

The Impact of Organizational Learning on Employees' Innovative Behavior: Moderating Effects of Emotional Commitment

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Abstract

The development and innovation of an enterprise are closely linked, and the innovation of an enterprise is based on employee innovation. At present, the living environment of enterprises is changing with each passing day, and competition is becoming increasingly fierce. In order to survive in a competitive environment, companies need to have sufficient innovation capabilities to compete with competitors. Enterprise innovation is inseparable from learning. Only through the learning and transformation of knowledge can employees' innovation level be enhanced. This study assumes that emotional commitment plays a moderating role in the organizational learning climate affecting employee innovation. At the same time, The research selects more than 80% of employees in a telecommunications company as a survey sample, and uses descriptive analysis and regression analysis to verify the significance of emotional commitment in regulating the organizational learning atmosphere and employee innovation behavior. It is found through research that the organizational learning atmosphere and emotional commitment of employees can positively affect employees' innovative behavior. Emotional commitment can also regulate the organizational learning atmosphere and employee's innovative behavior, and this relationship is relatively significant. The purpose of this study is to explore how to improve the innovation behavior of employees, improve the innovation performance of enterprises, provide management suggestions for enterprises, and promote the long-term development of enterprises.

Keywords

innovation of an enterprise, employee innovation, Staff training and learning.

1. Introduction

The relationship between employee innovation and organizational learning has always been a concern for Chinese managers. How to improve the atmosphere of organizational learning and thus the innovation ability of employees has become a hot topic of contemporary scholars' research. The innovation ability of an enterprise depends on its employees. The strong innovation ability of employees can form the overall innovation level of the enterprise. Therefore, employee innovation is the basis of enterprise innovation. A large number of studies shown that the organizational learning atmosphere of an enterprise can effectively enhance the innovation ability of employees, thereby affecting the performance level of the enterprise. Companies with a good organizational learning environment have stronger employees' innovation capabilities and better corporate performance.

Since the introduction of organizational learning in China in the early 21st century, the development of relevant theories has gradually matured. The atmosphere of organizational learning is an environmental factor of organizational learning, and it is also a promoting factor of organizational learning in the process of spiraling development[1]. In the 1990s, the Jian

libao Group, which was extremely popular, was once known as the "Oriental Magic Water", and now it is no longer the same. With the change of the environment, the organization cannot adjust the atmosphere of organizational learning along with the changed environment, and the organizational learning atmosphere has a greater impact on the employee's innovative behavior. In this way, the learning process of the organization is greatly affected and the company cannot actively Through the exchange of knowledge to innovate development ideas, the development of products is increasingly frustrated[2]. Cases similar to Jian libao are everywhere. Inspired by this, this research will explore the relationship between organizational learning atmosphere and employee innovation, and provide reasonable suggestions for enterprise development.

2. Research Hypotheses

2.1. Organizational Learning Atmosphere and Employee Innovation Behavior

The organizational learning atmosphere is a good value orientation for organizational growth. The organizational learning atmosphere promotes organizational absorption, promotion, and transformation of knowledge from three levels: individuals, teams, and the external environment to promote organizational innovation.

1) At the individual level, employees establish an organizational learning atmosphere by establishing good working relationships and communication with others. ①In a good working relationship, the organization can actively cultivate the relationship between employees. Through quality development and group building, it can lead employees to understand the organizational culture, convey the core ideas of the organization, and connect the organization with employees, employees with employees[3]. ②Work communication mainly includes communication between employees and employees and between employees and leaders. Both communication methods are conducive to employees' understanding of actual problems to a greater extent, establishing links between organizations, broadening the channels for organizational learning, and more comprehensive and comprehensive solutions to practical problems.

2) At the team level, the organization establishes a common organizational vision, cultivates the values of organizational work, enables the organization to achieve a consistent desire, and promotes the formation of a good organizational learning atmosphere. It manifests as a system of organizational mission, tasks, goals, and values and beliefs that are commonly praised, accepted, and internalized by organizations. It can generate a sense of unity and allow the organization to foster unlimited vitality and creativity[4].

3) At the external environment level, a good working environment, comfortable office space, and thoughtful humanistic care of the organization can have a positive impact on employee work and strengthen the enthusiasm for organizational learning. Employees maintain a good working mood, will be more actively engaged in organizational work, stimulate employees' innovative thinking, and help employees explore new ideas. The above three forms can have a positive effect on the establishment and development of the organizational atmosphere, affect the ability of organizational learning, and be beneficial to the innovation and growth of the organization[5].

From the above analysis, it can be seen that a good organizational learning atmosphere can establish a certain working environment for the organization to a certain extent and increase the ability of employees to work creatively. The following assumptions can be made:

H1: A good organizational learning atmosphere can enhance employee innovation.

