

## Relationships among Organizational Commitment, Job Satisfaction, and Learning Organization Culture in One Korean Private Organization

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The purpose of this study was to identify the relationships among organizational commitment, job satisfaction, and learning organization culture. This study was conducted in five sub-organizations of one Korean conglomerate company. One thousand employees were randomly and proportionately selected, with 669 useable cases obtained, for a response rate of 67%. The organizational commitment instrument used from the “affective, continuance, and normative commitment” scale (ACNCS) of Allen and Meyer (1990). The “Dimensions of Learning Organization Questionnaire” of Watkins and Marsick (1997) was used to measure learning organization culture. The short form MSQ (Minnesota Satisfaction Questionnaire), developed by Weiss, Dawis, England, and Lofquist (1967), was the third instrument used. Descriptive statistics, correlational statistics, and inferential statistics (ANOVA and t-tests) were used. Organizational commitment (except for continuance) is moderately and positively related to job satisfaction and moderately and positively related to learning organization culture. In addition, learning organization culture is weakly to moderately and positively related to job satisfaction. No differences by age were found. Four-year college graduates are more likely to have higher creating continuous learning opportunities in learning organization culture than graduate school degree holders. Males are likely to have higher affective and continuance organizational commitment than females. Employees working in R&D, Engineering, and Manufacturing (REM) are likely to have higher continuance organizational commitment than do other types of jobs. Employees are more likely to have higher learning organization culture and job satisfaction than assistant managers. Assistant managers have higher continuance organizational commitment than managers. Managers generally have higher organizational commitment, learning organization culture, job satisfaction than assistant managers. They also have higher learning organization culture than employees. Employees who had worked for less than four years in their current job and organization have higher promoting inquiry and dialogue in learning organization culture than those who have worked for ten years or more. Employees in the insurance organization have higher affective organizational commitment, learning organization culture, and job satisfaction than those of the other organizations. Finally, employees of the electronic company have higher continuance organizational commitment in learning organization culture than those of other companies. In summary, this research enables CEOs and HRD and HRM practitioners to view organizational commitment, learning organization culture, and job satisfaction as important variables in exploring diverse ranges of topics related to the workplace. And then, they can diversely apply their management, interventions and practices to fit these diverse characteristics.

*Keywords : Organizational commitment, learning organization culture, job satisfaction, Relationships, Korea*

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Rapid and widespread change is dramatically altering the traditional face of the workplace in Korea. After the IMF (International Monetary Fund) economic crisis in 1997 (Yoon, 1999), the environment and management concepts rapidly changed in private organizations in Korea. One of the major changes was the concept of work, which changed from life-long employment to life-long career, with responsibility now residing with the individual employee.

After many years of organizational restructuring and work reengineering, Korean companies are now regaining their competitiveness in the global marketplace (Park, 2001). In search of greater efficiency and higher productivity, many companies continue to redesign and automate processes and operations, resulting in a reduction in the number of employees. Although the restructuring processes have left many workers management is, ironically, paying more attention than ever before to recruiting and retaining qualified people (Park, 2001). Management recognizes that a productive workforce will provide a global, sustainable, competitive advantage for business organizations. In the past, the relationship between employee and employer was based on loyalty. However, today, the relationship is based on performance and benefit. As the composition of the workforce continues to change, companies that offer better benefits and supportive working environments are expected to gain leverage in hiring and retaining valuable people (Park, 2001). Business corporations are paying increasing attention to increased organizational commitment, increased job satisfaction, and creating learning organizations (Park, 2001).

Although there is an increasing interest in understanding the concept of learning organization, little is known about relationship among organizational learning cultures on other important outcome variables, such as employees' perceived job satisfaction and organizational commitment.

Furthermore, investigations of the causal relationship between job satisfaction and organizational commitment have yielded contradictory findings (Testa, 2001). While the majority of theoretical and empirical studies have suggested that job satisfaction is an antecedent to organizational commitment (Bagozzi, 1980; Brown & Peterson,

1994; Yoon & Thye, 2002), some scholars have maintained that job satisfaction is an outcome of organizational commitment (Bateman & Strasser, 1984; Bhuian & Menguc, 2002). Few studies, however, have proposed reciprocal influences between organizational commitment and job satisfaction (Wong, Wong, Hui, & Law, 2001).

