

A Study on the Role of Organizational and Professional Commitment on the Employees Developmental and Feedback-seeking Behaviors (Case Study: Public Sector)

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ABSTRACT: *The current study is of correlational descriptive study based on the applied objective and the data collection procedure. The statistical population of the study includes the employees of the public sector whose number has been reported to be 150 persons. The sample size was obtained as 73 persons using the targeted sampling method. The data were gathered through a questionnaire handed out to the employees, and they were evaluated and interpreted by the use of structural equation modelling and the Smart PLS. Based on the research objectives, the current study had eight hypotheses, and the results indicated that five out of the eight hypotheses were confirmed. Based on the results, it was revealed that learning culture has a significant effect on the organizational commitment, and the active personality trait has a significant effect on the professional commitment of the employees. On the other hand, the organizational and professional commitment of the employees have been effective on their competency development. Also, the effectiveness of the professional commitment of the employees on their feedback-seeking behavior, has been confirmed. Based on these results, the public sector managers, for strengthening the feedback-seeking behaviors and competency development activities in the employees, can increase their professional commitment. Also, the competency development activities can also be increased through the rise in the employee's organizational commitment.*

KEYWORDS: *Competency development activities, feedback-seeking behavior, organizational commitment, professional commitment of the employees.*

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I. INTRODUCTION:

Today, the expansion of developmental approaches based on personal efforts of human resources has become one of the important strategies of organizations to improve the employees' professional status, because, as studies have shown, the two main reasons as the drastic and fast advancement of the scientific and technological fields, and the high speed of the aging of knowledge and skills on the one hand, and the increasing pressure on organizations to reduce their financial and time costs in various fields, especially in the field of education. Employees, on the other hand, the organizations and specially commercial companies have shown a high tendency to promote self-development behaviors in their employees. Hence, employees' developmental activities and behaviors are considered as one of the important organizational behaviors and the present study focuses on these behaviors and activities and the group of factors influencing them. In this regard, the present study will attempt to address, based on the significance of the concept of commitment as one of the most important attitudes of the individual, in developing developmental behaviors, investigate the effects of two different types of commitment on the developmental behaviors of the employees (Oke & Vandenberghe, 2016). The present study is implemented in the context of a state organization involved in domestic and foreign political competitions.

On the other hand, there is a profession-centered commitment that focuses on the improvement and development of professional goals, revolving around the individual demands for professional development. In fact, in the area of individual commitment to the organization, there are two relatively distinct areas: commitment to the organization and commitment to personal development. Hence, considering the distinction between these two dimensions of commitment, the present study seeks to investigate the their effects on self-development behaviors in the organization, particularly regarding the fact that organizational commitment is rooted in social exchanges between individuals and organizations (Meyar et al, 2002). But what makes the role of these two aspects of commitment important is the concept of individual developmental behaviors in the organization; firstly, in the current study, and based on study by Oke & Vandenberghe (2016), employees developmental behaviors are examined in the form of two behavioral activities: Competency development activities and feedback-seeking behaviors; secondly, based on existing definitions, these behaviors are an effort, with the ultimate goal of helping the organization achieve its organizational goals (Oke & Vandenberghe, 2016). Also, people with a high commitment to the organization will always seek feedback from others in order to

