

THE ROLE OF ORGANIZATIONAL COMMITMENT AND KNOWLEDGE FOR SUCCESSFUL ORGANIZATIONAL PERFORMANCE

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ABSTRACT

The continuous education and development constitute the most economical way to achieve competitive advantage. Because investments in knowledge and development skills are fundamental equities and the most cost effective way to invest in quality products and services. Each quality manager must vision the future in both his/her career development and their team employees training, in the way that they are not only prepared to face the new requirements, problems and challenges, but also to be able to develop all the capabilities of a leader. In this way, not only the development of the organization is ensured, but, on the other hand, the employee commitment to the organization is encouraged, given the fact that it invests in their development. On the other hand, the knowledge and commitment are directly associated with organizational performance, i.e. its success, which in turn particularly influences the competitiveness of an organization for a long time.

It is in this context, the aim of this paper is set, i.e. to determine whether and what type of role can the organizational commitment and implementation of new knowledge and experience of the employees have, in the success of the organizational performance.

The subject of our research have been organizations from private and service activity, in the Republic of Macedonia, from which we have been able to gather some necessary indicators for the organizational commitment and organizational learning, as well as the organizational performance of the employees therein.

Keywords: *commitment, knowledge, organizational performance.*

Introduction:

Organizational commitment is an important form of position in the organization. It could be defined as a certain expansion of job satisfaction and includes the willingness of employees to sacrifice for their organization. The organizational commitment represents the positive attitudes which an employee feels not towards his or her work, as in the case of job satisfaction, but towards the organization as a whole or some of its members (Grinberg & Baron, 1998). The term 'commitment' refers to a significantly higher degree of emotion that employees feel towards the organization.

The studies dealing with the issue of productivity in an organization, keenly examine and inferred

organizational commitment as "the secret to increased productivity" (Kotevska, 2007). The effects of organizational commitment, according to all studies, are positive. The high degree of commitment among the employees' results in increased motivation and thus a greater level of productivity is reflected in their work. Dedicated employees are generally less absent from work, have low propensity to leave the organization and therefore the fluctuation decreases. The commitment shows willingness of the employees to sacrifice, which can be very useful in times when organization face crisis. Further, research shows that the commitment contributes certain positive consequences for the individual. It leads to a better career, appropriate rewards and better jobs. Dedicated

employees are satisfied with their work, and this certainly transmits over into their private life.

The significance of organizational commitment is highlighted by Reichheld (1996), where some examples of large companies in the USA are listed, which owe their success for the dedication and loyalty of their customers, employees and owners. Therefore it can be concluded that a crucial determinant of organizational success is the degree of organizational commitment of all employees and all levels of the organization. Modern theoretical productions closely relate the organizational commitment to organizational learning. In fact, dedicated employees are willing to work in organizations that learn. Organization that learns is defined as "*an organization where people continually increase their opportunities to achieve the results they want, where open and broad considerations represent normal appearance and group goals are freely presented and people continually learn how to learn together*" (Senge, 2001). In fact, mutual learning and application of knowledge in order to accommodate to the changes resulted in the term, '*organization as a family*' as a synonym for that organization that learns. The organizational learning must be shared and utilized across organizational changes which are nothing but a reaction to changes in the environment. If people, while interacting with the environment, have learned something, but the organization has not changed and failed to use this knowledge in the new situation, then it learned nothing (Jennings, 2000).

The relationship between learning by an individual and the organization is closed i.e. individuals with their learning influence the changes in the organization which creates norms, values and strategic priorities, so it impacts the individuals to learn. The organization that learns and encourages learning among its employees, creates conditions for the exchange of information between employees, thereby creating more educated workforce. Thus a flexible organization is developed where people accept and adapt to new ideas and change through shared organizational vision. It is really necessary because rapid learning means quick adaptation to the nearby surroundings.

The organization must achieve interaction with its environment while at the same time; the environment must be adjustable for this interaction as well. In organizations where employees learn and continuously strengthen their capabilities, new ways of thinking are nurtured & developed and individual & collective aspirations are established freely and they constantly learn on 'how to learn' together. The organization that learns continuously develops its skills for creating the future. The essence is all about changing awareness and changing the interaction, from independent to common opinion.

