risk-taking.
2. To determine the level of organizational commitment of private schools’ library personnel in terms of normative, affective and continuance.
3. To determine the significant influence of organizational learning capability on the organizational commitment of private schools’ library personnel.

**METHODOLOGY**

Quantitative research technique and multiple regression analysis were utilized in this study to determine the influence of organizational learning capability on

organizational commitment. To generate accurate results, the survey questionnaire underwent a series of validation from the experts to determine its objectivity, content and clarity and were subjected for pilot testing with a Cronbach’s Alpha of .942 and .886 respectively. Cronbach’s alpha is a measure used to evaluate the reliability and consistency of the items in the questionnaire. The rule of thumb stated the following values: when  $a \geq 0.9$  excellent,  $0.9 > a \geq 0.8$  good,  $0.8 > a \geq 0.7$  acceptable,  $0.7 > a \geq 0.6$  questionable,  $0.6 > a \geq 0.5$  poor,  $0.5 > a$  unacceptable. Since the rating obtained good to excellent results, then values were more reliable.

Further, in order to fully understand each question statement, the adapted instrument from various studies were contextualized to fit in with the library personnel’s organizational setup. Organizational learning capability construct composed of seven indicators namely: knowledge sharing, dialogue, participative decision making, managerial commitment, experimentation and openness, knowledge transfer and risk taking. Likewise, developed questionnaire on organizational commitment involved three indicators namely normative commitment, affective commitment and continuance commitment.

This study was conducted in the Davao Region, formerly called Southern Mindanao. Region XI is located at the Southeastern portion in Mindanao, Philippines, comprising four provinces and one capital city namely: Davao de Oro, Davao Del Norte, Davao Del Sur, Davao Occidental, Davao

Range of Means	Descriptive Level	Interpretation
4.20-5.00	Very High	This means that organizational learning capability/ organizational commitment is always observed
3.40-4.19	High	This means that organizational learning capability/ organizational commitment is oftentimes observed
2.60-3.39	Moderate	This means that organizational learning capability/ organizational commitment is sometimes observed
1.80-2.59	Low	This means that organizational learning capability/ organizational commitment is seldom observed
1.00-1.79	Very Low	This means that organizational learning capability/ organizational commitment is never observed

Oriental, and Davao City.

The respondents of the study were the 400 library personnel of the private schools in the Davao region. This study used universal or total population sampling method. This method is suitable for this research because of the common characteristics defined by the chosen population. Though individuals of this population have different ages, gender, and attitudes, but they share a certain experience in their jobs. Moreover, this technique is fitted for this study considering that only a few are librarians by profession and very limited professionals are handling library services. For the interpretation of the results, Mean was used to measure the level of organizational learning capability and organizational commitment and regression analysis on the influence of organizational learning capability on organizational commitment, respectively. The questionnaire used the Five-point Likert Scale to determine the frequency of behavior exhibition. Responses for each item of the indicator of the organizational learning capability and organizational commitment questionnaires used the following scale, descriptive level and interpretation.

## RESULTS AND DISCUSSION

### *A. Level of Organizational Learning Capability of Private Schools' Library Personnel*

In Table 1 is shown the level of organizational learning capability of private schools' library personnel. The overall mean obtained on organizational learning capability was 4.18. The result was described as high which meant that the behavior was oftentimes observed by the library personnel. This also showed that library personnel of private schools showed high organizational learning capability.

The indicators used for this variable were the following: knowledge sharing, dialogue, participative decision-making, managerial commitment, experimentation and openness, knowledge transfer and risk-taking. Of the seven indicators, the dialogue dimension obtained the highest rating of 4.28 described as very high while the experimentation and openness was the lowest having a 4.07 rating or high description. The findings are consistent with those of Gomes and Wojahn (2017), who

**Table 1.** Level of organizational learning capability of private schools' library personnel.

Indicator	SD	Mean	Descriptive Level
Knowledge Sharing	0.558	4.20	Very High
Dialogue	0.545	4.28	Very High
Participative Decision-Making	0.582	4.12	High
Managerial Commitment	0.629	4.19	High
Experimentation and Openness	0.628	4.07	High
Knowledge Transfer	0.540	4.27	Very High
Risk Taking	0.593	4.16	High
<b>Over all</b>	<b>0.513</b>	<b>4.18</b>	<b>High</b>

found that dialogue is the most influential component in organizational learning, and central to its development is good communication, which facilitates in the transfer of knowledge from one person to another.

**B. Level of Organizational Commitment of Private Schools’ Library Personnel**

In Table 2 is revealed the level of organizational commitment of private schools’ library personnel. The overall mean rating indicated 4.06 described as high. This implied that the behavior was oftentimes demonstrated by the library personnel. This also meant that private schools’ library personnel showed high organizational commitment to the institution they are employed in.

Further, affective commitment dominated the components of organizational commitment having a mean rating of 4.08 or high-level description while continuance commitment obtained the

lowest having 4.05 rating described as high level also. This finding is consistent with Guhao’s (2019) study, which found a high level of affective and continuance commitment, and is supported by Ramalho, Luiz de Paula, and de Oliveira (2018), who explained the emotional connection of employees to the organization through affective bonding. Similarly, Parangat and Edao (2017) found high levels of normative and continuance commitment among public university executives and teachers.