## **Research Problem**

Even though the causal relationship is still in question, it is clear that both organizational commitment and job satisfaction are important variables that have a strong impact on organizational outcomes, such as work performance, turnover intention, and absenteeism. Though there is some research about the relationship between organizational commitment and job satisfaction, studies regarding the relationships among organizational commitment, job satisfaction, and learning organization culture in Korean conglomerate company have not been identified. Given the increasing attention to organizational learning culture, it is critical for the field of human resource development (HRD) to demonstrate any significant relationships of organizational learning cultures on crucial outcome variables. The purpose of this study is to identify the relationships among organizational commitment, job satisfaction, and learning organization culture.

## **Significance of the Study**

This study has both theoretical and practical importance. It is theoretically important in that the results of this research will provide especially valuable information for HRD professionals to understand the relationships among organizational commitment, job satisfaction, and learning organization culture in one Korean conglomerate company. This study can be helpful for HRD professionals,

especially those in the company under study, to prepare training programs with information to develop curricula, courses, internships, and standards.

This study is also practically important. HRD and HRM practitioners can use the results of this study as guidance when designing organizational processes or systems, including recruitment and selection, human resource allocation, appraisal and evaluation, compensation, or training and development (Cairo, 1992), all of which need to be sensitive to the special needs and differing motivations of a diverse workforce. This research can create an avenue for future research that will lead to improvements in this critical area of corporate practice.

### **Limitations of the Study**

There are potential limitations in this study. There may be limitations in the components of the instrument, since the instrument components used in the present study were originally developed in a non-Asian context. These components might contain culturally sensitive items that may not be detected in spite of the researchers' efforts to validate them in Korea and obtain feedback about their appropriateness. In addition, due to the nature of case

study methodology, generalization is limited to the company in which the research is performed.

### **Theoretical Framework**

Theoretical frameworks supporting organizational commitment, job satisfaction, and learning organization culture are presented next.

## Organizational Commitment

Meyer and Allen's (1997) framework of organizational commitment serves as the theoretical base for this study. A widely-regarded and integrative theoretical framework was proposed by Meyer and Allen (1997). Organizational commitment can be defined generally as "a psychological link between the employee and his or her organization that makes it less likely that the employee will voluntarily leave the organization" (Meyer & Allen, 1996, p. 252). Meyer and Allen have termed these components as affective commitment, continuance commitment, and normative commitment, based on Morrow's (1993) framework.

### **Affective commitment**

Meyer and Allen (1991) defined the affective component of organizational commitment as "the employee's emotional attachment to, identification with, and involvement in the organization. Employees with a strong affective commitment continue employment with the organization because they want to do so" (p. 67).

### **Continuance commitment**

Continuance commitment refers to "an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so" (Meyer & Allen, 1991, p. 67).

### **Normative commitment**

Normative commitment reflects "a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain with the organization" (Meyer & Allen, 1991, p. 67).

## Job Satisfaction

Weiss, Dawis, England, and Lofquist's (1967) framework of job satisfaction serves as the theoretical base for this study. They developed the Minnesota Satisfaction Questionnaire (MSQ) as a measure of one of the primary indicators of work adjustment. This study, begun in 1957, had two objectives : the development of diagnostic tools for assessing the work adjustment "potential" of applicants for vocational rehabilitation and the evaluation of work adjustment outcomes. These primary goals are embodied in a conceptual framework for research, entitled the Theory of Work Adjustment. "This theory used the correspondence between the work personality and the work environment as the principal reason or explanation for observed work adjustment outcomes: satisfactoriness, satisfaction, and tenure" (Weiss, Dawis, England, & Lofquist, 1967, p.3).

According to Weiss, Dawis, England, and Lofquist (1967), vocational abilities and vocational needs are the significant aspects of the work personality, while ability requirements and reinforcer systems are the significant aspects of the work environment. In addition, they argued that work adjustment was predicted by matching an individual to his or her work environment. In other words, work adjustment depends on how well an individual's abilities correspond to the ability requirements in work, and how well her or his needs correspond to the reinforcers available in the work environment. The MSQ is derived indirectly from construct validation studies of the Minnesota Importance Questionnaire (MIQ), based on the Theory of Work Adjustment.

