Relationship Between the Application of Learning Organization Components and Organizational Commitment among Employees of Genaveh City Education

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Abstract: The aim of this study was to investigate the relationship between the application components of the Learning Organization (LO) among employees of city Genaveh, according to Peter Senge's five component model of organizational commitment. The research is descriptive - correlation and using stratified random sample of 230 individuals was selected from among the employees of the agency and 216 people participated in this study. Measuring instruments was consisted two questionnaires, learning organization and organizational commitment of Allen and Meyer questionnaire that their reliability was obtained with using Cronbach's alpha, respectively 95/0 and 72/0. In order to analyze the data was used descriptive and inferential measures to determine the correlation between the variables of the multiple regression analysis and Pearson correlation coefficient. The SPSS21 Software used to analyze the data in this study sample. The total number of female 56/9 and 43/1% were male. The results showed that the mean differences in sample group for subscales of individual ability, mental models, shared vision, team learning and systems thinking with the average forecast is significant. The results showed that in the conduct of these ideal characteristics of a learning organization in terms of Personal Mastery, Mental Models, Shared Vision, Team Learning and Systems Thinking there. Also the relationship between this components with organizational commitment is significant and can contribute to organizational commitment.

Key words: Learning organization, organizational commitment, employees, education, city Ganaveh

INTRODUCTION

Today's organizations with traditional structures of power and flexibility needed for alignment with surrounding changes resulting from globalization and the complexity of it and for its survival must be equipped with the means restructuring or to be coping with global developments earn. Institutionalizing is one of the most important tools, the learning process in the organization and creating "learning organization". Peter Drucker believes that the key to organizational success through innovation and manufacturing know-how value is created because both depend on the application of knowledge. That is why, focused on the development of learning capabilities, as has been proposed since the 1990s.

Education as an organization-wide, one of the centers that authorities and policy makers to keep pace with rapid developments are considered new age and looks of the theme of learning organizations associated with organizations education is more important. Because, these

organizations should be able to keep pace with advances in science and technology are fast-train the forces needed to be efficient and deliver their society and the responsibility of solving the resultant social issues of the day. This need the community will be faced with problems in the future that will be very difficult to deal with them. Despite today's variables organizations subject to the survival and growth of widespread awareness of the environmental factors. Lack of environmental uncertainty due to changes in economic, social and cultural needs of communities has led to the emergence of learning organizations.

Many experts in the field of the concept of "learning organization" and "organizational learning" have argued that one of them could be the "Argyris", "Schon", "Marsick", "Marquardt", "Garvin", etc. But according to many, Peter Senge is a leading theorist of Learning Organization (LO) that introduced the concept of LO in 1990. He believes that organizational LO refers continually to increase their capabilities to create new things and

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constantly learning. Due to changes in the industry, technology and society and the impact of these changes on the effectiveness of education, such an organization and implementation of development programs for teachers and staff are committed and responsible development needs in addition to being persistent in and avoid the cost of re-organization, the more useful and the jobs of their duties. Today's societies are in transition, transformation and subsequent transformation in education in schools is inevitable. That's why today joined industrial or semi-industrial societies are trying to reorganize their education and to prepare to meet the needs of the 21st century, this means that the field every time community making them for you. If our society today, in their education and looks critically at its current functions discussed in all circles this is a sign that the current education system in our country, functional fit the time and the community today. Of course, whenever possible be different cross-functional in that society expects of its subsidiaries and its sub-functions can be present in the society. This is actually the difference between the obtainable goal and the ultimate goal if sub-categories. But the fact that societies are constantly evolving and changing, according to this transformation change, final or ultimate goals of the sub categories and planners who always picks the origin and destination of these changes will ask and consider when developing your applications (Jtahadi, 1998).

Human resources are the most important factors in the survival of the organization. So that human resources have considered the most important and most original development of communities and organizations. So can say that organizations are achieve development and growth that, in addition to using new technology and management strategies having policies of human resources. People in organizations have tangible and intangible attitude, which is important to recognize these attitudes for managers. Person's attitude toward his work reflects his attitude towards workplace (Robbins, 1999).