From the result and upon observation of library personnel, they are strongly affected by their emotional attachments to their organization. Librarians believed that the challenges they experienced in their workplaces provide many opportunities for success, and thus, made them become more strongly attach to work. Additionally, librarians developed moral and ethical concern to their work so they likely stay in the organization due to obligatory conduct. Further, doing well in their work and receiving due recognition for successful outcomes generated impact to the library

**Table 2.** Level of organizational commitment of private schools’ library personnel.

Indicator	SD	Mean	Descriptive Level
Normative	0.565	4.06	High
Affective	0.631	4.08	High
Continuance	0.630	4.05	High
<b>Overall</b>	<b>0.565</b>	<b>4.06</b>	<b>High</b>

personnel while knowing what the library offers compared to other organization.

**C. The Influence of Organizational Learning Capability on the Organizational Commitment of Private Schools’ Library Personnel**

In Table 3 is revealed the influence of the exogenous variable to the endogenous variable. From the result, it can be explained that, when organizational commitment

was regressed on organizational learning capability, it generated an R2 of .557 while F-value of this regression was measured at 70.427 with p-value (0.000). The computed R value of .746 denotes that 74.6 percent of the variance of organizational commitment was affected by the indicators of the exogenous variable and the remaining 25.4 percent was attributed to outside factors not covered in the study. Therefore, the combined indicators of organizational learning capability significantly influence the organizational

commitment of private schools' library personnel. Moreover, the table shows that three (3) indicators exhibited significant influence with  $p$ -value (0.000). Hence, of the three, experimentation and openness came out to be the best predictor of organizational commitment with the highest standardized beta of .281, followed by dialogue with standardized beta of .201 and participative decision-making with standardized beta of .190. This denotes that among the indicators of organizational learning capability, experimentation and openness had the highest degree of influence and significantly contributed to the variations in organizational commitment of private schools' library personnel.

The influence of organizational learning capability conforms with the idea of Hussain et al. (2018) on the significance of experimentation and openness and participative decision making, in achieving organizational performance. Accordingly, it is important to provide continuous learning experience to increase employee's commitment (Anggraeni, 2020; Wahyuni et al., 2021). As stated by Binti Hashim et al. (2020) the higher the practices of learning organization, the higher the organizational commitment of employees. To increase employee commitment and loyalty to the organization, management and policymakers should focus more on learning organizational practices and value employees' educational and learning

requirements (Kamali et al., 2017), because those with strong organizational commitment are those who are knowledgeable in providing the organization's procedures and are eager to learn more (Yenidoğan and Şencan, 2017).

## CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn. First, library personnel's high organizational learning capability is evident from their performance, which is expressed by their knowledge and skills in applying taught concepts in actual practice. Their capability to share and transfer knowledge by offering suitable information items to meet clients' learning and research needs is fundamental proof of their competencies. Basically, librarians are frequently given liberty to manage their own areas in order to become more active and innovative in handling tasks. On the contrary, having no support from the management on the learning advancement of library personnel will likely affect the delivery of services in today's very competitive environment, which ultimately become a negative feedback to the organization in the long run.

Second, library personnel's high organizational commitment can be traced from the three dimensions discussed in this paper namely: affective, normative and

**Table 3.** Analysis of the influence of the organizational learning capability domains on the organizational commitment.

	Unstandardized		Standardized	$t$ -value	$p$ -value
	Coefficients	Std. Error	Coefficients		
	B		Beta		
(Constant)					
Knowledge Sharing	-.078	.077	-.078	-1.019	.309
Dialogue	.207	.075	.201	2.758	.006
Participative Decision-Making	.183	.067	.190	2.747	.006
Managerial Commitment	.065	.050	.072	1.283	.200
Experimentation and Openness	.252	.063	.281	3.978	.000
Knowledge Transfer	.066	.072	.063	.909	.364
Risk Taking	.098	.057	.103	1.723	.086

continuance. As noted, librarians' personal happiness and attachment to their work and colleagues largely reflected their affective dimension. While their sense of responsibility or moral obligation and loyalty and contentment emulated the normative and continuance dimensions, respectively. On the other hand, very low to low commitment will have negative impression to the organization as this likely connotes employees' dissatisfaction.

Finally, organizational learning capability significantly influence the organizational commitment of private schools' library personnel. From the discussion, it can be concluded that the more knowledgeable and inclined the library personnel to organizational learning, the higher is their organizational commitment. So, organization must be proactive in supporting their library personnel towards continuous learning to be able to embrace the new trends in information delivery that is already flourishing in our society. Neglecting the opportunity to acquire new skills will likely diminish the motivation to perform the task excellently and will eventually lead to low employees' commitment.

## RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations are proposed: The library's organizational learning capability must be increased from high to very high. This means that library personnel must always look for ways to increase their learning by attending on-site or off-site trainings and seminars that are relevant to the advancement of library services. Building a competitive advantage for library personnel has a positive impact on library operations and the organization as a whole, as they also play an important role in academe in terms of academic excellence, quality management, client satisfaction, and competitiveness. Similarly, acquiring new learnings will drive library workers to grow professionally and have the bravery to undertake the majority of the dimensions of

organizational learning capability.

In like manner, library personnel must increase their organizational commitment from high to extremely high. This means that library personnel will be given enormous motivation and support from the administration in order to induce maximum happiness and dedication at work, satisfaction of perceived financial and non-economic values such as job security, autonomy at own work, responsibility, recognition, and support from colleagues in order to feel the sense of belongingness.

Furthermore, library employees must be provided the opportunity to share their learnings with a specific audience of designated organizational activities or any collaborative initiatives to boost self-confidence and motivation. This fantastic experience will most likely raise their morale and, in turn, increase organizational commitment, as library personnel will feel important and that their contributions are critical to the organization's success.

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