## Learning Organization Culture

Watkins and Marsick's (1997) framework of the learning organization served as another theoretical base for this study. They identified seven action imperatives for a learning organization: (1) creating continuous learning opportunities; (2) promoting

inquiry and dialogue; (3) encouraging collaboration and team learning; (4) establishing systems to capture and share learning; (5) empowering people to have a collective vision, (6) connecting the organization to the environment, and (7) using leaders who model and support learning at the individual, team, and organizational levels. Marsick and Watkins(1999) emphasized three leverages in their framework: “(1) system-level, continuous learning; (2) that is in order to create and manage knowledge outcomes; (3) which are improvement in the organization’s performance, and ultimately it’s measured through financial assets and non-financial intellect” (pp. 10-11)

### **Creating continuous learning opportunities**

According to Watkins and Marsick (1993), this dimension may involve a continuous learning center, on-line learning, global dialogue teams, developmental coaching related to career planning, and on-the-job learning experiences that include challenging work assignments and mentoring. Watkins and Marsick (1993) argued that “continuous learning is supported by experiments in teaching managers to be facilitators and coaches”(p.12). The dimension motivates workers to manage their own learning.

### **Promoting inquiry and dialogue**

This dimension emphasizes the power of discussion “by telling what is on one’s mind, asking questions about its impact, listening for the reasoning in people’s answers, and keeping open to new viewpoints” (Watkins & Marsick, 1993, p. 13). According to Watkins and Marsick (1993), inquiry and dialogue cannot occur unless there is a climate supporting a developmental approach to learning.

### **Encouraging collaboration and team learning**

Watkins and Marsick (1993) argued that “team learning is enhanced when teams learn the skills of framing, reframing, experimenting, crossing boundaries, and creating an integrative perspective” (p. 14).

### **Establishing systems to capture and share learning**

Watkins and Marsick (1993) argued that this dimension focused on the ability of an organization to preserve that which is learned so that learning will remain during ongoing changes. Learning organizations, according to Watkins and Marsick (1993), save the learning gained by systematically capturing and preserving what is learned.

### **Empowering people toward a collective vision**

Watkins and Marsick (1993) argued that “everyone has an idea of what the whole picture looks like, knows how to get something done in the organization, has a budget with which to take action, and has the knowledge of how to influence or work with people” (p. 17). Everyone has the capability to share knowledge and contribute to the learning organization.

### **Connecting the organization to its environment**

Watkins and Marsick (1993) used a system perspective to explain the reason and means for connecting and integrating the organizational system to its environment. A learning organization is based on a close connection between the organization and several environmental forces such as economic, socio, political, and technological forces.

### **Providing strategic leadership for learning**

Watkins and Marsick (1993) stated that “leaders help people create a collective vision toward which the entire organization can work in a learning organization” (p. 17). In other words, it is difficult to create a learning organization without supportive and appropriate leadership in the organization.

## **Research Questions**

The purpose of this study was to investigate the dynamic relationship among



organizational commitment, job satisfaction, and learning organization culture. More specifically, the following research questions guided the study:

1. What are the relationships among organizational commitment, job satisfaction, and learning organization culture scales and subscales?
2. Are there differences among organizational commitment, learning organization culture, and job satisfaction scales and subscales based on the following demographic characteristics: age, gender, education, types of jobs, management level, years of services in the current type of job, and years of service in the current organization?

## **Method**

A survey research method was used to investigate the relationships among organizational learning culture, job satisfaction, and organizational commitment. An employee survey self-administered by the employees was used to collect individual-level perception data. The use of an employee survey was deemed appropriate to address the proposed research questions.

### **Participants**

Participants of this study were 669 employees from five subsidiaries of a Korean conglomerate company. A sample of 1,000 was selected proportionately and at random from five sub-companies of the one conglomerate company. The participants completed the questionnaire anonymously and voluntarily. Of the 1,000 surveys distributed, 669 (66.9%) were completed and usable. The mean age of the participants was 30 years with an average of 4.5 years of service in the current organization. Most participants were male (78%) with college level education (71%). The majority of the participants were employees (57%), followed by a considerable

portion of assistant managers (31%), and managers and senior managers (12%).

