Research on Correlation among Organizational Commitment, Organizational Learning and Organization Effectiveness: Using District 300E2 of Lions Clubs International as an Example

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Abstract. This study aims to probe into relationship between participation motivation and organizational commitment for organizations. By SPSS 19.0, it conducts data analysis and distributes 300 questionnaires. 282 questionnaires are retrieved, including 257 valid ones. Valid questionnaire rate is 85.7%. Main purpose of this study is to reorganize theories and literatures related to organizational commitment, organizational learning and organization effectiveness in Taiwan and foreign countries and construct conceptual framework in order to find if personal background variables of members in District 300E2 of Lions Clubs International influence organizational commitment, organizational learning and organization effectiveness. It explores correlation between organizational commitment and organizational learning influences organization effectiveness.

According to findings, organizational commitment positively influences organizational learning. Thus, it supports the hypothesis of this study that organizational commitment positively and significantly influences organizational learning. It shows that the two factors influence each other. According to data analysis, organizational commitment positively and significantly influences organization effectiveness; besides, organizational learning positively and significantly influences organization effectiveness. They all support the hypotheses of this study.

Introduction

Research Background and Motives.

Garvin (1993) stated that a learning organization with organizational learning competence is familiar with knowledge creation, collection and communication. It modifies organizational behavior by knowledge and takes action upon new knowledge and views of organization. The process is shown with time and it is association with absorption of knowledge and improvement of performance. Fulmer (1994) argued that in the environment with severe competition and rapid change, organizational learning has become the essential condition of survival. Huber (1996) suggested that since the environment changes rapidly and technology, technique and knowledge grow abruptly, learning is necessary for organizations. It is the first motive of this study.

Kantor (1968) argued that organizational commitment is individuals' intention to contribute to and be loyal to the organizations. According to Alpander (1990), organizational commitment means the identification with organizational goals. With such attitude, basically speaking, the members suggest that they are satisfied and they enjoy the work. They also treat their job as part of achievement. Since organizations consist of humans and systems, for the concern of sustainable operation, first of all, organizational members should be willing to work for organizations. Besides, members have the intention to show the commitment, affection and contribution to organizations. It is the second motive of this study.

In Taiwan, there were many studies on organizational commitment, organizational learning and

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organization effectiveness. However, they mostly treated private enterprises as subjects instead of nonprofit organizations. This study argues that organizational learning, organizational commitment and organization effectiveness relatively influence sustainable operation of enterprises. They are particularly important for nonprofit organizations. Nonprofit organizations do not aim to make profits and the members do not obtain salaries. Thus, organizational commitment and organizational learning are particularly important. Organization effectiveness can serve as the direction of organizational operation. It is the third motive of this study.

Research Purpose.

Based on previous research motives, this study aims to explore correlation among organizational commitment, organizational learning and organization effectiveness in Lions Clubs International of southern Taiwan. Thus, purposes of this study are shown below:

- (1) To explore relationship between organizational commitment and organization effectiveness.
- (2) To explore relationship between organizational learning and organization effectiveness.
- (3) To explore relationship between organizational commitment and organizational learning.

Literature Review

In order to recognize effects of organizational commitment and organizational learning on organization effectiveness and their correlation in Lions Clubs International of southern Taiwan, this study analyzes the definitions and positions of organizational commitment, organizational learning and organization effectiveness proposed by scholars and explores their correlation.

Organizational Commitment.

Definition of organizational commitment

Sheldon (1971) suggested that organizational commitment means employees' attitude or orientation toward organizations and it combines individuals and organizations. Buchanan (1974) argued that (1) employees make their efforts to represent organizations (2) have strong intention to stay in the organizations (3) their sense of belonging and loyalty to organizations (4) acceptance to main objectives and value of organizations (5) positive evaluation to organizations. Alpander (1990) stated that organizational commitment means the identification with organizational goals. With such attitude, generally speaking, employees suggest that they are satisfied and they enjoy the work. They treat their job as part of achievement. However, not all of the people consider the cause of organizational commitment as voluntary identification. On the contrary, some scholars argued that organizational commitment derives from trading between members and organizations. According to Salancilk (1977), members measure personal past engagement in organizations. When members cannot accept the cost to leave the organizations, they decide to stay. Thus, retention commitment negatively influences organizations. Angle and Perry (1981) argued that organizational commitment means individuals' loyalty and concern for organizations. When organizational commitment is higher, they have higher intention to make efforts for organizations. Mowday, Porter and Steers(1982) suggested that organizational commitment means individuals' identification with certain organization and relative intensity of engagement. It includes value commitment, effort commitment and retention commitment. Goulet & Frank(2002)argued that organizational commitment is a kind of behavior and a series of intention and attitude. It relatively influences organization and members' behavior. It is employees' overall feelings, identification and participation in specific organizations.