enhance their technical and social capabilities in the workplace, for developing their role in helping the organization, however, for people with professional commitments, Studies have shown that there is a positive relationship between professional commitment and investment in professional development and efforts to develop occupational skills (Aranya & etal, 1984), as well as the continuous presence in occupational advancement training courses. Thus, a professional commitment can have a positive relationship with developmental behaviors. In addition, studies have shown that individuals with such commitments are less committed to receive feedback from others, because unlike the first group, i.e. those who are committed to the organization, are not so much looking for organizational goals through occupational goals. Therefore, one can expect that the professional commitment of individuals has a negative relationship with their feedback-seeking behaviors. So, what is apparently inferred is the contradiction between the professional-centric commitment and the organizational developmental behaviors of employees, as well as the alignment between organizational commitment and these behaviors and efforts. The present study tries to focus on the issue of whether there is a conflict between the professional commitment and the employees' developmental behaviors, as well as any kinds of alignment or positive effects by organizational commitment and developmental behaviors of the organization under study, or not. Furthermore, another part of the present study is devoted to the effects of some of the recognized circumstances obtained from the related literature, on two dimensions of organizational commitment and professional commitment. In this regard, the present study seeks to, based on studies of Oke & Vandenberghe (2016), Islame (2016), and Pathardikar et al. (2016), evaluate the two categories of factors that are considered as factors influencing social interaction behaviors (such as perceived organizational support and Organizational learning culture) as well as factors influencing personal self-interest behaviors (such as an active personality or personality predisposition and belief in organizational ethics), in line with their role in strengthening or weakening the two dimensions of Commitment. In fact, based on existing literature, we can add to the number of these circumstances and effective factors, but the focus on these circumstances and the precise examination of their roles and, ultimately, the achievement of precise results can be more effective than examining a large number of factors, regardless of their relationship with the research field, and especially the organization under study. In this context, the researcher seeks to investigate the role of these factors in strengthening or weakening the types of commitment in the individual, and whether the organization studied can, by relying on the tools available in these circumstances, direct the commitments of its employees as it tends or not. The present study will be implemented in the public sector. The organization, as one of the public sector organizations, is highly dependent on modern knowledge and technology on the one hand, and on the other hand, it is focused on the working system of satisfaction of the client and his desires, and the availability of efficient, skilled and expertly trained human resources will help to accelerate and set up this system. Hence, the question that shapes the main concern of the researcher in this study can be summarized as follows:

How is the impact of organizational and professional commitment on developmental and feed-back seeking behaviors of the public sector employees?

II. REVIEW OF THE RELATED LITERATURE:

Competence Development Activities

Each organization consists of components and elements that, in the division of Mintzberg, include: technology, organizational structure, and manpower (Daft, 2005). The most important of these elements in the present age - the age of communication and information - is manpower. The human resources of each organization are also in a situation where the environment around it is constantly changing. Also, the human knowledge and awareness is increasingly rising. Organizations need to prepare themselves to face these massive changes, or they will be kicked out of this competitive world. Of course, by this preparation, the hardware and equipment preparation is not meant; rather, they should prepare their human resources as the main and valuable assets of the organization (Draker, 2005).

Feedback-seeking Behavior: This concept represents the conscious efforts of the individual to identify and determine the appropriate behaviors on the path to achieving special competence and ability. Simply put, what behaviors can lead to specific capabilities (Dehling et al, 2015).

Organizational commitment: This concept refers to the degree to which individuals tend to have a long-term presence in the organization and get involved in organizational processes. This commitment can be normative (in accordance with the norms of organization and community), continuous (in accordance with the individual's need for a job and the uncertainty of the better conditions outside the organization) and emotional (in accordance with the hearty interest in the organization and its processes) (Mayer & Allen, 1991). In this study, the emotional aspect of the commitment is more considered by the researcher.

Profession-centered commitment: A commitment that is more inclined towards the individual positions and views (Elemerz et al., 1998), the professional commitment focuses on attachment to pursue and advance individual occupational goals rather than organizational goals. Therefore, this type of commitment reflects an individualistic view of the job (Adamz et al., 2013).

Organizational learning culture: This concept means the capabilities and skills of an organization in the creation, acquisition, and transference of knowledge, as well as the adaptation of its behaviors to the surrounding environment, in order to operationalize and apply knowledge and new insights. The Organizational Culture of the earning organizations is a culture in which learning is valued and encouraged, and the obstacles on this learning process are not being tolerated. In other words, learning culture is a stimulating culture of experience in which employees are encouraged to work on creating new ideas and continually improve work processes. In the learning culture, we try to expand public trust throughout the organization. The supportive culture of learning creates an atmosphere of trust in an organization in which individuals express their opinions freely, and through dialogue, they share in mental models and knowledge of one another and are not afraid of punishment (Haghighi Kafash et al., 2014).