Among the Attitudes term commitment for a long time, has been discussion and study, management and organizational behavior in recent decades. People with organizational commitment appropriate feel more satisfied because of the interest in his work. Organizational commitment, defined differently like other organizational behavior to practices. The most ordinary of organizational commitment is that organizational commitment was considered as an emotional attachment to the organization. In this way a person who is strongly committed to its identity of the organization and its participation in the organization and its members enjoyed blends (Ahmed, 1996).

According to the above definition, the aim of this study is to investigate the relationship between Peter Senge's LO components with organizational commitment of employees in the education Ganaveh city.

Learning Organization (LO): LO is where people are continually LO to find out how the manufacturer are facts and how can change it. A place where people continually expanding its capacity to create results that is really desirable them, raise and where new patterns of thinking, learn how to learn consistently growing faster and people. LO is an organization that has the ability to create, acquire and transfer knowledge and their attitude adjusted so that knowledge and new perspectives are reflected (Garvin, 1993). LO is an organization that learning strongly and collectively and constantly changed that would be more favorable to the success of the organization of information collection, management and use (Marquardt, 1996). Where it creates new knowledge, innovation and creativity, a professional work and is not specific but a universal behavior, the way that all members of the organization are practice, nearly. In other words, Organization of Knowledge Creation where that each individual in which man's creative and knowledge-creation. The thinking, collective discussions and theoretical discovery and new ideas are encouraged in this organization and innovators are grown (Alvani, 1999).

Since, information professionals, knowledge workers in learning organizations, replaced regular employees, therefore, new challenge of human resources management in learning organizations is managing the knowledge workers. Human resource management tasks is in learner-centered organizations attract and retain knowledge workers (knowledge workers) (Thite, 2004). LO is Organizational with high efficiency and competitive performance as well the ability to produce new knowledge and accumulate experience and, therefore is creative and can transfer knowledge to solve the problems (Ghorbanzadeh, 2010).

Today, we live in a world that is risky and learning disability and its consequences are faced by organizations. Senge's five disciplines or five skill learning organizations can be an antidote to the disability. Leaders are required new skills to assume new roles in learning organizations. Commitment in their lifetime and use these skills in the use and development among all people in the organization are two critical issues for Peter Senge emphasized about the skills. Senge introduced three new skill: the shared vision and working to reveal the mental models and involvement in the systems thinking process at article "The work of the new leadership to build learning organizations".

Then, shortly is added to this collection two other skills, individual and team learning ability in his book "The Fifth style: art and skill LO". Of course, these five skills Singh elsewhere under the rule introduces the definitions of style or expression occurs in the following.

Personal mastery: Personal mastery is the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience and of seeing reality objectively. Personal mastery means expanding personal capacity continually to improve individual levels of expertise in order to access the desired objectives (Oudejans *et al.*, 2011).

Mental models: Mental models are deeply ingrained assumptions, generalizations or even pictures or images that influence how we understand the world and how we take action. Mental images are assumptions and perceptions of the world and make decisions that affect the reaction (Oudejans *et al.*, 2011).

Shared vision: Bind people together around a common identity and sense of destiny [...] the Practice of shared vision involves the skills of unearthing shared "pictures of the future" that foster genuine commitment and enrolment, rather than compliance. In other words, the SHARED vision is shared capacity to increase commitment to the principles and practices of the organization or a group with a guide to the future development of the common images desired by the staff (Oudejans *et al.*, 2011).

Team learning: Learning discipline starts dialogue (dialogue) in team learning. The ability of team members entered the assumptions set aside and speak subscribe. The team learning is process that increases the capacity of its members and to maintain consistent during that results from it have been something that everyone wants really (Senge, 1990). Dialogue skills are collective thinking and during a group of people can to increase the intelligence and their ability. It should be noted that intelligence and ability is nothing more than the sum of individual talents (Ghorbanzadeh, 2010).

Systems thinking: Systems thinking is introduced as the fifth discipline. It is a discipline that integrates the other rules. Strengthen each other to form a continuous regulation of this article reminds us that the entire collection will be more than the sum of powers of its components. Method of thought and language to describe and understand the forces and other principles and explains the mutual relations various commands and principles that form the system's behavior, (Ghorbanzadeh, 2010).