Learning and building knowledge are important for innovation in organizations because it lead to competitive advantage. Generally, organizations that create and maintain greater knowledge usually achieve and maintain greater competitive advantage. There is also another benefit in the organizations such that, not only individual cognitive structures are changed, but also the elements of collective cognitive structure which represents the basics for changing organizational actions and decisions. This denotes that the people in learning process not only change their own knowledge (contained in the cognitive structures) but also change their own behavior. This change in behavior inevitably results in the changes of cognitive structures in individual and the collective cognitive structures in the organization. The authors in the field of organizational learning agree that it is not sufficient to conclude the accumulation of new knowledge and change in the cognitive structures of the members of the organization as organizational learning. But it is necessary that this change in the consciousness of people causes change in their individual behavior i.e. change in collective actions, and thus incur certain positive impact on the organization. Nonetheless, unlike individual learning, organizational learning always involves some form of social interaction among organizational members. Due to this interaction, precisely, the organizational learning can create knowledge which cannot be found in any separate individual in the organization (Greenberg & Baron, 1997).

Acquiring new knowledge i.e. learning, leads to improvement of repertoire of routines which the organization possesses by which it is not only able to respond to changes in the environment, but also influence the success of the organizational performance. According to this perspective, the competitive advantage is gained by developing specific and superior routines opposed to other organizations in the competition. The superior routines that a separate organization develops represent the core competence. Undoubtedly, the change of routine is not at all a simple matter, because the routines are not only a source of competitive advantage, but also *inertia*, so it is thought that they can even disrupt and prevent organizational learning, given the fact that the routines are older and hardened, hence difficult to change.

In this context, it is worth mentioning about the classification of organizational learning '*learning why*' and '*learning how*' (Edmonson & Moingeon, 1996). '*Learning how*' is learning in a circle and refers to the understanding and application of existing skills, routines, rules and principles of operation. This process results in acceptance (by individuals or groups) of existing skills or routines with which to perform certain work processes. This learning can be a source of competitive advantage of the organization,

because with this, the organization can achieve higher levels of efficiency in executing the work processes in the value chain. 'Learning why' implies (as in learning in a double circle) employees and managers to examine the causal relationship between the factors and causes of separate phenomena in the organization. The result may be the invention of completely new routines with which an organization can achieve competitive advantage.

One of the most interesting and most original concepts of organizational learning is the result achieved by the Japanese author, Ikujiro Nonaka (Nonaka, Toyama, & Byosiere, 2003). According to him, 'organizational learning' has always been associated with organizational knowledge. It is a process through which the organization acquires, manages and uses knowledge. Further he mentioned that there are two basic forms of knowledge, such as objective, open, palpable or explicit; and subjective, hidden, intangible or implicit knowledge. The explicit knowledge is what is expressed in the formal and systematic language and can be used in the form of data, scientific formulas, specifications, manuals, etc. It is independent from the context in which it is created and used, so it can be easily transferred and memorized. The implicit or hidden knowledge is deeply personalized and can hardly be formalized. The implicit knowledge contains intuition as well as assumptions, ideas and knowledge that sometimes people do not know how to express, but know how to apply.

Consequently, this knowledge is deeply embedded in our activities, routines, ideas and values. The implicit knowledge is always dependent on the context in which it occurs that makes it hard to transfer or memorize. The implicit knowledge includes both cognitive and technical elements. The technical elements of the implicit knowledge, however, include informal and intangible skills of the "craft" (one's own knowledge). The cognitive elements of the implicit knowledge contain mental models that are specific to the individual and supply him with a certain understanding of the world. Out of these models, the skill is derived that forms the technical part of the implicit knowledge.

The articulation of knowledge is actually the key way to create new knowledge in the organization. According to Nonaka and many other authors, knowledge is always present in either implicit or explicit form. But in order to create organizational knowledge, it is required to be discussed during a conversion in order to transfer to other form of knowledge. The process of conversion when the individual knowledge is transformed into organizational is actually a process of organizational learning. Therefore, organizational learning is a social process and always involves more people.