Perceived organizational support: This concept refers to employees' perceptions of the organization's respect for his efforts and contribution to organizational success, and how it cares for his physical and mental health (Isenberg & et al, 1986).

Active Personality Trait: over-activity or being active is defined as having an initiative to make improvements in the current situation. This concept involves the spirit of challenging the current situation rather than accepting and adapting to it. In other words, active personality means the ability and spirit of internal initiatives, and includes futuristic activities aimed at creating change and improvement in the current situation by the individual (Parker & etal, 2006).

Belief in the existence of ethical principles in an organization: This concept refers to the extent of belief in ethics governing processes, relationships, and organizational operations in different parts of it, and the consequence is the amount of support and internal acceptance of processes and relationships within and between organizations (Mowday & et al, 1979).

Mohammadi et al. (2017) conducted a research entitled "Investigating the relationship between fidelity and the creation of a communication network and feedback-seeking using dynamic personality mediation." The results support the fitness of the model with the data. Improved fitness was achieved by removing an unnecessary path. The findings showed that dynamic personality mediates the relationship between fidelity and the establishment of a communication network and feedback-seeking. The personality traits of employees have a tremendous impact on their jobs, because they motivate them to create and strengthen their communication network, and they try to resolve work problems and progress through seeking the feedbacks.

Shahhosseini et al. (2017) conducted a study on the effects of perceived organizational support and perceived supervisor support on organizational commitment and individual performance of employees. The analysis of the results obtained from the collected data using the correlation and multiple regression methods, showed that organizational and supervised support have a positive and significant effect on the emotional and normative aspects of organizational commitment, and both the task and contextual aspects of individual performance. There is no meaningful relationship between organizational support and perceived supervisor with continuous commitment.

Forutani (2016), conducted a study on the factors affecting employee self-development behavior, with emphasis on the role of organizational support and Islamic attitude toward work. Findings indicate that age, education, Islamic attitude toward work, self-efficacy, professional commitment, and job motivation and organizational support, affect the willingness and self-development of employees. Also, there is a direct and meaningful relationship between Islamic attitudes toward work and organization support and supervisor support, and the employee self-development.

Forutani et al. (2013) conducted a study on the relationship between job motivation and the factors affecting it, and the self-developmental behavior of nurses. The results showed that self-efficacy, supervisor support and job motivation lead to the promotion of self-development of nurses while the desire for success, self-efficacy, organizational support and supervisor support provide the necessary motivation for self-development. It seems that managers and head nurses can play a vital role in the learning and development of nurses by providing time, information, companionship and encouragement, feedback, resources and rewards.

The Zargar Sarvi (2015) conducted a thesis on the relationship between occupational and professional commitment and the employees' lack of concern towards the organization in the branches of the Saderat Bank of Ardebil province. The results indicated that there is an inverse relationship between the employee's occupational commitment and their lack of concern towards the organization's affairs.

Forutani et al. (2013) conducted a study to investigate the relationship between individual and organizational factors and self-developmental behaviors of the nurses. The results shows that among individual factors, Islamic attitude toward work, job commitment and person's desire, and among organizational factors, organizational support and supervisor support, have meaningful relationships with nurses self-developmental behaviors.

Doraji Ghariveh & Jafarinaia (1392) studied the impact of organizational learning culture on knowledge sharing with the mediating role of organizational citizenship behavior of the employees. The results obtained

from the hypotheses testing confirm the four hypotheses of this study. This reflects the fact that the organizational learning culture, through the mediation of organizational citizenship behavior, has a positive and significant effect on knowledge sharing among the staff of Maroon Oil and Gas Utilization Company.

Oke & Vandenberghe (2016) conducted a study on profession-centered and organizational commitment and developmental behaviors in the employees. The results of this study showed that perceived organizational support and active personality trait had a significant and positive effect on organizational commitment (in this study, organizational commitment was equal to emotional commitment) and profession-centered commitment. On the other hand, commitment to the organization has a significant and positive effect on employees' developmental behaviors, namely, the development of competence and feedback-seeking, while profession-centered commitment in this field has a negative effect. Consequently, it is the organizational commitments that, contrary to profession-centered commitment, which have a fundamentally individualistic approach, can have positive effects on individual developmental behaviors (in line with organizational goals).