## Measures

Learning organization culture was assessed by a short version of the Dimensions of Learning Organization Questionnaire (DLOQ) (Watkins & Marsick, 2003; Yang, 2003). The seven dimensions in the DLOQ are measured by 43 items on a six-point Likert scale. Respondents are asked to determine the extent to which each of the questions reflects their organizations on the aspects of learning culture (1 = almost never; 6 = almost always). Although the DLOQ is a relatively new instrument, it has been validated in different contexts (Dymock, 2003; Hernandez, 2003; Lien, Yang, & Li, 2002; Sta. Maria, 2003; Watkins & Marsick, 2003; Yang, 2003). These studies suggest that the DLOQ has acceptable reliability estimates, and the seven-dimension structure fits the empirical data reasonably well. The researcher used an abbreviated form of the DLOQ that included 21 measurement items, three (3) for each of the seven dimensions (Yang, 2003). An overall reliability estimate (Cronbach's alpha) achieved .91.

The short form Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England, and Lofquist (1967), was used to measure job satisfaction. The MSQ is a 20-item instrument with two subscales: intrinsic satisfaction (14 items, alpha = .86) and extrinsic satisfaction (6 items, alpha = .81). An overall reliability estimate for the MSQ was .90. In order to assess the dynamic interactions among interested variables, both of the two subscales were used as indicators for the underlying construct of job satisfaction.

Organizational commitment was measured by a multi-faceted scale developed by Allen and Meyer (1990). The scale includes six (6) items for each of three dimensions of organizational commitment: affective, continuance, and normative. The scale used a 5-point Likert-type scale ranging from strongly disagree (1) to strongly agree (5). Acceptable reliability estimates were obtained for three dimensions (.78, .74, and .80,

respectively) and the overall scale (.82).

Two Korean academics and one Korean practitioner were asked to review the instrument to examine the clarity in meaning of the question statements, as well as general questions for refinement of the questionnaire.

Based on their comments, the instrument was revised in all four parts.

The three instruments about organizational commitment, job satisfaction, and learning organization that were combined into one instrument for this study were originally developed in English. Thus, it was necessary to translate the instrument into Korean. In order to ensure that the Korean translation correctly reflected the meaning and nuances of the original instruments, back-translation was conducted in English.

After the second round of translation, the back-translated version was similar to the original. The researcher contacted the first translator and provided the last version of the translation, particularly the items that were problematic. She agreed to the necessity of the change in the Korean translation, and was satisfied with the final product.

After the instrument was translated and cross-translated, three pilot tests were performed. Fifty employees were selected from the target population as a convenience sample, and they were asked to complete the instrument and comment on any problems that they had. After reviewing their comments, the researcher found that the respondents claimed that some items were a little unclear. The researcher found that those problems mainly came from the differences in word order between and Korean and English rather than in the selection of words.

After revising the instrument based on the results of the first-round pilot test, a further pilot test was undertaken. The researcher used a panel at the University of Minnesota for the second-round pilot test in order to make sure all items. The researcher distributed the instrument, along with explanations and definitions, to five Korean doctoral students at the University of Minnesota.

A third-round pilot test was performed with the revised instrument. Twenty

employees were conveniently sampled from the target population. The researcher confirmed that all items were understood without problems.

Only some parts of the instructions were restated according to the recommendations of a participant.

### **Data Analysis Strategy**

To achieve the purpose of this study, data analysis procedures were consistent with the research purpose. Descriptive statistics (e.g., mean, standard deviation, and percentage) provide the basic information about the instrument variables. The researcher used correlational statistics to describe the relationships among organizational commitment, job satisfaction, and learning organization culture. To test the differences between the two type of job (REM and Non-REM) in demographic variables, t-tests were conducted. REM means “R&D, Engineering, and Manufacturing.” To test the differences in demographic variables, such as age, management level, gender, education level, company, years of services in current organization, years of services in current type of job, and type of job, analyses of variance (ANOVA) were conducted. When a statistically significant F was found, a follow-up Turkey t-test was used to determine where the differences were among the groups.

In summary, to analyze the collected data, descriptive statistics, correlational statistics, and inferential statistics, such as ANOVAs and t-tests, were conducted

## **Results**

The results of the survey are reported through the examination of descriptive, correlational and differences statistics.

