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AN EMPIRICAL STUDY ON EFFECTS OF LEARNING ORGANIZATIONAL CULTURE ON EMPLOYEES' JOB RELATED OUTCOMES

The study empirically examines the effects of learning organizational culture on job-related outcomes of job satisfaction, organizational commitment, job involvement, and innovative work behaviour. Structured questionnaire was used to collect the data from 150 managers in telecommunication and information technology industries. Correlation and regression analyses were used to test the hypothesized relationship. The results indicate that learning organizational culture predicts employees' job satisfaction, organizational commitment, job involvement, and innovative work behaviour. The findings offer opportunities to practitioners and professionals to plan and develop learning culture to improve employees' and organizational performance.

Keywords: learning organizational culture; job satisfaction; organizational commitment; job involvement; innovative work behaviour; Pakistan.

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ЕМПІРИЧНЕ ДОСЛІДЖЕННЯ ВПЛИВУ НАВЧАНОЇ ОРГАНІЗАЦІЙНОЇ КУЛЬТУРИ НА РЕЗУЛЬТАТИ РОБОТИ ПЕРСОНАЛУ

У статті емпірично досліджено впливи навчальної організаційної культури на результати роботи персоналу, зокрема, на задоволеність роботою, відданість організації, міру залученості в роботу і привнесення інновацій. Для збору даних використовувалася структурована анкета, проведено опитування 150 менеджерів у сфері телекомунікацій і інформаційних технологій. Для оцінювання взаємозалежностей застосовано кореляційний і регресійний аналіз. Результати вказують на те, що навчальна організаційна культуразначно впливає на вищеперелічені чинники роботи персоналу. Висновки дослідження допоможуть спланувати розвиток організаційної культури і підвищити результативність роботи персоналу і фірми.

Ключові слова: навчальна організаційна культура; задоволеність роботою; відданість організації; міра залученості в роботу; привнесення інновацій; Пакистан.

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ЭМПИРИЧЕСКОЕ ИССЛЕДОВАНИЕ ВЛИЯНИЯ ОБУЧАЮЩЕЙ ОРГАНИЗАЦИОННОЙ КУЛЬТУРЫ НА РЕЗУЛЬТАТЫ РАБОТЫ ПЕРСОНАЛА

В статье эмпирически исследовано влияние обучающей организационной культуры на результаты работы персонала, в частности, на удовлетворенность работой, преданность организации, степень вовлеченности в работу и привнесение инноваций. Для сбора данных использовалась структурированная анкета, проведен опрос 150 менеджеров в сфере телекоммуникаций и информационных технологий. Для оценки взаимозависимостей был применен корреляционный и регрессионный анализ. Результаты указывают на то, что обучающая организационная культура значительно влияет на вышеперечисленные факторы работы персонала. Выводы исследования помогут

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спланировать развитие организационной культуры и повысить результативность работы персонала и фирмы.

Ключевые слова: обучающая организационная культура; удовлетворенность работой; преданность организации; степень вовлеченности в работу; привнесение инноваций; Пакистан.

1. Introduction. A changing business environment has necessitated adoption of novel management approaches and practices to remain competitive. Organizational unique competencies have become a predictor of sustainable competitive advantage. Organization learning, knowledge management, and communities of practices are practiced extensively in Western context for organizational effectiveness (Cummings and Worley, 2005; Eisenhardt and Santos, 2002; Powell and Snellman, 2004; Wenger, 2004; Wilson and Cattell, 2005). HR practitioners have pursued discovery of new styles, trends, concepts, and approaches that affect organizational performance in different milieu. The concept of learning organizational culture and its outcomes have been constantly researched for development and consolidation of the existing theory. Limited studies on this aspect have been undertaken in Pakistan. The study aims at bridging this gap along with its contribution to the existing knowledge about this phenomenon in a developing economy.

The purpose of this study is to investigate empirically the influence of learning organizational culture on job-related outcomes of job satisfaction, organizational commitment, job involvement, and innovative work behaviour. The empirical results of the study provide insights to HRD practitioners to plan and initiate appropriate response strategy for the development of learning culture in organizations that affects employees' job-related outcomes, and enhances organizational performance.

2. Literature Review. Organizations have responded to changes in the environment through a paradigm shift in their approach to continuously improve knowledge and competencies that transform organizations to embrace new characteristics, introduce new processes, and system for creating and learning collectively (Argyris and Schon, 1978; Rebelo and Gomes, 2008). Confessore and Kops (1998) emphasized that "creativity, collaboration, and knowledge-related processes have a collective meaning and value". Park (2001) asserted that learning organizational culture has become a necessity for sustainability in competitive environment (Park, 2001). The learning organizational culture manifests an integrated approach of sharing, participating, and collaborating (Senge, 1990; Marquardt, 2002). The learning organizational culture helps in initiating and sustaining change, improves performance, and leads to sustainable competitiveness (Senge, 1990; Watkins and Marsick, 1996). The research indicated a strong and positive relationship between learning organizational culture and employees'-related outcomes (Ellinger et al., 2002; Wang, 2005).