Islame (2016) conducted a study on the effects of organizational learning culture and psychological empowerment of employees on reducing the willingness of employees to leave the organization and strengthening their organizational commitments. According to the results, organizational learning culture and psychological empowerment have a significant effect on the organizational commitment of the employees towards the organization, and their desires towards leaving the organization. In addition, the organizational commitment of employees is the mediator of the effect of organizational learning culture on the tendency to leave the organization.

Pathardikar et al. (2016), conducted a study on individual's assessment of organizational ethics and job satisfaction through organizational commitment. The results of this study showed that the belief in the existence of ethical principles in the organization has a positive and significant effect on individual's professional and his emotional commitment. Also, professional commitment of a person has a positive and significant effect on job satisfaction and his/her emotional commitment to the organization.

Kenten and Ulker (2012) studied the relationship between perceived organizational support, active personality traits, and voice behaviors among the employees. The results of this study, which was conducted on the companies providing telecommunication and energy services in Turkey, showed that there was a meaningful relationship between the active personality trait and voice behaviors, the organizational support perceived by the staff, can be due to their voice behaviors and the feedback received from these meta-role behaviors in them.

The Conceptual Model of Research:

In this study, the variables of competence development activities and feedback-seeking behavior were taken as the dependent variables (retrieved from Oke and Wandenberghe study, 2016) and organizational learning culture (retrieved from Islame, 2016), perceived organizational support and active personality trait (retrieved from Oke & Vandenberghe research, 2016), belief in the existence of ethical principles in the organization (retrieved from Pathardikar & etal (2016)) were taken as the independent variables. Also, the organizational and profession-centered commitment were taken as mediator variables (retrieved from Oke & Vandenberghe, 2016). According to the above mentioned, the conceptual model of research is represented in Fig. 1.

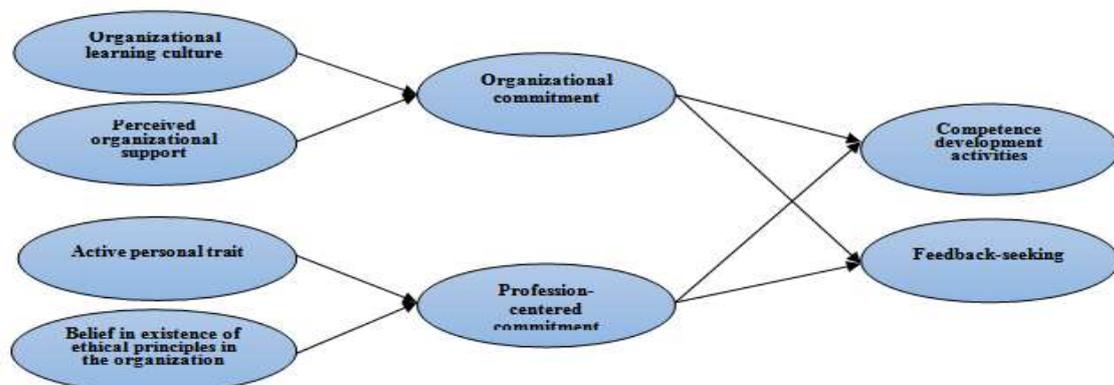


Figure 1: the theoretical framework of the research (Oke & Vandenberghe, 2016; Islame, 2016, Pathardikar et al, 2016).

Hypotheses:

- The organizational learning culture has a significant effect on the employees' organizational commitment.
- The perceived organizational support has a significant effect on the employees' organizational commitment.
- The active personality trait has a significant effect on the employees' profession-centered commitment.