## Descriptive Statistics

Table 1 : The individual means and standard deviations

Score of construct		N	Minimum	Maximum	Mean	Standard Deviation
Organizational Commitment	Affective	669	6	30	19.1	3.85
	Continuance	669	6	30	20.4	3.76
	Normative	669	6	51	16.9	4.32
Learning Organization Culture	LOC1	669	3	15	9.5	2.31
	LOC2	669	3	15	9.3	2.16
	LOC3	669	3	15	9.0	2.28
	LOC4	669	3	29	9.7	2.20
	LOC5	669	3	15	9.3	1.88
	LOC6	669	3	51	10.1	2.91
	LOC7	669	3	15	9.2	2.08
Job Satisfaction	Intrinsic	669	15	66	44.2	7.46
	Extrinsic	669	6	30	19.2	3.72
	General	669	24	95	63.4	10.53

Note. LOC1: Creating continuous learning opportunities; LOC2: Promoting inquiry and dialogue; LOC3: Promoting collaboration and team learning; LOC4: Empowering people toward a collective vision; LOC5: Establishing systems to capture and share learning; LOC6: Connecting the organization to its environment; LOC7: Providing strategic leadership for learning.

## Correlational Statistics

The correlation coefficients among organizational commitment, learning organization culture, and job satisfaction were examined. According to McMillan (2000), “correlations between .10 and .30 are referred to as small or weak positive relationships, correlations between .40 and .60 as moderate positive relationships, and .70 and above as high positive relationships” (p. 132).

As Table 2 shows, the correlation matrix reveals a significant relationship among

organizational commitment, learning organization culture, and job satisfaction variables. Organizational commitment variable intercorrelations were positive, but weak and moderate ( $.06 \leq r \leq .63$ ,  $p < .01$ ). Learning organization culture variables were positively correlated but were also weak and moderate ( $.30 \leq r \leq .59$ ,  $p < .01$ ). Job satisfaction variables were positively correlated strongly ( $.75 \leq r \leq .97$ ,  $p < .01$ ). However, the continuance variable showed no significant correlation with other organizational commitment variables, except for normative, which was weak ( $r = .13$ ,  $p < .01$ ). Other variables were positively correlated with each variable. Therefore, most correlations between organizational commitment, learning organization culture, and job satisfaction were significant but generally weak and moderate. The reason that some correlations were statistically significant, though weak, is because of the size of the sample. To a lesser extent, it is also a reflection of the number of correlations computed. With a total of 78 correlations having been computed, at  $p < .05$ , it would be expected that about four correlations would be statistically significant simply by chance.

### Demographic Differences

To analyze whether there were differences in organizational commitment, learning organization culture, and job satisfaction by four demographic variables, a series of one-way analysis of variance (ANOVA) and follow-up Turkey t-tests were conducted. The ANOVAs and t-tests tested whether the demographic variables have influenced a main effect on each component of organizational commitment, learning organization culture, and job satisfaction. Once significant differences were confirmed at the probability level of  $p < .05$  or  $p < .01$ , the researcher conducted multiple comparison, post hoc follow-up tests to identify which groups differed significantly using Tukey's honestly significant differences (HSD). Tukey HSD is a conservative estimate of the mean difference test (Hair et al., 1998)

1. Most of the variables did not differ by age level. Therefore, there is no significant difference in in organizational commitment, learning organization culture, and job satisfaction.
2. Differences by education level were found only in the creating continuous learning opportunities variable of learning organization culture. Four-year college graduates showed significantly higher mean scores on creating continuous learning opportunities than graduate school degree holders.
3. Differences by gender were found in the affective( $t=-4.0^{**}$ ) and continuance( $t=-4.70^{**}$ ) organizational commitment variables. Males showed significantly higher mean scores on affective and continuance organizational commitment than females. There were no significant differences in learning organization culture except the creating continuous learning opportunities( $t=-2.00^{**}$ ) by gender. There
4. were no significant differences in job satisfaction except extrinsic ( $t=-2.91$ )
5. Differences by type of job were found only in continuance organizational commitment variable. Employees working at R&D and Engineering, & Manufacturing (REM) showed higher mean scores on continuance organizational commitment than did the other functions.
6. Differences by management level were found in continuance and normative organizational commitment and creating continuous learning opportunities, promoting inquiry and dialogue, and promoting collaboration and team learning of learning organization culture. In addition, there were significant differences in job satisfaction by management level. Employees showed significantly higher mean score than assistant managers on creating continuous learning opportunities of learning organization culture and intrinsic job satisfaction. Assistant managers showed significantly higher mean scores on continuance organizational commitment than managers. Managers showed significantly higher mean scores on normative organizational commitment than assistant managers, creating continuous learning opportunities of learning organization culture than assistant managers, and promoting collaboration and team learning of learning organization

culture than assistant managers and employees. Managers also showed significantly higher mean scores on extrinsic job satisfaction and general job satisfaction than assistant managers.