Research Methodology:

The scientific knowledge of this macro project of ours and the elicited research (i.e., the paper) will hopefully

find a proper theoretical and practical application in the improvement of the functioning and development of organizations. The intention of this paper is to explore how, what role and significance do the applied predictive (independent) components have, on the criterion (dependent) component:

- Organizational performance
- Organizational commitment and
- Organizational learning (Ways and situations of acquisition of new knowledge and experience and Exercise and use of the acquired knowledge and experiences).

Sample of respondents:

This paper is only one segment of the macro project, RSFOK (Eng. DSFOC Developing strategically focused organization for competitiveness) of BAS-Institute of Management in Bitola, which was conducted during 2014 and 2015 in Republic of Macedonian territory. The total number of respondents included in the research were 292 of which 269 participated in defining a part of the area of organizational culture (organizational commitment and organizational learning) and 23 respondents performed assessments of the situation in the companies where their organizational performance was defined. According to the composition and structure of the respondents, most respondents who are from the activity, organizational culture are employed without special powers, as well as forms the part of management (top and operational managers). The structure of respondents from organizational performance included respondents from management and employees in organizations who had detailed information about the situation in organizations. The surveyed respondents were selected randomly.

Research Instruments and Methods:

Of the research instruments, a questionnaire was used in order to provide the necessary relevant indicators and data. In questionnaire, the statements, claims and assessments were included through which the relevant indicators have been obtained. Two systems of survey questions or claims and statements were made. The first one defined the organizational performance of a system of five tested indicators. The second system in the field of organizational cultural was comprised of two packages of which, the first defines the organizational commitment with six verifiable indicators and the second package of 11 indicators defines two areas such as creation and adoption of new knowledge and experiences (5 indicators) and application and implementation of the acquired knowledge and experiences (6 indicators). In addition, the applied indicators are given below

Organizational Performance:

- VAR001-The organizational performance allows the range of products/services to be large enough to be able to face the possibilities of all clients;
- VAR002-The organizational performance enables lower cost of products/services and optimal costs (facilities, equipment, technology, material costs etc.)
- VAR003-The users of your products/services appreciate the price of p/s;
- VAR004-There are analysis on the trends in the main indicators of organizational performance (productivity, economy, profitability);
- VAR005-There are analysis of the need for continuous introduction of new process technology (technology of materials, customers, and information) that improves organizational performance.

Organizational Commitment:

- VAR001-I believe that my organization is different from other organizations;
- VAR002-There is a code of conduct in the organization;
- VAR003-Trust and cooperation is built in the organization;
- VAR004- I have the opportunity to get involved in creating new solutions to challenges in my organization;
- VAR005- There are formal and informal rules of conduct in my organization;
- VAR006- Ways to improve processes, products and services are constantly looked for.

Organizational learning:

- a) Ways and situations of acquiring new knowledge and experiences:
- VAR001- By formal training
 - VAR002- By monitoring the work and behavior of their superiors.
 - VAR003- By monitoring the work and behavior of colleagues.
 - VAR004- By sharing experiences from colleagues.
 - VAR005- By following the experiences and work of the competition.
- b) Practicing and applying the acquired knowledge and experiences:
- VAR006-Participation with own ideas for the development priorities of the organization;
 - VAR007- Participation in teams for development the strategy of the company;
 - VAR008-Participation in defining the organizational (company) policies;
 - VAR009-Participation in working groups and teams for organizational improvement;
 - VAR010-After each training I am required to apply it;

- VAR011-Upon request of opinions and other assistance from colleagues and other employees, I regularly receive it.

The mutual component in organizational performance of the applied system of claims and statements has been defined with the adoption of factor analysis. The relationships between the mutual component and the predictor, as well as their mutual relations have been determined through Pearson correlation coefficient. The impact of each system has been determined separately using regression analysis. In the data processing, the application programs such as Microsoft Office Excel and SPSS have been used.