Organizational commitment: Organizational commitment is an emotional attachment to the organization so that employees highly committed, take their identity from organization, involved in the organization and enjoyed by membership in the organization. There are several attitudes about job activities but the most views the study examined attitudes that deal with the general feeling towards the job. Particular of the organizational behavior research has special attention to job attitudes such as job dependence, organizational commitment and job satisfaction. Dependence on the job or job involvement is amount that person Reagents knows his job. Job satisfaction is the person's general attitude about his job and organizational commitment is status when a person wishes to remain in organization membership.

To Acceptance of organization's values and involvement in organization say organizational commitment and know criteria for measuring it includes motivation, the desire to proceed and accept the values of the organization (Porter *et al.*, 1974). Organizational commitment can have many positive consequences. Employees who have high commitment, more discipline in their work, more time and more work will remain in the organization (Moorhead and Griffin, 1998).

Background research: Sedghiani *et al.* (2014), to investigate the effects of internal marketing on organizational commitment Holding reliance states, the results show that an individual when know the organizational goals his objectives and be convinced that the help the organization to achieve its goals will feel in emotional attachment to the organization. As well as through the identification of the person occurs when the individual values consistent with organizational values and individual can make organizational values internalized.

Tsai (2014), during a study about a learning organizations and organizational commitment to this result seems in hospitals and a significant positive correlation between the presence of a LO, internal marketing and organizational commitment. Internal marketing was mediator between creating a LO and organizational commitment. Nursing managers by creating a LO can strengthen commitment. In addition, administrators when creating a LO, can coordinate thier internal marketing practices to enhance organizational commitment of nurses.

Khajavi *et al.* (2014), in a study to determine the characteristics of a LO achieves these results in Medical Education at the University of Medical Sciences, there is no ideal characteristics of a LO in terms of individual competencies, mental models, shared vision, learning and systems thinking team. As well as all the characteristics of a LO, mean managers is more of the staff.

Dehghanian *et al.* (2013), in the study about the association between organizational justice and organizational commitment in an insurance company to the conclusion that despite positive and significant relationship between organizational justice and organizational commitment and the organizational commitment of employees will also increase accordingly to organizational justice among managers.

Hazraty *et al.* (2013), with study the relationship between organizational commitment-organizational learning and education has concluded that there is a significant relationship between organizational learning and organizational commitment. His research findings also show that education is inversely related with organizational commitment.

Salek *et al.* (2013), in the study, show significant and positive relationship of organizational commitment and job satisfaction among staff component of job satisfaction, supervisors, colleagues, opportunities for promotion, salary check. But does not get relationship between the employees' job satisfaction and organizational commitment in terms of gender, education level, employment status and years of service. He concludes that there is relationship between job satisfaction and organizational commitment of employees. Individual features can enumerate those criteria are satisfied and committed to the organization. Due to this the lowest level of employee satisfaction was related to salaries and benefits and promotion opportunities.

Kashavarz (2012), in a research as the development of the relation between emotional intelligence and organizational commitment to the conclusion that emotional intelligence effective on organizational commitment. And there are the most important role in the relationship between emotional intelligence of managers and organizational commitment of employees, emotional commitment, social skills, empathy, self-motivation, self-awareness, normative commitment and continuance commitment.

Mirkamali *et al.* (2012), in a study based on the relationship between organizational commitment and intention to leave the service of employees get conclusion that there is a negative significance the dimensions of organizational commitment (affective commitment, continuance commitment, normative commitment) tend to leave.

Nasr, Linda, a study of the relationship between the three components of commitment, stress, workplace and career path of employees in organizations in Lebanon has seen average, negative relationship between affective commitment and stress is negatively associated with the career path and the relationship between commitment positive stress is continuous and there is no communication with the career path. While, normative commitment to the career path negative correlation with stress positively correlated.

Asgari *et al.* (2012), in a research as the relationship between the application components of a learning organization and quality of work life of faculty members has shown that between the application components of learning organizations ranging from personal ability, mental models, shared vision, team learning and systems thinking faculty members were positively correlated with the quality of working life. It also concluded that between the components of a LO, mental models can be used as the best predictor of quality of work life of faculty members and more than any other component plays a role in determining the quality of working life.

Vedadi, in a study of organizational commitment and employee turnover achieved these results between organizational commitment and its dimensions (affective commitment, continuous commitment and normative commitment) there is a significant inverse correlation with the turnover. In addition the results have shown that the organizational aspects, the most affective commitment and normative commitment and continuous relationship with turnover at their next orders.