- The belief in existence of ethical principles within the organization has a significant effect on the employees' profession-centered commitment.
- Organizational commitment has a significant effect on the employees' competence development behaviors.
- Organizational commitment has a significant effect on the employees' feedback-seeking behaviors.
- Profession-centered commitment has a significant effect on the employees' competence development behaviors.
- Profession-centered commitment has a significant effect on the employees' feedback-seeking behaviors.

III. METHODOLOGY:

Method: the current study has dealt with the investigation of effects of organizational and profession-centered commitment on the employees' developmental and feedback-seeking behaviors (a case study of public sector). It is an applied study, since the researcher has sought to evaluate the effects of organizational and profession-centered commitment on the employees' developmental and feedback-seeking behaviors, and the results of this study will help them improve and develop their work. In terms of data collection procedures, the current study is of descriptive-correlational type. The structural equation analysis has been used for the purpose of the current study, which tests the structural connections based on the theories and the findings. The statistical population of the current study are the employees of one of the state organizations located in Tehran, which counted up to 73 persons. The sampling was done using the targeted sampling method in the current study. Finally, 73 questionnaires were used for coding statistical analysis. In addition, a statistical population of 10 experts, who were chosen by targeted and available sampling, was used for measuring the questionnaire's validity.

The most important data gathering procedures in the current study are library-based studies and the field research. The validity and reliability of the instruments were evaluated and confirmed before use. . In the current research, the data on the research questions were analyzed using different methods of inferential statistics. SPSS software was used to test Cronbach's alpha and to determine the reliability of the research questionnaire, as well as the normality of the data. In addition to the SPSS software, smart PLS software was also used for execution of the tests to reject or confirm the hypotheses by using explicit variables in the form of a related structural equation model.

IV. FINDINGS:

Cronbach's Alpha Test: Cronbach's alpha method in the SPSS Software, was used to measure the confidence level. To this purpose, a prototype consisting of thirty questionnaires were pretested and then, using the data obtained from these questionnaires, and by the aid of SPSS software, the confidence level was calculated using Cronbach's alpha method, which for the entire questions, was 0.953. This indicates that the questionnaire used has the trust capacity or, in other words, it has the necessary reliability.

Normality Test: the kolmogorov-smirnov test was used to test the normality of the data.

Table 1: the normality test of variables

Variables	Significance level	Error interval	Test result
Organizational learning culture	0/000	0/05	Not normal
Perceived organizational support	0/000	0/05	Not normal
Active personality trait	0/000	0/05	Not normal
Belief in existence of ethical principles in organization	0/000	0/05	Not normal
Organizational commitment	0/000	0/05	Not normal
Profession-centered commitment	0/000	0/05	Not normal
Competence development activities	0/000	0/05	Not normal
Feedback-seeking	0/000	0/05	Not normal

Based on the above table, and the value obtained for the significance level of the variables, which is lower than that error interval, it is revealed that the data of each variable in the current study, is not normal. Therefore, and also regarding the lowness of sample size, the nonparametric statistics and SmartPLS software were used to analyze the data.

Path Analysis Test (structural equation model): To investigate the relationships in the conceptual model of the research, structural equation modeling was used to fit the model,utilizing the SmartPLS software. In the current study, the structural equation modeling is used to verify the validity of structures and also to test the research hypotheses. Overall, the confirmatory factor analysis and structural model are used. Firstly, a confirmatory factor analysis was performed for questionnaires, and then the structural analysis of the factors was used to test the degree of effect of the latent independent variable on the latent dependent variable.