Antecedents and Outcomes of Organizational Commitment.

In past research on "organizational commitment", it lacked one complete model. In organizational model commitment proposed by Steer(1977), antecedents (predict variable) of organizational commitment is classified below: (1)personal characteristics (achievement motivation, education and age); (2)job characteristics (job completeness, feedback and interaction); (3)work experience (group attitude, organizational reliability and importance of individuals for organization). Outcomes (criterion variable) includes retention intention, attendance rate and job performance, as shown in Figure 2-1.

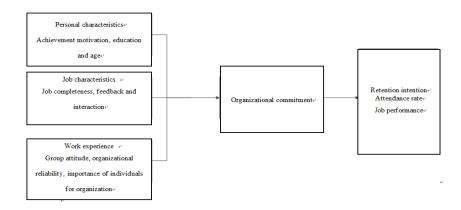


Figure. 2-1 Antecedents and outcomes of organizational commitment (1)
Source: Steer, "Antecedents and Outcomes of Organizational Commitment", Administrative
Science Quarterly, 1997,22,p.47

By model proposed by Steer(1977), Mowday et al., (1982) more specifically developed antecedents and outcomes of organizational commitment. Antecedents are below: (1) personal characteristics (age, salary, education, gender and race); (2) role related characteristics (work scope and challenge, role conflict and role ambiguity); (3) structural characteristics (organizational regulation, intervention of labor union and control range); (4) work experience (organizational dependency, personal importance, expectation and group regulation). Outcomes are the following: (1) job performance (2) working year (3) absence (4) slack work and turnover, as shown in Figure 2-2.

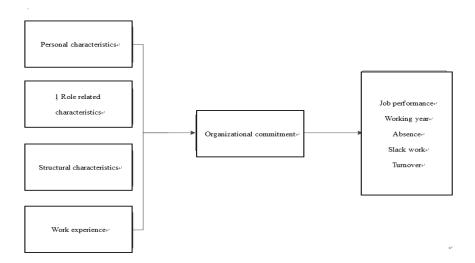


Figure. 2-2 Antecedents and outcomes of organizational commitment (2)

Source: Mowday R. T., L. W. Porter & R. M. Steer, "Employee-Organization Linkage", New York: Academic Press,1982, p.30.

Fishbein (1953) argued that there are two factors to decide individuals' behavioral intention: (1) individuals' attitude toward certain behavior (individuals' evaluation or affection toward certain behavior). It is caused by individuals' different views toward behavioral result and value. Thus, the thought is called instrumental-cognitive beliefs; (2) individuals' internal norm pressure toward certain behavior. Internal norm pressure means regulation and limitation of some important reference groups in organization, such as other members in organization or the whole society, on individuals' behavior. They believe that individuals' motive should comply with the whole. The view is called social-normative beliefs (Wiener, 1982).

Wiener (1982) expanded Fishbein's behavioral intention model and argued that there are two factors to directly influence internal norm beliefs of organizational commitment: (1)generalized

loyalty and duty: it means that individuals believe that they have the duty to be loyal and responsible in the social situation they are significantly engaged in and they think that they should be loyal; (2)organizational identification: it means individuals' internal beliefs consistent with organizational order, goal, policy and working method. Employees' generalized loyalty and duty has been formed in the process to select the members. Organizational identification is related to members' selection process and is influenced by organizational socialization.

Measurement of organizational commitment

Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers & Poter (1979) according to perspective of norm of organizational commitment is the most representative one. It is currently the questionnaire applied by most of researchers. It can measure organizational members' loyalty to organizations, intention to accomplish organizational goals and acceptance of organizational value.

Four items of questionnaire developed from exchange perspective proposed by Herbiniakm & Alutto aims to measure the subjects' calculation engagement in organizations in order to find the possibility of subjects' turnover when other organizations provide external incentives (salary, position, friendship and profession creation opportunity).