Results and Discussion:

Table no. 1, 2 and 3 provide the basic descriptive indicators (*N* - number of respondents; *Min./Max.*-the range; *Mean*-the mean; *Std. Deviation* - standard deviation, and *Variance*-the variance) of the applied indicators that define the organizational performance, the organizational commitment and the organizational learning. According to the acquired indicators of the assessment, it can be noted that most of the values are around the mean without major deviations. Certain discrepancies have been observed in one of the indicators that define the organizational commitment (*VAR001- I believe that my organization is different from other organizations*) and one indicator participates in defining the organizational learning (*VAR008-Participation in defining the organizational (company) policies*).

According to the table no. 4 and 5, the analysis is about the organizational performance in which a matrix factor of five indicators (variables) has been shown from which the values of the following have been derived: communalities, meaningful characteristic roots, percentage of the totally explained variance and the orthogonal VARIMAX rotation. In applied system of variables, according to Kaser-Gutman, the criterion for retaining significant main components with characteristic roots above one, an important main component, is defined, which explains the analyzed space by 70.18%. (Cumulative %). According to the analysis of size of the communalities defining the common dimension, the highest values to the same variable are observed at the variable, VAR005- *There are analysis of the need for continuous introduction of new process technology (technology of materials, customers, and information) that improves organizational performance, h =, 785*). After defining the initial coordinate system of manifest variables, an orthogonal (*Orthogonal transformation solution-Varimax*) and diagonal transformation (*Oblique*) have been made, which in both cases, obtained a common latent dimension defined as 'common factor in organizational performance (F1)'.

As far as the extent of the explanation of total variance of common latent dimension is concerned, it can be concluded that the definition is provided for full participation of all applied indicators with projections of high saturation.

The relationship, between the common latent dimensions (F-1) that defines the organizational performance with the applied system for determining the organizational commitment (Table 6), has been evaluated through Pearson Correlation. According to data analysis, the average negative and low positive and negative levels of correlation have been determined. At the same time, it can be noted from the review that among the six applied indicators that define the organizational commitment, there is a correlation of low negative and positive level, medium to high level of correlation exists. From table 7 in which the relationship between the common latent dimensions (F-1) has been analyzed, which in turn explains the organizational performance by the indicators that define the organizational learning, the study found that there is a correlation of a very low positive and negative level, medium, to a high positive level of correlation. Among the indicators that define the organizational learning, a correlation is observed from a very low positive level, medium, to a high positive level.

From the conducted regression analysis of the applied system for defining the organizational commitment and organizational culture with the criterion (organizational performance), the following results have been obtained:

1. According to the table 8 which presents the results of the research among the indicators that define the organizational commitment, the criterion, the common factor in the organizational performance (F1) is the correlation coefficient $R=0.657$, and the prediction coefficient $R^2=0.43$, which means it explains the common variability with about 43%. In such a relationship, there has not been an observed statistical significance ($\text{Sig.} = 0,121$). Though with the applied system, there is no statistical significance observed with the second indicator of the applied system (VAR002- there is a code of conduct in the organization), there is an individual negative influence of a medium level ($\text{BETA}=-0,544$), with significance of 0,034 ($\text{Sig.} = 0.034$) was observed.

2. According to the analysis (table 9), that presents the results of the research among the indicators that define the organizational learning with the criterion, the common factor in organizational performance (F1), the common correlation coefficient is $R=0.938$ whereas the prediction coefficient $R^2=0.88$ which denotes that it explains the common variability with about 88%. This connection indicates a statistical significance at a level of $P=0.001$ ($\text{Sig.} = 0,001$). The remaining 12% in the explanation of the total variability remains on some other factors and indicators which are not the subject of our research. In addition to the joint connection of

the system, individual, statistically significant effect on the same has been noted in seven indicators out of eleven. Of them, five indicators define the area of application and implementation of the acquired knowledge and experiences (VAR006, $\text{BETA}=0.035$; VAR007, $\text{BETA}=0.000$; VAR008, $\text{BETA}=0.042$; VAR009, $\text{BETA}=0.004$ and VAR010, $\text{BETA}=0.017$) whereas two indicators define the space of situations and ways to acquire new knowledge and experiences (VAR001, $\text{BETA}=0.002$ and VAR002, $\text{BETA}=0.003$).