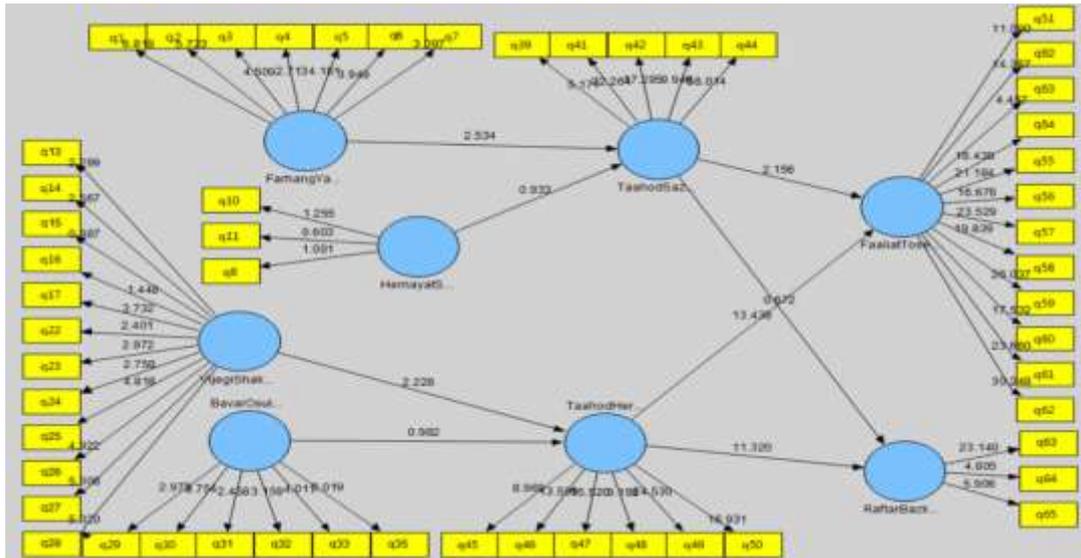


Figure 2: the structural model of hypotheses testing in the significance state (BootStrapping)

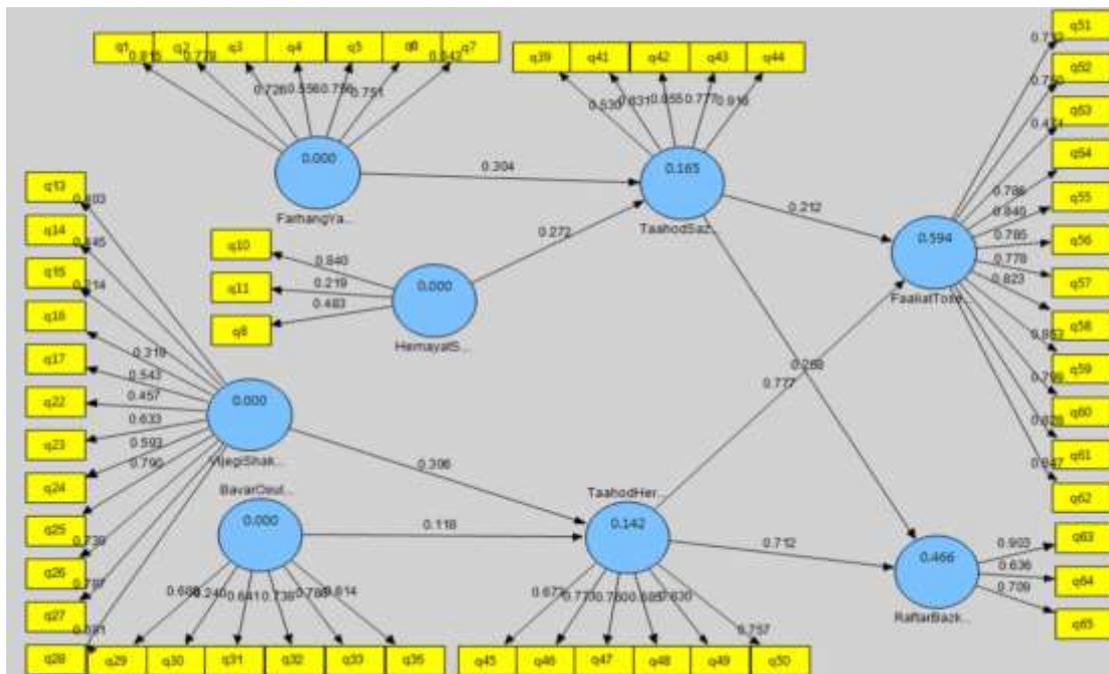


Figure 3: the structural model of hypotheses testing in the standard state (PLS)