Maleki and Jabrizi ,(2010), in a study to compare the components of the learning organization in schools for girls instance, non-profit and government and concludes that there is different a LO status public middle schools, non-profit and Peter Senge's LO Model in terms of components (personal mastery, mental models, shared vision, team learning and systems thinking).

Yaghoby *et al.* (2010), in a study to examine the relationship between organizational commitment and be used as a LO components among managers concluded that the components of LO effective on the organizational commitment and these variables are involved.

Tseng, C-C (2010), in research as effects components of organizational learning on organizational commitment and effectiveness for small firms to investigate and observed that components of the learning organization as an important factor for commitment organization, as well as a major factor for organizational effectiveness. In addition, the mutual relationship between organizational commitment and organizational effectiveness but is not

equal. Organizational Commitment relatively positive impact on organizational effectiveness. However, organizational effectiveness is less effective in organizational commitment.

Najaf Begay in research on LO Model on two groups of employees and managers IRIB came to the conclusion that the organization in question rather than the effectiveness of a LO away as well as the performance of employees group and team learning and change in mental models of managers is more satisfactory and the other features are similar in both groups are learning efforts.

Kelly *et al.* (2007), in a study to examine the relationship between LO and the maintenance of knowledge staff to the conclusion that, all components of the LO at least one of the six dimensions of job satisfaction is linked to that of the reward and challenge (challenging responsibilities) has the greatest impact on employee turnover. Between the components of job satisfaction and employee turnover rate of employees there also. LO components with components of job satisfaction and significant correlation between the components of a LO and the employees' job displacement as well.

Khalil (2007), concluded during the research on the relationship between learning organizational culture, job satisfaction and organizational commitment in Lebanese banks and to investigate the relationship between social models (both individualism and collectivism) and cultural aspects of learning organization, job satisfaction and organizational commitment that had significant positive correlation the cultural dimensions of LO and organizational commitment and job satisfaction of internal and external aspects. In addition, organizational commitment direct and significant correlation with job satisfaction.

Pool and Pool (2007), in his study of organizational commitment and its effect on job satisfaction executives in LO came to the conclusion that the relationship between concrete commitment, motivation and job satisfaction that these elements are essential and vital to the success in a LO.

Chang and Lee (2007), in his research work concluded on the relationship between leadership styles, organizational culture, job satisfaction that positive influence and significant the application of a LO and organizational culture and leadership. This application components positive influence on job satisfaction. Encourage continuous learning, deep learning and culture, systems thinking, changing jobs and employees to increase their inner satisfaction.

Madani and Mohammad (2005), was performed as the factors affecting organizational commitment Fajr Gas Refining Company, using the model of Meyer and Allen showed that organizational support, participation in decision-making, organizational justice, job opportunities available outside from the organization, career development opportunity and positive attitude to work, job security, education and work experience of employees of the factors affecting organizational commitment.

Rigi (1998), in examining the factors affecting the commitment of staff Contacts Sistan-Baluchistan province showed that Reception the goals of the employees, participation in decision making and job security there are direct relationship with organizational commitment.

Porter *et al.* (1974), in a study of factors affecting turnover has done shows with a review of organizational commitment can be more accurately predicted a resignation. According to the statement contained the following hypothesis is proposed:

- There is a relationship between the personal mastery and organizational commitment
- There is a relationship between mental models and organizational commitment
- There is a relationship between having a shared vision and commitment
- There is a relationship between team learning and organizational commitment
- There is a relationship between a systems thinking and organizational commitment

MATERIALS AND METHODS

The way the research was descriptive-correlation due to the nature of this research is to study the relationship between the application components of a LO and organizational commitment. To be sent to collect testimonials, information and history variables, the library method and field method used to collect data via surveys. The study population is consisted of 956 employees, including all employees and contracted pilot city education department, both administrative and educational staff in different schools in different sections 94-93 in the academic year in the city Department of Education employs and had to service. Given the number of different classes were selected in sampling, stratified sampling was conducted and a total of 230 people. To select the number of the list of classes that were more homogenous in terms of variables, including different sections were prepared and then the sample has been selected according to the proportion of the population. Then go to work, people have been randomly selected to

answer the questionnaire and receive comments have been partners with them. In the end, 216 delegates of staff have responded to the questionnaire.