Organizational Learning.

Definition of organizational learning

Domestic and foreign scholars reveal different definitions on organizational learning; however, most of them are associated with individuals' cognition and behavioral change after learning. Simon(1953) stated that organizational learning is the process in which the members successively reconstruct organizational issues. The output is the result of organization. Duncanc&Weiss(1979) argued that organizational learning is the knowledge to develop relationship between organizational action and result and it recognizes the effect of environment on the relationship; Morgan and Ramirez (1983) suggested that organizational learning means the members who encounter the same problems find the solution by common learning (cited from Lin, 2001). According to Senge(1990), organizational learning only relies on individual learning. Although individual learning cannot be launched.

First, Shaw and Perkins (1992) argued that organizational learning is the competence of organizations which are inspired by their own experience and others' experience and they transform the learning into feasible one; Garvin (1993) suggested that one learning organization with organizational learning competence is familiar with knowledge creation, collection and communication. They modify organizational behavior by knowledge and take action upon new knowledge and view. Sinkula (1997) suggested that organizational learning is the process in which individuals communicate knowledge to organizations and thus other members in the organizations can use the knowledge. According to Lin (1997), organizational learning does not refer to total individual learning. Organizational learning is process instead of result.

DiBella and Nevis (1997) argued that organizational learning means organizations' internal learning competence of process to maintain or improve performance by accumulation of experience. Klimecki and Lassleben (1998) suggested that organizational learning means that in new environment, in order to survive successfully, we should change and accumulate knowledge in data processing and find new solutions. Based on previous scholars' definitions on organizational learning, in terms of organizational learning process and outcome, organizational learning shows several important perspectives. Organizational learning is the process of improvement and it enhances regular working efficiency and improvement technique. It is the result of reinforcement and accumulation of organizational knowledge. Thus, organizations can adapt to environmental change.

Organization Effectiveness.

Definition of organization effectiveness

Szilayi & Wallace (1980) argued that performance is a whole concept and it represents the final

outcome of business operation. There are various definitions on organization effectiveness. Since organizations have different attributes, purposes, functions and operation, it lacks common definition and measurement on organization effectiveness. For different types of organization and different evaluators' interest and value, organization effectiveness means differently. In addition, indicators of organization effectiveness are numerous and definition is uncertain (Robbins, 1990).

Measurement of organization effectiveness

Kaplan and Norton(1992,1993,1996) proposed 4 dimensions to measure performance: (1)finance: return on investment and economic value added;(2)customers: satisfaction, retention rate, market and customer share;(3)internal process: quality, cost and introduction of new products;(4)learning and growth: employees' satisfaction and usability of information system. Venkatraman and Ramanujam (1986) argued that organization effectiveness means the degree that enterprises accomplish certain goals. The purpose of business activities or strategies is to enhance performance. After the study on different performance measurement standards, it classifies organizational performance below: financial performance, operational performance and business performance:

- (1) Financial performance: economic goal of organizations and it is a kind of traditional measurement, including sales growth, profit rate, earnings per share, etc.
- (2) Business performance: it includes property performance and business performance. Business performance includes non-property indicators such as market share, introduction of new products, product quality, marketing efficacy and value added.
- (3) Organizational efficacy: it includes property performance and business performance; in addition, it also includes outcome of conflicts and solution and satisfaction with stakeholders' goals in the process to accomplish organizational goals.

Correlation Among Organizational Commitment, Organizational Learning and Organization Effectiveness.

Organizational commitment and organizational learning

Mowday, Porter, and Steers (1982) developed "antecedents and outcomes" model and antecedents which influence organizational commitment are the following: personal characteristics, role characteristics (work scope and challenge, role ambiguity and role conflict), structural characteristics (organizational scale, control range, formalization and decision participation) and work experience (individuals' importance, group regulation, expectation degree, etc.).

Correlation between organizational commitment and organization effectiveness

Randall (1987) suggested that when organizational members have higher organizational commitment to organizations, organizations will reveal higher level of competitiveness and performance. According to Meyer, Paunonen, Gellatly and Goffin & Jackson (1989), in affective commitment, affection relationship can strongly connects employees with organizations and result in identification. It is actively associated with job performance. Van Scotter (2000) argued that employees develop voluntary behavior by their organizational commitment to companies and it enhances job performance and benefits to firms.