7. Differences by years of service in the current type of job were found only in promoting inquiry and dialogue of learning organization culture. Respondents who had worked for less than four years showed significantly higher mean scores on promoting inquiry and dialogue than those who had worked for ten years or more.
8. Difference by years of service in the current type of organization was found in intrinsic job satisfaction. Respondents who had worked for less than four years showed significantly higher mean scores on promoting inquiry and dialogue than those who had worked for ten years or more.
9. Differences by company were found in the affective and continuance subscales of organizational commitment. There were significant differences on creating continuous learning opportunities, promoting inquiry and dialogue, promoting collaboration and team learning, and establishing systems to capture and share learning. In addition, there were significant differences in job satisfaction. Those employed by the insurance company showed significantly higher mean scores on affective organizational commitment than the textile and electronic companies. Those employed by the insurance company showed significantly higher mean scores on creating continuous learning opportunities, promoting inquiry and dialogue, and establishing systems to capture and share learning of learning organization culture than the textile company, the corporation, SDS, and the electronic company. The electronic company showed significantly higher mean scores on continuance organizational commitment than the textile company, the corporation, and the insurance company



Table 2. Correlations among Organizational Commitment, Learning Organization Culture, and Job Satisfaction (n=669)

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Affective	1												
2. Continuance	.06	1											
3. Normative	.63**	.13**	1										
4. LOC1	.51**	.03	.40**	1									
5. LOC2	.54**	-.02	.46**	.55**	1								
6. LOC3	.49**	.01	.48**	.47**	.63**	1							
7. LOC4	.38**	.02	.32**	.41**	.42**	.45**	1						
8. LOC5	.51**	.08*	.46**	.45**	.59**	.55**	.49**	1					
9. LOC6	.36**	.08*	.28**	.32**	.30**	.31**	.31**	.40**	1				
10. LOC7	.42**	.08*	.37**	.43**	.44**	.45**	.44**	.50**	.37**	1			
11. Intrinsic	.62**	.04	.60**	.51**	.58**	.57**	.46**	.58**	.37**	.49**	1		
12. Extrinsic	.56**	-.05	.48**	.49**	.56**	.54**	.39**	.52**	.29**	.43**	.75**	1	
13. General	.64**	.01	.59**	.53**	.60**	.59**	.46**	.59**	.36**	.50**	.97**	.88**	1

Note, \* $p < .05$ ; \*\* $p < .01$ . LOC1: Creating continuous learning opportunities; LOC2: Promoting inquiry and dialogue; LOC3: Promoting collaboration and team learning; LOC4: Empowering people toward a collective vision; LOC5: Establishing systems to capture and share learning; LOC6: Connecting the organization to its environment; LOC7: Providing strategic leadership for learning

## Discussions and Implications

This study has practical importance. The results of this research provide especially valuable information for HRD and HRM professionals to understand what relationships exist among organizational commitment, job satisfaction, and learning organization culture in one Korean conglomerate company. They should recognize that perceptions of the organization as a learning organization culture are positively related to organizational commitment and job satisfaction. Therefore, they should know, motivate, encourage, and influence employee orientation and ways of thinking

of employees toward learning in the organization to improve job satisfaction and organizational commitment. Organizations currently are rapidly changing their environment, and change requires continual improvement through learning (Dixon, 1994). Therefore, CEOs and managers should pay attention to establishing programs and systems that encourage learning by the individual, team, and organization level

This study can be helpful for HRD professionals, especially those in the company under study, to prepare academic programs with information to develop curricula, courses, internships, and standards. HRD and HRM practitioners should diversely respond to meet the needs of those within each demographic variable category as follows.

First, because there were no significant differences by age in organizational commitment, learning organization culture, and job satisfaction, HRD and HRM practitioners should support the development of a learning organization culture by providing information, knowledge, and systems, such as distance learning, intranet, and knowledge management, without bias based on age.