2.2. Emotional Commitment and Employee Innovation

Emotional commitment refers to employees being introduced into the organization and participating in the organization's social communication activities. It is an individual's emotional trust in the organization and an affirmative psychological tendency of the employee. First of all, a good emotional commitment can make employees have a stronger sense of value and pride in the organization, make employees more actively participate in the organization's activities, and be willing to deal with the organization's things. Second, good emotional commitment can enable employees to sacrifice part of their personal interests for the organization, participate fully in the work of the organization, contribute to the growth and development of the organization, and be full of affection for the organization. Finally, emotional commitment can also guide employees to cultivate team cohesion and give full play to their strengths, which is an effective way for employees to realize their core values. The following will elaborate the impact of emotional commitment on employees' innovative behavior from the aspects of employees' work attitudes and organizational feelings.

1) Emotional commitment can affect the work attitude of employees. When employees have a strong emotional commitment, they can be more actively involved in their work, making them more fulfilled. Generally, employees with high emotional commitment will work more practically, actively participate in the organization's affairs, and assume their own responsibility for the organization. Generally, employees who have strong emotional commitments have significantly higher work performance, working ability, and learning level than other employees, which to a certain extent has a strong role in promoting employees' innovative behavior[6].

2) Emotional commitment can enhance employees' affection for the organization. Generally, employees with strong emotional commitment will think more for the organization, show a strong organizational dependence, and show affection for the organization. Employees have strong trust in the organization. They can devote most of their time to work, strengthen employees' psychological cues to the organization, effectively enhance the efficiency and comprehensiveness of the work, and promote the divergent thinking of employees, thereby helping Employees promote the generation of new ideas, new innovations, and improve the level of innovation of employees. For example, Argyris[7] believes that under the same organizational atmosphere, one of the ways to increase the ability of an organization to innovate in the future is to use effective emotional relationships as a carrier to promote innovative thinking. In short, employees need to improve their innovation ability, display innovative thinking, and organize emotional carriers to play an irreplaceable role. Therefore, for the organization, emotional trust is the glue that will condense the organization, and it is an effective way to enhance the level of organizational innovation. Therefore, the following assumptions can be made:

H2: Emotional commitment can enhance employees' level of innovation.

2.3. Moderating Role of Emotional Commitment in Organizational Learning Atmosphere and Employee Innovation

The organizational learning atmosphere promotes employee innovation by bringing a strong sense of value and presence to employees, and emotional commitment can effectively increase the intensity of a large amount of belonging and presence.

1) According to the motivation theory of employees, when employees have a strong sense of value presence and belonging in the organization, they will place high hopes on the organization and the initiative of work will be effectively improved, so employees will work harder to participate in the work. In order to achieve the common goals of the organization and the innovation and development of the organization, employees will adjust their work, summarize relevant work experience, and improve related work skills, try new and unfamiliar

working methods, and develop creative products and services. During the process, employees' innovation ability was effectively improved[8].

2) The sense of belonging and value of work generally comes from the emotional commitment of employees. In other words, the organizational learning atmosphere can further improve the employee's innovative behavior by enhancing the employee's emotional commitment, because the organizational learning atmosphere can directly affect the employee's innovative behavior. Therefore, the impact of organizational learning atmosphere and emotional commitment on employee innovation behavior is interactive, and emotional commitment plays a moderating role[9].

Based on the above analysis, we can make the following assumptions:

H3: Emotional commitment plays a moderating role in the organizational learning atmosphere affecting employee innovation.

3. Data Collection and Verification

3.1. Sample Situation

In the summary of the results collected from a questionnaire of a telecommunications company, we put the three variables of gender, age, and education at the first level as the control variables when the control variables were hierarchically regressed. In the analysis of employee innovation behavior, a total of 6,391 questionnaires were retrieved, and 5,869 valid questionnaires were analyzed. SPSS 19.0 was used to analyze the frequency distribution of the returned questionnaires. Based on the specific situation of the survey, basic descriptive analysis was performed.

3.2. Hypothesis Testing

(1) hypothesis H1: This study uses the method of hierarchical regression analysis to verify the hypothesis H1. In the process of regression analysis, the employee's innovative behavior was taken as the dependent variable, and the control variables (age, gender, education, and employee salary level) were put into the regression equation as the first-level variables.

Then, the organizational learning atmosphere is put into the regression equation as a second-level variable to obtain Model 1. Based on the collected data, the specific results are shown in Table 1. Model 1 passed the F test, showing that it is meaningful to build the model. After controlling the influence of related variables, the organizational learning atmosphere has a significant positive impact on employee innovation behavior ($\beta = 0.639$, $p < 0.001$). Therefore, Hypothesis 1 is supported, and the organizational learning atmosphere can improve employees' innovative behavior.