Locke (1976) stated that job satisfaction is a "pleasurable or positive emotional state, resulting from the appraisal of one's job experience". Lee-Kelley et al. (2007) identified the scope of job satisfaction as "an employee's attitudes of overall acceptance, contentment, and enjoyment in their work". Spector (1997) noted that job satisfaction is determined by personal factors (intrinsic) and environmental context (extrinsic). The researchers argued about the outcomes of intrinsic and extrinsic

dimensions of job and concluded that job satisfaction leads to positive job-related outcomes (Fields, 2002; Ellickson, 2002; Moyhnihan, and Pandey, 2007).

Porter et al. (1974) defined organizational commitment as "the strength of an individual's identification with and involvement in a particular organization". Meyer and Allen (1991) identified 3 dimensions of organizational commitment, namely, affective commitment, continuous commitment, and normative commitment. The present study focused on affective commitment that manifests in employee's identification with emotional attachment, and association in a firm. Employees' commitment is essential to sustain organizational superior performance (Ketchand and Strawser, 2001). Strong evidence exists in literature that work environment, management support, and training and development are vital for creating and sustaining affective commitment. Affective commitment leads to enhanced productivity, and positive work-related behaviour of job satisfaction, organizational citizenship behaviour, enhanced retention, productivity, and performance (O'Malley, 2000; Smeenk et al., 2006). The learning environment positively influences job satisfaction (Ketchand and Strawser, 2001; Smeenk et al., 2006).

Lodahl and Kejner (1965) defined job involvement as "the degree to which a person's work performance affects his self-esteem." Job involvement entails internalization of work-related values and individual's commitment to uphold the values. The process of involvement helps satisfying personal wishes. The fulfillment of job in a benefiting manner becomes the main focus of one's personality. Blau and Boal (1997) stressed that job involvement has individual's identification with the job as his core value. This phenomenon relates to individual motivation with a job (Balay, 2000). The learning organizational culture enhances person's self-esteem and competency, affects his job-related values, and provides him with self-satisfaction and sense of purpose. These aspects make individual commitment with a job and its performance top priority (Blau and Boal, 1997; Ramsey et al., 1995).

Innovative work behaviour (IWB) manifests in generating fresh ideas, creating opportunities, out-of-box thinking approach, experimenting, orientation toward change, and use of personal competencies to refine methods, processes, and improving personal behaviour and organizational performance (Janssen et al., 2004; Mumford, 2000). Researchers established that learning culture promotes IWB (Scott and Bruce, 1998; Zhou and Shalley, 2003).

The following hypotheses are formulated for the study as a result of theoretical background and literature review:

H 1. Organizational learning culture predicts employees' job satisfaction.

H 2. Organizational learning culture predicts employees' organizational commitment.

H 3. Organizational learning culture predicts employees' job involvement.

H 4. Organizational learning culture predicts employees' innovative work behaviour.

3. Method. Structured questionnaire was used to collect the data. The respondents were managers from telecommunication and information technology industries in Pakistan. 250 questionnaires were administered using multiple means. A total of 150 completed questionnaires were received with a response rate of 60%. The average age of respondents was in between 25 and 45. The educational background ranged

from bachelor to master levels. The respondents were assured of the confidentiality of their responses.

The instrument of the study was adapted from the previous studies. The learning organizational culture scale was adapted from Yang (2003). Job satisfaction scale was used from the study of Spector (1985), organizational commitment scale for affective commitment dimension was adapted from Meyer and Allen (1991), job involvement scale was drawn from the study by Uygur and Kilic (2009), and innovative work behaviour scale was derived from Jong (2008). Five-point Likert scale was used to measure the response ranging from 5 (strongly agree) to 1 (strongly disagree).

4. Results. The study used SPSS 16 for the data analysis. Descriptive statistics, correlation, and regression tests were used to test the hypothesized relationship.

Table 1: **Descriptive Analysis and Correlation Coefficients**

	Scale	Mean	SD	I	II	III	IV	V
I	LOC	4.23	.63	(.78)				
II	JS	4.37	.78	.60*	(.83)			
III	OC	4.28	.68	.51*	.55*	(.75)		
IV	JI	4.02	.61	.67*	.62*	.59*	(.81)	
V	IWB	4.37	.65	.72*	.68*	.63*	.54*	.79*

(N=150), * p< 0.01. Cronbach alpha in parenthesis

The results in Table 1 indicate that all the variables used in the study are positively and significantly correlated at p<0.01. In addition, the reliability coefficients values of all the variables were more than 0.70 as recommended by Nunnally (1978).