Steers (1977) proposed antecedents and outcomes model: (1) antecedents: they explain degree of organizational commitment, including personal characteristics, job characteristics and work experience; (2) outcomes: they are influenced by internal factors of organizational commitment, including retention intention, attendance rate and job performance. According to theory of antecedents and outcomes of organizational commitment proposed by Mowday, Porter and Steers (1982), organizational commitment antecedents refer to four variables and result in five outcomes, as shown below: (1) antecedents include personal characteristics, role characteristics, structural characteristics and work experience (2) outcomes include job performance, working year, absence, slack work and turnover. According to previous data, degree of organizational commitment shows close antecedent relationship with personal characteristics and organizational operation characteristics. Job performance is also outcome variable of organizational commitment. Thus, there is cause and effect relationship between organizational commitment and job performance.

Correlation between organizational learning and organization effectiveness

Dodgson(1993) also defined organizational learning as the improvement of future performance.

In long-term, an efficient organization performs better than the competitors by organizational learning. Holland, Gaston & Gomes(2000) stated that when leaders recognize effectiveness of organizational learning and encourage employees to learn, it will upgrade organization effectiveness. Hult, Ferrell & Hurley(2002) suggested that after organizational learning, organizations can reduce cycle time of procurement and immediately respond to market in order to reinforce organization effectiveness.

Nonprofit Organization.

Definition of nonprofit organization

The term "Nonprofit organization" is originated from regulations of Internal Revenue Code (IRC) of the U.S. and it encourages the groups who work for public profits by exemption from taxation (Hodgkinson,1989). Wolf (1990) has proposed a descriptive definition on nonprofit organization: (1) it must have the mission of public service; (2) it must be legally registered in government and controlled by related laws and regulations; (3) it must be an organization which does not treat profit making as purpose and it is based on charity; (4) operational structure must avoid private profits or acquisition of properties; (5) the operation is exempted from governmental taxation; (6) donation or sponsorship can be exempted from taxation. Definition of Salaman and Anheier on nonprofit organization is more complete than that of Wolf and Chiang Ming-siou. Nonprofit organizations not only have the mission of public service, but also operate independently without the control of any governmental institutions or profit units.

Research Method

This study aims to explore correlation among organizational commitment and organizational learning and organization effectiveness in Lions Clubs International of southern Taiwan. According to research purposes and result of literature review, it proposed research framework. In this chapter, the researcher will elaborate research design applied. First, this study analyzes research framework, proposes hypotheses and describes research tools and data processing methods.

Research Structure.

By literature review of Chapter 2, this study generalizes research framework to explore effects of personality traits, participation motivation and organizational commitment and recognize effects of organizational commitment, organizational learning on organization effectiveness. The research framework is shown in Figure 3-1.

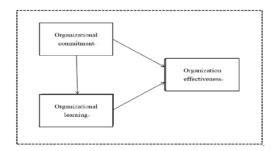


Figure. 3-1 Research framework

Research Hypotheses.

According to research framework and outcome of literature review, this study constructed hypotheses to probe into effects of background variables of members in Lions Clubs International of southern Taiwan, organizational commitment and organizational learning on organization effectiveness. This study develops null hypotheses for statistical validation, as shown below:

- H1: Organizational commitment positively and significantly influences organizational learning.
- H2: Organizational commitment positively and significantly influences organization effectiveness.
 - H3: Organizational learning positively and significantly influences organization effectiveness.

Data Analysis and Results

Structural Analysis of Samples.

This study treated members of District 300E2 in Lions Clubs International as subjects and conducted questionnaire survey by written questionnaires. 300 questionnaires were distributed and 282 were retrieved. After deleting 25 invalid ones, this study obtained 257 valid questionnaires. Valid return rate was 85.7%.

Correlation Analysis.

By Pearson correlation analysis, this study explored correlation among organizational commitment (organizational identification, effort commitment and retention commitment), organizational learning and organization effectiveness and validated correlation among variables by product-moment correlation coefficient r, as shown in Table 4-1.

According to the following table, there is significant and positive correlation between organizational commitment (organizational identification, effort commitment and retention commitment) and organizational learning (r = 0.699; r = 0.707; r = 0.703); there is significant and positive correlation between organizational commitment (organizational identification, effort commitment and retention commitment) and organization effectiveness (r = 0.702; r = 0.708; r = 0.706); there is significant and positive correlation between organizational learning and organization effectiveness (r = 0.829). Thus, when members of Lions Clubs International have high enthusiasm for their organizations, they are more likely to reveal active organizational learning intention. When members' attitude to engage in organizational learning is more significant, they are more likely to positively and actively contribute to organizations.