Second, this result concluded that differences by educational level were not found in organizational commitment, job satisfaction, and learning organization culture, except for creating continuous learning opportunities. Therefore, HRM and HRD should know that educational level does not matter for organizational commitment and job satisfaction. So, they should try to apply this findings to staffing, career development, and providing opportunity for training. In other words, if prospective employees have core competencies that can meet the needs of the organization, HRM practitioners can recruit employees without considering educational level if the intent is to improve organizational commitment and job satisfaction. In addition, HRD and HRM should also try to support the development of a learning organization culture by providing information, knowledge, and systems in which every employee can easily understand, transform, and apply it to their tasks without considering educational level.

Third, this study reported that males are likely to have higher affective and

continuance organizational commitment than females. In conglomerate company, woman power is becoming more important than ever before. So, organizations should try to improve females' organizational commitment level by creating an appropriate working environment and providing opportunities for promotion and training without having gender discrimination. Appropriate day care considerations might also encourage women to continue employment after childbirth. In addition, HRD practitioners should train employees about sexual harassment to create an appropriate for female workers. Specifically, HRD organizations should develop programs for women to develop their leadership and management ability.

Fourth, employees working at R&D, Engineering, & Manufacturing (REM) are likely to have higher continuance organizational commitment than other types of jobs. HRM and HRD practitioners need to support non-REM employees in continuance organizational commitment and attempt to determine what makes REM employees different with the intent of changing the experience of other employees based on applying whatever makes the difference for REM employees. Organizations should encourage non-REM employees to have continuance organizational commitment by providing diverse interventions and programs such as team building, individual goal setting, and life and career planning.

Fifth, assistant managers are more likely to have higher continuance organizational commitment than managers. In addition, senior managers did not show any notably higher mean scores in organizational commitment, job satisfaction, and learning organization culture compared with other groups. HRM and HRD professionals should try to establish appropriate systems and develop programs and interventions, such as values clarification, and intergroup-conflict management.

Sixth, employees who have worked for less than four years in the current organization and current type of job are likely to have higher promoting inquiry and dialogue perceptions than those who have worked for ten years or more. It is possible that differences between the two groups regarding higher prompting inquiry and dialogue of learning organization culture may be related to the gap of ability in using

technology. Innovations in Computer and Internet technology enable employees to have many chances to promote inquiry and dialogue more effectively and more easily than ever before. Additionally, employees can take more effective and efficient corporate learning and training programs to meet the challenges of competing in the business realm. The organization should provide for employees who are working over 10 years to keep pace with knowledge of technology, technical skills, and infrastructure.

Seventh, each company has significant differences with respect to organizational commitment, job satisfaction, and learning organization culture. Even though the five companies all belong to one group, each company has specifically different systems regarding staffing, training and development, organization development, career development, welfare, and employment based on their businesses' characteristics. So, each company should try to share its strong points, valuable information, knowledge, and systems. At the same time, it should be understood that each company's industry also has its culture, and one should not expect to find the same results in each company. While HRD and HRM practitioners prepare academic programs and develop curricula, courses, internships, and standards, they should not uniformly do that. In other words, they should develop different programs and systems based on the different cultures and characteristics of the companies.

Eighth, organizational learning culture is one of the important environmental factors that organizations cannot overlook. By introducing learning culture as a major determinant factor, this study clarifies the interrelationship between job satisfaction and organization commitment and demonstrates successful explanation for these two key organizational variables. Therefore, the findings of this study provide a new direction for researchers seeking to explain the complex relations among these central organizational variables.

Despite this study's contributions, there are compelling needs for further research that will continue to examine the relationships among organizational commitment, job satisfaction, and learning organization culture.

First, a cross-company comparison could be performed among a larger number of organizations. Since the data of this study were collected from a single organization, the generalization of the findings is limited. Therefore, it is necessary to expand the data sources to include the public sector, NGOs, and other companies.

Second, it may be worthwhile to extend this study to include employees and organizations in international settings to determine if the findings can be replicated there and to determine differences, if any, that might exist across country cultures.

Third, a study could apply multiple methodologies, such as individual case studies, interpretive, and critical science. For example, employees' job satisfaction could be described using interpretive research.

Finally, this study was based on self-reported data, taking only the perspective of employees. Further research needs to consider the perspectives of both employers and employees so that the limitations of self-reported data will be minimized.

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