Table 2: **Regression Analysis**

IV	DV	R2	F	Sig	Beta	t-value	Sig
OLC	JS	.362	163.73	0.000	.60	12.79	0.000
OLC	OC	.256	99.52	0.000	.51	9.97	0.000
OLC	JI	.452	213.23	0.000	.67	12.67	0.000
OLC	IWB	.520	313.14	0.000	.72	15.69	0.000

The results of the regression analysis (Table 2) indicate that organizational learning culture positively and significantly affect employees' job-related behaviour of job satisfaction, organizational commitment, job involvement, and innovative work behaviour. The results give support to all the hypotheses.

5. Conclusion, Recommendations and Future Implications. The purpose of the study was to examine empirically the influence of organizational learning culture on job-related outcomes of job satisfaction, organizational commitment, job involvement, and innovative work behaviour. The results found support for all the hypothesized relationships. The results of the present study concur with the outcome of the earlier studies (Wang, 2005; Moyhnihan and Pandey, 2007; Balay, 2000; Zhou and Shalley, 2003; Chan and Lee, 2007; Rickards and Moger, 2006; Lok and Crawford, 2001).

The changing business environment necessitates a paradigm change in employees' behaviour to provide service excellence, attain customers' satisfaction, and achieve competitiveness. This entails creating enabling work environment to transform employees' behaviour to exhibit excellence in all dimensions. Organizational learning culture generates synergy to attain beneficial work-related outcomes.

Job satisfaction of employees is vital to achieve superior performance. Happy and motivated employees put in extra efforts to improve their work processes and delivery mode to please customers. Gardiner and Whiting (1997) stressed that learning organizational culture positively affects job satisfaction and yields superior organizational performance. Chang and Lee (2007) noted that learning organizational culture enhances employees' satisfaction with a job. Previous studies strongly support the relationship between organizational learning culture and job satisfaction (Wang, 2005; Egan et al., 2004; Lim, 2003).

Organizational commitment enhances employees' bond with an organization and leads to compatibility of personal and organizational goals. The sense of ownership makes employees enthusiastic about organizational pursuits, gives them a sense of purpose and makes them perform exceptionally well. Bhatnager (2007) found strong support of training and learning activities and significant improvement in employees' competencies as well as commitment. Lok and Crawford (2001) established strong association of learning culture with organizational commitment. Maurer and Lippstreu (2008) contended that organizational favourable learning environment affects employees' learning engagement that in turn improves their commitment. Researches supported the fact that organizational culture significantly predicts commitment of employees (Pool and Pool, 2007; Wu and Cavusgil, 2006).

Job involvement envisages employees' association with a job. A high level of job involvement has been found beneficial for improved personal and organizational performance. Strong evidence exists that supportive organizational learning environment improves this relationship and an individual strives to give his best to the job requirement. Chiva and Alegre (2008) contended that supportive learning environment affects greater association with a job. Strong evidence established that learning organizational culture enhances job involvement (Huang and Wu, 2000; McKinnon et al., 2003; Robbins, 1996).

Innovative work behaviour yields positive outcomes of improved processes, and introduction of differentiated products and services. Learning organizational culture emphasis on collaboration fosters employees' participation in decision-making that result in innovative thinking (Rickards and Moger, 2006). Amabile (1983) stressed that enabling environment creates intrinsic motivation wich is essential for doing something different. Krause (2004) contended that learning culture provides freedom and autonomy to employees who accelerate innovative work behaviour. Altex et al. (2000) found strong association between collaboration, participation, and supportive learning environment and innovative work behaviour. Drucker (1999) emphasized that learning milieu in organizations facilitates development of positive and productive behaviour, commitment, and out-of-box thinking among employees, and they challenge the status quo, give original ideas, prefer experiments, and take risks. The results found support for the previous research (Rickards and Moger, 2006; Krause, 2004; Drucker, 1999).

The study highlights the role of learning organizational culture in enhancing employees' job-related behaviour of job satisfaction, organizational commitment, job involvement, and innovative work behaviour. The empirical evidence substantiates the notion that learning culture provides necessary impetus to positive and beneficial employees' behaviour. The results provides opportunities to HRD practitioners and

other related professionals to identify the significant role of learning culture, and plan and implement appropriate strategies to develop this phenomenon to improve employees' prolific behaviour and organizational performance.

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