Table 4-1 Correlation analysis

	Organizational identification	Effo com	ort nmitment		ention mitment	Organizational learning	Organization effectiveness
Organizational	1		0.834*		0.764*	0.699**	0.702**
identification		*		*			
Effort			1		0.802*	0.707**	0.708**
commitment				*			
Retention					1	0.703**	0.706**
commitment							
Organizational						1	0.829**
learning							
Organization							1
effectiveness							

^{**.} When significance level is 0.01 (two-tailed), correlation is significant.

Multiple Regression Analysis.

In order to explore effects of organizational commitment and organizational learning on organization effectiveness, this study adopts multiple regression analysis. Independent variables are organizational commitment and organizational learning and dependent variable is organization effectiveness. Regression analysis is shown below:

H1: Organizational commitment positively and significantly influences organizational learning.

When dependent variable is organizational learning, organizational commitment ($^{\beta}$ = 0.755; t=18.385; p<0.000) is significant. It means that organizational commitment influences organizational learning (R^2 = 0.568; F=333.013; p<0.000). Organizational commitment can explain 56.8% of organizational learning.

H2: Organizational commitment positively and significantly influences organization effectiveness.

H3: Organizational learning positively and significantly influences organization effectiveness.

When dependent variable is organization effectiveness, organizational commitment ($^{\beta}$ = 0.307;

t=6.142; p<0.000) and organizational learning ($^{\beta}$ = 0.598; t=11.975; p<0.000) are significant. It means organizational commitment and organizational learning influence organization effectiveness (R^2 = 0.726; F=333.744; p<0.000). Organizational commitment and organizational learning can explain 72.6% of organization effectiveness.

According to theoretical framework of research model, by the previous data analysis and after validating the reliability and validity of dimensions, this study shows the values as Figure 4-1.

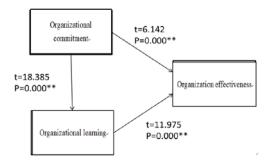


Figure. 4-1 Regression analysis

Extended Study of Entrepreneurship.

After previous analysis, since most of samples of members in Lions Clubs International had entrepreneurship, this study deleted the samples of other industries and only conducted in-depth research on those of entrepreneurship.

Correlation and regression analysis of samples of entrepreneurship

When absolute value of correlation coefficient is higher, it means correlation among variables is more significant. As to elaboration and application of correlation coefficients, after significance test, it shows that correlation coefficient r below 0.10 means slight or no correlation, r between 0.10 and 0.39 means low correlation, r $0.40 \sim 0.69$ means medium correlation, r $0.70 \sim 0.99$ means high correlation and when r is 1.00, it means total correlation.

According to the following table, in samples of entrepreneurship, organizational commitment and organizational learning show significant and positive correlation (r = 0.697); organizational commitment and organization effectiveness show significant and positive correlation (r = 0.730); organizational learning and organization effectiveness show significant and positive correlation (r = 0.795).

Thus, when members of Lions Clubs International have high enthusiasm to organizations, they are more likely to reveal active organizational learning intention. When members' attitude to engage in organizational learning is more significant, they are more likely to actively and positively contribute to organizations.

	Organizational commitment	Organizational learning	Organization effectiveness
Organizational commitment	1	.697**	.730**
Organizational learning		1	.795**
Organization effectiveness			1

Table 4-2 Correlation analysis of samples of entrepreneurship

In order to further explore effects of organizational commitment and organizational learning on organization effectiveness, this study adopts regression analysis. Independent variable is

organizational commitment and dependent variables are organizational learning and organization effectiveness in order to clarify key factors of organization effectiveness.

When dependent variable is organizational commitment, organizational learning is significant ($^{\beta}$ = 0.697; t=12.306; p<0.001). It means that organizational commitment influences organizational learning ($^{R^2}$ = 0.697; F=151.447; p<0.001). Organizational commitment can explain 69.7% organizational learning.

