



UNIVERSITI PUTRA MALAYSIA

***RELATIONSHIPS BETWEEN LEARNING ORGANIZATION
DIMENSIONS AND ORGANIZATIONAL COMMITMENT AS
PERCEIVED BY LECTURERS IN TECHNICAL AND
VOCATIONAL COLLEGES IN IRAN***

KHOSROW NAZARI

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By

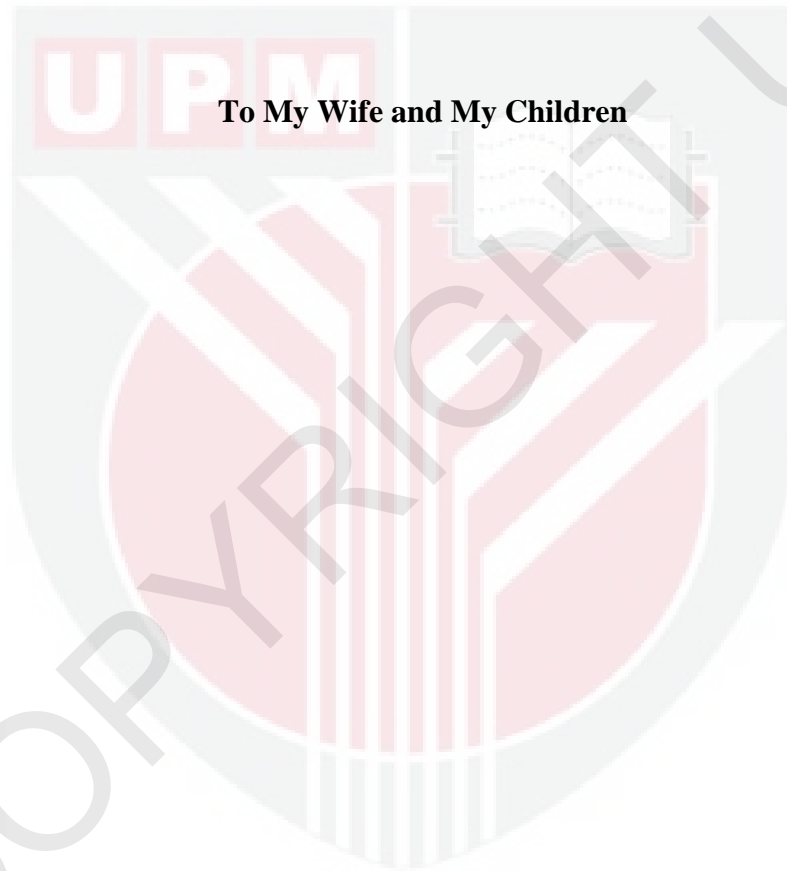
KHOSROW NAZARI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfillment of the Requirements for the Degree of Doctor of Philosophy**

July 2012

DEDICATION

To My Wife and My Children



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

**RELATIONSHIPS BETWEEN LEARNING ORGANIZATION DIMENSIONS
AND ORGANIZATIONAL COMMITMENT AS PERCEIVED BY
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July 2012

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Faculty: Educational Studies

The study was an attempt to explore relationships between learning organization and organizational commitment among lecturers in Technical and Vocational Colleges (TVCs) in Iran. Watkins and Marsick's (1993) learning organization model with associated questionnaire; Learning Organization Dimensions Questionnaire (LODQ) was employed to collect data to determine lecturers' perception on learning organization dimensions. Allen and Meyer's (1996) tridimensional model of organizational commitment with associated questionnaire; Organizational Commitment Questionnaire (OCQ) was also utilized to collect data and determine lecturers' perception on organizational commitment. The study was designed to determine levels of learning organization dimensions, organizational commitment scale and subscales, differences in respondents' perception based on selected demographic variables (age, gender, marital status, teaching experience, employment type, level of education, and monthly income), relationship between learning

organization dimensions and organizational commitment and significant predictors of affective, continuance, normative and overall organizational commitment. The research design was descriptive correlational study and data were collected employing questionnaires. The study utilized proportional and simple random sampling methods to select 295 respondents with the response rate of 95.16% from population in four provinces of Fars, Khuzestan, Boushehr, and Kohgiluyeh and Boyer-Ahmad in Iran.

The findings showed that lecturers' perception on learning organization was at moderate level. Out of seven learning organization dimensions, three dimensions of continuous learning, dialogue and inquiry and strategic leadership were rated at high level, and four dimensions of collaboration, embedded system, system connection, and empowerment were rated at moderate level. Level of lecturers' perception in overall organizational commitment was found to be at moderate level, affective commitment at high level, whereas continuance and normative commitment were rated at moderate level. Differences in affective, continuance, normative and overall organizational commitment by demographics showed that lecturers who were full time, had doctorate degree, were in the age of 50 and more, and had more than \$ 800 monthly income had higher affective, continuance, normative and overall organizational commitment than their counterparts. Positive, significant and small to high relationships were found to exist between learning organization dimensions and organizational commitment scale and subscales. Overall correlation between learning organization dimensions and organizational commitment showed to be high, and positive. All seven learning organization dimensions were found to be predictors of organizational commitment, except collaboration. Significant predictors including continuous learning, dialogue and inquiry, embedded system, empowerment, system connection and strategic

leadership accounted for 50.3% of variance in overall organizational commitment. It is recommended that to improve organizational commitment scale and subscales, TVCs leaders should develop and practice learning organization dimensions especially three dimensions of dialogue and inquiry, continuous learning and strategic leadership and associated practices. A human resource development system should also be created to promote a learning culture based on learning organization dimensions and at the same time, to develop, maintain and enhance organizational commitment scale and subscales.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**HUBUNGAN ANTARA DIMENSI-DIMENSI PEMBELAJARA
ORGANISASI DAN KOMITMEN ORGANISASI, PERSEPSI PENSYARAH
DI KOLEJ TEKNIKAL DAN VOKASIONALDI IRAN**