Table 1. Regression analysis results (model 1)

Independent variable	Dependent variable	β	df	F	R^2
Organizational learning atmosphere	Employee innovation	0.639***	5868	229.927***	0.426

* $p < .05$. ** $p < .01$. *** $p < .001$.

(2) hypothesis H2: In order to verify H2, the method of hierarchical regression analysis was used for verification. In the regression process, the employee's innovative behavior is taken as the dependent variable, and the control variables (age, gender, education, and employee salary level) are firstly put into the regression equation as the first-level variables.

Then we put emotional commitment as a second-level variable into the regression equation to get model 2, and the analysis results are shown in Table 2. Model 2 passed the F test, showing that it is meaningful to build the model. After controlling the influence of related variables, emotional commitment has a significant positive impact on employee innovation behavior ($\beta = 0.592, p < 0.001$). Therefore, Hypothesis 2 is supported, and emotional commitment can improve employee innovation.

Table 2. Regression analysis results (model 2)

Independent variable	Dependent variable	β	<i>df</i>	<i>F</i>	<i>R</i> ²
Emotional commitment	Employee innovation	0.592***	5868	182.520***	0.37

(3) hypothesis H3: In testing the moderating effects of emotional commitment, we used a regression analysis method with $X1 \cdot X2$ terms and a two-step analysis method. The first step is to take the employee's innovation behavior as the dependent variable, and then use the control variables (age, gender, education, and employee salary level) as the first-level variables and put them into the regression equation. The variables of the second and third levels are put into the regression equation to obtain model 3.

Table 3. Regression analysis results (models 3 and 4)

Independent variable	Dependent variable: Employee innovation	
	models 3	models 4
Organizational learning atmosphere	0.439***	0.451***
Emotional commitment	0.278***	0.311***
Organizational learning atmosphere·Emotional commitment	—	0.071***
<i>df</i>	5868	5868
<i>F</i>	253.657***	244.722***
<i>R</i> ²	0.465	0.468
ΔR^2	—	0.03***

In the second step, innovation behavior is still used as the dependent variable, and control variables (age, gender, education, and employee salary) are used as the first-level variables in the regression equation. The product of the learning atmosphere and emotional commitment is put into the regression equation as variables at the second, third, and fourth levels, and model 4 is obtained.

The analysis results of Model 3 and Model 4 are shown in Table 3. The product term coefficient of organizational learning atmosphere and emotional commitment is significant ($\beta = 0.071, p < 0.001$), so there is a moderating effect of emotional commitment on organizational learning atmosphere and employee innovative behavior. ΔR^2 is 0.03, which measures the

additional contribution of the interaction effect term to the variation of the dependent variable is 3%.

4. Conclusions and Management Implications

4.1. Research Conclusions

This study focuses on the relationship between organizational learning atmosphere, emotional commitment, and employee innovation. Empirical research shows that organizational learning atmosphere and emotional commitment can positively affect employee innovation behavior. Affective commitment has a moderating role in organizational learning atmosphere and employee innovative behavior. By strengthening the emotional commitment of employees, the level of organizational learning atmosphere that affects employees' innovative behavior can be enhanced to a certain extent.

4.2. Management Inspiration

(1) Enterprises should strengthen employee innovation as a powerful driving force for enterprise development.

In the process of enterprise development, it is often those companies with strong innovation capabilities that can survive effectively and become opportunities to seize the opportunity. Enterprise innovation and organization innovation are based on employee innovation. Therefore, the dependent variable studied in this article: employee innovation has played an important role in the development of the enterprise. This also indicates the direction for the development of the company. It is necessary to increase the innovation ability of employees and make the company a leader of the times.

(2) Enterprises should strive to create an organizational learning atmosphere to enhance employees' innovative ability.

From this article's hypothesis H1, we can see that the organizational learning atmosphere can positively affect employee innovation behavior. Enterprises can create a good organizational learning atmosphere for their employees, including specific construction from individuals, organizations and teams. By establishing a strong organizational system, cultivating a strong corporate culture, and establishing a mentor responsibility system, employees can effectively solve problems at work, and help corporate employees enhance their innovative behavior through organizational learning.

(3) Strengthen the emotional commitment of employees, and enhance the level of influence of organizational learning atmosphere on employees' innovative ability.

According to the research hypothesis of H3, it can be known that emotional commitment can enhance the level of influence of organizational learning atmosphere on employee innovation. Enterprises can enhance the organization's emotional commitment by strengthening the humanized management of the organization, using incentive management mechanisms, and adopting a change of employment project system to attract employees to make more contributions to the organization, create more value for the enterprise.

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