In this study, two questionnaires required were used for data collection tools. The first questionnaire LO questionnaire measuring tool has 40 questions to measure the dimensions of LO in terms of Peter Senge's. The questionnaire was developed by the Oudejans and collaborate on research as measuring the learning capacity of over 230 people executed and by SPSS factor analysis. Second questionnaire was used to measure organizational commitment that is used by Allen and Meyer. The questionnaire included 24 items to measure three dimensions of organizational commitment, affective commitment, continuance and normative. The questionnaire is used by Mahmoud Saatchi, Kambiz prosperity and M. Asgarian in psychological tests. Both the questionnaire scoring method is based on a Likert scale of 5 degrees and has a 5-totally agree (5), agree (4), idea (3), disagree (2) and strongly disagree (1). LO questionnaire used by Oudejans and colleagues that to Recommendation of university professors tips and advice unrelated to remove a number of items and adding the appropriate items, the number of items Was obtained to 40 items and organizational commitment questionnaire with 24 items by Alan and Meyer is used. The internal validity of the LO Organizational Commitment Questionnaire 75/0 and 74/0 respectively. Content validity was achieved according to expert opinions in the field of management.

RESULTS AND DISCUSSION

The findings of this research, a brief description and then the results can be expressed hypotheses. Determines how selected from the entire community, the number 93 people of male employees 43.1% and the number 123 people of female employees participating in the study, make up the 56/9%. Also is formed 2.8% of the total sample frequency diplomas employees, Associate Degree17/1%, bachelor employees 68.1% and graduate staff in this study is 12%, respectively. The number of employees working experience 8.8% up to 5 years, 10.6% employees 6-10 years, 14.8% employees 11-15 years, 24.1%employees 16-20 years and a history of 20 years since 41/7% of the staff.

- The first hypothesis: there is personal mastery and organizational commitment

Regression analysis in relation to personal mastery and organizational commitment is shown in Table 1.

According to Table 1, correlation coefficient is equal to 0/43. In fact, personal mastery to deal 0.43 with organizational commitment and determination coefficient 0/19 can be explained 0/19% of the variance indicate that organizational commitment to personal mastery by the predictor variables. β value obtained show an increase of one standard deviation in Personal Mastery increases the size of 0/43 SD organizational commitment. This means that by choosing the variable increases variable of organizational commitment. Also, according to t calculated (7/08) and given that the significant level is smaller of p<0/05, so can be said that is significant the relationship between the components of Personal Mastery and commitment and therefore, the component personal mastery is a predictor of organizational commitment.

- The second hypothesis: there is a relationship between mental models and organizational commitment

Regression analysis in relation to mental models and organizational commitment is shown in Table 2. As shown in Table 2 the correlation coefficient is equal to 0/39. In fact, mental models associated to value 0.39 with organizational commitment and determination coefficient value 0/15% of the variance indicate that organizational commitment is explained by the predictor variables mental models. The table shows the amount of beta with an increase of one Standard Deviation (SD) 0/39 mental models increases organizational commitment. This means that by choosing the variable increases variable of organizational commitment. Also, according to t calculated (6/30) and given that the significant level of 0/05, so, can say that is significant the relationship between the components of mental models and organizational commitment and therefore, mental models can predict component of organizational commitment.

- The third hypothesis: there is a relationship between having a shared vision and organizational commitment

Table 1: Indicator variable regression personal mastery

Resource index changes	t	β	B	F	R^2 adjusted	R^2	R	Sig.
Personal mastery	7/08	0/43	1/00	50/19	0/18	0/19	0/43	0/000

Table 2: Indicator variable regression mental models

Resource index changes	t	β	B	F	R^2 adjusted	R^2	R	Sig.
Mental models	6/30	0/39	0/88	39/74	0/15	0/15	0/39	0/000

Table 3: Indicator variable regression shared vision

Resource index changes	t	β	B	F	R^2 adjusted	R^2	R	Sig.
Shared vision	9/05	0/52	1/04	81/96	0/27	0/27	0/52	0/000

Table 4: Indicator variable regression team learning

Resource index changes	t	β	B	F	R^2 adjusted	R^2	R	Sig.
Team learning	6/63	0/41	0/91	44/05	0/16	0/16	0/41	0/000