The following special features can be elicited through the study results

- By applying factor analysis of the applied system of indicators, a common component has been defined, which in the next procedure defines a common latent dimension (F1-common factor organizational performance).
- According to the results of applied regression analysis, a statistically significant impact on the system of indicators that define organizational learning on organizational performance has been shown, which means that organizational learning affects the organizational performance. Moreover, out of the total number of indicators applied with the most (VAR001; VAR002; VAR006; VAR007; VAR008; VAR009 and VAR010), there is an individual impact on the criteria has been determined. In the other system that defines the organizational commitment on the criterion (organizational performance), the analyses found that there is no statistical impact. However, in one of the indicators, regardless of the system applied which has not determined a statistically significant effect, an individual influence has been observed (VAR002).

Conclusion:

Based on the research and data processing, it is inferred that certain theoretical knowledge can be verified, expanded and also offer some practical aspects that will be aimed at improving the situation in organizations in order to achieve greater competitiveness. The theoretical significance of the research subject is confirmed by numerous scientific knowledge and research that emphasize the importance of the organizational performance and the relationship between the organizational culture more specifically, in our research, and the organizational commitment and organizational learning of employees. The collected claims and estimates of respondents related to the organizational performance, as well as the organizational commitment and organizational learning will provide conditions to be able to make a comparison with similar indicators from other modern and highly developed organizations from other countries. The practical significance of the research is reflected through the

immediate application of the data that has been obtained in the course of the study. The obtained results represent a solid basis for making meaningful conclusions, among which some of which are mentioned here.

- The organizational performance can be estimated as satisfactory, although there is always a need for improvement.
- In organizational commitment of employees, the insufficient commitment in certain indicators has been felt, or rather in the possibilities for involvement in the creation of new solutions.
- A need for acquiring new knowledge and experiences has been felt among employees in the organizations. The obtained indicators suggest a low existence of trainings and a need for their organization. An insufficient monitoring of the experience and work of the competition has also been noted. The remaining indicators that participate in defining the ways of acquiring new knowledge and experiences that present satisfactory level, should serve to initiate activities to create and acquire new knowledge and experience.
- In organizations, the experience knowledge and experience are not used and implemented sufficiently which indicates that there is a need for their active involvement as a result of which they can participate with knowledge in practice. Greater participation of employees, with their own ideas about development priorities, participation in team work to develop the strategy of the companies and participation in the definition of organizational policies as well as participation in work groups altogether improve organizational performance.

Based on the conclusion, specific recommendations are provided which are aimed at improving the conditions that have been determined. The organizations need to pay more attention in employee involvement during the decision-making process and creating new solutions which will raise their level of motivation and commitment.

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Table 1

Descriptive Statistics							
org. performance	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
VAR001	23	1	3	4	3.70	0.470	0.221
VAR002	23	2	2	4	3.35	0.714	0.510
VAR003	23	2	2	4	3.52	0.593	0.352
VAR004	23	2	2	4	3.57	0.590	0.348
VAR005	23	2	2	4	3.61	0.583	0.340
Valid N (list wise)	23						

Table 2

Descriptive Statistics							
org. commitment	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
VAR001	269	3	1	4	2.90	1.048	1.098
VAR002	269	3	1	4	3.29	0.716	0.513
VAR003	269	3	1	4	3.28	0.722	0.521
VAR004	269	3	1	4	2.62	1.056	1.116
VAR005	269	3	1	4	3.15	0.714	0.510
VAR006	269	3	1	4	3.40	0.798	0.637
Valid N (list wise)	269						

Table 3

Descriptive Statistics							
org. learning	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
VAR001	269	3	1	4	2.80	0.769	0.592
VAR002	269	3	1	4	3.11	0.805	0.649
VAR003	269	3	1	4	3.32	0.697	0.486
VAR004	269	3	1	4	3.33	0.702	0.492
VAR005	269	3	1	4	2.98	0.902	0.813
VAR006	269	3	1	4	2.46	0.990	0.981
VAR007	269	3	1	4	2.36	0.986	0.971
VAR008	269	3	1	4	2.11	1.022	1.044
VAR009	269	3	1	4	2.41	0.835	0.698
VAR010	269	3	1	4	3.21	0.813	0.660
VAR011	269	3	1	4	3.30	0.719	0.517
Valid N (list wise)	269						