Table 2: indicators of structural model fitness

Variable	Credit	Validity Index	Redundancy validity index
Organizational learning culture		0/522	-
Perceived organizational support		0/529	-
Active personality trait		0/536	-
Belief in existence of ethical principles in organization		0/513	-
Organizational commitment		0/630	0/156
Profession-centered commitment		0/560	0/227
Competence development activities		0/607	0/351
Feedback-seeking		0/574	0/199

Hypotheses Testing Results:

Table 3 shows the results of research structural model for the hypotheses testing. Regarding the values provided in this table, as long as the significance level is above 1.96 or lower than -1.96, the hypotheses are confirmed.

Table 3: research hypotheses testing

Hypotheses	Path			Standard approximation	Significance values	Result
1	Organizational learning culture	→	Organizational commitment	0/304	2/534	Confirmed
2	Perceived organizational support	→	Organizational commitment	0/272	0/933	Rejected
3	Active personality trait	→	Profession-centered commitment	0/306	2/228	Confirmed
4	Belief in existence of ethical principles in organization	→	Profession-centered commitment	0/118	0/982	Rejected
5	Organizational commitment	→	Employees competence development activities	0/212	2/156	Confirmed
6	Organizational commitment	→	Feedback-seeking behaviors	0/258	0/672	Rejected
7	Profession-centered commitment	→	Employees competence development activities	0/777	13/438	Confirmed
8	Profession-centered commitment	→	Feedback-seeking behaviors	0/712	11/320	Confirmed

Thus, according to this table, the hypotheses 2, 4, and 6 were rejected and the rest of the hypotheses are confirmed.

V. DISCUSSION AND CONCLUSION:

Based on the results obtained, the following suggestions are provided for exploitation:

- Due to the weakness of the level of public sector employee participation in the main ideas, it is suggested to the managers of this organization to allow employees to share in the main ideas. To this end, they can create a think tank and invite the employees to decide on the organization's core issues to present their ideas.
- Also, the employees' awareness of organizational goals is at a weak level; therefore, it is suggested that the goals of the organization for the employees be well explained. For this purpose, catalogs can be developed in which the objectives of the organization are explained beside a brief description of it, to address possible ambiguity, and put these catalogs on the table of all employees.
- Due to the fact that the employees' skills in discovering the opportunities has a relatively weak executive position, therefore, in order to empower them in this field, it is worthwhile for employees to promise that those who discover growth opportunities faster than others will achieve a degree of promotion. In this case, the employees will do their utmost to find and use these opportunities
- In addition, the level of employees' ability to turn problems into opportunities also needs to be improved, so it is suggested for managers of this organization to help employees to gain skills in turning problems into opportunities, that is, they are allowed to talk with them about the problems that are occurring in the workplace and they also provide the right solution to properly use these problems for the employees, so that they can easily learn the skill.
- Due to the fact that the relationship between the personality of the employees and the organization is at a medium level, it is suggested that, in order to make the organization more meaningful to the personality of the employees, the organization aims to promote its reputation to highlight its successes as a brand for the employees, and create value for them.
- Also, in order to increase the employee's interest in long-term cooperation with the organization, it is necessary that all employees with all levels of education have an opinion poll in key decisions and implement their ideas and opinions in the organization in order to give the employees a personality. This will make the employees tend to have a long-term presence in the organization and therefore seek to obtain the competencies required for this purpose.
- Due to the relatively high level of pride and ambition of employees in performing their duties, for balancing and reducing their pride, it is desirable to reduce the power gap in the organization, and employees with a higher level, work in the form of working teams, alongsidethe employees with lower positions, to increase their humbleness in doing activities.
- It is also suggested that the managers of the organization, by creating a job rotation, put each employee on a position for a while so that the pride of the employees who are on the higher positions is eliminated.
- Managers are encouraged to provide conditions that enable employees to develop as much as they like. This will enable the employees to meet all their material and spiritual needs with this profession, and this profession constitutes all their assets.

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