Table 5: Statistically indices variable regression analysis systems thinking

Resource index changes	t	β	B	F	R^2 adjusted	R^2	R	Sig.
Systems thinking	8/00	0/48	1/22	64/02	0/22	0/23	0/48	0/000

Regression analysis in relation to the shared vision and commitment is shown in Table 3. As shown in Table 3 the correlation coefficient is equal to 0/52. In fact, shared vision to deal to value 0.52 with organizational commitment and determination coefficient 0/27% of the variance indicate is explained that variables shared vision the predictor of organizational commitment. The beta value obtained in Table 3 for a shared vision that is equal to 0/52 shows an increase of one Standard Deviation (SD) 0/52 in a shared vision to increase organizational commitment. This means that by choosing the variable increases variable of organizational commitment. Also, according to t-calculated (9/05) and given that the significant level of p = 0/05, so, can say that is significant the relationship between the components of a shared vision and commitment and therefore, shared vision shared component can be the best predictor of organizational commitment.

- The fourth hypothesis: there is a relationship between team learning and organizational commitment

Regression analysis in relation to team learning and organizational commitment is shown in Table 4. As is shown in Table 4 the correlation coefficient is equal to 0/41. In fact, team learning has relationship to value 0.41 with organizational commitment and determination coefficient value 0/17% of the variance indicate that is explained organizational commitment from the predictor variables team learning. The beta value obtained in Table 4 for team learning is the equivalent of 0/41 shows that an increase of one standard deviation in team learning as much as 0/41 standard deviation increase organizational commitment. This means that by choosing the variable increases variable of organizational commitment. Also, according to t-calculated (6/63) and given that the significant level of 0/05, so, can say that is significant the relationship between the components of team learning and organizational commitment and, therefore, as variable components of team learning can be considered a predictor of organizational commitment.

- Fifth hypothesis: there is a relationship between a systems thinking and organizational commitment

Regression analysis in relation to systems thinking and organizational commitment is shown in Table 5. As shown in Table 5 value r is 0 / 48. In fact, systems thinking has relationship to deal 0.48 with organizational commitment and r^2 equals 0/48% of the variance organizational commitment is explained by the predictor variables systems thinking. The beta value obtained in Table 5, indicating that systems thinking is equal to 0/48 with an increase of one Standard Deviation (SD) in systems thinking to size of 0/48 increase organizational commitment. This means that by choosing the variable increases variable of organizational commitment. Also, according to t-calculated (8/00) and given that the significant level of 0/05, so can be said that is significant the relationship between components of systems thinking and organizational commitment and, therefore, component systems thinking can be a predictor of organizational commitment.

CONCLUSION

The first hypothesis shows that there is significant positive relationship between personal mastery and organizational commitment in people. This means that if you increase the ability of people to work and ultimately will increase their commitment to the organization. These findings has relationship with the results of yaghobi *et al.* (2010) and Baren *et al.* and Kelly *et al.* (2007), Chang and Lee (2007) concluded from their research, personal mastery and quality of personal working life, job satisfaction and organizational commitment and cause improve work environment and increasing their productivity. The high level of personal mastery, to increase the effectiveness of employees in changes in education and provide job satisfaction and solve business issues of them. Assist in the development of personal mastery cause create motivate of them and may to help their commitment to the organization. The results of the second correlation hypothesis show that there is

significant positive relationship between mental models and organizational commitment in people. This means that will increase their commitment to the work in case of mental models and patterns of individuals and organizations. This finding is consistent with research findings Asgari *et al.* (2012) that a significant relationship between quality of work life patterns and the LO. Because the effect of increasing the quality of work life of employees and their satisfaction in the organization and ultimately will increase their commitment to the organization. This finding does not match is consistent with the study of Kelly *et al.* (2007) that represent a negative relationship between mental models and component negative peace is one component of job satisfaction in organization. Accept the ideas of employees as mainstays of education and guidance of patterns and mental models them caused their trust to the Department of Education and the authorities, increases their job satisfaction and in result cause improvement of organizational commitment and high performance of thm. The results of the third hypothesis correlation suggests that there is a significant positive relationship between having a shared vision and commitment in people. This means that there is a shared vision among staff and ultimately will increase their commitment to work to organization. And it has shown the highest correlation among the components of a LO with organizational commitment. And the highest possible predictors of employee commitment to the organization. This finding is consistent with research Rigi (1998) who believes LO has goals that are most important to create better performance, quality development and competitive commitment. Based on the results of this hypothesis can be said for managers and leaders who seek to achieve a LO should be pioneer. In order to close the corporate vision and goals and values of the employees. So will determine the power of managers in the construction of a shared vision, employee commitment to this landscape. In other words when organizational commitment occurs that the individual values ??are consistent with organizational values and the individual can to make internalize their organizational values.