Table 4

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.509	70.18	70.183	3.509	70.183	70.183
2	0.541	10.85	81.039			
3	0.481	9.635	90.675			
4	0.354	7.085	97.760			
5	0.111	2.239	100			

Table 5

	Communalities		Component Matrix(a)	
	Initial	Extraction		Component
				1
VAR001	1	0.648	VAR005	0.886
VAR002	1	0.641	VAR004	0.855
VAR003	1	0.704	VAR003	0.839
VAR004	1	0.731	VAR001	0.805
VAR005	1	0.785	VAR002	0.801

Table 6

Correlations								
		VARF. skor	VAR0001	VAR0002	VAR0003	VAR0004	VAR0005	VAR0006
Pearson Correlation	VARF. skor	1						
	VAR001	0.221	1					
	VAR002	-0.385	0.422	1				
	VAR003	-0.126	0.338	0.473	1			
	VAR004	0.157	0.391	0.357	0.478	1		
	VAR005	-0.213	0.160	0.351	0.251	0.215	1	
	VAR006	-0.243	0.334	0.416	0.585	0.423	0.324	1

Table 7

Correlations												
	VARF. skor	VAR001	VAR002	VAR003	VAR004	VAR005	VAR006	VAR007	VAR008	VAR009	VAR010	VAR011
VARF. skor	1											
VAR001	0.422	1										
VAR002	0.520	0.299	1									
VAR003	0.328	0.325	0.544	1								
VAR004	0.232	0.351	0.398	0.661	1							
VAR005	0.100	0.214	0.466	0.326	0.301	1						
VAR006	-0.046	0.144	0.382	0.177	0.271	0.304	1					
VAR007	0.251	0.066	0.373	0.234	0.195	0.312	0.687	1				
VAR008	-0.045	0.117	0.348	0.235	0.262	0.343	0.754	0.776	1	1		
VAR009	-0.144	0.254	0.256	0.194	0.224	0.270	0.488	0.612	0.595	1		
VAR010	0.005	0.282	0.330	0.303	0.307	0.317	0.245	0.313	0.202	0.268	1	
VAR011	0.173	0.344	0.356	0.368	0.406	0.160	0.365	0.276	0.342	0.297	0.446	1

Table 8

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		
org. posvetenost						
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.962	1.163		1.687	0.111
	VAR001	0.408	0.208	0.428	1.960	0.068
	VAR002	-0.760	0.328	-0.544	-2.317	0.034
	VAR003	0.029	0.351	0.021	0.081	0.936
	VAR004	0.290	0.215	0.306	1.350	0.196
	VAR005	-0.100	0.288	-0.072	-0.348	0.732
	VAR006	-0.348	0.307	-0.277	-1.131	0.275
Model Summary (b)						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		Sig.
1	0.657	0.432	0.219	0.884		0.121

Table 9

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		
org. učenje						
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-2.056	0.671		-3.064	0.011
	VAR001	0.645	0.157	0.497	4.117	0.002
	VAR002	0.651	0.176	0.525	3.702	0.003
	VAR003	-0.121	0.225	-0.084	-0.540	0.600
	VAR004	0.175	0.210	0.123	0.832	0.423
	VAR005	-0.088	0.139	-0.080	-0.636	0.538
	VAR006	-0.416	0.173	-0.412	-2.401	0.035
	VAR007	1.092	0.192	1.076	5.692	0.000
	VAR008	-0.449	0.195	-0.459	-2.302	0.042
	VAR009	-0.624	0.169	-0.521	-3.687	0.004
	VAR010	-0.442	0.157	-0.359	-2.824	0.017
	VAR011	0.186	0.184	0.134	1.010	0.334
Model Summary (b)						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		Sig.
1	0.938	0.881	0.761	0.489		0.001