Oleh

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Kajian ini meneroka hubungan antara dimensi-dimensi pembelajaran organisasi dan komitmen organisasi berdasarkan persepsi pensyarah di Kolej Teknikal dan Vokasional (TVCs) di Iran. Model pembelajaran organisasi oleh Watkins dan Marsick (1993, 1996) bersama dengan soal selidik yang berkaitan iaitu Soal Selidik Dimensi Pembelajaran Organisasi Soal Selidik (LODQ) telah digunakan untuk mengumpul data untuk mengenal pasti persepsi pensyarah terhadap dimensi-dimensi pembelajaran organisasi. Model tiga dimensi komitmen organisasi oleh Allen dan Meyer (1996) bersama dengan soal selidik berkaitan iaitu Soal Selidik Komitmen Organisasi (OCQ) telah digunakan untuk mengumpul data bagi menentukan persepsi pensyarah terhadap komitmen organisasi. Kajian telah direka bentuk untuk menentukan tahap dimensi-dimensi organisasi pembelajaran, skala dan sub skala komitmen terhadap organisasi, perbezaan persepsi responden berdasarkan pemboleh ubah demografi terpilih (umur, gender, tahap perkahwinan, tempoh mengajar, jenis pekerjaan, tahap pendidikan dan pendapatan bulanan), hubungan antara dimensi-dimensi pembelajaran organisasi dan

komitmen organisasi serta peramal signifikan bagi sub skala afektif, penerusan, normatif dan keseluruhan skala komitmen organisasi. Reka bentuk kajian adalah kajian deskriptif korelasi dan data telah dikumpulkan menggunakan soal selidik. Kajian ini menggunakan kaedah pensampelan rawak mudah berstrata untuk memilih 295 pensyarah sebagai responden. kadar maklum balas adalah 95,16% daripada populasi di empat wilayah Fars, Khouzestan, Boushehr, dan Kohgiloya dan Boyerahmad di Iran. Dapatan kajian menunjukkan bahawa persepsi pensyarah terhadap dimensi organisasi pembelajaran adalah pada tahap sederhana. Daripada tujuh dimensi organisasi pembelajaran, tiga dimensi iaitu pembelajaran berterusan; dialog dan inkuiri; dan kepimpinan strategik telah diberi nilai skor pada tahap yang tinggi, dan empat dimensi lagi iaitu kerjasama, “*embedded system*”, “*system connection*” dan pengupayaan telah diberi nilai skor pada tahap sederhana oleh responden. Tahap persepsi pensyarah dalam komitmen organisasi secara keseluruhannya didapati berada pada tahap sederhana, komitmen afektif berada di peringkat tinggi, dan komitmen berterusan dan normatif berada pada tahap sederhana. Perbezaan dari segi komitmen afektif, komitmen penerusan, komitmen normatif dan komitmen organisasi secara keseluruhan berdasarkan demografi menunjukkan bahawa pensyarah yang sepenuh masa, mempunyai ijazah doktor falsafah, dalam usia 50 dan lebih, dan berpendapatan bulanan lebih daripada \$ 800 mempunyai lebih tinggi komitmen afektif, komitmen penerusan, komitmen normatif dan komitmen organisasi secara keseluruhan berbanding dengan rakan-rakan mereka yang lain. Hubungan yang positif, signifikan pada tahap rendah ke tinggi didapati wujud di antara dimensi-dimensi organisasi pembelajaran dan skala dan sub skala komitmen organisasi. Korelasi keseluruhan antara dimensi-dimensi organisasi pembelajaran dan komitmen organisasi menunjukkan tinggi, dan positif. Kesemua tujuh dimensi organisasi

pembelajaran telah didapati menjadi peramal komitmen organisasi, kecuali dimensi kerjasama. Peramal yang signifikan termasuk pembelajaran berterusan, dialog dan inkuiri, “*embedded system*”, pengupayaan, “*system connection*” dan kepimpinan strategik menyumbang 50.3% daripada varians dalam komitmen organisasi secara keseluruhan.

Untuk meningkatkan skala dan sub skala komitmen organisasi, pemimpin TVCs disyorkan supaya membangun dan mengamalkan dimensi-dimensi pembelajaran organisasi terutamanya dalam tiga dimensi ia itu dialog dan inkuiri, pembelajaran berterusan dan kepemimpinan strategik serta amalan yang berkaitan dengannya. Sistem pembangunan sumber manusia juga perlu diwujudkan bagi mempromosikan budaya pembelajaran berdasarkan dimensi-dimensi pembelajaran organisasi dan pada masa yang sama untuk membangun, mengekal dan memperkasakan skala dan sub skala komitmen organisasi.

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APPROVAL

I certify that a Thesis Examination Committee has met on 04.07.2012 to conduct the final examination of Khosrow Nazari on his thesis entitled “Relationships between Learning Organization Dimensions and Organizational Commitment as Perceived by Lecturers in Technical and Vocational Colleges in Iran” in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U. (A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institutions.



KHOSROW NAZARI

Date: 4 July 2012

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