The fourth hypothesis suggests that there is a significant positive relationship the correlation analysis between team learning and organizational commitment in people. This means that in case of increased teamwork and team learning, people will be more committed to the organization. This finding is consistent with research Asgari *et al.*(2012), Hazrati Vieri *et al.* (2013), Yafang Tsai (2014), Tseng (2010) and Kelly *et al.* (2007). Also is consistent with the study of Chang and Lee (2007). Because they concluded that create learning opportunities and learning leads to improving and

increasing the quality of work life and job satisfaction and to encourage continuous learning increases their inner satisfaction. As a result, organizations be Pivotal more and more into learning organizations and leading in knowledge. Also become richer quality of their work life and job satisfaction. Due to the possibility of group learning provides greater commitment to employees in a group. People in group are friendly and are to share information and ideas. Of course when the workgroup to the desired result is that is applied correctly management. Group learning starts with dialogue, As a result is very important meetings under the dialogue with employees.

The results of the fifth hypothesis show that there is a significant positive relationship between systems thinking and organizational commitment in people. This means that ultimately will increase their commitment to work type in the organization if increase systems thinking of people. This finding is consistent with research findings Chang and Lee (2007) and Kelly et al (2007), because they found during their research that the internal and external systems thinking to increase employee job satisfaction and improve workplace conditions and rich lead quality of work life. Hence it can be said that the mindset of people to learn as investment in structures placed in the hands of individuals associated with organizational commitment. The system approach to increase job satisfaction and reduce job mobility and increase the commitment. Systems thinking shows that the education, is the system interconnected. This makes the director of education find more confident to their employees and give more autonomy and responsibility which increases job satisfaction and provides improvement their quality of working life.

According to the results obtained from the subjects' answers to questionnaires and statistical analysis to measure and determine the relationship between components and the application of learning organization and organizational commitment, it is recommended that managers learning organization components (personal mastery, mental models, shared vision, team learning and systems thinking) to consider education programs and strategic objectives. For this purpose, it is recommended that:

- The importance of becoming a LO is clear around education for all
- Action to create Research and Development centers in the Department of Education, to improve staffing and training the next generation of breeders
- Design programs to enhance the learning capabilities and knowledge and encourage to update their scientific knowledge them, as an organization when is learning that have learning employees

- Educate people should be considered before their appointment to management positions
- Proper context be provided for presentation of creative ideas and innovative designs by the staff
- 6.Enhancing the skills of managers in view of the mental models without arousing procedures defensive staff
- Managers and staff education should have a shared vision of the goals. For this purpose, the senior managers of education should be the goals and prospects of education and insight explain during several sessions for staff. Some of the strategies used in this case are: dialogue and discussion, clarification of organizational goals and staff training to create a shared image of the future
- Current the director and officials of the Department of Education express clearly views and ideas about facts
- Managers create new values in line with the mission and goals and make institutionalized with their own words and actions in the Department of Education
- Be strengthened team spirit of cooperation in training groups

It is also recommended that future researchers conduct research in the following thematic areas:

- Conducting a study on the education learner and compare the results with the results of this research
- Conducting a study to examine barriers to learning schools
- Identify the factors that cause non-compliance employees are the characteristics of a LO, in terms of structural factors underlying the behavior
- Research on education and learning in the world and achieve successful models in creating a learner's education certainly, any researcher to study the issues and challenges facing the adverse impact on the research process. But more than anything matching problems and bottlenecks is necessary to know the limitations and difficulties. This study, like other studies such as time constraints research, sampling methods, sample a city, the number of items in the questionnaire, conservative climate and idealism in the face of the institutional environment faced by completing questionnaires.

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