Standardized Non-standardized coefficient coefficient Standard Beta Estimate of B deviation distribution Significance (Constant) 1.284 5.429 .237 .000 Organizational .691 .056 .697 12.306 **000. commitment 151.447* 7 value 0.69'R square

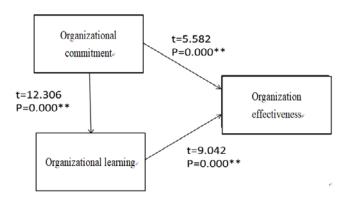
Table 4-3 Regression analysis 1

When dependent variable are organization effectiveness and organizational commitment (β = 0.343; t=5.582; p<0.01) and organizational learning (β = 0.555; t=9.042; p<0.001) is significant, it means organizational commitment and organizational learning influence organization effectiveness (R^2 = 0.832; F=178.417; p<0.001). Organizational commitment and organizational learning can explain 83.2% organization effectiveness. The values are shown in Figure 4-2.

Standardized coefficient Non-standardized coefficient Standard Estimate of B deviation Significance Beta distribution (Constant) .202 .213 .946 .345 Organizational .000** .362 .065 .343 5.582 commitment Organizational .592 .065 .555 9.042 .000** learning 178.417** F value 0.832 R square

Table 4-3 Regression analysis 2

^{**} P<0.01, denotes significance



^{**} P<0.01, denotes significance

Conclusion and Suggestions

Conclusion.

(1) Significant and positive correlation among organizational commitment, organizational learning and organization effectiveness

This study treats members of District 300E2 in Lions Clubs International as subjects. By Pearson correlation analysis, this study explores correlation between organizational commitment and organizational learning. According to research findings, there is significant and positive correlation between organizational commitment and organizational learning. Thus, it supports H1: organizational commitment positively and significantly influences organizational learning; according to regression analysis, there is positive and significant correlation between organizational commitment and organization effectiveness (t=6.142; p<0.000). It supports H2: organizational commitment positively and significantly influences organization effectiveness; besides, organizational learning and organization effectiveness show positive and significant correlation (t=11.975; p<0.000). It supports H3: organizational learning significantly and positively influences organization effectiveness.

(2) Percentage of entrepreneurship of members in Lions Clubs International is up to 63.0%

In samples of entrepreneurship, organizational commitment and organizational learning show significant and positive correlation (r = 0.697); organizational commitment and organization effectiveness show significant and positive correlation (r = 0.730); organizational learning and organization effectiveness show significant and positive correlation (r = 0.795). Thus, when members of Lions Clubs International have higher enthusiasm to their organizations, they are more likely to show active organizational learning intention. When members' attitude to engage in organizational learning is more significant, they are more likely to positively and actively contribute to organizations.

This study conducts regression analysis on samples of entrepreneurship. According to result, organizational commitment positively and significantly influences organizational learning. Explained power is 69.7%. Besides, members' organizational commitment and organizational learning of Lions Clubs International positively and significantly influence organization effectiveness and explained power is 83.2%; in other words, when members' organizational identification, effort commitment and retention commitment are enhanced, organizations make efforts on organizational learning and the said characteristics is show in conference experience, organizational structure, organizational culture and data processing. These characteristics strengthen finance, performance and overall satisfaction of organizations.

Research Suggestions.

Organizational learning model for members constructed in Lions Clubs International

In Lions Clubs International, it can construct one operational model of organizational learning to enhance competition and information and experience sharing in internal employees management. Hence, the members learn from and compete with each other to enhance their own competence to provide public service. Specific measures of organizations are appropriate planning of activities of conferences, use of human resources in Lions Clubs International, closer relationship among members in the activities and reinforcement of confidence and participation of members who share the experience. After visiting the branches in other areas, organization should arrange the internal exchange of learning. After the activities, there should be review conference and measures of improvement to propose record suggestions regarding advantages and disadvantages as reference for the following participants.

(2) Environment with high organizational commitment

Most of members of Lions Clubs International identify with the aims of Lions Clubs International. They have intention to contribute to society and stay in Lions Clubs International.

Leaders should arrange appropriate activities to allow members to recognize and accept spirit of Lions Clubs International and construct learning environment and system for members. Thus, members can have high organizational commitment and it also enhances organization effectiveness. For Lions Clubs International, higher number of members means human resources are more abundant. Therefore, by constructing the organization with high organizational commitment, allowing members to contribute to organization and continuously expanding the members to reinforce the resources, it will not only strengthen organization effectiveness, but also provide public service.

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