



ORGANIZATIONAL LEARNING: IMPACT ON JOB SATISFACTION AND WORK PERFORMANCE

B.A CHAITANYA

JRF

Department of Business management,

Osmania University.

chaitumba11@gmail.com

Abstract:

Organizational learning can be considered as a transformation of organization knowledge. As the organizations change continuously, the concept of Learning has taken emphasizes in the recent decades. There is a need to organizations to equip its employees with the upcoming knowledge and technological advancements. At the same time the employee's job satisfaction plays a major role in improving the work performance. This article attempts to examine the relationship among three variables- organizational learning, job satisfaction and work performance by choosing a sample of 100 employees working in IT sector. The findings show a positive relationship among the above variables.

Key words: Job satisfaction, Organizational learning and work performance.

Introduction:

Organizational learning is an area of knowledge within organizational theory that leads to commitment and job satisfaction of the employees which in turn excels the work performance of the employees.

Organizational learning within an organization is a social process, involving interactions among many individuals leading to formal decision making process. Thus an adaptive culture that includes learning as a part of day to day activity is essential where creative ideas have to be rewarded by empowering the organizational goals to the individuals. A shift from individual learning to organizational learning involves a transformation of knowledge. If an individual learns something it should be available to the organization for immediate use and organizations must create, apprehend, organize and transfer knowledge before its utilization. Though learning is a social process, cultural change and creating an adaptive culture is a challenging task.

Objectives:

- To assess the relationship among organizational learning, job satisfaction and work performance.
- To find the impact of organizational learning on job satisfaction and work performance.

Hypothesis:

H₀1: There is no correlation among organizational learning, job satisfaction and work performance.



H₀2: There is no significant relationship between organizational learning and work performance.

Literature review:

In general many of the researchers have a consensus about a learning organization that organizational change can be successful only when learning becomes a prerequisite for the organizations. (Garvin, 1993;Hendry,1996). The intellectual capabilities of the employees can be enhance through continuous learning; as such the organizations can better perform with their learned employees.(Watkins and Marsick, 1996).

According to Chonko, 2003, Organizational learning can be considered as a social process that involves creating, acquiring and integrating knowledge to develop resources and capabilities in order to make organizations perform better.

In a study conducted by Garver(1996), learning activities and performance are positively related at work and higher performing employees are involved in more learning activities. The findings of the study in a manufacturing firm conducted by Spicerr and Sadler-smith (2006) indicate a positive direct relationship between organizational learning and financial and non-financial performance of the firm. Organizations that are sensitive towards the employees facilitate them with the resources for learning and achievement of goals, by creating a great harmony among individual and organizational goals. There is a significant impact of workplace learning on job satisfaction. (Rowden and conine,2005).

The organizations with extreme focus on education, learning and development of the employees have seen a greater level of job satisfaction and profitability (Leslie et al.1998)

Research Methodology:

A structured questionnaire was circulated among 100 employees working in IT sector where 92 questionnaires were returned and used for data analysis. Correlation and regression analysis were conducted by using SPSS. The findings and the results are discussed.

Major Findings:

Demographic profile:

Out of respondents the majority were male with 64%. The respondents of age 40 years were 63%, 41 to 50 years were 20% and 17% were 51 years and above indicating a age diverse sample.

70% were Graduates and 30 % were post graduates. In job category, 50% were lower level, 39% were middle level and 11% were top level.

Hypothesis Testing:

The relationship among organizational learning, job satisfaction and work performance:

Table 1: Pearson's Correlation Coefficient between the selected constructs

	Mean	Standard Deviation	Organization Learning	Job satisfaction	Work performance
Organization Learning	5.48	.597	1.000	.551	
Job satisfaction	4.83	.797	.551**	1.000	
Work performance	5.58	.765	.485**	.512**	1.000

Correlation is significant at 0.01 level(2-tailed)

The above table shows the correlation coefficients among the variables taken for the study. $r=.551$, indicates that organizational learning and job satisfaction are positively related. $r=.485$, indicates that organizational learning has a significant positive impact on work performance.

Organizational learning and work performance with job satisfaction:

Table 2: Three Steps Separate Regression Equations for Job Satisfaction

Equation	Variable	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t	p
1	(Constant)	.797	.551	2.700	.007
DV: JS	OL	.736		13.757	.0001
2	(Constant)	2.178	.484	7.328	.0001
DV: WP	OL	.621		11.517	.0001
3	(Constant)	1.909	.290	6.753	.0001
DV: WP	OL	.372	.351	6.109	.0001
	JS	.337		7.392	.0001

Note: DV= Dependent Variable, JS= Job Satisfaction, WP= Work performance, OL= Organizational Learning

The above table indicates the regression coefficients of the variables considered for the study. From the above coefficients, organizational learning significantly impacts job satisfaction and work performance. Therefore, Organizational learning effects job satisfaction and job satisfaction in turn predicts the work performance.

Conclusion:

Organizational learning takes lead in enhancing job satisfaction and in turn improves the employee work performance in IT sector. The findings provide empirical evidence showing that the job satisfaction has a mediating effect on organizational learning and work



performance. More precisely the results support the findings of earlier research on job satisfaction as mediating variable.

IT managers have to fulfill different roles and responsibilities in the work place, such as managing learning, facilitating a learning environment and creating adaptive culture. Strategic organizational initiatives aimed at improving workplace and professional development need to have top-level support, therefore top management need to have motivation, commitment, knowledge, and ability to create and enhance the learning atmosphere in the organization. Top management need to understand and identify the factors or elements that contribute to the effectiveness of organizational learning activities and identify the factors hindering the learning processes. By doing that, organizations ultimately will be able achieve benefits such as increased job satisfaction and work performance.

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